

SIDDHARTH UNIVERSITY,
KAPILVASTTU,
SIDDHARTH NAGAR



A PROPOSAL
OF
B.P.ED. TWO YEARS CURRICULUM
As per
THE REGULATION OF NCTE
(A teachers training course)

[Handwritten signatures and initials]
R. S. S
24/29.6.19

**GUIDELINES OF REGULATIONS AND MODEL SYLLABUS STRUCTURE FOR B. P. ED.
FOUR SEMESTERS (TWO YEARS) PROGRAMME**

Preamble: Bachelor of Physical Education (B. P. Ed.) Two years programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory theory as well as practical courses, compulsory school internship and internal external teaching practices.

R.B.P.Ed. 1. Eligibility

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

R. B.P.Ed. 2. Duration:

The B.P.Ed programme shall be of a duration of two academic years, that is, four semesters. 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.

R. B.P.Ed. 3. The Yearly System:

All Programmes shall run on yearSystem. 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.

R. B.P.Ed 4. 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/ sports activities/ match practices/ teaching practice-internal and external/ leadership training camp/mountaineering / project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

R. B.P.Ed. 5. Courses of Programme:

The B.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

Theory:

Core Course: (Denoted by-CC)

Practicum:

Practical Course: (Denoted by-PC)

29.6.19
[Handwritten signatures and initials]

R. B.P.Ed.6. Working days:

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

R. B.P.Ed 7. 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 90 credits and for each year 20 credits.

Provision of Bonus Credits Maximum 12 Credits in each Year

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 Reposting / Article Writing / book writing / progress report writing	1
9.	Research Project	4

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

R. B.P.Ed.8. Examinations:

- i. There shall be examinations at the end of each academic year, A candidate who does not pass the examination in any course(s) shall be permitted to appear in such

[Handwritten signatures and dates]
29.6.19
R. Singh

failed course(s) in the subsequent examinations at the end of academic session or as back/improvement paper examinations.

ii. A candidate should get enrolled /registered for the first year 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 academic year.

R. B.P.Ed 09 Condonation:

Student must have 75% of attendance in each course for appearing the examinations.

Students who have 74% 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. Students who have below 50% of attendance are not eligible to appear for the examination.

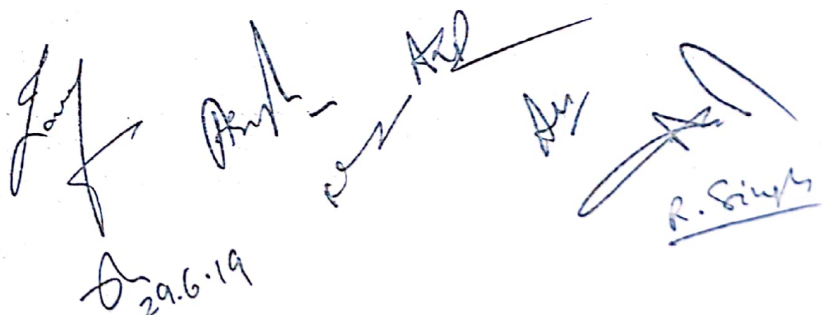
R. B.P.Ed 10. Pattern of Question Papers:

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	very short answer (5 questions) 5x2=10	10
2 or 3	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 1)	15
4 or 5	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 2)	15
6 or 7	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 3)	15
8 or 9	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 4)	15
Total		70



 29.6.19

R. B.P.Ed. 11. 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 coordinator/ teacher as well as by end of year examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One Test	15 Marks
Seminar / Quiz/Duty assigned by teacher	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

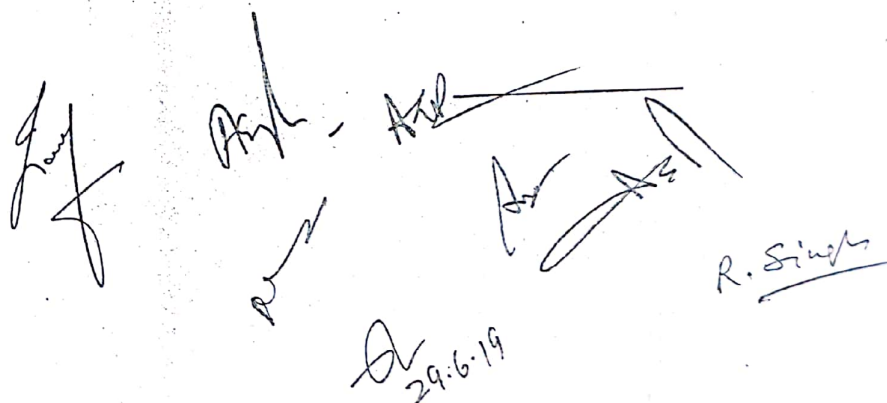
Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end year examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end year examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-year practical examination.

R. B.P.Ed. 12. Minimum Passing Standard:

The minimum passing standard 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.

R. B.P.Ed 13. Grading:

Once the marks of the CIA (Continues Internal Assessment) and YEA (Year End Assessment) for each of the courses are available, both (CIA and YEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. B.P.Ed. 17 from the first year onwards the average performance within any year from the first year is indicated by Year Grade Point Average (YGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semesters indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

The bottom section of the page contains several handwritten signatures in black ink. One signature is clearly legible as 'R. Singh'. Below the signatures, the date '29.6.19' is written.

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 year j and N number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first year to the current semester.

R. B.P.Ed. 14. 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 or First class with Distinction, 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 have scored the First / Second Class separately in both the grand total and end Year(External) examinations.

R. B.P.Ed.15. 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.

R. B.P.Ed.16. 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-year external and internal examinations as per following table:

[Handwritten signatures and dates]
29.6.19
R. Singh

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 and above	8.5-10.0	O	Outstanding	First class with distinction
70-84.99	7.0-8.49	A+	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher second class
50-54.99	5.0-5.49	B	Above Average	Second class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail/ Dropped	Dropped
	0	AB	Absent	

R. B.P.Ed.17. Grade Point Calculation

Calculation of Year Grade Point Average (YGPA) and Credit Grade Point (CGP) and declaration of class for B. P. Ed. Programme.

The credit grade points are to be calculated on the following basis:

Example – I

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

$$\text{Grade Point} = 6.0 + 5 (0.99/9.99)$$

$$= 6.0 + 5 \times 0.1$$

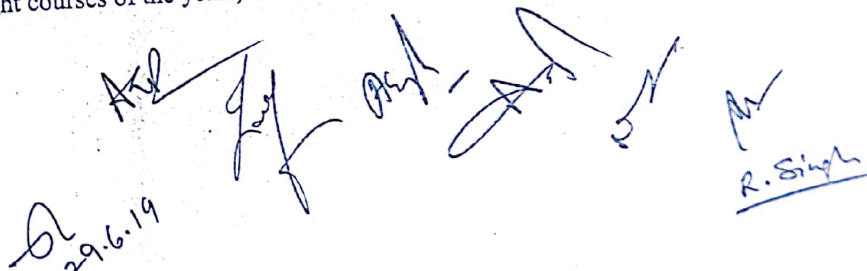
$$= 6.0 +$$

$$0.5 = 6.5$$

The Course Credits = 04

$$\text{Credits Grade Point (CGP)} = 6.5 \times 04 = 26$$

The year grade point average (YGPA) will be calculated as a weighted average of all the grade point of the year courses. That is Year grade point average (YGPA) = (sum of grade points of all eight courses of the years) / total credit of the years per example given below:



 29.6.19

1-YEAR

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-101	4	65	A	6.5	26
CC-102	4	60	A	6.0	24
CC-103	4	62	A	6.2	24.8
CC-104	4	57	B+	5.7	22.8
CC-105	4	55	B+	5.5	22
CC-106	4	72	A+	7.2	28.8
CC-107	4	66	A	6.6	26.4
CC-108	4	72	A+	7.2	28.8
	32				203.6

Examples: Conversion of marks into grade points

CC-101 $65 = 60 + 5 = 6.0 + 5 \times (0.99 / 9.99) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 = 6.5$

CC-102 $60 = 6.0$

CC-103 $62 = 60 + 2 = 6.0 + 2 \times (0.99 / 9.99) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$

CC-104 $57 = 55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$

CC-105 $55 = 5.5$

CC-106 $72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$

CC-107 $66 = 60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$

CC-108 $72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$

YEAR GRADE POINT AVERAGE (YGPA) = Total Credit Grade Points

= $203.6 / 32 = 6.3625$

YGPA Sem. I = 6.3625

At the end of Year-1

Total YGPA = 6.3625

Cumulative Grade Point Average (CGPA) = $6.3625 / 1 = 6.3625$

CGPA = 6.66875, Grade = A, Class = First Class

S
29.6.19

[Handwritten signatures]
R. Singh

1-Year

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
PC -201	4	76	A+	7.6	30.4
PC -202	4	64	A	6.4	25.6
PC -203	4	59	B+	5.9	23.6
PC -204	4	80	A+	8.0	32
PC-205	4	49	C	4.9	19.6
PC-206	4	64	A	6.4	25.6
PC-207	4	55	B+	5.5	22
PC-208	4	72	A+	7.2	28.8
	32				207.6

YGPA = 6.4875

At the end of Year

Total YGPA for a year = 12.85

Cumulative Grade Point Average (CGPA) = $12.85/2 = 6.425$

CGPA = 6.66875, Grade = A, Class = First Class

II - Year

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-201	4	64	A	6.4	25.6
CC-202	4	64	A	6.4	25.6
CC-203	4	59	B+	5.9	23.6
CC-204	4	81	A+	8.1	32.4
CC-205	4	49	C	4.9	19.6
CC-206	4	64	A	6.4	25.6
CC-207	4	68	A	6.8	27.2
CC-208	4	75	A+	7.5	30
	32				209.6

YGPA Sem. III = 6.55

At the end of year.

Total YGPA for year = 19.4

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

29.6.19

[Handwritten signatures]

[Handwritten signature]
R. Singh

IInd-Year

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
PC -201	4	83	A+	8.3	33.2
PC -202	4	76	A+	7.6	30.4
PC -203	4	59	B+	5.9	23.6
PC -204	4	81	A+	8.1	32.4
PC-205	4	49	C	4.9	19.6
PC-206	4	78	A+	7.8	31.2
PC-207	4	81	A+	8.1	32.4
PC-208	4	75	A+	7.5	30
	32				232.8

YGPA = 7.275

At the end of year

Total YGPA for all the two years = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

Note:

- (1) YGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current year.
- (3) The cumulative grade point average will be calculated as the average of the YGPA of all the continuously, as shown above.
- (4) For the award of the class, CGPA shall be calculated on the basis of:
 - (a) Marks of each Year End Assessment And
 - (b) Marks of each Year 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 the entire one to four year examinations.

[Signature]
29.6.19

[Signature] *[Signature]* *[Signature]* *[Signature]*
[Signature] *[Signature]*

R. B.P.Ed.18. Grievance Redressal Committee:

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

R. B.P.Ed.19. Revision of Syllabi:

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each year should be implemented in a sequential way.
3. In 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 year for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

The block contains several handwritten signatures and dates. On the left, there is a signature followed by the date '29.6.19'. In the center, there are two more signatures. On the right, there is a signature that appears to be 'R. Singh'.

Year- I

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-101	History, Principles and foundation of Physical Education	4	4	30	70	100
CC-102	Anatomy and Physiology	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
CC-104	Officiating and Coaching	4	4	30	70	100
CC-105	Yoga Education	4	4	30	70	100
CC-106	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
CC-107	Organization and Administration	4	4	30	70	100
CC-108	Contemporary issues in physical education, fitness and wellness	4	4	30	70	100
Total		32	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 136-160 hours per year whereas 102-120 hours for each Practicum Course.

29.6.19

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

R. Singh

YEAR-I

Part B: Practical Course						
PC Course	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Yoga/Aerobic s/Swimming	6	4	30	70	100
PC-103	Indigenous Sports: Kabaddi/Malkhambh/Kho Kho /March past	6	4	30	70	100
PC-104	Mass Demonstration Activities: dumbbells /tipri/wands/ lezim /	6	4	30	70	100
PC-105	Track and Field (Jumping Events)	6	4	30	70	100
PC-106	Badminton/ Table Tennis/Squash/ Tennis (match practices)	6	4	30	70	100
PC-107	Teaching Practices (05lessons in class room teaching, 05 lessons sports skill-internal and 05lessons schools/ colleges-external)	6	4	30	70	100
PC-108	Leadership training camp (7 to 10 Day)	6	4	100	--	100
Total		48	32	310	490	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 136-160 hours per year whereas 102-120 hours for each Practicum Course.



 29.6.19

YEAR-II

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-201	Sports Training	4	4	30	70	100
CC-202	Computer Applications and Curriculum design in Physical Education	4	4	30	70	100
CC-203	Sports Psychology and Sociology	4	4	30	70	100
CC-204	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
CC-205	Measurement and Evaluation in Physical Education	4	4	30	70	100
CC-206	Kinesiology and Biomechanics	4	4	30	70	100
CC-207	Research and Statistics in Physical Education	4	4	30	70	100
CC-208	Sports Management	4	4	30	70	100
	Total	32	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 136-160 hours per year whereas 102-120 hours for each Practicum Course.



 29.6.19

Year-II

Part B: Practical Course

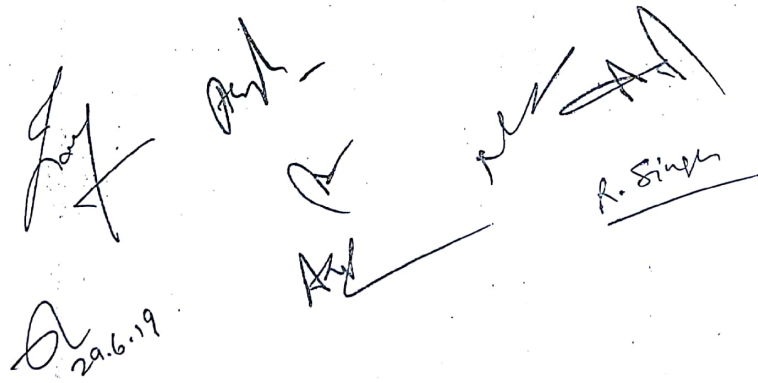
PC Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Practical Course						
PC-201	Track and Field (Throwing Events)	6	4	30	70	100
PC-202	Combative Sports: Martial Art/Karate/Judo/Fencing/Taekwondo/Wrestling (Any two out of these)	6	4	30	70	100
PC-203	Team Games: Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball (Any two of these match practise)	6	4	30	70	100
PC-204	teaching Practice: (Teaching Lesson Plans for Racket Sport/Team Games)	6	4	30	70	100
PC-205	Track and Field/Swimming /Gymnastics/ Yoga (Any one)	6	4	30	70	100
PC-206	Kabaddi/Kho-Kho/ Baseball/Cricket/Football/Hockey/Softball/Volleyball/ Handball/ Basketball/ Netball/ Badminton/Table Tennis/ Squash/ Tennis (Any Two of these- match practices)	6	4	30	70	100
PC-207	Sports specialization: Coaching lessons Plans (One for Sports 5 lessons)	6	4	30	70	100
PC-208	Games specialization: Coaching lessons Plans (One for Games 5 lessons)	6	4	30	70	100
Total		48	32	240	560	800
G. Total		160	128	1030	2170	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 136-160 hours per year whereas 102-120 hours for each Practicum Course.

(Handwritten signatures and dates)
 R. Sivas
 29.6.19

SCHEME OF EXAMINATIONS
Year- I

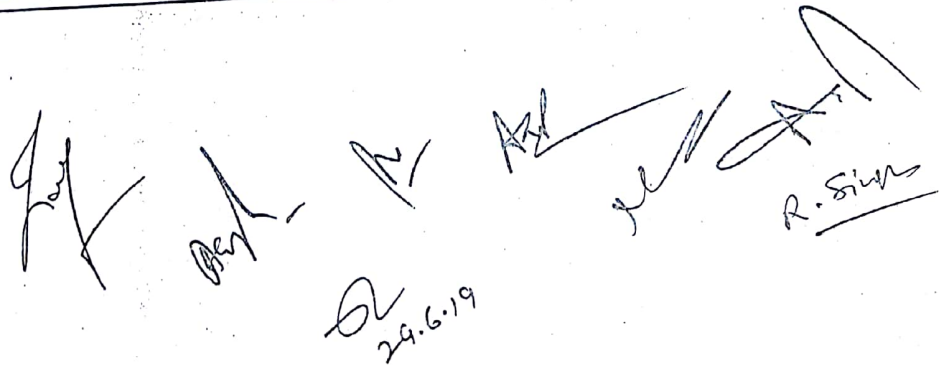
Part A: Theoretical Course				
Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Theory -800				
CC-101	History, Principles and foundation of Physical Education	30	70	100
CC-102	Anatomy and Physiology	30	70	100
CC-103	Health Education and Environmental Studies	30	70	100
CC-104	Officiating and Coaching	30	70	100
CC-105	Yoga Education	30	70	100
CC-106	Educational Technology and Methods of Teaching in Physical Education	30	70	100
CC-107	Organization and Administration	30	70	100
CC-108	Contemporary issues in physical education, fitness and wellness	30	70	100
Total		240	560	800



 29.6.19

YEAR-I

Part B: Practical Course				
PC Course	Title of the Papers	Internal Marks	External Marks	Total Marks
Practical Course-800				
PC-101	Track and Field (Running Events)	30	70	100
PC-102	Yoga/Aerobic s/Swimming	30	70	100
PC-103	Indigenous Sports: Kabaddi/Malkhambh/Kho. Kho /March past	30	70	100
PC-104	Mass Demonstration Activities: dumbbells /tipri/wands/ lezim /	30	70	100
PC-105	Track and Field (Jumping Events)	30	70	100
PC-106	Badminton/ Table Tennis/Squash/ Tennis (match practices)	30	70	100
PC-107	Teaching Practices (05lessons in class room teaching, 05 lessons sports skill-internal and 05lessons schools/ colleges-external)	30	70	100
PC-108	Leadership training camp (7 to 10 Day)	100	--	100
Total		310	490	800



 29.6.19

SCHEME OF EXAMINATIONS

YEAR- II

Part A: Theoretical Course				
Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Core Course-800				
CC-201	Sports Training	30	70	100
CC-202	Computer Applications and Curriculum design in Physical Education	30	70	100
CC-203	Sports Psychology and Sociology	30	70	100
CC-204	Sports Medicine, Physiotherapy and Rehabilitation	30	70	100
CC-205	Measurement and Evaluation in Physical Education	30	70	100
CC-206	Kinesiology and Biomechanics	30	70	100
CC-207	Research and Statistics in Physical Education	30	70	100
CC-208	Sports Management	30	70	100
	Total	240	560	800



 29.6.19

SCHEME OF EXAMINATION
Year- II

Part B: Practical Course				
PC Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Practical Course-800				
PC-201	Track and Field (Throwing Events)	30	70	100
PC-202	Combative Sports: Martial Art/Karate/Judo/Fencing/Taekwondo/Wrestling (Any two out of these)	30	70	100
PC-203	Team Games: Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball (Any two of these match practise)	30	70	100
PC-204	teaching Practice: (Teaching Lesson Plans for Racket Sport/Team Games)	30	70	100
PC-205	Track and Field/Swimming /Gymnastics/ Yoga (Any one)	30	70	100
PC-206	Kabaddi/Kho-Kho/ Baseball/Cricket/Football/Hockey/Softball/Volleyball/ Handball/Basketball/ Netball/Badminton/Table Tennis/ Squash/ Tennis(Any Two of these- match practices)	30	70	100
PC-207	Sports specialization: Coaching lessons Plans (One for Sports 5 lessons)	30	70	100
PC-208	Games specialization: Coaching lessons Plans (One for Games 5lessons)	30	70	100
Total		560	800	
G. Total		1030	2170	3200

29.6.19 

**B. P. Ed. – Outline of Syllabus
Year-I**

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Unit – 1: Introduction

- Meaning, Definition and Scope of Physical Education.
- Aims and Objective of Physical Education
- Importance of Physical Education in present era.
- Misconceptions about Physical Education.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

Unit- 2 – Historical Development of Physical Education in India

- Indus Valley Civilization Period. (3250 BC – 2500 BC)
- Vedic Period (2500 BC – 600 BC)
- Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- Medieval Period (1000 AD – 1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Contribution of Akhadas and Vyayamshals
- Y.M.C.A. and its contributions.
- Philosophical foundation:
 - Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.
 - Fitness and wellness movement in the contemporary perspectives
 - Sports for all and its role in the maintenance and promotion of fitness.
- Biological
 - Growth and development, Age and gender characteristics,
 - Body Types, Anthropometric differences
- Psychological
 - Learning types, learning curve, Laws and principles of learning
 - Attitude, interest, cognition, emotions and sentiments
- Sociological
 - Society and culture, Social acceptance and recognition
 - Leadership, Social integration and cohesiveness

References:

Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of

29.6.19

R. Siva

Physical education.

Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.

Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*.

Philadelphia: W.B. Saunders Co.

Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.

Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.

William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.

A collection of handwritten signatures and dates. On the left, there is a signature that appears to be 'L. J.' and a date '29.6.19'. In the center, there are several other signatures, including one that looks like 'A. S.' and another that is more stylized. On the right, there is a signature that looks like 'R. S.' with a horizontal line underneath it.

Year I
Theory Courses

CC-102 ANATOMY AND PHYSIOLOGY

UNIT-I

- Brief Introduction of Anatomy and physiology in the field of Physical Education.
- Introduction of Cell and Tissue.
- The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types
- Gender differences in the skeleton.
- Types of muscles.

UNIT-II

- **Blood and circulatory system:** Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac-output.
- **The Respiratory system:** The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- **The Digestive system:** structure and functions of the digestive system, Digestive organs, Metabolism,
- **The Excretory system:** Structure and functions of the kidneys and the skin.
- **The Endocrine glands:** Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- **Nervous systems:** Function of the Autonomic nervous system and Central nervous system. Reflex Action,

UNIT-III

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Properties and functions of skeletal muscles.
- Nerve control of muscular activity, Neuromuscular junction, Transmission of nerve impulse across it.
- Fuel for muscular activity

UNIT-IV

- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system
- Role of oxygen-physical training, oxygen debt, second wind, vital capacity.

References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.

Handwritten signatures and dates at the bottom of the page. The date '29.6.19' is written in the center.

Year I

Theory courses

CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit – I Health Education

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Health Service and guidance instruction in personal hygiene

Unit – II Health Problems in India

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,
- Personal and Environmental Hygiene for schools
- Objective of school health service, Role of health education in schools
- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first-aid and emergency care etc.

Unit – III Environmental Science

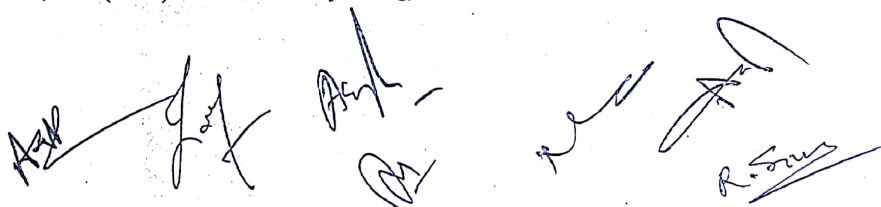
- Definition, Scope, Need and Importance of environmental studies.
- Concept of environmental education, Historical background of environmental education,
- Celebration of various days in relation with environment.
- Plastic recycling & probation of plastic bag / cover.
- Role of school in environmental conservation and sustainable development.

Unit – IV Natural Resources and related environmental issues:

- Water resources, food resources and Land resources
- Definition, effects and control measures of:
- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- Management of environment and Govt. policies , Role of pollution control board.

References:

- Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
- Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
- Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.


29.6.19

Year- I

Theory courses

CC-104 OFFICIATING AND COACHING

Unit- I: Introduction of Officiating and coaching

- Concept of officiating and coaching
- Importance and principles of officiating
- Relation of official and coach with management, players and spectators
- Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

- Duties of coach in general, pre, during and post game.
- Philosophy of coaching
- Responsibilities of a coach on and off the field
- Psychology of competition and coaching

Unit- III: Duties of Official

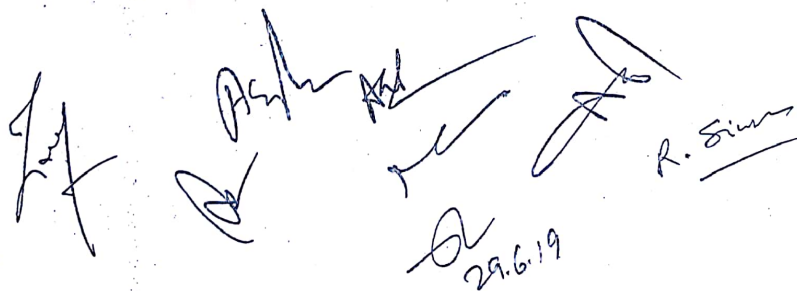
- Duties of official in general, pre, during and post game.
- Philosophy of officiating
- Mechanics of officiating - position, singles and movement etc.
- Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official

- Qualities and qualification of coach and official
- General rules of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills
- Integrity and values of sports

Reference Books:

- Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
- Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
- Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
- Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
- Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

Handwritten signatures and initials, including a date stamp "29.6.19".

Year- I
Theory Courses

CC-105 YOGA EDUCATION

Unit – I: Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

- The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxtive, meditative posture on various system of the body
- Types of Bandhas and mudras
- Type of kriyas

Unit – IV Yoga Education

- Basic, applied and action research in Yoga
- Difference between yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasanas

References:

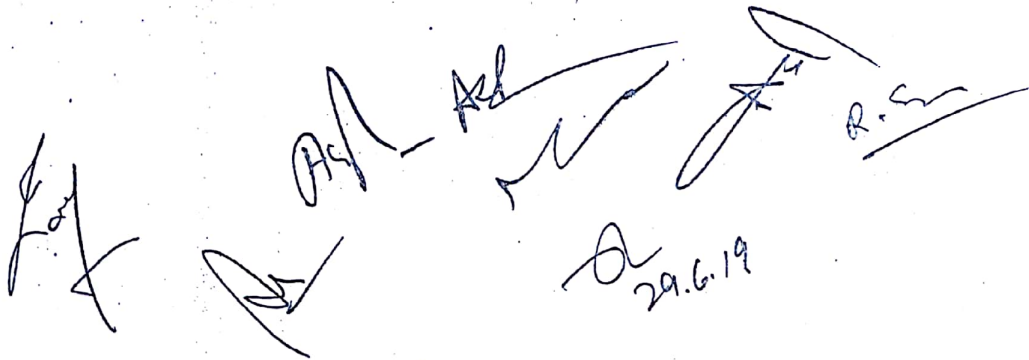
Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.

Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydamoe.

Rajjan, S. M. (1985). *Yoga strenthening of relaxation for sports man*. New Delhi:Allied Publishers.

Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.

Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

Handwritten signatures and a date stamp. The date stamp reads "29.6.19".

Year-I
Theory Courses

**CC-106 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION**

Unit – I Introduction

- Education and Education Technology- Meaning and Definitions
- Types of Education- Formal, Informal and Non- Formal education.
- Educative Process
- Importance of Devices and Methods of Teaching.

- Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- Presentation Technique – Personal and technical preparation
- Command- Meaning, Types and its uses in different situations.

Unit – III Teaching Aids

- Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc
- Team Teaching – Meaning, Principles and advantage of team teaching.
- Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

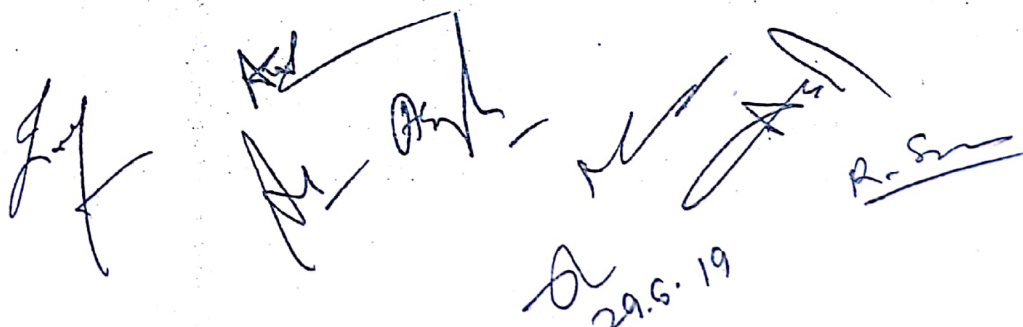
- Lesson Planning – Meaning, Type and principles of lesson plan.
- General and specific lesson plan.
- Micro Teaching – Meaning, Types and steps of micro teaching.
- Simulation Teaching - Meaning, Types and steps of simulation teaching.

Reference:

Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.
Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.

Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.


29.6.19

Year- I

Theory Courses

CC-107 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Unit - I: Organization and administration

- Meaning 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, co-ordination, controlling, evaluating and innovating.

Unit- II: Office Management, Record, Register & Budget

- 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-III: Facilities, & Time-Table Management

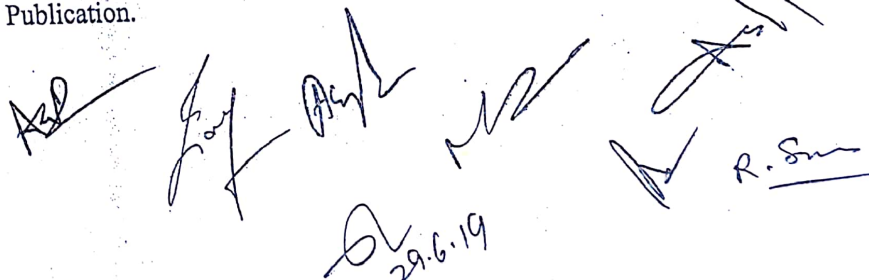
- Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

- Importance of Tournament,
- 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

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandy, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depo.
- Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.

Handwritten signatures and dates at the bottom of the page. The date '29.6.19' is written in the center. To the right, the name 'R. Suresh' is written and underlined.

Year-I

Theory Courses

CC-108 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS

Unit – I Concept of Physical Education and Fitness

- Definition, Aims and Objectives of Physical Education, fitness and Wellness
- Importance and Scope of fitness and wellness
- Modern concept of Physical fitness and Wellness
- Physical Education and its Relevance in Inter Disciplinary Context.

Unit – II Fitness, Wellness and Lifestyle

- Fitness – Types of Fitness and Components of Fitness
- Understanding of Wellness
- Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management
- Physical Activity and Health Benefits

Unit – III Principles of Exercise Program

- Means of Fitness development – aerobic and anaerobic exercises
- Exercises and Heart rate Zones for various aerobic exercise intensities
- Concept of free weight Vs Machine, Sets and Repetition etc
- Concept of designing different fitness training program for different age group.

Unit – IV Safety Education and Fitness Promotion

- Health and Safety in Daily Life
- First Aid and Emergency Care
- Common Injuries and their Management
- Modern Life Style and Hypo-kinetic Disease –Prevention and Management

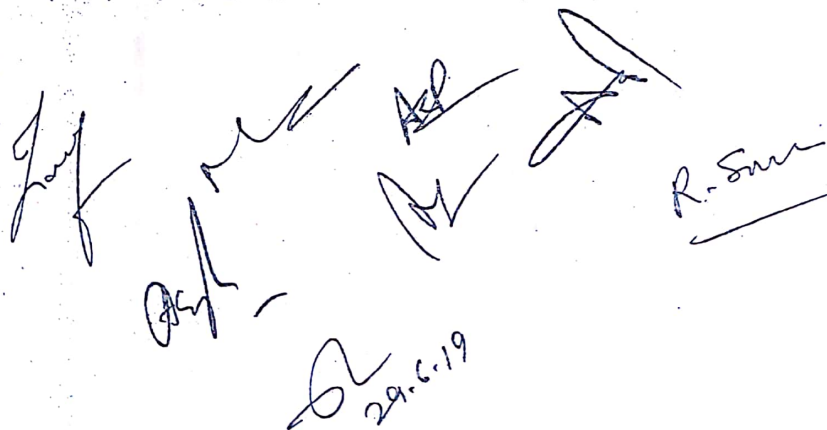
References:

Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.

Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.

Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

Handwritten signatures and a date stamp. The date stamp reads "29.6.19". There are several illegible signatures, including one that appears to be "R. Suresh".

Year- II
Theory Courses

CC-201 SPORTS TRAINING

Unit - I Introduction to Sports Training

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training – Basic Performance, Good Performance and High Performance Training

Unit - II Training Components

- Strength – Mean and Methods of Strength Development
- Speed – Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination – Mean and Methods of coordination Development
- Flexibility – Mean and Methods of Flexibility Development

Unit - III Training Process

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training – Meaning and Methods of Technique Training
- Tactical Training – Meaning and Methods of Tactical Training

Unit - IV Training programming and planning

- Periodization – Meaning and types of Periodization
- Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- Planning – Training session
- Talent Identification and Development

Reference:

- 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, 2ndEdn.
- Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
- Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

[Handwritten signatures and initials]

29.6.19

Year II
Theory Courses

CC-202 COMPUTER APPLICATIONS and CURRICULUM DESIGN IN PHYSICAL EDUCATION

Unit – I: Introduction to Computer

- 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 – II: MS Word

- Introduction to MS Word
- Creating, saving and opening a document
- Formatting Editing features Drawing table ,
- page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

Unit – III: MS Power Point

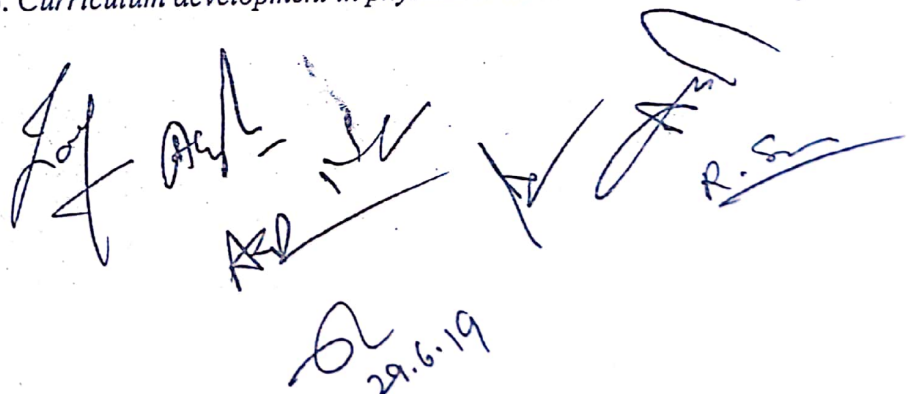
- Introduction to MS Power Point
- Creating, saving and opening a ppt. file
- format and editing features slide show , design , inserting slide number
- picture ,graph ,table
- Preparation of Power point presentations

Unit – IV: Curriculum-meaning and concept

- Meaning, Need and importance of curriculum, the role of the teacher in curriculum development-according to the need of the students.
- Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration - Equipment and facilities -Time suitability of hours.
- Basic principles of curriculum construction.

Referances:

- Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.
- Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, 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 edition, BPB Publication.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.


29.6.19

Year- II

Theory Courses

CC-203 SPORTS PSYCHOLOGY AND SOCIOLOGY

Unit -I: introduction

- Meaning, Importance and scope of Educational and 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-II: Sports Psychology

- Nature of learning, theories of learning, Laws of learning,
- Plateau in Learning; & transfer of training
- Meaning and definition of personality, characteristics of personality,
- Dimension of personality, Personality and Sports performance
- Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance.
- Orthodoxy, customs, Tradition and Physical Education.
- Festivals and Physical Education.
- Socialization through Physical Education.
- Social Group life, Social conglomeration and Social group, Primary group and Remote group.
- Features of culture,
- Importance of culture.
- Effects of culture on people life style.
- Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co. Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall. Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.

[Handwritten signatures and date]
29.6.19

Year- II

Theory Courses

CC-204 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Unit-I: - Sports Medicine:

- 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 – Confusion - Strain – Sprain – Fracture Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

Unit-II: Physiotherapy

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

Unit-III: Hydrotherapy:

- 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-IV: Therapeutic Exercise:

- 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 – Trunk. Head and Neck exercises.

References:

- 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.
- Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.
- Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
- Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.
- Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*. Philadelphia: W.B. Saunders Co.

[Handwritten signatures and date]
29.6.19

Year- II
Theory Courses

CC-205 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit- I Introduction to Test & Measurement & Evaluation

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

Unit- II Criteria; Classification and Administration of test

- Criteria of good Test
- Criteria of tests, 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- III Physical Fitness Tests

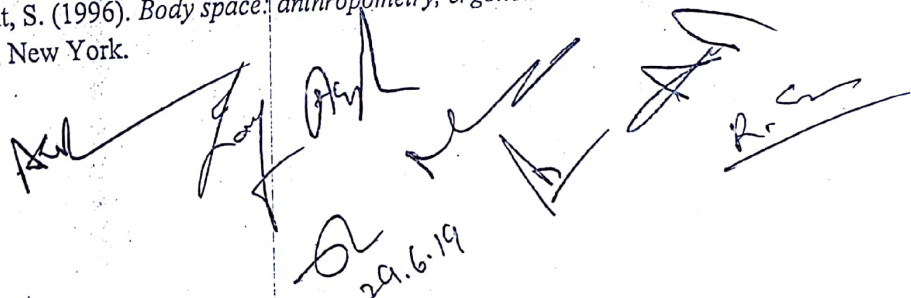
- AAHPER youth fitness test
- National physical Fitness Test
- Indiana Motor Fitness Test
- JCR test
- U.S Army Physical Fitness Test

Unit- IV Sports Skill Tests

- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonald soccer test
- S.A.I volleyball test
- S.A.I Hockey test

References:

- Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.
- Barron, H. M., & Mcchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- Barron, H.M. & Mcchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B.Sounders Compnay.
- Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.


29.6.19

Year- II
Theory Courses

CC-206 KINESIOLOGY AND BIOMECHANICS

Unit - I Introduction to Kinesiology and Sports Biomechanics

- Meaning and Definition of Kinesiology and Sports Biomechanics
- Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- Terminology of Fundamental Movements
- Fundamental concepts of following terms - Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

Unit - II Fundamental Concept of Anatomy and Physiology

- Classification of Joints and Muscles
- Types of Muscle Contractions
- Posture - Meaning, Types and Importance of good posture.
- Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

Unit - III Mechanical Concepts

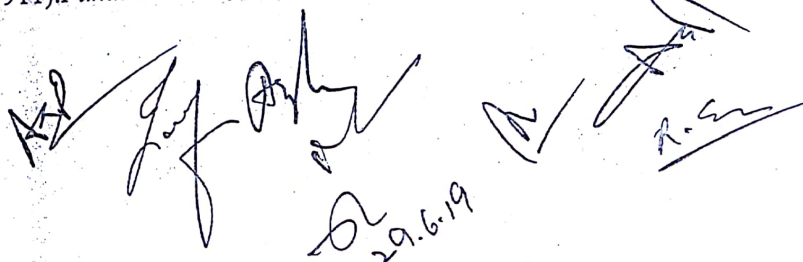
- Force - Meaning, definition, types and its application to sports activities
- Lever - Meaning, definition, types and its application to human body.
- Newton's Laws of Motion - Meaning, definition and its application to sports activities.
- Projectile - Factors influencing projectile trajectory.

Unit - IV Kinematics and Kinetics of Human Movement

- Linear Kinematics - Distance and Displacement, speed and velocity, Acceleration
- Angular kinematics - Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- Linear Kinetics - Inertia, Mass, Momentum, Friction.
- Angular Kinetics - Moment of inertia, Couple, Stability.

Reference:

- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.

Handwritten signatures and a date stamp. The date is 29.6.19.

Year- II
Theory Courses

CC-207 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-I Introduction to Research

- Definition of Research
- Need and importance of Research in Physical Education and Sports.
- Scope of Research in Physical Education & Sports.
- Classification of Research
- Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature

- Need for surveying related literature.
- Literature Sources, Library Reading
- Research Proposal, Meaning and Significance of Research Proposal.
- Preparation of Research proposal / project.
- 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.

Unit-III Basics of Statistical Analysis

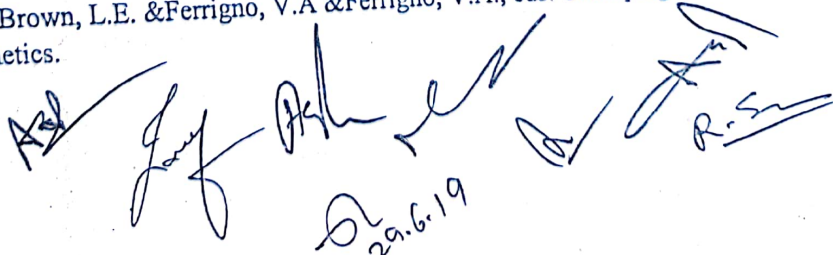
- Statistics: Meaning, Definition, Nature and Importance
- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
- Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

Unit-IV Statistical Models in Physical Education and Sports

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- Measures of Variability: Meaning, importance, computing from group and ungroup data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

References:

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training*, 5th ed. Champaign, IL: Human Kinetics.
- Brown, L. E., &Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
- Brown, L.E. & Miller, J., (2005). *How the training work*. In: *Training Speed, Agility, and Quickness*. Brown, L.E. &Ferrigno, V.A &Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.

Handwritten signatures and the date 29.6.19.

Year- II
Theory Courses

CC-208 SPORTS MANAGEMENT

Unit-I

- 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.

- 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.

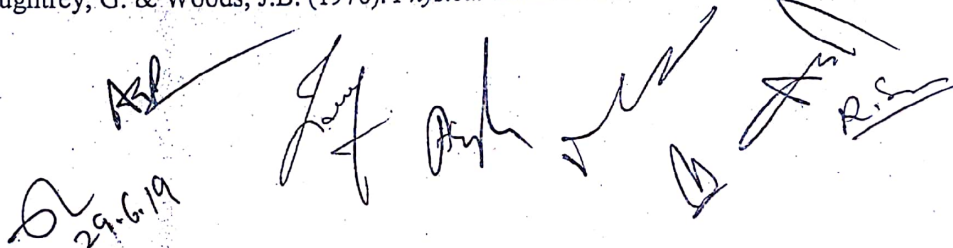
- Sports Management in Schools, colleges and Universities.
 - Factors affecting planning
 - Planning a school or college sports programme.
 - Directing of school or college sports programme.
 - Controlling a school, college and university sports programme.
 - Developing performance standard
 - Establishing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

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

REFERENCES:

- Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal Press Cl.
- Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
- Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes*,

29.6.19



Part - B
Practical Courses

Year-I

PC - 101

Track and Field:

Running Event

- 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.

Relays: Fundamental Skills

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.

PC 102

Gymnastics: Floor Exercise

- 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.

PC - 102

Swimming: Fundamental Skills

- 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.

S
29.6.19

[Handwritten signature]

[Handwritten signature]
R.S

PC - 102

Yoga:

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas
 - Sitting ○
 - Standing
 - Laying Prone Position,
 - Laying Spine Position

PC - 102

Aerobics: Introduction of Aerobics

- Rhythmic Aerobics - dance
- Low impact aerobics
- High impact aerobics
- Aerobics kick boxing
- Postures - Warm up and cool down
- THR Zone - Being successful in exercise and adaptation to aerobic workout.

PC - 102

Shooting Fundamental Skills

- Basic stance, grip, Holding rifle/ Pistol, aiming target
- Safety issues related to rifle shooting
- Rules and their interpretations and duties of officials

(Any one)

PC - 103 Indigenous sports:

Kabaddi: Fundamental Skills

- 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 antis 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

PC - 103

Malkhambh and Light Apparatus:

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.

Handwritten signatures and date:
29.6.19

- GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- Mass P.T. Exercises-Two count, four count and eight count exercises.
- Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- Drill and Marching
- Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

PC - 103

Kho Kho:

- 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.

PC - 104

Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri: Fundamentals skills

- 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
- Combination of above all

PC - 105

Track and Field

Athletics: Jumping Events

- High Jump (Straddle Roll)

29.6.19

[Handwritten signatures and initials]

- Approach Run,
- Take off
- Clearance over the bar.
- Landing

PC - 106

Badminton: Fundamental Skills

- 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.

PC - 106

Table Tennis: Fundamental Skills

- 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.

PC - 106

Squash Fundamental Skills

- 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.

PC - 106

Tennis: Fundamental Skills.

- 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

[Handwritten signatures and initials]

[Handwritten date: 29.6.19]

➤ Tactics – Defensive, attacking in game

➤ Rules and their interpretations and duties of officials.

PC – 107 Teaching practices:

10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for outdoor activities within premises on the students of B.P.Ed course.

PC-108 Leadership Training Camp should be organized out-station, close to the nature, its duration shall be of minimum 7 days to maximum 10 days. Leadership Training Camp may include hiking, tracking flag snatching, terser-hunt, mountaineering camp fire camp games etc. Staff required for the above task in the ratio of 1:10. (out of 10 students 01staf is required). If the female staff member is not available then wife of the faculty member may be opted.

Year-II

PC – 201

Track and Fields (Throwing Events)

- Discus Throw, Javelin, Hemmer 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

PC – 202

Boxing: Fundamental Skills

- 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.

PC – 202

Martial Arts/Karate: Fundamental Skills

- 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.

[Handwritten signatures and date]
29.6.19

- 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.

PC - 202

Taekwondo Fundamental Skills

- 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 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 (Kyorugi) - eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

PC - 202

Judo: Fundamental skills

- 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.

[Handwritten signatures and date]
29.6.19

PC - 202

Wrestling: Fundamental Skills

- 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, Dople arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Referees positions.

PC - 202

Fencing: Fundamental Skill

- 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.

PC 203 Team Games (Match Practices for the duration of 90 minutes/day approximately)

PC 203

Base Ball Fundamental Skills

- 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.

[Handwritten signatures and initials]
R.S.
29.6.19

- 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.

PC 203

Netball: Fundamental Skills

- 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.

PC – 203

Cricket: Fundamental Skills

- 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

PC 203

Football: Fundamental Skills

- 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.

[Handwritten signatures and scribbles]

PC 203

Hockey: Fundamental Skills

- 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.

PC – 203

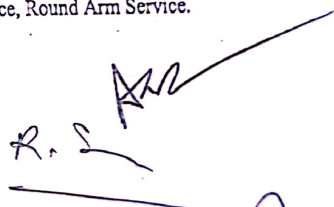
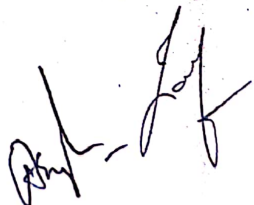
Softball Fundamental Skills

- 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.

PC 203

Volleyball: Fundamental Skills

- 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.



29.6.19

PC - 203

Hand Ball:

- 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.

PC - 203

Basket ball: Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

PC - 204 Teaching practices:

10 teaching lesson plans for Racket Sport/ Team Games/ Indigeneous Sports out of which 5 lessons internal and 5 lessons external at school.

PC-205 Please refer PC-101,102,201, ~~202~~.

PC-206 Please refer PC-103,203.

PC - 207 Sports Specialization: Track and field / Gymnastics / Swimming/Yoga

(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.)

PC- 208 Games Specialization: Kabaddi, Kho-kho, Base ball, cricket, Football, Hockey, Softball Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above.)

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of department of the Universities or colleges/institutions.

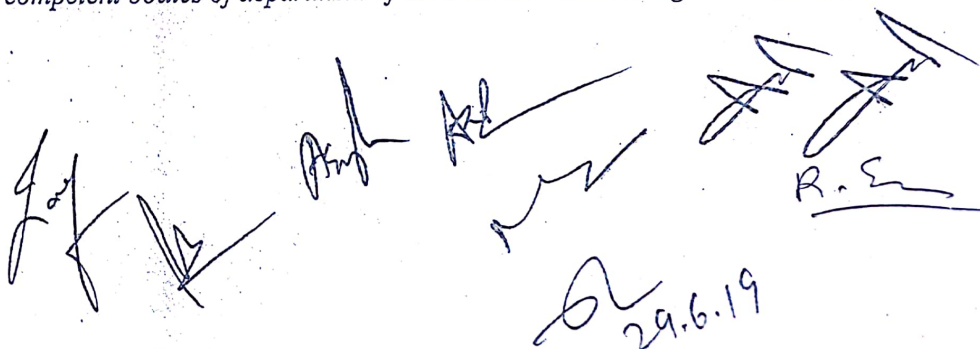
The block contains several handwritten signatures in black ink, arranged in a horizontal line. Below the signatures, the date '29.6.19' is written in a cursive hand.

Table - 1: Year wise distribution of hours per week

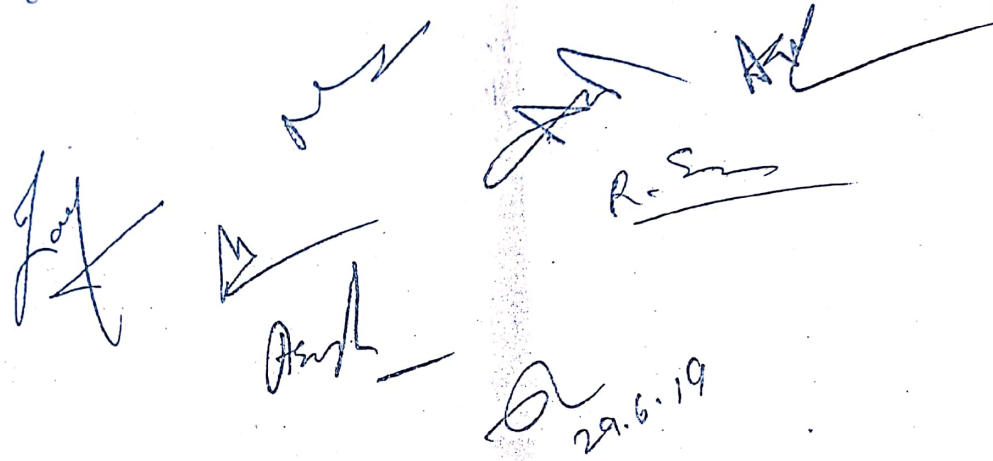
Year	Theory	Practicum	Teaching practice	Total
I	16	24	00	40
	16	18	6	40
II	16	18	6	40
	16	12	12	40
Total	64	72	24	160

Minimum of 36 teaching hours per week is required in five or six days in a week

Table - 2: Number of credits per year

year	Theory	Practicum	Teaching practice	Total
I	16	16	00	32
	16	12	04	32
II	16	12	04	32
	16	08	08	32
Total	64	48	16	128

Minimum of 36 teaching hours per week is required in five or six days in a week



 Several handwritten signatures and initials are present, including a large signature on the left, a signature in the middle, and a signature on the right with the name 'R. Suresh' written below it.

29.6.19