

**THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING, EDUCATION PLANNING
AND ADMINISTRATION**

Ref No. WBUTTEPA/23/2015

Dated: 02.06.2015

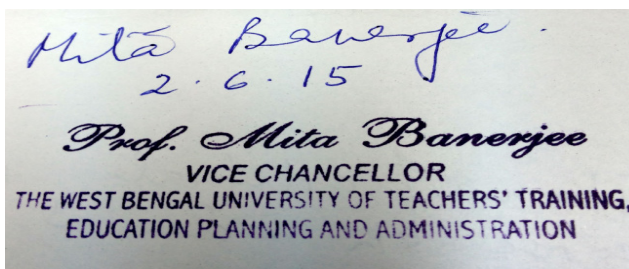
NOTIFICATION

In order to implement NCTE Regulations, 2014, Higher Education Department, Govt. of West Bengal constituted a Curriculum Committee to frame a uniform curriculum which will be followed in all the B.Ed, B.P.Ed, M.Ed and M.P.Ed Institutions in West Bengal (vide Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015).

The draft curriculum is now being placed on the Higher Education Department, Govt. of West Bengal website inviting necessary comments .

Teacher Educators of different Institutions are requested to submit their views or suggestions within seven days from the date of notification for improvement and finalization of the draft curriculum. The views may be sent directly to the e-mail Id: wbuttepa@gmail.com.

After finalization, all the Universities are requested to follow this uniform curriculum. However Universities /Autonomous Colleges may incorporate local/relevant issues/items as per their need in addition to this basic structure.



Mita Banerjee
2.6.15

Prof. Mita Banerjee
VICE CHANCELLOR
THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING,
EDUCATION PLANNING AND ADMINISTRATION

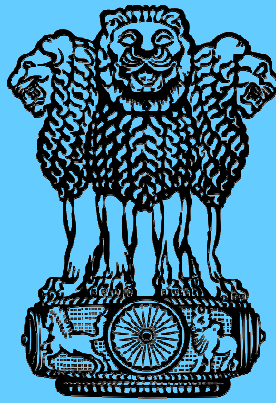
[Dr. Mita Banerjee]

Vice Chancellor

The West Bengal University of Teachers'
Training,
Education Planning and Administration
&
Chairperson, Curriculum Committee

**UNIFORM CURRICULUM STRUCTURE
AND EXAMINATION PATTERN FOR
2 YEARS TEACHER EDUCATION
PROGRAMMES (B.ED., M.ED., B.P.ED.,
M.P.ED.) IN
WEST BENGAL**

2015



सत्यमेव जयते

**Higher Education Department
Government of West Bengal
Bikash Bhavan, Kolkata – 700091.**

**UNIFORM CURRICULUM STRUCTURE
AND EXAMINATION PATTERN FOR
2 YEARS B.Ed. COURSE IN
WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**



सत्यमेव जयते

**Higher Education Department
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata – 700091**



CONSTITUTION OF INDIA

Preamble

*WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:*

***JUSTICE,** social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity and to promote among them all.*

***FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;*

IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE OURSELVES THIS CONSTITUTION.

**REGULATIONS FOR 2 YEARS B.Ed. COURSE IN WEST BENGAL
FOLLOWING NCTE REGULATIONS, 2014**

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the B.Ed. Programmes), with effect from 2015. They shall apply to every candidate applying for admission, registration, conduct and conferment of the B.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of B.Ed. Degree shall be guided by these regulations.

1. Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

B.ED ACADEMIC CALENDAR

Semester	Duration (Tentative)	Activities
I	1st July to 31st December (1st Year)	
	❖ 1 st July to 15 th December	Theory Class, Assignments and EPC 1
	❖ 16 th December to 31 st December	Examination: Theory, Assignments and EPC 1 Practical
II	1st January to 30th June (1st Year)	
	❖ 1 st January to 15 th April	Theory Class, Assignments and EPC 2
	❖ 16 th April to 15 th May	Teaching Internship (No External Evaluation)
	❖ 16 th May to 16 th June	Discussion with the Teacher Educators and other Co-curricular activities
	❖ 16 th June to 30 th June	Examination: Theory, Assignments and EPC 2 Practical
III	1st July to 31st December (2nd Year)	
	❖ 1 st July to 15 th August	Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	❖ 16 th August to 15 th December	Four months school Internship
	❖ 16 th December to 31 st December	Evaluation of School Internship
IV	1st January to 30th June (2nd Year)	
	❖ 1 st January to 15 th April	Theory Class
	❖ 16 th April to 15 th June	Field work including optional course- EPC 3 and EPC 4
	❖ 16 th June to 30 th June	Examination: Theory, Assignments and EPC 3 and EPC 4 Practical

2. Admission criteria for B.Ed. Programme:

Any candidate who has obtained **50% marks** in Bachelor Degree /Master's Degree in Science/Social Science /Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with **55% marks are eligible for admission in B.Ed Programme**. For admission the institution follows the prevalent rules as prescribed by The NCTE Regulations, 2014 (published in The Gazette of India: Extraordinary, Part –III, Sec-4, dated 01.12.2014). Mode of admission is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation.

Relaxation of the percentage of marks for reserved category candidate will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

3. Registration:

As per University guidelines.

UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEARS B.Ed. COURSE IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

COURSE & CODE	COURSE NAME	FULL MARKS		Periods per week (Exam Hours for Theory : Marks)
		Theory	Internal/Assignment/ Practicum/ Sessionals	
SEMESTER-I				
Course-I (1.1.1)	Child and Growing Up (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course-II (1.1.2)	Contemporary India and Education (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course-IV (1.1.4)	Language across the Curriculum(1/2)	40	10	4 (1.30Hrs:40)
Course-V (1.1.5)	Understanding Discipline and Subjects(1/2)	40	10	4 (1.30Hrs:40)
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts (1/2)		50	4 (1.30Hrs:40)
		Full Marks: 350		
Engagements with the Field: Tasks and Assignments for Courses-I,II,IV &V				
SEMESTER-II				
Course-III (1.2.3)	Learning and Teaching (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I(1/2)	40	10	4 (1.30Hrs:40)
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I (1/2)	40	10	4 (1.30Hrs:40)
Course-IX (1.2.9)	Assessment for Learning (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course EPC-2 (1.2EPC2)	Drama and Arts in Education(1/2)		50	4 (1.30Hrs:40)
		Full Marks: 350		
Engagements with the Field: Tasks and Assignments for Courses III,VII(A),VIII(A) &IX				
SEMESTER-III				
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject- Part-II(1/2)	40	10	4 (1.30Hrs:40)
School Internship 20 weeks (04 Weeks at Semester-II and 16 Weeks at Semester-III) 250				
		Full Marks:300		
SEMESTER-IV				
Course-VI (1.4.6)	Gender, School and Society (1/2)	40	10	4 (1.30Hrs:40)
Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II (1/2)	40	10	4 (1.30Hrs:40)
Course-X (1.4.10)	Creating an Inclusive School (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Vocational/Work Education (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Health and Physical Education (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Peace Education (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Guidance and Counselling (1/2)	40	10	4 (1.30Hrs:50)
Course-XI (1.4.11) Optional	Environmental and Population Education (1/2)	40	10	4 (1.30Hrs:40)
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT (1/2)		50	4 (1.30Hrs:40)
CourseEPC-4(1.4EPC4)	Understanding the Self (1/2)		50	4 (1.30Hrs:40)
		Full Marks: 300		
Engagements with the Field: Tasks and Assignments for Courses- VI,VIII(B),X&XI				
Total Marks: 1300				

Note:

a) 1/2indicates a half paper which is allocated both half the time of effectiveness hours as per week and also half the marks assigned to a full paper.

b) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education.

c) Course codes are abbreviated in the following manner:

1st Digit –Course

2nd Digit – Semester

3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

4. Examination policy:

a. Pattern of questions for Theoretical examination: (For 40 marks)

2 marks X 5 Objective type questions (Out of 7) = 10 marks

5 marks X 4 Short type/Short note questions (Out of 6) = 20 marks

10 marks X 1 Essay type question (Out of 3) = 10 marks

- b.** The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.
- c.** Spot evaluation procedures are 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.
- d.** A candidate shall have to clear his B.Ed course of studies within the Six (6) consecutive chances (i.e within three year from his/her date of admission).
- e.** A candidate shall have to secure 40% marks separately in each course of each Semester to be declared as successful in B.Ed. Examination.
- f.** A Candidate shall have to secure the requisite pass marks (40%) in the theory paper / practicum/ viva (in each module) separately.
- g.** A candidate who fails to secure 40% marks in one or two courses in a semester shall be declared as supplementary candidate in that semester.
- h.** A candidate who fails to secure 40% marks in more than two courses in a semester shall be declared as failed in that semester.
- i.** A candidate if failed in a particular semester shall have to appear the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.
- j.** A candidate who has duly filled in his examination form and paid the fees, but remain absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).
- k.** If any candidate does not enrol himself for appearing at any Semester examination he/she shall be deemed to have lost one chance.
- l.** A supplementary candidate shall have to clear his/her back course(s) within two more consecutive chances such that his/her total number of appearance in all the semester never be more than six(as stated in 4 b).
- m.** In any stage it is found that the candidate cannot complete all the semesters within stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate shall have to leave or discontinue the course.
- n.** After appearing at any Semester examination, a candidate may opt for cancellation of his/her enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.
- o.** Each candidate appearing in the B.Ed. examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.
- p.** 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 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.

- q. The proposed curriculum of B. Ed. programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B. Ed. course.
- r. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his/her decretory power from time to time.

5. School Internship:

- No external evaluation during the Internship of one month(2nd semester)
- In 3rd Semester 50 marks to be awarded by University appointed External Examiner in consultation with the internal examiner.
- Internal Evaluation 50 marks (Method teacher-25, Principal/ Head of the Institution - 25)
- Files/report submitted-50 (Out of 10 activities 5 are to be submitted.) both external and internal examiners shall sign the files.

Seven point grading system for evaluation be adopted, which is as follows:

Performance	%	Letter Grade	Grade Points
Outstanding	90-100	O	10
Excellent	80-89.99	A	9
Very Good	70-79.99	B	8
Good	60-69.99	C	7
Average	50-59.99	D	6
Fair	40-49.99	E	5
Failed	Below 40	F	0

6. Duration of Examination:

In written examination for B.Ed., all 80 marks paper will be of three hours and all 40 marks paper will be of One and half hours duration.

7. Medium of instructions & writing in examination:

In all examinations, all question papers except Language method (B.Ed.) shall be framed in English only and answers should be written in English or Bengali (except Language) only.

8. Eligibility for appearing semester exams:

To be eligible for filling up forms of a semester the candidates shall be required to attend at least 75% of lecture classes/seminars and practical classes.

Condonation: Student must have 75% of attendance in each course for appearing the examination. 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/ 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.Ed., to be eligible for filling up forms of 4th semester examination candidate should complete 16 weeks of internship programme.

- Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

9. Promotion to the next semester:

The student will automatically be promoted to the next and subsequent semester immediately after completion of one semester course irrespective of the performance at the examination concerned provided he/She has appeared in the preceding semester examinations or filled up the form for that particular semester examination.

10. Rules for Review:

Candidates seeking review may apply to the Institution in a prescribed form along with requisite fees within 7 working days from the date of issue of mark-sheet subject to the following conditions:

- a. Application for review shall be restricted to theoretical papers only, and no application for re-examination in any practical / oral / internal assessment / dissertation / project / seminar/field work, etc. , shall be entertained.
- b. A candidate will have the option of getting his answer scripts reviewed in not more than one full paper or not more than two half papers of a semester if he secures at least 40% of the total marks in remaining papers/half papers of that semester.
- c. In case marks awarded in a paper on review exceeds the original marks obtained by more than 15% of the total marks in the paper or falls more than 15% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded based on the average of the best two of the marks awarded by the two examiners.

11. Rules and procedure for providing the Photocopy(ies) of assessed answer book/s:

- a. The facility of showing Photo copy/ies of assessed answer-book/s to the examinee is extended with a view to bring transparency in the examination system and ensure its credibility.
- b. This facility shall be applicable for theory papers only.
- c. The prescribed application form for showing Photocopy/ies of answer books shall have to be filled and signed by the applicant examinee only.
- d. Collection & submission of application form along with requisite fees should be within seven working days from the declaration of results

12. Supplementary Examination:

12.1. If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforeseen situation, there will be a provision of supplementary examination. If the candidate obtains pass marks in the subject(s) at the supplementary examination he shall be declared to have passed the examination as a whole. For seeking supplementary examination candidate should apply to the Controller of Examinations, in a prescribed form along with requisite fees.

12.2. If a candidate is unsuccessful at the 1st semester examination he/she can apply for supplementary examination held during 3rd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he/she can apply for appearing in the 4th semester examination. If he/she passed in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his/her rank of merit.

12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he/she can apply for appearing next semester examination and if he/she passes in it he/she shall be declared to pass the examination as a whole and his/her rank of merit shall be lost.

12.4. If a candidate is again unsuccessful in the first supplementary examination he/she will apply for appearing supplementary examination which will be held along with: 1st sem. Examination in next session for 1st semester Course/papers and 2nd semester Examination in next session for 2nd sem. Course/papers.

12.5. The candidate shall be required to clear all back papers within three academic years from the year of the admission into the programme. If however, those who fail to clear within the above period, they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.

12.6. If a candidate is unsuccessful in any practical papers in first semester examination he/she can apply for supplementary examination held along with next semester end examination. His / Her previous semester end examination marks (Theory) shall be carried over.

❖ Rules for the Tabulation of Results (One mark deficiency rule):

If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he/she shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (1st class) or 55% in aggregate (in all the semesters) by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% marks in aggregate by one mark only.

13. Issuance of Degree:

After declaration of final result of the B.Ed. program each successful candidate shall receive a Degree/Certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

14. Revision of regulation and Curriculum:

The competent authority may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

15. Discipline:

- All students shall be required to conduct themselves in a manner befitting the students of a national institution of high reputation, within and outside the precincts of the institution.
- Unsocial activities like **ragging** in any form shall not be permitted within or outside the precincts of the institution and the students found indulging in them shall be dealt with severely and dismissed from the institution.

COURSE DETAILS:**SEMESTER-I**

Course-I (1.1.1)	Child and Growing Up	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40+40	10+10	100
1st Half	Development and its Characteristics			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process. 			
Unit I	<p>Growth and developmental pattern of learners:</p> <ul style="list-style-type: none"> • Concept of growth and development • General characteristics of Growth and Development • Stages and sequence of Growth and Development • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing 			
Unit II	<p>Stages of development:</p> <ul style="list-style-type: none"> • Different stages of development- infancy, childhood, adolescence, Adulthood. • Adolescence- Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counseling 			
Unit III	<p>Different types of Development:</p> <ul style="list-style-type: none"> • Cognitive development- Piaget's theory and its educational implications. • Psycho-sexual development – Freud's Theory. • Psycho social development – Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development- paralinguistic and linguistic stages of development. 			
Unit IV	<p>Individual differences:</p> <ul style="list-style-type: none"> • Role of heredity, environment including physical and socio cultural factors, • Nutrition, • Child rearing practices and Family. 			
Unit V	<p>Development of personality:</p> <ul style="list-style-type: none"> • Concept of Personality,types and traits of personality, • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques). 			
Suggested Readings	<ol style="list-style-type: none"> 1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 			

	<ol style="list-style-type: none"> 3. Ray, Sushil. (2012). Shiksha manavidya. Kolkata : Soma Book Agency. 4. Ghosh, Arun: Shiksha-shrai Monobigyan. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., et. al. (1995). Development through participation in socio-cultural activity. <i>New Directions for Child and Adolescence Development</i>. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? <i>In T. S. Saraswati, (Ed). Culture, socialization and human development: Theory, research and applications in India</i>. New Delhi: Sage. 8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. <i>In A. J. Elliot & C. S. Dweck, (Eds). Handbook of competence and motivation</i>. Guildford Publications.
2nd Half	Aspects of Development
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.
Unit I	<p>Various aspects related to development:</p> <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and attachment
Unit II	<p>Motivation:</p> <ul style="list-style-type: none"> • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.
Unit III	<p>Attention and Interest:</p> <ul style="list-style-type: none"> • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction • Interest and its relation with attention
Unit IV	<p>Intelligence:</p> <ul style="list-style-type: none"> • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education
Unit V	<p>Creativity:</p> <ul style="list-style-type: none"> • Concept of creativity • The components of creativity • Its identification and nurturance.
Internal/Assignment/Practicum/Sessional	<ul style="list-style-type: none"> • Testing Personality Traits (Cattle's 16 PF) 20 Marks • Measuring creativity by any standard activity scale. • Measuring Motivation by any standard motivation scale. • Measurement of Intelligence (Verbal WAIS Scale and Nonverbal Block Design, Cube Construction).
Suggested Readings	<ol style="list-style-type: none"> 1. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 2. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 3. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New

	York : Houghton Mifflin. 4. Woolfolk A. R. (1995). Educational psychology. 6 th ed. Boston: Allyn & Bacon.
--	--

Course-II (1.1.2)	Contemporary India and Education	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40+40	10+10	100
1 st Half	Education in Post-Independent India			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5 Develop an idea about National Values. 			
Unit I	<p>Educational provision in the Constitution of India:</p> <ul style="list-style-type: none"> • Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Centre-State Relationship • Language 			
Unit II	<p>Recommendations of various commissions after independence:</p> <ul style="list-style-type: none"> • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986,1992) 			
Unit III	<p>Equalization and universalization of Elementary and Secondary Education:</p> <ul style="list-style-type: none"> • Concept • Problems • Probable solutions 			
Unit IV	<p>Inequality, Discrimination and Marginalization in education:</p> <ul style="list-style-type: none"> • Concept • Causes • Probable solutions 			
Unit V	<p>National Values:</p> <ul style="list-style-type: none"> • Concept • Characteristics • Relevance in education • Relation with international understanding. 			
Suggested Readings	<ol style="list-style-type: none"> 1. Banerjee, J.P(2010) History of Education in India,Kolkata 2. Chaube, S.P(2008) History and Problems of Indian Education, AgrawalPublications,Agra 3. Chaudhry, N.K (2012) Indian Constitution and education,SHIPRAPublications,New Delhi 4. Chakraborty,A&Islam,N(2014)SiksharItihas O Sampratik Ghatanaprabaha, ClassiqueBooks,Kolkata 5. Ghosh,R(2014) YugeYugeBharaterSiksha,Soma Book Agency,Kolkata 6. Sharma,R.N(2010) History of Education in India,Atlantic,New Delhi 7. Thakur,D.K.& Haque S.H(2010) AdhunikBharatersiksharDhara,Rita Book Agency,Kolkata 8. Mukhopadhyay, D ,Sarkar, B and Halder, T(2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata. 9. Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications ,Kolkata. 			

2nd Half	Policy Framework for Education in India
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the policy framework for Education in India 2. Understand the contemporary issues in education 2. Develop the knowledge about various policies on education 3. Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management.
Unit I	<p>Contemporary issues of education:</p> <ul style="list-style-type: none"> • Unemployment • Poverty • Population explosions • Student unrest
Unit II	<p>Policies on education:</p> <ul style="list-style-type: none"> • SSA • RTE (2009) • NCF (2005) • NKC(2009) • RMSA • NCF-TE (2009)
Unit III	<p>Monitoring agencies:</p> <ul style="list-style-type: none"> • UGC • NAAC • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET
Unit IV	<p>Community participation and development:</p> <ul style="list-style-type: none"> • Women education • Dalit education • Tribal education • Adult Education and continuing in education • Distance and Open Education • Government initiatives towards educational policies
Unit V	<p>Educational Planning and Management:</p> <ul style="list-style-type: none"> • Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision
Internal/Assignment/Practicum/Sessional	<p>1 Term Paper 20 Marks 1 Seminar presentation</p>
Suggested Readings	<ol style="list-style-type: none"> 1. Aggrawal, J. C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja, R. (2013) Social problems in India. New Delhi : Rawat Publications. 3. Chakraborty, D. K. (2010). Sikshay byabsthapana o parikalpana. Kolkata : K. Chakraborty Publications. 4. Dash, B. N. (2013). School organisation, administration and management. New Delhi : Neelkamal Publications. 5. Mohanty, J. (2012). Educational administration, management and school

	<p>organization. New Delhi : Deep & Deep Publications.</p> <p>6. Pal, D. <i>et al.</i> (2014) <i>Siksha byabsthapana</i>. Kolkata : Rita Book Agency.</p> <p>7. Sing, R. P. (2007). <i>Educational finance and the planning challenge</i>. New Delhi : Kanishka Publishers.</p>
--	---

Course-IV (1.1.4)	Language across the Curriculum(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the language background of students – 1st & 2nd language. 2. Understand the nature of classroom and develop appropriate strategies. 3. Facilitate the development of reading and writing skills for optimal understanding of the content. 4. Develop tools for assessing the development of reading and writing skills. 			
Unit I	<p>Theoretical Background of Language Usage:</p> <ul style="list-style-type: none"> • A brief historical background of language development – 1st language and 2nd language. • Theories of language development – Bloomfield, Chomsky, Saussure, NavyaNaya. • Theoretical understanding of Multilingualism. 			
Unit II	<p>Understanding the Language Background:</p> <ul style="list-style-type: none"> • Understanding home language and school language. • Power dynamics of ‘standard’ language vs. ‘home language’. • Dialects. 			
Unit III	<p>Different Strategies for Language Development:</p> <ul style="list-style-type: none"> • Nature of classroom discourse. • Develop strategies for using language in the classroom – oral and written • Discussion as a tool for learning. 			
Unit IV	<p>Language Interaction in the classroom:</p> <ul style="list-style-type: none"> • Nature of questioning in the classroom. • Types of questions – Teachers’ role. • Multicultural classroom – Teachers’ role. 			
Unit V	<p>Nature of Reading Comprehension in the Content Areas:</p> <ul style="list-style-type: none"> • Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive. 			
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • A small project on Transactional Mode 			10 Marks
Suggested Readings	<ol style="list-style-type: none"> 1. Bennett, W. A. (1969). <i>Aspects of language and language teaching</i>. London : Cambridge University Press 2. Braden, K. (2006). <i>Task based language education: From theory to practice</i>. London: Cambridge University Press. 3. Britton, James. (1973). <i>Language and learning</i>. London : Penguin Books. 4. Byrnes, Heidi (2006). <i>Advanced language learning: The contribution of Halliday and Vygotsky</i>. Continuum International Publishing Group. 			

Course-V (1.1.5)	Understanding Discipline and Subjects(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Reflect on the nature and role of disciplinary knowledge 2. Understand the paradigm-shift in the nature of disciplines 3. Understand the role of such disciplinary knowledge in the overall schema of the school curriculum 4. Understand the re-definition of the school subjects in reference to social justice. 			
Unit I	<p>Nature and role of disciplinary knowledge in the school curriculum:</p> <ul style="list-style-type: none"> • Paradigm shift in the nature of disciplines • History of the teaching of subject areas in schools • Role of disciplinary knowledge in the schema of the school curriculum 			
Unit II	<p>Nature of the Discipline and Societal change:</p> <ul style="list-style-type: none"> • Subjects have been redefined and reformulated over the decades • The changes in methods of study and validation of knowledge • Changing nature of knowledge 			
Unit III	<p>Selection of content:</p> <ul style="list-style-type: none"> • Knowing the ‘theory of content’ and framing of syllabus • Social history of inclusion and exclusion of a subject area from school curriculum • Study of curriculum in pre- and post-independence era 			
Unit IV	<p>Modern Approaches to Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Modernist thinkers and their contribution in the field of education –e.g. Ram Mohan Roy and his emphasis on Western Science, Maths and Philosophy • Need for experience-centric curriculum 			
Unit V	<p>Understanding ‘disciplinarily doctrine’ in reference to school curricula:</p> <ul style="list-style-type: none"> • School subjects designed in a purely discipline-oriented and not learner-oriented manner • Kinds of knowledge left out of the academic ambit-practical knowledge, community knowledge, tacit knowledge • School subjects should focus on interdisciplinary nature • Emphasis should be given on different subject-areas 			
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Seminar presentation 			10 Marks
Suggested Readings	<ol style="list-style-type: none"> 1. National Curriculum Frame Work. 2005. New Delhi: NCERT. 2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. 3. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency. 4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. 5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education 6. Mukherjee, R. K. Ancient Indian education. 7. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. 8. Ghosh, S. C. (2007). History of education in India. Rawat Pub. 			

Course EPC –1 (1.1EPC1)	Reading and Reflecting on Texts (1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		00	50	50
	Practical application of Language across the curriculum where trainees are supposed to sit around in a study circle and participate in group discussion. It involves brainstorming after reading any selected text and discussing and writing the summary of the same with a critical or creative approach.			
Mode of Transaction	<ul style="list-style-type: none"> ➤ Small Group interaction in a round table study circle ➤ Reflective questioning in the same ➤ Combining listening comprehension, reading and writing ➤ Texts to be selected from conceptual, Empirical, Historical, policy documents, studies about schools, teaching, learning autobiographies, ethnographies, field notes, narrative texts etc. ➤ Creative literary activities, journaling, writing diary etc. 			

SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40+40	10+10	100
1st Half	Learning			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction 			
Unit I	<p>Understanding Learning:</p> <ul style="list-style-type: none"> • Nature of learning: learning as a process and learning as an outcome • Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. • Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization. • 			
Unit II	<p>Factors Influencing Learning:</p> <ul style="list-style-type: none"> • Concept, nature and types of motivation – intrinsic, extrinsic and achievement. • Concept and nature of attention, determinants of attention, relationship with interest. • Role of teacher in addressing various factors influencing learning–a few strategies – cooperative learning, peer tutoring, collaborative learning. 			
Unit III	<p>Learning Paradigms:</p> <ul style="list-style-type: none"> • Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications. • Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget) • Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. • Social Constructivist Learning – Concept of Vygotsky, nature and implications. • Humanistic Viewpoint of Learning - Carl Rogers (Self Concept 			

	Theory)
Unit IV	Transfer of learning: <ul style="list-style-type: none"> • Concept, Importance, Nature and Types of Transfer of Learning • Theories of Transfer of Learning • Methods of enhancing Transfer of Learning
Unit V	Organization of Learning Experiences: Issues and Concerns: <ul style="list-style-type: none"> • Role of school – Guidance, Mental health, Co-curricular activities. • Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme •
Suggested Readings	<ol style="list-style-type: none"> 1. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication.. 2. Mangal, S. K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers. 3. Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 4. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications. 5. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency. 6. Roy, Sushil. Siksha manobidya. Kolkata : Soma Book Agency. 7. Vygotsky, L. (1997). Interaction between learning and development. <i>In</i> M. Gauvain & M. Cole, (Eds). <i>Readings on the development of children</i>. New York: W. H. Freeman & Co. 8. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan. 9. Holt, J. (19964). How children fail? Rev. ed. Penguin. 10. Hall, C & Hall, E. (2003). Human relations in education. Routledge.
2nd Half	Teaching for Learning
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching
Unit I	Understanding Teaching: <ul style="list-style-type: none"> • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Maxims of teaching. Role of teacher in effective teaching.
Unit II	Models of Teaching: <ul style="list-style-type: none"> • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM)
Unit III	Task of Teaching: <ul style="list-style-type: none"> • Task of teaching: meaning, definition and variables in teaching task. • Phases of teaching task: pre - active, inter-active and post-active. • Essentials of effective teaching,
Unit IV	Levels & Approaches of Teaching: <ul style="list-style-type: none"> • Levels of Teaching: memory, understanding and reflective levels of teaching • Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. • Programmed Instruction (PI) & Computer Assisted Instruction (CAI)
Unit V	Skills of Teaching : <ul style="list-style-type: none"> • Skills of Teaching: Concepts, definition. • Micro-teaching: Meaning and Procedure • Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. • Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS).

Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Simulated Teaching Practical <p style="text-align: right;">20 Marks</p>
Suggested Readings	<ol style="list-style-type: none"> 1. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House. 2. Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press. 3. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi. : Vikas Publishing House. 4. Pal, Debasish et al. (2012). Sikhaner manostatwa. Kolkata : Rita Book Agency. 5. DeCecco, J, P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India 6. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi : Bikash o shikhaner manostatwa. Kolkata : Rita Book Agency. 7. Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston. 8. Sarkar,B (2014) Shikharthi O Shikhan.Aaheli Publishrers,kolkata

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning. 			
Unit I	<p>Foundations of Language Teaching:</p> <ul style="list-style-type: none"> • Historical background and present status of language teaching in India. • Origin of different languages (At least two including 1st Language) • Significance of Mother tongue/ Target Language • Concept of 1st Language, 2nd Language and 3rd Language in West Bengal • Relation between language and dialect. • Language position and importance in Secondary School Curriculum in West Bengal. • Analysis of the objectives of teaching language at secondary level in West Bengal. • Aims and objectives of Language Teaching. 			
Unit II	<p>Strategies of Language Teaching:</p> <ul style="list-style-type: none"> • Theories of Language Teaching • Concept and importance of pedagogical analysis of language. • Language Teaching Skills • Lesson Plan: definition, characteristics, importance • Behavioural/Instructional objectives of Language Teaching 			

	<ul style="list-style-type: none"> • Teaching strategies for Language • Relevance of Teaching Model for Language Teaching
Unit III	<p>Approaches of Language Teaching (As per subjects concerned):</p> <ul style="list-style-type: none"> • Methods of Language Teaching: <ul style="list-style-type: none"> ○ Concept, Characteristics, Procedure, Importance and Limitations. • Approaches to Language Teaching: • Methodology of Language Teaching according to different content area: <ul style="list-style-type: none"> ○ Prose, ○ Poetry, ○ Drama ○ Grammar, ○ Composition Objectives, importance and procedure • Spelling mistake – causes and method of correction
Unit IV	<p>Assessment of Language Teaching:</p> <ul style="list-style-type: none"> • Assessment (elementary concepts of Evaluation and Measurement). • Achievement Test • Properties (elements) and Areas (aspects) of a language Test. • Principles for constructing a Language Test. • Characteristics of a good Test – usability, reliability, validity. • Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.
Unit V	<p>Learning Resources in Language Teaching:</p> <ul style="list-style-type: none"> • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. • Language Laboratory – Component, planning, developing required activities and organizing for use. • Designing Learning activities: School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language. • Creative writing: composition, short story, poem (on given clues or independently).
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Term Paper 10 Marks
Suggested Readings	<ol style="list-style-type: none"> 1. Bright, J. A & Mc Gragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman. 2. Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP, 3. Carrol, J B. (1953). The Study of Language. Massachusets : Harvard University Press. 4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd. 5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS. 6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford : OUP. 7. Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP. 8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press. 10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP. 11. Ur, P & Wright, A: Five-minute Activities- A Resource Book for

	<p>Language Teachers. Cambridge : CUP.</p> <p>12. Verma, S. K. (1994). Teaching English as a Second Language in India. In R K Agnihotri & A L Khanna (Eds). <i>Second Language acquisition</i>. New Delhi,</p> <p>13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi : Prentice Hall International Ltd.</p> <p>14. Widdowson, H. (1978). Teaching language as Communication. Oxford : OUP.</p> <p>15. Mangal, S. K & Mangal, U. (2008). Educational Technology. New Delhi : PHI.</p> <p>16. Patel, R N (2004). Educational Evaluation: theory and practice, Mumbai : Himalaya Publishing House.</p> <p>17. Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati,Aaheli Publishers ,Kolkata</p> <p>18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut.</p>			
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science. 			
Unit I	<p>Foundation of Social Science Teaching:</p> <ul style="list-style-type: none"> • Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social Science • Innovations in Social Science teaching • Inculcation of National Integrity through language teaching. 			
Unit II	<p>Strategies of Social Science Teaching:</p> <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Demonstration method, • Heuristic Method, • Project Method • CAI • Story telling Method 			
Unit III	<p>Learning Resource in Social Science Teaching:</p> <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good social science text book. • Teaching aids in Social Science. • Improvisation of Teaching Aids. 			
Unit IV	<p>Social Science Teacher:</p> <ul style="list-style-type: none"> • Qualifications and qualities of social science Teachers. • Professional growth of Social Science Teacher. 			
Unit V	<p>Evaluation in Social Science Education:</p> <ul style="list-style-type: none"> • Evaluation devices, evaluation programme in social studies • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test. 			

Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> Term Paper <p style="text-align: right;">10 Marks</p>
Suggested Reading	<ol style="list-style-type: none"> Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School : A Companion to School Experience. Falmer, London : Routledge. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd. Pathak, Avijit. (2002). Social Implications of Schooling : Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Science Teaching	Physical Science, Life Science, Computer Science & Application			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> Appreciate the significance of teaching Science. Be acquainted with the approaches & Methods of Teaching Science. Be used to the application of scientific knowledge and skills. Be acquainted with various practical aspects of science. 			
Unit I	<p>Foundation of science Teaching:</p> <ul style="list-style-type: none"> Aims and objectives of science Teaching. Science Curriculum, Values of Science Teaching. Inter relationship of various branches of science. Scientific aptitude and attitude Innovations in science teaching 			
Unit II	<p>Strategies of Science Teaching:</p> <ul style="list-style-type: none"> Features, Limitations and comparison of different methods Lecture Method, Demonstration method, Heuristic Method, Laboratory Method, Project Method CAI Problem Solving Method. 			
Unit III	<p>Planning of Science Laboratory:</p> <ul style="list-style-type: none"> Importance of science Laboratory Organization / Planning a Science Laboratory. Equipment of Science Laboratory. 			
Unit IV	<p>Learning Resource in science Teaching:</p> <ul style="list-style-type: none"> Meaning, type and importance of Learning Resources. Quality of good science text book. Teaching aids in Science. Improvisation of Teaching Aids. 			

Unit V	The Science Teacher: <ul style="list-style-type: none"> • Qualifications and qualities of science Teachers. • Professional growth of Science Teacher.
Internal/Assignment/Practicum/Sessional	<ul style="list-style-type: none"> • Term Paper <p style="text-align: right;">10 Marks</p>
Suggested Readings	<ol style="list-style-type: none"> 1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi : Sterling Publications 2. Nag, S. (2015). Teaching of Life Science. Kolkata : Rita Publications. 3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: Dhanpat Rai Publication Co. 4. Vaidea, N. (1996). Science Teaching for 21st Century. New Delhi. Deep & Deep Publication. 5. Pal, S. Nagchowdhury, D. P., Ganguly, A. Haowladar, M. (2014) Jiban Biggyan Shikhshaneer tattwa O Proyog, Aaheli Publishers, Kolkata 6. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM

Course-VII-(A) (1.2.7-A)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Mathematics Teaching	Mathematics			
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics. 			
Unit I	Nature and Theoretical aspects of Mathematics Education: <ul style="list-style-type: none"> • The nature of mathematics • Correlation of mathematics with other disciplines • Scope of mathematics education • Values of teaching mathematics • History of Mathematics in India • Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&Dienes 			
Unit II	Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books: <ul style="list-style-type: none"> • Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage. • Principles of curriculum construction • Principles of text book preparation 			
Unit III	Teaching learning process in Mathematics: <ul style="list-style-type: none"> • Teaching methods in mathematics- e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method. • Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer. • Pedagogical analysis and lesson planning. 			

Unit IV	Mathematics education in a cross-cultural perspective: <ul style="list-style-type: none"> • Anxiety associated with learning of Mathematics • Maths laboratory • Maths club • Connecting mathematics to the environment • Management of learning of slow and gifted learners
Unit V	Assessment and Evaluation: <ul style="list-style-type: none"> • Assessment and evaluation-meaning, scope & Types • Different types of test items • Techniques of Evaluation in Mathematics • Basic principles of construction of test items • Continuous and Comprehensive Evaluation (CCE)
Internal/Assignment/Practicum/Sessional	<ul style="list-style-type: none"> • Term paper 10 Marks
Suggested Readings	<ol style="list-style-type: none"> 1. Teaching of Modern Mathematics – S.M. Agarwal 2. Teaching of Mathematics - Kulbir Sing Sidhu 3. Teaching of Mathematics- C.L. Banga 4. Teaching of Mathematics – PranayPandey 5. Teaching of Mathematics – Ram Sharan

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I (1/2)	Theory	Internal/Assignment/Practicum/Sessional	Full Marks
		40	10	50
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. Realize the concepts of curriculum and syllabi. 6. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. 			
Unit I	Epistemological bases of Education: <ul style="list-style-type: none"> • Meaning of epistemology with reference to the process of knowledge building and generation. • Distinction and relationship between: <ul style="list-style-type: none"> Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief. 			
Unit II	Philosophical Foundation of Education: <ul style="list-style-type: none"> • Significance of Philosophy in Education. • Brief account of the tenets of the following philosophers of education – Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Plato and Freire. • Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue. 			
Unit III	Sociological bases of education: <ul style="list-style-type: none"> • Constitutional goal for Indian Education. • Social issues in education –Globalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism – their interrelationship with education. 			

	<ul style="list-style-type: none"> • Illiteracy, poverty, socially disadvantaged groups gender inequality.
Unit IV	Concepts and scope of education: <ul style="list-style-type: none"> • Four pillars of education. • Aims of education: Personal, Social, Economic and National Development. • Education for generation, conservation and transmission of knowledge. • Agencies of education: home, school, community and media. • Types of education: formal, non-formal, informal and role of their agencies.
Unit V	Educational Objectives: <ul style="list-style-type: none"> • Learning Objectives – instructional objectives in education. • Taxonomy of Educational Objectives (Revised Bloom’s Taxonomy)
Internal/Assignment/Practicum/Sessional	<ul style="list-style-type: none"> • Term Paper 10 Marks
Suggested Reading	<ol style="list-style-type: none"> 1. Bruner, J. S. (1960/1977). <i>The Process of education</i>. Cambridge: Harward University Press. 2. Edgerton, Susan Huddleston. (1997). <i>Translating the curriculum: Multiculturalism into the Cultural Studies</i>. London : Routledge. 3. Etta, R. Hollins (1996): <i>Transforming curriculum for a culturally Diverse Society</i>. New Jersey: Lawrence, Erlbaum Associates Publishers. 4. MHRD, GOI, <i>National policy on education</i>. 5. NCERT.(2005). National curriculum framework. 6. Noddings, Nel. (2007). <i>Critical lessons: what our schools should teach</i>. Cambridge : Cambridge University Press. 7. Bhatt, H. (2010). <i>The diary of school teacher</i>. An Azim Premji University Pub. 8. Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum 2005. <i>Economic and Political Weekly</i>. 43 (47) - 47(56).

Course-IX (1.2.9)	Assessment for Learning	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40+40	10+10	100
1st Half	Assessment of the Learning Process			
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Understand the nature and meaning of Measurement and Evaluation 2. Acquaint with the Approaches and techniques 3. Formulate research-worthy problem 4. Construct an Achievement Test 5. Develop skill to write and evaluate research report 6. Develop the concept of Statistical Measurement 			
Unit I	Concept of Evaluation and Assessment: <ul style="list-style-type: none"> • Meaning of Test, Measurement, Assessment and Evaluation • Distinguish among Measurement, Assessment and Evaluation • Nature and purpose of Evaluation 			
Unit II	Approaches and Techniques of Evaluation and Criteria of Assessment Procedure: <ul style="list-style-type: none"> • Approaches-Formative and Summative; NRT and CRT • Techniques- observational, self-reporting, psychological and Educational tests • Validity- Meaning, Types and Measurement 			

	<ul style="list-style-type: none"> • Reliability - Meaning, Types and Measurement • Norm and Usability
Unit III	Psychological Test: <ul style="list-style-type: none"> • Meaning and concept • Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality • Achievement test- meaning, characteristics, steps for construction and uses • Diagnostic and prognostic test
Unit IV	Evaluation: <ul style="list-style-type: none"> • Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test. • Scoring and Grading, Analysis of Score and Its Interpretation <ul style="list-style-type: none"> a) Tabulation of data. b) Graphical (Histogram, frequency Polygon) c) Central Tendency (Mean, Median Mode) d) Deviation – Standard.
UNIT V	Problem – Learner: <ul style="list-style-type: none"> • Problem – Learner; Concept and Types, • Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/. • Remedial Measures – Guidance & Counseling, Life-Skill Training. •
Suggested Reading	<ol style="list-style-type: none"> 1. Statistics in Psychology and Education – S. K. Mangal 2. Statistics in Psychology and Education – Garrett
2nd Half	Assessment of the Learning System
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. 7. Explore the students support services available and achievements of the schools.
Unit I	Infrastructural facilities: <ul style="list-style-type: none"> • Rooms (types and numbers), • Classroom furniture, • Sanitation facility, • Drinking water, • Playground etc. • Library
Unit II	Human Resource: <ul style="list-style-type: none"> • Teaching staff (Full Time + Part Time + Para teacher) • Non –Teaching staff • Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children. • Teacher-student Ratio.
Unit III	Management & Record Maintenance: <ul style="list-style-type: none"> • Managing Committee • Committees for Academic Purposes

	<ul style="list-style-type: none"> • Different Committees • Fee Structure, • Number of units/ School hour/ time table / periods • Students participation – student Self – Government. • Records: <ul style="list-style-type: none"> ❖ Accounts related ❖ Staff related ❖ Student related ❖ Curriculum related
Unit IV	<p>Special Service Provided:</p> <ul style="list-style-type: none"> • Mid-Day Meal • Book bank for poor students • Tutorial for weaker students • Remedial teaching • Parent Teacher Association • Staff Welfare Service • Health Programme • Conducting Talent Search Examination • Providing Scholarship • Any other.
Unit V	<p>School Community relationship:</p> <ul style="list-style-type: none"> • Community involvement in decision making. • Community Contribution to school • Meeting with community members • School response to parents.
Internal/ Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Preparation of School Study Project (In Group) 20 Marks
Suggested Readings:	<ol style="list-style-type: none"> 1. School Planning and Management – T.K.D. Nair 2. School Organisation & Management – J. Prasad 3. Educational Management – J.C. Agarwal 4. School Management – S.K. Kochar 5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency. 6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) – Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

CourseEPC-2 (1.2EPC2)	Drama and Arts in Education(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		00	50	50
	Integration of various domains of knowledge is no longer treated as co-curricular or extracurricular activity, but is very much within the broad framework of curricular mode. Encouraging critical appreciation of visual or performing art. Visits to various community programmes and places of interest will develop socio-cultural awareness and identity. Active participation in various forms of performing art and visual art.			
Mode of Transaction	<ul style="list-style-type: none"> ➤ Visits to places of drama/ & art / & exhibition with critical appreciation of the same ➤ Role play / Psycho drama / Mono act / One act play or Skit ➤ Fine arts for creative and / or aesthetic appreciation ➤ Appreciation of Music or Literary activities i.e. cultural Programmes or magazines. ➤ Be able to be engaged in musical performances. ➤ Innovative combination of various performing and visual art 			

--	--

SEMESTER-III

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Language Teaching	English, Bengali, Sanskrit, Hindi, Urdu & Arabic			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Be at home with the principles of constructing content analysis of school curriculum. 2. Understand the historical development of Language Teaching. 3. Develop various skills related to language learning. 4. Prepare a blueprint before entering into a class. 			
Unit I	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> ❖ Breaking of Unit into Sub-unit with no. of Periods; ❖ Previous knowledge; ❖ Instructional Objectives in behavioural terms; ❖ Sub-unit wise concepts ❖ Teaching- Learning Strategies ❖ Use of teaching aids ❖ Blueprint for criterion reference test Items. 			
Unit II	<p>Teaching Skill (As per concerned subject):</p> <ul style="list-style-type: none"> • Micro Teaching and Micro Lesson • Simulated Teaching • Integrated Teaching/ Teaching in classroom situation. 			
Unit III	<p>Lesson Planning:</p> <ul style="list-style-type: none"> • Concept, Importance and Types • Steps of Lesson Planning • Qualities of Good Lesson Plan 			
Unit IV	<p>Activities in Language :</p> <ul style="list-style-type: none"> • Fair and Exhibition, • Field Trips / Excursion, • Debate, • Wall & Annual Magazine and • SahityaSabha 			
Unit V	<p>Assessment of Language learning:</p> <ul style="list-style-type: none"> • Concept of Assessment and Evaluation; • Achievement Test • Text book Review 			
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Preparation of Lesson Plan • Preparation of Achievement Test 		10 Marks	
Suggested Reading:	<ol style="list-style-type: none"> 1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge : Cambridge University Press. 2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge : Cambridge University Press. 3. Britton James (1973). Language and Learning. London : Penguin Books. 			

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy			
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject. 			
Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> ❖ Breaking of Unit into Sub-unit with no. of Periods; ❖ Previous knowledge; ❖ Instructional Objectives in behavioural terms; ❖ Sub-unit wise concepts ❖ Teaching- Learning Strategies ❖ Use of teaching aids ❖ Blueprint for criterion reference test Items. 			
Unit II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> • Micro Teaching and Micro Lesson • Simulated Teaching; • Integrated Teaching/ Teaching in classroom situation. 			
Unit III	Lesson Planning: <ul style="list-style-type: none"> • Concept, Importance and Types; • Steps of Lesson Planning. • Qualities of Good Lesson Plan; 			
Unit IV	Activities in Social Science: <ul style="list-style-type: none"> • Fair and Exhibition, • Field Trips / Excursion, • Debate, • Wall & Annual Magazine and • Subject Club 			
Unit V	Assessment of Social science learning: <ul style="list-style-type: none"> • Concept of Assessment and Evaluation; • Achievement Test • Text book Review 			
Internal/Assign ment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Preparation of Lesson Plan • Preparation of Achievement Test 		10 Marks	
Suggested Reading	<ol style="list-style-type: none"> 1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 			

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Science Teaching	Life Science, Physical Science, Computer Science and Application			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject. 			
Unit I	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> ❖ Breaking of Unit into Sub-unit with no. of Periods; ❖ Previous knowledge; ❖ Instructional Objectives in behavioural terms; ❖ Sub-unit wise concepts ❖ Teaching- Learning Strategies ❖ Use of teaching aids ❖ Blueprint for criterion reference test Items. 			
Unit II	<p>Lesson Planning:</p> <ul style="list-style-type: none"> • Concept and importance. • Qualities of good lesson plan. • Steps of lesson planning. 			
Unit III	<p>Teaching skills:</p> <ul style="list-style-type: none"> • Micro-teaching • Simulated Teaching. • Teaching in class room situation • Laboratory practical based demonstration skill. 			
Unit IV	<p>Assessment of Science Learning:</p> <ul style="list-style-type: none"> • Concept of assessment and evaluation; • Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. • Construction of achievement tests and their administration. • Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII). 			
Unit V	<p>Practicum & Activities in Science:</p> <ul style="list-style-type: none"> • Fair and Exhibition, • Field Trips / Excursion, • Magazine, • Science Club and Bulletin Board. 			
Internal/Assign ment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Preparation of Lesson Plan • Preparation of Achievement Test 		10 Marks	

Suggested Reading	<ol style="list-style-type: none"> 1. Teaching of Biological Science – Jasim Ahmad 2. Modern Teaching of Life Science – S.M. Zaidi 3. Teaching of Life Science – PramilaSharme 4. Methods of Teaching Life Science – PHI Publication 5. Innovative Science Teaching for Physical Science Teacher-Radhamohan 6. Modern Science teaching – R.C. Sharma 7. Teaching of Computer Studies – PranayPandey 8. Nag,S.(2012) Teaching of Life Science,Rita Publication,Kolkata 9. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata
--------------------------	---

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-I(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Pedagogy of Mathematics Teaching	Mathematics			
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Mathematics curriculum and text-book preparation 2. Practical activities associated with mathematical concepts 3. Assessment and evaluation related to mathematics teaching-learning. 4. Pedagogical analysis of mathematics content of school level mathematics curriculum and lesson planning 5. Simulated and integrated lesson 			
Unit I	<p>Mathematics curriculum and Text-book preparation:</p> <ul style="list-style-type: none"> • Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE. • Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE. 			
Unit II	<p>Practical activities associated with Mathematics concepts:</p> <ul style="list-style-type: none"> • Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials. • The study-style will be explained. The trainees will have to do the practical of their own under the guidance of the subject teacher. • Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching. 			
Unit III	<p>Assessment and Evaluation related to teaching –learning of Mathematics:</p> <ul style="list-style-type: none"> • Construction of achievement tests and their administration • Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X). 			
Unit IV	<p>Pedagogical Analysis and lesson planning of Mathematics content of school level:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> ❖ Breaking of Unit into Sub-unit with no. of Periods; ❖ Previous knowledge; ❖ Instructional Objectives in behavioural terms; ❖ Sub-unit wise concepts ❖ Teaching- Learning Strategies 			

	<ul style="list-style-type: none"> ❖ Use of teaching aids ❖ Blueprint for criterion reference test Items.
Unit V	Simulated and Integrated Lesson: <ul style="list-style-type: none"> • Simulated Micro Teaching and Integrated Teaching. • Simulated Integrated Teaching.
Internal/Assignment/Practicum/Sessional	<ul style="list-style-type: none"> • Preparation of Lesson Plan 10 Marks • Preparation of Achievement Test
Suggested Reading	<ol style="list-style-type: none"> 1. Arora, S.K.(2000).<i>How to teach mathematics</i>. New Delhi: Sterling Publications 2. Kumar,S. &Jaidka, M.L. (2005). <i>Teaching of mathematics</i> .New Delhi : Anmol Publications 3. Mangal,S.K.(2003). <i>Teaching of mathematics</i>. Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). <i>Teaching of mathematics</i>. New Delhi: Sterling Publications 5. Banerjee,S. <i>GanitsikKhanpaddhati</i>. Kolkata: Rita Publications 6. Ghosh,S. <i>Ganitsik Khan</i> .Kolkata:Sova Publications 7. Pramanik, S.(2014). <i>Adhunikganitsikhsn o sikshan</i>. Kolkata: Aaheli Publishers

School Internship 20 weeks (04 Weeks at Semester-II and 16 Weeks at Semester-III)
Full Marks: 250
<ul style="list-style-type: none"> • At least 60 lesson plans should be delivered (duly prepared and approved Lesson Plans by the Teacher Educators) • During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities. • Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

SEMESTER-IV

Course-VI (1.4.6)	Gender, School and Society (1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism; 2. Understand the gradual paradigm shift from women’s studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period; 3. Learn about gender issues in school, curriculum, and textual materials across disciplines. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy). 			
Unit I	Gender issues: key concepts: <ul style="list-style-type: none"> • Gender including transgender and third gender, sex, patriarchy. • Gender bias, gender stereotyping, and empowerment • Equity and equality in relation with caste, class, religion, ethnicity, 			

	disability and region.
Unit II	<p>Gender studies: paradigm shifts:</p> <ul style="list-style-type: none"> • Paradigm shift from women’s studies • Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women’s experiences of education (with special reference to RajaRammohan Roy, PanditIswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and BegamRokeya). <ul style="list-style-type: none"> A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.
Unit III	<p>Gender, Power and Education:</p> <ul style="list-style-type: none"> • Gender Identities and Socialisation Practices in: <ul style="list-style-type: none"> ➤ Family ➤ Schools ➤ Other formal and informal organization. • Schooling of Girls and Women Empowerment
Unit IV	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> • Curriculum and the gender question • Construction of gender in curriculum framework since Independence: An analysis • Gender and the hidden curriculum • Gender in text and context (textbooks’ inter- sectionality with other disciplines. • Teacher as an agent of change
Unit V	<p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> • Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) • Sites of conflict: Social and emotional • Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions • Agencies perpetuating violence: Family, school, work place and media (print and electronic) • Institutions redressing sexual harassment and abuse.
Internal/Assignment/ Practicum/ Sessional	<p style="text-align: right;">10 Marks</p> <ul style="list-style-type: none"> • Preparation of a small project on how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
Suggested Readings	<ol style="list-style-type: none"> 1. Basu, R. & Chakraborty, B. (2011). <i>Prasanga: Manabividyā</i>. Kolkata : Urbi Prakashan. 2. Bandarage, A. (1997). <i>Women Population and Global Crisis: A Political Economic Analysis</i>. London : Zed Books. 3. Maguise, P. (1987). <i>Doing Participatory Research: A Feminist Approach</i>, Amherst, M.A. 4. Boserup, E. (1970). <i>Women’s Role in Economic Development</i>. New York : St. Martins Press. 5. Brock-Utne, B. (1985). <i>Educating for peace: A Feminist Perspective</i>, New York. 6. Ruddick, S. (1989). <i>Maternal Thinking: Towards a Politics of Peace</i>, London. 7. Di Stefano, C. (1983). “Masculinity as ideology in political theory: Hobbesian man considered ”, <i>Women’s Studies International Forum</i>, Vol. 6. 8. Elshtain, J. B. (1981). <i>Public man, private woman: woman in social and political thought</i>, princeton. 9. Grant, R. & Newland, K. (Eds.). (1991). <i>Gender and International Relations</i>. London.

	<p>10. Harshman, M. (1995). <i>Women and Development: A Critique</i>. In Marchand, M and Parpart, J. (Eds.). <i>Feminism, Post Modernism, Development</i>. London : Routledge.</p> <p>11. Viswanathan, Nalini. (1997). <i>Women, Gender and Development Reader</i>, London : Zed Publication.</p>
--	---

Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II (1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Realize the concepts of curriculum and syllabi. 2. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. 			
Unit I	<p>Concept of Curriculum:</p> <ul style="list-style-type: none"> • Meaning , Characteristics & Types of Curriculum • Nature & Scope of Curriculum • Necessity of curriculum. • Principles of framing curriculum. • Role of State in curriculum. • Constitutional values and national culture in curriculum. 			
Unit II	<p>Relationship between curriculum and syllabi:</p> <ul style="list-style-type: none"> • Relationship between curriculum framework and syllabi. • Process of translating syllabus into text books. • Representation and non-representation of various social groups in curriculum framing. 			
Unit III	<p>Designing curriculum, school Experiences and Evaluation:</p> <ul style="list-style-type: none"> • Principles of selecting curriculum content. • Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum. • Methodology of curriculum transaction. • Curriculum evaluation (formative, summative, Micro and Macro). 			
Unit IV	<p>Power, Ideology and Curriculum:</p> <ul style="list-style-type: none"> • Relationship between powers, structures of Society and knowledge. • Meritocracy versus elitism in curriculum. 			
Unit V	<p>Curriculum as process and practice:</p> <ul style="list-style-type: none"> • Inculcation of values, disciplines, rules and reproduction of norms in the society. • Necessity and construction of Time-Table • Hidden curriculum and children’s resilience. • Critical Analysis of text books, teachers’ handbooks, children’s literature. 			
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Review of a Text Book at Elementary/ Secondary Level. 10 Marks 			
Suggested Reading	<ol style="list-style-type: none"> 1. Ornstein, Allen C. & Francis P. Hunkins. (2003). <i>Curriculum, foundations, principles and issues</i>. 			

	<ol style="list-style-type: none"> 2. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006). <i>Contemporary issues in curriculum</i>. Allyn & Bacon. 3. Slattery (1995). <i>Curriculum development in postmodern Era</i>. (Critical Education & Practice). 4. Wiles, Jon. (2004). <i>Curriculum essentials- a resource for educators</i>. Allyn & Bacon
--	--

Course-X (1.4.10)	Creating an Inclusive School(1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Understand the concept of inclusive education and social inclusion 2. Know the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class. 			
Unit I	<p>Introduction to inclusive Education:</p> <ul style="list-style-type: none"> • Concept of special education, integrated education and inclusive Education & their relation • Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education • Advantages of inclusive education for the individual and society. • Limitation of inclusive set up in education. 			
Unit II	<p>Legal and policy perspectives:</p> <ul style="list-style-type: none"> • Important international declarations / conventions / proclamations- BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action(1994), UNCRPD(2006). • National initiatives for inclusive education – National Policy on Education (1968,1986), Education in the National Policy on Disability(2006), RTE Act(2009). • Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities. 			
Unit III	<p>Defining learners with special needs:</p> <ul style="list-style-type: none"> • Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI • Preparation for inclusive education – School’s readiness for addressing learner with diverse needs • Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS,DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) • Identification and overcoming barriers for educational and social inclusion 			
Unit IV	<p>Inclusive practices in class rooms for all:</p> <ul style="list-style-type: none"> • Class room management and organizations, curricular adaptations, lesson planning and development of suitable TLM • 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. • Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipments , aids and appliances 			

Unit V:	<p>Teacher preparation for inclusive school:</p> <ul style="list-style-type: none"> • Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. • Review of existing educational programmes offered in secondary school (General and Special School). • Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. • Teacher preparation for inclusive education in the light of NCF,2005
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Presentation of Seminar/ Symposium on how inclusion can be practiced in mainstream class <p style="text-align: right;">10 Marks</p>
Suggested Readings	<ol style="list-style-type: none"> 1. Apple, M. W., & Beane, J. A. (2006). Democratic schools: Lessons in powerful education. Eklavya. 2. Basu, R., & Chakraborty, B. (2011). Prasanga: manabividyā. Kolkata : Urbi Prakashan. 3. Booth, T., and others. (2000). <i>Index for inclusion: Developing learning and participation in schools</i>. Centre for Studies on Inclusive Education. 4. Carini, P. F. (2001). Valuing the immeasurable. In <i>Starting strong: A different look at children, schools, and standards</i> (pp. 165-181). New York: Teachers College Press. 5. Eller, R. G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. <i>The Reading Teacher</i>. 6. GOI. (1966). <i>Report of the education commission: Education and national development</i>. New Delhi: Managers of Publications, Ministry of Education. 7. GOI. (1986). <i>National policy of Education</i>. New Delhi: Managers of Publications, Ministry of Education.

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	<p>The objectives of the course are to enable the teacher students to:</p> <ol style="list-style-type: none"> 1. Be acquitted with the Concept of Health, Health policy and goals. 2. Understand the significance of Body-mind unity; Need for physical education. 3. Develop skills to be engaged in yoga and bratachari performances. 			
Unit I	<p>Concept of Health, Health policy and goals:</p> <ul style="list-style-type: none"> • Health dimension and determination of health, • National Health Policy 2012 onwards, • Health check-up and status of school children, • School health service in India • Strategies and approaches for community participation and involvement, 			
Unit II	<p>Information, Education, Communication and Training in health:</p> <ul style="list-style-type: none"> • Definitions and concepts, Health education and promotion, • Process of change of behavior, Principles of health education, • Communication in health education and training, Education and training methodology, • Planning of health education, Levels of health education, Training systems in health, IEC training scheme. 			

Unit III	<p>Bratachari:</p> <ul style="list-style-type: none"> • History & Concept (Meaning, Nature & Scope) of Bratachari Movement. • Aims & Objectives of Bratachari. • Importance of Bratachari in context of man-making education. • Relevance of Bratachari in present educational scenario.
Unit IV	<p>Physical Education:</p> <ul style="list-style-type: none"> • Meaning, Definitions, misconceptions and recent trends of Physical education; • Body-mind unity; Need for physical education, Play, games and sports; Difference between play and work; • Physical education, health and Health habit; Importance of physical education on life skill and related diseases; • Recreational games for the school children; Role of teacher in school health programme
Unit V	<p>Yoga:</p> <ul style="list-style-type: none"> • Yoga – definition, concept and modern approach; • Types and practices of yoga; Yogic diet and health; • Yoga for aging, social problems, peace and therapy; • Yoga and stress management; Difference between yoga and exercise; • Importance of yoga on child behaviour.
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Yoga • Bratachari • Different Physical Exercise • Games and Sports • <p style="text-align: right;">10 Marks</p>
Suggested Reading	<ol style="list-style-type: none"> 1. Bhattacharyya, A. K.(2010). <i>Dimensions of Physical Education Principles, Foundation & Interpretation</i>. Kolkata: Classique Books. 2. Bucher, C. A. <i>Foundation of Physical Education</i> St. Louis: The C.V. Mosby Co. 3. Bhattacharyya, A. K. & Bhowmick, S. <i>Sarir siksha</i>. Kolkata: Paschimbanga Rajya Pustak Parshad. 4. Bandyopadhyay, K. <i>Sarir siksha parichay</i>. Kolkata : Classique Books 5. Kar, Subhabrata & Mandal, Indranil. (2009). <i>Uchhatara sarir siksha</i>. Lalkuthipara, Suri, Birbhum : Sarir Siksha Prakashani. 6. Gharote, M. L. <i>Applied Yoga</i>Kaivalyadhama, S.M.Y.M. Samiti, Lonavla 7. Dasgupta, Rameswar, <i>Yoga Rashmi</i>. Kaivalyadhama, Lonava, Maharashtra. 8. Kuvalananda, S <i>Asanas</i> Kaivalyadhama, Kaivalyadhama, Lonava, Maharashtra

Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education. 			
Unit I	<ul style="list-style-type: none"> •Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. •Barriers of Peace Education – Psychological, Cultural, Political. 			

	<ul style="list-style-type: none"> • Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. • Violence in School, home and society. • Role of Peace Education in present context.
Unit II	<ul style="list-style-type: none"> • Justice – Social economics, Cultural and religions • Equality – Egalitarianism, Education for all, equal opportunity • Critical thinking: Reasoning and applying wisdom cooperation • Learning to be and learning to live together • Peace Education in Secondary Education curriculum.
Unit III	<ul style="list-style-type: none"> • Meaning, Concept, Nature and Sources of values. • Meaning, Concept, Nature and scope of Value Education. • Philosophical perspective, psychological perspective and sociological perspectives of Value Education. • Values in Indian Constitution and Fundamental Duties of citizens.
Unit IV	<ul style="list-style-type: none"> • Classification of Values Personal and social values <ul style="list-style-type: none"> a) Intrinsic and extrinsic values on the basis of personal interest & social good. b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration • Identification of Analysis of emerging issues involving value conflicts • Design and develop of instructional material for nurturing values • Characteristics of Instructional material for values.
Unit V	<ul style="list-style-type: none"> • Methods & Evaluation of Value Education <ul style="list-style-type: none"> a. Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs. b. Practical Methods: Survey, role play, value clarification, Intellectual discussions • Causes of value crisis : material, social, economic, religion evils and their peaceful solution • Role of School Every teacher as teacher of values, School curriculum as value laden • Moral Dilemma (Dharmasankat) and one's duty towards self and society
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Small Project 10 Marks
Suggested Readings	<ol style="list-style-type: none"> 1. Nel Noddings. Peace Education: How we come to love and hate war 2. J. Delors. (2001). Learning the treasure within. 3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. 4. R. P. Shukla. (2010). Value education and human rights.

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Understand guidance and counseling in details 2. Understand the mental health 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques. 5. Understand the idea about Abnormal Behaviour and Mental illness. 			
Unit I	Overview of Guidance and Counseling: <ul style="list-style-type: none"> • Definition & Functions • Nature & Scope of Guidance and Counseling • Difference between Guidance & Counseling 			

	<ul style="list-style-type: none"> • Types of guidance and counseling • Career & Vocational guidance • Quality of a good counselor
Unit II	Mental Health: <ul style="list-style-type: none"> • Concept • Characteristics • Role of home & School • Mental health of a teacher
Unit III	Adjustment & Maladjustment: <ul style="list-style-type: none"> • Concept • Purpose • Techniques • Criteria of good adjustment • Causes, Prevention & Remedies of Maladjustment • Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.
Unit IV	Tools & Techniques: <ul style="list-style-type: none"> • Concept of Testing & Non-testing tools • Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC.
Unit V	Abnormal Behavior and Mental illness: <ul style="list-style-type: none"> • Meaning & Concept of normality and abnormality • Casual factors of Abnormal Behaviour – Biological & Psychological. • Classification of mental illness(DSM-IV)
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • Project on (any one) 10 Marks Maladjusted behavior (any one; on the basis of case study)- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.
Suggested Readings	<ol style="list-style-type: none"> 1. Agrawal, R. (2010). Guidance and counselling. New Delhi : Shipra Publications. 2. Ghosh, S. K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books. 3. Gibson, R. L & Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, Prentice Hall. 4. Nag, S & Dutt, G. (2014). Sangatibidhane paramarshadan o nirdashana. Kolkata : Rita Book Agency. 5. Pal, A. K. (2013). Guidance and counseling. New Delhi : Abhijeet Publications. 6. Pal, D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata : Rita Publications. 7. Shrivastava, K. K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors. 8. Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications.

Course-XI (1.4.11) Optional	Work & Vocational Education	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	The objectives of the course are to enable the teacher students to:			

	<ol style="list-style-type: none"> 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.
Unit I	<p>Work & Vocational Education: Aims, Objectives and Bases:</p> <ul style="list-style-type: none"> • Aims and Objectives of Teaching Work Education at Secondary level. • Values of teaching Work Education at Secondary level. • Correlation of Work Education with other School Subjects. • Bases of Work Education – Psychological, Sociological, Historical and Economical.
Unit II	<p>Work & Vocational Education: Development of the Concept and Work & Vocational Education Teacher:</p> <ul style="list-style-type: none"> • Development of the concept of Work Education with Special reference to National Policy on Education (1986) • Work & Vocational Education Teacher <ul style="list-style-type: none"> ➤ Qualities & Responsibilities. ➤ Need for Professional Orientation.
Unit III	<p>Approaches & Methods of Teaching Work & Vocational Education:</p> <p>A. Inductive and Deductive approach</p> <p>B. Methods:</p> <ul style="list-style-type: none"> ➤ Lecture Cum Demonstration Method ➤ Laboratory Method. ➤ Heuristic Method. ➤ Problem Solving Method, ➤ Project Method
Unit IV	<p>Aids, Equipment and Assistance in Teaching Work & Vocational Education:</p> <ol style="list-style-type: none"> i. Work Education Laboratory ii. Management of Work Units: - <ol style="list-style-type: none"> a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – problems thereof. iii. Excursion.
Unit V	<p>Aspects of Teaching work Education:</p> <ul style="list-style-type: none"> • A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage. • Concept of improvisation; its use in the teaching of Work Education. • Ares of work education, viz. socially useful productive work (as designed by I.B. committee), • Occupational explorations and Innovative practices. • Removal of social distances through Work Education.
Internal/Assignment/ Practicum/ Sessional	<ul style="list-style-type: none"> • List of Practical Work (any one): 10 Marks Growing of Vegetables/ Fruit / Flower Household wiring and Electrical gadgets repairing Tailoring and Needle Work Bamboo Work and Wood craft Tie-Dye and Butik Printing Clay Modeling

	Fruit preservation Cardboard Work and Book Binding Soap, Phenyl and Detergent making Wallet mast making Paper making and paper cutting work Bicycle repairing
Suggested Readings	1. Choudhury,J.,Deb,N.and Samanta ,A.(2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti ,Aaheli Publishers,Kolkata

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		40	10	50
Objectives	The objectives of the course are to enable the teacher students to: <ol style="list-style-type: none"> 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education. 			
Unit I	Concept of population education: <ul style="list-style-type: none"> • The characteristics and scope, • Methodology of population education and • Its importance (5class hours) 			
Unit II	Concept of environmental education: <ul style="list-style-type: none"> • Its objectives and importance, • Developing environmental awareness, • Concept of education for sustainable development. (5class hours) 			
Unit III	Population education policies: <ul style="list-style-type: none"> • Population policy of the government of India (2000), • Implementation programmes, population control, • population dynamics in the context of India, • Population distribution, urbanization and migration. (6 class hours) 			
Unit IV	Sustainable development: <ul style="list-style-type: none"> • Concept of sustainable development and education for sustainable development • agenda 21, • United Nations Decade of education for sustainable development, programmes on environmental management (6 class hours) 			
Unit V	Issues related to population and environmental education: <ul style="list-style-type: none"> • Quality of life, • sustainable life style, • ecofeminism, • empowerment of women, • environmental and social pollution, • effect of population explosion on environment, • Adolescent reproductive health. (8 class hours) 			
Internal/Assign ment/ Practicum/ Sessional	• Preparation of a small project		10 Marks	
Suggested Reading	<ol style="list-style-type: none"> 1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. 2. Singh,Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation. 			

	<ol style="list-style-type: none"> 3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. 4. Sharma, B. L., &Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot. 5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication. 6. Pal,S. And Deb,N.(2014) Paribesh Siksha,Aaheli Publishers ,Kolkata 7. YadavSaroj (1988) "Population Education", Shree Publishing House, New Delhi. 8. Bhenda, A.A. &KavitkarTava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay. 9. Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.
--	---

CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT (1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		00	50	50
	Using technology in classroom. Focus should be on ICT-aided teaching learning. Training should be provided for enabling trainees to use digital sources in classroom teaching.			
Mode of Transaction	<ul style="list-style-type: none"> ➤ Using technological tools to develop teaching learning material. ➤ ICT enabled shift towards a information society. ➤ Peer group participatory activities ➤ Resource material development related to M.S. Word, PowerPoint, Excel, and / or various multimedia / Internet sources. Utilizing various ICT materials available or use of smart board.			

CourseEPC-4 (1.4EPC4)	Understanding the Self (1/2)	Theory	Internal/Assignment/ Practicum/ Sessional	Full Marks
		00	50	50
	Development of inner self and professional identity of a teacher should be addressed. Development of social-relational sensitivity and effective communication skills including ability to listen and observe should be nurtured. Development of holistic and integrated understanding of the human self and personality to build self-confidence is necessary.			
Mode of Transaction	<ul style="list-style-type: none"> ➤ Yoga and / or meditation skills. ➤ Documentary or / Film Studies and film appreciation. ➤ Sharing case studies / biographies / stories of children of various contexts and how could they form their identity ➤ Seminar / Workshop / Symposium / Exhibition/ Awareness programme related various adolescent needs. ➤ Different modes of self-expression i.e, Debates, Recitation, Extempore, Quiz, Music etc. ➤ Bratachari Training Camp. 			

**UNIFORM CURRICULUM STRUCTURE
AND EXAMINATION PATTERN FOR
2 YEARS M.Ed. COURSE IN
WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**



सत्यमेव जयते

**Higher Education Department
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata – 700091.**

The M.Ed curriculum has been framed on the basis of the model syllabus proposed by the NCTE as envisaged by the NCTE Regulation Norms and Procedures 2014 with the following objectives.

- To consolidate and broaden the knowledge of Education of the teacher educators
- To help them develop specialized knowledge in select areas.
- To help them acquire knowledge of research methodology in different areas of educational studies.
- To ensure the physical mental and self development of the teacher educators.
- To develop their skills in ICT and educational technology.
- To sensitize them to the issues like gender disparity, marginalization and disability.

About the Programme:

The Master of Education (M.Ed.) Programme is offered as a full time programme having four semesters spanned in two years.

Eligibility Conditions (EC):

The applicants for entrance test and career marking shall be drawn having the following:

- I. B.Ed. degree 1 or 2 year duration with minimum 55% marks or B Grade in Grading System
Or
4 year integrated teacher education degree programme (BEEd/ BScEd/ BAEd) with minimum 55% marks or B Grade in Grading System
Or
DEEd/ DEd with a bachelors Honors degree (BA/BSc/BCom) each with minimum 55% marks or B Grade in Grading System
- II. M.A./M.Sc./M.Com Examination with minimum 55% marks in aggregate

Admission Criteria

Admission to M.Ed. two year programme will be based on-

a. Career Marking

Note: In Career Marking five components (i.e. Aggregate marks obtained in 10th, 12th, Graduation, Post Graduation & B.Ed as mentioned in point (EC-I) will be proportionately evaluated in 50 marks by distributing 10 marks for each.

b. Entrance Test

Note: There will be a written test of 1 hour.30 minutes duration comprising of 50 MCQ type questions of 1 mark each (Total Marks 50) . The questions will be set from the B.Ed syllabi.

Based on the sum of total marks obtained in a&b final merit list should be prepared keeping in view the reservation norms of the Government.

Course Structure:

The Master of Education (M.Ed.) programme will be of two years duration consisting of four semesters. Candidates who will successfully complete the four semesters credit and non-credit courses will be eligible for the M. Ed Degree

Semester I (July to December)

Course Code	Subject	Core/ Open	Credit Point	Full Mark	
				End. Sem. Exam	Sessional Work/ Internal
M.Ed.-2.1.1	Education Studies	Core	6	70	30
M.Ed.-2.1.2	Philosophical & Sociological Perspectives on Education	Core	6	70	30
M.Ed.-2.1.3	Psychology of Development & Learning	Core	6	70	30
M.Ed.- 2.1.4 Practicum	1. Yoga Education & Personality Development	Open	3	50	
			21	350	

Semester: II (January to June)

Course Code	Subject	Core/ Open	Credit	Full Mark	
				End. Sem. Exam	Sessional Work
M.Ed.-2.2.1	Curriculum Development & Pedagogical Analysis	Core	6	70	30
M.Ed.-2.2.2	Research Methodology and Statistics	Core	6	70	30

M.Ed.-2.2.3	Teacher Education	Core	6	70	30
M.Ed.-2.2.4 Practicum	Preparation of Innovative Teaching-Learning Materials And Tool Development	Open	3	50 (25+25)	
			21	350	

Semester-III (July to December)

Paper Code	Semester-III (Elementary Education)	Semester-III (Secondary Education)	Core/ Open	Credit	Full Mark	
					End Term	Sessional
M.Ed.-2.3.1	Educational Planning, Management & Administration in EE	Educational Planning, Management & Administration in SE	Core	6	70	30
M.Ed.-2.3.2	Curriculum, Pedagogy & Assessment in EE	Curriculum, Pedagogy & Assessment in SE	Core	6	70	30
M.Ed.-2.3.3	School Internship in EE	School Internship in SE		6	100	
M.Ed.-2.3.4	Dissertation-I (Review & Proposal)	Dissertation-I (Review & Proposal)	Core	3	50	
				21	350	

Semester-IV (January to June)

Course Code	Subject	Core/ Open	Credit Point*	Full Mark	
				End. Sem. Exam	Sessional Work
M.Ed.-2.4.1	Educational Technology & ICT	Core	6	70	30
M.Ed.-2.4.2	Inclusive Education	Core	6	70	30
M.Ed.-2.4.3	Dissertation-II (Report Writing & Viva-Voce)	Core	6	70 (report)	30(viva)
M.Ed.-2.4.4 Practicum	1. Community Development Work 2. Practicum on ICT	Open	3	50 (25+25)	
			21	350	

Curriculum Transaction

1. The two years M.Ed. programme transaction will comprise, lectures, discussions, practicum, student presentations, group work, school based assignments, sessional tasks and seminars. ICT will be integrated with all activities.
2. As interns the students are expected to work as teaching assistants apart from other related tasks.

Examination and Evaluation

1. Master of Education (M.Ed.) Programme would follow Semester system with continuous and comprehensive assessment as an integral part.
2. The duration of Semesters shall normally be as follows: **Semester I: July to December, Semester II: January to June, Semester III: July to December and Semester IV: January to June**
3. Each semester shall end with a terminal examination i.e. Semester Examination. (a) In each theory course/paper, 30% of the total marks (30 marks out of 100) will be earmarked for continuous assessment.
4. A Course on Dissertation (Course No.2.3.4) in Semester – III and (Course No.2.4.3) in Semester IV is offered. The students shall have to complete and submit their dissertation within stipulated time.
5. Maximum eight students can be guided by a qualified & eligible faculty.
6. The supervisor (internal examiner), the Head and One External Expert will evaluate 50 marks through presentation of the synopsis by the candidate on calculating average marks given by Internal Examiner, Head & External Expert. This has to be completed before commencement of end semester examination of Semester – III.
7. A set of two (02) examiners, the supervisor (internal examiner) and the external examiner, recommended by the competent authority will evaluate the dissertation for 100 (70 on thesis and 30 on viva) marks on calculating average marks given by both internal & external examiner .
8. Panel of paper setters, moderators, examiners(both internal and external as applicable) and review examiners of theory papers shall be recommended by the competent authority
9. (a) All faculty members teaching in M.Ed. course and Head/Principal as its chairman shall appoint the supervisors immediately after starting of third semester to the students to carry out their dissertation work. The list of students and their supervisors along with the titles of dissertations should be sent to the competent authority within three (3) months of beginning of IIIrd Semester
 (b) For evaluating the Dissertation not more than ten students per external Examiner
 (c) Medium of dissertation shall be in English or Bengali with special permission from the competent authority.
10. Spot evaluation procedures are 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.
10. A Board of Moderators will be constituted by the competent authority to moderate the question papers for theory examination for each semester.

Examinations

- a. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.
- b. **A candidate shall have to clear his/her M.Ed course of studies within the Six(6) consecutive chances (i.e within three year) from his/her date of admission.**
- c. A candidate shall have to secure 40% marks separately in all courses in each Semester to be declared as successful in M.Ed. Examination.
- d. A Candidate shall have to secure the requisite pass marks (40%) in that theory paper / practicum/ viva (in each course) separately.
- e. A candidate who fails to secure 40% marks in one or two courses in a semester shall be declared as supplementary candidate in that semester.
- f. A candidate who fails to secure 40% marks in more than two courses in a semester shall be declared as failed in that semester.

- g.** A candidate shall continue his/her course of study for higher semester examination without qualifying or without enrolment or without appearing at lower semester examination.
- h.** A candidate who has failed in a particular semester shall have to appear at the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.
- i.** A candidate who has duly filled in his examination form and paid the fees, but is absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).
- j.** If any candidate does not enroll himself for appearing at any Semester examination he shall be deemed to have lost one chance.
- k.** A supplementary candidate shall have to clear his back course(s) within two more consecutive chances such that his total number of appearance in all the semester never be more than six(as stated in 1b).
- l.** In any stage it is found that the candidate cannot complete all the semester with in stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate have to leave or discontinue the course.
- m.** After appearing at any Semester examination, a candidate may opt for cancellation of his enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.
- n.** *One mark deficiency rule:* If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.
- o.** A candidate failing to obtain 50% or 55% or 60% marks in the aggregate of all the Semesters by one mark only, shall be given the benefit of one additional mark in the result of the final semester and the same shall be reflected both in the Tabulation Roll as well as in the mark sheet.
- p. Letter Grades and Grade Points**

Marks obtained	Grade	Point (P)	Remarks
90 % and above	S	10:00	Special
80 % to below 90 %	O+	9:00	Outstanding
70 % to below 80 %	O	8:00	Very Good
60 % to below 70 %	A	7:00	Good
50 % to below 60 %	B	6:00	Fair
40 % to below 50 %	C	5:00	Poor
Below 40 %	F	1:00	Fail

The results of a candidate will indicate the Grade Point Average (GPA) earned by a candidate in a Semester Examination and the Cumulative Grade Point Average (CGPA) of all subsequent Semesters on a 10 point scale in which

$$\text{Grade Point} = \text{Credit} \times \text{Point} = C \times P$$

$$\text{GPA} = \frac{\sum C \times P}{\sum C} = (\text{Sum of Grade Points}) \div (\text{Total Credit})$$

The CGPA of Semester Examinations is computed as follows:

$$\text{CGPA} = \frac{\sum \text{Grade Points}}{\sum \text{Credits}} \text{ of Semesters}$$

$$= \frac{\sum (\text{Grade Points of Semesters})}{\sum (\text{Credit Points of Semesters})}$$

Example:

Course No	Written	Internals	Total	Grade	Point (P)	Credit (C)	Grade Point (C x P)
01	60	25	85	O ⁺	9	4	36
02	50	18	68	A	7	4	28
03	35	20	55	B	6	4	24
04	55	20	75	O	8	4	32
Total :						16	120

$$\text{GPA} = 120 / 16 = 7.5$$

Final Result

Semester	Credit	Grade Point
I	16	120
II	16	110
III	16	130
IV	16	120
Total :		64 480

$$\text{CGPA} = 480/64 = 7.5$$

Final Grade = O

On the basis of CGPA, Final Grade in the Semester Examination shall be as follows:

S	More than 9 – 10
O +	More than 8 – 9
O	More than 7 – 8
A	More than 6 – 7
B	More than 5 – 6
C	More than 4 - 5

**UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR
TWO YEARS M.ED. COURSE IN WEST BENGAL
FOLLOWING NCTE REGULATIONS, 2014**

Semester I (July to December)

COURSE PAPER & CODE	COURSE NAME	FULL MARKS		Periods per week (Exam Hours for Theory : Marks)
		Theory	Internal/Assignment/ Practicum/ Sessional	
SEMESTER-I				
Course-I (2.1.1)	Education Studies	70	30	7 (3Hrs:70)
Course-II (2.1.2)	Philosophical & Sociological Perspectives on Education	70	30	7 (3Hrs:70)
Course-III	Psychology of Development and	70	30	7 (3Hrs:70)

(2.1.3)	Learning			
Course IV (2.1.4) Practicum	Yoga Education and Personality Development		25+25	

Semester: II (January to June)

COURSE PAPER & CODE	COURSE NAME	FULL MARKS		Periods per week (Exam Hours for Theory : Marks)
		Theory	Internal/Assignment/ Practicum/ Sessional	
SEMESTER-II				
Course-I (2.2.1)	Curriculum Development and Pedagogical Analysis	70	30	7 (3Hrs:70)
Course-II (2.2.2)	Research Methodology and Statistics	70	30	7 (3Hrs:70)
Course-III (2.2.3)	Teacher Education	70	30	7 (3Hrs:70)
Course IV (2.2.4) Practicum	Preparation of innovative teaching learning material and Tool Development		25+25=50	

Semester-III (July to December)

COURSE PAPER & CODE	COURSE NAME Any one	FULL MARKS		Periods per week (Exam Hours for Theory : Marks)	
		Theory	Internal/Assignment/ Practicum/ Sessional		
SEMESTER-III					
Course-I (2.3.1)	Educational Planning, Management and Administration of Elementary Education	Educational Planning, Management and Administration of Secondary Education	70	30	7 (3Hrs:70)
Course-II (2.3.2)	Curriculum, Pedagogy and Assessment in Elementary Education	Curriculum, Pedagogy and Assessment in Secondary Education	70	30	7 (3Hrs:70)
Course-III (2.3.3)	School Internship in Elementary Education	School Internship in Secondary Education	70	30	7 (3Hrs:70)
Course IV (2.3.4)	Dissertation (Review and Proposal)		50		

Semester-IV (January to June)

COURSE PAPER & CODE	COURSE NAME	FULL MARKS		Periods per week (Exam Hours for Theory : Marks)	
		Theory	Internal/Assignment/ Practicum/ Sessional		
SEMESTER-IV					
Course-I (2.4.1)	Educational Technology and ICT		70	30	7 (3Hrs:70)
Course-II (2.4.2)	Inclusive Education		70	30	7 (3Hrs:70)
Course-III	Dissertation (Report Writing and Viva		70	30 (Viva)	

(2.4.3)	Voce)	(report)		
Course IV (2.4.4)	Community Development Work and Practicum on ICT		25+25=50	

SEMESTER-I

Course-I (2.1.1)	Education Studies
Objectives:	<p>After completion of the course the students will be able to</p> <ul style="list-style-type: none"> • Understand the nature of education as a discipline/an area of study. • Examine issues related to education as interdisciplinary knowledge. • Understand the socio-cultural context of education. • Reflect on the multiple contexts in which the school and teacher education institutions are working. • Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised. • Discuss the emerging dimensions of school and teacher education.
Unit I:	<p>Theoretical Perspectives of Education</p> <ul style="list-style-type: none"> • Education as a system developed by the society based on: social, cultural, political, economic, and technological factors. • Critical analysis of concepts, principles, theories, assumptions and contexts related to education. • Sustainable education, curriculum, syllabus, text books, assessment, teaching-learning process etc. and its application to pedagogy and practices.
Unit II:	<p>Education as a Discipline</p> <ul style="list-style-type: none"> • Critical analysis of education as a discipline/area of study • The aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
Unit III:	<p>Education as Interdisciplinary Knowledge</p> <ul style="list-style-type: none"> • Interdisciplinary nature of education; relationships with the disciplines / subjects such as philosophy, psychology, sociology, anthropology and languages. • Science and Technology in Education and challenges ahead. • Axiological issues in education: role of peace and other values, aesthetics in education. • Dynamic relationship of education with the political process. • Interrelation between education and development.
Unit IV:	<p>Socio-cultural Context of Education</p> <ul style="list-style-type: none"> • Social purposes of education. • Understanding Indian society-with reference to its multilingual and multicultural nature and other diversity, appropriate approaches for teaching young children in this context • Process of socialization and acculturation of the child: -Critical role of school, parents, peer group and the community. • Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality. • Education of deprived group children
Unit V:	<p>Support Systems of Education</p> <ul style="list-style-type: none"> • Principles and guidelines in organizing the support systems. • Teacher education and contemporary issues as reflected in NCF (2005). • Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.
Unit VI	<p>Role of Media</p> <ul style="list-style-type: none"> • Complementarities in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community. • Re-conceptualism of learning resources –textbooks, supplementary books,

	workbooks, multimedia and ICT, School library etc.
Unit VII	<p>Knowledge about Education system in India</p> <ul style="list-style-type: none"> • Education system in Ancient and Medieval India • Educational policies during British period • Determinants of Educational Policies in India • Major educational policies of the Government of India • Possibilities, Challenges and Opportunities for future.
Practicum	<ul style="list-style-type: none"> • Assignments based on self-study on identified themes such as- • policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State • vision of school education in India • process of socialization of the child • critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality • Visit to a school, observation of activities and preparation of a reflective diary and interaction in a group.
Suggested Readings :	<ul style="list-style-type: none"> ▪ Bruner, J S (1996) The culture of education Cambridge, MA :Harward University press. ▪ Broudy, H.S (1977) Types of knowledge and purpose of education In R.C. Anderson, R.J Spiro and W.E Montanaque (eds) schooling and acquisition of knowledge (P.P. Hilldale, N J : Erlbaum) ▪ Dearden, R. F (1984). Theory and practice in education. Routledge K. Kegan & Paul ▪ Dewey, J (1916/1977) Democracy and Education: An introduction to the philosophy of education. New York: Macmillan. ▪ Peters, R.S (ed), (1975). The philosophy of education. Oxford University press, London ▪ Peters R.S (1967). The concept of education. Routledge: United Kingdom. ▪ Pandey, R.S. Preface to Indian philosophy of Education. S.K Publishers & Distribution, Aligrah. ▪ Curtis, S.J (1968) Introduction to the philosophy of education. London University, Tutorial Press. ▪ Kneller, G.F (1971) Introduction to the philosophy of Education. New York, John Willey & Sons.

Course-II (2.1.2)	Philosophical & Sociological Perspective on Education
Objectives:	<p>After completion of the course the students will be able to</p> <ul style="list-style-type: none"> • Develop an understanding about the contribution of Philosophy to education as a discipline; • Develop capacity to grasp the Indian Philosophy of Education • Acquaint themselves with the educational contributions of some great thinkers (both Western & Indian) on education • Understand, interpret and evaluate the concepts related to social philosophy of education • Develop insights to apply fully the above competencies in the practices of education; • To develop knowledge about Education & Society.; • To enable learners to correlate Education & Sociology; • To understand sociological theories and its practices in our educational system.
Unit I:	<p>Educational Philosophy and Educational Sociology</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Educational Philosophy • Meaning, Nature and Scope of Educational Sociology • Relationship of Education and Philosophy;

	<ul style="list-style-type: none"> Relationship of Education and Sociology
Unit II:	Schools of Philosophy: <ul style="list-style-type: none"> Nyaya, Sankhya, Yoga, Cārvaka, Vaiseshika, Vedanta, with special reference to their educational implications; Idealism, Realism, Naturalism, Pragmatism with special reference to aims, curriculum and methods of teaching Existentialism, Essentialism, Humanism, Progressivism, Realism with special reference to their educational implications for aims, contents and methods of teaching Analysis – logical analysis; logical positivism and positive relativism
Unit III:	Educational Philosophy Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M.K. Gandhi; J. Krishnamurthy, J.J. Rousseau and J. Dewey, Bertrand Russell and A.N. Whitehead, Paulo Freire
Unit IV:	Culture and Social change <ul style="list-style-type: none"> Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & lag. Factors affecting social change, various instruments of social change, constraints of social change (caste, ethnicity, class, language, religion, regionalism), theories of social change (Marxian theory, Sorokin's, Srinivasan)
Unit V:	Social Organization and social stratification : <ul style="list-style-type: none"> Factors affecting Social Organization, Social Group, Group-Dynamics in a class room situation, Folkway, Mores, Institutions. Role of education in social mobility, education for social equity & equality of educational opportunity.
Unit VI	Education and Economic Growth <ul style="list-style-type: none"> Education in relation to economic growth; Urbanization, industrialization, modernization, westernization & Sanskritization with special reference to Indian society & its educational implication.
Unit VII	Education and Leadership :, <ul style="list-style-type: none"> The dynamics of educational leadership, Leadership types & styles, characteristics of leaders.
Practicum	<ul style="list-style-type: none"> The students will write term papers on Philosophical and Sociological bases of education
Suggested Readings :	<ul style="list-style-type: none"> Foundation of Education : O.P. Dhiman An Introduction to Indian Philosophy S.C. Chatterjee and D.M. Dutta Four Philosophies and their practice in Education : D.J. Butler Philosophy of Education : Rupert Lodge Philosophical Bases of Education : R.R. Rusk Studies in Philosophies of Education: V, Verma. Outlines of Indian Philosophy: J. Sinha. Philosophical Foundations of Education: K.K. Shrivastava. Educational Thoughts and Practice: V.R. Taneja. Great Educators: R.R. Rusk Chube, S. P: Philosophical & Sociological foundation of Education, Vinod PustakMandir, Agra, 1981. Shukla, S.C. & Kumar, K: Sociological perspective in Education, Chana Publication, New Delhi, 1985. Dewey, John, the School of Society, University of Chicago Press, 1936. Bhatt, B.D. & Sharma, S. R: Sociology of Education, Kanishka Publishers House, 1993. Brown, F.J.: Educational Sociology, Prentice Hall Inc. 1961.

	<ul style="list-style-type: none"> • Cook, L.A. & Cook, E : A Sociological Approach to Education, McGraw Hill, New York, 1950. • N. Jayavam : Sociology of Education in India, Raaat Publication, Jaipur, 1950. • Sharma, S. N : Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995. • Sharma, K. L. : Social stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997 • Talesra, H: Sociological foundations of Education: Kanishka Publishers, New Delhi, 2002. • Sharma, Y. K: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004.
--	---

Course-III (2.1.3)	Psychology of Development and Learning
Objectives:	<p>After completion of the course the students will be able</p> <ul style="list-style-type: none"> • To understand the process of development of a child. • To understand the theories of Learning and their Utility in the Teaching Learning Process. • To understand the Changing Concept of Intelligence and its application. • To enable the learner to understand implication of Psychological theories for education. • To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality
Unit I:	<p>Human Development</p> <ul style="list-style-type: none"> • Growth and Development, stages of development, physical development • Cognitive development Piaget's theory and its educational implication • Social and emotional development, temperament, attachment, school and friendship, aggression ,key factors in social development • Stages of psychosocial development- Erikson • Moral development- Kohlberg's Stages of Moral Development, Gilligan's ethics of caring. • Stages of language development • Self concept and identity in adolescence
Unit II:	<p>Intelligence</p> <ul style="list-style-type: none"> • Intelligence: Nature and Evaluation of the Concept. • Theories of Intelligence: (i) Psychometric theories with special reference to the Guilford's SOI Model. (ii) The Information Processing Approach with special reference to Sternberg's Triarchic Theory. (iii) Howard Gardner's Multiple Intelligence Theory, • Implications of theories of Intelligence in Education • Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence. • Creativity
Unit III:	<p>Aspects of Development</p> <ul style="list-style-type: none"> • Instincts and Emotions, Emotional Intelligence: Concept, Meaning with special reference to Daniel Goleman, Relationship between Intelligence and Emotional Intelligence, Implications of EI in day to day life. • Motivation- Extrinsic and Intrinsic Motivation, Theories of Motivation- Maslow, Weiner and McClelland. Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. • Attention and Interest , their class room application
Unit IV:	<p>Socio cultural perspectives of development</p> <ul style="list-style-type: none"> • Gender difference and gender bias • Multi culturism • Effect of ethnicity and social class • Nutrition, child rearing practices
Unit V:	Psychological Basis of Learning

	<ul style="list-style-type: none"> • Behaviourism and social cognitive theories of learning • Reinforcement ,negative reinforcement,punishment and learning • Implication of behaviourism for learning • Cognitive view of learning- information processing and constructivism
Unit VI	<p>Transfer of Learning and Memory</p> <ul style="list-style-type: none"> • Transfer of Learning – Concept, Importance, Nature & Types. Contemporary views of general transfer & specific transfer. Theories. Methods of enhancing transfer. • Mechanism of memory, types of memory, economy and training in memory • Causes of forgetting
Unit VII	<p>Psychology of Personality</p> <ul style="list-style-type: none"> • Personality: its nature and theories with special reference to developmental and factor-analytical approaches. • Theories of Personality a) Psychoanalytical Theory: Freud, Adler and Jung.b) Humanistic Theory: Roger c) Trait theories of personality –Allport, Eysenck, Cattell and Five factor theory • Assessment of Personality: subjective, objective and projective methods, Projective tests of measurement of personality.
Practicum	<p>Practicum (any one)</p> <ol style="list-style-type: none"> 1. Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications. 2. Development of a profile of students of a class by using appropriate Assessment procedures. 3. Analyze the type of strategies adopted by a classroom teacher in organizing learning.
Suggested Readings :	<p>Ausubel D.P. and Robison F.G.: School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969.</p> <p>Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.</p> <p>Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.</p> <p>Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi</p> <p>Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.</p> <p>Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Mifflin Company, Boston, 1986.</p> <p>C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.</p> <p>Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Daniel Goleman: Emotional Intelligence, Bantam books 1995.</p> <p>Douglas J. Hacker,JohnDunlosky, Arthur C. Graesser .(editors) (1998) <i>Metacognition in Educational Theory and Practice</i>, Lawrence Erlbaum Associates. Mahwah, New Jersey.Edition, 1988.</p> <p>Gage and Berlinger: Educational Psychology, Boston Houghton Mifflins Company 1984.</p> <p>Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey</p> <p>Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay. Jersey, 1989.</p> <p>Mangal S.K Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd; 1993</p>

Course-IV (2.1.4)	Yoga Education and Personality Development
Objectives:	<p>After completion of the course the students will be able</p> <ul style="list-style-type: none"> • Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purushaand Prakriti. Budhi (Mahtat) and Ahamkar.

	<ul style="list-style-type: none"> • Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration. • Understand different types of Yoga: The Ashtanga yoga, Jnana yoga, Bhakti yoga, and other modern off-shoots. • Understand the socio-psychological basis leading to a dynamic transformation of personality. • Understand the scientific basis and therapeutic values of yoga..
Unit I:	Metaphysical basis of Yoga: <ul style="list-style-type: none"> • Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality; Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual; Sub-divisions of Ahamkar – Mana (The Mind), Karmendris, Jnanendris and Tanmatras (The Sukshma Sharer)
Unit II:	The Philosophy of Yoga and its relationship to Individual and Social upliftment: <ul style="list-style-type: none"> • The meaning and definitions of Yoga; Yoga as a way to healthy and integrated living; Yoga as a way to socio-moral upliftment of man; Yoga as way to spiritual enlightenment – AtmanubhutiPratykshanubhuti.
Unit III:	III: Types of Yoga Systems and Characteristics of Yoga Practitioner: <ul style="list-style-type: none"> • Ashtanga yoga of Patanjali; Jnana yoga, Bhakti yoga and Karma yoga of the Bhagwadgita; Integral yoga of Aurobindo and modern off shoots of yoga; Characteristics of a practitioner of yoga.
Unit IV:	The Instrumentals of Yoga (Sadhana pad): <ul style="list-style-type: none"> • The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) and its methods; Dhyana (meditation) and its kinds; Samadhi and its various types.
Unit V:	Scientific basis of Yoga: <ul style="list-style-type: none"> • Yoga and bio-feedback; Therapeutic values of yoga.
Suggested Readings :	<ol style="list-style-type: none"> 1. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors. 2. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana. 3. Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Free person press. 4. Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan. 5. Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International. 6. Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd. 7. Dynamics of Yoga (1989). Monghur : Bihar School of Yoga. 8. Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints. 9. Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh. 10. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd. 11. The Science of Yoga (1988). Monghur: Bihar School of Yoga. 12. Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga. 13. Yoga for health and peace (2001). Mumbai: Yoga Vidyaniketanood Illinois.

SEMESTER II

Course-I (2.2.1)	Curriculum Development and Pedagogical Analysis
Objectives:	<p>After completion of the course the students will be able</p> <ul style="list-style-type: none"> • To develop an understanding about important principles of curriculum. • To orient the students with curriculum development, design, process and construction of curriculum. • To help students understand the bases of and determinants of curriculum.

	<ul style="list-style-type: none"> To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation. To help students understand issues, trends and researches in the area of curriculum in India..
Unit I:	Curriculum Development: <ul style="list-style-type: none"> Concept and meaning of curriculum; Curriculum development, Theories and procedures
Unit II:	Bases of Determinants of Curriculum: <ul style="list-style-type: none"> Philosophical considerations; Psychological considerations; Sociological considerations; Discipline-oriented considerations
Unit III:	. Curriculum Design and Organization: <ul style="list-style-type: none"> Components and source; Principles, Approaches Types of curriculum design
Unit IV:	Curriculum Construction: <ul style="list-style-type: none"> Models Principles; Grass-root level planning; System – analysis
Unit V:	Curriculum Evaluation: <ul style="list-style-type: none"> Importance of evaluation of curriculum; Models of curriculum evaluation; Interpretation of evaluation results and method.
Unit VI	Recent Curriculum Development: <ul style="list-style-type: none"> Issues and trends in curriculum development in higher education with special reference to UGC and Curriculum research in India.
Unit VII	Instructional System & Pedagogical Concerns <ul style="list-style-type: none"> Theoretical Paradigm of Instructional Objectives. Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled. Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning. Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach.
Practicum	Undertake any one of the following activities <ul style="list-style-type: none"> Students will prepare an observation schedule for curriculum implementation in any one-school subject. Student will observe and identify various methods, media & approaches used in implementation of curriculum for particular school subject/or course in teacher education Student will integrate ICT for particular unit in teacher education course to transact the same. Design an instructional plan of a unit in a subject at elementary level Prepare unit test, administer the test, determine gaps in attainment of objectives and plan remedial instruction.
Suggested Readings :	<ul style="list-style-type: none"> Agarwal, J. C. I. (1990) Curriculum Reform in India. Delhi: Doaba. Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Unwin. Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT. Dell, Ronald C. (1986). Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn& Bacon Inc. Diamond, Robert M. (1989). Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers. English, F. W. (2000). Deciding What to Teach and Test.CA: Corwin Press, Sage Publications, and Thousand Oaks. Erickson, H. L. (2000). Concept based Curriculum and Instruction. CA:

	<p>Corwin Press, Sage Publications, Thousand Oaks.</p> <ul style="list-style-type: none"> • Flinders D. J. (1977). The Curriculum studies. New Delhi: Atlantic Publisher. • Kridel, Craig. (2010). Encyclopedia of Curriculum Studies. New Delhi: Sage. • MamidiMallaReddey&Ravishankar (eds.) 1984). Curriculum Development & Educational Technology. New Delhi: Sterling Publishers. • McNeill, John D. & Wiles, John. (1990). The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan • NCERT. (1984). Curriculum & Evaluation. New Delhi: NCERT. • NCERT. (1988). National Curriculum for Elementary & Secondary Education: A Frame Work. New Delhi: NCERT. • NCERT. (2005). National Curriculum Framework 2005. New Delhi: NCERT. • Romiszowaski. A. J. (1988). The Selection Guide and Use of Instructional Media. London: Kogan Page. • Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1980). Curriculum Planning for Better Teaching & Learning. (4th ed.). New York: Holt Ranehart& Winston. • Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall. • Tyler, Ralph W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc. • Tyler, Ralph W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press. • UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO. • Wheeler, D. K. (1967). Curriculum Process. London: University of London Press
--	---

Course 2 (2.2.2)	Educational Research and Statistics
Objectives	<p>Objectives of the course are</p> <ul style="list-style-type: none"> • To develop the concept of research methodology and its importance in education • To learn about different types of research and research design. • To understand the various aspects of research process • To know about sampling and tools of data collection. • To understand descriptive and inferential statistics and learn their application • To be able to write a research proposal
Unit I	<p>Research – A scientific procedure.</p> <ul style="list-style-type: none"> • Meaning and assumption of research • Characteristics and requirements of research • Types of research
Unit II	<p>Important aspects of educational research</p> <ul style="list-style-type: none"> • Reviewing literature- concept, importance and how to write it • Formulating a research problem- its importance , sources and selecting it • Writing research objectives and research questions • Population and sampling- concept and types of sampling • Concept of variables and types • Constructing hypothesis
Unit III	<p>Research Designs</p> <ul style="list-style-type: none"> • Study designs in quantitative research • Study designs in qualitative research
Unit IV	<p>Data Collection</p> <ul style="list-style-type: none"> • Methods of data collection in quantitative research • Methods of data collection in qualitative research • Some common methods of data collection- observation, interview, questionnaire, secondary sources of data
Unit V	<p>Common Statistical Techniques of Processing data</p> <ul style="list-style-type: none"> • Descriptive statistics- measures of central tendency, measures of variability - Range, Mean Deviation, Quartile and Standard Deviation and graphical

	<p>representation,</p> <ul style="list-style-type: none"> • Concept of skewness, and kurtosis • Normal distribution; • Measures of relative positions (percentile and percentile rank)
Unit VI	<p>Inferential Statistics</p> <ul style="list-style-type: none"> • Concept of null hypothesis and alternative hypothesis, confidence limit • T –test and ANOVA, concept of degree of freedom • Non parametric tests- chi squared test , Wilcoxon matched –Pairs Signed test, Mann- Whitney U Test • Correlation and regression • Qualitative data analysis
Unit VII	<p>Developing Proposal</p> <ul style="list-style-type: none"> • Writing Research Proposal • Citing References, Writing Review of Literature • Writing Research Reports, Presentation of Research Reports • Referencing- APA style.
Practicum	<p>The students will be required to present a term paper on review of literature from any area of teacher education</p> <p>They will also be assessed on the basis of statistical analysis of the given data, and statistical practice exercises.</p>
Suggested References	<ul style="list-style-type: none"> • Best. J. W. & Kahn. J. V. (2008).Research in Education (10th edition). Delhi: Pearson Education. • Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication. • Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage. • Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication. • Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd. • Lichtman, M. (2010).Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage. • Lunenburg, F. C. (2008). Writing a Successful Thesis. California: Corwin Press. • Machi, L. A. (2009).The Literature Review. California: Corwin Press. • McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage. • Mertens, D. M.(1997).Research Methods in Education and Psychology. New Delhi: Sage Publication. • N.C.E.R.T. (1997).Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT. • N.C.E.R.T. (2006).Sixth Survey of Educational Research: 1993-2000. (Vol. I).New Delhi: NCERT. • N.C.E.R.T. (2007).Sixth Survey of Educational Research: 1993-2000.(Vol. II).New Delhi: NCERT. • Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey : Prentice – Hall . • Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press. • Seigal, Sydne, Y. (1978).Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill. • Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill. • Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi. • Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press. • Tuckman. B. W. (1979).Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc. • Van Dalen, D. B. & Meyer, W.J. (1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company. • Walford, Geoffrey. (2005).Doing Qualitative Research. London:

	<p>Continuum.</p> <ul style="list-style-type: none"> Wiersma, W. & Jurs, S.G.(2009). Research Methods in education.(9th edition). Delhi: Pearson Education.
--	---

Course 3 (2.2.3)	Teacher Education
Objectives	<p>The objectives of the course are-</p> <ul style="list-style-type: none"> To enable the students to understand the meaning scope objectives of teacher education and its development in India To acquaint the students with various aspects of student – teaching programmes prevailing in the country. To enable the students to understand the trends of teacher education. To acquaint students with origin and development of teacher education
Unit I	<p>Introduction to Teacher Education:</p> <ul style="list-style-type: none"> Meaning and scope of teacher education; Need for teacher education; Objective, structure & curricula of teacher education at Pre-Primary, Primary & Secondary levels; Teacher education in a changing society.
Unit II	<p>Development of Teacher Education in India: Development of teacher education during different periods</p> <ul style="list-style-type: none"> Ancient Period, Buddhist Period, Muslim Period, British Period, Post- Independence Period of India
Unit III	<p>Teacher Education Organizations:</p> <ul style="list-style-type: none"> NCTE, NCERT, SCERT, SIE DIET, IASE, College of Teacher Education, & UGC
Unit IV	<p>Teacher Education Programmes:</p> <ul style="list-style-type: none"> Pre – service teacher education, In –service teacher education; Integrated teacher education
Unit V	<p>Pupil Teacher and Teaching:</p> <ul style="list-style-type: none"> Models of teaching; Teaching techniques; Programmes of teaching practice and its Importance; Off campus teaching practice and internship; Lesson plan and unit plan; Teaching effectiveness; Micro-teaching, integration analysis and simulation; Supervision and evaluation of pupil teaching.
Unit VI	<p>Comparative Study of Teacher Education:</p> <ul style="list-style-type: none"> Teacher Education in India. USA, UK SAARC
Unit VII	<p>Areas of Research:</p> <ul style="list-style-type: none"> Teaching Effectiveness Modification of teacher behaviour School effectiveness. Cognitive Style & Learning Style Implementation of curricula of teacher education
Practicum	The students will be required to submit two term papers based on any two units .

Suggested Reading	<ul style="list-style-type: none"> • Aggarwal, J. C.(2009).Teacher and Education in a Developing Society. New Delhi:Vikas Publishing house Pvt. Ltd, • Anand C. L. (1988).Aspects of Teacher Education. New Delhi: Chand and Co. • NCTE (1996).NCTE Curriculum framework for Quality Teacher Education. NCTE: New Delhi. • Sexena N. R. .Teacher Education. Meerut:R. Lall Book Depot. • Sharma S. P. (2003). Teacher Education: Principle Theories and Practices, Aspects of Teacher Education.New Delhi: Kanishka Publishers Distributors. • Singh, L. C. (1990).Teacher Education in India: A Resource Book. New Delhi: NCERT
--------------------------	--

Course 4 (2.2.4)	Preparation of Teaching Learning Materials
	The students will (Only one of the following) <ul style="list-style-type: none"> • Prepare/construct a teaching aid based on his/her subject of choice • Develop a Programme Learning material for any class • Prepare a power point presentation on any topic
	Tool Development The students are required to construct an achievement test based on the subject of his/her choice, either for elementary school children or for secondary or higher secondary students. The student is also required to standardize it.

SEMESTER III

Course I (2.3.1)	Educational Planning, Management and Administration (In the Context of Elementary Education)
Objectives	The objectives of the course are the following <ul style="list-style-type: none"> • The student teachers will be able to understand the concepts of educational administration, management and planning. • They will be able to develop concepts of human resources, financial resources with special reference to primary education • They will gain insight into the educational planning and its different aspects • They will acquire knowledge about different issues related to administration and management of elementary education.
Unit I	Educational administration and management <ul style="list-style-type: none"> • Concept of educational administration and management and its importance • Theories related to educational administration and management (Classical, Behaviouristic, Humanistic and System approach) • Aspects of educational management- planning, organizing, supervising, motivating and controlling, decision making. • Leadership in administration and management
Unit II	Educational Administrative system in India <ul style="list-style-type: none"> • Educational directives and other provisions in the Constitution of India with reference to elementary education • The role of central , State and Local Bodies in educational administration • Agencies involved in the administration of elementary education • Role of State government and local bodies in administration of elementary education.
Unit III	Management of Resources in Education <ul style="list-style-type: none"> • Concept of human resource and human capital and its development with reference to educational personnel • Teacher as resources-performance appraisal and professional development • Management of Finance-allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant –in – aid and mobilization of local resources

Unit IV	<p>Educational Planning</p> <ul style="list-style-type: none"> • Concept of educational planning , its importance • Different types of planning- micro and macro planning, approaches to planning • Decentralization of planning • Role of Panchayats, Village Education Committee, DIET and SCERT
Unit V	<p>Recent Schemes and Activities of the Govt. of India in the field of elementary education</p> <ul style="list-style-type: none"> • DPEP • SSA • RTE 2009 • Information management system, DISE
Unit VI	<p>Some administrative problems in elementary education</p> <ul style="list-style-type: none"> • Universalization of elementary education • Lack of physical facilities • Wastage and stagnation • Mid day meal • Equalization of educational opportunity • Teacher accountability and absenteeism • Local politics • Problem of monitoring and supervision
VII	<p>Modern techniques of management</p> <ul style="list-style-type: none"> • TQM • SWOT • PPBS
Practicum	<p>The students will be required to write a term paper of 10 marks and a case study of 20 on an institution related to elementary education which will be evaluated internally.</p>
Suggested Reading	<ul style="list-style-type: none"> • Safaya, R.N., Shaida, B.D School Administration and Organization. . Dhanpat Rai Publishing Company, New Delhi • Verma, R., Educational Administration. Anmol Publications Pvt.Ltd.New Delhi • Josephine Y School Resource Planning and Management..Shipra Publication, Delhi • Mohanty.J,.. Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. • Bhatnagar, R.P.Educational Administration..and Aggrawal, V. International Publishing House. Meerut. • Sindhu, I.S Educational Administration & Management. Pearson New Delhi • .Right to Education Act 2009

Course 1 (2.3.1)	Educational Planning, Management and Administration (In the Context of Secondary Education)
Objectives	<p>The objectives of the course are the following</p> <ul style="list-style-type: none"> • The student teachers will be able to understand the concepts of educational administration, management and planning. • They will be able to develop concepts of human resources, financial resources with special reference to secondary education • They will gain insight into the educational planning and its different aspects • They will acquire knowledge about different issues related to administration and management of secondary education.
Unit I	<p>Educational administration and management</p> <ul style="list-style-type: none"> • Concept of educational administration and management and its importance • Theories related to educational administration and management (Classical, Behaviouristic, Humanistic and System approach) • Aspects of educational management- planning, organizing, supervising, motivating and controlling, decision making.

	<ul style="list-style-type: none"> • Leadership in administration and management
Unit II	<p>Educational Administrative system in India</p> <ul style="list-style-type: none"> • Educational directives and other provisions in the Constitution of India with reference to secondary education • The role of central , State and Local Bodies in educational administration • Agencies involved in the administration of secondary education • Role of State government and local bodies in administration of secondary education
Unit III	<p>Management of Resources in Education</p> <ul style="list-style-type: none"> • Concept of human resource and human capital and its development with reference to educational personnel • Teacher as resource-performance appraisal and professional development • Management of Finance-allocation and sources of educational finance, Budgeting its concept, PPBS, school budget. Grant –in – aid and mobilization of local resources
Unit IV	<p>Educational Planning</p> <ul style="list-style-type: none"> • Concept of educational planning , its importance • Different types of planning- micro and macro planning, approaches to planning • Decentralization of planning • Role of Panchayets, Village Education Committee, DIET and SCERT • Recommendation of the current Five Year Plan
Unit V	<p>Recent Schemes and Activities of the Govt. of India in the field of secondary education</p> <ul style="list-style-type: none"> • NIOS • RMSA • SEMIS (Secondary Education management Information System) • Private Public Partnership in secondary education
Unit VI	<p>Some administrative problems in secondary education</p> <ul style="list-style-type: none"> • Access, equity and universalization of secondary education • Rationale for Public Investment in secondary education • Vocationalization of secondary education • Quality and Efficiency of secondary education • Teacher accountability and absenteeism • Local politics • Problem of monitoring and supervision
Unit VII	<p>Modern techniques of management</p> <ul style="list-style-type: none"> • TQM • SWOT • PPBS
Practicum	<p>The students will be required write a term paper of 10 marks and a case study of 20 marks on an institution related to secondary education which will be evaluated internally.</p>
Suggested Reading	<ul style="list-style-type: none"> • Safaya, R.N., Shaida, B.D School Administration and Organization. . Dhanpat Rai Publishing Company, New Delhi • Verma, R., Educational Administration. Anmol Publications Pvt.Ltd.New Delhi • Josephine Y School Resource Planning and Management..ShipraPublication,Delhi • Mohanty.J.,. Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. • Bhatnagar, R.P.Educational Administration..andAggrawal, V. International Publishing House. Meerut. • Sindhu, I.S Educational Administration & Management. Pearson New Delhi • Report of the Govt. of India on RashtriyaMadhyamikShikshaAbhijan

Course 2 (2.3.2)	Curriculum, Pedagogy and Evaluation (In the Context of Elementary Education)
Objectives	<p>The objectives of the course are</p> <ul style="list-style-type: none"> • To understand the theories of curriculum construction at elementary level of education • To know about the pedagogy of elementary level of education • To know about assessment and evaluation with special reference to elementary education • To be acquainted with issues related to curriculum, pedagogy and assessment in the context of elementary education
Unit I	<p>Advanced Curricula theories at Elementary Level</p> <ul style="list-style-type: none"> • Principles of curriculum construction at elementary level • Determinants of curriculum construction- constructing curriculum of language, science and social science at elementary level • Curriculum planning and transaction at this stage • Curriculum implementation evaluation and revision at the elementary stage of education.
Unit II	<p>Approaches to Pedagogy of Elementary Level</p> <ul style="list-style-type: none"> • Concept of pedagogy at elementary level • Models of instruction at elementary level • Constructivist and creative knowledge generation at elementary level • Multilingual and multiethnic classroom and their implication on pedagogy.
Unit III	<p>Evaluation and Assessment at elementary level</p> <ul style="list-style-type: none"> • Concept of measurement and evaluation • Taxonomies of educational objectives,. Assessment of learning dimensions, cognitive, affective and psychomotor. • Summative and formative evaluation • Norm referenced test and criteria referenced test
Unit IV	<p>Tools and Techniques of evaluation</p> <ul style="list-style-type: none"> • Essay type test • Objective type test • Achievement test and teacher made test • Unit Test • Item construction and analysis
Unit V	<p>Some modern approaches to assessment</p> <ul style="list-style-type: none"> • Grading • CRC • Portfolio assessment and scoring rubrics. • Question Bank • Assessment of project
Unit VI	<p>Integrating Curriculum, Pedagogy and Assessment in Elementary level</p> <ul style="list-style-type: none"> • Implementation and reporting of assessment in consonance with curricula and pedagogy • Teaching, assessment and reporting of assessment results • Issues, concerns and trends in curricula, pedagogy and assessment in elementary level.
Unit VII	<p>Assessment of elementary schools</p> <ul style="list-style-type: none"> • School effectiveness • Quality of education • No detention policy • Continuous comprehensive evaluation
Practicum	Term paper on curriculum analysis of elementary education

Suggested Reading	<ul style="list-style-type: none"> • Bruner, J. S. (1960). <i>The Process of Education</i>, Cambridge, MA: Harvard University Press. • Bruner, J. S. (1966). <i>Toward a Theory of Instruction</i>. Cambridge, MA: Belkapp Press. • Bruner, J. S. (1971). <i>The Relevance of Education</i>. New York, NY: Norton • Bruner, J. S., Goodnow, J. J., Austin, G. A. (1986). <i>A study of thinking</i>. New Brunswick, NJ: Transaction Press. • Bruner, J.S. (1986). <i>A Study of Thinking</i>. New Brunswick, NJ: Transaction Press. • Chastain, K. (1970): <i>The Development of Modern Language Skills – Theory to Practice</i>. Rand Menally& Co., Chicago. • Erickson, H.L. (2002): <i>Concept-based Curriculum and Instruction</i>. Crown Press, Inc. California. • Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. New York: Continuum • In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi. • Johann Karl Friedrich Rosenkranz (1848) <i>Pedagogics as a System</i>. Translated 1872 by Anna C. Brackett, R.P. Studley Company • Johann Karl Friedrich Rosenkranz (1899). <i>The philosophy of education</i>. D. Appleton and Co. • Montessori, M. (1909). <i>Il Metododella Pedagogia Scientific aapplicato All'educazione Infantile Nelle Case dei Bambini</i>. • Montessori, M. (1910). <i>AntropologiaPedagogica</i>. • Montessori, M. (1921). <i>Manuale di PedagogiaScientifica</i>. • Montessori, M. (1934). <i>PsicoAritmética</i>. • Montessori, M. (1934). <i>PsicoGeométria</i>. • National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi. • NCERT (2005): <i>National Curriculum Framework</i>, NCERT, New Delhi. • Petty, W.T (1978): <i>Curriculum for the Modern Elementary School</i>, Rand Mentally College Public Co, Chicago
--------------------------	---

Course 2 (2.3.2)	Curriculum Pedagogy and Evaluation (In the Context of Secondary Education)
Objectives	<p>The objectives of the course</p> <ul style="list-style-type: none"> • To understand the theories of curriculum construction at secondary level of education • To know about the pedagogy of secondary level of education • To know about assessment and evaluation with special reference to secondary education • To be acquainted with issues related to curriculum, pedagogy and assessment in the context of secondary education
Unit I	<p>Advanced Curricula theories at Secondary Level</p> <ul style="list-style-type: none"> • Principles of curriculum construction at secondary level • Determinants of curriculum construction- constructing curriculum of language, science and social science at secondary level • Curriculum planning and transaction at this stage • Curriculum implementation evaluation and revision at the secondary stage of education.
Unit II	<p>Approaches to Pedagogy of Secondary Level</p> <ul style="list-style-type: none"> • Concept of pedagogy at secondary level • Models of instruction at secondary level, direct method, group activity, peer tutoring, collaborative learning. • Constructivist and creative knowledge generation at secondary level • Multilingual and multiethnic classroom and their implication on pedagogy
Unit III	<p>Evaluation and Assessment at Secondary level</p> <ul style="list-style-type: none"> • Concept of measurement and evaluation • Taxonomies of educational objectives,. Assessment of learning dimensions, cognitive, affective and psychomotor. • Summative and formative evaluation • Norm referenced test and criteria referenced test

Unit IV	Tools and Techniques of evaluation <ul style="list-style-type: none"> • Essay type test • Objective type test • Achievement test and teacher made test • Unit Test • Item construction and analysis
Unit V	Some modern approaches to assessment <ul style="list-style-type: none"> • Grading • CRC • Portfolio assessment and scoring rubrics. • Question Bank • Assessment of project
Unit VI	Integrating Curriculum, Pedagogy and Assessment in Secondary level <ul style="list-style-type: none"> • Implementation and reporting of assessment in consonance with curricula and pedagogy • Teaching, assessment and reporting of assessment results • Issues, concerns and trends in curricula, pedagogy and assessment in secondary level.
Unit VII	Assessment of Secondary schools <ul style="list-style-type: none"> • School effectiveness • Quality of education • No detention policy • Continuous comprehensive evaluation
Practicum	Term paper on curriculum analysis of Secondary schools
Suggested Reading	<ul style="list-style-type: none"> • Bruner, J. S. (1960). <i>The Process of Education</i>, Cambridge, MA: Harvard University Press. • Bruner, J. S. (1966). <i>Toward a Theory of Instruction</i>. Cambridge, MA: Belkapp Press. • Bruner, J. S. (1971). <i>The Relevance of Education</i>. New York, NY: Norton • Bruner, J. S., Goodnow, J. J., Austin, G. A. (1986). <i>A study of thinking</i>. New Brunswick, NJ: Transaction Press. • Bruner, J.S. (1986). <i>A Study of Thinking</i>. New Brunswick, NJ: Transaction Press. • Eggen and Kauchak(2001) <i>Educational Psychology</i>. Merrill prentice Hall. • Erickson, H.L. (2002): <i>Concept-based Curriculum and Instruction</i>. Crown Press, Inc. California. • Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. New York: Continuum • In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi. • Johann Karl Friedrich Rosenkranz (1848) <i>Pedagogics as a System</i>. Translated 1872 by Anna C. Brackett, R.P. Studley Company

Course 2.3.3 Internship	Internship in Elementary Stage of Education	Internship in Secondary stage of Education
	Supervise the B.Ed. students practice teaching at elementary level (40 marks)	Supervise the B.Ed. students practice teaching at secondary level (40 marks)
	Teach at B.Ed. level (20 marks)	Teach at B.Ed. level (20marks)
	Seminar presentation (20)	Seminar presentation (20)
	School /training college survey (20)	School / training college survey

2.3.4 Dissertation I (Review and Proposal)

After the selection of research topic the students will study the related literature and then the proposal will have to be submitted. The proposal should be written as per the format and should be within 3000 words.

Course 1 (2.4.1)	Educational Technology and ICT
Objectives	On completion of this course, the students will be able to: <ul style="list-style-type: none"> • understand the concept of educational technology; • understand the nature and scope of educational technology • understand the various forms of educational technology • understand the approaches of educational Technology • design instruction in various systems of education • know the instructional design and modes of development of self learning material • understand the scope of ICT and its applications in teaching learning • understand the concept and different approaches of e-learning • know the recent innovations and future perspectives of Education Technology
Unit I	Concept of Educational Technology: <ul style="list-style-type: none"> • Meaning, nature, objectives, scope and significance of educational technology; • Technology in Education and Technology of Education; • Systems approach to educational technology; • Hardware and software technology in education
Unit II	Multi-media Approach in Educational Technology: <ul style="list-style-type: none"> • Programmed Instruction; • Computer Assisted Instruction; • Personalized System of Instruction.
Unit III	Models of Teaching: <ul style="list-style-type: none"> • Models of teaching: Meaning, Function and Types (Modern Models of Teaching)-- Development Model, Concept Attainment Model, Advance Organizer Model, Non Directive Learning Model, Assertiveness Training Model • Modification of Teacher Behaviour: Microteaching, Simulations, Flander's Interaction Analysis, Reciprocal Category System
Unit IV	Communication: <ul style="list-style-type: none"> • Definitions, characteristics and types of Communication; • Mass media and computer; Communication cycle; Classroom communication; • Barriers of Communication.
Unit V	Information and Communication Technology (ICT): <ul style="list-style-type: none"> • Information technology Influencing Information communication; • Computer communication; • Foundations of information society; • Economic change and information technology
Unit VI	Emerging Trend and Research: <ul style="list-style-type: none"> • Video tape, Radio- vision, Teleconferencing, CCTV, CAI, and INSAT; • Problems of technology; • Evaluation and educational technology; • Current researches in education technology
Unit VII	ICT and Teaching <ul style="list-style-type: none"> • Global Context; • ICT in teacher education; • The traditional view of the learning process; • Changes in views of learning process; • Theories supporting the new view of the learning process
Practicum	Undertake any one of the following activities: <ul style="list-style-type: none"> • Critical analysis of an instructional system based on components of systems approach • Critical analysis of the different instructional designs based on the various instructional design models. • Preparation of a trend report on researches on instructional design. . • Visit to local TV/Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content. • Preparation of a report on interventions of educational technology in the current practices of teacher training programmes in India.
Suggested reading	<ul style="list-style-type: none"> • Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers. • Bhatia, K.K. (2001). Foundation of teaching learning process. Ludhiana: Tandon Publishers.

	<ul style="list-style-type: none"> • Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka. • Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shipra Publication. • Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling. • Dececco. J.P. (1964). Educational Technolgy, New York: HRW. • Heinich, Robert, Molenda, Michael, Russell, James D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan. • Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO. • Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook. • Jain, Purabi. (2004). Educational technology. New Delhi: Dominant. • Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning. • Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha. • Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon. • Pachauri, Suresh Chandra (2011). Educational technology. New Delhi: Aph Publishing. • Rao. V. (1991). Educational Technology. Delhi: Himalayan Publishing House. • Sampath, K Etal (1990). Educational Technology. New Delhi : Sterling. • Sethi, Deepa (2010). Essentials of educational technology and management. New Delhi: Jagdamba Publishing Company. • Sharma, A.R. (2001). Educational technology. Agra: Vinod. • Sharma. R.A. (1983). Technology of Teaching. Meerut: International. • Singh, C.P. (2011). Advanced educational technology. New Delhi: Lotus Press. • Verma, M. (2006). Online Teaching-Tools and Methods. New Delhi: MurariLal& Sons.
--	--

Course 2 (2.4.2)	Inclusive Education
Objectives	<p>The objectives are</p> <ul style="list-style-type: none"> • To acquire the concept, Need, Importance and Objectives of inclusive education. • To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities. • To analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice. • To acquire basic knowledge on Teaching Learning Strategies, Vocational Training, Curriculum Adjustment for Disabled. • To understand the policy perspectives, Schemes and role of the National Institutes and Other agencies for rehabilitation of Disabled. • To realize the causes of educational backwardness of socially disadvantaged sections. • To understand the various National Policies and National Commissions related to disadvantaged sections. • To know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections.
Unit I	<p>An Introduction to Special Education</p> <ul style="list-style-type: none"> • Historical Perspective (In India and the World). • Concept of Impairment, Disability and Handicap. • Concept of Various disabilities (According to PWD Act, National Trust and Learning Disabilities). • Identification and causes of various disabilities. • Prevention and Remedies for Various Disabilities
Unit II	<p>Inclusive Society: Overview</p> <ul style="list-style-type: none"> • What is meant by an inclusive society? • Elements necessary for creating an inclusive society • Exclusion and Inclusion in Education: Conceptual overview • Understanding social inclusion: role of education
Unit III	Educational Reforms for Inclusive Society.

	<ul style="list-style-type: none"> • Building an Inclusive school: desired changes in System, Structure, Practice and Culture, • Education for a multicultural society, • Principles of teaching and learning in a multicultural society. • Education for peaceful co-existence.
Unit IV	<p>Assessment and Teaching Learning Strategies for the Disabled</p> <ul style="list-style-type: none"> • Need and process of early identification and assessment • Special, Integrated and Inclusive Education • Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, assistive devices, Barrier free Environment and Teaching Strategies • Vocational Training, Employment and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction. • Use of Information and Communication Technologies, Audio-Visual Aids, Multi-Sensory Approach, Individualized Education Programme, Computer assistive Instruction
Unit V	<p>Policy Perspective and Legal Framework for Disabled</p> <ul style="list-style-type: none"> • International Declarations, Salamanca Statement, UNESCAP Decade for Person with Disabilities and other Declarations. • Provisions of Indian Constitution, NPE, 1986; Mental Health Act, 1987; RCI Act, 1992; PWD, Act, 1995; National Trust Act, 1999; National Policy on Disabilities, 2006. • Schemes for Education of Disabled: Integrated Education for Disabled Children, SarvaSikshaAbhiyan, Inclusive Education for Child and Youth with Disabilities, District Primary Education Programme, Project Integrated Education for the Disabled. • Concessions: Transport, Income Tax, Age Concessions, Reservation, Exemption from Examination Fee, Family Pension • National Institutes and National Handicap Finance and Development Corporation.
Unit VI	<p>Educational Empowerment</p> <ul style="list-style-type: none"> • Empowerment of Minorities: • Educational Problems, Present Status, • National and State Commissions, Recommendations of various Commissions, Schemes and Programmes for Educational Empowerment
Unit VII	<p>Educational Empowerment of Weaker Sections:</p> <ul style="list-style-type: none"> • SC: Reasons of Educational backwardness, Present Status, Indian Constitution and SCs, National Commission for SCs, Schemes and Programmes for Educational Empowerment • ST: Reasons of Educational backwardness, Present Status, Indian Constitution and ST, National Commission for STs, Schemes and Programmes for Educational Empowerment • OBC: Reasons of Educational backwardness, Present Status, Indian Constitution and OBCs, Schemes and Programmes for Educational Empowerment • Empowerment of Marginalized Gender Groups: women: Historical background, Problems of Women Education, Present Status, Recommendations of various committees and commissions, NPEW, National Mission, Schemes and Programmes for Educational Empowerment • Third Gender: Concept, Equalize acceptance, Social Equality and Respect, Equal Rights and Opportunities, Third Gender and Human Rights • Child Rights and Education: Child Labour, Recommendations of various committees and commissions, Schemes and Programmes for Educational Empowerment
Practicum	<p>Any (One)</p> <ol style="list-style-type: none"> 1. Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services 2. Critical review of policies programmes and schemes for Children with Disability/ Deprived Sections of the society. 3. Case Study of any two Children with Disability and make an Individualized Education Programme.

	4. Conduct surveys of various schools to identify various forms of inequality with reference to Disadvantaged Sections of the society and submit a report.
Suggested Reading	<ul style="list-style-type: none"> • Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publication. • Pandey, R.S. and Advani, Lal (1995) Perspective in Disability and Rehabilitation. New Delhi: Vikas Publishing House. • UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris. • NCERT (2006) National focus group report on education of SCs and STs. New Delhi. • Ainscow, M., Booth, T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education • Jha, M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. • Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication. • Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore • Yadav, S.K. (1986) Education Schemes for scheduled castes. • NCERT (2005) National Curriculum Framework, New Delhi. • Chatterjee S.K(2000): Educational Development of scheduled castes. • CowelsMilly (1969):Perspectives in the education of Disadvantaged children. • Beg, M.A. (2014).<i>Inclusive Growth</i>, New Delhi: A.K.Publishers • Ministry of Law and Justice (2009) Right to Education. Govt of India • NCF (2006). <i>Gender Issues in Education (2005) Position Paper</i>. New Delhi: NCERT • Salamatullah, (1979). <i>Education in Social context</i>, New Delhi: NCERT. • UNESCO. (2004) <i>Education for All: The Quality Imperative. EFA Global Monitoring Report</i>. Paris. • Chauhan, S. S. (1989). Education of Exceptional Children, New Delhi: Indus Publishing Company. • Wehman, P &Melaughlin P. T. (1981). Programme Development in Special Education New Delhi: Paul McGraw hill Publishers. • Dash, N. (2006). Inclusive Education. New Delhi: Atlantic Publication. • Baine, D. (1988).Handicapped children in developing countries: Assessment curriculum and instruction. Alberta: Universityof Alberta. • Baver. A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon.

Course 3 (2.4.3) Dissertation II (Report Writing and Viva Voce)		
Course 4 (2.4.4)	Community work	Practicum on ICT
	The students are required to participate in community work programmes e.g Environmental awareness campaign Adult Literacy programme Health and Hygiene programme Cleanliness programme Or any other such activities	i)Tool developed in Course 224 will have to be entered in excel sheet and descriptive analysis has to be done ii) Preparing on PPT

**UNIFORM CURRICULUM STRUCTURE
AND EXAMINATION PATTERN FOR
2 YEARS B.P.Ed. COURSE IN
WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**



**Higher Education Department
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata – 700091.**

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

1. In all there shall be 16 (Sixteen) theoretical papers of which 04 (Four) papers will be evaluated in each semester. Total distribution of marks for B.P.Ed. course under four semester will be as follows:

Semester	Theory Course	Practical Course	Teaching Practice
I	04 Papers = 400 marks	400 marks	----
II	04 Papers = 400 marks	300 marks	100
III	04 Papers = 400 marks	300 marks	100
IV	04 Papers = 400 marks	200 marks	200
Total	16 Papers = 1600 marks	1200 marks	400

The candidates will be evaluated out of 3200 mark (Semester I, II, III and IV) including theory course, practical course and teaching practice.

2. Each candidate appearing in the B.P.Ed. examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.
3. **Condonation:** Student must have 75% of attendance in each course for appearing the examination. 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.
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 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 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 are not 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 answer in the University examination either in Bengali or in English language.
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 40% 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 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 is 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 are 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 1st class in the final end semester examination be rest upon the decretory authority of the Hon'ble Vice Chancellor.
17. 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.
18. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his decretory 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.

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 and introduction of indigenous games and some mass demonstration activities.

Semester – II: To impart knowledge of the educational technology and teaching methodology, yoga education, organization and administration, weight management and nutrition.

Semester – III: To enhance knowledge on Sports training, use of computer application, measures of rehabilitation and preparation of curriculum, application of psychology in physical education and society. To increase team spirit and leadership qualities among school students.

Semester – IV: To increase specialized knowledge on measurement and evaluation, to impart knowledge on application of statistics and research and mechanics of movements.

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

PART A THEORETICAL COURSE		
SEMESTER - I		
COURSE	SUBJECT	MARKS
CC-101	History, Principles and Foundation of Physical Education	100
CC-102	Anatomy and Physiology, Sports Medicine, Physiotherapy and Rehabilitation	100
CC-103	Health Education and Environmental Studies	100
CC-104	Olympic Movement	100

SEMESTER - II		
COURSE	SUBJECT	MARKS
CC - 201	Yoga Education	100
CC - 202	Educational Technology and Methods of Teaching in Physical Education	100
CC - 203	Organisation, Administration and Sports Management	100
CC - 204	Contemporary Issues in Physical Education: Fitness and Wellness, Sports Nutrition and Weight Management	100

SEMESTER - III		
COURSE	SUBJECT	MARKS
CC - 301	Sports Training	100
CC - 302	Computer Applications in Physical Education	100
CC - 303	Sports Psychology and Sociology	100
CC - 304	Curriculum Design	100

SEMESTER - IV		
COURSE	SUBJECT	MARKS
CC - 401	Measurement and Evaluation in Physical Education	100
CC - 402	Kinesiology and Biomechanics	100
CC - 403	Research and Statistics in Physical Education	100
CC - 404	Theory of Sports and Games	100

PART – B PRACTICAL ACTIVITIES		
SEMESTER - I		
COURSE	ACTIVITIES	MARKS
PC-101	Track and Field (Running Events)	100
PC-102	Gymnastics/Swimming/Shooting : Any one out of three	100
PC-103	Indigenous Sports / Activities: Kabaddi / Malkambh / Brotochary / Hindustani Leziium / Ghati Leziium / Mass P.T. Exercise / March Past (Any two out of these)	100
PC-104	Mass Demonstration Activities: Kho Kho / Dumbbell / Wand / Hoop / Umbrella / Tipri: Fundamental Skills (Any one out of these)	100
SEMESTER - II		
COURSE	ACTIVITIES	MARKS
PC-201	Track and Field (Jumping Event)	100

PC-202	Yoga / Aerobics / Gymnastics / Swimming (Any two out of these)	100
PC-203	Racket Sports: Badminton / Table Tennis / Squash / Tennis (Any two out of these)	100
SEMESTER - III		
COURSE	ACTIVITIES	MARKS
PC-301	Track and Field (Throwing Events)	100
PC-302	Combative Sports: Martial Art / karate / Hudo / Fencing / Boxing / Taekwondo / Wrestling / Lathi (Any two out of these)	100
PC-303	Team Game: Group-A: Volleyball / Football / Hockey / Basketball / Cricket (Any two of these) Group-B: Handball / Netball Baseball / Softball / (Any two of these)	100

SEMESTER - IV		
COURSE	ACTIVITIES	MARKS
PC-401	Track and Field (Long Jump / Triple Jump) University will elaborate skills Swimming: University will elaborate skills Gymnastics: University will elaborate skills	100
PC-402	Kabaddi / Kho-Kho / Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis / Squash / Tennis (Any Two of these)	100

PART – C TEACHING PRACTICE SEMESTER – II/III/IV		
SEMESTER - II		
COURSE	ACTIVITIES	MARKS
TP-201	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.	100
SEMESTER - III		
TP-301	Teaching practices: 10 teaching lesson plans for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.	100
SEMESTER - IV		
TP-401	Sports Specialization Track and Field/Gymnastics/Swimming (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.)	100
PC-402	Teaching practices 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.)	100

SEMESTERWISE DISTRIBUTION OF MARKS FOR B.P.ED. PROGRAMME				
SEMESTER	THEORETICAL COURSE	PRACTICAL COURSE	TEACHING PRACTICE	TOTAL MARKS
I	400	400	000	800
II	400	300	100	800
III	400	300	100	800
IV	400	200	200	800
TOTAL	1600	1200	400	3200

INTAKE: As per NCTE norms

ELIGIBILITY CRITERIA:

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

ADMISSION PROCEDURE:

- (1) Physical Fitness Test – {Minimum 4 (Four test items)} 10 X 4 = 40 marks
 (2) Knowledge Test – (Covering the syllabus of Physical Education) 15 marks
 (a) Multiple Choice Questions: 10 marks
 (b) Small Answer Type : 05 marks
 (Maximum 100 words)
 (3) Viva Voce - 05 marks
 (Knowledge about recent and past of the Country/State, Vocabulary and Expression)

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 May/June to November/December and even semester from November / December to May/June. 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 90 credits and for each semester 20 credits.

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 Reposting / 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.

Condonation:

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

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
Total		70

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, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester 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 semester examination is 30:70. 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 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 as per details provided below 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 is 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 have scored the 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)

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & 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	

Grade Point Calculation

Calculation of Semester Grade Point Average (SGPA) 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:

Course No.	Credit	Course No.	Credit	Course No.	Credit	Course No.	Credit
CC-101	4	CC-201	4	CC-301	4	CC-401	4
CC-102	4	CC-202	4	CC-302	4	CC-402	4
CC-103	4	CC-203	4	CC-303	4	CC-403	4

CC-104	4	CC-204	4	CC-304	4	CC-404	4
PC-101	4	PC-201	4	PC-301	4	PC-401	4
PC-102	4	PC-202	4	PC-302	4	PC-402	4
PC-103	4	PC-203	4	PC-303	4	TP-401	4
PC-104	4	TP-201	4	TP-301	4	TP-402	4
Total	32		32		32		32

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

Credit Table

Example: 1

Marks obtained by a student in course CC101 = 65 out of 100

% of Marks = 65

Grade: A

Grade Point = $6.0 + 5 \left(\frac{0.99}{9.99}\right) = 6.0 + 5 \times 0.1 = 6.5$

[Hints: 6.99- **6.00 = 0.99 and 69.99 - 60.00 = 9.99**]

(Corresponding to the class of GC Table)

The course credit = 04

Therefore, Credits Grade Point (CGP) = $6.5 \times 0.4 = 26$

Semester-I

Course No.	Marks out of 100 (%)	Grade	Grade Point	Credit Grade Point
CC-101	65	A	6.5	26
CC-102	60	A	6.0	24
CC-103	62	A	6.2	24.8
CC-104	57	B+	5.7	22.8
PC-101	55	B+	5.5	22
PC-102	72	A+	7.2	28.8
PC-103	66	A	6.6	26.4
PC-104	72	A+	7.2	28.8
Total				203.6

Calculation for conversion of marks into grade points

CC-102 60 = 6.0

CC-103 62 = $60 + 2 = 6.0 + 2 \times \frac{0.99}{9.99} = 6 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$

[Hints: 6.99- **6.00 = 0.99 and 69.99 - 60.00 = 9.99**]

(Corresponding to the class of GC Table)

CC-104 57 = $55 + 2 = 5.5 + 2 \times \frac{0.49}{4.99} = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$

[Hints: 5.99 - **5.50 = 0.49 and 59.99 - 55.00 = 4.99**]

(Corresponding to the class of GC Table)

PC-101 55 = 5.5

PC- 102 72 = $70 + 2 = 7.0 + 2 \times \frac{1.49}{14.99} = 7.0 + 2 \times 0.1 = 7.2$

Similarly, PC- 103 66 = 6.6 and PC- 104 72 = 7.2

CGP = $(6.5 \times 4) + (6.0 \times 4) + (6.2 \times 4) + (5.7 \times 4) + (5.5 \times 4) + (7.2 \times 4) + (6.6 \times 4) + (7.2 \times 4) = 26 + 24 + 24.8 + 22.8 + 22 + 28.8 + 26.4 + 28.8 = 203.6$

Semester Grade Point Average (SGPA) = $\frac{\text{Total Credit Grade Points}}{32} = \frac{203.6}{32} = 6.3625$

SGPA of Sem.-1 = 6.3625

At the end of Semester-I

Total SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = $6.3625 \div 1 = 6.3625$

Semester-II

Course No.	Marks out of 100 (%)	Grade	Grade Point	Credit Grade Point
CC-201	76	A+	7.6	30.4
CC-202	64	A	6.4	25.6
CC-203	59	B+	5.9	23.6
CC-204	80	A+	8.0	32
PC-201	49	B+	4.9	19.6

PC-202	64	C	6.4	25.6
PC-203	55	A	5.5	22
TP-201	72	B+	7.2	28.8
Total				207.6

$$\text{SGPA of Semester-II} = \frac{207.6}{32} = 6.4875$$

At the end of Semester-II, Total SGPA for two Semester = (6.3625 + 6.4875) = 24.85

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{12.85}{2} = 6.425$$

Semester-III

Course No.	Marks out of 100 (%)	Grade	Grade Point	Credit Grade Point
CC-301	64	A	6.4	25.6
CC-302	64	A	6.4	25.6
CC-303	59	B+	5.9	23.6
CC-304	81	A+	8.1	32.4
PC-301	49	C	4.9	19.6
PC-302	64	A	6.4	25.6
PC-303	68	A	6.8	27.2
TP-301	75	A+	7.5	30.0
Total				209.6

$$\text{SGPA of Semester-III} = \frac{209.6}{32} = 6.55$$

At the end of Semester-III, Total SGPA for two Semester = (6.3625 + 6.4875 + 6.55) = 19.4

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{19.4}{3} = 6.466667$$

Semester-IV

Course No.	Marks out of 100 (%)	Grade	Grade Point	Credit Grade Point
CC-401	83	A	8.3	33.2
CC-402	76	A	7.6	30.4
CC-403	59	B+	5.9	23.6
CC-404	81	A+	8.1	32.4
PC-401	49	C	4.9	19.6
PC-402	78	A	7.8	31.2
TP-401	81	A	8.1	32.4
TP-402	75	A+	7.5	30.0
Total				232.8

$$\text{SGPA of Semester-IV} = \frac{232.8}{32} = 7.275$$

At the end of Semester-IV, Total SGPA for two Semester = (6.3625 + 6.4875 + 6.55 + 7.275) = 26.675

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{26.675}{4} = 6.66875$$

Final Result:

CGPA	Grade	Class
6.66875	A	1st Class

Note:

- (1) SGPA 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 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 and
 - (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.

COURSE DETAILS

PART-A

Theory Course

Semester - I

CC - 101

History, Principles and Foundation of Physical Education

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-101	HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION	30	70	100
Unit – 1	Introduction			
Sub-units 1 Credit	1.1. Meaning, Definition and Scope of Physical Education 1.2. Aims and Objective of Physical Education 1.3. Importance of Physical Education in present era. 1.4. Misconceptions about Physical Education. 1.5. Relationship of Physical Education with General Education. 1.6. Physical Education as an Art and Science.			
Unit-2	Historical Development of Physical Education in India			
Sub-units 1 Credit	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 AD – 1000 AD) 2.4. Medieval Period (1000 AD – 1757 AD) 2.5. British Period (Before 1947) with reference to development of Physical Education in West Bengal 2.6. Physical Education in India (After 1947) with reference to development of Physical Education in West Bengal 2.7. Contribution of Akhadas, Vyayamshals and Bratachari movement 2.8. Y.M.C.A. and its contributions.			
Unit-3	Foundation of Physical Education			
Sub-units 1 Credit	3.1. Philosophical foundation: 3.2. Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture. 3.3. Fitness and wellness movement in the contemporary perspectives 3.4. Sports for all and its role in the maintenance and			

	promotion of fitness.			
--	-----------------------	--	--	--

Unit-4	Principles of Physical Education			
Sub-units 1 Credit	4.1. Biological 4.1.1. Growth and development 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 and sentiments 4.3. Sociological 4.3.1. Society and culture 4.3.2. Social acceptance and recognition 4.3.3. Leadership 4.3.4. Social integration, cohesiveness and facilitation			

Note: 1 Credit = 17 to 20 hours.

References

1. Bhattacharjee, A. K. Dimensions of Physical Education: Principles, Foundation & Interpretation, (2013), Classique Books, Kolkata
2. Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
3. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
4. Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.
5. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
6. Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.
7. Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.
8. William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.
9. Dr. Ajmer Singh, Dr. Jagdish Bains, Jagtar Singh Gill, Dr. R.S. Brar and Dr. Nirmaljit Rathee *Essentials of Physical Education*:
10. Prof. Banerjee, A.K. & Dr Konar. J. *Physical Education in Bengal 1882-1982*, Pustak Bipani
11. Reet Howell, Maxwell Howell, A.K.Uppal *Foundation of P.E.*
12. Dr. M.L.Kamlesh *Foundation of Physical Education*,
13. Dr. N. P. Sharma, *Sports History*, KSK publishers & Distributors
14. Bhattacharyya, A.K. & Bhowmick, *Sarir Siksha*, Paschimbanga Rajya Pustak Parshad Parshad, Kolkata

CC - 102 Anatomy, Physiology, Sports Medicine, Physiotherapy and Rehabilitation

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-102	ANATOMY AND PHYSIOLOGY, SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION	30	70	100
Unit – 1	Introduction			
Sub-units 1 Credit	1.1. Brief Introduction of Anatomy and Physiology 1.2. Need and Importance of Anatomy and Physiology 1.3. Meaning and definition of Sports medicine, Physiotherapy and Rehabilitation 1.4. Need and importance of Physiotherapy and Rehabilitation 1.5. Guiding principles of Physiotherapy			
Unit-2	Systems-Effect of Exercise on Various Systems			
Sub-units	2.1. cardio-respiratory System			

1 Credit	2.2. Skeletal System 2.3. Muscular System 2.4. Nervous System 2.5. Endocrine System 2.6. Digestive and Excretory System			
Unit-3	Sports Medicine			
Sub-units 1 Credit	3.1. Meaning and concept of Sports Medicine 3.2. Aim and Objectives of Sports Medicine 3.3. Common regional injuries and their management-shoulder, elbow, wrist, knee and ankle 3.4. Low back problem and management, stretching and strengthening exercise in sports. 3.5. Doping-agents, effects and dope test 3.7. Role of oxygen- physical training, oxygen debt, second wind, vital capacity.			
Unit-4	Athletic Care and Rehabilitation			
Sub-units 1 Credit	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 Thermotherapy- hot and cold packs, whirlpool, contrast bath, infra-red, short wave diathermy and ultrasound 4.4. First Aid- meaning and principles 4.5. Athletic bandage and massage-its classification, indication & contraindication, general principles of massage			

References

1. Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
2. Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.
3. Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
4. Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
5. Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
6. Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
7. Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
8. Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
9. Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
10. Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.
12. Bhattacharjee A.K., Debnath P. & Bhowmick S., *Therapeutic Dimensions of Physical Education and Sports*, Classique Books, Kolkata

CC - 103

Health Education and Environmental Studies

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-103	HEALTH EDUCATION AND ENVIRONMENTAL STUDIES	30	70	100
Unit – 1	Health Education			
Sub-units	1.1. Concept, Dimensions, Spectrum and Determinants of Health 1.2. Aim, objectives and Principles of Health Education 1.3. Definition of Health, Health Education, Health Instruction, Health Supervision 1.4. Health Services and guidance instructions in personal hygiene			
Unit-2	Health Problems in India			
Sub-units	2.1. Communicable and Non Communicable Diseases 2.2. Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,			

	2.3. Environmental Hygiene for school 2.4. Objectives of school health service, Role of health education in school 2.4. 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	Environmental Science			
Sub-units	3.1. Definition, Scope, Need and Importance of environmental studies. 3.2. Concept of environmental education and Historical background of environmental education, 3.3. Celebration of various days in relation with environment. 3.4. Plastic recycling & probation/prohibition of plastic bag / cover. 3.5. Role of school in environmental conservation and sustainable development.			
Unit-4	Natural Resources and related environmental issues:			
Sub-units	4.1. Water resources, Food resources and Land resources 4.2. Definition, effects and control of- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution 4.3. Management of environment and Govt. Policies. Role of pollution control board.			

References

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

CC - 104

Olympic Movement

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-104	OLYMPIC MOVEMENT	30	70	100
Unit – 1	Origin of Olympic Movement			
Sub-units	1.1. Philosophy of Olympic movement 1.2. History of the Olympic movement 1.3. The significant stages in the development of the modern Olympic movement 1.4. Educational and cultural values of Olympic movement			
Unit-2	Modern Olympic Games			
Sub-units	2.1. Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic oath. 2.2. Olympic Protocol for member countries 2.3. Olympic Code of Ethics 2.4. Olympism in action			
Unit-3	Different Olympic Games			
Sub-units	3.1. Para Olympic Games 3.2. Summer Olympics 3.3. Winter Olympics 3.4. Youth Olympic Games			
Unit-4	Committees of Olympic Games			
Sub-units	4.1. International Olympic Committee - Structure and Functions 4.2. National Olympic committees and their role in			

	Olympic movement 4.3. Olympic commission and their functions 4.4. Olympic medal winners of India			
--	--	--	--	--

References

1. Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.
2. Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the impact of mega-events on local politics*: Lynne Rienner
3. *A World History of Physical Education Culture, Philosophy, Comparative*: D.B. Van Dalen & B. L. Bennett
4. *Sports History*, Dr. N. P. Sharma, KSK publishers & Distributors

PART-A
Theory Course
Semester-II

CC - 201

YOGA EDUCATION

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-201	YOGA EDUCATION	30	70	100
Unit – 1	Introduction of Yoga			
Sub-units 1 Credit	1.1. Meaning and Definition of Yoga 1.2. Aim and Objectives of Yoga 1.3. Yoga in Upanisads 1.4. The Yoga Sutras: General Consideration 1.5. Need and Importance of Yoga in Physical Education and Sports			
Unit-2	Foundation of Yoga			
Sub-units 1 Credit	2.1. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi 2.2. Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga			
Unit-3	Yogic Practices			
Sub-units 1 Credit	3.1. Effect of Asanas and Pranayamas on various systems of the body 3.2. Classification of Asanas with special reference to Physical Education and Sports 3.3. Influences of relaxtive, meditative posture on various system of the body 3.4. Types of Bandhas, Mudras and Kriyas			
Unit-4	Yoga Education			
Sub-units 1 Credit	4.1. Basic, applied and action research in Yoga 4.2. Difference between yogic practices and physical exercises 4.3. Yoga education centers in India and abroad 4.4. Competitions in Yogasanas			

References:

1. Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
2. Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.
3. Rajjan, S. M. (1985). *Yoga strenthening of relaxation for sports man*. New Delhi:Allied Publishers.
4. Shankar, G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
5. Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
6. Swami Kavalananda, *Asanas* Kaivalyadhama, Lonavla, Maharashtra

CC - 202

**EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING
IN PHYSICAL EDUCATION**

Subject	Name of the Paper	Marks	Total
---------	-------------------	-------	-------

Code		Internal	External	Marks
CC-202	EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION	30	70	100
Unit – 1	Introduction			
Sub-units 1 Credit	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.			
Unit-2	Teaching Technique			
Sub-units 1 Credit	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.			
Unit-3	Teaching Aids			
Sub-units 1 Credit	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.			
Unit-4	Lesson Plan and Teaching Innovations			
Sub-units 1 Credit	4.1. Meaning, Types and principles of lesson plan. 4.2. General and specific lesson plan. 4.3. Meaning, Types and steps of Micro and Macro teaching. 4.4. Simulation Teaching - Meaning, Types and steps of simulation teaching			

References:

1. Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.
2. Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
3. Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.

CC - 203**ORGANIZATION, ADMINISTRATION SPORTS
MANAGEMENT**

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-203	ORGANIZATION, ADMINISTRATION SPORTS MANAGEMENT	30	70	100
Unit – 1	Organization and administration			
Sub-units 1 Credit	1.1 Administration in School Education 1.2. Meaning and importance of Organization and Administration in Physical Education 1.3. Brief introduction of Sports Management (Meaning, Definition, Purpose and Scope) 1.4. Essential Skills of Sports Manager 1.5. Qualification and Responsibilities of Physical Education teacher and pupil leader 1.6. Planning and their basic principles, 1.7. Program planning: Meaning, Importance, Principles of program planning in physical education.			
Unit-2	Office Management, Record, Register & Budget			
Sub-units 1 Credit	2.1. Office Management: Meaning, definition, functions and kinds of office management 2.2. Records and Registers: Maintenance of attendance Register, Stock register, Cash register, Physical efficiency record, Medical examination Record. 2.3. Budget: Meaning, Importance of Budget making, 2.4. Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget. 2.5. Principles and Scope of Budgeting			
Unit-3	Facilities, & Time-Table Management			

Sub-units 1 Credit	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			
Unit-4	Competition Organization			
Sub-units	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 & Extramurals			

References:

1. Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
3. Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
4. Pandey, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depot.
5. Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
6. Thomas, J. P. (1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
7. Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.
8. Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.

CC - 204 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION: FITNESS AND WELLNESS, SPORTS NUTRITION AND WEIGHT MANAGEMENT

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-204	CONTEMPORARY ISSUES IN PHYSICAL EDUCATION: FITNESS AND WELLNESS, SPORTS NUTRITION AND WEIGHT MANAGEMENT	30	70	100
Unit – 1	Concept of Physical Education and Fitness			
Sub-units 1 Credit	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 1.4. Physical activity and Health benefits			
Unit-2	Principles of Exercise Program	06	14	20
Sub-units 1 Credit	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.			
Unit-3	Introduction to Sports Nutrition	09	21	30
Sub-units 1 Credit	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			
Unit-4	Nutrition and Weight Management	09	21	30
Sub-units 1 Credit	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.
3. Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
4. Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.
5. Bhattacharjee, A.K. Debnath P. & Bhowmick S., *Therapeutic Dimensions of Physical Education and Sports*, Classique Books, Kolkata

PART-A
Theory Course
Semester-III

CC - 301

SPORTS TRAINING

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-301	Sports Training	30	70	100
Unit – 1	Introduction to Sports Training			
Sub-units 1 Credit	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			
Unit-2	Training Components			
Sub-units 1 Credit	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			
Unit-3	Training Process			
Sub-units 1 Credit	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			
Unit-4	Training programming and planning			
Sub-units	4.1. Periodization – 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			
--	--	--	--	--

References

1. Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
2. Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
3. Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2nd Edn.
4. Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
5. 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

CC - 302

COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-302	COMPUTER APPLICATIONS IN PHYSICAL EDUCATION	30	70	100
Unit – 1	Introduction to Computer Application			
Sub-units	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			
Unit-2	MS Word			
Sub-units	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			
Unit-3	MS Excel			
Sub-units	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.			
Unit-4	MS Power Point			
Sub-units	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 4.4. Picture ,graph ,table 4.4. Preparation of Power point presentations 4.5. Animation			

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.

CC - 303

SPORTS PSYCHOLOGY AND SOCIOLOGY

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-303	SPORTS PSYCHOLOGY AND SOCIOLOGY	30	70	100

Unit – 1	Introduction	06	14	20
Sub-units	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			
Unit-2	Sports Psychology	12	28	40
Sub-units	2.1. Nature of learning, theories of learning, Laws of learning, 2.2. Plateau in Learning & transfer of training 2.3. Meaning and definition of personality, characteristics of personality 2.4. Dimension of personality, Personality and Sports performance 2.5. Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance. 2.6. Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imagery. 2.7. Aggression and Sports; Meaning and nature of anxiety, Kinds of anxiety 2.8. Stress: Meaning and nature, Types of stress, Anxiety, Arousal and their effects on sports performance			
Unit-3	Relation between Social Science and Physical Education.			
Sub-units	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.			
Unit-4	Culture : Meaning and Importance.	06	14	20
Sub-units	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.
5. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
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. VinodPustakMandir.
8. Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
9. William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	

CC-304	CURRICULUM DESIGN	30	70	100
Unit – 1	Modern concept of the curriculum			
Sub-units	1.1.Need and importance of curriculum, Curriculum development, Role of teacher in curriculum development. 1.2. Factors affecting curriculum: Social factors, Personnel qualifications, Climatic consideration, Equipment and facilities, Time suitability of hours. 1.3. National and Professional policies, Research findings			
Unit-2	Basic Guide lines for curriculum construction and contexts (selection and expansion).			
Sub-units	2.1.Focalization 2.2. Socialization 2.3. Individualization 2.4. Sequence and operation 2.5. Steps in curriculum construction.			

Unit-3	Curriculum-Old and new concepts, Mechanics of curriculum planning.			
Sub-units	3.1.Basic principles of curriculum construction. 3.2. Curriculum Design- Meaning, Importance and factors affecting curriculum design. 3.3. Principles of Curriculum design according to the need of the students and state and national level policies. 3.4. Role of Teachers			
Unit-4	Under-graduate preparation of professional preparation.			
Sub-units	4.1.Areas of Health Education, Physical Education and Recreation. 4.2. Curriculum design-Experience of Education, Field and Laboratory. 4.3. Teaching practice-Age, gender, climatic condition, equipment and facilities 4.4. Enhancing Professional Competencies-Facilities and special resources for library, laboratories etc.			

Reference

1. Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
2. Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
3. Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
4. Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
5. Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
6. Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
7. Willgoose, C.E. (1979). *Curriculum in physical education*. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

PART - A

Theory Course

Semester-IV

CC - 401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	

CC-401	MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION	30	70	100
Unit – 1	Introduction to Test, Measurement & Evaluation			
Sub-units	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			
Unit-2	Criteria, Classification and Administration of test			
Sub-units	2.1. Criteria of a good Test and Scientific authenticity (reliability, objectivity, validity and availability of norms) 2.2. Types and classification of Test 2.3. Administration of test, Advance preparation, Duties during after testing.			
Unit-3	Physical Fitness Tests			
Sub-units	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			
Unit-4	Sports Skill Tests			
Sub-units	4.1. Lockhart and McPherson Badminton Test 4.2. Johnson Basketball Test 4.3. McDonald Soccer Test 4.3. S.A.I Volleyball Test 4.4. 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.
4. Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
5. Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B. Saunders Company.
6. Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
7. Phillips, D. A., & Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Wiley and Sons.
8. Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

CC - 402

KINESIOLOGY AND BIOMECHANICS

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-402	KINESIOLOGY AND BIOMECHANICS	30	70	100
Unit – 1	Introduction to Kinesiology and Sports Biomechanics	09	21	30
Sub-units	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			

Unit-2	Fundamental Concept of Anatomy and Physiology	06	14	20
Sub-units	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 Innervation			
Unit-3	Mechanical Concepts	06	14	20
Sub-units	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.			
Unit-4	Kinematics and Kinetics of Human Movement	09	21	30
Sub-units	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.
3. Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
5. Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.

CC - 403

RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
CC-403	RESEARCH AND STATISTICS IN PHYSICAL EDUCATION	30	70	100
Unit – 1	Introduction to Research	06	14	20
Sub-units	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.			
Unit-2	Survey of Related Literature	12	28	40
Sub-units	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.			
Unit-3	Basics of Statistical Analysis	06	14	20
Sub-units	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			
Unit-4	Statistical Models in Physical Education and Sports	06	14	20
Sub-units	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.
4. 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.
5. Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.
6. Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
7. Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.
8. Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional*. Landon: J.B. Lippincott Company.
9. Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
10. Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
11. Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
12. Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

CC - 404 THEORY OF SPORTS AND GAMES, OFFICIATING AND COACHING

Subject Code	Name of the Paper	Marks		Total Marks
		Internal	External	
EC-401	THEORY OF SPORTS AND GAMES	30	70	100
Unit – 1	Introduction of Officiating and Coaching	09	21	30
Sub-units	1.1. Concept of officiating and coaching 1.2. Philosophy of Officiating and Coaching 1.3. Duties of coach in general, pre, during and post game. 1.4. Responsibilities of a coach on and off the field			
Unit-2	Qualities and Qualifications of Coach and Official	09	21	30

Sub-units	4.1. Qualities and qualification of coach and official 4.2. General rules of games and sports 4.3. Eligibility rules of intercollegiate and inter-university tournaments, Preparation of eligibility proforma 4.4. Integrity and values of sports			
Unit-3	Theories of Sports and Games	06	14	20
Sub-units	1.1.General Introduction of specialized games and sports– Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga (Any two). Each game or sports to be dealt under the following heads 1.1.1.History and development of the Game and Sports 1.1.2. Ground preparation, dimensions and marking 1.1.3 Standard equipment and their specifications 1.1.4. Ethics of sports and sportsmanship			
Unit-4	Advance Training (for particular specialized Games or Sports)	06	14	20
Sub-units	4.1. Concept of Conditioning and warming up. 4.2. Role of weight training in games and sports. 4.3. Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition). 4.4. Recreational and Lead up games 4.5. 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.
6. Rules of Games & Sports, O.P. Sharma, Khel Sahitya Kendra

Part – B Practical Courses Semester – I

PC – 101

Track and Field (Running Events)

PC-101	Track and Field (Running Events)	Marks		
		Internal	External	Total
		30	70	100
	Running Event	15	35	50
	Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. o Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug o Ground Marking, Rules and Officiating o Hurdles: o Fundamental Skills- Starting, Clearance and Landing Techniques. o Types of Hurdles · Ground Marking and Officiating.			
	Relays: Fundamental Skills	15	35	50
	o Various patterns of Baton Exchange o Understanding of Relay Zones o Ground Marking o Interpretation of Rules and Officiating.			

PC – 102

Gymnastics/ Swimming/ Shooting (Any One out of Three)

		Marks		
PC-102	PC-102 (Gymnastics/ Swimming/ Shooting-Any One out of three)	Internal	External	Total
		30	70	100
	Gymnastics: Floor Exercise			
	<ul style="list-style-type: none"> o Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, o Dancing steps, Head stand, Jumps-leap, scissors leap. o Vaulting Horse o Approach Run, Take off from the beat board, Cat Vault, Squat Vault. 			
PC-102	Swimming: Fundamental Skills			
	Entry into the pool. <ul style="list-style-type: none"> o Developing water balance and confidence o Water fear removing drills. o Floating-Mushroom and Jelly fish etc. o Gliding with and without kickboard. o Introduction of various strokes o Body Position, Leg, Kick, Arm pull, Breathing and Co ordination. o Start and turns of the concerned strokes. o Introduction of Various Strokes. o Water Treading and Simple Jumping. o Starts and turns of concerned strokes. o Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races. 			
PC-102	Shooting Fundamental Skills			
	Basic stance, grip, Holding rifle/ Pistol, aiming target <ul style="list-style-type: none"> o Safety issues related to rifle shooting o Rules and their interpretations and duties of officials 			

PC-103

Indigenous Sports/Activities

PC – 103	Indigenous sports/Activities: Kabaddi/ Malkambh/Bratachari/Hindustani Lezium/Ghati Lezium/Mass P.T. Exercise/March past (Any two out of these)	Marks		
		Internal	External	Total
PC – 103	Kabaddi:	30	70	100
	<ul style="list-style-type: none"> o Fundamental Skills: Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing. o Skills of Holding the Raider-Variations, Catching from particular position, o Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques. o 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. o Ground Marking, Rules and Officiating 			
PC – 103	Malkambh/Bratachari			
	<ul style="list-style-type: none"> o Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, o Phirki, Padmasana, T.Balance, Pataka, Landing. o Rope Malkhamb-Salaami, PadmasanaChadh, 			
PC – 103	Ghati Lezuim			
	<ul style="list-style-type: none"> o Aath Aawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uhhakpavitra, Kadampavitra. 			

PC – 103	Hindustani Lezuim			
	o Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.			
PC – 103	Mass P.T. Exercises			
	o Two count, four count and eight count exercises.			
PC – 103	Hindustani Lezuim			
	o Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.			
PC – 103	Marching			
	o Sabdhan, Bishram, Diane moor, Biye moor, Piche moor, Diane ghum, Biye ghum, Kadam tal, Tej Chal, Samne salute, Dine dekh,			

PC – 104**Mass Demonstration Activities**

Mass Demonstration Activities:Kho-Kho, Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri: Fundamentals skills (Any one out of these)		Marks		
		Internal	External	Total
		30	70	100
PC-104	Kho Kho:			
	o General skills of the game-Running, chasing, Dodging, Faking etc. o 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. o 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. o Ground Marking o Rules and their interpretations and duties of officials.			
PC-104	Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri: Fundamentals skills (Any one out of these)			
	o Apparatus/ Light apparatus Grip o Attention with apparatus/ Light apparatus o Stand – at – ease with apparatus/ ligfht apparatus o Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count. o Standing Exercise o Jumping Exercise o Moving Exercise o Combination of above all			

Part – B
Practical Courses
Semester – II

PC – 201**Track and Field (Jumping Event)**

PC-201	Track and Field (Jumping Event)	Marks		
		Internal	External	Total
PC-201	Athletics: Jumping Events	30	70	100
	o High Jump (Straddle Roll/Fosbury flop) o Approach Run, Take off, Clearance over the bar, Landing			

PC – 202**Yoga/ Aerobics / Gymnastics / Swimming**

PC-202	Yoga/Aerobics/Gymnastics/Swimming (Any two out of these)	Marks		
		Internal	External	Total

PC-202	Gymnastics	30	70	100
PC-202	Parallel Bar: o Mount from one bar, Straddle walking on parallel bars, o 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) Horizontal /Single Bar: o Grip, Swings, Fundamental Elements, Dismount Uneven Parallel Bar: o Grip, Swings, Fundamental Elements, Dismount			
PC-202	Yoga			
	Surya Namaskara, o Pranayams o Corrective Asanas o Kriyas Asanas o Sitting o Standing o Laying Prone Position, o Laying Spine Position			
PC-202	Swimming			
	Introduction of water polo game o Fundamental skills, Swimming with the ball, Passing, Catching, Shooting, Goal keeping, Rules of the games and responsibility of officials Introduction of Diving sports. o Basic Diving Skills from spring boards o Basic Diving Skills from platform			
PC-202	Aerobics			
	Introduction of Aerobics o Rhythmic Aerobics - dance o Low impact aerobics o High impact aerobics o Aerobics kick boxing o Postures – Warm up and cool down o THR Zone – Being successful in exercise and adaptation to aerobic workout.			

PC - 203**Racket Sports: Badminton/Table Tennis/Squash/Tennis**

PC-203	Racket Sports: Badminton/Table Tennis/Squash/Tennis (Any two out of these)	Marks		
		Internal	External	Total
PC-203	Badminton	30	70	100
	Fundamental Skills o Racket parts, Racket grips, Shuttle Grips. o The basic stances. o The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm o Drills and lead up games o Types of games-Singles, doubles, including mixed			

	doubles. o Rules and their interpretations and duties of officials.			
PC-203	Table Tennis:			
	Fundamental Skills o The Grip-The Tennis Grip, Pen Holder Grip. o Service-Forehand, Backhand, Side Spin, High Toss. o Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive. o Stance and Ready position and foot work. o Rules and their interpretations and duties of officials.			
PC-203	Squash			
	Fundamental Skills o Service- Under hand and Over hand o Service Reception o Shot- Down the line, Cross Court o Drop o Half Volley o Tactics – Defensive, attacking in game o Rules and their interpretations and duties of officials.			
PC-203	Tennis			
	Fundamental Skills. o Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip. o Stance and Footwork. o Basic Ground strokes-Forehand drive, Backhand drive. o Basic service. o Basic Volley. o Over-head Volley. o Chop o Tactics – Defensive, attacking in game o Rules and their interpretations and duties of officials.			

PART - B
Practical Course
Semester - III

PC - 301**Track and Field (Throwing Events)**

PC-301	Track and field (Throwing Events)	Marks		
		Internal	External	Total
		30	70	100
	o Discus Throw, Javelin, Hammer throw, shot-put o Basic Skills and techniques of the Throwing events o Ground Marking / Sector Marking o Interpretation of Rules and Officiating. o Grip o Stance o Release o Reserve/ (Follow through action) o Rules and their interpretations and duties of officials			

PC – 302 Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling/Lathi (Any two out of these)

PC-302	Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling/Lathi (Any two out of these)	Marks		
		Internal	External	Total
		30	70	100
PC-302	Boxing	15	35	50
	Fundamental Skills o Player stance o Stance - Right hand stance, left hand stance. o Footwork – Attack, defense.			

	<ul style="list-style-type: none"> o Punches – Jab, cross, hook, upper cut, combinations. o Defense slip – bob and weave, parry/block, cover up, clinch, counter attack o Tactics – Toe to toe, counter attack, fighting in close, feinting o Rules and their interpretations and duties of officials. 			
PC-302	Martial Arts/Karate:	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Player Stances – walking, hand positions, front-leaning, side-fighting. o Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic). o Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house. o Forms - The first cause Katas. o Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks). o Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks). o Rules and their interpretations and duties of officials. 			
PC-302	Taekwondo	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Player Stances – walking, extending walking, L stance, cat stance. o Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch. o Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch. o 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), o 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) o Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring. o Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack. o Rules and their interpretations and duties of officials. 			
PC-302	Judo	15	35	50
	<p>Fundamental skills</p> <ul style="list-style-type: none"> o Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position) o Kumi kata (Methods of holding judo costume) o Shisei (Posture in Judo) o Kuzushi (Act of disturbing the opponent posture) o Tsukuri and kake (Preparatory action for attack) o Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall) o Shin Tai (Advance or retreat foot movement)-Suri-ashi 			

	(Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps) o Tai Sabaki (Management of the body) o NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw). o Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.			
PC-302	Wrestling	15	35	50
	Fundamental Skills o Take downs, Leg tackles, Arm drag. o Counters for take downs, Cross face, Whizzer series. o Escapes from under-sit-out turn in tripped. o Counters for escapes from under-Basic control back drop, Counters for stand up. o 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. o Escapes from pining: Wing lock series, Dopuble arm lock roll, Cridge. o Standing Wrestling-Head under arm series, whizzer series o Referees positions.			
PC-302	Fencing	15	35	50
	Fundamental Skill o Basic Stance - on-guard position (feet and legs) o Footwork – advance, retire, lunge, Step-lunge o Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners o Hit a target (glove, mask, person) at riposte distance o Lunge from an on-guard position. o 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 o Semi circular parries – octave and septime o Understand the layout of a piste. o Compound or successive parries. o Lateral parry and direct riposte o Fence a bout – judges etc. salutes and handshakes o Rules and their interpretations and duties of officials.			
PC-302	Lathi			
	Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.			

PC - 303 Team Game: Group - A: Volleyball/ Football/Hockey/ Basketball/ Cricket (Any two of these)

Group - B: Handball/ /Netball Baseball/Softball/ (Any two of these)

PC-303	Team Game: Group-A: Volleyball/ Football/Hockey/ Basketball/ Cricket (Any two of these) Group-B: Handball/ /Netball Baseball/Softball/ (Any two of these)	Marks		
		Internal	External	Total
		30	70	100
PC-303	Base Ball	15	35	50
	Fundamental Skills o Player Stances – walking, extending walking, L stance, cat stance. o Grip – standard grip, choke grip, o Batting – swing and bunt.			

	<ul style="list-style-type: none"> o Pitching – o Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball, o Softball: windmill, sling shot, o starting position: wind up, set. o Fielding o Catching: basics to catch fly hits, rolling hits, o Throwing: over arm, side arm. o Base running o Base running: single, double, triple, home run, o Sliding: bent leg slide, hook slide, head first slide. o Rules and their interpretations and duties of officials. 			
PC-303	Netball	15	35	50
	<p>: Fundamental Skills</p> <ul style="list-style-type: none"> o Catching: one handed, two handed, with feet grounded, in flight. o Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce). o Footwork: landing on one foot; landing on two feet; pivot; running pass. o Shooting: one hand; two hands; forward step shot; backward step shot. o Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed. o Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in). o Intercepting: pass; shot. o The toss-up. o Role of individual players o Rules and their interpretations and duties of officials. 			
PC-303	Cricket:	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Batting-Forward and backward defensive stroke o Bowling-Simple bowling techniques o Fielding-Defensive and offensive fielding o Catching-High catching and Slip catching o Stopping and throwing techniques o Wicket keeping techniques 			
PC-303	Football:	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick o Trapping-trapping rolling the ball, trapping bouncing ball with sole o Dribbling-With instep, inside and outer instep of the foot. o Heading-From standing, running and jumping. o Throw in o Feinting-With the lower limb and upper part of the body. o Tackling-Simple tackling, Slide tackling. o Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting. 			
PC-303	Hockey	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Player stance & Grip o Rolling the ball o Dribbling o Push o Stopping o Hit o Flick 			

	<ul style="list-style-type: none"> o Scoop o Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass, o Reverse hit o Dodging o Goal keeping – Hand defence, foot defence o Positional play in attack and defense. o Rules and their interpretations and duties of officials. o Rules and their interpretations and duties of officials. o Ground Marking. 			
PC-303	Softball	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Catching: one handed, two handed, with feet grounded, in flight. o Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce). o Footwork: landing on one foot; landing on two feet; pivot; running pass. o Shooting: one hand; two hands; forward step shot; backward step shot. o Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed. o Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in). o Intercepting: pass; shot. o The toss-up. o Role of individual players o Rules and their interpretations and duties of officials. 			
PC-303	Volleyball	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Players Stance-Receiving the ball and passing to the team mates, o The Volley (Over head pass), o The Dig(Under hand pass). o Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service. o Rules and their interpretations and duties of officials. 			
PC-303	Handball	15	35	50
	<p>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.</p> <ul style="list-style-type: none"> o Rules and their interpretations and duties of officials. 			
PC-303	Basketball	15	35	50
	<p>Fundamental Skills</p> <ul style="list-style-type: none"> o Player stance and ball handling o Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass. o Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running. o Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble. o Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw. o Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization. o Individual Defensive-Guarding the man with the ball and without 			

	the ball. o Pivoting. o Rules and their interpretations and duties of the officials.			
--	--	--	--	--

PART - B
Practical Course
Semester - IV

PC-401 **Track and Field/Swimming/ Gymnastics (Any one out of three)**

PC-401	Track and Field	Marks		
		Internal	External	Total
	Long Jump/Triple Jump	30	70	100
	University will elaborate skills			
PC-401	Swimming			
	University will elaborate skills			
PC-401	Gymnastics			
	University will elaborate skills			

PC - 402 Kabaddi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis (Any Two of these)

PC-402	Kabaddi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis (Any Two of these)	Marks		
		Internal	External	Total
PC-402	Students will be taught the advance skills of the games	30	70	100

PART - C
Teaching Practice
Semester – II / III / IV

TP - 201		Teaching Practices		
TP-201	Teaching practices	Marks		
		Internal	External	Total
		30	70	100
	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.			
TP-301	Teaching practices:			
	10 teaching lesson plans for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.			
TP-401	Sports Specialization: Track and field / Gymnastics / Swimming			
	(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.)			
TP-402	Teaching practices: 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.)			

TABLE – I SEMESTER WISE DISTRIBUTION OF HOURS PER WEEK

SEMESTER	THEORY	PRACTICUM	TEACHING PRACTICE	TOTAL
I	16	24	00	40
II	16	18	06	40
III	16	18	06	40
IV	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 – II **NUMBER OF CREDIT PER SEMESTER**

SEMESTER	THEORY	PRACTICUM	TEACHING PRACTICE	TOTAL
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	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				

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.

**UNIFORM CURRICULUM STRUCTURE
AND EXAMINATION PATTERN FOR
2 YEARS M.P.Ed. COURSE IN**

WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014



Higher Education Department
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata – 700091.

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

1. In all there shall be 16 (Sixteen) theoretical papers of which 04 (Four) papers will be evaluated in each semester. Total distribution of marks for M.P.Ed. course under four semester will be as follows:

Semester	Theory Course	Practical Course	Teaching Practice
I	04 Papers = 400 marks	400 marks	----
II	04 Papers = 400 marks	300 marks	100
III	04 Papers = 400 marks	300 marks	100

IV	04 Papers = 400 marks	200 marks	200
Total	16 Papers = 1600 marks	1200 marks	400

The candidates will be evaluated out of 3200 mark (Semester I, II, III and IV) including theory course, practical course and teaching practice.

2. Each candidate appearing in the M.P.Ed. Examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.
3. **Condonation:** Student must have 75% of attendance in each course for appearing the examination. 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.
4. **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 enrollment/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 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 answer in the University examination either in Bengali or in English language.
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 40% 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 English version only.
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	15

	Answer in detail (Long question) (from Unit 3)	
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 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 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 be followed for examining the theory course in respective semester and the result for each semester be published before commencement of following semester.
16. Provision of awarding two (+02) grace mark for securing 1st class in the final end semester examination be rest upon the decretory authority of the Hon'ble Vice Chancellor.
17. A Board of Study for M.P.Ed. course shall be formed with 07 (Seven) members (As per provision of the University Statue). The B.O.S. shall recommend the panel of paper setters, examiners, moderators and head examiners and forwarded the same to the Hon'ble Vice Chancellor for approval.
18. The proposed curriculum of M.P.Ed. programme as per NCTE Regulations, 2914 shall replace the existing content and structure of M.P.Ed. course.
19. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his decretory power from time to time.

M. P. ED. PROGRAMME

Preamble

The Master of Physical Education (M.P.Ed.) two years (Four Semesters, Choice Based Credit System) programme is a professional programme meant for preparing Physical Education Teachers for senior secondary (Class XI and XII) level as well as Assistant Professor/Directors/Sports Officers in Colleges/Universities and Teacher Educators in College of Physical Education.

The M.P.Ed. programme is 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 comprise of compulsory and optional theory as well as practical courses and compulsory school internship in School/ College/Sports Organizations/Sports Academy/Sports Club.

Intake, Eligibility and Admission Procedure

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

Duration

The M.P.Ed programme is of 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.

C.B.C.S. 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.

Courses of Programme

The M.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 M.P.Ed. Programme.

- Theory
 - Core Course
 - Elective Course
- Practicum
 - Compulsory Course (Track and Field)
 - Elective Course
 - Teaching/Coaching Practices
 - Internship

Semesters

An academic year is divided into four semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

Working Days

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

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 M.P.Ed. programme is 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester

Sr. No	Special Credits forte 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 games)	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
8	News Reporting / Article Writing / book writing / progress report Writing	1

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.

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
Assignments / Lab Practical	10 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 semester 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 semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

Grading

Once the marks of the CIA (Continuous 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 as per details provided in R. M.P.Ed. 12 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 and n number of courses obtained in that semester 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 Master 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 have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

Letter Grades and Grade Points

- 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:

Percentage	Grade Point	Letter Grade	Description	Classification of final res
85 & 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	

Grade Point Calculation

Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for M. P. Ed. Programme.

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

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

Example – I

Marks obtained by Student in course MPCC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = 6.0 + 5 (0.99/9.99)

= 6.0 + 5x0.1 = 6.0 + 0.5 = 6.5

The Course Credits = 03

Credits Grade Point (CGP) = 6.5 × 03 = 19.5

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

SEMESTER-1

Courses Code	Cred	Marks out of 100 (%)	Grad	Grade P	Credit Grade point
MPCC-101	3	65	A	6.5	19.5
MPCC-102	3	60	A	6	18
MPCC-103	3	62	A	6.2	18.6
MPEC-101/MPEC-102	3	57	B ⁺	5.7	17.1
MPPC-101	3	55	B ⁺	5.5	16.5
MPPC-102	3	72	A ⁺	7.2	21.6
MPPC-103	3	66	A	6.6	19.8
MPPC - 104	3	72	A ⁺	7.2	21.6
	24				152.7

Examples: Conversion of marks into grade points

MPCC-101 65 = 60 + 5 = 6.0 + 5 x (0.99 / 9.99) = 6.0 + 5 x 0.1 = 6.0 + 0.5 = 6.5

MPCC-102 60 = 6.0

MPCC-103 62 = 60 + 2 = 6.0 + 2 x (0.99/9.99) = 6.0 + 2 x 0.1 = 6.0 + 0.2 = 6.2 MPEC-101/MPEC-102 57 = 55 + 2 = 5.5 + 2 x (0.49 / 4.99) = 5.5 + 2 x 0.1 = 5.5 + 0.2 = 5.7

MPPC-101 55 = 5.5

MPPC-102 72 = 70 + 2 = 7.0 + 2 x (1.49 / 14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2 MPPC-103 66 = 60 + 6 = 6.0 + 6 x (0.99 / 9.99) = 6.0 + 6 x 0.1 = 6.0 + 0.6 = 6.6 MPPC - 104 72 = 70 + 2 = 7.0 + 2

x (1.49 / 14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2 SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points = 152.7/24 = 6.3625

SGPA Sem. I = .3625 at the end of Semester-1 Total SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = 6.3625/1 = 6.3625 CGPA = 6.66875, Grade = A, Class = First Class

SEMESTER-2

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
MPCC-201	3	76	A+	7.6	
MPCC-202	3	64	A	6.4	
MPCC-203	3	59	B+	5.9	
MPEC-201/MPEC-202	3	80	A+	8	
MPPC-201	3	49	C	4.9	
MPPC-202	3	64	A	6.4	
MPPC-203	3	55	B+	5.5	
MPPC – 204	3	72	A+	7.2	
	24				1

SGPA Sem. II = 6.4875

At the end of Semester-2

Total SGPA for two Semesters = 12.85

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

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

SEMESTER-3

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
MPCC-301	3	64	A	6.4	19.2
MPCC-302	3	64	A	6.4	19.2
MPCC-303	3	59	B+	5.9	17.7
MPEC-301/MPEC-302	3	81	A+	8.1	24.3
MPPC-301	3	49	C	4.9	14.7
MPPC-302	3	64	A	6.4	19.2
MPPC-303	3	68	A	6.8	20.4
MPPC – 304	3	75	A+	7.5	22.5
	24				157.2
SGPA Sem. III = 6.55					
At the end of Semester-3					
Total SGPA for three Semesters = 19.4					
Cumulative Grade Point Average (CGPA) = 19.4/3 = 6.466					
CGPA = 6.66875, Grade = A, Class = First Class					
SEMESTER - 4					
Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
MPCC-401	3	83	A+	8.3	24.9
MPCC-402	3	76	A+	7.6	22.8
MPCC-403	3	59	B+	5.9	17.7
MPEC-401/MPEC-402	3	81	A+	8.1	24.3
MPPC-401	3	49	C	4.9	14.7
MPPC-402	3	78	A+	7.8	23.4
MPPC-403	3	81	A+	8.1	24.3
MPPC-404	3	75	A+	7.5	22.5
	24				174.6

SGPA Sem. IV = 7.275. At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = 26.675 /4 = 6.66875 CGPA = 6.66875, Grade = A, Class = First Class

Note:

(1) SGPA 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 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 And

(b) Marks of each Semester Continuous Internal Assessment for each course. The final Class for M.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from one to 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 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 FOR MASTER OF PHYSICAL EDUCATION (M.P.ED.)
PROGRAMME**

PART A: THEORETICAL COURSE		
SEMESTER – I		
Objectives: To enhance the basic knowledge on human body and its functioning and to make them aware about research process, measurement and evaluation and concept on yoga. To orient about laboratory works, and make them specialized in games and sports.		
COURSE	SUBJECT	MARKS
MPCC-101	Research Process in Physical Education and Sports Sciences (RPPESS)	100
MPCC-102	Physiology of Exercise (PE)	100
MPCC-103	Yogic Science (YS)	100
Elective Course (Any One)		
MPEC-101	Test, Measurement and Evaluation in Physical Education (TMEPE)	100
MPEC-102	Sports Technology (ST)	100

SEMESTER – II		
OBJECTIVES: To impart knowledge on application of statistics, biomechanics, management, sports journalism and curriculum design. To aware about rehabilitative measures for athletic injuries. To introduce classroom teaching.		
COURSE	SUBJECT	MARKS
MPCC–101	Applied Statistics in Physical Education and Sports (ASPES)	100
MPCC–202	Sports Biomechanics and Kinesiology (SBK)	100
MPCC–203	Athletic Care and Rehabilitation (ACR)	100
Elective Course (Any One)		
MPEC–201	Sports Journalism and Mass Media (SJMM)	100
MPEC–202	Sports Management and Curriculum Design (SMCD)	100

SEMESTER – III		
OBJECTIVES: To enhance knowledge on scientific principles of Sports training, sports medicine, nutritive values and health education. To enhance knowledge on application of engineering in the field of sports and concept on fitness and wellness. To prepare them for coaching and the way to execute lessons in different sports and games.		
COURSE	SUBJECT	MARKS
MPCC-301	Scientific Principles of Sports Training (SPST)	100
MPCC-302	Sports Medicine (SM)	100
MPCC-303	Health Education and Sports Nutrition (HESN)	100
Elective Course (Any One)		
MPEC-301	Sports Engineering (SE)	100
MPEC-302	Physical Fitness and Wellness (PFW)	100

SEMESTER – IV		
OBJECTIVES: To increase specialized knowledge on information and communication technology, sports psychology and educational technology. To impart knowledge on application of statistics and research		
COURSE	SUBJECT	MARKS
MPCC-401	Information and Communication Technology (ICT)	100
MPCC-402	Sports Psychology (SP)	100
MPCC-403	Dissertation	100
Elective Course (Any One)		
MPEC-401	Value and Environmental Education (VEE)	100
MPEC-402	Educational Technology in Physical Education (ETPE)	100

PRACTICAL ACTIVITIES		
SEMESTER – I		
COURSE	ACTIVITIES	MARKS
MPPC-101	Track and Field – I (Running Events), Gymnastics/Swimming	100
MPPC-102	Laboratory Practical	100
MPPC-103	Sports Specialization – I (Yoga and any one activity)	100
MPPC-104	Adventure/Mass Demonstration Activities	100
PRACTICAL ACTIVITIES		
SEMESTER – II		
COURSE	ACTIVITIES	MARKS
MPPC-201	Track and Field–II Jumping (Events + Hurdles), Gymnastics / Swimming	100
MPPC-202	Sports Specialization – II (Any two Games)	100
MPPC-203	Teaching Lessons	100
MPPC-204	Classroom Teaching	100

PRACTICAL ACTIVITIES		
SEMESTER – III		
MPPC-301	Track and Field–III (Throwing Events), Gymnastics / Swimming	100
MPPC-302	Sports Specialization – III (Any two)	100
MPPC-303	Coaching Lessons Track and Field / Gymnastics / Swimming	100
MPPC-304	Coaching Lesson (Sports Specialization)	100

PRACTICAL ACTIVITIES		
SEMESTER – III		
MPPC-401	Track and Field–IV (Decathlon), Gymnastics / Swimming	100
MPPC-402	Sports Specialization – IV (Practical Skills any two)	100
MPPC-403	Officiating Lessons of Track and Field/Gymnastics/Swimming	100
MPPC-404	Officiating Lesson of Sports Specializations	100

SEMESTERWISE DISTRIBUTION OF MARKS FOR M.P.ED. PROGRAMME			
SEMESTER	THEORITICAL COURSE	PRACTICAL COURSE	TOTAL MARKS
I	400	400	800
II	400	400	800
III	400	400	800
IV	400	400	800
TOTAL	1600	1600	3200

ELIGIBILITY CRITERIA:

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

ADMISSION PROCEDURE:

- (4) Physical Fitness Test – {Minimum 4 (Four test items)} 10 X 4 = 40 marks
 (5) Knowledge Test – (Covering the syllabus of Physical Education) 15 marks
 (c) Multiple Choice Questions: 10 marks
 (d) Small Answer Type : 05 marks
 (Maximum 100 words)
 (6) Viva Voce - 05 marks
 (Knowledge about recent and past of the Country/State, Vocabulary and Expression)

SEMESTER - I						
Part A :Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
MPCC-101	Research Process in Physical Education & Sports Sciences	3	3	30	70	100
MPCC-102	Physiology of Exercise.	3	3	30	70	100
MPCC- 103	Yogic Sciences	3	3	30	70	100
Elective Course (Anyone)						
MPEC- 101	Tests, Measurement and Evaluation in Physical Education	3	3	30	70	100
MPEC- 102	Sports Technology					

Part -B Practical Course						
MPPC- 101	Track and Field I: Running Events	6	3	30	70	100
	*Gymnastics/ *Swimming (*Any one)					
MPPC- 102	Laboratory Practical	6	3	30	70	100
	Sports Psychology, Physiology of Exercise, Sports Biomechanics and Kinesiology (Two practicals for each subject)					
MPPC- 103	Sport Specialization-I: Yoga	6	3	30	70	100
	*Aerobics/ Self Defence Techniques - Martial Arts, Taekwon-do/ Shooting/					

	Archery – (*Any One activity + Yoga)					
MPPC- 104	Adventure Activities/ Mass demonstration Activities.	6	3	30	70	100
	Total	36	24	240	560	800

Note: Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.

SEMESTER - II

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Cl Marks	Internal Marks	External Marks	Total Marks
Core Course						
MPCC- 201	Applied Statistics in Physical Education & Sports	3	3	30	70	100
MPCC- 202	Sports Biomechanics & Kinesiology	3	3	30	70	100
MPCC- 203	Athletic Care and Rehabilitation	3	3	30	70	100
Elective Course (Anyone)						
MPEC- 201	Sports Journalism and Mass Media	3	3	30	70	100
MPEC- 202	Sports Management and Curriculum Design in Physical Education					

Part -B Practical Course						
MPPC- 201	Track and Field II: Jumping events + Hurdles *Gymnastics/ *Swimming (*any one)	6	3	30	70	100
MPPC- 202	Sport Specialization-II: Kabaddi, Kho-Kho, Badminton/ Table Tennis/Tennis/ Squash/ Baseball/Volleyball/ Basketball/Cricket/ Football/ Handball/ Hockey/Netball/Softball (Any two games)	6	3	30	70	100

MPPC- 203	Teaching Lessons of Indigenous Activities and Sports- 5 Lessons (4 Internal & 1 External)	6	3	30	70	100
MPPC- 204	Class room Teaching Lessons on theory of different Sports& Games- 5 Lessons (4 Internal & 1 External)	6	3	30	70	100
Total		36	24	240	560	800

Note: Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.

SEMESTER - III

Part A: Theoretical Co						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
MPCC- 301	Scientific Principles of Sports Training	3	3	30	70	100
MPCC- 302	Sports Medicine	3	3	30	70	100
MPCC- 303	Health Education and Sports Nutrition	3	3	30	70	100

Elective Course (Anyone)

MPEC- 301	Sports Engineering	3	3	30	70	100
MPEC- 302	Physical Fitness and Wellness					

Part -B: Practical Course

MPPC- 301	Track and Field III: Throwing Events + introduction of Heptathlon events. *Gymnastics/ *Swimming (*Any One)	6	3	30	70	100
MPPC- 302	Sport Specialization- III Boxing/ Fencing/ Judo/	6	3	30	70	100

	Karate/ Wrestling/ Wushu (Any Two)					
MPPC- 303	Coaching Lessons of Track and Field/ Gymnastics/ Swimming - 5 Lessons (4 Internal & 1 External)	6	3	30	70	100
MPPC- 304	Coaching Lessons of Sport Specializations-5Lessons (4 Internal & 1 External)	6	3	30	70	100
Total		36	24	240	560	800

Note: Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.

SEMESTER - IV						
Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
MPCC- 401	Information & Communication Technology (ICT) in Physical Education	3	3	30	70	100
	
MPCC- 402	Sports Psychology	3	3	30	70	100
	
MPCC- 403	Dissertation	3	3	30	70	100
	
Elective Course (Anyone)						
MPEC- 401	Value and Environmental Education	.	.	.	.	.
		3	3	30	70	100
MPEC- 402	Education Technology in Physical Education	.	.	.	.	.
Part -B Practical Course						
MPPC- 401	Track and Field IV: Introduction of Decathlon events *Gymnastics / * Swimming Practical Skill (*any one )	.	.	.	.	.
		6	3	30	70	100
MPPC- 402	Sport Specialization: Practical skills (any two)	6	3	30	70	100
MPPC- 403	Officiating Lessons of Track and Field/ Gymnastic/ Swimming - 5 Lessons (4 Internal & 1 External)	.	.	.	.	.
		6	3	30	70	100
MPPC- 404	Officiating Lessons of Sport Specializations - 5 Lessons (4 Internal & 1 External)	.	.	.	.	.
		6	3	30	70	100
Total		36	24	240	560	800
		144			2240	3200

Note: Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.

SCHEME OF EXAMINATION SEMESTER – I				
Course Code	Subject	Internal	External	Total Marks
Part-A:THEORY (400)				
MPCC- 101	Research Process in Physical Education & sports Sciences	30	70	100
MPCC- 102	Physiology of Exercises	30	70	100
MPCC- 103	Yogic Sciences	30	70	100
MPEC- 101/102	Tests, Measurement and Evaluation in Physical	30	70	100
	Education or Sports Technology (Elective)			
Part-B: PRACTICAL (400)				
MPPC- 101	Track and Field I: Running Events & Gymnastics/ Swimming	30	70	100
MPPC- 102	Laboratory Practical- Sports Psychology Physiology of Exercise, Sports Biomechanics & Kinesiology (two practicals for each subjects)	30	70	100
MPPC- 103	Yoga (Performance in Asanas, Kriyas, Bandhas & Pranayama) & One activity among (Aerobics/ Self defense/ Shooting/ Archery)	30	70	100
MPPC- 104	Adventure activities/Mass Demonstration Activities	30	70	100
	Total	240	560	800

SEMESTER - II				
Course Code	Subject	Internal	External	Total Marks
Part-A:THEORY (400)				
MPCC- 201	Applied Statistics in Physical Education & Sports	30	70	100
MPCC- 202	Sports Biomechanics & Kinesiology	30	70	100

MPCC- 203	Athletic Care and Rehabilitation	30	70	100	
MPEC- 201/202	*1. Sports Journalism and Mass Media. or *2. Sports Management and Curriculum Designs in Physical Education (*Elective- Any One)	30	70	100	
Part-B:PRACTICAL (400)					
		30	70		
MPPC-201	Track and Field II: Jumping Events+ Hurdles & Gymnastics/ Swimming			100	
MPPC- 202	Sport Specialization- II (Any two Sport) (Individual skills, game situation, officiating, lead-up ga	30	70	100	
MPPC- 203	Teaching Lessons of Track and Field, Gymnastics/ Swimming and Activity /Sport Specialization I& II - 5 lessons (4Internal & 1External)	30	70	100	
MPPC- 204	Classroom Teaching of different Sports 5lessons(4 Internal+1external)	30	70	100	
Total		240	560	800	

SEMESTER –III				
Course Code	Subject	Internal	External	Total Marks
	Paper-A: THEORY (400)			
MPCC- 301	Scientific Principles of Sports Training (Lab. Practical – Treadmill, Bicycle Ergometer, strength, endurance & fitness testing.)- Internal.	30	70	100
MPCC- 302	Sports Medicine (Lab Practical's)-Internal	30	70	100
MPCC- 303	Health Education and Sports Nutrition	30	70	100
MPEC- 301/302	Sports Engineering OR Physical Fitness and Wellness (Elective)	30	70	100
	Paper-B: PRACTICAL (400)			
MPPC- 301	Track and Field III: Throwing Events+ Introduction of Heptathlon Events & Gymnastics/ Swimming – (anyone)	30	70	100
MPPC- 302	Sport Specialization- III Boxing/ Fencing/ Judo/ Karate/ Wrestling/ Wushu - (any two)	30	70	100
MPPC- 303	Coaching Lessons of Track and Field/ Gymnastics/ Swimming – 5 lessons (4 Internal+1external)	30	70	100
MPPC- 304	Coaching Lessons of Sport Specialization-5 lessons (4 Internal+1external)	30	70	100
Total		240	560	800

SEMESTER - IV

Paper	Subject	Internal	External	Total Marks
THEORY (400)				
MPCC- 401	Information & Communication Technology (ICT) in Physical Education	30	70	100
MPCC- 402	Sports Psychology	30	70	100
MPCC- 403	Dissertation	30	70	100
MPEC- 401/402	1. Value and Environmental Education or 2. Education Technology In Physical Education (Elective)	30	70	100
PRACTICAL (400)				
MPPC- 401	Track and Field IV: Introduction of Decathlon Events & Gymnastics/ Swimming – (anyone)	30	70	100
MPPC- 402	Sports Specialization- I, II,& III (Practical Skill - any two) (Individual skills, game situation, officiating, lead-up games)	30	70	100
MPPC- 403	Officiating Lessons of Track and Field / Gymnastics / Swimming: 5lesson (4 Internal + 1 External)	30	70	100
MPPC- 404	Officiating Lessons of Sport Specializations – 5 lessons (4 Internal + 1 external)	30	70	100
Total		240	560	800

SEMESTER - I
THEORY COURSES**MPCC-101 RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES****UNIT I – Introduction**

Meaning and Definition of Research – Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem, Criteria for selection of a problem, Qualities of a good researcher.

UNIT II – Methods of Research

Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research. Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.

UNIT III – Experimental Research

Experimental Research – Meaning, Nature and Importance, Meaning of Variable, Types of Variables. Experimental Design - Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT IV – Sampling

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling – Multistage Sampling. Non- Probability Methods; Convenience Sampling, Judgement Sampling, Quota Sampling.

UNIT V – Research Proposal and Report

Chapterization of Thesis / Dissertation, Front Materials, Body of Thesis – Back materials. Method of Writing Research proposal, Thesis / Dissertation; Method of writing abstract and full paper for presenting in a conference and to publish in journals ,Mechanics of writing Research Report, Footnote and Bibliography writing.

REFERENCE :

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
 Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.
 Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press
 Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;
 Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam

Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication

Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi

SEMESTER - I

THEORY COURSES

MPCC-102 PHYSIOLOGY OF EXERCISE

UNIT I – Skeletal Muscles and Exercise

Macro & Micro Structure of the Skeletal Muscle, Chemical Composition. Sliding Filament theory of Muscular Contraction. Types of Muscle fibre. Muscle Tone, Chemistry of Muscular Contraction – Heat Production in the Muscle, Effect of exercises and training on the muscular system.

UNIT II – Cardiovascular System and Exercise

Heart Valves and Direction of the Blood Flow – Conduction System of the Heart – Blood Supply to the Heart – Cardiac Cycle – Stroke Volume – Cardiac Output – Heart Rate – Factors Affecting Heart Rate – Cardiac Hypertrophy – Effect of exercises and training on the Cardio vascular system.

UNIT III – Respiratory System and Exercise

Mechanics of Breathing – Respiratory Muscles, Minute Ventilation – Ventilation at Rest and During Exercise. Diffusion of Gases – Exchange of Gases in the Lungs – Exchange of Gases in the Tissues – Control of Ventilation – Ventilation and the Anaerobic Threshold. Oxygen Debt – Lung Volumes and Capacities – Effect of exercises and training on the respiratory system.

UNIT IV – Metabolism and Energy Transfer

Metabolism – ATP – PC or Phosphagen System – Anaerobic Metabolism – Aerobic Metabolism – Aerobic and Anaerobic Systems during Rest and Exercise. Short Duration High Intensity Exercises – High Intensity Exercise Lasting Several Minutes – Long Duration Exercises.

UNIT V – Climatic conditions and sports performance and ergogenic aids

Variation in Temperature and Humidity – Thermoregulation – Sports performance in hot climate, Cool Climate, high altitude. Influence of: Amphetamine, Anabolic steroids, Androstenedione, Beta Blocker, Choline, Creatine, Human growth hormone on sports performance. Narcotic, Stimulants: Amphetamines, Caffeine, Ephedrine, Sympathomimetic amines. Stimulants and sports performance.

Note: Laboratory Practical in Physiology be designed and arranged internally.

REFERENCES:

Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
Beotra Alka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.

Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.

David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.

Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.

Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co. Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.

Sandhya Tiwaji. (1999). Exercise Physiology. Sports Publishers.

Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.

Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication. William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.

SEMESTER - I

THEORY COURSES

MPCC-103 YOGIC SCIENCES

Unit I – Introduction

Meaning and Definition of Yoga. Astanga Yoga: Yama, Niyama, Aasna, Pranayama, Prathyahara, Dharana, Dhyana, Samadhi, Concept of Yogic Practices; Principles of Breathing

– Awareness – Relaxation, Sequence – Counter pose – Time – Place – Clothes – Bathing – Emptying the bowels – Stomach – Diet – No Straining – Age – Contra- Indication – Inverted asana – Sunbathing.

Unit II – Aasanas and Pranayam

Loosening exercise: Techniques and benefits. Asanas: Types- Techniques and Benefits, Surya Namaskar: Methods and benefits. Pranayama: Types- types, means/ methods and benefits of balancing their functions. Nadis: Meaning, types, means/methods and benefits of balancing their functions. Chakras: Major Chakras- Benefits of clearing and balancing Chakras.

Unit III – Kriyas

Shat Kriyas- Meaning, Techniques and Benefits of Neti – Dharti – Kapalabhati- Trataka – Nauli – Basti, Bandhas: Meaning, Techniques and Benefits of Jalendra Bandha, Jihva Bandha, Uddiyana Bandha, Mula Bandha.

Unit IV – Mudras

Meaning, Techniques and Benefits of Hasta Mudras, Asamyukta hastam, Samyukta hastam , Mana Mudra, Kaya Mudra, Banda Mudra, Adhara Mudra. Meditation: Meaning, Techniques and Benefits of Meditation – Passive and active, Saguna Meditation and Nirguna Meditation.

Unit V – Yoga and Sports

Yoga Supplemental Exercise – Yoga Compensation Exercise – Yoga Regeneration Exercise-Power Yoga. Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression Concentration, Self Actualization. Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory System.

Note: Laboratory Practical be designed and arranged internally.

REFERENCE:

- George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
 Gore, (1990), Anatomy and Physiology of Yogic Practices. Lonavala: Kanchan Prakashan. Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.
 Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.
 Karbelkar N.V.(1993) Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal
 Kenghe. C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: Bharata Manishai.
 Kuvlyananada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.
 Moorthy A.M. & Alagesan. S. (2004) Yoga Therapy. Coimbatore: Teachers Publication House.
 Swami Kuvlyayanda, (1998), Asanas. Lonavala: Kaivalyadhama.
 Swami Satyananda Sarasvati. (1989), Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga.
 Swami Satyananda Sarasvathi. (1984), Kundalini and Tantra, Bihar: Yoga Publications Trust.
 Swami Sivananda, (1971), The Science of Pranayama. Chennai: A Divine Life Society Publication.
 Thirumalai Kumar. S and Indira. S (2011) Yoga in Your Life, Chennai: The Parkar Publication.
 Tiwari O.P. (1998), Asanas-Why and How. Lonavala: Kaivalyadham.

SEMESTER - I THEORY COURSES MPEC-101

TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION (ELECTIVE)

UNIT I – Introduction

Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Measurement and Evaluation. Criteria for Test Selection – Scientific Authenticity. Meaning, definition and establishing - Validity, Reliability, Objectivity. Norms – Administrative Considerations.

UNIT II – Motor Fitness Tests

Meaning and Definition of Motor Fitness. Test for Motor Fitness; Indiana Motor Fitness Test (for elementary and high school boys, girls and College Men) Oregon Motor Fitness Test (Separately for boys and girls) - JCR test. Motor Ability; Barrow Motor Ability Test – Newton Motor Ability Test – Muscular Fitness – Kraus Weber Minimum Muscular Fitness Test.

UNIT III – Physical Fitness Tests

Physical Fitness Test: AAHPERD Health Related Fitness Battery (revised in 1984), ACSM Health Related Physical Fitness Test, Roger's Physical Fitness Index. Cardio vascular test; Harvard step test, 12 minutes run / walk test, Multi-stage fitness test (Beep test)

UNIT IV – Anthropometric and Aerobic-Anaerobic Tests

Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for

college age males and females. Anaerobic Capacity: Margaria-Kalamen test, Wingate Anaerobic Test, Anthropometric Measurements: Method of Measuring Height: Standing Height, Sitting Height. Method of measuring Circumference: Arm, Waist, Hip, Thigh. Method of Measuring Skin folds: Triceps, Sub scapular, Suprailiac.

UNIT V – Skill Tests

Specific Spots Skill Test: Badminton: Miller Wall Volley Test. Basketball: Johnson Basketball Test, Harrison Basketball Ability Test. Cricket: Sutcliff Cricket test. Hockey: Friendel Field Hockey Test, Harban's Hockey Test, Volleyball, Russel Lange Volleyball Test, Brady Volleyball Test. Football: Mor-Christian General Soccer Ability Skill Test Battery, Johnson Soccer Test, Mc-Donald Volley Soccer Test. Tennis: Dyer Tennis Test.

Note: Practical of indoors and out-door tests be designed and arranged internally.

REFERENCES:

- Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications
- Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press
- Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company
- Getchell B (1979) Physical Fitness A Way of Life, 2nd Edition New York, John Wiley and Sons, Inc
- Jenson, Clayne R and Cyntha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publishing Co. Inc
- Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications
- Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication
- Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research
- Wilmore JH and Costill DL. (2005) Physiology of Sport and Exercise: 3rd Edition. Champaign IL: Human Kinetics
- Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

SEMESTER – I

THEORY COURSES

MPEC-102 SPORTS TECHNOLOGY (Elective)

Unit I – Sports Technology

Meaning, definition, purpose, advantages and applications, General Principles and purposes of instrumentation in sports, Workflow of instrumentation and business aspects, Technological impacts on sports.

Unit II – Science of Sports Materials

Adhesives- Nano glue, nano moulding technology, Nano turf. Foot wear production, Factors and application in sports, constraints. Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam. Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam.

Unit III – Surfaces of Playfields

Modern surfaces for playfields, construction and installation of sports surfaces. Types of materials – synthetic, wood, polyurethane. Artificial turf. Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipments. Use of computer and software in Match Analysis and Coaching.

Unit IV – Modern Equipment

Playing Equipments: Balls: Types, Materials and Advantages. Bat/Stick/ Racquets: Types, Materials and Advantages. Clothing and shoes: Types, Materials and Advantages. Measuring Equipments: Throwing and Jumping Events. Protective Equipments: Types, Materials and Advantages. Sports equipment with nano technology and Advantages.

Unit V – Training Gadgets

Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine, Mechanism and Advantages. Lighting Facilities: Method of erecting Flood Light and measuring luminosity. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

Note: Students should be encouraged to design and manufacture improvised sports testing equipment in the laboratory/workshop and visit sports technology factory/ sports goods manufacturers.

REFERENCE:

- Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butterworth Heiremann.
- Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico Publisher.
- John Mongilo, (2001), "Nano Technology 101 "New York: Green wood publishing group. Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.
- Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982
- Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.

**Semester II
Theory Courses**

MPCC-201 APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

UNIT I – Introduction

Meaning and Definition of Statistics. Function, need and importance of Statistics. Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data. Variables; Discrete, Continuous. Parametric and non-parametric statistics.

UNIT II – Data Classification, Tabulation and Measures of Central Tendency

Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation and advantages of Measures of central tendency – Mean, median and mode.

UNIT III – Measures of Dispersions and Scales

Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale

UNIT IV – Probability Distributions and Graphs

Normal Curve. Meaning of probability- Principles of normal curve – Properties of normal curve. Divergence form normality – Skewness and Kurtosis. Graphical Representation in Statistics; Line diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve.

UNIT V – Inferential and Comparative Statistics

Tests of significance; Independent "t" test, Dependent "t" test , Chi – square test, level of confidence and interpretation of data. Meaning of correlation – co-efficient of correlation – calculation of co- efficient of correlation by the product moment method and rank difference method. Concept of ANOVA and ANCOVA.

Note : It is recommended that the theory topics be accompanied with practical, based on computer software of statistics.

REFERENCE

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
- Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;
- Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc
- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication
- Thirumalaisamy (1998), Statistics in Physical Education, Karaikudi, Senthilkumar Publications.

**Semester II
Theory Courses**

MPCC-202 SPORTS BIOMECHANICS AND KINSESIOLGY UNIT I – Introduction

Meaning, nature, role and scope of Applied kinesiology and Sports Biomechanics. Meaning of Axis and Planes, Dynamics, Kinematics, Kinetics, Statics Centre of gravity -Line of gravity plane of the body and axis of motion, Vectors and Scalars.

UNIT II – Muscle Action

Origin, Insertion and action of muscles: Pectoralis major and minor, Deltoid, Biceps, Triceps (Anterior and Posterior), Trapezius, serratus, Sartorius, Rectus femoris, Abdominis, Quadriceps, Hamstring, Gastrocnemius.

UNIT III – Motion and Force

Meaning and definition of Motion. Types of Motion: Linear motion, angular motion, circular motion, uniform motion. Principles related to the law of Inertia, Law of acceleration, and law of counter force. Meaning and definition of force- Sources of force - Force components .Force applied at an angle - pressure -friction -Buoyancy, Spin - Centripetal force - Centrifugal force.

UNIT IV – Projectile and Lever

Freely falling bodies - Projectiles -Equation of projectiles stability Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage -classes of lever - practical application. Water resistance - Air resistance -Aerodynamics.

UNIT V – Movement Analysis

Analysis of Movement: Types of analysis: Kinesiological, Biomechanical. Cinematographic. Methods of analysis – Qualitative, Quantitative, Predictive

Note: Laboratory practical's should be designed and arranged for students internally.

REFERENCE:

- Deshpande S.H.(2002). Manav Kriya Vigyan – Kinesiology (Hindi Edition) Amravati :Hanuman Vyayam Prasarak Mandal.
- Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005. Steven Roy, & Richard Irvin. (1983). Sports Medicine. New Jersey: Prentice hall. Thomas. (2001). Manual of structural Kinesiology, New York: Me Graw Hill. Uppal A.K. Lawrence Mamta MP Kinesiology(Friends Publication India 2004)
- Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.
- Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

Semester II**Theory Courses****MPCC-203 ATHLETIC CARE AND REHABILITATION****Unit I – Corrective Physical Education**

Definition and objectives of corrective physical Education. Posture and body mechanics, Standards of Standing Posture. Value of good posture, Drawbacks and causes of bad posture. Posture test – Examination of the spine.

Unit II – Posture

Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bow leg, Flat foot. Causes for deviations and treatment including exercises.

Unit III – Rehabilitation Exercises

Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.

Unit IV – Massage

Brief history of massage – Massage as an aid for relaxation – Points under consideration in giving massage – Physiological , Chemical, Psychological effects of massage – Indication / Contra indication of Massage – Classification of the manipulation used massage and their specific uses in the human body – Stroking manipulation: Effleurage – Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling – Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.

Unit V – Sports Injuries Care, Treatment and Support

Principles of prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports – Principles to apply cold and heat, infrared rays – Ultrasonic, Therapy – Short wave diathermy therapy. Principles and techniques of Strapping and Bandages.

Note: Each student shall submit Physiotherapy record of attending the Clinic and observing the cases of

athletic injuries and their treatment procedure.(To be assessed internally)

REFERENCES:

- Doherty. J. Meno.Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc. Lacey, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.
 Mc Ooyand Young (1954) Tests and Measurement, New York: Appleton Century. Naro, C. L. (1967) Manual of Massage and, Movement, London: Febra and Febra Ltd. Rathbome, J.I. (1965) Corrective Physical education, London: W.B. Saunders & Co. Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.

Semester II

Theory Courses

MPEC-201 SPORTS JOURNALISM AND MASS MEDIA (Elective)

UNIT I-Introduction

Meaning and Definition of Journalism, Ethics of Journalism – Canons of journalism- Sports Ethics and Sportsmanship – Reporting Sports Events. National and International Sports News Agencies.

UNIT II- Sports Bulletin

Concept of Sports Bulletin: Journalism and sports education – Structure of sports bulletin – Compiling a bulletin – Types of bulletin – Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education – Sports organization and sports journalism – General news reporting and sports reporting.

UNIT III- Mass Media

Mass Media in Journalism: Radio and T.V. Commentary – Running commentary on the radio – Sports experts' comments. Role of Advertisement in Journalism. Sports Photography: Equipment-Editing – Publishing.

UNIT IV -Report Writing on Sports

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

UNIT –V Journalism

Sports organization and Sports Journalism – General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with and elite Player and Coach.

Note: Practical assignments to observe the matches and prepare report and news of the same; visit to News Paper office and TV Centre to know various departments and their working. Collection of Album of newspaper cuttings of sports news.

REFERENCE:

- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context 3rd Ed. Delhi : Surjeet Publications
 Ahiya B.N. & Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
 Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication Dhananjay ,Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press. Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication
 Mohit, Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication., Padmanabhan. A & Perumal, A (2009), Science and Art of Living, Madurai: Pakavathi Publication
 Khera Shiv (2002), You Can Win, New Delhi: Macmillan India Limited.

Varma, A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.

Venkataiah. N. (2009) Value Education, - New Delhi: APH Publishing Corporation. 43

Semester II
Theory Courses
MPEC-202 SPORTS MANAGEMENT AND CURRICULUM DESIGN IN
PHYSICAL EDUCATION (Elective)

UNIT I – Introduction to Sports Management

Definition, Importance. Basic Principles and Procedures of Sports Management. Functions of Sports Management. Personal Management: Objectives of Personal Management, Personal Policies, Role of Personal Manager in an organization, Personnel recruitment and selection.

UNIT II – Program Management

Importance of Programme development and the role of management, Factors influencing programme development. Steps in programme development, Competitive Sports Programs, Benefits, Management Guidelines for School, Colleges Sports Programs, Management Problems in instruction programme. Community Based Physical Education and Sports program.

UNIT III – Equipments and Public Relation

Purchase and Care of Supplies of Equipment, Guidelines for selection of Equipments and Supplies, Purchase of equipments and supplies, Equipment Room, Equipment and supply Manager. Guidelines for checking, storing, issuing, care and maintenance of supplies and equipments. Public Relations in Sports: Planning the Public Relation Program – Principles of Public Relation – Public Relations in School and Communities – Public Relation and the Media.

UNIT IV – Curriculum

Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centred, Activity centred, Community centred, Forward looking principle, Principles of integration, Theories of curriculum development, Conservative (Preservation of Culture), Relevance, flexibility, quality, contextuality and plurality. Approaches to Curriculum; Subject centred, Learner centred and Community centred, Curriculum Framework.

UNIT V – Curriculum Sources

Factors that affecting curriculum: Sources of Curriculum materials – text books – Journals – Dictionaries, Encyclopaedias, Magazines, Internet. Integration of Physical Education with other Sports Sciences – Curriculum research, Objectives of Curriculum research – Importance of Curriculum research. Evaluation of Curriculum, Methods of evaluation.

Reference:

Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba World Education Series – 3 Delhi: Doaba House, Book seller and Publisher.

Arora, G.L. (1984): Reflections on Curriculum, New Delhi: NCERT.

Bonnie, L. (1991). The Management of Sports. St. Louis: Mosby Publishing Company, Park House.

Bucher A. Charles, (1993) Management of Physical Education and Sports (10th ed.,) St. Louis: Mobsy Publishing Company.

Carl, E, Willgoose. (1982. Curriculum in Physical Education, London: Prentice Hall. Chakraborty , Samiran. (1998) . Sports Management. New Delhi: Sports Publication. Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.

Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.

John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.

McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research., U.K. Routledge

NCERT (2000) . National Curriculum Framework for School Education, New Delhi: NCERT.

NCERT (2000) . National Curriculum Framework for School Education, New Delhi: NCERT.

NCERT (2005). National Curriculum Framework, New Delhi: NCERT. NCERT (2005). National

Curriculum Framework-2005, New Delhi: NCERT.

Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House. Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication.

Semester III Theory Courses

MPCC-301 SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

UNIT I – Introduction

Sports Training: Definition, Aim, Characteristics, Principles of Sports Training. Over Load: Definition, Causes of Over Load, Symptoms of Overload, Remedial Measures – Super Compensation – Altitude Training – Cross Training

UNIT II – Components of Physical Fitness

Strength: Methods to improve Strength- Weight Training, Isometric, Isotonic, Circuit Training, Speed: Methods to Develop Speed - Repetition Method, Downhill Run, Parachute Running, Wind Sprints. Endurance: Methods to Improve Endurance- Continuous Method, Interval Method, Repetition Method, Cross Country, Fartlek Training

UNIT III – Flexibility

Flexibility: Methods to Improve the Flexibility- Stretch and Hold Method, Ballistic Method. Special Type Training: Plyometric Training. Training for Coordinative abilities: Methods to improve Coordinative abilities- Sensory Method, Variation in Movement Execution Method, Variation in External Condition Method, Combination of Movement Method. Types of Stretching Exercises.

UNIT IV – Training Plan

Training Plan: Macro Cycle, Meso-Cycle. Short Term Plan and Long Term Plans. Periodisation: Meaning, Single, Double and Multiple Periodisation. Preparatory Period, Competition Period and Transition Period.

UNIT V – Doping

Definition of Doping – Side effects of drugs – Dietary supplements – IOC list of doping substances and methods. Blood Doping – The use of erythropoietin in blood boosting – Blood doping control – The testing programmes – Problems in drug detection – Blood testing in doping control – Problems with the supply of medicines Subject to IOC regulations: over-the- counter drugs (OTC) – prescription only medicines (POMs) – Controlled drugs (CDs). Reporting test results – Education

REFERENCES:

- Beotra, Alka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
- Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book
- David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University
- Gary, T. Moran (1997) – Cross Training for Sports, Canada : Human Kinetics
- Hardayal Singh (1991) Science of Sports Training, New Delhi, DVS Publications
- Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jones and Bartlett Publications
- Yograj Thani (2003), Sports Training, Delhi : Sports Publications

Semester III
Theory Courses
MPCC-302 SPORTS MEDICINE

UNIT I – Introduction

Meaning, definition and importance of Sports Medicine, Definition and Principles of therapeutic exercises. Coordination exercise, Balance training exercise, Strengthening exercise, Mobilization exercise, Gait training, Gym ball exercise. Injuries: acute, sub-acute, chronic. Advantages and Disadvantages of PRICE, PRINCE therapy, Aquatic therapy.

UNIT II – Basic Rehabilitation

Basic Rehabilitation: Strapping/Tapping: Definition, Principles of Precautions, Contraindications. Proprioceptive neuromuscular facilitation: Definition of - hold, relax, repeated contractions. Show reversal technique. Exercises: Isotonic, Isokinetic, isometric stretching- Definition, Types of stretching, Advantages, dangers of stretching, Manual of muscle grading.

UNIT III – Spine Injuries and Exercise

Head, Neck and Spine injuries: Causes, Presentation of Spinal anomalies, Flexion, Compression, Hyperextension, Rotation injuries. Spinal range of motion. Free hand exercises, stretching and strengthening exercises for head neck, spine. Supporting and aiding techniques and equipment for Head, Neck and Spine injuries.

UNIT IV – Upper Extremity Injuries and Exercise

Upper Limb and Thorax Injuries: Shoulder: Sprain, Strain, Dislocation, and Strapping. Elbow: Sprain, Strain, Strapping. Wrist and Fingers: Sprain Strain, Strapping. Thorax, Rib fracture. Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand. Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries.

UNIT V – Lower Extremity Injuries and Exercise

Lower Limb and Abdomen Injuries: Hip: Adductor strain, Dislocation, Strapping. Knee: Sprain, Strain, Strain, Strapping. Ankle: Sprain, Strain, Strapping. Abdomen: Abdominal wall, Contusion, Abdominal muscle strain. Free exercises – Stretching and strengthening exercise for Hip, knee, ankle and Foot. Supporting and aiding techniques and equipment for Lower limb and Abdomen injures.

Note- Practical: Lab. Practical and visit to Physiotherapy Centre to observe treatment procedure of sports injuries; data collection of sports injury incidences, Visit to TV Centre etc. should be planned internally.,

REFERENCES:

- Christopher M. Norris. (1993). Sports Injuries Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
- James, A. Gould & George J. Davies. (1985). Physical Physical Therapy. Toronto: C.V. Mosby Company.
- Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.
- Pande. (1998). Sports Medicine. New delhi: Khel Shitya Kendra
- The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

Semester III
Theory Courses

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 – Hygiene and Health

Meaning of Hygiene, Types of Hygiene, Dental Hygiene. Effect of Alcohol on Health. Effect of Tobacco on Health, Life Style Management of Hypertension, Obesity and Stress

Unit IV- Introduction to Sports Nutrition

Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines, Nutrients: Ingestion to energy metabolism (Carbohydrate, Protein and Fat), Role of carbohydrates, Fat and protein during exercise.

Unit – V Nutrition and Weight Management

Concept of BMI (Body mass index), Obesity and its hazard, Dieting versus exercise for weight control. Maintaining a Healthy Lifestyle, Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss.

References:

- Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert, Oberteuffer, et. al." The School Health Education".
- Ghosh, B.N. "Treaties of Hygiene and Public Health".
- Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School Health and Health Education".
- Moss and et. At. "Health Education" (National Education Association of U.T.A.) Nemir A. "The School Health Education" (Harber and Brothers, New York). Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
- Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
- Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.

Semester III Theory Courses MPEC-301 SPORTS ENGINEERING (Elective)

Unit I- Introduction to Sports Engineering and Technology

Meaning of Sports Engineering, human motion detection and recording, human performance assessment, equipment and facility designing and sports related instrumentation and measurement.

Unit II - Mechanics of Engineering Materials

Concept of internal force, axial force, shear force, bending movement, torsion, energy expenditure method to find displacement of structure, strain energy. Biomechanics of daily and common activities – Gait, Posture, Body levers, ergonomics. Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc.

Unit III- Sports Dynamics

Introduction to Dynamics, Kinematics of particles – rectilinear plane and curvilinear motion Coordinate system. Kinetics of particles – Newton’s laws of Motion. Work, Energy, Impulse and momentum.

Unit IV - Building and Maintenance:

Sports Infrastructure- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostel, etc.

Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms, Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system, Changing Rooms (M/F), Sound System (echo-free), Internal arrangement according to need and nature of performed activity, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration.

Building process:- design phase (including brief documentation), construction phase functional (occupational) life, Re-evaluation, refurbish, demolish.

Maintenance policy, preventive maintenance, corrective maintenance, record and register for maintenance.

Unit V– Facility Life Cycle Costing

Basics of theoretical analysis of cost, total life cost concepts, maintenance costs, energy cost, capital cost and taxation

Reference

Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)

Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)

Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007) Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)

Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)

Jenkins M., Editor Materials in Sports Equipment, Volume I Elsevier, 2003) Colin White, Projectile Dynamics in Sport: Principles and Applications

Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)

Semester III

Theory Courses

MPEC-302 PHYSICAL FITNESS AND WELLNESS (Elective) Unit I – Introduction

Meaning and Definition of Physical Fitness, Physical Fitness Concepts and Techniques, Principles of physical fitness, Physiological principles involved in human movement. Components of Physical Fitness.

Leisure time physical activity and identification of opportunities in the community to participate in this activity. Current trends in fitness and conditioning, components of total health, fitness and relationship between physical activity and lifelong wellness.

Unit II – Nutrition

Nutrients; Nutrition labelling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values. Weight Management-proper practices to maintain, lose and gain. Eating Disorders, Proper hydration, the effects of performance enhancement drugs

Unit III – Aerobic Exercise

Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels. Cardio respiratory activities - power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.

Unit IV – Anaerobic Exercise

Resistance Training for Muscular Strength and Endurance; principles of resistance training, Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing

techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls) Advanced techniques of weight training

Unit V – Flexibility Exercise

Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.

Reference:

- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
 Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998
 Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
 Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
 Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
 Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
 Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York 2001

Semester IV Theory Courses

MPCC-401 INFORMATION & COMMUNICATION TECHNOLOGY (ICT) IN

PHYSICAL EDUCATION

Unit I – Communication & Classroom Interaction

Concept, Elements, Process & Types of Communication Communication Barriers & Facilitators of Communication
 Communicative Skills in English - Listening, Speaking, Reading & Writing Concept & Importance of ICT, Need of ICT in Education
 Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration
 Challenges in Integrating ICT in Physical Education

Unit II – Fundamentals of Computers

Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types
 Computer Memory: Concept & Types Viruses & its Management
 Concept, Types & Functions of Computer Networks. Internet and its applications, Web Browsers & Search Engines. Legal & Ethical Issues

Unit III – MS Office Applications

MS Word: Main Features & its Uses in Physical Education MS Excel: Main Features & its Applications in Physical Education MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education

MS Power Point: Preparation of Slides with Multimedia Effects MS Publisher: Newsletter & Brochure

Unit IV – ICT Integration in Teaching Learning Process

Approaches to Integrating ICT in Teaching Learning Process
 Project Based Learning (PBL)
 Co-Operative Learning
 Collaborative Learning
 ICT and Constructivism: A Pedagogical Dimension

Unit V – E-Learning & Web Based Learning

E-Learning,
Web Based Learning
Visual Classroom

REFERENCES:

B. Ram, New Age International Publication, Computer Fundamental, Third Edition-2006 Brain under IDG Book. India (p) Ltd Teach Yourself Office 2000, Fourth Edition- 2001 Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005
Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004
ITL Education Solution Ltd. Introduction to information Technology, Research and Development Wing- 2006
Pradeep K. Sinha & Priti. Sinha. Foundations computing BPB Publications -2006. Rebecca Bridges Altman Peach pit Press, Power point for window, 1999
Sanjay Saxena, Vikas Publication House, Pvt. Ltd. Microsoft Office for ever one, Second Edition-2006

Semester IV Theory Courses

MPCC-402 SPORTS PSYCHOLOGY

UNIT I - Introduction

Meaning, Definition, History, Need and Importance of Sports Psychology. Present Status of Sports Psychology in India. Motor Learning: Basic Considerations in Motor Learning – Motor Perception – Factors Affecting Perception – Perceptual Mechanism. Personality: Meaning, Definition, Structure – Measuring Personality Traits. Effects of Personality on Sports Performance.

UNIT II - Motivation

Meaning, Definition and Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation: Meaning, Measuring of Achievement Motivation. Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Method of Measurement. Aggression and Sports Performance. Self-Concept: Meaning and Definition, Method of Measurement.

UNIT III – Goal Setting

Meaning and Definition, Process of Goal Setting in Physical Education and Sports. Relaxation: Meaning and Definition, types and methods of psychological relaxation. Psychological Tests: Types of Psychological Test: Instrument based tests: Pass-along test – Tachistoscope – Reaction timer – Finger dexterity board – Depth perception box – Kinesthesiometer board. Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety.

UNIT IV – Sports Sociology

Meaning and Definition – Sports and Socialization of Individual Sports as Social Institution. National Integration through Sports. Fans and Spectators: Meaning and definition, Advantages and disadvantages on Sports Performance. Leadership: Meaning, Definition, types. Leadership and Sports Performance.

UNIT V – Group Cohesion

Group: Definition and Meaning, Group Size, Groups on Composition, Group Cohesion, Group Interaction, Group Dynamics. Current Problems in Sports and Future Directions – Sports for Social Crisis Management – Women in Sports: Sports Women in our Society, Participation pattern among Women, Gender inequalities in Sports.

Practicals: *Atleast five experiments related to the topics listed in the Units above should be conducted by the students in laboratory. (Internal assessment.)*

REFERENCES:

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Test, New Delhi: National Council of Educational Research and Training Publication.

- Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.
- Jay Coakley. (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed.
- John D Lauther (2000) Psychology of Coaching. Ner Jersey: Prenticce Hall Inc. John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
- Miroslaw Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. London: The Macmillan Co.
- Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
- Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
- Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.
- Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.
- Whiting, K, Karman., Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

**Semester IV
Theory Courses**

MPCC-403 DISSERTATION

1. A candidate shall have a dissertation for M.P.Ed. – IV Semester and must submit his/her Synopsis and get it approved by the Head of Department on the recommendation of D.R.C. (Departmental Research Committee).
2. A candidate selecting dissertation must submit his/her dissertation not less than one week before the beginning of the IVth Semester Examination.
3. The candidate has to face the Viva-Voce conducted by DRC.

**Semester IV
Theory Courses**

MPEC-401 VALUE AND ENVIRONMENTAL EDUCATION

UNIT I – Introduction to Value Education.

Values: Meaning, Definition, Concepts of Values. Value Education: Need, Importance and Objectives. Moral Values: Need and Theories of Values. Classification of Values: Basic Values of Religion, Classification of Values.

UNIT II – Value Systems

Meaning and Definition, Personal and Communal Values. Consistency, Internally consistent and Internally inconsistent Judging Value System, Commitment, Commitment to values.

Unit- III – Environmental Education

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 & prohibition of using plastic bag / cover. Role of school in environmental conservation, sustainable development and Pollution free eco-system.

Unit IV- Rural Sanitation and Urban Health

Rural Health Problems, Causes of Rural Health Problems, Considerations for improvement of Rural Sanitation, Urban Health Problems, Process of Urban Health Services, Suggested Education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals. Mass Education.

Unit V- 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.

REFERENCE:

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.) Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.

- Rao, M.N. & Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.) 1987
- Townsend C. and others, Essentials of Ecology (Black well Science)
- Heywood, V.H. and Watson V.M., Global biodiversity Assessment (U.K.: Cambridge University Press), 1995.
- Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.
- Mc Kinney, M.L. and Schoel, R.M. Environmental Science System and Solution (Web enhanced Ed.) 1996.
- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)

Semester IV Theory Courses

MPEC-402 EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION AND SPORTS

Unit I – Nature and Scope

Educational technology-concept, Nature and Scope. Forms of educational technology, teaching technology, instructional technology, and behavior technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent). Programmed learning stage; Media application stage and Computer application stage.

Unit II – System Approach to Physical Education and Communication

System Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in instructional system; Communication - Modes, Barriers and Process of Communication.

Unit III- Instructional Design

Instructional Design: Concept, Views, Process and stages of Development of Instructional Design. Overview of Models of Instructional Design. Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material.

Unit IV – Audio Visual Media in Physical Education

Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Audio Conferencing and Interactive Radio Conference. Video/Educational Television: Telecast and Video recordings Strengths and limitations, Use of Television and CCTV in instruction and Training, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions. Use of animation films for the development of children's imagination.

Unit V – New Horizons of Educational Technology

Recent innovations in the area of ET interactive video - Hypertext, video-texts, optical fiber technology - laser disk, computer conferencing. etc. Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, schools and universities. Recent experiments in the third world countries and pointers for India with reference to Physical Education. Recent trends of Research in Educational Technology and its future with reference to Education.

REFERENCE:

- Amita Bhardwaj, *New Media of Educational Planning*. Sarup of Sons, New Delhi-2003 Bhatia and Bhatia. *The Principles and Methods of Teaching* (New Delhi : Doaba House), 1959.
- Communication and Education, D. N. Dasgupta, Pointer Publishers
- Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford Page 68 of 71
IBH Publishing company, New Delhi
- Essentials of Educational Technology, Madan Lal, Anmol Publications

K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) : 1981.

Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.), 1982

Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.

Semester I Practicum Course

MPPC- 101 TRACK AND FIELD I: RUNNING EVENTS / GYMNASTICS/ SWIMMING

RUNNING

Fundamental skills –Short and Middle distance. Use of Starting blocks- stance on the blocks. Body position at the start- starting technique, change in body position during running, movements of the arms, stride length and frequency, position of torso while running and at finish. Advanced Skills, Various techniques of sprint start: Bullet start, standing start , Active game practice

Semester I Practicum Course

MPPC- 102 FLAG HOISTING, MARCH PAST, CEREMONIES LIKE OPENING, CLOSING, VICTORY,(DURING INTRA MURALS COMPETITIONS) OF DIFFERENT SPORTS AND GAMES/ LEAD UP GAMES/ MINOR GAMES/ RELAY GAMES

National Flag: Meaning, concept and significance of National Flag, Symbolism of Tri-colour and Wheel. Code of hoisting or lowering of Flag, Dimensions of the Flag & tri-colour proportions. Honour of the Flag and its use. Penalty of misusing or dishonouring the Flag..

Opening and Closing Ceremonies: Schedule and formality of Opening Ceremony- Unfurling of Flag, Flame igniting, Oath, March-Past of players/teams, Salutation, Declaration of Opening of the Meet.brief address by the guests, announcement of beginning of competition Victory & Prize distribution Ceremony- Planning of schedule for victory ceremony.

Closing Ceremony: Assembly of sports-persons, March-Past, Salutation, re-assembly, brief address of the guests, Declaration of results and distribution of Prizes/ Certificates, Vote of thanks, Ceremonial Flag-lowering, Flame extinguishing, Declaration of Closing of the Meet.

Practical of the organization of Sports / Athletic Meet during Intramural Programme should be arranged as a project by the students under the supervision of the faculty. Organization of Sports Festival, Play Day, Social Party games, etc. should be encouraged.

Semester I

Practicum Course

MPPC- 103 YOGA/ AEROBICS/ SELF DEFENCE TECHNIQUES-MARTIAL ARTS, TAEK- WON-DO/ SHOOTING/ ARCHERY

Yoga, Asanas prescribed by Maharshi 'Patanjali', Shudhi Kriyas, jalneti, sutraneti, dugdhaneti, kunjali, Nauli, Bhastika, shatkriya, Pranayams, Anulom-vilom, Kapalbhathi,

AEROBICS

Rhythmic Aerobics - dance Low impact aerobics High impact aerobics, kick boxing Moves
March single, basics, side to side alternate, turn s/a ,double side to side, step touch, grapevine, knee up,

leg curl, kick front, toe touch, kick side, side lunge, over the top, back lunge, straddle, kick front, travel s
11. kick side, corner, heel to left, shape, 'e' shape, shapew, shape, repeater left mode, Warm up and cool
down, Being successful in exercise and adaptation to aerobic workout.

SELF DEFENCE TECHNIQUES-MARTIAL ARTS, TAEK-WON-DO/ SHOOTING/ ARCHERY

Semester I

Practicum

MPCC-104 ADVENTURE ACTIVITIES/ MASS DEMONSTRATION ACTIVITIES-LEZIM, DUMB-BELL, UMBRELLA, TIPRI, WANDS, HOOPS/ MALKHAMBH

ADVENTURE ACTIVITIES: Trekking, Wall climbing, River crossing, Mountaineering, etc

MASS DEMONSTRATION ACTIVITIES- lezium, dumb-bell, umbrella, tipri, wands, hoops, free arms drill, folk dances, etc. *(Students are expected to learn and organize mass drill in school situation)*

- o Apparatus/ Light apparatus Grip
- o Attention with apparatus/ Light apparatus
- o Stand – at – ease with apparatus/ light apparatus
- o Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- o Standing Exercise
- o Jumping Exercise
- o Moving Exercise
- o Combination of above all

MALKHAMB: Table of Exercises on Malkhamb should be prepared internally for teaching. General out-line of the contents of teaching of theory of Games and Sports

Introduction of the game/sport and historical development with special reference to India, Orientation of the students to the play area and equipment used in the game/sport, Important tournaments held at National and International levels, Distinguished sports awards and personalities related to the Game/sport. Warming-up- General free hand exercises, specific work out using equipment. Fundamental skills, Lead up activities, General rules and their interpretations, Duties of officials, officiating in class competitions and Intramurals, Marking of the play area.

Semester II

Practicum Course

MPPC- 201 TRACK AND FIELD II: JUMPING EVENTS/ SWIMMING / GYMNASTICS

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender).

Semester II

Practicum Course

MPPC-202

GAMES SPECIALIZATION II

The Candidate has choice to select any one of the following games as the Specialization – II (Second best) in 2nd Semester.

(Kabaddi, Kho-kho, Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/ Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball)

Semester II

Practicum Course

MPPC-203 TEACHING LESSONS OF INDIGENIOUS ACTIVITIES AND SPORTS

The students of M.P.Ed – II Semester need to develop proficiency in taking teaching classes in indigenous activities and sport under school situation. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the second semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

Semester II

Practicum Course

MPPC-204 CLASS ROOM TEACHING (LESSONS ON THEORY OF DIFFERENT SPORTS & GAMES)

The students of M.P.Ed – II Semester need to develop proficiency in taking teaching lessons as per selected games and sport or game specialization. In view of this, the students shall be provided with selected or specialized game teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the second semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these teaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

Semester III

Practicum Course

MPPC- 301 TRACK AND FIELD III: THROWING EVENTS / GYMNASTICS / SWIMMING

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender).

Semester III

Practicum Course

MPPC-302 GAMES SPECIALIZATION- III BOXING/ FENCING/ JUDO/ KARATE/

WRESTLING/ WUSHU

(Course contents in the game of specialization should be chalked out internally considering advance level of students and suitable to their age and gender).

Semester III

Practicum Course

MPPC-303 COACHING LESSONS OF TRACK AND FIELD/ GYMNASTICS/SWIMMING

The students of M.P.Ed – III Semester need to develop proficiency in taking coaching lesson on above mentioned selected discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class, they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the third semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

Semester III

Practicum Course

MPPC-304 COACHING LESSONS OF GAME SPECIALIZATIONS

The students of M.P.Ed – III Semester need to be develop proficiency in taking coaching lesson in selected game discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in

the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the third semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

**Semester IV
Practicum Course**

MPPC- 401 TRACK AND FIELD/ SWIMMING/ GYMNASTICS

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender. Practical Skill Test any one out of these after completion of syllabus)

**Semester IV
Practicum Course**

MPPC-402 GAMES SPECIALIZATION

(Course contents in game or sport of specialization should be chalked out internally considering advance level of students and suitable to their age and gender .Practical skill test- any two)

**Semester IV
Practicum Course**

MPPC-403 OFFICIATING LESSONS OF TRACK AND FIELD/ GYMNASTICS/SWIMMING

The students of M.P.Ed – IV Semester need to develop proficiency in taking officiating lesson on selected above discipline. In view of this, the students shall be provided with advance mechanism of officiating in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the fourth semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these officiating lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

**Semester IV
Practicum Course**

MPPC-404 OFFICIATING LESSONS OF GAME SPECIALIZATIONS

The students of M.P.Ed – IV Semester need to be develop proficiency in taking officiating lesson on selected game specialization. In view of this, the students shall be provided with advance mechanism of officiating in selected game specialization. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the fourth semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these officiating lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities/ Autonomous Colleges.

Table – 1: Semester wise distribution of hours per week					
Semester	Theory	Practicum	Teaching Practice	Total	
I	12	18	6	36	

II	12	12	12		36	
III	12	12	12		36	
IV	12	12	12		36	
Total	48	54	42		144	
Minimum of 36 teaching hours per week is required in five or six days in a week						
Table - 2: Number of credits per semester						
Semester	Theory	Practicum	Teaching practice		Total	
I	12	09	03		24	
II	12	06	06		24	
III	12	06	06		24	
IV	12	06	06		24	
Total	48	27	21		96	
Minimum of 36 teaching hours per week is required in five or six days in a week						