



WEST BENGAL STATE UNIVERSITY

**DRAFT SYLLABI
FOR**

**B.A./B.SC. 3 YEARS' UNDERGRADUATE PROGRAMME IN
PHYSICAL EDUCATION**

WITH MULTIDISCIPLINARY COURSES

[AS PER UNDERGRADUATE CURRICULAR FRAMEWORK]

**AS A PART OF CONVERGED SYLLABI UNDER NATIONAL
EDUCATION POLICY 2020**

Effective from

ACADEMIC SESSION 2023-24

SYLLABUS COMMITTEE DETAILS

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**The department is indebted to all the teachers in the substantive post as well as SACT teachers and other faculty members of all the affiliated colleges for their continuous help and support in framing this syllabi under NEP 2020 UGCF.

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Preamble

The objective of any programme at a Higher Education Institution is to create for its students a sound foundation for their character development which directly contributes to the well-being of a nation. West Bengal State University envisages all its programmes in the spirit of its overall motto which is to inspire the youth to show steadfastness and devotion in a fearless pursuit of truth. The Undergraduate Curriculum Framework (UGCF) aims at preparing young minds for constructive and productive character development by honing their creative and humanistic skills for their own betterment as well as for the greater good of the society. In order to provide an opportunity to students to discover a method of thinking which will help them realise their true potential, the University offers an Undergraduate Curriculum Framework-2023 for all its Under-Graduate programmes.

The Undergraduate Curriculum Framework-2023 underlines the historical perspective, philosophical basis, and contemporary realities of higher education as enshrined in the National Education Policy 2020 (NEP 2020) including LOCF (Learning Outcome Curriculum Framework) & CBCS (Choice Based Credit System) and endeavours to synchronize these cornerstones while charting the road ahead for the state of higher education. West Bengal State University, a young but established higher education institution, fit for teaching, learning, and research in higher education, acclaimed nationally and internationally, has nurtured the quest for reaching the peak in every sphere of education, in its true sense, in the process of its contribution to the nation-building. Being one of the leading State-aided universities in West Bengal, mandated to act as the torchbearer in expanding the horizons of human resource development through expansion of higher education, it has always paid adequate premium towards constructive and meaningful innovation as a regular feature in its undergraduate curriculum development over the years.

One essential aspect of UGCF is to develop a graduate who can meet the present and the future requirements of industry and economy. UGCF emphasizes on developing the competent persons who can work as the contemporary and future leaders of the industry and business. The education system in the emerging scenario demands to enrich the personality of the students so as to develop a holistic personality. Therefore, the focus of UGCF is based on the four pillars of education which are learning to know, learning to do, learning to live together, and learning to be.

Another focus of UGCF is to build a set of requisite social and ethical values that will meet the expectations of modern society. It shall also promote ideals of universal brotherhood and cooperation. The core basis of UGCF is to emphasize cultivating the ideology which promotes sustainable economic system and encourages eco-friendly fair business practices. The emphasis of this exercise is to provide a right understanding to the students about objective and transparent system of governance. This would bring a desired change in the system of administration and quality of governance of all the institutions.

The present situation of education requires total over-hauling and restructuring in the light of changed socio-economic scenario of the global economy in the context of Industry 4.0. The dynamic nature of global business demands a pool of competent human capital for which relevant education is essential in terms of timeliness, speed, flexibility, and dynamism. There is a need to provide students with appropriate skills and knowledge inputs which would make them globally competent and empower them to work in the changing business environment. Therefore, the focus of the UGCF is to introduce globally acknowledged choice-based credit system which will offer numerous opportunities to learn various core subjects and also explore additional avenues of learning beyond the routine and standardized framework. The sole purpose of this exercise is to provide opportunities for holistic development of the students.

Thus, the UGCF can help in bringing uniformity in curricula on the one hand and empower the student on the other hand to choose the career options making it more relevant and globally acceptable which would create new benchmark in the world.

Abbreviations

- **AEC** indicates Ability Enhancement Course
- **CBCS** indicates Choice Based Credit System
- **DSC** indicates Discipline Specific Core Course
- **NEP** indicates National Education Policy
- **SEC** indicates Skill Enhancement Course
- **UGCF** indicates Undergraduate Curriculum Framework
- **VAC** indicates Value Addition Course
- **DS:** Discipline-specific core course,
- **MA:** Minor discipline-1,
- **MB:** Minor discipline-2.

Definitions

1. **Academic Credit** - An academic credit is a unit by which the course work 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 two hours of practical work/field work per week.
2. **Courses of Study** – Courses of study indicates pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs) – sub-divided into Major and Minor Courses, Ability Enhancement Courses (AECs), Skill Enhancement Courses (SECs) and Value-added Courses (VACs).
 - a. **Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC):** These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose.

- i. **AEC courses** are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature subjects which will be mandatory for all disciplines.
- ii. **SEC courses** are skill-based courses in all disciplines and are aimed at providing hands- on-training, competencies, skills, etc. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction and is offered by the Department of Commerce, West Bengal State University. The details, combination and related instruction is duly mentioned in the Admission Advisory issued in this regard, by the university authority.
- iii. **VAC courses** are value-based courses which are meant to inculcate ethics, culture, constitutional values, soft skills, sports education and such similar values to students which will help in all round development of students. The valued-added courses are to be taken from the fixed options provided by the university.

MA: Core course from discipline 1,

MB: Core course from discipline 2,

MC: Core course from discipline 3.

Credit (5) distribution:

(a) Lab-based Courses: L = 3, T/P = 2,

(b) Non-Lab based Courses: L = 4, T/P = 1

(c) field-based courses: P = 5,

(d) Music as a Major/Minor discipline,

credit distribution: L = 1/2, P = 4/3

WEST BENGAL STATE UNIVERSITY

B.A. 3 Years' Undergraduate Programme with Multidisciplinary Courses in Physical Education (DRAFT)

Distribution of Courses across the Semesters

Total Credits : 130 (126 + Internship 4) over 3 Years (6 Semesters)

SEM	Core Course (A)	Core Course (B)	Core Course (C)	MDC	AEC	SEC	VAC	Internship	Total
I	History & Foundation of Physical Education (3L + 2P)	Related subject from the combination (5)	Related subject from the combination (5)		To be taken from the Pool (3)		To be taken from the Pool (3)		21
II	Management & Psychology of Physical Education & Sports (3L + 2P)	Related subject from the combination (5)	Related subject from the combination (5)		To be taken from the Pool (3)		To be taken from the Pool (3)	4**	21
	Exit with Certificate								4** + 42
III	Anatomy Physiology & Exercise Physiology (3L + 2P)	Related subject from the combination (5)	Related subject from the combination (5)		To be taken from the Pool (3)	First Aid (2L+1P)			21
IV	Health Education & Therapeutic Aspect of Physical Education (3L + 2P)	Related subject from the combination (5)	Related subject from the combination (5)	To be taken from the Pool (3)		Athletics: Layout and Officiating (2L+1P)		4**	21
	Exit with Diploma								4** + 84
V	Sports Training & Biomechanics (3L + 2P)	Related subject from the combination (5)	Related subject from the combination (5)	To be taken from the Pool (3)		Lay Out and Officiating of Games and Sports (2L+1P)			21
VI	Test Measurement & Evaluation in Physical Education (3L + 2P)	Related subject from the combination (5)	Related subject from the combination (5)	To be taken from the Pool (3)		To be taken from other Streams (3)			21
Credits	30	30	30	9	9	12	6	4	4** + 126

COURSE STRUCTURE FOR THE 3 YEARS' UNDERGRADUATE PROGRAMME WITH MULTIDISCIPLINARY

COURSES

Sub_Code	Sub_Name	Credit	MarksDistribution				Nature of Course
SEMESTER-1			External	Internal + Practical	Attendance	TOTAL	
PEDCOR101M	History & Foundation of Physical Education (3L + 2P)	5	50	40	10	100	COR-1
PEDCOR102T	To be taken from the Combination Subjects	5	50	40	10	100	COR-2
PEDCOR103T	To be taken from the Combination Subjects	5	50	40	10	100	COR-3
PEDAEC101T	To be taken from the Pool	3				50	AECC-1
PEDEVS101T	To be taken from the Pool	3				50	VAC
SEM.1 TOTAL		21				400	
SEMESTER-2							
PEDCOR204M	Management & Psychology of Physical Education & Sports (3L + 2P)	5	50	40	10	100	COR-4
PEDCOR205T	To be taken from the Combination Subjects	5	50	40	10	100	COR-5
PEDCOR206T	To be taken from the Combination Subjects	5	50	40	10	100	COR-6
PEDAEC202T	To be taken from the Pool	3				50	AECC-2
VACICS202T	To be taken from the Pool	3				50	VAC
DFSINT05PR	NSS/NCC/Internship	4*				50	Internship
SEM.2 TOTAL		21				400	
EXIT WITH CERTIFICATE							4**+42
SEMESTER-3							
PEDCOR307M	Anatomy Physiology & Exercise Physiology (3L + 2P)	5	50	40	10	100	COR-7
PEDCOR308T	To be taken from the Combination Subjects	5	50	40	10	100	COR-8
PEDCOR309T	To be taken from the Combination Subjects	5	50	40	10	100	COR-9
PEDAEC303T	To be taken from the Pool	3				50	AECC-3
PEDSEC301M	First Aid (2L+1P)	3				50	SEC-1
SEM.3 TOTAL		21				400	
SEMESTER-4							
PEDCOR410M	Health Education & Therapeutic Aspect of Physical Education (3L + 2P)	5	50	40	10	100	COR-10
PEDCOR411T	To be taken from the Combination Subjects	5	50	40	10	100	COR-11
PEDCOR412T	To be taken from the Combination Subjects	5	50	40	10	100	COR-12
PEDMDC401T	To be taken from the Pool	3				50	MDC-1
PEDSEC402M	Athletics: Layout and Officiating (2L+1P)	3				50	SEC-2
PEDINT05PR	NSS/NCC/Internship	4*				50	Internship
SEM.4 TOTAL		21				400	

EXIT WITH DIPLOMA							4**+84
SEMESTER-5							
PEDCOR513M	Sports Training & Biomechanics (3L + 2P)	5	50	40	10	100	COR-13
PEDCOR514T	To be taken from the Combination Subjects	5	50	40	10	100	COR-14
PEDCOR515T	To be taken from the Combination Subjects	5	50	40	10	100	COR-15
PEDMDC502T	To be taken from the Pool	3				50	MDC-2
PEDSEC503M	Lay Out and Officiating of Games and Sports (2L+1P)	3				50	SEC-3
SEM.5 TOTAL		21				400	
SEMESTER-6							
PEDCOR616M	Test Measurement & Evaluation in Physical Education (3L + 2P)	5	50	40	10	100	COR-16
PEDCOR617T	To be taken from the Combination Subjects	5	50	40	10	100	COR-17
PEDCOR618T	To be taken from the Combination Subjects	5	50	40	10	100	COR-18
PEDMDC603T	To be taken from the Pool	3				50	MDC-3
PEDSEC604T	To be taken from other streams	3				50	SEC-3
SEM.6 TOTAL		21				400	
GRAND TOTAL							
		126+4*				2450	

UG Certificate: Students who opt to exit after completion of the first year and **have secured 54 credits** will be awarded a UG certificate **if, in addition, they complete one vocational course of 4 credits or a 4-credit work-based learning/internship/apprenticeship** during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and **have secured 98 credits** will be awarded the UG diploma **if, in addition, they complete one vocational course of 4 credits or a 4-credit work-based learning/internship/apprenticeship** during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, **securing 142 credits which includes 4-credit of summer internship/apprenticeship**.

3-year Multidisciplinary UG Degree: Students who wish to undergo a 3-year Multidisciplinary UG programme will be awarded UG Degree (B.A./B.Sc./B.Com.) after successful completion of three years, securing 130 credits (Table 2) which includes 4-credit of summer internship/apprenticeship.

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Section-B

DETAILED SYLLABUS

SEMESTER-1

Sub_Code	Sub_Name	Credit	Marks Distribution				Nature of Course
SEMESTER-1			External	Internal	Attendance	TOTAL	
PEDCOR101M	History & Foundation of Physical Education (3L + 2P)	5	50	40	10	100	COR-1
PEDCOR102T	To be taken from the Combination Subjects	5	50	40	10	100	COR-2
PEDCOR103T	To be taken from the Combination Subjects	5	50	40	10	100	COR-3
PEDAEC101T	To be taken from the Pool	3				50	AECC-1
PEDEV5101T	To be taken from the Pool	3				50	VAC
SEM.1 TOTAL		21				400	

Year-1: Semester-1

FOUNDATION AND HISTORY OF PHYSICAL EDUCATION

Subject Code : PEDCOR101P

Paper 1: Semester 1

Full Marks: 100

[Internal assessment – 50 Marks ; Semester-end Examination – 100 Marks]

Total Credits : 5 [105 Hours]

TOTAL CLASS HOURS : 105 [LECTURE HOURS 45 & PRACTICAL HOURS 60]

PART – A [THEORY]

Unit-1: Introduction

[10L]

- Meaning and definition of Physical Education,
- Aim and objectives of Physical Education,
- Modern concept and changing concepts of Physical Education,
- Importance, Nature and Scope of Physical Education.

Unit-2: Biological and Sociological Foundations of Physical Education [13L]

- Biological Foundation- Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development,
- Age- Chronological age, anatomical age, physiological age and mental age.
- Sociological Foundation- Meaning and definition of Sociology,
- Society and Socialization. Role of games and sports in National and International integration.

Unit-3: History of Physical Education

[15L]

- Historical development of Physical Education and Sports in India- Pre-Independence period and Post-Independence period,
- Olympic Movement- Ancient Olympic Games and Modern Olympic Games,

- Brief historical background of Asian Games and Commonwealth Games,
- Modern and Ancient Historical perspectives: USA, UK, Greece, Rome, and India.

Unit-4: Yoga Education

[7L]

- Meaning and definition of the term Yoga, types, aim, objectives and important of Yoga, History of Yoga,
- Astanga Yoga,
- Hatha Yoga.

PART – B [PRACTICAL]

MARCHING, BAND MUSIC, CALLISTHENICS, AEROBICS

- Development of physical fitness through Marching Band Music [30L]
- Callisthenic. [15L]
- Development of physical fitness and co-ordination through Aerobics. [15L]

Suggested Readings

- Graham, G. (2001) *Teaching Children Physical Education: Becoming a Master Teacher*. Human Kinetics, Champaign, Illinois, USA.
- Kamlesh, M.L. & Singh, M.K. (2006) *Physical Education* (Naveen Publication).
- Lau, S.K. (1999) *Great Indian Players*, New Delhi, Sports.
- Lumpkin, A. (2007) *Introduction to Physical Education, Exercise Science and Sports Studies*, McGraw Hill, New York, USA.
- Siedentop, D. (2004) *Introduction to Physical Education, Fitness and Sport*, McGraw Hill Companies Inc., New York, USA.
- Shaffer, D.R. (2002) *Development Psychology: Childhood and Adolescence*. Thomson, Sydney, Australia.
- Shukla, (2000) *Motheron Education, National Council of Teacher Education*, New Delhi.
- Singh, A. et al. (2000) *Essential of Physical Education*, Kalyani Publishers, Ludhiana, Punjab.
- Wuest, D.A. & C.A. Bucher (2006) *Foundation of Physical Education, Exercise Science, and Sports*. McGraw Hill Companies Inc.; New York, USA.

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SEMESTER-2

Sub_Code	Sub_Name	Credit	Marks Distribution				Nature of Course
SEMESTER-2							
PEDCOR204M	Management & Psychology of Physical Education & Sports (3L + 2P)	5	50	40	10	100	COR-4
PEDCOR205T	To be taken from the Combination Subjects	5	50	40	10	100	COR-5
PEDCOR206T	To be taken from the Combination Subjects	5	50	40	10	100	COR-6

PEDAEC202T	To be taken from the Pool	3				50	AECC-2
VACICS202T	To be taken from the Pool	3				50	VAC
DFSINT05PR	NSS/NCC/Internship	4*				50	Internship
SEM.2 TOTAL		21				400	

Year-1: Semester-2

**MANAGEMENT AND PSYCHOLOGY OF PHYSICAL
EDUCATION & SPORTS**

Subject Code : PEDCOR204P

Paper 1: Semester 2

Full Marks: 100

[Internal assessment – 50 Marks ; Semester-end Examination – 100 Marks]

Total Credits : 5 [105 Hours]

TOTAL CLASS HOURS : 105 [LECTURE HOURS 45 & PRACTICAL HOURS 60]

PART – A [THEORY]

Unit-1: Introduction

[05 L]

- Concept and definition of Sports Management,
- Important of Sports Management,
- Purpose of Sports Management,
- Principles of Sports Management.

Unit -2: Tournaments

[15 L]

- Meaning and definition and types of tournaments,
- Procedure of drawing fixture [Knock-out and League],
- Method of organizing Annual Athletic Meet,
- Method of organizing of Intramural and Extramural competition.

Unit-3: Facilities and Equipment's

[15 L]

- Care and maintenance of Playground and Gymnasium,
- Importance of sports equipment,
- Care and maintenance of sports equipment,
- Method of calculation of Standard Athletic Track and Field marking,
- Calculation and Lay-out of play field: Football, Kabaddi, Kho-Kho, Badminton and Volleyball.

Unit-4: Psychological Factors

[10 L]

- Meaning and definition of Psychology and Sports Psychology,
- Need for knowledge of Sports Psychology in the field of Physical Education,
- Meaning, definition, type and role of Motivation in Physical Education and Sports,
- Meaning, definition, type and role on Instinct & Emotion in Physical Education and Sports.

PART – B [PRACTICAL]

LAY OUT KNOWLEDGE AND OFFICIATING ABILITY

1. Indian Game: Kabaddi, Kho-Kho,

[30 L]

2. Ball Games: Football, Badminton and Volleyball (any two).

[30 L]

Suggested Readings

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hallInc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*, St. Lolis: The C.V. HosbyCo.
- Kozman, H.C. Cassidly, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandey, L.K. (1977). *Methods in Physical Education*, Delhi: Metropolitan Book Depo.
- Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
- Thomas, J.P. (1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*, Karaikudi: South India Press.
- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.
- Singh, A. et al. (2010) *Essential of Physical Education*. Kalyani Publishers.

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SEMESTER-3

Sub_Code	Sub_Name	Credit	Marks Distribution				Nature of Course
SEMESTER-3							
PEDCOR307M	Anatomy Physiology & Exercise Physiology (3L + 2P)	5	50	40	10	100	COR-7
PEDCOR308T	To be taken from the Combination Subjects	5	50	40	10	100	COR-8
PEDCOR309T	To be taken from the Combination Subjects	5	50	40	10	100	COR-9
PEDAEC303T	To be taken from the Pool	3				50	AECC-3
PEDESEC301M	First Aid (2L+1P)	3				50	SEC-1
	SEM.3 TOTAL	21				400	

Year-2: Semester-3

ANATOMY, PHYSIOLOGY AND EXERCISE PHYSIOLOGY

Subject Code : PEDCOR307P

Paper 1: Semester 3

Full Marks: 100

[Internal assessment – 50 Marks ; Semester-end Examination – 100 Marks]

Total Credits : 5 [105 Hours]

TOTAL CLASS HOURS : 105 [LECTURE HOURS 45 & PRACTICAL HOURS 60]

PART – A [THEORY]

Unit- 1: Introduction

[10L]

- Meaning and definition of Anatomy, Physiology and Exercise Physiology, Importance of Anatomy, Physiology and Exercise Physiology in Physical Education,
- Human Cell- Structure and function,
- Tissue- Types and functions.

Unit-2: Musculo-skeletal System [10L]

- Skeletal System- Structure of Skeletal System. Classification and location of bones and joints.
- Anatomical differences between male and female,
- Muscular System- Type, location, function and structure of muscle, Types of muscular contraction,
- Effect of exercise on muscular system.

Unit-3: Circulatory and Respiratory System [15 L]

- Blood- Composition and function,
- Heart- Structure and functions. Mechanism of blood circulation through heart. Blood Pressure, Athletic Heart and Bradycardia,
- Effect of exercise on circulatory system,
- Structure and function of Respiratory organs, Mechanism of Respiration, Vital Capacity, O₂ Debt and Second Wind,
- Effect of exercise on respiratory system.

Unit-4: Nervous and Endocrine System [10L]

- Structure and Function of Nervous System,
- System & structure of brain, spinal cord, Neuron,
- Reflex action, Reciprocal Innervations.
- Meaning of Endocrine Gland, Function and Location of pituitary, Thyroid and Adrenal Glands.

PART - B [LABORATORY PRACTICAL]

- Assessment of, BMI, Heart rate, Blood Pressure, Respiratory Rate, Pick Flow Rate and Vital Capacity. [30L]
- Anthropometric measurement (Length, wide and circumference of bones), Body fat %. [30L]

Suggested Readings

- Amrit Kumar, R, Moses. (1995). *Introduction to Exercise Physiology*. Madras: Poompugar Pathipagam.
- 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. McAradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company

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Year-2: Semester-3

FIRST AID

Subject Code : PEDSEC301P

Full Marks: 50

Total Credits : 3 [60 Hours]

TOTAL CLASS HOURS : 60 [LECTURE HOURS 30 & PRACTICAL HOURS 30]

Bandage:

Different types of bandages applied in the field of games & sports.

Management of Injuries:

Soft tissue Injuries: (Abrasion, Contusion, Laceration, Incision, Blisters, Sprain and Strain)

Bone and Joint Injuries: (Dislocation of joints)

Fractures: Stress, Greenstick, Commutated, Transverse, Oblique and Impacted)

Management of Drowning:

Management of Burning:

Management of Snake Bite:

First Aid Box: Prepare a First Aid Box with all the basic required things.

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SEMESTER-4

Sub_Code	Sub_Name	Credit	Marks Distribution				Nature of Course
SEMESTER-4							
PEDCOR410M	Health Education & Therapeutic Aspect of Physical Education (3L + 2P)	5	50	40	10	100	COR-10
PEDCOR411T	To be taken from the Combination Subjects	5	50	40	10	100	COR-11
PEDCOR412T	To be taken from the Combination Subjects	5	50	40	10	100	COR-12
PEDMDC401T	To be taken from the Pool	3				50	MDC-1
PEDSEC402M	Athletics: Layout and Officiating (2L+1P)	3				50	SEC-2
PEDINT05PR	NSS/NCC/Internship	4*				50	Internship
	SEM.4 TOTAL	21				400	
EXIT WITH DIPLOMA							4**+84

Year-2: Semester-4

**HEALTH EDUCATION AND THERAPEUTIC ASPECT OF
PHYSICAL EDUCATION**

Subject Code : PEDCOR410P

Paper 1: Semester 4

Full Marks: 100

[Internal assessment – 50 Marks ; Semester-end Examination – 100 Marks]

Total Credits : 5 [105 Hours]

TOTAL CLASS HOURS : 105 [LECTURE HOURS 45 & PRACTICAL HOURS 60]

PART – A [THEORY]

Unit-1: Introduction

[5 L]

- Concept and definition of Health and Health Education,
- Prevention and control of Communicable and Non-communicable Diseases (Dengue, Influenza / HIV and Obesity, Diabetes),
- Basic Nutrients - Protein, Carbohydrates, Fat, Vitamins, Minerals and Water.
- Balance Diet, Athletic Diet.

Unit -2: Health and First aid Management

[15 L]

- Safety Education: Safety at Home, School, College, Play-ground, Streets,
- Postural deformities – Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Knock Knees and Flat Foot,
- First aid – Meaning, definition, importance and golden rules of First-aid,
- Concept of sports injuries – Sprain, Muscle-pull, Dislocation, Fracture, Cramps, Shock, Burns and Artificial Respiration.

Unit-3: Therapeutic Aspect and Methods

[15 L]

- Meaning and definition of Therapy and Physiotherapy,
- Exercise-therapy – Corrective, Isotonic, Isometric and Resistance Exercise,
- Electrotherapy, Hydrotherapy, Cryotherapy, Thermotherapy – Meaning, use, benefits, methods of application and safety precautions.

Unit-4: Physical Activities and Lifestyle

[10 L]

- Physical activities, health and wellness – Meaning and concepts,
- Health and Performance related Physical Fitness,
- Physical Activity for women – Puberty, adolescent, pregnancy, Limitations of female in Sports.
- Physical activity for the disabled – Types of disability, programme for the disabled.

PART – B [PRACTICAL]

Track and Field Events

Unit-1: Track Events

[30L]

- Starting Techniques: Standing start and Crouch start (its variations) use of Block, Acceleration with proper running techniques,
- Finishing technique: Run Through, Forward Lunging and Shoulder Shrug,
- Relay Race: Starting, Baton Holding, Carrying, Baton Exchange in

between zone, and Finishing.

Unit-2 :Field events (any one Jumping event & any one Throwing event to be decided by the concerned College) [30L]

- Long Jump: Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing.
- High jump: Approach Run, Take-off, Bar Clearance (Straddle & Fosbury Flop) and Landing.
- Shot put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique).
- Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle).
- Javelin Throw: Grip, Carry, Release and Recovery (3/5 Impulse stride).

Suggested Readings

- 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".
- Mosset. al. "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.

Year-2 : Semester-4

ATHLETICS: LAYOUT AND OFFICIATING

Subject Code : PEDSEC402P

Paper 4: Semester 5

Full Marks: 60

Total Credits : 3 [60 Hours]

TOTAL CLASS HOURS : 60 [LECTURE HOURS 30 & PRACTICAL HOURS 30]

• Running Events -

Officials and their duties of all running events.

• Jumping Events -

- (a) Basic rules and dimensions of Long Jump Pit, Triple Jump Pit, High Jump Pit and Pole Vault Pit.
- (b) Duties of jumping officials.
- (c) Tie breaking rules of all jumping events.

• Throwing Events -

- (a) Basic rules and dimensions of Shot put, Hammer throw, Discus throw & Javelin Throw Sector.

- (b) Duties of throwing officials.
- (c) Tie breaking rules of all throwing events.

SEMESTER-5

Sub_Code	Sub_Name	Credit	Marks Distribution				Nature of Course
SEMESTER-5							
PEDCOR513M	Sports Training & Biomechanics (3L + 2P)	5	50	40	10	100	COR-13
PEDCOR514T	To be taken from the Combination Subjects	5	50	40	10	100	COR-14
PEDCOR515T	To be taken from the Combination Subjects	5	50	40	10	100	COR-15
PEDMDC502T	To be taken from the Pool	3				50	MDC-2
PEDSEC503M	Lay Out and Officiating of Games and Sports	3				50	SEC-3
	SEM.5 TOTAL	21				400	

Year-3 : Semester-5

SPORTS TRAINING & BIOMECHANICS

Subject Code : PEDCOR513P

Paper 1: Semester 5

Full Marks: 100

[Internal assessment – 50 Marks ; Semester-end Examination – 100 Marks]

Total Credits : 5 [105 Hours]

TOTAL CLASS HOURS : 105 [LECTURE HOURS 45 & PRACTICAL HOURS 60]

PART – A [THEORY]

Unit-1: Introduction

[12L]

- Meaning & definition of Sports Training & Bio-Mechanics,
- Aim and Objectives of Sports Training & Bio-Mechanics. Principles and Importance of Sports Training,
- Meaning, types, methods and principles of Warming up, cooling down and Conditioning.
- Training Methods- Circuit Training, Interval Training, Weight Training, Fartlek Training

Unit- 2: Training Techniques

[10L]

- Strength- Means and methods of strength development,
- Speed- Means and methods of speed development,
- Endurance- Means and methods of endurance development,
- Flexibility- Means and methods of flexibility development.

Unit- 3: Training Load and Adaptation

[13L]

- Meaning, definition, types and factors of training load, Components of training load,
- Meaning, causes, symptoms and tackling of over load,
- Meaning and conditions of adaptation,
- Periodization-Meaning, types, aim and contents of different periods.

Unit- 4: Mechanical Principles Applied to Sports

[10L]

- Law of Motion and their application in Physical Education and Sports,
- Equilibrium - its type, Laws and application in Physical Education and Sports.
- Centre of Gravity,
- Force and its types,
- Lever and its Types.

PART – B [PRACTICAL]
YOGA AND GYMNASTICS

Unit-1:YOGA

- Surya Namaskar
- Asanas
- Standing Position (Ardhachandrasana, Brikshasana, Padahasthasana)
- Sitting Position (Ardhakurmasana, Paschimottanasana, Gomukhasana)
- Supine Position (Setubandhasana, Halasana, Matsyasana)
- Prone Position (Bhujangasana, Salvasana, Dhanurasana)
- Inverted Position (Sarbangasana, Shirsasana, Bhagrasana)
- Pranayama (Any two) Kapalbhati, Bhramri, Anulam, Vilom.

[5 L]

[30 L]

Unit-2: GYMNASTICS (Any Three)

[25 L]

- Forward Roll
- Backward Roll
- T-Balance
- Forward Roll with Split leg
- Cart-Wheel

Suggested Readings

- Baechle TR & Earle RW(2000). *Essentials of strength training and conditioning. Human Kinetics. USA.*
- Bompa. T.O.(1994). *Theory and Methods of Training- Key to Athletic Performance (3rdEd.).Kandwall Hunt Publication Co.*
- Bompa.T.O.and G. Gregory Hett. (2009) *Periodizxation :Theory and Methodology*

of Training.

- DickFW (1999). *Sport training Principles. A and C Black. London.*
- KnopfK (2008). *Total Sports Conditioning for Athletes 50+Ulyssesl Press. Berkeley. California. USA.*
- Newton H (2006). *Explosive lifting for sports. Human Kinetics.US.*
- PhilippA Joan and Wilkerson Jerry D (Joan A. Philipp & Jerry D. Wilkerson.
- Singh Hardayal (1991). *Science of Sport Training. D.V.S Pub. Delhi.*
- Thomas R. Baechle and Roger W. Earle,(2000).
- Singh MK (2008). *Comprehensive Badminton (Scientific Training). Friends Publication.*
- Beer, Johnson and Dewolf, *Mechanics of Materials, Tata McGraw-Hill Education*
- H.J. Shah and S.B. Junnarkar, *Mechanics of Structures Vol. 1, Charotar Publishing House Pvt Limited*
- Brendan Burket, *Sports Mechanics for Coaches - 3rd Edition, ISBN-13:9780736083591*

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Year-3 : Semester-5

LAY OUT AND OFFICIATING OF GAMES AND SPORTS

Subject Code : PEDSEC503P

Full Marks: 50

Total Credits : 3 [60 Hours]

TOTAL CLASS HOURS : 60 [LECTURE HOURS 30 & PRACTICAL HOURS 30]

Unit-1:Ball Games (Any one)

Foot ball: Ground measurement and Lay out. Officials and their duties with all signals. Laws of Football and their interpretations.

Cricket: Basic Lay-out of Play field & Pitch. Officials and their duties with all signals. Laws of Cricket and their interpretations.

Volley Ball: Ground measurement and Lay out. Officials and their duties with all signals. Laws of Volleyball and their interpretations.

Hand Ball: Ground measurement and Lay out. Officials and their duties with all signals. Laws of Handball and their interpretations.

Unit-2:Indian Games (Any one)

Kho Kho: Ground measurement and Lay out. Officials and their duties with all signals. Laws of Kho Kho and their interpretations.

Kabaddi: Ground measurement and Lay out. Officials and their duties with all signals. Laws of Kabaddi and their interpretations.

Unit-2:Racket Sports (Any one)

Badminton: Ground measurement and Lay out. Officials and their duties with all signals. Laws of Badminton and their interpretations.

Table Tennis: Dimension and measurements of Table Tennis Board. Officials and their duties with all signals. Laws of Table Tennis and their interpretations.

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SEMESTER-6

Sub_Code	Sub_Name	Credit	Marks Distribution				Nature of Course
SEMESTER-6							
PEDCOR616M	Test Measurement & Evaluation in Physical Education (3L + 2P)	5	50	40	10	100	COR-16
PEDCOR617T	To be taken from the Combination Subjects	5	50	40	10	100	COR-17
PEDCOR618T	To be taken from the Combination Subjects	5	50	40	10	100	COR-18
PEDMDC603T	To be taken from the Pool	3				50	MDC-3
PEDESEC604T	To be taken from other streams	3				50	SEC-3
	SEM.6 TOTAL	21				400	

Year-3: Semester-6

TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Subject Code : PEDMCOR16P

Paper 1: Semester 6

Full Marks: 100

[Internal assessment – 50 Marks ; Semester-end Examination – 100 Marks]

Total Credits : 5 [105 Hours]

TOTAL CLASS HOURS : 105 [LECTURE HOURS 45 & PRACTICAL HOURS 60]

PART – A [THEORY]

Unit-1: Introduction

[5 L]

- Concept of Test, Measurement and Evaluation,
- Criteria of good test,
- Principles of Evaluation,
- Importance of Test, Measurement and Evaluation in Physical Education and Sports.

Unit -2: Motor ability and Fitness Test

[10 L]

- Measurement of Strength (Leg & Back Dynamometer), Endurance (Sit ups and Harvard Step Test), Agility (Burpee Test), Flexibility (Modified Sit and Reach Test)
- AAHPER Youth Fitness Test, Kraus Weber Muscular Fitness Test.

Unit-3: Skill Test

[15 L]

- Football – McDonald Soccer Test, Warner Soccer Skill Test,
- Volleyball – Brady Volleyball Test, Russel Lange Volleyball Test,
- Badminton –French Short Serve Test, Lockhart – McPherson Badminton Volleying Test.

Unit-4: Basic Statistics

[15 L]

- Concept, scope, uses of statistics,
- Organization and tabulation of data,
- Graphical representation of data – bar graph, frequency polygon, histogram, pie chart,
- Measures of central tendency (Mean, Median, Mode) – concept, calculation, uses,
- Measures of variability (Range, Quartile deviation, Mean deviation, Standard deviation) – concept, calculation, uses.

PART – B [PRACTICAL]
FITNESS AND SKILL TEST

Unit-1: Fitness Test (Any Three)

[30 L]

1. Strength Test (Pull-ups/Flex Arm Hang)
2. Endurance Test (Cooper 12 Min Run & Walk Test or Harvard Step Test)
3. Flexibility Test (Sit & Reach Test)
4. Agility Test (Shuttle Run Test or Burpee Test)

Unit-2: Sports Skill Test (Any Two)

[30 L]

1. Lockhart and McPherson Badminton Skill Test
2. Johnson Basketball Test Battery
3. McDonald Soccer Test
4. Brady Volleyball Test.

Suggested Readings

- Collins, R.D., & Hodges P.B. (2001) *A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition)* Lanham: ScarecrowPress.
- 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.*
- Yobu, A (2010), *Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications*
- Authors Guide (2013) *ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications.*
- Cureton T.K. (1947) *Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company.*
- John Wiley and Sons, Inc Jenson, Clayne R and Cynt ha, C. Hirst (1980) *Measurement in Physical Education and Athletics, NewYork, Macmillan Publising Co. Inc.*
- [Prof. J.P. Verma](#) (2009) *A Text Book on Sports Statistics Paperback*
- N.Das(2017) *Statistical Methods (Combined edition volume 1 & 2)*

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SECTION – C
DRAFT ADVISORY FOR EVALUATION OF UG PROGRAMMES
UNDER NEP 2020 (2023-24)

[NB. The student can enter within 7 years to complete the course but not in the same session after exiting. Intra-college exit will not be allowed. All disputes relating to evaluation will be resolved by the local jurisdiction.]

MAJOR & MINOR/CORE

- FOR LAB-BASED SUBJECTS: 3CR THEORY + 2 CR PRACTICAL
MARKS ALLOTTED: 50 (END SEM) + 50 (PRACTICAL+INTERNAL)
INTERNAL COMPONENT (20) BROKEN DOWN INTO—
ATTENDANCE—10; CIA—10 (EVALUATION BY COLLEGE)
PRACTICAL (30)
LAB NOTEBOOK—5; EXPERIMENT/GRAND VIVA—25 (EVALUATION BY UNIVERSITY)

** ** MODALITY OF EVALUATION WILL BE DECIDED BY THE RESPECTIVE UG-BOS.

MARKS CALCULATION: (3X50+2X50)/5

- FOR NON-LAB BASED SUBJECTS: 4 CR END SEM+ 1 CR INTERNAL
MARKS ALLOTTED: 50 (END SEM) + 50 (INTERNAL)
INTERNAL COMPONENT BROKEN DOWN INTO—
ATTENDANCE –10 CONTINUOUS EVALUATION: HOME ASSIGNMENT/PRESENTATION
(20); WRITTEN EXAMINATION (20) MARKS

MARKS CALCULATION: (3X50)+(2X50)/5

- PASS MARKS-40% PER PAPER COMBINING END SEMESTER EXAM AND INTERNAL COMPONENT FOR SUBJECTS WITHOUT PRACTICAL. FOR SUBJECTS WITH PRACTICAL THE STUDENT WILL HAVE TO SECURE 40% MARKS IN PRACTICAL AND 40% IN THEORETICAL TO QUALIFY.
- **MARKS ALLOTTED FOR ATTENDANCE:**
Marks allotted for attendance: 10
75% and above--10
65%--74%--08
55%-64%--05 (to be allowed for examination with condonation fee)
Less than 55%--Barred from appearing in the university examination.
- **MDC—50 MARKS**
EVALUATION BY COLLEGE. EVALUATION PATTERN TO BE DECIDED BY UG-BOS.
** FOR BBA COURSES MDC WILL BE PROVIDED BY THE CONCERNED UG-BOS.
- **SEC—50 MARKS**
EVALUATION BY COLLEGE. EVALUATION PATTERN TO BE DECIDED BY UG-BOS. SE COURSES ARE TO BE RETAINED FROM EXISTING CBCS FOR THE BENEFIT OF THE TEACHERS. EXISTING MARKS OF 25 WILL BE DOUBLED TO PRODUCE MARKS FOR 3 CREDIT SECS OF 50 MARKS. FOR 4 YEAR HONOURS 3 DIFFERENT SEC COURSES WILL HAVE TO BE TAKEN. FOR 3 YEAR MULTIDISCIPLINARY PROGRAMME 2SECS FROM ONE DISCIPLINE AND 2 FROM ANOTHER WILL HAVE TO BE TAKEN.

** FOR BBA COURSES SEC WILL BE PROVIDED BY THE CONCERNED UG-BOS.

- **AECC—50 MARKS**

MCQ QUESTIONS TO BE SET BY UNIVERSITY.

- **VAC—50 MARKS**

MCQ TO BE SET BY COLLEGES IN ENGLISH.

** ALL VA COURSES ARE THEORETICAL EXCEPT YOGA & MEDITATION (2 CR THEORY + 1 CR PRACTICAL)

GUIDELINES FOR 4-CREDITS INTERNSHIP PROGRAMME/WORKBASED VOCATIONAL PROGRAMME AS PER UCCF [For 4-Years' Undergraduate Programme with Major/Research and/or for 3 Years' Undergraduate Programme with Multidisciplinary Courses]

Internship as per NEP 2020

It has been envisaged in the National Education Policy 2020 (NEP 2020) that a student shall undergo internship at the undergraduate level. This course, as enshrined in the NEP2020 will require a student to undergo “professional activity or work experience, or cooperative education activity with an entity external to the educational institution”, normally this activity will be under the supervision of an expert belonging to the external institution/agency. Such an agency maybe industry, government organizations/NGOs, commercial organization, research laboratories, crafts persons etc. Students shall also be expected to maintain daily logs detailing their day-to-day activity in details along with a 1000 words report.

Objectives of Internships

The main aim of the internship is to expose the student to “real-life” working situation or as per NEP, “on-site experiential learning”. Briefly the following objectives may be put forward:

To experience in professional environment, which otherwise cannot be simulated in a classroom.

- To explore career alternatives and obtain hands on training.
- To apply knowledge to practice
- To explore and put to test ones potentialities
- To develop respect towards a profession
- To develop integrate work culture in character
- To work in a group for a common goal
- To develop communication skills and working in a group
- To develop the art of reporting/registering/documenting an activity
- To develop self confidence and self respect

Guidelines for organizing Internship

As per present UCCF a student intended to do the internship in the fifth (5) semester, can engage herself/himself in an internship under NCC/NSS/Industrial Internship/Research Internship/ local administration as per the following schedule:

Name	Duration	Nature of Internship Project	No. of Credits
Internship Assessment through Projects	120 Hours	Intra/Inter-Institutional Activities related to NSS/NCC Or Industrial/NEO/MSME/Rural Internship/Innovation/Incubation Center/Local Administration/Research Laboratory	4

Assigning the Students for Internship

The students entitled for the Internship must be duly nominated/assigned by the HOD of the concerned Department from, choices mentioned in Table 1, and should be forwarded by the competent authority of the College.

Step-1: It is advisable that the college procure proper written agreement of the institution/agency (please refer to Table1) well in advance of the commencement of the internship. The College may take a prior survey of the student's need/interest/choice.

Step-2: There should be a proper documentation of the allocation of the internship eg. Allocation letter/ consent letter from institution/agency under which the internship will be performed. All such documentation should be preserved by the College.

Step-3: Students joining letter to the internship program issued by host institution/agency should be preserved by College.

Step-4: The host College must ensure the submission of a detailed project report (1000 words) describing the objectives, the work done during the internship and its practical/social impact. The student shall also maintain a daily log book detailing her/his daily activity. This report should also mention the total hours spent in the activity.

Step-5: After successful completion of Internship the College along with the host institution/agency (under which the internship was completed) will evaluate the students' performance.

Step-6: Certificate of completion and experience should be issued by College along with the host institution/agency (under which the internship was completed).

Important points for evaluation

The daily log book is to be signed by candidate and supervisor under whom the internship is being done. This shall serve as proof of attendance and shall be required to be submitted to the College.

Evaluation should take into account:

1. Regularity and timely attendance (maintained in log book)
2. Proper documentation (as per 1000 word report and log book)

Allocation of Marks

The total marks allocated will be 50 marks sub-divided into:

1. The Internship Mini Project Report – 30 Marks
2. Viva-voce by college 20 Marks

SECTION - D
PROPOSED QUESTION PATTERN IN THE
SEMESTER-END EXAMINATIONS

for
3-Year B.A. Programme in Defence Studies with Multidisciplinary Courses
To be effective from the Academic Session 2023-24

Sub_Code	Sub_Name	Credit	Marks in each Question	No. of Questions to be Answered	No. of Questions to be set
SEMESTER-1					
PEDCOR101M	History & Foundation of Physical Education (3L + 2P)	5	2 5 10	5 4 2	8 6 4
PEDCOR102T	To be taken from the Combination Subjects	5			
PEDCOR103T	To be taken from the Combination Subjects	5			
PEDAEC101T	To be taken from the Pool	3			
PEDEVS101T	To be taken from the Pool	3			
	SEM.1 TOTAL	21			
SEMESTER-2					
PEDCOR204M	Management & Psychology of Physical Education & Sports (3L + 2P)	5	2 5 10	5 4 2	8 6 4
PEDCOR205T	To be taken from the Combination Subjects	5			
PEDCOR206T	To be taken from the Combination Subjects	5			
PEDAEC202T	To be taken from the Pool	3			
VACICS202T	To be taken from the Pool	3			
DFSINT05PR	NSS/NCC/Internship	4*			
	SEM.2 TOTAL	21			
SEMESTER-3					
PEDCOR307M	Anatomy Physiology & Exercise Physiology (3L + 2P)	5	2 5 10	5 4 2	8 6 4
PEDCOR308T	To be taken from the Combination Subjects	5			
PEDCOR309T	To be taken from the Combination Subjects	5			
PEDAEC303T	To be taken from the Pool	3			
PEDESEC301M	First Aid (2L+1P)	3			
	SEM.3 TOTAL	21			
SEMESTER-4					
PEDCOR410M	Health Education & Therapeutic Aspect of Physical Education (3L + 2P)	5	2 5	5 4	8 6

			10	2	4
PEDCOR411T	To be taken from the Combination Subjects	5			
PEDCOR412T	To be taken from the Combination Subjects	5			
PEDMDC401T	To be taken from the Pool	3			
PEDSEC402M	Athletics: Layout and Officiating (2L+1P)	3			
PEDINT05PR	NSS/NCC/Internship	4*			
	SEM.4 TOTAL	21			
SEMESTER-5					
PEDCOR513M	Sports Training & Biomechanics (3L + 2P)	5	2 5 10	5 4 2	8 6 4
PEDCOR514T	To be taken from the Combination Subjects	5			
PEDCOR515T	To be taken from the Combination Subjects	5			
PEDMDC502T	To be taken from the Pool	3			
PEDSEC503M	Lay Out and Officiating of Games and Sports	3			
	SEM.5 TOTAL	21			
SEMESTER-6					
PEDCOR616m	Test Measurement & Evaluation in Physical Education (3L + 2P)	5	2 5 10	5 4 2	8 6 4
PEDCOR617T	To be taken from the Combination Subjects	5			
PEDCOR618T	To be taken from the Combination Subjects	5			
PEDMDC603T	To be taken from the Pool	3			
PEDSEC604T	To be taken from other streams	3			
	SEM.6 TOTAL	21			

**** In case of any extra-ordinary situation, the Chairperson – UG BOS is empowered to take decision regarding teaching/evaluation, in concurrence with the Hon'ble Vice-Chancellor, WBSU, as directed.**

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