

| RANI CHANNAMMA UNIVERSITY |
BELGAUM

DEPARTMENT OF STUDIES IN PHYSICAL EDUCATION
UNDER THE SCHOOL OF EDUCATION

COURSE STRUCTURE AND SYLLABUS

OF

MASTER OF PHYSICALEDUCATION (M.P.Ed)
CHOICE BASED CREDIT SYSTEM

w.e.f

Academic Year 2017-18 and onwards

**GUIDELINES OF REGULATIONS AND MODEL SYLLABUS STRUCTURE
FOR TWO YEARS M. P. Ed.
PROGRAMME (FOUR SEMESTERS)(CBCS)**

Important Note:

1. *If the University or affiliating body is following choice based credit system, (CBCS) as approved and circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course.*
1. *If the University or affiliating bodies have yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored.*

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.

R.M.P.Ed.1.Intake, Eligibility and Admission Procedure:

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

R. M.P.Ed. 2. Duration:

The M.P.Ed programme is of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

R. M.P.Ed. 3. 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.

R. M.P.Ed. 4. Course:

The term course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ Tutorials/Laboratory

Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/VIVA/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc. or a combination of some of these. R. M.P.Ed.5. 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

R. M.P.Ed.6. 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).

R. M.P.Ed.7. Working days:

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

R. M.P.Ed. 8. 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.

R. M.P.Ed. 9. 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.

R. B.P.Ed 10. Grading:

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 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:

$$\begin{aligned} & \Sigma \\ & = \frac{\quad}{\Sigma} \\ & = \frac{\Sigma}{\quad} \end{aligned}$$

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 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.

R. M.P.Ed. 11. Classification of Final Results:

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

R. M.P.Ed.12. Letter Grades and Grade Points:

- II 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.
- JJ 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	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	

R. M.P.Ed.13. 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:

$$\Sigma$$

$$= \frac{\Sigma}{\Sigma}$$

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)

a. 6.0 + 5x0.1

b. 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:

M.P.Ed

CHOICE BASED CREDIT SYSTEM COURSE STRUCTURE (SCHEME)

Paper /Marks wise summary of the Credits for II semester						
Sl.No	Details	Max. Marks		Total Marks	Instruction Hrs/week	Credits/per week
I.	Compulsory Paper/ Core	IA	Semester End Exam			
2.1	Bio-Mechanics	20	80	100	4	4
2.2	Research Process in Physical Education	20	80	100	4	4
2.3	Evaluation in Physical Education – II	20	80	100	4	4
2.4	Sports Journalism	20	80	100	4	4
2.5	OEC-Diet and Nutrition	20	80	100	4	4
2.6	Practicals-I Athletics (Field events)	20	80	100	12	-
	Total Marks/Credits	120	480	600	32	20

Note: The above curriculum includes the practicals components which includes

2. Record Book
3. Coaching Ability, and
4. Officiating and Viva-Voce test.

II - SEMESTER

2.1 Bio – Mechancis

Unit. I Growth, Development and

Maturation 1.1 Meaning and definition

- 1.2 Growth curves and growth velocity
- 1.3 Historical perspectives of somato-typing
- 1.4 Conditions of adaptation

Unit II Biomechanics

- 2.1 Meaning and definition
- 2.2 Values of biomechanics to teacher/coach
- 2.3 Principles of biomechanics

Unit III Stability and Motion

- 3.1 Stability
- 3.2 Equilibrium of forces
 - 3.2.1 Laws of motion
 - 3.2.2 Meaning, Types and Laws
 - 3.2.3 Law of inertia
 - 3.2.4 Law of acceleration
 - 3.2.5 Law of interaction
- 3.3 Locus of center of gravity
- 3.4 Base of support
- 3.5 Body size and concentration of weight

Unit IV Mechanical Factors Affecting Human Performance

- 4.1 Elasticity and Impact
- 4.2 Spin and Gyration
- 4.3 Friction
- 4.4 Levers
- 4.5 Projectiles and fluid dynamics

Unit V Mechanical analysis of selected sports activities

- 5.1 mechanics in track Events/jump Events Throw Events
- 5.2 mechanics of sprint and Hurdling.
- 5.3 mechanics of discus, Javelin, Bord jump and High jump
- 5.4 Bio mechanics of selected Team Sports and Combative Sports.

REFERWNCE

- 2. **Barrow, Harols M.** (1977) Man and Movement Principles of Physical Education Philadelphia: Lea and Febiger
- 3. **Benner, B.L.Howell, M.L. and Simri, U** (1983), Comparative Physical Education and Sports (2nd Ed) Philadelphia: Lea Febiger
- 4. **Kamales, M.L.** (2002) Foundations of Physical Education New Delhi: Metropolitan Book Co Pvt., Ltd
- 5. **Seidel B.L. and Resick M.C. Physical Education:** An Overview L Menlo Part, C.A.: Addison Wesley Publishing Co.
- 5. **Wuest D.A. and Bucher C.A.** (1991) Foundations of Physical Education, St.louis: The C.V.Mosby Company

2.2 Research Process in Physical Education

Unit 1.

- 1.1 Meaning and Nature of Research
- 1.2 Characteristics of Research
- 1.3 Need and Scope of Research
- 1.4 Significance of Research in Physical Education
- 1.5 Need for Research Training
- 1.6 Qualities and Qualification of A Research Scholar

Unit 2. Research Problem and Hypothesis

- 2.1 Meaning and Definition of research problem
- 2.2 Locating a research problem in physical education
- 2.3 Criteria in selecting a research problem
- 2.4 Limitation and delimitation
- 2.5 Meaning of Research proposal
- 2.6 Significance and salient features
- 2.7 Contents and steps of Research proposal
- 2.8 Meaning of Research Hypothesis
- 2.9 Nature and criteria of Hypothesis
- 2.10 Types of Hypothesis

Unit 3. Tools of Research

- 3.1 Observation
- 3.2 Interview
- 3.3 Questionnaires/Opinionnaires
- 3.4 Attitude scales
- 3.5 Sports specific psychological tests
- 3.6 Sociometric techniques
- 3.7 Photography & Videography
- 3.8 Construction of tools

Unit 4. Types of Research

- 4.1 Basic or Fundamental Research
- 4.2 Applied and Action Research
- 4.3 Meaning and definition of Historical Research
- 4.4 Steps in Historical Research
- 4.5 Meaning of Survey Related Literature
- 4.6 Need of Survey Related Literature
- 4.7 Descriptive Research
- 4.8 Meaning of Descriptive, Case study
- 4.9 Meaning of Experimental Research
- 4.10 Steps in Experimental Research
- 4.11 Concept of Sampling

Unit 5. Thesis Format

- 1.1 Organisation of the thesis report
- 1.2 Use of Source style of writing, typing of the report
- 1.3 Heading, Paginations, tables footnotes Bibliography
- 1.4 Follow up with publication Research Project
- 1.5 Facing viva and public defence

REFERENCES

1. **American Psychological Association.** (1983) Publication Manual of the American Psychological Association Washington, D.C.: American Psychological Association
2. **Anderson, Barry F.** (1971) the Psychology Experiment – An Introduction to the Scientific Method Belmont Ca Brooks/Cole Publishing Co.
3. **Bajaj, Satish K.** (2000) Research Methodology in History New Delhi: Anmol Publications Pvt. Ltd
4. **Best, John W** (1977) Research in Education Englewood Cliffs, NJ.: Prentice-Hall Inc
5. **Edwards Alen L.** (1971) Experimental Designs in Psychological Research (3rd Ed). New Delhi Amerind Publishing Co. Pvt. Ltd

2.3 EVALUATION IN PHYSICAL EDUCATION – II

Unit 1. Nutritional and growth status

- 1.1 Age height and weight tables
- 1.2 Meredith height weight chart
- 1.3 The Wetzell grid

Unit 2. Anthropometry

- 2.1 Meaning
- 2.2 Measurements of body dimensions
 - 2.2.1 Girths
 - 2.2.2 Diameters
 - 2.2.3 Length measures
 - 2.2.4 Skinfolts
- 2.3 Estimation of body composition – fat and lean body mass
 - 2.3.1 Densitometry and Underwater weighing
 - 2.3.2 Estimation of body density and fat percentage
 - 2.3.3 Regression equations using skinfolts
- 2.4 Assessment of body form and proportions
 - 2.4.1 Sheldon’s Somato-typing Heath-Carter Method
 - 2.4.2 Ross and Wilson Proportionality
 - 2.4.2.1 Phantom – Unisex human model

Unit 3. Sports Skill tests

- 3.1 Badminton
 - 3.1.1 French short serve test
 - 3.1.2 Miller wall volley test
 - 3.1.3 Scott and Fox long serve test
- 3.2 Basketball
 - 3.2.1 The AAHPERD skill test
 - 3.2.2 LSU passing test
- 3.3 Soccer
 - 3.3.1 Johnson Soccer test
- 3.4 Softball
 - 3.4.1 AAHPERD Softball skill test
 - 3.4.2 Elrod fielding and throwing test
 - 3.4.3 Elrod batting test
- 3.5 Tennis
 - 3.5.1 Dyer backboard Tennis test
 - 3.5.2 Hewitt’s Tennis achievement test
- 3.6 Volleyball
 - 3.6.1 AAHPERD skill test
 - 3.6.2 Russell Lang test

Unit 4. Knowledge tests

4.1 Levels of behavior in cognitive domain

4.1.1 Knowledge

4.1.2 Comprehension

4.1.3 Application

4.1.4 Analysis

4.1.5 Synthesis

4.1.6 Evaluation

4.2 Types

4.2.1 Structured response

4.2.1.1 Alternate choice items – true false

4.2.1.2 Multiple choice items

4.2.1.3 Matching items

4.2.2 Free response

4.2.2.1 Completion

4.2.2.2 Essay

4.3 Advantages and disadvantages of various types

Unit 5. Social Efficiency and Psychological Tests 5.1 An introduction to socio-metric techniques

5.2 Cook Socio-metric Status index

5.3 Edginton Attitude Scale

5.4 Adams Physical Education Attitude Scale

5.5 Physical Estimation and Attraction Scale

5.6 Cratty Adaptation of Piers-Harris Self-concept scale

5.7 Coopersmith Self-esteem Inventory

5.8 Anxiety scale – SCAT (Marten & Others)

5.9 Cattell's 16-PF Personality Questionnaire

5.10 Self motivation Inventory

REFERENCES

1. **Barrow, Harold M. and McGee, Rosemary.** (1979) A Practical Approach Measurement in physical Education (3rd Ed) Philadelphia: Lea & Febiger
2. **Barrow, Harold M., McGee, Rosemary and Tritschler, Kathleen A.** (1989) Practical Measurement in Physical Education and Sport (4th Ed). Philadelphia: Lea & Febiger
3. **Haskins, Mary Jane.** (1971) Evaluation in Physical Education Dubuque Iowa: Wm.C. Brown Company Publishers
4. **Sodhi, H.S.** (1991) Sports Anthropometry (A Kinanthropometric Approach). Mohali: Anova Publications
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6. **Zilly, Abu Sufiyan and Chandha, Narender K.** (2001) Research Methods for Sports Scientists. Delhi: Friends Publications
7. **Nadgir, Anand** (2002) Daihika Shikshanadalli Moulyamapan. Dharwad: Mallasajjan Prakshan

2.4 SPORTS JOURNALISM

Unit.1 Journalism : An Introduction

- 1.1 Meaning of Journalism, Definition of Journalism
- 1.2 History of Journalism
- 1.3 Organisation and Development of the Press in India
- 1.4 Principles of Journalism
- 1.5 Characteristics and Scope of Journalism Functions of the press

Unit.2 Journalism as a Career, Characteristics of Good Journal

- 2.1 Training in Journalism-Qualification of Journalist
- 2.2 Qualities of a Successful Journalist
- 2.3 Print Media, Broadcast Media (Electronic Out Door and Transits Media)

Unit.3.1 News Reporter, Editor, Sub-Editor, News Editor.

- 3.2 Chief Reporter Correspondents, News Agencies – PTI, UNI, AP

Unit.4.1 Sports Journalism – History and Development, Sports and Politics, Sports Report.

- 4.2 Photo Journalism-News of Photography, Magazine Photography, Cartoons, Place of Games and Sports in Photo Journalism

Unit.5.1 Freedom of the Press, Code of Ethics and Guidelines for Press, Defamation, Slander, Sedition, Obscenity.

- 5.2 Indian Press council. The Press and Registration of Books/Registers of News Papers for India.

REFERENCE BOOKS.

1. **D.S.Mehta** – Hand book of public Relations in India. **Allied Publishers Pvt Ltd (1997)**
2. **D.S.Mehta** – Mass Communication and Journalism in India. **Allied Publishers Pvt Ltd 2nd Edition (1982).**
3. **N C Pant** – Modern Journalism, **Kaniksha Publishers house, New Delhi. (2002)**
4. **M.V.Kamath** – The Journalist’s Hand Book, **Vikas Publishers house, New Delhi (2009)**
5. **Journalism** – Competitions Success Review.

2.5 DIET AND NUTRITION (OEC)

Unit I MEANING AND DEFINITION

Importance and Need

Unit II Balanced Diet

Principles of Nutrition

Source of Carbohydrates, Fats, Proteins, Vitamins and Minerals and Water

Unit III Nutrition and Body Weight Control

Calorie Balance

Food Requirements

Fat Meal effect

Unit IV Growth, Development and Nutrition

Age, Weight, Muscular Power.

Digestive System, Respiratory System, Metabolic System.

Body Weight Control, Over Weight & Under Weight Problems

Unit V Value of Fruits, Food Preservation

Therapeutic Value of Fruits and vegetables

Principles of food storage and Food preservation

Reference:

1. **L.C.Gupta;** *Food & Nutrition* 6th Edn. — Jaypee —
2. **Park J E& Park k (1989)** — *Text book of Preventive & Social Medicine (P & SM)* Banarasi Das, 1st Edition Publication Nagapur
3. **Benner M Bircher (1939)** *Food for all and Sunlight Theory of Nutrition.* C W Denil & co Landon.
4. **Dr Varm S K and DrMokha R. (1994)** *Director of sports Science* Punjabi University, Pathiyal. \.
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