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) Sports Achievement National level Competition (Medal Winner) Sports participation International level Competition	1 2 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:

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

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

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:

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

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 I semester

Sl.No.	Details	Max. Marks		Total Marks	Instruction Hrs/week	Credites/per week
I.	Compulsory Paper/ Core	IA	Semester End Exam			
1.1	Foundation in Physical Education	20	80	100	4	4
1.2	Statistics and Computer Application in Physical Education	20	80	100	4	4
1.3	Evaluation in Physical Education – I	20	80	100	4	4
1.4	Sports Medicine	20	80	100	4	4
1.5	Practical – 1 athletics (track events)	20	80	100	12	-
1.6	Practicals-II (Games) a. Basket Ball b. Foot Ball c. Yoga } any one	20	80	100	12	-
	Total Marks/Credits	**120**	**480**	**600**	**40**	**16**

Note: The above curriculum includes the practicals components which includes

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

M.P.Ed.

SYLLABUS

SEMESTER I

1.1 Foundation In Physical Education

Unit 1. The art and Science of Physical Education

1.1 The nature and characteristics of "Art'
1.2 Physical Education and Sport as art forms
1.3 Aesthetics of Sport and the intent to win
1.4 The nature and characteristics of 'Science'
1.5 Physical Education as science, the eclectic nature of science of Physical Education

Unit 2. Biological Foundation of Physical Education:

2.1 Growth and Development.
2.2 Effect of a heredity and environment
2.3 Objective of Professional Preparation
2.4 Physical Education as a Professional

Unit 3. Major fields of Philosophical Inquiry

3.1 Axiology
3.1.1 Origin and meaning
3.1.2 Aesthetics in physical education and sport
3.1.3 Ethics and morality in physical education and sports-sportsmanship
3.2 **Metaphysics**
3.2.1 Origin and meaning
3.2.2 Metaphysics and physical education
3.3 **Epistemology**
3.3.1 Origin and Meaning
3.3.2 Types and sources of knowledge of modern physical education

Unit 4. Traditional schools of Philosophy

4.1 Idealism
4.2 Naturalism
4.3 Pragmatism
4.4 Realism
4.5 Implications of traditional philosophies on principles and practices in physical education and sports

Unit 5. Meaning and Scope of Sociological Foundations

5.1 Origin nature and functions of society
5.2 Changing nature of physical activity in the evolving structured society
5.3 Social environment for the development of individual personality
5.3.1 Sports as a individualizing agency
5.4 Importance of socialization in education
5.4.1 Sports as a socialization in education
5.5 Society and Culture, Characteristics and Functions of Culture.
5.5.1 Sports as a Cultural Heritage and Cultural Values of Sports
5.5.2 Homogenisation of Cultures through Sports
5.6 Social functions of Sports and Physical Education.
5.6.1 Sports and National Integration
5.6.2 Physical Education and Democracy
5.7 Competitive sports – Amateurism and Professionalism

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Dewey, John. (1944) Democracy and Education: An Introductive to the Philosphy of Education. New York:

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Pestolesi, R.A. and Baker, C. (1990). Introduction to Physical Education – A Contemporary career approach. Glenview, IL.: Scott/Forceman/Littlebrown Higher Education.

Seidel, B.L. And Resick, M.C. Physical Education: An Overview. Menlo Park, C.A.: Addison – Wesley Publishing Co.

Trandon, D.K., Uppal, A.K., Aleggonkar, P.M. and Singh Kawaljeet. (2001). Scientific Basis of Physical Education and Sports. Delhi: Friends Publications (India).

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Zeigler, E.f. (1964) Philosophical Foundation for Physical. Health and Recreation Education Inglewood Cliffs, NJ.: Prentice Hall Inc.

1.2 Statistics and Computer Application in Physical Education

1.1 Statistical Data

1.1.1 Meaning and Nature, Measurement scales, Classification and tabulation of data.

1.1.2 Graphical representation of data- Frequency polygon, Histogram and Ogive

Unit 2 Descriptive Statistics

2.1 Measures of central tendency and Variability

2.2 Relative positions quartiles, deciles, percentiles and percentile ranks (formula and graphical methods)

2.3 Normal Probability Curve – Its properties and applications (percentage of cases below above and within limits and its converse, relative difficulty of test items etc., separation of a group into subgroups according to some trait skewness and kurtosis-their computation and use in evaluating normality of distributions

2.4 Standards scores, T scores and Stanine scores –computation and uses.

Unit 3. Correlation

3.1 Purpose and nature of correlation

3.1.1 Scattergram and size of correlation

3.2 Pearson product moment correlation 'r'

3.2.1 Testing 'r' for significance

3.3 Predication and regression

3.3.1 Use of 'r' in prediction

3.3.2 The prediction equation

3.3.3 Assumptions for the Pearson 'r' in prediction

Unit 4. Differenceal Statistics

4.1 Chi-square statistic

4.2 t – Test

4.2.1 Assumptions in parametric tests

4.2.2 Sampling distribution of difference between means

4.2.3 Standard error of the difference between means

4.3 Errors in making two tailed tests

4.4 One tailed and two tailed tests

4.5 Experiment-wise error rate and concept of Analysis of Variance (ANOVA)

Unit 5. Computer Applications

5.1 M.S. Windows based application – M.S. Office

5.2 Use of statistical packages

5.3 Accessing internet and using search engines, e-mail

5.4 Making Key-work based search

5.5 Configuration of a computer system

5.6 Criteria for selecting a software

REFERENCES

Bartz, Albert E. (1981). *Basic Statistical concepts.* (2nd Ed). Minneapolis, MN: Burgess Publishing Company.

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Weber, J.C. and Lamb, D.R. (1970) *Statistics and Research in Physical Education.* **Saint**

1. 3 EVALUATION IN PHYSICAL EDUCATION-1

Unit 1. Introduction

1.1 History and need for Evaluation in Physical Education.
1.2 Meaning and Use of Test and Measurement in Physical Education.
1.3 Charging concepts of physical fitness and measurement techniques.
1.4 Recent trends.

Unit 2. Introduction

2.1 Nature and role of evaluation in physical education
2.2 Principles of evaluation
2.3 Types of test and evaluations in physical education
2.3.1 Standardized vs. teacher-made test
2.3.2 Objective vs. subjective tests
2.3.3 Formative vs. summative tests
2.3.4 Criterion vs. norm reference evaluation
2.4 Construction / development of fitness and skill tests
2.5 Procedures to establish scientific authenticity
2.5.1 Validity
2.5.2 Reliability
2.5.3 Objectivity
2.6 Factors affecting scientific authenticity

Unit 3. Fitness tests

3.1 Nature and concept of physical fitness
3.2 Physical fitness: motor fitness and heath related physical fitness
3.3 Components of health related physical fitness and motor fitness
3.4 Tests of cardio-respiratory efficiency
3.4.1 Maximum Volume of Oxygen up-take
3.4.2 Treadmill tests – Bruce and Balke test protocols
3.5 Tests of motor fitness
3.5.1 Oregon of motor fitness test
3.5.2 AAHPER youth fitness test
3.5.3 Indian Motor fitness test
3.6 Test of Anaerobic power – Margaria-Kalman test

Unit 4. Assessment of Biological Maturation and Tests of General Motor Ability 4.1 Maturity assessment
4.1.1 Dental age
4.1.2 Pubescent assessment of boys & girls – Tanner's rating scale
4.2 Motor ability tests
4.2.1 McCloy's General motor ability test
4.2.2 Methany-Johnson Motor educability test

Unit 5. Posture and Body Mechanics Test
5.1 Meaning and definition of posture
5.2 Subjective measure of posture
5.2.1 Iowa posture test
5.2.2 Foot mechanics test
5.2.3 Standing position test
5.2.4 Sitting test
5.2.5 Ascending and descending stair test
5.2.6 New York state posture rating test
5.3 Objective posture tests and instruments
5.3.1 Cureton-Gunby Conformateur
5.3.2 Woodruff body alignment posture test
5.3.3 Wellesley posture test
5.3.4 Wikens and Kiputh posture test
5.4 Problems associated with measurement of posture

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1.4 SPORTS MEDICINE

Unit 1. Introduction

1.1 Meaning & Definition
1.2 Importance and Scope
1.3 Historical perspective

Unit 2. Over stress and Injury in sports

2.1 Over stress syndrome
2.1.1 Causes
2.1.2 Symptoms
2.1.3 Treatment
2.1.4 Initiation of training
2.2 Over use injury treatment
2.3 Principles of injury treatment
2.4 Injuries of
2.4.1 Skin – Abrasion, Laceration, Blister
2.4.2 Muscles – Contusion, Cramps, Strains & Ruptures
2.4.3 Ligaments – Sprains and Tears
2.4.4 Bones – Fractures
2.4.5 Joints – Dislocations and Heamarthrosis
2.5 Prevention of injuries
2.6 Medical cover in sports events

Unit 3. Sports Physiotherapy Recovery Medhods

3.1 Definition and Importance
3.2 Classification
3.2.1 Hydrotherapy
3.2.2 Electrotherapy
3.2.3 Thermotherapy
3.2.4 Exercise therapy
3.3 Massage
3.3.1 Principles
3.3.2 Types
3.3.3 Indications
3.3.4 Contraindication
3.4 Sauna bath
3.5 Others
3.5.1 Music
3.5.2 Medication
3.5.3 Contrast bath

Unit 4. Doping Sports and Nutrition for Athlete

4.1 Definition and Classification
4.2 Hazards and Dope sample collection procedures
4.3 Proximity principles of diet
4.4 Pre game meal and sugar and fluid intake during the competition.
4.5 Carbohydrate loading

Unit 5. Women in Sports and Therapeutic Modalities

5.1 Biological Differences between males and females
5.2 Menstruation and performance
5.3 Problems of female athletes – Anemia, Amenorrhea, Pregnancy etc
5.4 Physiological effects of heat and cold treatment.
5.5 Brief description of procedure of in infrared, wax bath.

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