



**Bagalkot University,**  
(A State Public University of Govt. of Karnataka)  
**Jamkhandi**

The Draft

**COURSE STRUCTURE AND SYLLABUS**  
**As per the Choice Based Credit System (CBCS)**  
**for**  
**MASTER OF PHYSICAL EDUCATION**

w.e.f

**Adapted from RCU Belagavi applicable from the**  
**Academic Year 2023-24**

**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.*
2. *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 for PG Syllabus of Bagalkot University**

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26<sup>th</sup> Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Vide letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the postgraduate syllabus from RCU, Belagavi for all the 2 years degree PG programmes such as M.A.(English), M.A.(Political Science), M.S.W.,M.Com, etc. The syllabus follows the Choice Based Credit System introduced by University and provides flexibility to the students to choose their course from a list of electives and soft-skill courses, which makes teaching-learning student-centric. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self-contained. Only the subject codes/ question paper codes are changed, whereas the subject syllabi remains the same. The subject code format is described in the following.

## Subject Code Format for Master of Physical Education

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni. Code	DEGREE			SEM		DISCIPLINE			SUB. TYPE			SL. NO. IN DISC. & S. TYPE		TH/LAB/B/NT.	
1	2	6	M	S	C	0	1	P	H	Y	C	S	C	0	1	T
1	2	6	M	A	M	0	1	H	I	S	C	S	C	0	1	T

[1]The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2-3] The University UUCMS Code

[4-6] The PG degree codes to be provided as

Sl. No	Degree Code	Degree
1	MSC	Master of Science
2	MAM	Master of Arts
3	MCM	Master of Commerce
4	MBA	Master of Business Administration
5	MCA	Master of Computer Applications
6	MSW	Master of Social Work
7	MED	Master of Education
8	MPE	Master of Physical Education

[7-8]The Semester Information is provided as

Sl. No	Semester
1	'01
2	'02
3	03
....	

**[9-11]The Discipline Information to be provided as**

Sl No	Degree	Discipline Code
1	MCM-MCOM	XXX
2	MCA	XXX
3	MBA	XXX
4	MSW	XXX
5	MAM	'HIS',POL', 'KAN', 'ENG'
6	MSC	'PHY', 'CHE', 'MAT',
7	MED-MEd	XXX
8	MPE-MPEd	XXX

**[12-14]The Subject Type to be provided as**

Sl. No.	TYPE	Description
1	HCC	Hard Core Course
2	CSC	Core Subject Course
3	SCC/SPC/OPC	Soft Core Course/Specialization Course/ Optional Course
4	OEC	Open Elective Course

**[15-16] The Running Serial Number is to be provided for a particular subject type 01 to 99**

**[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I-Internship, B- Bothe theory and Lab**

### **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
<b>Total</b>	<b>30 Marks</b>

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:

$$CGPA = \frac{\sum C_i G_i}{\sum C_i}$$

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;  $G_j$  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.

**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	<b>O</b>	Outstanding	First class with Distinction
70-84.99	7.0-8.49	<b>A<sup>+</sup></b>	Excellent	
60-69.99	6.0-6.99	<b>A</b>	Very Good	First Class
55-59.99	5.5-5.99	<b>B<sup>+</sup></b>	Good	Higher Second Class
50-54.99	5.0-5.49	<b>B</b>	Above Average	Second Class
40-49.99	4.0-4.99	<b>C</b>	Average	Pass Class
Below 40	0.0	<b>F</b>	Fail/ Dropped	Dropped
	<b>0</b>	<b>AB</b>	<b>Absent</b>	

### 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 I semester

Sl.No.	COURSE CODE	Details	Max. Marks		Total Marks	Instruction Hrs/week	Credites/ per week
			IA	Sem. End Exam			
I.		Compulsory Paper/ Core					
1.1	126MPE01XXXHCC01T	Foundation in Physical Education	20	80	100	4	4
1.2	126MPE01XXXHCC02T	Statistics and Computer Application in Physical Education	20	80	100	4	4
1.3	126MPE01XXXHCC03T	Evaluation in Physical Education – I	20	80	100	4	4
1.4	126MPE01XXXHCC04T	Sports Medicine	20	80	100	4	4
1.5	126MPE01XXXHCC05L	Practical – 1 athletics (track events)	20	80	100	12	4
1.6		Practicals-II (Games) (any one of the following)	20	80	100	12	4
	126MPE01XXXHCC01L	Basket Ball					
	126MPE01XXXHCC02L	Foot Ball					
	126MPE01XXXHCC03L	Yoga					
		<b>Total Marks/Credits</b>	<b>120</b>	<b>480</b>	<b>600</b>	<b>40</b>	<b>24</b>

Note: The above curriculum includes the practicals components which includes

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

# M.P.Ed

## CHOICE BASED CREDIT SYSTEMCOURSE STRUCTURE (SCHEME)

### Paper /Marks wise summary of the Credits for II semester

Sl.No.	COURSE CODE	Details	Max. Marks		Total Marks	Instruction Hrs/week	Credits/ per week
			IA	Sem. End Exam			
I.		Compulsory Paper/ Core					
2.1	126MPE02XXXHCC06T	Bio-Mechanics	20	80	100	4	4
2.2	126MPE02XXXHCC07T	Research Process in Physical Education	20	80	100	4	4
2.3	126MPE02XXXHCC08T	Evaluation in Physical Education – II	20	80	100	4	4
2.4	126MPE02XXXHCC09T	Sports Journalism	20	80	100	4	4
2.5	126MPE02XXXOEC01T	OEC-Diet and Nutrition	20	80	100	4	4
2.6	126MPE02XXXHCC04L	Practicals-I Athletics (Field events)	20	80	100	12	4
		<b>Total Marks/Credits</b>	<b>120</b>	<b>480</b>	<b>600</b>	<b>32</b>	<b>24</b>

Note: The above curriculum includes the practicals components which includes

4. Record Book
5. Coaching Ability, and
6. Officiating and Viva-Voce test.

FIRST  
SEMESTER  
SYLLABUS

# M.P.Ed

## CHOICE BASED CREDIT SYSTEM COURSE STRUCTURE (SCHEME)

### Paper /Marks wise summary of the Credits for I semester

Sl.No.	COURSE CODE	Details	Max. Marks		Total Marks	Instruction Hrs/week	Credites/ per week
			IA	Sem. End Exam			
I.		Compulsory Paper/ Core					
1.1	126MPE01XXXHCC01T	Foundation in Physical Education	20	80	100	4	4
1.2	126MPE01XXXHCC02T	Statistics and Computer Application in Physical Education	20	80	100	4	4
1.3	126MPE01XXXHCC03T	Evaluation in Physical Education – I	20	80	100	4	4
1.4	126MPE01XXXHCC04T	Sports Medicine	20	80	100	4	4
1.5	126MPE01XXXHCC05L	Practical – 1 athletics (track events)	20	80	100	12	4
1.6		Practicals-II (Games) (any one of the following)	20	80	100	12	4
	126MPE01XXXHCC01L	Basket Ball					
	126MPE01XXXHCC02L	Foot Ball					
	126MPE01XXXHCC03L	Yoga					
		<b>Total Marks/Credits</b>	<b>120</b>	<b>480</b>	<b>600</b>	<b>40</b>	<b>24</b>

Note: The above curriculum includes the practicals components which includes

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

# **M.P.Ed.**

## **SYLLABUS**

### **SEMESTER I**

**COURSE CODE - 126MPE01XXXHCC01T**

#### **1.1 Foundation in Physical Education**

##### **Unit 1. The art and Science of Physical Education**

- 1.1 The nature and characteristics of ‘Art’
- 1.3 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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- Barrow, Herold M.** ( 1977) Man and Movement: Principal of Physical Education. Philadelphia: Lea & Febiger
- Bennet, B.L., Howell, M.L. and Simri, U.** (1983). Comprative Physical Education and Sport (2<sup>nd</sup> Ed.) Philadelphia: Lea and Febiger
- Dewey, John.** (1944) Democracy and Education: An Introductive to the Philosphy of Education. New York:
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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** **COURSE CODE - 126MPE01XXXHCC02T**

### **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**

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## **1.3 EVALUATION IN PHYSICAL EDUCATION-1**

### **1. COURSE CODE - 126MPE01XXXHCC03T**

#### **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 Changing 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 health 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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Skills Tests and Measurement. Springfield, IL: Chareles C Thomas Publisher.
- Franks, B Don and Deutsch, Helga.** (1973). Evaluating Education. Dubuque, Iowa:  
Wm.c. Brown Company Publishers.

**1.5 SPORTS MEDICINE**  
**COURSE CODE - 126MPE01XXXHCC04T**

**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 Thermootherapy
  - 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**

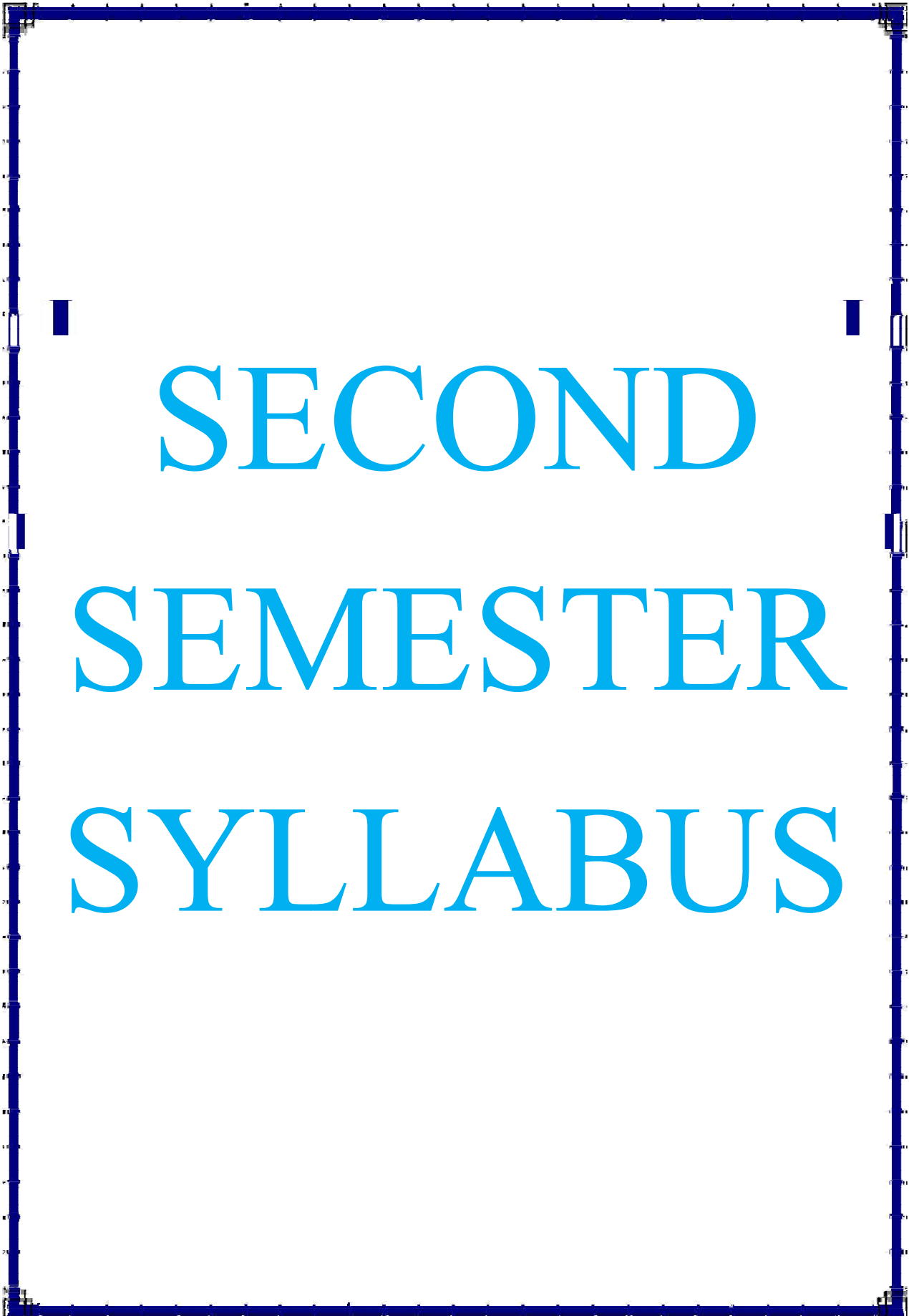
- 4.1 Definition and Classification
- 4.2 Hazards and Dope sample collection procedures
- 4.3 Proximity principles of diet
- 4.4 Pre game meal and sugar and fluid intake during the competition.
- 4.5 Carbohydrate loading

## **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.

### **REFERENCES**

1. **Ellison, Aurthur E.**(1984) Athletic Training and sports Medicine. American Association of Orthopedic surgeons
2. **Harris, Mark.**(1998). Oxford Text book of Sports Medicine. London: Oxford University Press.
3. **Schneider, Richard C and Kennedy, J. et al. (Eds.)** (1987). Sports Injuries: Mechanism. Prevention and Treatment Williams & Walkins
4. **Torg, J.S., Welsh, R.P. and Shephard, R.J.** (1990) Current Therapy in Medicine-2. Toronto: B.C.Decker Inc.
5. **Warner, Kuprian et al. (Ed.)** (1982). Physical Therapy for Sports W.B. Saunders Co.



SECOND  
SEMESTER  
SYLLABUS

# M.P.Ed

## CHOICE BASED CREDIT SYSTEMCOURSE STRUCTURE (SCHEME)

### Paper /Marks wise summary of the Credits for II semester

Sl.No.	COURSE CODE	Details	Max. Marks		Total Marks	Instruction Hrs/week	Credits/ per week
			IA	Sem. End Exam			
I.		Compulsory Paper/ Core					
2.1	126MPE02XXXHCC06T	Bio-Mechanics	20	80	100	4	4
2.2	126MPE02XXXHCC07T	Research Process in Physical Education	20	80	100	4	4
2.3	126MPE02XXXHCC08T	Evaluation in Physical Education – II	20	80	100	4	4
2.4	126MPE02XXXHCC09T	Sports Journalism	20	80	100	4	4
2.5	126MPE02XXXOEC01T	OEC-Diet and Nutrition	20	80	100	4	4
2.6	126MPE02XXXHCC04L	Practicals-I Athletics (Field events)	20	80	100	12	4
		<b>Total Marks/Credits</b>	<b>120</b>	<b>480</b>	<b>600</b>	<b>32</b>	<b>24</b>

Note: The above curriculum includes the practicals components which includes

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

## **II - SEMESTER**

### **2.1 Bio – Mechanics**

**COURSE CODE -**  
126MPE02XXXHCC06T

#### **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.

#### **REFERENCE**

1. **Barrow, Harols M.** (1977) Man and Movement Principles of Physical Education Philadelphia: Lea and Febiger
2. **Benner, B.L.Howell, M.L. and Simri, U** (1983), Comparative Physical Education and Sports (2<sup>nd</sup> Ed) Philadelphia: Lea Febiger
3. **Kamales, M.L.** (2002) Foundations of Physical Education New Delhi: Metropolitan Book Co Pvt., Ltd
4. **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**

**COURSE CODE -126MPE02XXXHCC07T**

### **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 (3<sup>rd</sup> Ed). New Delhi Amerind Publishing Co. Pvt. Ltd

## **2.3 EVALUATION IN PHYSICAL EDUCATION – II**

**COURSE CODE -126MPE02XXXHCC08T**

### **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 Skinfolds
- 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 skinfolds
- 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 Anintroduction 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 (3<sup>rd</sup> Ed) Philadelphia: Lea & Febiger
2. **Barrow, Harold M., McGee, Rosemary and Tritschler, Kathleen A.** (1989) Practical Measurement in Physical Education and Sport (4<sup>th</sup> 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
5. **Vastrad, Basavaraj** (2001) Sharer Shikshandalli Pareekshegalu hagu Mapanagalu. Kriva Samshodhane hagu Samkya Shastra Bagalkot: Soumy Prakashana
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**

**COURSE CODE -126MPE02XXXHCC09T**

### **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 Journalist**

- 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 2<sup>nd</sup> 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)**  
**COURSE CODE -126MPE02XXXOEC01T**

**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. l.
5. **Catch Cart E. P (1928) Nutrition and Diets** Pur Ernest D E Ltd Loudon