

Semester – IV
PART – A: THEORY ELECTIVE COURSE
BTE-401: ADAPTED PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	-	2	32	-	32	15	35	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of **adapted physical education**. It aims to develop understanding about the aim and objective of adapted physical education, role of physical education, changing concept of differently abled, adapted physical education programme and governmental welfare programmes.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the modern concept of adapted physical education.
- apply the Guiding Principles for Adapted Physical Education Programme.
- evaluate and develop programmes for differently abled.
- Comprehend the changing concept of differently abled people.
- explain Provisions of special rights and privileges for differently abled through legislations.
- identify the various disabilities.

COURSE CONTENTS

Unit-I: Introduction to adapted physical education

- Meaning, aim and objectives of adapted physical education
- Brief historical review of adapted physical education
- Need and importance of adapted physical education
- Role of physical education in adapted physical education

Unit-II: Classification of differently abled

- Changing concept of differently abled people.
- Physically challenged, Mentally challenged, Speech and Hearing challenged and Visually challenged.
- **Other Differently abled Condition problems**
 - Behavioural Problems
 - Adjustment Problem, learning disabilities, Emotional Problem ,
 - Social Problem
 - Social Determination, Social Rejection

Unit-III: Adapted physical education programme

- Guiding Principles for Adapted Physical Education Programme (AAHPER Principle)
- Physical Education Programme for Differently abled school children:
- Co-Curricular activities for differently abled children
- Aquatic activity programmes for differently abled

- Rehabilitative role & importance of aquatic activity

Unit-IV: Governmental welfare programmes

- Provisions of special rights and privileges for differently abled through legislations
- Social welfare programmes for differently abled
- Mass public educations/awareness programmes

TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

- Field Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 50**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 35**
 - Classroom Tests: Best one out of two unit tests **Marks: 15**
 - Project Work, Assignments, Presentations **Marks: 05**
 - Project Work, Assignments, Presentations **Marks: 10**

SUGGESTED READINGS

- Anoop Jain, “Adapted Physical Education” Sports Publications, Ashok Vihar Delhi-52
- Arthur G. Miller & James, “Teaching Physical Activities to impaired youth” John Wilag & Sons Inc. Canada.
- Arthur S. Daniels & Euilya , “Adapted Physical Education”, Harpet & Row Publisher- New York..
- Auxter, Byler, Howtting, “Adapted Physical Education and reactions” Morbey-St. Louis Mirrauri.
- K. Park, “Preventive Social Medicine M/s Banaridas Bhanot Publishers Prem Nagar Jabalpur.
- Ronald W. French, & Paul J., “Special Physical Education”, Charles E. Merrics Publishing Co. Edinburgh , Ohio.
- Shekar KC, Adapted Physical Education(Khel Sahitya Kendra: New Delhi)-2005
- Winnick JP, Adapted Physical Education and sport Human Kinetics USA, 2005