UNIT I - Introduction
Meaning, Definition and Scope of Physical Education, Aims and Objective of Physical Education. Importance of Physical Education in present era. Misconceptions about Physical Education. Relationship of Physical Education with General Education. Physical Education as an Art and Science.

UNIT II- Historical Development of Physical Education in India
Indus Valley Civilization Period. (3250 BC - 2500 BC), Vedic Period (2500 BC - 600 BC), Early Hindu Period (600 BC - 320 AD) and Later Hindu Period (320 AD - 1000 AD), Medieval Period (1000 AD - 1757 AD) of British Period (Before 1947), Physical Education in (After 1947), Contribution of Akhadas and Vyayamshalso Y.M.C.A. and its contributions.

UNIT III- Recreation

UNIT IV—Camping

UNIT V– Leadership

REFERENCE
UNIT-I

Brief Introduction of Anatomy and physiology in the field of Physical Education. Introduction of Cell and Tissue. The arrangement of the skeleton - Function of the skeleton - Ribs and Vertebral column and the extremities - joints of the body and their types Gender differences in the skeleton. Types of muscles.

UNIT-II

Blood and circulatory system: Constituents of blood and their function - Blood groups and blood transfusion, clotting of blood, the structure of the heart- properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output. The Respiratory system: The Respiratory passage - the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.

UNIT-III


UNIT-IV


UNIT-V

Effect of exercise and training on cardiovascular system. Effect of exercise and training on respiratory system. Effect of exercise and training on muscular system, Physiological concept of physical fitness, warming up, conditioning and fatigue. Basic concept of balanced diet - Diet before, during and after competition.

References:
BPDC-103 ORGANIZATION, ADMINISTRATION & METHODS IN PHYSICAL EDUCATION

Unit - I: Organization and administration

Meaning and importance of Organization and Administration in physical education and their basic principles. Program planning: Meaning, Importance, Principles of program planning in physical education. Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit- II: Office Management, Record, Register & Budget


Unit-III: Teaching Techniques


Unit-IV: Teaching Aids

Teaching Aids - Meaning, Importance and its criteria for selecting teaching aids. Teaching aids - Audio aids, Visual aids, Audio - visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc. Team Teaching - Meaning, Principles and advantage of team teaching. Differences between Teaching Methods and Teaching Aids.

Unit-V: Lesson Planning, Teaching Innovations and Tournaments


References:


BPDE-104- (a) - ADAPTED PHYSICAL EDUCATION (Elective)

Unit-1: Introduction to adapted Physical Education.
- Meaning of the term Adapted Physical Education
- Purpose and goals of adapted Physical Education.
- Movement Educational concept.

Unit-II: Classification of Disability
- Disability
- Differentially able classification and sub classification in each disability.
- Blind, Deaf and Dumb,
- Ortho-orthopaedic disability,
- Mentally Challenged-
- Autism-Cerebral palsy.

Unit-III: Adaptation of Motor Activities
- Principles for adaptation of motor activities-
- Classification of activities according to the disabilities
- Equipments and ground marking
- Equipments for personal and group activities
- Rules.

Unit-IV: Classification Structure
- International Competition
- Classification structure
- Dark Olympics- Silent Olympics
- Paralytic Olympics - Special Olympics.

Unit –V: Rules of Adapted Games
- Rules of adapted games and class management
- Adapted Physical Education for Blind Volleyball
- Adapted Kabaddi
- Adapted Track and Field Events
- Teaching methods to be adapted by Special Educator in Sports

Reference:

BPDE-104-B - YOGA EDUCATION [Elective]

Unit - I: Introduction
- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanishads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga
- The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi.
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III: Asanas
- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports

Unit - IV: Bandhas, Mudras and Kriyas
- Influences of relaxative, meditative posture on various systems of the body
- Types of Bandhas and mudras
- Type of kriyas

Unit - V: Yoga Education
- Basic, applied and action research in Yoga
- Differences between Yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasanas

References:
THEORY PAPER
SEMESTER - II

BPDC-201 Principles and Foundation of Physical Education

Unit – I : Introduction – Principles of Physical Education
Introduction - Meaning of the term Principle - Sources of principles of physical Education- Definition - Aim and objectives of education and Physical Education- Physical Culture – Physical Training- Theories of play

Unit – II : Sociological and Psychological Foundations

Unit – III : Philosophies of Physical Education
Philosophies of Physical Education - Idealism, Realism, Pragmatism, Naturalism and Existentialism - Biological Foundations of Physical Education Hereditary traits - Muscle Tone - Athletic Heart - Unsynchronized development - Reciprocal innervation - Differences between boys and girls during the period of adolescence - Somato type classification according to Sheldon and Kretschmer

UNIT- IV : Biological Foundations:

UNIT-V: Learning – Theories and Types

Reference:
Unit - I : Health Education
  Concept, Dimensions, Spectrum and Determinants of Health Definition of Health, Health Education, Health Instruction, Health Supervision Aim, objective and Principles of Health Education Health Service and guidance instructions in personal hygiene.

Unit –II: Health Problems in India
  Communicable and Non Communicable Diseases - Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population.

Unit –III: School Health Problem
  Personal and Environmental Hygiene for schools - Objectives of school health services, Role of health education in schools Health Services - Care of skin, Nails, Eye health services, Nutritional services, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – IV: Environmental Science
  Definition, Scope, Need and Importance of environmental studies. Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment. Plastic recycling & probation of plastic bag / cover. Role of school in environmental conservation and sustainable development.

Unit – V: Natural Resources and related environmental issues
  Water resources, food resources and Land resources Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution Management of environment and Govt. policies, Role of pollution control board.

References:
5. Raman, B. M. T. (2010), Health Exercise and Fitness, New Delhi: Sports
UNIT – I:
Planning, Construction and Marking of Non-Standard Track – Arc start –
Double arc start – Computation of R.D.R – Stagger distance and Diagonal Excess –
Marking of Shotput and Discus throwing sector – Long Jump and High Jump, Runway
and Landing area.

UNIT – II:
Rules and their Interpretations of Track Events (Sprint, Middle and Long
Distances) – Field Events (Shotput – Discus throw – Long Jump and High Jump) -
Officials and their duties for Track and field Events

UNIT – III:
Qualification and qualities of an official – General Principles of Officiating –
Mechanism of Officiating: Volleyball, Handball, Badminton, Softball, Basketball and
Cricket- Duties and powers of officials.

UNIT – IV:
Measurement and markings of the following games: Volleyball, Handball, Badminton,
Softball and Cricket

UNIT – V:
Rules of the following games and their Interpretation: Volleyball, Handball,
Badminton, Soft-ball and Cricket

REFERENCE BOOKS:
1. George Immanuel, “Track and Field event layout and Marking”.
2. AAFI Rules Book.
BPDE- 204. (a) FITNESS AND WELLNESS

Unit- I: Issues in physical education

Issues in curriculum - Issue in teaching learning (Approaches in teaching games, Formal and informal model of assessment in Physical Education) - Issues related to teaching aids - Issues encountered by Physical education teachers.

Unit- II: Concept of Physical Education and Fitness

Definition, aims, and objectives of physical education, fitness and wellness - Importance and scope of fitness and wellness - Modern concept of physical fitness and wellness - Physical Education and its relevance in inter disciplinary context

Unit-III: Fitness and Lifestyle

Fitness-types of fitness and components of fitness - Understanding of fitness - Modern lifestyle and hypo kinetic disease-prevention and management - Physical activity and health benefits

Unit-IV: Wellness and Lifestyle

Meaning, Definition and Scope of wellness - Concept and Components of wellness - Dietary guidelines of good health - health promotion and diseases prevention - Nutrition - Issues related to body image, stress management, mental health, and wellness throughout life - healthy aging.

Unit-V: Principle of Exercise Program

Means of fitness development-aerobic and anaerobic exercise - Exercise and heart rate zones of various aerobic exercise intensities - Concept of free weight Vs machine, sets, and repetition etc - Concept of designing different fitness training program for different age group

Reference:

4. Physiology of Fitness, Human Kinetics Book
BPDE- 204. (b) GUIDANCE AND COUNSELING

Unit-I - Guidance
- A Brief Historical perspective
- Guidance Programme in India and meaning of the term Guidance
- Need for guidance in changing society
- Scope of Guidance.

Unit-II - Major Areas of Guidance
- Educational Guidance,
- Vocational Guidance, Personal-Social Guidance.
- Aims and objectives of Guidance in the above areas
- Contributions of Rousseau, Pestalozzi, Froebel and Dewey to Guidance.

Unit-III - Characteristics of Guidance.
- Guidance as process.
- Guidance services.
- Objectives of Guidance at primary, secondary and college levels of education

Unit-IV- Meaning and nature of counseling.
- Counseling services or approaches.
- Personality of Counselor
- Tools and techniques of Guidance and Counseling.
- Guidance of the exceptional (gifted, personality deviate, under achievers etc.).

UNIT V - Guidance movement
- The inter-disciplinary Basis of Guidance.
- Aims and objectives of Guidance.
- Agencies of Guidance.

References: