

B.SC. PHYSICAL EDUCATION

LOCF SYLLABUS 2026



Department of Physical Education

St. Xavier's College (Autonomous), Palayamkottai

Tirunelveli – 627 002, Tamil Nadu, India

w.e.f. 2026–2027

Vision

To mould young men and women as leaders in all walks of life so that they may serve the people especially the poor and the oppressed of our nation in truth, justice and love.

Mission

- To achieve a synthesis of academic excellence and the formation of character.
- To ensure social justice through equity and access
- To include the excluded for empowerment
- To equip students with global competencies
- To engage in relevant research activities.
- To promote Lab to Land through the Outreach Programme – Student Training and Action for Neighbourhood Development (STAND)

SCHOOLS OF EXCELLENCE WITH CHOICE-BASED CREDIT SYSTEM (CBCS)

Undergraduate Courses

While the Tamil Nadu State Council of Higher Education (TANSCHE) came forward to introduce CBCS in all the affiliated colleges in Tamil Nadu in June 2008, St. Xavier's College had already introduced CBCS as early as June 2002 for UG courses and in June 2003 for PG courses. The aim of the Choice-Based Credit System is to provide ample choice of subjects to students, based on the weighted credit point system. This system offers the learners a chance to match their aptitude and interest with the subjects of their choice and learn at their own pace. Thus St. Xavier's College gives every student an opportunity to study his / her discipline - specific courses and pursue other courses from any other department simultaneously.

Essential Features of CBCS

Standardisation of degree courses to internationally accepted levels

Focus on skill-based curriculum

Emphasis on value education

Institution - Industry collaboration

Provision for earning more credits

Development of communication skills

Credit system

The credit system at St. Xavier's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines. The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work. For undergraduate (UG) courses, students are required to

accumulate a minimum of 150 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology that focuses on measuring student performance through clearly defined outcomes. For St. Xavier's College, with its commitment to excellence and NAAC/NBA accreditation requirements, OBE is not just a regulatory expectation but a pathway to academic quality, global competitiveness, and improved employability of graduates.

We prepare students to meet future industry requirements and reinforce St. Xavier's College, Palayamkottai, as a leader in quality higher education. St. Xavier's College introduced OBE in 2018, and for the Attainment Calculation, we developed our own method in 2018. From the academic year 2025-26 onwards, in examinations, for each question we mark Course Outcome (CO), Competency and Performance Indicator, Programme Outcome / Programme Specific Outcome, Bloom's Revised Cognitive Level and we follow the OBE procedure for the calculation of the Attainment of Outcome for each student, course, semester, programme.

EVALUATION PATTERN (UG)

Continuous Internal Assessment

There is no internal minimum for any paper. However, Continuous Internal Assessment (CIA) is a mandatory requirement for all students. A student must take at least one CIA test out of two tests and must fulfil at least one mode of assessment among assignments, quiz, seminars, etc., otherwise he/she will not be permitted to write the semester examination.

S.No	Component	Marks Allotted
1	I CIA Test	50
2	II CIA Test	50
	Total	100

The total CIA marks of 100 will be converted to 70 marks. An additional 30 marks will be awarded through other internal assessment components.

The Continuous Internal Assessment (CIA) consists of two component tests, each carrying 15 marks (15 + 15).

The final internal assessment marks will be calculated out of 100 (70 + 30). The obtained marks will be **converted to 50 marks**.

Semester (External) Examination

- The External Semester Examination will be conducted for **100 marks**.
- The obtained marks will be **converted to 50 marks**.

Question Pattern

UG Semester Examinations Part- I & II & III (3 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	20X1	20
B	ALL	5X3	15
C	Either/or	5X7	35
D	3 out of 5	3X10	30
		Total	100

UG Semester Examinations Part- IV (2 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	5X1	5
B	ALL	5X2	10
C	Either/or	5X5	25
D	1 out of 2	1X10	10
		Total	50

UG Internal Examinations Part- I & II & III (1.30 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	6X1	6
B	ALL	3X3	9
C	Either/or	3X5	15
D	2 out of 3	2X10	20
		Total	50

UG Internal Examinations Part- IV (1.00 Hour)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	5X1	5
B	ALL	5X3	15
C	2 out of 3	2X7.5	15
		Total	35

Grading System

Range of Marks	Letter Grade	Grade Point	Description
90-100	A+	9.0-10.0	Outstanding
80-89	A	8.0-8.9	Excellent
70-79	B+	7.0-7.9	Very Good
60-69	B	6.0-6.9	Good
50-59	C	5.0-5.9	Above Average
40-49	D	4.0-4.9	Average
00-39	U	0	Reappear

PROGRAMME OUTCOMES (POs)

PO1: Disciplinary Knowledge

Demonstrate comprehensive knowledge of physical education, sports sciences, health education, sports psychology, biomechanics, training methods, and sports management.

PO2: Practical and Technical Skills

Develop proficiency in performing, demonstrating, and officiating various sports, games, yoga, adventure activities, and fitness programmes.

PO3: Critical Thinking and Problem Solving

Apply analytical and scientific approaches to solve problems related to sports performance, fitness assessment, injury prevention, and training.

PO4: Communication and Leadership Skills

Exhibit effective communication, leadership, teamwork, and interpersonal skills in coaching, teaching, officiating, and sports administration.

PO5: Research and Innovation

Apply basic research methods, statistical techniques, project work, and innovative practices in physical education and sports sciences.

PO6: Professional Ethics and Social Responsibility

Practice ethical values, fair play, social responsibility, inclusiveness, and professionalism in physical education and sports-related careers.

PO7: Digital and Lifelong Learning Competency

Utilize digital technologies, modern sports technologies, and continuous learning for professional development in physical education.

PO8: Employability and Entrepreneurship

Develop employability skills and entrepreneurial competencies for careers in teaching, coaching, fitness training, sports management, wellness, and allied sectors.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Sports Performance Competency

Demonstrate skill proficiency in major games, indigenous sports, martial arts, yoga, and adventure sports included in the curriculum.

PSO2: Teaching and Coaching Competency

Plan, organize, and conduct physical education classes, sports coaching sessions, and practical demonstrations effectively.

PSO3: Fitness and Wellness Management

Assess, design, and implement fitness, wellness, rehabilitation, and health promotion programmes for individuals and groups.

PSO4: Officiating and Sports Administration

Perform officiating duties, event management, and sports administration responsibilities according to standard rules and regulations.

PSO5: Scientific Application in Sports

Apply principles of anatomy, physiology, biomechanics, kinesiology, psychology, nutrition, and sports medicine to improve sports performance.

PSO6: Research and Assessment Skills

Conduct basic research, data collection, statistical analysis, testing, and measurement in physical education and sports sciences.

PSO7: Technology Integration in Physical Education

Use computer applications, sports technology, and digital tools in teaching, performance analysis, and sports management.

PSO8: Professional Career Readiness

Demonstrate readiness for careers in physical education teaching, coaching, fitness industry, sports entrepreneurship, and higher education.

PROGRAMME LEARNING OUTCOMES (PLOs)

PLO 1: Knowledge and Understanding

Demonstrate comprehensive knowledge of physical education, sports sciences, health education, yoga, sports psychology, biomechanics, kinesiology, sports management, and training principles.

PLO 2: Sports Skill Competency

Perform and demonstrate technical and tactical skills in various sports, games, martial arts, indigenous activities, yoga, trekking, adventure sports, and specialization games.

PLO 3: Teaching and Coaching Ability

Plan, organize, and conduct physical education classes, coaching sessions, sports training programmes, and instructional activities effectively.

PLO 4: Fitness and Health Promotion

Assess physical fitness, design exercise programmes, promote wellness, and apply principles of nutrition, rehabilitation, and preventive health care.

PLO 5: Scientific and Analytical Skills

Apply scientific principles from anatomy, physiology, biomechanics, psychology, statistics, and sports medicine for performance improvement and problem-solving.

PLO 6: Research and Assessment Competency

Conduct basic research, testing, measurement, project work, data analysis, and interpretation in physical education and sports sciences.

PLO 7: Leadership and Professional Ethics

Demonstrate leadership qualities, communication skills, teamwork, sportsmanship, ethical practices, and social responsibility in professional settings.

PLO 8: Technology and Digital Competency

Use computer applications, sports technology, and digital tools for teaching, performance analysis, event management, and professional development.

PLO 9: Event Management and Officiating Skills

Organize sports competitions, officiate games, manage sports events, and apply rules and regulations effectively.

Eligibility for Admission to the Course

Eligibility for Admission to the B.Sc. Physical Education Programme (Three Years)

Applicants seeking admission to the B.Sc. Physical Education Programme must have passed the Higher Secondary Examination (+2) conducted by the Government of Tamil Nadu or any other equivalent examination recognized by the Government of Tamil Nadu and approved by the concerned University.

Preference shall be given to candidates who have represented their school in recognized sports or games. The admission procedure prescribed for the B.P.Ed. Degree Programme may be followed for the selection of candidates to the B.Sc. Physical Education Programme.

Candidates should not have completed 21 years of age as on 1st July of the year of admission. However, an age relaxation of three years shall be granted to candidates belonging to the Scheduled Caste (SC) / Scheduled Tribe (ST) categories, as per Government norms.

Admission shall be made on the basis of a ranking system for a total of 150 marks, distributed as follows:

1.	Qualifying Examination	25 marks
2.	Participation in Sports and Games	25 marks
3.	Games skill test	50 marks
4.	Track and Field Skill test	50 marks
Games and Sports participation:		(Maximum Marks:25)
1.	Representation for the Country/National placing	25 marks
2.	State Representation (Form II/IV in games/Sports)	20 marks
3.	Inter Division (Participation) BDS/RDS Inter District (Participation)/CBSC CLUSTER	15 marks
4.	District (BDS/RDS)	10 marks
5.	Inter-School Representation	05 marks

Medical Certificate

All applicants must submit a recent Medical Fitness Certificate along with the application form, issued by a Government Medical Officer not below the rank of Civil Surgeon, certifying that the candidate is medically fit to undergo strenuous physical activities.

Se m	Part	Status	Course Code	Title of the Course	Hr s	Cdt
I	I	Lang.	26UGTL11	General Tamil-1	6	3
			26UGHL11	Hindi -1		
			26UGFL11	French -1		
	II	Lang.	26UGEL11	General English -1	6	3
	III	Core – T 1	26UPEC11	History and Development of Physical Education	5	5
		Core – T 2	26UPEC12	Anatomy and Physiology	4	4
		Core – P 1	26UPEC11	Practical: Martial Arts & Traditional Games	2	2
		EC – T 1	26UPEE11	Health Education and First Aid	3	2
				Sports Technology in Physical Education		
	IV	SEC - 1	26UPEN11	Physical Fitness and wellness (NME)	2	2
		FC	26UPER11/ 26UPEE11	Religion / Ethics	2	2
	Total				30	23
II	I	Lang.	26UGTL21	General Tamil- 2	6	3
			26UGHL21	Hindi -2		
			26UGFL21	French -2		
	II	Lang.	26UGEL21	General English -2	6	3
	III	Core – T 3	26UPEC21	Fundamentals of Sports Training	5	5
		Core – T 4	26UPEC22	Theories of Sports and Games –I (Badminton, Basketball, Football, Cricket, Weight Lifting and Track Events)	4	4
		Core – P 2	26UPEC21	Practical: Sports and Games –I (Badminton, Basketball, Football, Cricket, Weight Lifting and Track Events)	2	2
		EC – T 2	26UPEE21	Postural Deformities and Rehabilitation	3	2
				Sports Nutrition		
	IV	SEC - 2	26UPEN21	Traditional Games and Culture Values (NME)	2	2
		SEC - 3	26UHEI21	Integrated Personality Development	2	2
	Total				30	23
Sem	Part	Status	Course Code	Title of the Course	Hrs	Cdt
III	I	Lang.	26UGTL31	General Tamil-3	6	3
			26UGHL31	Hindi -3		
			26UGFL31	French -3		
	II	Lang.	26UGEL31	General English - 3	6	3
	III	Core – T 5	26UPEC31	Sports Biomechanics and Kinesiology	5	5
		Core – T 6	26UPEC32	Methods in Physical Education	4	4
		Core – P 3	26UPEC32	Practical: Marching, Calisthenics & Indigenous Activities	2	2

		EC – T 3	26UPEE31	Sports Management	3	2
				Sports Tourism		
	IV	SEC - 4	26UHEL31	Life Issues & Entrepreneurial Skill Development	2	2
		SEC - 5	26UPES31	Fitness Management	2	2
	Total				30	23
IV	I	Lang.	26UGTL41	General Tamil- 4	6	3
			26UGHL41	Hindi – 4		
			26UGFL41	French - 4		
	II	Lang.	26UGEL41	General English – 4	6	3
	III	Core – T 7	26UPEC41	Computer Applications in Physical Education	5	5
		Core – T 8	26UPEC42	Theorise of Sports and Games – II (Ball Badminton, Volleyball, Hockey, Swimming, Tennis and Field Events)	4	4
		Core – P 4	26UPEC43	Practical: Sports and Games – II (Ball Badminton, Volleyball, Hockey, Swimming, Tennis and Field Events)	4	4
		EC –T 4	26UPEE41	Professional Ethics in Physical Education	3	3
				Sports Medicine		
		EVS	26EVSE41	Environmental Studies	2	2
		Extension Activity		STAND	-	1
	Total				30	25
Sem	Part	Status	Course Code	Title of the Course	Hrs	Cdt
V	III	Core – T 9	26UPEC51	Theorise of Sports and Games – III (Table Tennis, Handball, Kabaddi, Kho-Kho, Chess and Combined Events)	6	5
		Core – T 11	26UPEC52	Basic Research and Statistics in Physical Education	5	5
		EC - T 5	26UPEE51	Test and Measurement in Physical Education	5	5
		Core – P 5	26UPEC54	Practical: Sports and Games – III (Table Tennis, Handball, Kabaddi, Kho-Kho, Chess and Combined Events)	4	2
		Core – P 6	26UPEC55	Practical: Game of Specialization – Part - I	4	3
		Core – P 7	26UPEC56	Practical: Minor Games and Camping Activities	4	2
		VE	26UVEH51	Human Rights & Social Analysis	2	2

	IV	Internship	26UPEI51	Internship	-	2
	Total				30	26
VI	III	Core – T 12	26UPEC61	Fundamentals of Yoga	5	4
		EC – T 6	26UPEE61	Sports Psychology	5	4
		Core – P 8	26UPEC63	Practical: Trekking and Adventure Sports Activities	4	2
		Core – P 9	26UPEC64	Practical: Game of Specialization – Part - II	4	2
		Core - P	26UPEC65	Project	6	3
		Core- P 10	26UPEP66	Practical: Teaching Practice	4	3
	IV	SEC 6	26UPES61	Officiating and Coaching in Sports and Games	2	2
	Total				30	20
Total					180	140
Additional Compulsory Course						
I Year (Add on Course)						2
II Year (Value – Added Course)						2
III Year (Extra – Credit Course)						2
Field Visit/ Industrial Visit						1
MOOC						2
Cocurricular/ Extra Curricular Activities						1
Grand Total					180	150

Extra Credits Courses (Other Major Students)

Sem	Course Code	Title of the Course	Credits
I	26UPEECC1	Yoga Education	2
II	26UPEECC2	Personal Fitness Management	2
III	26UPEECC3	Obesity and Weight Management	2
IV	26UPEECC4	Physical Literacy	2
V	26UPEECC5	Health Education	2
VI	26UPEECC6	Fundamentals of Safety Education	2
VII	26UP ECC7	Competitive Examination in Physical Education	2

Add-on Courses

Sem	Course Code	Title of the Course	Credits
1.	26UPEAO1	Sports Officiating Clinic Programme	2
2	26UPEAO2	Sports Psychology	2

Value Add-on Courses

Sem	Course Code	Title of the Course	Credits
1.	26UPEVA1	Life Skill Programme	2
2	26UPEVA2	Digital Content Creation for PE Teachers	2

பொதுத்தமிழ் - I
26UGTL11

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
I	26UGTL11	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - I					
COURSE OUTCOMES: (பயன்கள்)							
CO1	பாரதியார் காலந்தொட்டுத்தற்காலப் புதுக்கவிதைகள் வரையிலானகவிதைகளை அறிமுகப்படுத்துவதால் படைப்பாற்றல் திறன் பெறுதல் (K1, K2)						
CO2	புதுக்கவிதை வரலாற்றினை அறிந்துகொள்ளுதல்.(K2)						
CO3	இக்கால இலக்கியவகையினைக் கற்பதன் மூலம் படைப்பாக்கத்திறனைப்பெறுதல்.(K4)						
CO4	மொழிஅறிவோடுசிந்தனைத் திறன் அதிகரிக்கச் செய்தல்.(K3)						
CO5	தமிழ்மொழியைப் பிழையின்றிஎழுதவும்,புதியகலைச்சொற்களைஉருவாக்கவும் அறிந்து கொள்ளுதல்.(K4)						
CO6	காலந்தோறும் சமூகச் சிந்தனைகள் மாறுவதை இலக்கியவரலாற்றின் மூலம் புரிந்துகொள்ளுதல்.(K6)						

UNITS	SYLLABUS CONTENTS	HOURS
I	மரபுக் கவிதை 1. பெ.சுந்தரனார் - தமிழ்த்தெய்வவணக்கம் 2. இராமலிங்கஅடிகளார் - வள்ளலார் பாடல்கள் 3. பாரதியார் - பாரத ஜனங்களின் தற்கால நிலைமை 4. பாரதிதாசன் - சிறுத்தையே வெளியில் வா 5. மு.நல்லசுவாமிபண்டிதர் - சிலுவைத் தியானமாலை - மரியாள் புலம்பல் 6. கவிமணிதேசிகவிநாயகம்பிள்ளை -புத்தரும் ஏழைச்சிறுவனும் 7. முடியரசன் - மொழிஉணர்ச்சி 8. கண்ணதாசன் - ஆட்டனத்திஆதிமந்தி - ஆதிமந்திபுலம்பல் 9. கல்யாணசுந்தரம் - பட்டுக்கோட்டையார் பாடல் புதுக்கவிதை 1. கவிக்கோஅப்துல் ரகுமான் - வீட்டுக்கொருமரம் வளர்ப்போம் 2. சிற்பி- கவிதைமுடியவில்லை 3. மு.மேத்தா- வாழைமரத்தின் சபதம் 4. வைரமுத்து- புத்தகப்புராணம் 5. ஞானக்கூத்தன் - அம்மாவின் பொய்கள் 6. அறிவுமதி-வள்ளுவம் பத்து 7. நா.முத்துக்குமார் - ஆனந்தயாழை மீட்டுகிறாய் 8. சுகிர்தாராணி- சபிக்கப்பட்டமுத்தம் 9. அபிமானி - தலித்தியக்கவிதைகள் - 10. வைகைச் செல்வி - அம்மி 11. நாட்டுப்புறப்பாடல்	30

II	சிறுகதைகள் 1. புதுமைப்பித்தன் - கடவுளும் கந்தசாமிப் பிள்ளையும் 2. கு.ப.ராஜ கோபாலன் - விடியுமா? 3. கி.ராஜநாராயணன் - கதவு 4. வண்ணதாசன் - ஒருசிறுஇசை 5. உமாமகேஷ்வரி - மரப்பாச்சி உரைநடை 1. இலக்கியத்தின் உயிர்- இரா.மோகன் 2. இருபதாம் நூற்றாண்டுக்கவிதைகளில் தொழிலாளர் நிலை- இரா.மோகன் 3. எண்பதுகளில் புதுக்கவிதைப் போக்குகள் - இரா.மோகன் 4. தமிழ்ச் சிறுகதைகளில் முன்னிலைஉத்தி- இரா.மோகன் 5. வளமுடன் வாழ - அருள்முனைவர் ச.இன்னாசிமுத்து.சே.ச.	15
III	தமிழ் இலக்கியவரலாறு (இக்கால இலக்கியம்)	15
IV	இலக்கணம் - எழுத்து 1. தொல்காப்பியத்தின் எழுத்துவகை 2. முதல் எழுத்துக்கள் 3. சார்பெழுத்துக்கள் 4. மொழிமுதல் எழுத்துக்கள் 5. மொழி இறுதிஎழுத்துக்கள் 6. மொழி இடைஎழுத்துக்கள் 7. போலி 8. பதவிலக்கணம் 9. புணர்ச்சி இலக்கணம்	15
V	பிழையின்றிஎழுதுவோம் 1. பிழைப்பட எழுதும் சொற்களும், திருத்தங்களும் 2. சொற்பொருள் வேறுபாடு 3. பிழையான வாக்கியங்களும், திருத்தங்களும் 4. நிறுத்தற்குறிகள் 5. மரபு 6. வல்லெழுத்து (க்,ச,த்,ப்) மிகுமிடங்கள் 7. வல்லெழுத்துமிகா இடங்கள் 8. வாக்கியம் :வகைகளும்,மாற்றங்களும் 9. வழ(ழு)க்குத் தமிழ் 10.உவமைகள் - பழமொழிகள் - மரபுத் தொடர்கள்	15
TEXT BOOKS (பாடநூல்கள்)		
- தமிழ்த்துறை வெளியீடு- தூய சவேரியார் கல்லூரி,(தன்னாட்சி)பாளையங்கோட்டை. - வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு- பாக்கியமேரி		
REFERENCE BOOKS (பார்வைநூல்கள்)		
- தமிழ் இலக்கியவரலாறு- சிறப்பிபாலசுப்பிரமணியன் - புதியநோக்கில் தமிழ் இலக்கியவரலாறு- தமிழண்ணல் - தமிழ் இலக்கியவரலாறு- சேதுராமன்		
WEB SOURCES(இணையதளங்கள்)		
- Tamil Heritage Foundation – www.tamilheritage.org<http://www.tamilheritage.org> - Tamil Virtual University Library – www.tamilvu.org/library http://www.virtualvu.org/library - Project Madurai – www.projectmadurai.org - Chennai Library – www.chennailibrary.com<http://www.chennailibrary.com> - Tamil University Library – www.ulib.prg<http://www.ulib.prg> - Tamil E-books downloads – tamilebooksdownloads.blogspot.com - Tamil Books online – books.tamilcube.com - Catalogue of the Tamil Books in the library of British congress archive.org		

பொதுத்தமிழ் - II
26UGTL21

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
II	26UGTL21	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - II					
COURSE OUTCOMES (பயன்கள்)							
CO1	பக்தி இலக்கியத்தின்தோற்றம்,வளர்ச்சி சிற்றிலக்கியத்தின் தோற்றம்,வளர்ச்சி குறித்து அறிந்துகொள்வர்.(K1)						
CO2	பக்தி இலக்கியங்கள் ,சிற்றிலக்கியங்கள் முதலியவற்றின் இலக்கண மற்றும் இலக்கிய அமைப்பை விளங்கிக் கொள்வர் (K2)						
CO3	பக்தி இலக்கியப் பாடல்களில் காணப்படும் தெய்வவழி பாட்டுணர்வு, சிற்றிலக்கியங்களில் காணலாகும் சமூகநீதிக் கருத்துகளை, இன்றைய வாழ்வோடு தொடர்புபடுத்தி நோக்குவர் (K3)						
CO4	பக்தி இலக்கியம் சிற்றிலக்கியங்களின் வழி இலக்கண இலக்கியச்சிறப்புகளை ஒப்பிட்டுப் பேதங்களைக் காண்பர். (K3)						
CO5	பக்தி இலக்கிய, சிற்றிலக்கியங்களின் வழி தமிழ்மொழி, பண்பாடு, மதம், தத்துவம் ஆகியவற்றினை மதிப்பிட்டுச் சீர்தூக்கிப் பார்ப்பர் (K5)						
CO6	கற்ற இலக்கியங்களை அடிப்படையாகக் கொண்டு,சிறுபக்திக் கவிதைகள் அல்லது சிற்றிலக்கிய மரபில் பாடல் இயற்றும் திறன் பெறுவர்.,(K6)						

UNITS	SYLLABUS CONTENTS	HOURS
I	பக்தி இலக்கியம் -1 1. திருஞானசம்பந்தர் - திருக்கோடிக்கா 2. திருநாவுக்கரசர் - திருப்பாதிரிப்புலியூர் 3. திருப்பாவை - ஆண்டாள் 4. குலசேகரஆழ்வார் - 5 ஆம் பதிகம் 5. சித்தர் பாடல்கள் - அழகணிசித்தர் (தேர்ந்தெடுக்கப்பட்டபாடல்கள்) சிற்றிலக்கியம்: 2 1 கலிங்கத்துப்பரணி - களம் பாடியது 2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம் 3. திருக்காவலூர்க்கலம்பகம் - சமூகஉல்லாசம் 4. முக்கூடற்பள்ளு-நாட்டு வளம் 5. தமிழ்விடுதாது - தூதுக்கானகாரணம்	30
II	ஊரைநடை 1. இறைநம்பிக்கையும் மனிதவாழ்வும் 2. இயேசுபிரான் குறிப்பிடும் எண்வகைமனிதர்கள் 3. நபிகள் நாயகத்தின் வாழ்வியல் நெறிகள் 4. திருமூலர் காட்டும் இறைநெறி 5. வள்ளலார் கூறும் வாழ்வியல் நாவல் - கருப்பாயி என்கிற நூர்ஜஹான் -அன்வர் பாலசிங்கம்	15
III	தமிழ் இலக்கியவரலாறு (பக்திஇலக்கியம்,சிற்றிலக்கியம் தொடர்பானபகுதிகள்)	15
IV	இலக்கணம் சொல்லின் இலக்கணம்-பெயர் ,வினை, இடை,உரிச்சொற்கள் பிறமொழிச் சொற்களைத் தமிழில் வழங்கும் முறை	15

V	மொழிபெயர்ப்பு ஆட்சிச் சொல்லகராதி - மரபுத் தொடர்கள் -பழமொழிகள் - திருக்குறள்	15
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TEXT BOOKS (பாடநூல்கள்)

1. தமிழ்த்துறைவெளியீடு - தூயசவேரியார் தன்னாட்சிக் கல்லூரி,பாளையங்கோட்டை.
2. வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு - முனைவர்பாக்கியமேரி
3. கருப்பாயின்கிறநூர்ஜஹான் -அன்வர் பாலசிங்கம்

REFERENCE BOOKS (பார்வைநூல்கள்)

- தமிழ் இலக்கியவரலாறு - சிற்பி. பாலசுப்பிரமணியன்
- புதியநோக்கில் தமிழ் இலக்கியவரலாறு - தமிழண்ணல்
- தமிழ் இலக்கியவரலாறு- சேதுராமன்

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation- www.tamilheritage.org
- Tamil virtual University Library- [www.tamilvu.org/ library](http://www.tamilvu.org/library) <http://www.virtualvu.org/library>
- Project Madurai - www.projectmadurai.org.
- Chennai Library- www.chennailibrary.com .
- Tamil Universal Digital Library- www.ulib.prg .
- Tamil E-Books Downloads- [tamilebooksdownloads. blogspot.com](http://tamilebooksdownloads.blogspot.com)

பொதுத்தமிழ் - III
26UGTL31

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
III	26UGTL31	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - III					

COURSE OUTCOMES (பயன்கள்)

CO1	மாணவர்கள் காப்பியம், உரைநடை, ஊடகத்தமிழ், இலக்கணம், யாப்பு ஆகியவற்றின் அடிப்படைக் கருத்துக்கள்,பண்புகள், வரலாற்றுப் பின்னணிகளை அறிதல். (K1)
CO2	மாணவர்கள் தமிழ் இலக்கியவடிவங்கள் (காப்பியம்,உரைநடை) மற்றும் இலக்கணக் கூறுகளைப் (எழுத்து,சொல்,பொருள்,யாப்பு) புரிந்துகொண்டு அவற்றின் தனித்துவங்களைவிளங்கிக் கொள்ளல். (K2)
CO3	மாணவர்கள் கற்ற இலக்கணவிதிகள் மற்றும் யாப்புமுறைகளைப் பயன்படுத்தி சரியான தமிழ் வாக்கியங்களையும் செய்யுள்களையும் உருவாக்கப் பயிற்சியளித்தல். (K3)
CO4	மாணவர்கள் காப்பியங்கள் மற்றும் உரைநடைப் படைப்புகளைப் பகுத்து, ஆய்வுசெய்து,அதன் கருத்து,கட்டமைப்பு, இலக்கியநயம் ஆகியவற்றை ஆராய்தல். (K4)
CO5	மாணவர்கள் இலக்கியப் படைப்புகளைதரம்,மொழிநடை, இலக்கணஅமைப்பு ஆகியவற்றைவிமர்சனமுறையில் மதிப்பீடுதல், (K5)
CO6	மாணவர்கள் தமிழ் இலக்கணம் மற்றும் யாப்புஅடிப்படையில் சுயமாக செய்யுள்,கட்டுரை,உரைநடைப் படைப்புகளைஉருவாக்கப் பயிற்சியளித்தல்;.(K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	1. சிலப்பதிகாரம் - வழக்குரைக் காதை. 2. மணிமேகலை- ஆபுத்திரன் திறம் அறிவித்தகாதை. 3. சீவகசிந்தாமணி- பதுமையர் இலம்பகம். 4. கம்பராமாயணம் - மந்தரைச் சூழ்ச்சிப் படலம்.	30
	1. சூளாமணி 2. உதயணகுமாரகாவியம் 3. இயேசுகாவியம் 4. மருமக்கள் வழி மான்மியம்	
II	ஊரைநடை 1. காளத்திவேடனும் கங்கைவேடனும். 2. தீமையை இயற்றும் தன்மையினர் கூனி இயாகோ. 3. சிலம்புகாட்டும் சீர்மிகு சிந்தனைகள். 4. மணிமேகலை காப்பியத்தில் மானுட விழுமியங்கள். நாடகம் - வேலைக்காரி - அறிஞர் அண்ணா.	15
III	தமிழ் இலக்கிய வரலாறு (காப்பியங்கள்)	15
IV	இலக்கணம் - யாப்பு,எழுத்து, அசை. சீர்,தளை, அடி,தொடை,பா வகைகள்	15
V	ஊடகத்தமிழ் - விளக்கம், வகைகள்,செயல்பாடுகள் 1.இதழ்கள்	15

	2.வானொலி 3.தொலைக்காட்சி 4.திரைப்படம்	
TEXT BOOKS (பாடநூல்கள்)		
- தமிழ்த்துறைவெளியீடு-தூயசுவேரியார்க் கல்லூரி,(தன்னாட்சி) பானையங்கோட்டை. - வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு-பாக்கியமேரி		
REFERENCE BOOKS (பார்வைநூல்கள்)		
- தமிழ் இலக்கியவரலாறு-சிற்பிபாலசுப்பிரமணியன் - புதியநோக்கில் தமிழ் இலக்கியவரலாறு-தமிழண்ணல் - தமிழ் இலக்கியவரலாறு-சேதுராமன்		
WEB SOURCES (இணையதளங்கள்)		
- Tamil Heritage Foundation – www.tamilheritage.org<http://www.tamilheritage.org> - Tamil Virtual University Library – www.tamilvu.org/library http://www.virtualvu.org/library - Project Madurai – www.projectmadurai.org - Chennai Library – www.chennailibrary.com<http://www.chennailibrary.com> - Tamil University Library – www.ulib.prg<http://www.ulib.prg> - Tamil E-books downloads – tamilebooksdownloads.blogspot.com - Tamil Books online – books.tamilcube.com - Catalogue of the Tamil Books in the library of British congress archive.org		

பொதுத்தமிழ் - IV
26UGTL41

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
IV	26UGTL41	GT-IV	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ்- IV					
COURSE OUTCOMES (பயன்கள்)							
CO1:	பழந்தமிழ் இலக்கியவரலாற்றறிவைப் பெறுதல் (K1, K2)						
CO2:	சங்க இலக்கிய அறிமுகங்களின் ஊடாகத் தமிழர் வாழ்வியல் நெறிகளை உணர்தல். (K2,K3)						
CO3:	தமிழ் இலக்கியங்களின் செய்யுள் உருவம்,உள்ளடக்கம், படைப்பியல் கொள்கைகளைப் புரிந்துகொள்ளுதல். (K4)						
CO4:	அகத்திணை,புறத்திணைவாழ்வியல் நெறிப்பாடுகளின் ஊடாகத் தமிழர்ப்பண்பாட்டு அடிப்படைகளை மதிப்பிடும் திறன் பெறுதல். (K2,K3)						
CO5:	மொழித்திறன்,படைப்புத்திறன் பெறுதல். (K3,K4)						
CO6:	நாடக இலக்கியஅனுபவத்தின் வழியாகதமிழ்ச் சமூகநிலைகளை இலக்கியமாக்கும் நுட்பங்களைப் பெறுதல். (K2,K6)						

UNITS	SYLLABUS CONTENTS	HOURS
I	செய்யுள் பகுதி 1 1. நற்றிணை (5பாடல்கள்) 2. குறுந்தொகை (5பாடல்கள்) 3. அகநானூறு (2பாடல்கள்) 4. புறநானூறு (5பாடல்கள்)	30
	செய்யுள் பகுதி 2 1. நெடுநல்வாடை முழுமையும் 2. திருக்குறள் (விருந்தோம்பல், நட்பாராய்தல், குறிப்பறிதல்) 3. நாலடியார் (கல்வி)	
II	உரைநடைக் கட்டுரைகள் 1. ஊரும் பேரும் - ரா.பி. சேதுபிள்ளை 2. தமிழர் பண்பாடும்அதன் சிறப்பியல்புகளும் - தனிநாயகம் அடிகளார் 3. இலக்கியஉருவாக்கமும் பயனும் - சேதுமணிமணியன் பயண இலக்கியம் 1. மண் புதிது - சுப்ரபாரதிமணியன்	15
III	தமிழ் இலக்கியவரலாறு 1. சங்ககாலம் 2. சங்கம் மருவியகாலம்	15
IV	இலக்கணம் -பொருள் 1. அகப்பொருள் 2. புறப்பொருள் 3. அணியிலக்கணம் (உவமை,உருவகம்,பிறிதுமொழிதல்,வஞ்சப்புகழ்ச்சி,தற்குறிப்பேற்ற அணி)	15
V	மொழிப்பயிற்சி 1. ஒப்பும் மறுப்பும் (ஒருகருத்தினை வெட்டி,ஒட்டி எழுதும் பயிற்சி) 2. விண்ணப்பம் எழுதுதல் (பயிற்சி) 3. தமிழில் தன்விவரக் குறிப்புவரைதல் (பயிற்சி) 4. மேடைப்பேச்சு நுட்பங்கள் (நேர்முகப் பயிற்சிமற்றும் மதிப்பீடு)	15

TEXT BOOKS (பாடநூல்கள்)	
1. பொதுத்தமிழ் பாடநூல், தமிழ்த்துறை வெளியீடு ,தூய சுவேரியார் கல்லூரி,பாளையங்கோட்டை.	
2. பாக்கியமேரி,தமிழ் இலக்கியவரலாறு,பதினொன்றாம் பதிப்பு - 2025 ,பூவேந்தன் பதிப்பகம்,மயிலாப்பூர்,சென்னை.	
3. சுப்பராரதிமணியன்இமண் புதிது,முதல் பதிப்பு 2018 அறிவுப்பதிப்பகம்,சென்னை.	
REFERENCE BOOKS (பார்வைநூல்கள்)	
பார்வை நூல்கள்	
1. மது.ச.விமலானந்தம்தமிழ் இலக்கியவரலாறு,	
2. மு. வரதராசனார்,தமிழ் இலக்கியவரலாறு,	
3. தமிழண்ணல்,புதியநோக்கில் தமிழ் இலக்கியவரலாறு.	
WEB SOURCES (இணையதளங்கள்)	
• Tamil Heritage Foundation – www.tamilheritage.org <http://www.tamilheritage.org> • Tamil Virtual University Library – www.tamilvu.org/library http://www.virtualvu.org/library • Project Madurai – www.projectmadurai.org • Chennai Library – www.chennailibrary.com<http://www.chennailibrary.com • Tamil University Library – www.ulib.prg<http://www.ulib.prg> • Tamil E-books downloads – tamilebooksdownloads.blogspot.com • Tamil Books online – books.tamilcube.com • Catalogue of the Tamil Books in the library of British congress archive.org	

HINDI

SEMESTER 1

UNIT I: GRAMMAR

- Swar(स्वर),
- Vyanjan(व्यंजन),
- Barah Khadi(बारहखड़ी),
- Shabd aur Vakya Rachna (शब्द और वाक्य रचना)

UNIT II: SUBODH HINDI RACHNA

- Binna binna arth(भिन्न भिन्न अर्थ),
- Numbers (गिनती1-100),
- Vaakyong mein Prayag kijiye (वाक्यों में प्रयोग कीजिये)
- Rishto ke Naam (रिश्तो के नाम)
- Gharelu padartho ke Naam (घरेलु पदार्थों के नाम)

UNIT III: PROSE

- Sadharan Vakya aur Sangya (संज्ञा),
- Sarvanaam(सर्वनाम)
- Visheshan(विशेषण)
- Kriya (क्रिया)

UNIT IV: SHORT STORIES

- Bacho ki Kahaniya

UNIT V: COMPREHENSION

- Sant Tiruvalluvar, संत तिरुवल्लुवर,
- Hamara desh, (हमारा देश,)
- Paryavaran Sanrakshan, (पर्यावरण संरक्षण)
- Naari Sashaktikaran, (नारी सशक्तिकरण)
- Rastriya janvar(राष्ट्रीय जानवर)

Reference Books

Hindi sentences - Chaturbhuj Sahay

Subodh Hindi Grammar - Phoolchand Jain

Sankshipt Hindi Grammar - Kamta Prasad

Practical Hindi - Nagappa

Abhinav Hindi Grammar – Nagappa

Saral Hindi Grammar - Shyamchandra Kapur

Grammar Pradeep - Ramdev

Laghu Bal Kathaye - Ramashankar

Captivating Stories - Premchand

CONCISE GRAMMAR OF THE HINDI LANGUAGE - H.C Scholberg

Hindi Grammar - Edwin Greaves

SEMESTER II

UNIT I: Hindi Ekankiya

- Sooryodhaya(सूर्योदय),
- Mayoppiya (मायोपिया),
- Udhayan (उदयन),
- Upendranath Ashk – Lakshmi ka Swagat

Characters: (Tippani)

- Nirjarani (निर्झरणी),
- Sudhi(सुधी)
- Thathagath(तथागत),
- Udhayan (उदयन),

UNIT II: Hindi Kahaniya

- Premchand – Bade Ghar ki Beti
- Malathi Joshi – Vo Tera Ghar Yah Mera Ghar
- Gyanranjan - Pita

UNIT III: ANCIENT POETRY

- Pathya Chayanika– KabeerDhoha–Saaki (साखी) 1 to 10.

UNIT IV: Vyakaran

- Kriya Visheshan (क्रियाविशेषण),
- Sambandh Bodhak (संबंधबोधक),
- Samuchay Bodhak (समुच्चयबोधक)
- Vismayadi Bodhak (विस्मयादिबोधक) aadi shabdo ka prayog

UNIT V:

Pratiyogi Pariksha par aadharit Nimnalikhit Vishayo se sambandhit Prashikshan Karya

- Tamil Bhasha: Mahakavi Bharatiyar
- Sanket Vikas dwara Lekhan kala aur Kahani Lekhan ka Vikas
- Gadyansh dekhkar sahi Shirshak chunna
- Pathit Vyakaran par aadharit Vakya rachna
- Vibhinna Pratiyogi parikshao ke bare mein suchna pradan dena

Reference Books

- Sooryodaya (Dakshin Bharat Hindi Pracharsabha publications)
- Aath Ekanki Natak - Ed. Dr. Ramkumar Verma
- Das Ekanki

SEMESTER III

Niji Patra – Arth aur Bhed, Pitaji/Mataji ke naam patra, Mitra, Bhai aadi ke naam patra

UNIT I: Niji Patra Lekhan

- Niji Patra - Arth aur Bhed
- Pitaji/Mataji ke naam patra
- Mitra, Bhai aadi ke naam patra
- Paribhashik Shabdawali - 20 words

Unit II

- Samajik Patra Lekhan
- Aavedan Patra - Noukri, Chutti aadi
- Dak Adhikari ke naam patra
- Paribhashik shabdawali - 20 words

Unit III

- Vyavasayik Patra Lekhan
- Vyavasayik Patra - Arth aur Bhed
- Prakashak ke naam patra
- Shikayathi
- Paribhashik shabdawali - 20 words

Unit IV

- Samanya Parichay
- Sarkari Patra
- Ardh-Sarkari Patra
- Gyapan, Paripatra
- Anusmarak
- Paribhashik Shabdawali - 20 words

Unit V

- Precis Writing And Applied Grammar (Ling, Vachan and Karak)
- Karak (कारक)
- Vachan badaliye(वचन बदलिए),
- Ling badaliye(लिंग बदलिए)

Reference Books

- Viyavaharik Hindi, Hindi Prachar press, T.Nagar, Madras-600 017
- Alekhan aur Tippan - Prof. Viraj
- Alekhan Kichlu

SEMESTER IV

UNIT I: STORIES (दक्षिणी कथाएं)

- Meri pathni(मेरी पत्नी),
- Thotha aur Mynah(तोता और मैना),
- Noorunisha(नूरनिशा),
- Mruthudhand (मृत्यु दंड),
- Karmaveer(कर्मवीर) and their Characters.

UNIT II: Proud yogiki aur Hindi

- Unicode
- Dewanagari Lipi
- Hindi ki Vibhinna Website - Ek Parichay

UNIT III: POETRY (काव्यशास्त्र)

Ras :

- Kavyaras (काव्यरस),
- Veer ras (वीररस),

Sandh:

- Chowpayi (चौपाई),
- Rola(रोला),

Alankar:

- Yamakalankar (यमकअलंकार),
- Upmaalankar (उपमाअलंकार).

UNIT IV:

AUTOBIOGRAPHY (Sathya ka Swar–Gandhiji ki Jeevani)

- Ma, bap aur Janma(मां, बाप और जन्म)
- Ladakpan (लड़कपन)
- High school mein (हाई स्कूल में)
- Vivah aur Mamsabhakshan(विवाह और मांस भक्षण)
- Ankhen Kuli (आंखें खुली)

Unit V :Pratiyogi priksha par aadharit Computer sambandhit prashikshan Karya

- Hindi mein Powerpoint banana
- Hindi mein Google Document taiyar karna
- Hindi mein Google form taiyar karna
- Vibhinna pratiyogi pariksha ke bare mein suchna pradan karna

Reference Books

- Social Networking: Naye Samay ka Samvad – Ed. Sanjay Dwivedi
- Jansanchar aur Maas Culture - Jagdeeshwar
- Media: Bhumandalikaran aur Samaj - Ed. Sanjay Dwivedi
- Naye Jamane ki Patrakarita - Sourabh Shukla
- Patrakarita se Media tak - Manoj Kumar

French semester-I

UNIT. I

Communication:	Decrire la salle de classe et le professeur.
Grammaire :	Les articles indefinis et defines, les verbes reguliers et irreguliers.
Culture:	Les symbols de la France.
Projet:	Desiner les objets dans le sac et dans la trousse.

UNIT. II

Communication:	Parler de la journee.
Grammaire :	Les verbes pronominux,Affirmatif Negatif et interrogatif
Culture:	Les Frontieres de la France.
Projet:	Faire un rapport sur la journee des parents.

UNIT. III

Communication:	se presenter, parler de la nationlite, dire son numero de telephone.
Grammaire :	Les prepositions , Accord adjective nom, verbes aller venir.
Culture:	Les fete en France trditions et multiculturalisme.
Projet:	faire une liste des camarades et noter leurs numeros de telephone a

haute

voix et demander a un ami de verifier.

UNIT. IV

Communication:	parler de la nourriture et des repas simples et sains.Decrire les
Grammaire :	L'impertif,Les articles partitifs,
Culture:	Les plats francais.
Projet:	Dessiner et decrire l nourriture que les gens mangent dans leur pays,

UNIT. V

Communication:	Exprimer ses gouts.
Grammaire :	Les adjectifs qulificatifs, les adjectifs possessifs, La negation.
Culture:	La France et ses regions.
Projet:	qu'est-ce que tu aimes faire pendant ton temps libre?

- Lecon 1.** La vie scolaire de luc
- Lecon 2.** La vie quotidienne de luc
- Lecon 3.** Le monde multiculturel
- Lecon 4.** La bonne nourriture
- Lecon 5.** Parlons de nos preferences

Ref.Avenir method de francais 3

French
Semester-II

UNIT. I

Communication:	Demander et donner les directions , Situer un endroit (sur la carte)
Grammaire :	Les prépositions L'interrogation.
Culture:	Les vêtements français.
Projet:	Faire une carte de la ville imaginaire.

UNIT. II

Communication:	Parler de la semaine ,Parler des activités faites pendant la semaine.
Grammaire :	Les articles contractes,Les adjectifs démonstratifs, les expressions avec les verbes Faire et Avoir.
Culture:	Les villes connues en France.
Projet:	Préparer un emploi du temps avec des activités faites pendant la semaine.

UNIT. III

Communication:	Parler du passé, Raconter le week end dernier.
Grammaire :	Le passé composé avec l'auxiliaire avoir, La formation du participe passé.
Culture:	Noël
Projet:	Faire un petit dossier sur les activités faites pendant les vacances d'été.coller les photos de ces activités faites.

UNIT. IV

Communication:	Parler du passé, Raconter les vacances dernières
Grammaire :	Le passé composé avec l'auxiliaire être.
Culture:	Les montagnes en France.
Projet:	Préparer un dossier sur la fête favorite célébrée l'année dernière.

UNIT. V

Communication:	Parler de la ville de demain , Exprimer des projets et des prédictions.
Grammaire :	Le futur proche, Le futur simple.
Culture:	Les monuments en France.
Projet:	Imaginer et présenter la ville du futur

Leçon 6. Sara cherche son chemin

Leçon 7. Ma semaine en action

Leçon 8. Mon weekend dernier

Leçon 9. Mon séjour à Annecy

Leçon 10. La ville du futur

Ref.Avenir method de français 3

French
semester-III

UNIT. I

Communication:	Decrier ce que les Francais aiment faire , Parler de la vie des Francais.
Grammaire :	Les articles indefinis et defins ,Les articles partitifs,Les articles contractes.
Culture:	La France dans le Coeur des Francais.
Projet:	Preparer un dossier sur ce que les gens du pays aiment faire.

UNIT. II

Communication:	Comparer la vie des adolescents d'autrefois et d'aujourd'hui.
Grammaire :	Le negation, Les articles.
Culture:	Les sous cultures adolescents.
Projet:	Decrivez la vie des adolescents d'hier et d'aujourd'hui.

UNIT. III

Communication:	Parler d'un sport.
Grammaire :	L'imperatif,L'interrogation questions/reponses,Lesconjonctins.
Culture:	Le sport en France.
Projet:	Parler du sport favort.

UNIT. IV

Communication:	Decriver les vacances,Racontredes experiences,Envoyerles mails.
Grammaire :	Le passe compose.
Culture:	La France ,une destination touristique.
Projet:	Dessiner ou coller les images de l'anniversaire fete l'annee derniere, rediger un petit texte pour raconter ce jour.

UNIT. V

Communication:	Parler d'une sortie scolaire,Ecrire un e-mail.
Grammaire :	Le passe recent, le futur proche .
Culture:	Les penitures celebres du muse du Louvre.
Projet:	Ecris sur une visite au muse.

- Lecon 1.** Esprit Francais.
- Lecon 2.** Les ados modernes
- Lecon 3.** Une grande aventure a velo
- Lecon 4.** Un sejour a nice
- Lecon 5.** La sortie au muse scientifique

Ref.Avenir method de francais 4

French
Semester-IV

UNIT. I

Communication:	Parler de l'automobile
Grammaire :	Les adjectifs les verbes .
Culture:	Les automobiles en France.
Projet:	Faire un dossier sur ta voiture .Coller une photo de cette voiture et decrire cette voiture.

UNIT. II

Communication	Reflechir aux villes a venir,Parler des projets d'avenir.
Grammaire :	Le futur simple ,le futur proche.
Culture:	Les projets d'avenir en France
Projet:	preparer un dossier sur les changements attendus dans la ville .

UNIT. III

Communication:	partager la recette , Parler de la nourriture.
Grammaire :	Les adverbs de quantite,l'adjectif indefini.
Cultur	les fetes et les traditions.
Projet:	Preparerun dossier sur un dessert prefereet parle de son origine.

UNIT. IV

Communication:	Discuter les avantages d'internet,Ecrire un blog.
Grammaire :	Les adjectifs demonstratifs , Les adjectifs possessifs ,Les prepositions.
Culture:	Les principaux medias francais.
Projet:	Faire un rapport sur les avantages et les inconvenients d'internet.

UNIT. V

Communication:	Rediger des invitations , Ecrire des .messages les consignes, Repondre a une invitation.
Grammaire :	Les verbes pronominaux , les verbes pronominaux a l'impertif.
Culture:	Les arts du spectacle en France.
Projet:	Rediger une belle invitation pour feter l'anniversaire d'un grand parent.

Lecon 6. Le monde des automobiles

Lecon 7. La vie en 2050

Lecon 8. L'epiphanie en France

Lecon 9. La vie en ligne

Lecon 10. On fait quoi ce week-end?

Ref.Avenir method de francais 4

GENERAL ENGLISH

DEPARTMENT OF ENGLISH

UG – PART II - GENERAL ENGLISH

(The Seven-Tier Pattern recommended by UGC Curriculum Development Centre and Identified as Best Practice by NAAC)

	Stream A (For learners of high entry level proficiency)	Stream B (For learners of average entry level proficiency)	Stream C (For learners of low entry level proficiency)
Courses in Semester I	IV 26UGEL14	III 26UGEL13	I 26UGEL11
Courses in Semester II	V 26UGEL25	IV 26UGEL24	II 26UGEL22
Courses in Semester III	VI 26UGEL36	V 26UGEL35	III 26UGEL33
Courses in Semester IV	VII 26UGEL47	VI 26UGEL46	IV 26UGEL44

GENERAL COURSE OUTCOMES

CO1 Acquire the four language skills (Listening, Speaking, Reading, and Writing)

CO2 Develop the skill of independent reading and interpreting of graded texts

CO3 Expand and consolidate active and passive vocabulary

CO4 Acquire the skills needed to participate in a conversation that builds knowledge collaboratively

CO5 Acquire a clear understanding of English Grammar to facilitate the accuracy of communication.

CO6 Develop the skills of formal written communication to be used in academic and career-related contexts

TEXTS

Course I – *SPARK I: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course II - *SPARK II: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course III - *SPARK III: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course IV - *SPARK IV: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course V - *SPARK V: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course VI – *SPARK VI: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course VII - *SPARK VII: An Integrated Course Text for General English*, Department of English,
St. Xavier's College (Autonomous), Palayamkottai.
Courses I –VI –*Intermediate English Grammar* by Raymond Murphy. Cambridge University Press,
1999.

EXTERNAL EXAMINATION

❖ External Examination has two components:

1) Written Examination and 2) Spoken English Viva Voce

❖ A three-hour written examination will be conducted for 100 marks for all General English papers and the scores will be converted to 40 marks, with a pass minimum of 16 marks.

❖ At the end of every semester, Spoken English Viva Voce will be conducted for all the students for 100 marks (four components) and the scores will be converted to 10 marks, with a required pass minimum of 4 marks.

❖ To pass in any General English paper, a student must secure the pass minimum of 40 out of 100 (16/40 in Written Examination and 4/10 in Spoken English Viva Voce Examination).

Distribution of marks: **Written Exam** (100 marks) Converted to 40 marks
 Spoken English Viva voce (100 marks) Converted to 10 marks
 TOTAL (40+10) = 50 marks

INTERNAL ASSESSMENT

❖ Two Internal Examinations shall be conducted for 50 marks each along with the Continuous Internal Assessments for 30 marks.

❖ The internal assessment for the courses may include skill-based activities such as seminar presentation/spoken English /critical podcast/ video essay/ creating a 5–8 slides on a topic/ composing a poem/ submitting a relevant photo with description etc.

In both the Internal Examinations and Semester Written Examination, 40% of the mark is allotted for literature-based questions, and 60% of the mark is allotted for grammar and composition exercises.

General English Evaluation Procedure

Internal Examination			Converted to	Total
CIA 1 (Written)	50	Converted to 70	50	100
CIA 2 (Written)	50			
Two Classroom Assessments (Spoken/Skill-based Activities) 2x 15	30	30		
External Examination			Converted to	
Semester Exam (Written)	100	Converted to 40/ (Pass Min. 16)	50	
Semester Viva Voce 4x25 (Spoken)	100	Converted to 10/ (Pass Min. 4)		

Course I

Hours: 6

Course Code: 26UGEL11

Credits: 3

LEARNING OUTCOMES

LO1 To provide an ambience to acquire the basic language skills, listening, speaking, reading, and writing

LO2 To make the learners learn the basic elements of grammar

LO3 To enable them to involve in basic communicative activities

LO4 To develop basic vocabulary

LO5 To help the learners comprehend and respond in English

LO6 To build confidence in using English to communicate

UNIT – I POETRY (READING AND WRITING SKILLS)

1. Sarojini Naidu- “Indian Weavers”
2. Robert Burns – “My Love is like a Red Red Rose”

UNIT – II SHORT STORIES (READING AND WRITING SKILLS)

1. W. Somerset Maugham – “The Ant and the Grasshopper”
2. Guy De Maupassant – “The Necklace”

UNIT –III GRAMMAR AND VOCABULARY SKILLS

1. Use of Verbs: Verb Grid (Positive, Negative & Question), Regular Verbs, Irregular Verbs & Modal
2. Tenses: Active Voice Tenses & Passive Voice Tenses
3. Use of Nouns: Forms of Personal Pronouns, Use of Nouns as Subject, Object, Complement and Object of the Preposition
4. Sentence Patterns: SV, SVO, SVC, SVA, SVOA, SVIODO
5. Punctuation and Capitalisation
6. Reading Comprehension (5 Anecdotes and 5 Wisdom Stories)

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice –Listen and Do exercises: Listening to English songs, simple Indian short stories, homonyms/homophones
2. Pronunciation Practice: Vegetables, Fruits, Flowers, Trees, Spices, Eatables
3. Introducing Oneself
4. Introducing Others

UNIT –V LISTENING AND SPEAKING SKILLS

1. Greetings
2. Making Request
3. Reading Aloud (From the text)
4. Describing a place / a picture (With hints)

COURSE OUTCOMES

Learners will be able to

CO1 Use grammatical structures in meaningful constructions

CO2 Use oral communication for day-to-day activities

- CO3 Use simple sentences for oral and written communication
 CO4 Use punctuation and capitalisation accurately
 CO5 Comprehend what they listen to, and respond to it at the primary level
 CO6 Read and appreciate simple stories and anecdotes

TEXT BOOKS

- *SPARK I: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (7 from each of the Units I, II & 6 from Unit III)	20
PART B - Compulsory - Units I, II & III (5X3)	15
• Unit I - Short answer/ ERC • Unit II - Short answer/ ERC • Verb Grid (be verb) • Verb Grid (possessive) • Verb Grid (action/passive)	
PART C – Compulsory- Unit III (5x7)	35
• Use of Verbs: Verb Grid • Tenses • Use of Nouns • Sentence Patterns • Punctuation and Capitalisation	
PART D - (3x10)	30
• Essay (250 words) Unit I (Either/or) • Essay (250 words) Unit II (Either/or) • Compulsory -Comprehension	
TOTAL	100

INTERNAL EXAMINATIONS		Marks
PART A - MCQs 6X1(2 from each of the Units I, II & III)		6
PART B- Compulsory - one question from each of the Units I, II & III		
1 Short answer/ 1 ERC / Grammar (3X3)		9
PART C –Compulsory (Unit III) (3X5)		15
PART D- (2X10)		20
• Essay - Either /or Units – I & II 250 words • Compulsory- Grammar/ Composition		
TOTAL		50

INTERNAL ASSESSMENTS Marks

Skill-based activity - 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)
TOTAL 30

Viva Voce Components: 100 Marks

1. Introducing Oneself / Others (25)
2. Reading Aloud (From the text) (25)
3. Describing a place / a picture (With hints) (25)
4. Conversation with the examiner (Greetings/ Making Request) (25)

COURSE II

Hours: 6

Course Code: 26UGEL22

Credits: 3

LEARNING OUTCOMES

LO1 To provide an ambience to acquire the basic language skills, listening, speaking, reading, and writing

LO2 To make the learners frame questions and answers

LO3 To enable them to involve in basic communicative activities

LO4 To develop a comprehensible use of adjectives

LO5 To help the learners comprehend and respond in English

LO6 To develop oral communication for day-to-day activities

UNIT – I POETRY (READING AND WRITING SKILLS)

1. Rabindranath Tagore – “Leave this Chanting and Singing”
2. Gerard Manley Hopkins- “God’s Grandeur”

UNIT – II SHORT STORIES (READING AND WRITING SKILLS)

1. Sister Nivedita - “The Judgement Seat of Vikramaditya”
2. Stephen Leacock - “With the Photographer”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Use of Adjectives
2. Use of Conditional ‘If’ (Probable & Improbable Conditions)
3. Use of ‘who’, ‘which’, ‘where’ & ‘that’ in combining sentences
4. Framing questions – ‘Wh –’ & ‘Yes’ / ‘No’ Questions
5. Prefixes and Suffixes
6. Developing Hints into a Paragraph

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice – Listen and Do exercises: Sound patterns and words ending ‘s’ endings and ‘d’ endings, and Listening to English songs and Indian short stories
2. Pronunciation Practice: Medical Terms/ Names of Ailments/People /Currency/ Countries and Capitals/World-famous Cities
3. Making Requests
4. Offering help

UNIT – V LISTENING AND SPEAKING SKILLS

1. Seeking Permission
2. Expressing Gratitude
3. Reading Aloud (from the Prescribed Text)
4. Narrating a Story (from Hints)

COURSE OUTCOMES

Learners will be able to

CO1 Use grammatical structures in meaningful contexts

CO2 Use oral communication for day-to-day activities

CO3 Use simple sentences for oral and written communication

CO4 Use enhanced vocabulary

CO5 Comprehend and respond to what they listen to at the secondary level

CO6 Read and appreciate simple pieces of fiction and non-fiction

TEXT BOOKS

- *SPARK II: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A – MCQs (7 from each of the Units I, II, and 6 from Unit III)	20
PART B – Compulsory Units I, II & III - Short answers/ ERC/Grammar (5X3)	15
• Unit I - Short answer/ ERC • Unit II - Short answer/ ERC • Prefixes • Suffixes • Adjectives	
PART C – Compulsory Unit III (5x7)	35
• Adjectives • Use of 'who' & 'where' in combining sentences • Use of 'which' & 'that' in combining sentences • Framing questions – 'Wh –' & 'Yes' / 'No' Questions • Developing Hints into a Paragraph	
PART D – (3x10)	30
• Essay (250 words) Unit I (Either/or) • Essay (250 words) Unit II (Either/or) • Compulsory -Use of Conditional 'If' (Probable & Improbable Conditions)	

TOTAL

100

INTERNAL EXAMINATIONS		Marks
PART A - MCQs 6X1(2 from each of the Units I, II & Unit III)		6
PART B- Compulsory-one question from each of the Units I, II & III		
1 Short answer/ 1 ERC/ Grammar (3X3)		9
PART C –Compulsory (Unit III) (3X5)		15
PART D – (2X10)		20
• Essay - Either /or Units – I & II 250 words • Compulsory - Grammar/ Composition		
TOTAL		50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)
TOTAL 30

Viva-Voce Components: 100 Marks

1. Pronunciation: Medical Terms/ Names of Ailments/People /Currency/ Countries and Capitals/
World famous Cities (25)
2. Conversation: Making Requests/Offering help/Seeking Permission /Expressing Gratitude (25)
3. Reading Aloud (from the Prescribed Text) (25)
4. Narrating a Story (from Hints) (25)

COURSE III

Hours: 6

Course Code: 26UGEL13, 26UGEL33

Credits: 3

LEARNING OUTCOMES

LO1 To involve the learners in reading and interpreting English in poetry and prose (Fiction and Non-fiction)

LO2 To enable learners to write about prescribed literature

LO3 To help learners learn the appropriate use of articles, prepositions and adverbs

LO4 To help learners develop vocabulary register through homonyms, homophones and homographs

LO5 To facilitate in learners, the ability to create a narration based on hints

LO6 To build confidence in the learners to speak English for specific purposes

UNIT – I POETRY (READING AND WRITING SKILLS)

1. William Shakespeare – “All the World’s a Stage”
2. P. B. Shelley – “Ozymandias”
3. Oliver Goldsmith – “The Village Schoolmaster”

UNIT – II SHORT STORIES/ PROSE (READING AND WRITING SKILLS)

1. O. Henry – “The Gift of the Magi”
2. Katherine Mansfield – “A Cup of Tea”
3. Mark Twain – “A Day at Niagara”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Articles
2. Prepositions
3. Adverbs
4. Spotting Errors (Articles/ Prepositions / Adverbs)
5. Homonyms, Homophones, Homographs
6. Constructing a story using hints

UNIT –IV LISTENING AND SPEAKING SKILLS

1. Listening Practice: Listen and Do exercises: Listening to short passages , short stories (Indian and British) , English songs, *Mind your Language* (Episodes:1-2)
2. Pronunciation Practice : Words related to professions
3. Words generally mispronounced
4. Telephonic Conversation
5. Making Suggestions

UNIT – V LISTENING AND SPEAKING SKILLS

1. Complimenting / Congratulating
2. Expressing Sympathy
3. Reading aloud
4. Describing a picture/ Describing a process
5. Personal Conversation (Habits, Hobbies, Future Plan)

COURSE OUTCOMES

Learners will be able to

CO1 Read and understand English in poetry and prose (Fiction and Non-Fiction)

CO2 Write coherent essays about the prescribed literature

CO3 Use articles, prepositions and adverbs appropriately

CO4 Use homonyms, homophones, and homographs appropriately, ensuring clarity and precision in their spoken and written English

CO5 Create a narration from hints

CO6 Speak English confidently in a descriptive as well as expository style

TEXT BOOKS

- *SPARK III: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from each of the Units I, II, and 6 from Unit III)

20

PART B - Compulsory - Units I, II & III (5X3)

15

- Unit I - Short answer/ ERC
- Unit II - Short answer/ ERC
- Articles
- Prepositions
- Adverbs

PART C – Compulsory - Unit III (5x7)

35

- Articles
- Prepositions
- Adverbs
- Homonyms, Homophones, Homographs
- Constructing a story using hints

PART D - (3x10)

30

- Essay (250 words) Unit I (Either/or)

- Essay (250 words) Unit II (Either/or)
- Compulsory -Spotting Errors (Articles/ Prepositions / Adverbs)

TOTAL **100**

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(2 from each of the Units I, II &Unit III)

6

PART B- Compulsory one question from each of the Units I, II & III

1 Short answer/ 1 ERC/ Grammar (3X3)

9

PART C – Compulsory- (Unit III) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words

- Compulsory- Grammar/ Composition

TOTAL **50**

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
Composing a poem/ Submitting a relevant photo with description etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Pronunciation: Words related to professions /Words generally mispronounced (25)
2. Conversation: Making Suggestions /Complimenting / Congratulating /Expressing Sympathy /
Habits, Hobbies, Future Plan (25)
3. Reading aloud (25)
4. Describing a picture/ Describing a process (25)

COURSE IV

Hours: 6

Course Code: 26UGEL14, 26UGEL24, 26UGEL44

Credits: 3

LEARNING OUTCOMES

LO1 To make learners read and understand intermediate level poetry and prose

LO2 To encourage learners to continue building a vocabulary register as the students interpret, speak, and write about prescribed literature

LO3 To make learners use tenses and concord in meaningful constructions

LO4 To enable learners to employ appropriate synonyms and antonyms in written and spoken communication

LO5 To help learners learn the different types of letters, resumes and the art of composing e-mails and the use of appropriate language

LO6 To build confidence in students to speak English naturally and clearly, moving from basic sounds and reading practice to advanced conversations about books and real-world issues

UNIT – I POETRY (READING AND WRITING SKILLS)

1. John Milton – “On His Blindness”
2. Lewis Carroll – “The Walrus and the Carpenter”
3. Rudyard Kipling – “If”

UNIT – II SHORT STORIES /DRAMA (READING AND WRITING SKILLS)

1. Rabindranath Tagore – “The Postmaster”
2. Ernest Hemingway– “Cat in the Rain”
3. Fritz Karinthy – “The Refund”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Tenses
2. Concord
3. Spotting Errors (Tenses and Concord)
4. Describing a thing / a place / an event
5. Synonyms and Antonyms (Bhatnagar)
6. Letter Writing (Formal & Informal), Resumes and Composing emails

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice: Listen and Do exercises: Listening to conversations, announcements, interviews of popular personalities, and *Mind your Language* (Episodes: 3-4)
2. Complaining
3. Apologising
4. Offering encouragement and responding to them
5. Warning Someone

UNIT –V LISTENING AND SPEAKING SKILLS

1. Pronunciation Practice: Vowels and Diphthongs & Strong and Weak forms of words
2. Reading Aloud
3. Issue-based conversation
4. Speaking about prescribed literature

5. Speaking on a given topic

COURSE OUTCOMES

Learners will be able to

CO1 Read, interpret, and analyse intermediate level of English in poetry, prose, and fiction

CO2 Write coherent essays on prescribed literature

CO3 Use the various tense forms accurately with proper subject - verb agreement

CO4 Compose logically organized descriptive paragraphs, formal letters, professional resumes and emails

CO5 Use synonyms and antonyms appropriately, allowing for more expressive, varied, and accurate communication

CO6 Speak English fluently with confidence in an expository as well as analytical style

TEXTBOOKS

- *SPARK IV: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (7 from each of the Units I, II, and 6 from Unit III)	20
PART B- Compulsory- Units I, II & III (5X3) • Unit I - Short answers/ ERC • Unit II - Short answers/ ERC • Tenses • Concord • Spotting Errors (Tenses and Concord)	15
PART C – Compulsory- Unit III (5x7) • Tenses • Concord • Spotting Errors (Tenses and Concord)	35

- Describing a thing / a place / an event
- Synonyms(4) and Antonyms(3)

PART D - (3x10) 30

- Essay (250 words) Unit I (Either/or)
- Essay (250 words) Unit II (Either/or)
- Compulsory- Letter Writing/Resumes/ Composing emails

TOTAL 100

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(2 from each of the Units I, II & Unit III)

6

PART B- Compulsory one question from each of the Units I, II & III

1 Short answers/ 1 ERC/ Grammar (3X3)

9

PART C –Compulsory (Unit III) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words
- Compulsory- Grammar/ Letter writing/ Composition

TOTAL 50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15

30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading Aloud (25)
2. Issue-based conversation (25)
3. Speaking about prescribed literature (25)
4. Speaking on a given topic (25)

COURSE V

Hours: 6

Course Code: 26UGEL25, 26UGEL35

Credits: 3

LEARNING OUTCOMES

LO1 To introduce learners to the intermediate level of English through prescribed literature

LO2 To make learners read, interpret, and write about prescribed pieces of literature

LO3 To make learners learn complex language structures, the appropriate use of conjunctions and voice forms

LO4 To help learners become familiar with the accurate use of language with an awareness of common errors in language use

LO5 To make learners understand the logical sequence of ideas within a paragraph

LO6 To make learners speak English fluently with confidence, argue both sides of a topic with confidence, and discuss difficult modern issues with logic and ease

UNIT – I POETRY (READING AND WRITING SKILLS)

1. William Wordsworth – “The Solitary Reaper”
2. H.W. Longfellow – “A Slave’s Dream”
3. Robert Frost – “The Road Not Taken”

UNIT – II PROSE/ DRAMA (READING AND WRITING SKILLS)

1. Oscar Wilde - “The Model Millionaire”
2. A. A. Milne – “The Boy Comes Home”
3. Francis Bacon – “Of Friendship”

UNIT – III GRAMMAR SKILLS

1. Synthesis and Transformation of Sentences (Simple, Compound & Complex)
2. Conjunctions
3. Active – Passive Voice
4. Spotting Errors (Simple, Compound & Complex sentences/ Conjunctions/ Active – Passive Voice)

UNIT – IV ADVANCED WRITING/ VOCABULARY AND ANALYTICAL SKILLS

1. Expansion of Ideas / Proverbs
2. Dialogue Writing
3. Words often confused (Bhatnagar)
4. Sentence Arrangement

UNIT – V LISTENING AND SPEAKING SKILLS

1. Listening Practice - Listen and Do exercises: Listening to news reading, directions, stories in American English, and watching movies

2. Pronouncing Words ending with common Inflections (like – ‘logy’ ‘- graphy’ ‘-ation’ etc.),
Pronouncing ‘R’ in different positions
3. Reading and Interpreting
4. Turncoat
5. Expand a Proverb
6. Issue-Based Conversation

COURSE OUTCOMES

Learners will be able to

CO1 Read, interpret and analyse poetic English to understand open possibility of inferences

CO2 Write logically planned essays to address specific questions concerning prescribed literature

CO3 Understand the forms and structural differences in different types of sentences and their specific purposes

CO4 Use complex language structures with appropriate conjunctions and voice forms

CO5 Use vocabulary actively with an awareness of words often confused

CO6 Use Spoken English fluently with confidence and accuracy for specific purposes such as analytical, argumentative, and expository talks

TEXT BOOKS

- *SPARK V: An Integrated Course Text for General English*, Department of English, St. Xavier’s College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (8 from Unit I, 7 from Unit II, and 5 from Unit III)	20
PART B- Compulsory Units I & II – 3 Short answers/ 2 ERC (5X3)	15
PART C – Compulsory - Unit III &IV (5x7)	35

- Synthesis and Transformation of Sentences (Simple, Compound & Complex)

- Conjunctions
- Active – Passive Voice
- Expansion of Ideas / Proverbs
- Words often confused

PART D - (3x10)	30
• Essay (250 words) Unit I & II (Either/or) • a) Dialogue Writing (5) b) Sentence Arrangement (5) • Compulsory -Spotting Errors (Simple, Compound & Complex sentences/ Conjunctions/ Active – Passive Voice)	
TOTAL	100

INTERNAL EXAMINATIONS Marks

PART A - MCQs 6X1(1 from Units I & II , 5 from Units III & IV)	6
PART B- Units I & II – 2 Short answers/ 1 ERC (3X3)	9
PART C –Compulsory (Units III & IV) (3X5)	15
PART D- (2X10)	20
• Essay - Either /or Units – I & II 250 words • Compulsory -Grammar/ Letter writing/ Composition	
TOTAL	50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15	30
(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

Viva-Voce Components: 100 Marks

1. Reading and Interpreting (25)
2. Turncoat (25)
3. Expand a Proverb (25)
4. Issue-Based Conversation (25)

COURSE VI

Hours: 6

Course Code: 26UGEL36, 26UGEL46

Credits: 3

LEARNING OUTCOMES

LO1 To introduce learners to the advanced level of poetic English through representative pieces, to make them understand the oblique use of language

LO2 To make them read and understand classical English novel

LO3 To familiarise them with advanced language structures and the use of idioms and phrasal verbs

LO4 To make them understand and use different degrees for comparison, and use language for reporting speech

LO5 To acquaint them with the skills of expanding or developing, condensing ideas and responding to advertisements

LO6 To make them organize their professional knowledge into clear speeches, and discuss important world issues with confidence and logic

UNIT –I POETRY (READING AND WRITING SKILLS)

1. John Keats – “La Belle Dame Sans Merci”
2. John Donne – “Death Be Not Proud”
3. Walt Whitman – “O Captain! My Captain!”

UNIT - II FICTION (READING AND WRITING SKILLS)

George Orwell –*Animal Farm*

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Degrees of Comparison
2. Direct- Indirect Speech
3. Spotting Errors/Correcting Errors (Comprehensive)
4. Idioms and Phrasal Verbs (Bhatnagar)

UNIT – IV ADVANCED WRITING AND ANALYTICAL SKILLS

1. Précis Writing
2. Essay Writing
3. Responding to the given advertisement
4. Cloze Test

UNIT – V LISTENING AND SPEAKING SKILLS

1. Listening Practice - Listen and Do exercises: Listening to famous speeches, poetry renditions, sports commentary, and TED Talks
2. Pronunciation Practice: Words generally often mispronounced
3. Reading and Interpretation
4. Issue-Based Conversation
5. Public speaking on a subject topic
6. Extempore

COURSE OUTCOMES

Learners will be able to

CO1 Read and interpret the oblique language of poetry and write appreciative essays on the prescribed literature

CO2 Read, interpret, and write analytical essays about prescribed literature

CO3 Use advanced grammar structures to report speech and use the three degrees of comparison for intended emphasis

CO4 Use advanced nuances of language such as idioms and phrasal verbs

CO5 Write reflective, descriptive, expository and imaginative essays with appropriate content, and condense material to a précis

CO6 Use English fluently and accurately for public speaking, extempore and other specific purposes

TEXT BOOKS

- *SPARK VI: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- Orwell, George. *Animal Farm*. Maple Classics, 2013.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from Unit I, 8 from Unit II, and 5 from Unit III)	20
PART B – Compulsory -2 ERC from Unit I / 3 Short answers from Units II	15
PART C – Compulsory- Unit III & IV (5x7)	35
• Degrees of Comparison	
• Direct- Indirect Speech	
• Précis Writing	
• Essay Writing	
• Responding to the given advertisement	
PART D - (3x10)	30
• Essay (250 words) Unit I & II (Either/or)	
• Compulsory- Spotting Errors (5) Correcting Errors(5) (Comprehensive)	
• Compulsory- a) Idioms and Phrasal verbs (5) b) Cloze Test (5)	

TOTAL

100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs 6X1(1 from Units – I & II , 5 from Units III)	6
PART B- Compulsory Units I & II	
1 ERC from Unit I /2 Short answers from Units I & II (3X3)	9
PART C –Compulsory (Unit III & IV) (3X5)	15
PART D- (2X10)	20
• Essay - Either /or Units – I & II 250 words • Compulsory- Grammar/ Composition	
TOTAL	50

INTERNAL ASSESSMENTS Marks

Skill based activity - 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)
TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading and Interpretation (25)
2. Issue Based Conversation (25)
3. Public speaking on subject related topic (25)
4. Extempore (25)

COURSE – VII

Hours: 6

Course Code: 26UGEL47

Credits: 3

LEARNING OBJECTIVES

LO1 To facilitate learners' reading advanced English through representative pieces of Literature

LO2 To help learners infer and interpret prescribed literature and write coherent, analytical essays

LO3 To help learners analyse a selected dramatic scene to identify how dialogue and stage directions reveal character motivation and advance the central conflict

LO4 To encourage learners in using English skillfully and creatively to discuss, brainstorm or debate a topic, through active practice

LO5 To equip learners with the soft skills necessary for employability

LO6 To help learners to produce structured reports, engaging blogs and original creative pieces by adapting their writing style to suit different purposes and audiences

UNIT –I DRAMA (READING AND WRITING SKILLS)

1. *Julius Caesar* – Act III, Scene I
2. *Othello* – Act V, Scene II
3. *Hamlet*- Act I, Scene III

UNIT –II FICTIONS (READING AND WRITING SKILLS)

H. G. Wells –*Time Machine*

UNIT –III SOFT SKILLS AND SPEAKING SKILLS (Theory and Practice)

1. Interview Skills*
2. Group Discussion*
3. Debate*
4. Interpersonal Skills*

(* Included for Spoken English Viva Voce and Internal Assessments)

UNIT –IV SOFT SKILLS

1. Time Management
2. Problem-Solving Techniques
3. Teamwork
4. Leadership

UNIT –V ADVANCED WRITING SKILLS

1. Report Writing
2. Blog writing
3. Creative Writing (poem/short story)

COURSE OUTCOMES

Learners will be able to

CO1 Read and understand advanced forms of English in Literature

CO2 Interpret and write analytical essays on topics concerning prescribed pieces of literature

CO3 Speak English fluently and accurately in professional contexts

CO4 Use English effectively and creatively for interviews, group discussions, etc.

CO5 Behave, react, and handle situations connected to employability, using the acquired knowledge of soft skills

CO6 Demonstrate versatility in written communication by producing structured technical reports, engaging digital content for blogs, and original creative works that employ evocative language and narrative techniques

TEXT BOOKS

- *SPARK VII: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- Wells, H. G. *Time Machine*. Oxford University Press, 2017 Ed.
- Alphonse S. J., Xavier. *We Shall Overcome: A Textbook on Life Coping Skills*. ICRDDCE Publication, 2004.

REFERENCE

- Sijwalii B.S. and Indu Sijwali, *General Interview Skills for Both Government and Private Sectors*. Arihant Publications, 2023.
- Soman, Ashok M, *Graduates and Postgraduates Entering the Corporate World*. Himalaya Publishing House, 2023.
- Patnaik, Priyadarshi, *Communication, Logical Thinking, and Public Speaking*. Cambridge University Press, India, 2016.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (5 from each of the Units I, II, III & IV)

20

PART B- Compulsory - (5X3)

15

ERC from Unit I/ Short answers from Units II, III & IV

- Unit I
- Unit II
- Units III
- Units IV
- Units III/ IV

PART C –Compulsory- Units I, II, III, IV & V (5x7)

35

- Short Essay (200 words)/ Annotation Unit I
- Short Essay Unit II (200 words)
- Short Essay Unit III (200 words)
- Short Essay Unit IV (200 words)
- Creative Writing (poem/short story)

PART D - (3x10)

30

- Essay (250 words) Unit I & II (Either/or)
- Compulsory -Report writing (250 words)
- Compulsory - Blog writing (250 words)

TOTAL

100

INTERNAL EXAMINATIONS		Marks
PART A - MCQs 6X1 (1 from Units I & II , 5 from Units III & IV)		6
PART B- Units I & II – 2 Short answers from Units I & II/ 1 ERC from Unit I (3X3)		9
PART C –Compulsory (Unit III & IV) (3X5)		15
PART D- (2X10)		20
1. Essay - Either /or Units – I & II 250 words		
2. Compulsory - Report writing / Blog writing/ Creative Writing (Unit V)		

TOTAL 50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30
(Seminar presentation/ Video Essay/ Creating a 5–8 slide on a topic/ writing a poem, short story/Mock Interview /Group Discussion/Debate etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Interview Skills: Mock Interview (25)
2. Group Discussion (25)
3. Debate (25)
4. Interpersonal Skills: Conversation (25)

DEPARTMENT OF HUMAN EXCELLENCE
St. Xavier's College (Autonomous), Palayamkottai
Courses Offered

Semester	Category	Course Code	Course Title
I	FC	26UHER11/ 26UHEE11	Religion: Catholic Doctrine / Ethics
II	SEC3	26UHEI21	Integrated Personality Development
III	SEC4	26UHEL31	Life Coping and Entrepreneurial Skills Management
IV	EVS	26UEVS41	Environmental Studies
V	VE	26UVEH51	Human Rights and Social Analysis

NME

Semester	Category	Course Code	Course Title
I	Library	26ULBN11	Foundations of Library Science
I	XRF	26UXRN11	Traditional Knowledge of Indian Medicinal Systems
II	Library	26ULBN21	Information Resources
II	STAND	25USTN21	Rural Development Studies
II	XRF	26UXRN21	Indian Traditional Medicinal Foods
III	XRF	26UXRN31	Food Microbiology
IV	XRF	26UXRN41	Herbal Resources and Their Conservation
IV	MAX Forum	26UMXN41	Society, Economy and Politics in Contemporary India

Common Question Pattern

Internal Test

Part A	Answer ALL the questions in one or two lines	5 x 2 = 10
Part B	Answer ALL the questions, each in a paragraph	3 x 5 = 15
Part C	Write an essay on the following	1 x 10 = 10

Semester Exam

Part A	Answer ALL the questions in one or two lines	10 x 3 = 30
Part B	Answer ALL the questions, each in a paragraph	5 x 8 = 40
Part C	Write an essay on each the following	2 x 15 = 30

RELIGION: CATHOLIC DOCTRINE
(26UHER11)

SEMESTER:I	VE	HOURS:2	CREDITS: 2	TOTALHOURS:30
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Course Outcomes:

Upon completion of the course the students will be able to

- CO1:** Recite the Sacraments (K1)
- CO2:** Identify the challenges of the present day church (K1)
- CO3:** Associate Old and New testaments of the bible (K2)
- CO4:** Explain the Church history (K2)
- CO5:** Discuss the Marian worship (K2)
- CO6:** Summarize the catholic social teachings (K2)

Unit I: Introduction to Bible

(6 Hours)

Bible as a Word of God, its inspiration, the Canon - Old and New Testaments and their interconnectedness - Traditional and modern interpretations

Unit II: Jesus and His Teachings

(6 Hours)

Parables of Jesus – Important Teachings of Jesus: Kingdom of God – God’s Mercy – Trust in Providence – Two Commandments of love – Be committed – No condemnation of wealth – No condemnation of sinners – Love of enemies; Prayer: Jesus’ Prayer – Types of Prayer; Jesus the Healer – Types of Miracles of Jesus – Jesus the Liberator

Unit III: A Brief History of the Church & Changes and Challenges of the Modern World

(6 Hours)

The beginnings of the Church - Medieval period and its challenges - The importance of the Second Vatican Council and their decrees – Synodality; Casteism – Ecumenical unity and Inter Religious harmony – Digital world and Religious Faith - Catholic Social Teachings

Unit IV: Introduction to the Sacraments and Trinity

(6 Hours)

The origin of the seven sacraments - Their practices and meanings – Trinity: The Father – The Son and the Holy Spirit

Unit V: Introduction to Mariology

(6 Hours)

Mary, Mother of God and Jesus - Mary, our Mother and in the Gospels - Mariology in the history of the Church – Mary as a Prophet of revolution

REFERENCES:

- “Faith Matters” material prepared by the Department of Human Excellence.
- Second Vatican Council Documents.

ETHICS
(26UHEE11)

SEMESTER:I	VE	HOURS:2	CREDITS: 2	TOTALHOURS:30
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Course Outcomes

After completing this course, the learner will be able to know/understand: Cognitive Level (K-Level)

- CO-1** Describe the Ethical foundations and human values (K2)
- CO-2** Identify Ethics and its relationship with religions (K1)
- CO-3** Evaluate the personal ethical codes in day-to-day life (K5)
- CO-4** Associate ethics in family and society (K3)
- CO-5** Apply moral, professional, and personal ethics in academic, workplace, and daily life situations. (K3)
- CO-6** Analyse the modern ethical issue (K4)

Unit-I Introduction to Ethics and Human Interface

(6 Hours)

Meaning, Nature and Scope of Ethics-Challenges and Importance of ethics-Basic ethical foundations-Human values: Tolerance, Compassion, Rationality, Objectivity. Scientific Attitude, Integrity, Respecting Conscience and Empathy. Mahatma Gandhi and Ethical practices: Non violence, Truth, Non-hatred and love for all, concern for the poorest, objectivity nationalism and Education for man making relation between ends and means.

Unit-II Ethics and Major religions and civilizations (6 Hours)

Ethics and its relationship with Religions- Ten Commandments: Christianity and Judaism tradition-Hinduism- Dharma and Mokhya (out of 4 goals of life Dharma, Artha, Kama and Mokhya),concept of Purusartha, Nisakama Karma (work without attachment to results), Concept of Basudev Kutumba and Peace(Whole including all animals, plants, inanimate beings and human form one world)-Islamic Ethics: Justice, Goodness, Kindness, Forgiveness, Honesty, Purity and piety- Buddhism - Arya AstangikaMarg: Right view, Thought , Speed, Action, Livelihood, Efforts, Attention and Concentration.

Unit-III Personal and Professional ethics (6 Hours)

Moral percepts -Dynamics of personal morality-Moral Conscience-Ethical aspects of Thirukural-Evils of corruption- Professional ethics- Nature, Characteristics, scope, type. Professional Value: Trusteeship, Inclusiveness, Commitment, Sustainability, Accountability, Transparency, Impartiality.

Unit-IV Governance, Family and Social Ethics (6 Hours)

Concept of Good Governance-Principles: Transparency, Accountability, Rule of Law- Ethical Leadership and Public Responsibility-Corruption and Integrity in Public Life-Role of Family in ethical formulations-Respecting persons-Peace and Justice-Human Duties-Respecting Persons and Human Dignity-Equality, Justice and Fairness -Peace, Non-violence and Social Harmony-Tolerance, Pluralism and Social Inclusion.

Unit- V Judicious Use of Technology (6 Hours)

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects. Ethics and Use of Digital Technology: Cyber ethics-, Ethics of social media: WhatsApp, Face book, Twitter and others.

Recommended Books/e-resources:

- R.R. Gaur, R Sangal, G.P. Bagaria (2009): A Foundation Course in Human Values and Professional Ethics, Excel Books.
- D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India).
- Vivian L Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social Psychology (2nded.), edited by Kay Deaux and Mark Snyder.
- https://cdn.visionias.in/value_added_material/3b896-ethics.pdf

- Sargolzaei, E., & Nikbakht, M. (2017). The Ethical and Social Issues of Information Technology: A Case Study. *International Journal of Advanced Computer Science and Applications*, 8(10), 138–146. <https://doi.org/10.14569/ijacsa.2017.081019>
- Mirghaderi, L., Sziron, M., & Hildt, E. (2023). Ethics and Transparency Issues in Digital Platforms: An Overview. *AI (Switzerland)*, 4(4), 831–843. <https://doi.org/10.3390/ai4040042>
- Müller, V. C. (2022). The History of Digital Ethics. *Digital Dreams Have Become Nightmares: What We Must Do*. <https://doi.org/10.1145/3640479.3640499>
- Course Material Prepared by Department of Human Excellence.

INTEGRATED PERSONALITY DEVELOPMENT
(26UHEI21)

SEMESTER: II	SEC3	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes:

After completing this course, students will be able to:

CO1: Analyze individual personality traits, habits, and attitudes by utilizing self-awareness frameworks such as SWOC and the Johari Window. (K4)

CO2: Formulate actionable plans to build self-confidence, a positive mindset, and healthy self-esteem for continuous personal growth. (K6)

CO3: Implement self-management techniques, including mindfulness, yoga, and distraction control, to regulate stress and improve discipline. (K3)

CO4: Demonstrate effective interpersonal skills, including rapport building, assertiveness, and conflict management, within group discussions and team environments. (K3)

CO5: Design a systematic roadmap of realistic personal and academic goals using structured goal-setting methodologies. (K6)

CO6: Integrate ethical values, social responsibility, and gender sensitivity into professional conduct and real-life decision-making. (K4)

UNIT-I: Self-Knowledge

(6 Hours)

Exploring Habits, Attitudes, Self Awareness – Self introspection - SWOC analysis – Johari Window’s Self identity. Enhancing one’s Self image, Self -Esteem, Building self Confidence and Positive Mind Set.

UNIT-II: Self Management

(6 Hours)

Understanding of One’s Life Story- Focusing on Internal Narratives – Self-Talk, Self-Discipline- Managing Change, -Adaptation to change, Managing Distractions, Yoga and Mindfulness -Overcoming Inferiority Complex

UNIT-III: Personal Competence and Goal Setting

(6 Hours)

Developing Rapport - Giving and Receiving Constructive Feedback - Assertiveness and Conflict Management Skills - Group Discussion Skills –Goal Setting.

UNIT-IV: Personality Development

(6 Hours)

Recognizing the growth in different dimension of Holistic and Integrated Personality Development-Ethical Behavior-Gender Sensitivity and Respect- Civic Responsibility-Social Media Responsibility

UNIT-V: Emotional Well-Being

(6 Hours)

Meaning -Types of Emotions- Expressing Emotions- Managing Difficult Emotions -Self-Control-Healthy Relationships- Building Resilience & Coping Skills - -Mental Health Awareness.

Reference Books:

1. Dr. Xavier Alphonse S.J ,We Shall Overcome, ICRDEC Publications, Chennai,2004.
2. Harold R Wallace and L. Ann Masters, Personality Development, South-Western Cengage Learning India PL, NewDelhi,2006.
3. Course Material Prepared by Department of Human Excellence.

**LIFE COPING AND ENTREPRENEURIAL SKILLS MANAGEMENT
(26UHEL31)**

SEMESTER:III	SEC 4	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

After completion of the Course, the students will be able to

- CO1:** Explain holistic health including physical, mental, and social wellbeing. (K2)
- CO2:** Apply healthy lifestyle practices including nutrition, hygiene, and digital wellbeing. (K3)
- CO3:** Analyze social and professional situations using empathy and ethical reasoning. (K4)
- CO4:** Apply structured decision-making and problem-solving skills in real-life situations. (K3)
- CO5:** Demonstrate coping strategies for stress, crisis, and uncertainty. (K3)
- CO6:** Evaluate addiction risks and design strategies for a healthy lifestyle. (K5)

Unit I: Holistic Health & Lifestyle Management (6 Hours)

WHO's definition of Health – Dimensions of Health – Adolescent Health and Women's Health – Understanding Physical Self – Personal Hygiene and Grooming – Balanced Diet and Nutrition – Healthy Habits and Lifestyle – Lifestyle Diseases and Prevention – Digital Wellbeing (Screen Time, Sleep Cycle, Mental Balance) – Public Health Awareness.

Unit II: Social Intelligence & Relationship Management (6 Hours)

Family Relationship: Values in family relationship, nuclear family, Joint Family, Dependence, Overdependence, Happy family, Broken Family - Caring Elders - Rapport Building with Peers/Friends, Strangers, Transgenders - Professional Relationship: Officials, Mentors, Staff & Service Personnel- Other centeredness and others point of view and Empathy.

Unit III: Decision-Making & Problem-Solving Skills (6 Hours)

Types of Problems (Academic, Personal, Financial, Social) – Problem-Solving Strategies – Decision-Making Process – Rational and Intuitive Decision-Making – Ignatian Discernment Process – Lateral Thinking and Creativity – Basic Financial Literacy (Needs vs Wants, Saving, Budgeting).

Unit IV: Coping with Stress, Crisis & Change (6 Hours)

Meaning and Types of Stress – Causes of Stress (Academic, Social, Digital) – Stress Management Techniques – Emotional Regulation Strategies – Time Management and Productivity – Crisis Management (Failure, Uncertainty, Loss) – Building Resilience and Adaptability.

Unit V: Addiction Awareness & Personal Safety (6 Hours)

Meaning and Types of Addiction – Substance Addiction – Digital and Internet Addiction – Causes and Effects of Addiction – Prevention and Control Measures – Self-Regulation Techniques – Cyber Safety and Responsible Internet Usage – Seeking Help and Counselling Support.

Activity Collaborators: Anti-drug Club, Women's Forum.

Reference Books:

1. Dr. Xavier Alphonse S.J., We Shall Overcome, ICRDEC Publications, Chennai, 2004.
2. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
3. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
4. Clear, James. 2018. Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones. New York: Avery
5. Atomic Habits – James Clear, Avery, 2018.
6. The 7 Habits of Highly Effective People – Stephen R. Covey, Free Press.
7. Emotional Intelligence – Daniel Goleman, Bantam Books.
8. Thinking, Fast and Slow – Daniel Kahneman, Penguin Books.
9. Course Material prepared by the Department of Human Excellence.

ENVIRONMENTAL STUDIES
(26UEVS41)

SEMESTER:IV	EVS	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

The students will be able to:

CO1: Describe various natural resources and the fundamental principles of sustainable development to explain resource interdependence. (K1)

CO2: Explain the relationship between biodiversity and various conservation approaches to maintain ecological balance. (K2)

CO3: Apply prevention and mitigation strategies to address specific environmental issues and ecosystem degradation. (K3)

CO4: Illustrate the adverse health impacts of different types of pollution on human populations and ecosystems. (K3)

CO5: Evaluate environmental quality indicators and the effectiveness of climate change mitigation risks. (K5)

CO6: Summarize major international environmental treaties and national legislations aimed at environmental protection. (K2)

Unit I: Natural Resources (6 Hours)

Environment – Definition; Overview of natural resources: definition, types of natural resources. Biotic and abiotic, renewable and non-renewable resources. Water resources: types, over-exploitation, issues, challenges, water scarcity, conflicts. Soil and mineral resources: important minerals, problems, soil as a resource. Energy resources: sources, conventional and non-conventional, implications. (IKS- Traditional water conservation methods (e.g., temple tanks, ooranis, johads). Indigenous agricultural practices and soil conservation methods.)

Unit II: Environmental pollution and Health (6 Hours)

Natural and man-made disasters and their impacts of environment and management. Pollution: definitions, natural and man-made pollution. Different types of pollution- Air, Water, Soil, Noise, Radioactive and solid waste pollution: Sources of pollution, different types of pollutants, effects of pollution in environment and human health, prevention and control of pollution. (IKS- Traditional waste management practices. Herbal and indigenous methods to reduce pollution impacts.)

Unit III-Conservation of Biodiversity and Ecosystems (6 Hours)

Biodiversity and its distribution: Levels and types, India and world, hotspots, threat categories. Ecosystems and ecosystem services: major types in India, basic characteristics, significance. Threats to biodiversity and ecosystems: land use, commercial exploitation of species and invasive species. Types of Biodiversity conservation (*In-situ and Ex-situ*). (IKS- Sacred groves and community-based conservation practices, Role of indigenous communities in biodiversity protection)

Unit IV: Climate change: Impacts, Adaptation and Mitigation (6 Hours)

Climate change: structure and different layers of atmosphere, Impacts, vulnerability and adaptation to climate change. Mitigation of climate change: GHGs types, sources, impacts and control. Importance of 1.5 °C and 2.0 °C Global warming and Ozone depletion. Concept of carbon intensity, energy intensity and carbon neutrality; policy instruments, carbon capture and storage, climate justice. Anthropogenic factors - Human over population, over consumption, pollution, Mining, Transport, Environmental degradation and Impact of human activities. (IKS- Traditional climate-resilient farming practices. Indigenous housing designs for climate adaptation.)

Unit V: Environmental Treaties, Legislation and Sustainable Development (6 Hours)

Overview of instruments of international cooperation: bilateral, multilateral, conventions and protocols, COPs. Major International Environmental Agreements: CBD, CITES, UNCCD, UNFCCC. Major Indian Environmental Legislations: acts, rules, sites, areas, zones and judgments. Introduction to sustainable development: SDGs, targets and indicators, challenges and strategies.

Principle of sustainable development, international efforts of sustainable development and sustainable development in India: Perspective and strategies. (IKS- Community based natural resource management models.)

Skill-Based Activities:

Unit-I	➤ Field observation of local water bodies ➤ Preparation of a household resource audit report ➤ Case study analysis on sustainable practices
Unit-II	➤ Air and water quality observation survey ➤ Preparation of eco-friendly products (natural cleaners, composting) ➤ Awareness campaign design
Unit-III	➤ Biodiversity documentation of campus/local area ➤ Preparation of herbarium or digital biodiversity register
Unit-IV	➤ Carbon footprint calculation (individual/department level) ➤ Tree plantation and climate awareness drive
Unit-V	➤ Mock COP session ➤ Policy analysis and presentation ➤ Preparation of sustainability action plan for the campus

General Suggestions:

- Educational visit to Xavier Solai be organized as a common activity for all students.
- Include activity based and project based assignments.
- Conduct orientation programs for EVS faculty on IKS and skill based pedagogy.
- Students examine environmental problems in their local communities and develop solutions to address them.

Reference Books:

1. Singh, J.S., Singh, S.P., Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.
2. Harris, Frances (2012). Global Environmental Issues, 2nd Edition. Wiley- Blackwell.
3. Krishnamurthy, K.V. (2003). Textbook of Biodiversity, Science Publishers, Plymouth, UK.
4. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).
5. Pittock, Barrie (2009). Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge.
6. Ministry of Environment, Forest and Climate Change (2019). A Handbook on International Environment Conventions & Programmes.
7. KanchiKohli, Manju Menon (2021). Development of Environment Laws in India, Cambridge University Press.

HUMAN RIGHTS AND SOCIAL ANALYSIS (26UVEH51)

SEMESTER:IV	VE	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

Upon completion of the course, the students will be able to

CO1: Recall key concepts of rule of law, democracy, equality, human dignity, citizenship, social justice, secularism and human rights.(K1)

CO2: Explain the Preamble to the Constitution of India, Fundamental Rights, Directive Principles, civil and political rights, socio-economic and cultural rights and collective rights.(K2)

CO3: Apply constitutional principles and human rights concepts to contemporary social issues. (K3)

CO4: Analyze interrelationships among inequalities, social structures, social problems, and reform initiatives in India. (K4)

CO5: Evaluate the effectiveness of constitutional provisions in promoting equality and social justice.(K5)

CO6: Design strategies fostering equality, communal harmony, responsible democratic citizenship and civic participation. (K6)

Unit I: Understanding basic concepts (6 Hours)

Understanding of key concepts, their meaning and significance in today's context – Rule of law, democracy, equality, human dignity, citizenship, social justice, secularism, human rights, fundamental rights and constitutional values.

Unit II: Classification of Human Rights (6 Hours)

Civil and Political rights, socio-economic and cultural rights collective rights or group rights – Preamble to the Constitution of India, Fundamental Rights - Equality rights, personal freedom and right to life, rights against arbitrary arrest and illegal detention, Rights against exploitation, Religion Freedom, Minority rights and Fundamental Duties (Art. 51A)

Unit III: Indian Social System (6 Hours)

Social Analysis - Social system and its components, Inequalities, caste structures and manifestation, Patriarchy and violence against women, Gender and sexual Minorities– A land of cultural linguistic and religious diversity –secular ethos – religious -fundamentalism-Indian politics -Interdependence of human being and society

Unit IV: Social Problems (6 Hours)

Indian Economic inequality and Poverty - Caste Discrimination : Untouchability, honour killing - Reservation policy, and Dalit empowerment - illiteracy and its effects Child labour, child abuse, bonded labour and their effects

Unit V: Social Reformers (6 Hours)

Promoting social justice and equality, women's rights, and eradication of caste discrimination - Dr. B. R. Ambedkar, Mahatma Gandhi, Dr. Muthulakshmi Reddy, Savitribai Phule, Fathima Sheikh, Pandita Ramabai and E. V. Ramasamy - Focusing on service to the marginalized, healthcare, education, and human values

Reference Books:

1. P.N. Sharma, "Social problems and issues in India", Bharat Book Centre, 2014, New India
2. The Reality Reloaded, Gurjot S. Kaler, Chandigarh, India, 2018
3. Course Material Prepared by the Department of Human Excellence
4. Activity-based learning will be conducted in collaboration with the Democracy Forum and Electoral Literacy Club to promote democratic values, constitutional awareness, and responsible citizenship.

Semester	I	Course Code	26UPEC11
Course Title	History and Development of Physical Education		
No. of Credits	5	No. of Contact Hours per Week	75
Category	Core		
Course Objectives	1. Understand the origin and historical development of Physical Education in ancient and modern societies. 2. Explain the contribution of different civilizations towards Physical Education and sports. 3. Analyze the development of Physical Education in India and at the international level. 4. Develop practical understanding through historical games, demonstrations, and project activities. 5. Integrate Indian Knowledge System (IKS) concepts related to Yoga, traditional games, and indigenous physical practices.		
Unit	Content		Hours
I	Introduction to Physical Education Meaning and Definition of Physical Education - Aim, Objectives, and Scope of Physical Education - Importance of Physical Education in Modern Society - Relationship of Physical Education with Health and Education		15
II	Physical Education in Ancient Civilizations Physical Education in Primitive Society - Physical Education in Ancient Egypt - Physical Education in Ancient Greece - Physical Education in Ancient Rome - Olympic Games in Ancient Greece		15
III	Development of Physical Education in India Physical Education during Vedic Period - Physical Education during Mughal Period - Contribution of YMCA and Educational Institutions - Development of Physical Education after Independence - Role of Government and Sports Authorities in India		15
IV	Development of Physical Education in Modern Countries Physical Education in USA - Physical Education in Germany - Physical Education in Sweden - Physical Education in Russia and China - Comparative study of international Physical Education systems		15
V	Organizations and Modern Trends in Physical Education National and International Sports Organizations - Olympic Movement and IOC - Role of AIU, SGFI, YMCA, and Sports Authority of India - Modern trends in Physical Education and Sports Science -Career opportunities in Physical Education		15
References	Books 1. Ajmer Singh. (2022). <i>History, principles and foundations of physical education</i>. Friends Publications. 2. Kamlesh, M. L. (2021). <i>Foundations of physical education</i> (6th ed.). Friends Publications. 3. Kansal, D. K. (2020). <i>A practical approach to test, measurement and evaluation in physical education</i>. Sports Publication.		

	4. Lumpkin, A. (2021). <i>Introduction to physical education, exercise science, and sport studies</i> (11th ed.). McGraw-Hill Education. 5. Mohan, V. M. (2021). <i>Physical education and sports sciences</i>. Khel Sahitya Kendra. 6. Sharma, O. P. (2020). <i>History and principles of physical education</i>. Khel Sahitya Kendra. 7. Singh, H. (2021). <i>Science of sports training</i>. DVS Publications. 8. Siedentop, D., Hastie, P. A., & Van der Mars, H. (2021). <i>Complete guide to sport education</i> (3rd ed.). Human Kinetics. 9. Uppal, A. K., & Gautam, G. P. (2022). <i>Health and physical education</i>. Friends Publications. 10. Yadav, S. K. (2023). <i>Modern trends in physical education and sports sciences</i>. Friends Publications.
Course Learning Outcomes	CLO 1: Explain the meaning, scope, and importance of Physical Education. CLO 2: Describe the historical development of Physical Education in ancient civilizations and modern nations. CLO 3: Analyze the growth and development of Physical Education in India. CLO 4: Demonstrate practical knowledge of traditional games and physical activities. CLO 5: Apply Indian Knowledge System (IKS) concepts in Physical Education practices. CLO 6: Organize and evaluate physical education activities, sports events, and historical presentations effectively.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	2	1	2	1	1	2	1	1.6
CLO 3	3	2	2	2	1	2	2	1	1.9
CLO 4	2	3	3	2	2	2	1	2	2.1
CLO 5	2	2	3	2	1	2	2	2	2.0
CLO 6	3	3	2	3	2	2	2	3	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	I	Course Code	26UPEC12
Course Title	Anatomy and Physiology		
No. of Credits	4	No. of Contact Hours per Week	60
Category	Core		
Course Objectives	1. To understand the basic structure and functions of the human body. 2. To learn how body systems help in movement and exercise. 3. To understand the effects of exercise on the body. 4. To develop knowledge of health, fitness, and body care. 5. To apply this knowledge in physical education and sports. 6. To understand body functions for safe participation in sports and physical activities.		
Unit	Content		Hours
I	Unit - I: Basics of Anatomy and Physiology Meaning and importance of anatomy and physiology - Cell, tissue, and body organization - Anatomical position and body planes - Basic terms used in anatomy - Importance in sports and physical education		12
II	Unit – II: Skeletal and Muscular Systems Structure and functions of bones, joints, and muscles - Types of muscles and muscle movement - Role of bones and muscles in physical activity - Posture and body movement in sports		12
III	Unit – III: Circulatory and Respiratory Systems Structure and functions of heart and blood vessels - Blood circulation and blood pressure - Structure and functions of respiratory system - Breathing during exercise - Effects of exercise on heart and lungs.		12
IV	Unit – IV: Nervous, Digestive and Endocrine Systems Nervous system and body coordination - Reflex action and movement control - Digestive system and energy supply - Endocrine glands and hormones - Role in sports performance		12
V	Unit – V: Exercise Physiology and Fitness Effects of exercise on the body - Fatigue, recovery, and adaptation - Physical fitness and body composition - Nutrition and hydration - Athlete health and wellness		12
References	1. Uppal, A. K. (2022). Anatomy, physiology and health education. Friends Publications. 2. Sharma, P. D. (2021). Physiology of exercise and sports. Khel Sahitya Kendra. 3. Kansal, D. K. (2022). Applied exercise physiology. Khel Sahitya Kendra. 4. Jain, A. K. (2021). Human anatomy and physiology. S. Chand Publishing. 5. Singh, H. (2023). Sports physiology and exercise science. DVS Publications.		

	6. Kamlesh, M. L. (2021). Physical education and sports sciences. Friends Publications. 7. Gupta, R. (2022). Health education, anatomy and physiology in sports. Sports Publication. 8. Yadav, S. K. (2024). Modern exercise physiology and athlete health. Khel Sahitya Kendra. 9. Morehouse, L. E., & Miller, A. T. (Indian reprint ed., 2021). Physiology of exercise. Friends Publications. 10. Verma, J. P. (2022). Human anatomy and physiology for physical education. Sports Publication.
Course Learning Outcomes	CLO 1: Explain the basics of anatomy and physiology. CLO 2: Describe body systems related to movement. CLO 3: Explain the effects of exercise on the body. CLO 4: Understand the role of body systems in sports. CLO 5: Explain fitness, nutrition, and recovery. CLO 6: Apply anatomy and physiology knowledge in sports.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	2	1	3	1	1	2	2	2	1.75
CLO 2	3	2	3	1	1	2	2	2	2.00
CLO 3	3	2	3	2	1	2	2	2	2.13
CLO 4	2	1	3	2	1	2	2	2	1.88
CLO 5	3	2	3	2	1	2	2	2	2.13
CLO 6	3	3	3	2	2	2	2	2	2.38

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	I	Course Code	26UPEP11	
Course Title	Practical: Martial Arts & Traditional Games			
No. of Credits	2		No. of Contact Hours per Week	30
Category	Core Practical			
Course Objectives	1. To develop basic practical skills in martial arts and traditional games. 2. To improve fitness, coordination, flexibility, and self-defense skills. 3. To learn safety practices, rules, and simple officiating methods. 4. To develop discipline, teamwork, leadership, and cultural values. 5. To encourage active participation in traditional and martial activities. 6. To understand modern applications of martial arts for fitness and self-development.			
Unit	Content			Hours
I	Unit I: Introduction to Martial Arts Introduction to Karate, Judo, Taekwondo, and Silambam - Basic safety rules and precautions - Warm-up and conditioning exercises - Martial arts for fitness and self-defense			6
II	Unit II: Basic Martial Arts Skills Basic stances and movements - Blocking, punching, and kicking techniques - Balance, coordination, and flexibility drills - Discipline and practice routines			6
III	Unit III: Traditional Games Practical Introduction to traditional games - Basic rules and simple play activities - Indigenous games for recreation and fitness - Team participation and coordination activities			6
IV	Unit IV: Officiating and Event Practice Basic officiating signals and rules - Organizing simple martial arts and traditional game events - Group demonstrations and mini competitions - Roles and responsibilities during events.			6
V	Unit V: Modern Applications and Personality Development Martial arts for self-confidence and stress management - Traditional games for active lifestyle - Leadership and teamwork activities - Career awareness in martial arts and sports			6
References	Books 1. Sharma, M. K. (2022). Martial arts and self-defense techniques. Sports Publications. 2. Bhattacharya, D. C. (2021). Traditional games and indigenous sports. Khel Sahitya Kendra. 3. Kumar, A. (2022). Karate and self-defense. Friends Publications. 4. Uppal, A. K. (2022). Modern trends in physical education. Friends Publications. 5. Yadav, S. K. (2024). Martial arts, traditional games and fitness education. Khel Sahitya Kendra.			

	6. Cunningham, I. (2022). Martial arts training and fitness. Human Kinetics. 7. Park, Y. H. (2021). Taekwondo: Techniques and tactics. Human Kinetics. 8. Ohlenkamp, N. (2022). Judo unleashed. McGraw-Hill. 9. Funakoshi, G. (2021). Karate-do: My way of life. Kodansha International. 10. Coakley, J. (2023). Sports in society: Issues and controversies (14th ed.). McGraw-Hill.
Course Learning Outcomes	CLO 1: Perform basic martial arts and traditional game skills. CLO 2: Apply safety rules and simple officiating practices. CLO 3: Improve fitness, coordination, and self-defense skills. CLO 4: Demonstrate teamwork, discipline, and leadership. CLO 5: Organize simple practical activities and events. CLO 6: Understand modern uses of martial arts and traditional games.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	3	1	1	2	2	2	2.00
CLO 2	3	2	3	1	1	2	2	2	2.00
CLO 3	3	2	2	1	2	2	2	2	2.00
CLO 4	2	2	1	2	3	3	3	2	2.25
CLO 5	2	2	2	3	2	2	2	2	2.13
CLO 6	2	1	2	2	2	2	2	3	2.00

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	I	Course Code	26UPEE11	
Course Title	Health Education and First Aid			
No. of Credits	3		No. of Contact Hours per Week	30
Category	Elective Theory			
Course Objectives	1. To understand the basics of health education and healthy lifestyle practices. 2. To develop awareness of nutrition, hygiene, mental health, and disease prevention. 3. To learn first aid and emergency care skills for daily life and sports situations. 4. To understand management of common injuries and health emergencies. 5. To develop practical knowledge of CPR, BLS, and sports injury care. 6. To promote health, safety, and wellness in modern life.			
Unit	Content			Hours
I	Unit I: Basics of Health Education Meaning and importance of health education - Personal and environmental hygiene - Healthy lifestyle habits - Role of physical activity in health promotion			6
II	Unit II: Nutrition and Community Health Balanced diet and nutrients - Nutrition for active individuals - Common diseases and prevention - Substance abuse awareness - Public health and healthy living			6
III	Unit III: Mental Health and Wellness Mental health and emotional well-being - Stress, anxiety, and coping methods - Sleep and healthy habits - Adolescent and wellness education			6
IV	Unit IV: First Aid and Emergency Care Meaning and principles of first aid - First aid kit and emergency response - CPR and BLS basics - Management of bleeding, burns, fractures, choking, and fainting			6
V	Unit V: Sports First Aid and Injury Management Common sports injuries and prevention - RICE/PRICE method - Heat illness, dehydration, and concussion care - Bandaging, splinting, and athlete transport - Emergency action planning			6
References	Books 1. Giri, V. (2023). Health education and first aid. Friends Publications. 2. Sharma, J. P. (2022). School health education and health promotion. Khel Sahitya Kendra. 3. Bhatia, R., & Sharma, V. (2022). Health education and public health. CBS Publishers & Distributors. 4. Gupta, M. C., Mahajan, B. K., & Ray, S. (2023). Textbook of preventive and social medicine (6th ed.). Jaypee Brothers Medical Publishers. 5. Indian Red Cross Society. (2022). First aid manual. Indian Red Cross Society. 6. Park, K. (2025). Park’s textbook of preventive and social medicine (28th ed.). Banarsidas Bhanot.			

	7. American College of Sports Medicine. (2022). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer. 8. St John Ambulance Association. (2023). First aid manual (11th ed.). DK Publishing. 9. Tintinalli, J. E., Ma, O. J., Yealy, D. M., Meckler, G. D., & Stapczynski, J. S. (2023). Tintinalli's emergency medicine: A comprehensive study guide (10th ed.). McGraw-Hill. 10. American Academy of Orthopaedic Surgeons. (2021). Nancy Caroline's emergency care in the streets (9th ed.). Jones & Bartlett Learning.
Course Learning Outcomes	CLO 1: Explain health education and healthy lifestyle concepts. CLO 2: Understand nutrition, hygiene, and disease prevention. CLO 3: Identify common health problems and preventive measures. CLO 4: Apply first aid in emergency situations. CLO 5: Demonstrate basic CPR, BLS, and injury care skills. CLO 6: Manage sports injuries and health emergencies safely.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	2	1	2	1	1	2	1	1.6
CLO 3	3	2	2	2	1	2	2	1	1.9
CLO 4	2	3	3	2	2	2	1	2	2.1
CLO 5	2	2	3	2	1	2	2	2	2.0
CLO 6	3	3	2	3	2	2	2	3	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	I	Course Code	26UPEE12
Course Title	Sports Technology in Physical Education		
No. of Credits	3	No. of Contact Hours per Week	30
Category	Elective Theory		
Course Objectives	1. To understand the basics of sports technology in physical education. 2. To learn modern tools used for athlete monitoring and performance improvement. 3. To understand technology applications in fitness, training, and injury prevention. 4. To develop awareness of digital tools used in teaching, coaching, and sports management. 5. To explore emerging technologies in sports and active lifestyle. 6. To apply basic sports technology concepts in practical physical education settings.		
Unit	Content		Hours
I	Unit I: Introduction to Sports Technology Meaning and importance of sports technology - Digital tools in physical education and sports - ICT applications in teaching and coaching - Safe and ethical use of technology		6
II	Unit II: Performance Analysis and Athlete Monitoring Basics of performance analysis - Wearable fitness devices and GPS tracking - Heart rate and activity monitoring - Technology for performance improvement		6
III	Unit III: Biomechanics and Skill Analysis Basics of sports biomechanics - Video analysis for skill improvement - Movement and posture assessment - Technique correction using technology		6
IV	Unit IV: Fitness and Rehabilitation Technology Technology in fitness testing - Smart fitness equipment - Injury prevention tools - Recovery and rehabilitation technology		6
V	Unit V: Emerging Sports Technologies Artificial intelligence in sports - Virtual and augmented reality applications - Mobile apps for fitness and coaching - Data analytics and future sports technology trends		6
References	Books 1. Sharma, R. C. (2023). Sports technology and modern physical education. Friends Publications. 2. Kansal, D. K. (2022). Technology applications in sports sciences. Khel Sahitya Kendra. 3. Uppal, A. K. (2022). Modern trends in physical education and sports technology. Friends Publications. 4. Yadav, S. K. (2024). Digital sports coaching and performance technology. Khel Sahitya Kendra. 5. Singh, H. (2023). Sports training, performance analysis and technology. DVS Publications. 6. Hughes, M., & Franks, I. M. (2022). Essentials of performance analysis in sport (4th ed.). Routledge. 7. Bartlett, R. (2021). Introduction to sports biomechanics: Analysing		

	human movement patterns (4th ed.). Routledge. 8. McGinnis, P. M. (2023). Biomechanics of sport and exercise (4th ed.). Human Kinetics. 9. Liebermann, D. G. (2022). Advanced technologies in sports performance analysis. Routledge. 10. Joyce, D., & Lewindon, D. (2022). High-performance training for sports (2nd ed.). Human Kinetics.
Course Learning Outcomes	CLO 1: Explain the basics of sports technology. CLO 2: Use technology for athlete monitoring and performance analysis. CLO 3: Apply video and movement analysis for skill improvement. CLO 4: Understand technology in fitness assessment and injury prevention. CLO 5: Identify modern and emerging sports technologies. CLO 6: Apply sports technology concepts in teaching and coaching.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	2	1	2	1	1	2	1	1.6
CLO 3	3	2	2	2	1	2	2	1	1.9
CLO 4	2	3	3	2	2	2	1	2	2.1
CLO 5	2	2	3	2	1	2	2	2	2.0
CLO 6	3	3	2	3	2	2	2	3	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Semester	I	Course Code	26UPEN11	
Course Title	Physical Fitness and wellness (NME)			
No. of Credits	2		No. of Contact Hours per Week	30
Category	Core			
Course Objectives	1. To understand the importance of physical fitness and wellness in modern life. 2. To develop awareness of healthy lifestyle habits, nutrition, and stress management. 3. To acquire practical knowledge of exercise, yoga, and fitness training. 4. To prevent lifestyle-related diseases through regular physical activity. 5. To promote recreational and active living habits for lifelong wellness. 6. To develop self-fitness assessment and personal health management skills.			
Unit	Content			Hours
I	Unit I: Basics of Physical Fitness and Wellness Meaning and importance of physical fitness and wellness - Components of physical fitness - Dimensions of wellness - Physical activity guidelines for students - Role of fitness in present-day lifestyle			6
II	Unit II: Exercise and Fitness Practices Types of exercises: aerobic, strength, flexibility, endurance - Warm-up, cool-down, stretching - Basic fitness training methods - Simple fitness routines for daily life - Fitness safety precautions			6
III	Unit III: Yoga, Mental Health, and Stress Management Introduction to yoga and wellness - Basic yogasanas, pranayama, relaxation techniques - Mental health and emotional well-being - Stress management strategies - Sleep and digital wellness			6
IV	Unit IV: Nutrition and Lifestyle Disease Prevention Balanced diet and essential nutrients - Healthy eating and hydration - Weight management - Lifestyle diseases: obesity, diabetes, hypertension - Preventive health practices			6
V	Unit V: Recreation, First Aid, and Personal Wellness Planning Recreational activities for active living - Basic first aid and safety awareness - Simple fitness assessment methods - Personal hygiene and health habits - Preparation of personal fitness and wellness plan			6
References	Books 1. Ahuja, A. (2023). Health, fitness and wellness. New Delhi: Khel Sahitya Kendra. 2. Uppal, A. K., & Gautam, G. P. (2022). Physical education and health education. New Delhi: Friends Publications. 3. Kansal, D. K. (2021). A practical approach to health and physical fitness. New Delhi: Sports Publication. 4. Sharma, V. P. (2022). Wellness, yoga and lifestyle management. New Delhi: Friends Publications.			

	5. Singh, A. (2021). Modern trends in physical fitness and wellness. New Delhi: Khel Sahitya Kendra. 6. Hoeger, W. W. K., Hoeger, S. A., & Fawson, A. L. (2024). Fitness and wellness (15th ed.). Cengage Learning. 7. Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2023). Concepts of fitness and wellness (14th ed.). McGraw-Hill. 8. Fahey, T. D., Insel, P. M., & Roth, W. T. (2022). Fit and well (15th ed.). McGraw-Hill. 9. Powers, S. K., & Howley, E. T. (2024). Exercise physiology (12th ed.). McGraw-Hill. 10. Nieman, D. C. (2023). Exercise testing and prescription. McGraw-Hill.
Course Learning Outcomes	CO1: Explain the concepts of physical fitness and wellness. CO2: Demonstrate basic exercises, yoga, and relaxation practices. CO3: Apply healthy nutrition and lifestyle habits for better health. CO4: Identify stress and lifestyle disorders with preventive measures. CO5: Perform simple fitness assessments and recreational activities. CO6: Design a personal fitness and wellness programme.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	2	3	3	2	2	2	1	2	2.1
CLO 3	3	2	2	2	2	1	2	1	1.9
CLO 4	3	2	2	2	1	2	2	1	1.9
CLO 5	2	3	2	2	2	2	1	2	2.0
CLO 6	3	3	2	3	2	2	2	3	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	II	Course Code	26UPEC21
Course Title	Fundamentals of Sports Training		
No. of Credits	5	No. of Contact Hours per Week	75
Category	Core		
Course Objectives	1. To understand the basic principles and importance of sports training. 2. To develop knowledge of fitness components and training methods. 3. To understand planning and organization of training programmes. 4. To learn physical and mental aspects of sports performance. 5. To apply modern training methods for performance improvement. 6. To develop awareness of current trends in sports training and athlete care.		
Unit	Content		Hours
I	Unit - I: Introduction to Sports Training Meaning and importance of sports training - Principles and scope of sports training - Training load and adaptation - Components of physical fitness - Role of sports training in performance development		15
II	Unit - II: Training Methods Strength training methods - Endurance training methods - Speed, agility, and flexibility training - Circuit and interval training - Practical applications of training methods		15
III	Unit - III: Training Planning and Periodization Importance of training planning - Periodization of training - Microcycle, mesocycle, and macrocycle - Training phases: preparation, competition, transition - Overtraining and recovery management		15
IV	Unit IV: Physical and Mental Aspects of Training Body adaptations to training - Fatigue and recovery - Sports nutrition and hydration - Motivation and psychological preparation Mental training techniques.		15
V	Unit V: Modern Trends in Sports Training Fitness testing and performance evaluation - Training monitoring methods - Injury prevention and athlete safety - Technology in sports training - Current trends in coaching and performance analysis		15
References	Books 1. Singh, H. (2022). Sports training: General theory and methods. NSNIS Publication. 2. Uppal, A. K. (2021). Training for sports and fitness. Friends Publications. 3. Kansal, D. K. (2022). Applied sports training. Khel Sahitya Kendra. 4. Sharma, R. C. (2023). Modern sports training methods. Sports Publication. 5. Yadav, S. K. (2024). Contemporary sports coaching and athlete training.		

	Khel Sahitya Kendra. 6. Jeffreys, I., & Moody, J. (2021). Strength and conditioning for sports performance. Routledge. 7. Joyce, D., & Lewindon, D. (2022). High-performance training for sports (2nd ed.). Human Kinetics. 8. McGuigan, M. (2023). Monitoring training and performance in athletes (2nd ed.). Human Kinetics. 9. Reaburn, P. (2021). Nutrition and performance in sport. Routledge. 10. Bird, S. P. (2021). Sports medicine for coaches and trainers. Routledge.
Course Learning Outcomes	CLO 1: Explain the principles and importance of sports training. CLO 2: Describe training methods and fitness components. CLO 3: Plan basic training programmes using periodization. CLO 4: Understand physical and mental factors in sports training. CLO 5: Apply performance evaluation and injury prevention methods. CLO 6: Identify modern trends in sports training and coaching.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	2	2	3	2	1	2	2	2	2.00
CLO 2	3	3	3	2	1	1	2	2	2.13
CLO 3	2	3	3	3	2	1	2	2	2.25
CLO 4	3	2	3	2	1	2	2	2	2.13
CLO 5	3	3	3	2	2	2	2	2	2.38
CLO 6	2	2	3	2	2	2	2	3	2.25

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	II	Course Code	26UPEC22
Course Title	Theorise of Sports and Games - I (Badminton, Basketball, Football, Cricket, Weight Lifting and Track Events)		
No. of Credits	4	No. of Contact Hours per Week	60
Category	Core		
Course Objectives	1. To understand the basic concepts and techniques of selected sports and games. 2. To learn rules, officiating, and competition procedures. 3. To develop knowledge of team and individual sports. 4. To understand safety measures and modern training practices. 5. To apply sports knowledge in teaching, coaching, and competition settings. 6. To develop awareness of current trends in sports performance and athlete development.		
Unit	Content		Hours
I	Unit I - Badminton History and development - Court, equipment, and markings - Basic skills: grip, service, clear, drop, smash - Rules, scoring, and officiating - Safety measures and match conduct		12
II	Unit II – Basketball History and development - Court and equipment - Basic skills: dribbling, passing, shooting, rebounding, defense - Rules, scoring, and officiating - Team strategies and game management		12
III	Unit III – Football History and development - Ground and equipment - Basic skills: dribbling, passing, shooting, heading, tackling - Rules, officiating, and scoring - Safety and player discipline		12
IV	Unit IV – Cricket and Weight Lifting Cricket - History and development - Ground, equipment, and player roles - Batting, bowling, fielding basics - Rules, scoring, and umpiring Weight Lifting - Introduction and importance - Basic lifts and techniques - Safety measures and injury prevention - Competition rules and officiating		12
V	Unit V - Track Events Introduction to track events- Sprinting and middle-distance running techniques - Relay race fundamentals - Starting, finishing, and lane rules - Officiating and safety measures		12
References	Books 1. Grice, T. (2023). Badminton: Steps to success (3rd ed.). Human Kinetics. 2. Wissel, H. (2022). Basketball: Steps to success (4th ed.). Human Kinetics. 3. Luxbacher, J. (2023). Soccer: Steps to success (6th ed.). Human Kinetics.		

	4. Woolmer, B. (2021). The art and science of cricket. Firefly Books. 5. Everett, G. (2024). Olympic weightlifting: A complete guide for athletes and coaches (3rd ed.). Catalyst Athletics. 6. FIBA. (2024). Official basketball rules. International Basketball Federation. 7. FIFA. (2024). Laws of the game. Fédération Internationale de Football Association. 8. ICC. (2024). Men's cricket playing conditions. International Cricket Council. 9. BWF. (2024). Laws of badminton. Badminton World Federation. 10. World Athletics. (2024). Competition and technical rules. World Athletics.
Course Learning Outcomes	CLO 1: Explain the basics and importance of selected sports and games. CLO 2: Describe rules, scoring, and officiating procedures. CLO 3: Identify basic techniques in team and individual sports. CLO 4: Apply safety measures and training principles in sports. CLO 5: Use sports knowledge in teaching and competition management. CLO 6: Recognize current trends in sports performance and athlete development.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.63
CLO 2	3	2	2	1	3	1	1	2	1.75
CLO 3	3	2	3	2	1	1	1	2	1.88
CLO 4	2	2	2	2	2	1	2	1	1.88
CLO 5	3	3	2	1	1	2	2	2	2.20
CLO 6	2	1	1	3	2	1	3	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	II	Course Code	26UPEP21
Course Title	Practical: Sports and Games - I (Badminton, Basketball, Football, Cricket, Weight Lifting and Track Events)		
No. of Credits	4	No. of Contact Hours per Week	60
Category	Core-Practical		
Course Objectives	1. To develop practical skills in selected sports and games. 2. To improve fitness, coordination, and motor abilities through regular practice. 3. To learn game rules, officiating, and competition procedures through practical experience. 4. To develop teamwork, leadership, and sports discipline. 5. To prepare students for competition participation and sports event management. 6. To improve practical confidence in sports performance.		
Unit	Content		Hours
I	Unit I - Badminton Practical Grip, ready position, and footwork drills - Service, clear, drop, and smash practice - Singles and doubles game play - Basic officiating and scoring practice - Mini match participation		12
II	Unit II - Basketball Practical Dribbling, passing, shooting, and rebounding drills - Defensive movement and team coordination - Mini games and match play Refereeing signals and scoring practice - Fitness drills for basketball		12
III	Unit III - Football Practical Dribbling, passing, shooting, and ball control drills - Goalkeeping basics - Small-sided games and team play - Refereeing signals and officiating practice - Fitness and coordination drills		12
IV	Unit IV - Cricket and Weight Lifting Practical Cricket - Batting, bowling, fielding, and catching practice - Match situations and scoring practice - Basic umpiring signals and rules Weight Lifting - Basic lifting techniques and posture - Warm-up and strength exercises - Safety measures and spotting techniques - Competition basics and officiating		12
V	Unit V - Track Events Practical Sprint start and finishing techniques - Relay baton exchange practice - Middle-distance running drills - Basic officiating and event management - Safety measures in track events		12
References	Books 1. Singh, H. (2022). Sports training: General theory and methods. Netaji Subhas National Institute of Sports. 2. Kamlesh, M. L. (2022). Methods in physical education. Friends Publications. 3. Jain, R. (2023). Officiating and coaching in sports and games. Sports Publication. 4. Kansal, D. K. (2022). Rules, techniques and officiating in sports and		

	games. Khel Sahitya Kendra. 5. Yadav, S. K. (2024). Sports training and practical coaching. Khel Sahitya Kendra. 6. Martens, R., & Vealey, R. S. (2023). Successful coaching (5th ed.). Human Kinetics. 7. Jeffreys, I., & Moody, J. (2021). Strength and conditioning for sports performance. Routledge. 8. Joyce, D., & Lewindon, D. (2022). High-performance training for sports (2nd ed.). Human Kinetics. 9. Bompa, T. O., & Buzzichelli, C. (2019). Periodization: Theory and methodology of training (6th ed.). Human Kinetics. 10. American Sport Education Program. (2023). Coaching principles (7th ed.). Human Kinetics.
Course Learning Outcomes	CLO 1: Perform basic practical skills in selected sports. CLO 2: Apply rules and officiating in practical situations. CLO 3: Demonstrate proper techniques with safety awareness. CLO 4: Show teamwork, leadership, and discipline in sports. CLO 5: Participate effectively in sports competitions and events. CLO 6: Improve physical fitness and sports performance.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	1	2	1	1	1.8
CLO 2	3	2	3	2	1	2	1	1	1.9
CLO 3	2	3	3	2	2	2	1	1	2.0
CLO 4	2	2	2	3	3	2	1	1	2.0
CLO 5	2	2	2	3	3	3	2	1	2.3
CLO 6	3	3	2	2	2	3	2	1	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	II	Course Code	26UPEE21	
Course Title	Postural Deformities and Rehabilitation			
No. of Credits	3		No. of Contact Hours per Week	30
Category	Elective Theory			
Course Objectives	1. To understand posture and common postural deformities. 2. To identify causes and assessment methods for postural problems. 3. To learn corrective exercises and rehabilitation techniques. 4. To understand injury recovery and therapeutic care in sports. 5. To develop awareness of posture management in modern lifestyle and physical activity. 6. To apply preventive and rehabilitation practices for health and fitness.			
Unit	Content			Hours
I	Unit I: Basics of Posture Meaning and importance of good posture - Posture in standing, sitting, walking, and daily activities - Causes of poor posture - Importance of postural awareness in modern lifestyle.			6
II	Unit II: Common Postural Deformities Kyphosis, lordosis, scoliosis - Knock knee, bow legs, flat foot, round shoulder - Causes, symptoms, and prevention - Basic postural assessment methods			6
III	Unit III: Corrective Exercises Importance of corrective exercises - Stretching and strengthening exercises - Free hand exercises and yoga practices - Exercise programmes for posture correction			6
IV	Unit IV: Rehabilitation and Injury Care Meaning and principles of rehabilitation - Rehabilitation for common sports injuries - Physiotherapy and hydrotherapy basics - Safety during rehabilitation exercises			6
V	Unit V: Modern Rehabilitation and Lifestyle Management Exercise therapy and fitness rehabilitation - Ergonomics and posture care in daily life - Mental well-being during rehabilitation - Modern rehabilitation methods and recovery techniques - Lifestyle management for long-term physical health.			6
References	Books 1. Sharma, K. K. (2022). Corrective physical education. Friends Publications. 2. Panda, P. K. (2021). Sports medicine and rehabilitation. Khel Sahitya Kendra. 3. Rathore, S. S. (2022). Therapeutic exercises and rehabilitation. Sports Publications. 4. Kansal, D. K. (2022). Health education, sports medicine and rehabilitation. Khel Sahitya Kendra. 5. Yadav, S. K. (2024). Modern rehabilitation and corrective physical education. Khel Sahitya Kendra. Rathore, S. S. (2012). <i>Therapeutic exercises and rehabilitation</i> . Sports Publications.			

	6. Kisner, C., Colby, L. A., & Borstad, J. (2023). Therapeutic exercise: Foundations and techniques (8th ed.). F.A. Davis. 7. Prentice, W. E. (2024). Rehabilitation techniques for sports medicine and athletic training (7th ed.). McGraw-Hill. 8. Starkey, C. (2022). Orthopedic and athletic injury examination handbook (4th ed.). F.A. Davis. 9. Magee, D. J. (2021). Orthopedic physical assessment (7th ed.). Elsevier. 10. Houglum, P. A., & Harrelson, G. L. (2022). Principles of pharmacology for athletic trainers (3rd ed.). SLACK Incorporated.
Course Learning Outcomes	CLO 1: Explain posture and common postural deformities. CLO 2: Identify causes and assessment methods of postural problems. CLO 3: Apply corrective exercises for posture improvement. CLO 4: Explain rehabilitation methods for sports injuries. CLO 5: Use preventive measures for posture and physical health. CLO 6: Understand modern rehabilitation and healthy lifestyle practices.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	2	1	3	1	1	2	2	2	1.75
CLO 2	2	2	3	1	1	2	2	2	1.88
CLO 3	3	2	3	2	1	2	2	2	2.13
CLO 4	3	2	3	2	1	2	2	2	2.13
CLO 5	3	2	3	2	2	2	3	2	2.38
CLO 6	2	1	3	2	2	3	2	3	2.13

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	II	Course Code	26UPEE22
Course Title	Sports Nutrition		
No. of Credits	3	No. of Contact Hours per Week	30
Category	Elective Theory		
Course Objectives	1. To understand the basics of sports nutrition and its role in sports performance. 2. To learn about nutrients, balanced diet, and energy needs for active individuals. 3. To understand hydration, weight management, and recovery nutrition. 4. To develop healthy food habits for sports and daily life. 5. To apply nutrition knowledge for fitness, training, and athlete well-being. 6. To understand current nutrition trends and safe dietary practices in sports.		
Unit	Content		Hours
I	Unit I: Basics of Sports Nutrition Meaning and importance of sports nutrition - Balanced diet and food groups - Nutrients and their functions - Role of nutrition in fitness and sports performance - Healthy eating habits for active lifestyle.		6
II	Unit II: Energy Needs and Meal Planning Energy balance and calorie need - Carbohydrates, proteins, fats, vitamins, and minerals - Nutrition needs for different sports and age groups - Basic meal planning for athletes - Daily nutrition planning for active individuals		6
III	Unit III: Hydration and Weight Management Importance of hydration in sports - Dehydration and electrolyte balance - Body weight management and body composition - Healthy weight control practices - eating disorders and awareness in sports		6
IV	Unit IV: Nutrition for Training and Recovery Pre-, during-, and post-exercise nutrition - Recovery nutrition and muscle repair - Nutrition for endurance and strength activities - Nutrition for injury recovery - Practical nutrition planning for training days		6
V	Unit V: Modern Sports Nutrition Trends Nutrition for vegetarian athletes and special groups - Sports supplements and safety awareness - Nutritional counselling basics - Current trends in sports nutrition - Ethical issues in sports nutrition.		6
References	Books 1. Uppal, A. K. (2022). Sports nutrition. Friends Publications. 2. Swaminathan, M. (2021). Nutrition and health. BAPPCO Publications. 3. Kansal, D. K. (2022). Health education and sports nutrition. Khel Sahitya Kendra. 4. Sharma, R. C. (2023). Applied sports nutrition and athlete health. Sports		

	Publication. 5. Yadav, S. K. (2024). Modern sports nutrition and fitness management. Khel Sahitya Kendra. 6. Jeukendrup, A., & Gleeson, M. (2024). Sport nutrition (4th ed.). Human Kinetics. 7. Benardot, D. (2022). Advanced sports nutrition (3rd ed.). Human Kinetics. 8. Clark, N. (2023). Nancy Clark's sports nutrition guidebook (7th ed.). Human Kinetics. 9. Burke, L., Deakin, V., & Minehan, M. (2024). Clinical sports nutrition (6th ed.). McGraw-Hill. 10. Thomas, D. T., Erdman, K. A., & Burke, L. M. (2022). Nutrition and athletic performance. Human Kinetics.
Course Learning Outcomes	CLO 1: Explain the basics of sports nutrition. CLO 2: Describe nutrient and energy requirements for sports. CLO 3: Understand hydration and weight management practices. CLO 4: Apply nutrition principles for training and recovery. CLO 5: Develop healthy dietary practices for sports performance. CLO 6: Identify modern trends and safe nutrition practices in sports.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	1	3	1	1	2	2	2	1.88
CLO 2	3	2	3	1	1	2	2	2	2.00
CLO 3	3	2	3	1	1	2	2	2	2.00
CLO 4	3	2	3	2	1	2	2	2	2.13
CLO 5	3	3	3	2	2	2	2	2	2.38
CLO 6	2	1	3	2	2	3	3	3	2.38

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	II	Course Code	26UPEN21
Course Title	Traditional Games and Culture Values (NME)		
No. of Credits	2	No. of Contact Hours per Week	30
Category	SEC - 2		
Course Objectives	1. To understand the importance of traditional games and cultural values. 2. To learn basic indigenous games and simple practical activities. 3. To develop teamwork, leadership, and social interaction through games. 4. To promote physical activity and healthy lifestyle through traditional recreation. 5. To create awareness about preserving cultural heritage through sports and games. 6. To encourage participation in traditional games for fitness and cultural learning.		
Unit	Content		Hours
I	Unit I: Introduction to Traditional Games Meaning and importance of traditional games - Traditional games and culture - Role of games in society - Health and recreation benefits		6
II	Unit II: Indigenous Games of India Introduction to Indian traditional games - Kho-Kho, Kabaddi, Gilli-Danda, Lagori, Pallanguzhi - Basic rules and simple play activities		6
III	Unit III: Traditional Games and Healthy Life Traditional games for fitness and fun - Teamwork, coordination, and agility - Stress relief and healthy lifestyle - Traditional games in modern lifestyle		6
IV	Unit IV: Cultural Values through Games Teamwork, discipline, and leadership - Social harmony and cooperation - Festivals and folk game activities - Learning values through participation		6
V	Unit V: Practical Participation and Promotion Organizing simple traditional game events - Group participation and mini competitions - Promotion of traditional games in modern society		6
References	Books 1. Gupta, S. K. (2022). Traditional games of India. Sports Publications. 2. Manickam, R. (2021). Foundations of physical education. Friends Publications. 3. Uppal, A. K. (2022). Modern trends in physical education. Friends Publications. 4. Bhattacharya, D. C. (2021). Indigenous games and sports. Khel Sahitya Kendra. 5. Yadav, S. K. (2024). Traditional sports, recreation and cultural values. Khel Sahitya Kendra.		

	6. Woods, R. B. (2023). Social issues in sport (4th ed.). Human Kinetics. 7. Lumpkin, A. (2024). Introduction to physical education, exercise science, and sport studies (11th ed.). McGraw-Hill. 8. Griffin, L. L., Mitchell, S. A., & Oslin, J. L. (2021). Teaching sport concepts and skills: A tactical games approach (4th ed.). Human Kinetics. 9. Coakley, J. (2023). Sports in society: Issues and controversies (14th ed.). McGraw-Hill. 10. Jarvie, G. (2021). Sport, culture and society: An introduction (3rd ed.). Routledge.
Course Learning Outcomes	CLO 1: Explain the importance of traditional games and cultural values. CLO 2: Identify basic indigenous games and their simple rules. CLO 3: Participate in traditional games for fitness and recreation. CLO 4: Demonstrate teamwork and social values through games. CLO 5: Organize simple traditional game activities. CLO 6: Promote awareness of traditional sports and cultural heritage.

Mapping of COs with Pos

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	2	1	2	1	1	2	3	2	1.75
CLO 2	2	3	2	1	1	2	2	2	1.88
CLO 3	3	2	2	1	2	2	2	2	2.00
CLO 4	2	1	2	1	3	3	3	2	2.13
CLO 5	2	3	2	2	3	2	3	2	2.38
CLO 6	2	1	2	1	2	2	3	3	2.00

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	III	Course Code	26UPEC31
Course Title	Sports Biomechanics and Kinesiology		
No. of Credits	5	No. of Contact Hours per Week	75
Category	Core		
Course Objectives	1. To understand the basic concepts of sports biomechanics and kinesiology. 2. To learn body movements, planes, axes, and muscular actions in sports. 3. To understand mechanical principles applied in sports performance. 4. To analyze movement for skill improvement and injury prevention. 5. To apply biomechanics knowledge in sports training and coaching. 6. To develop scientific understanding of movement in modern sports.		
Unit	Content		Hours
I	Unit I: Basics of Sports Biomechanics Meaning and importance of biomechanics and kinesiology - Types of motion and movement - Force, mass, balance, and inertia - Role in sports performance		15
II	Unit II: Human Movement Analysis Anatomical position - Planes and axes of movement - Basic body movements - Centre of gravity and balance in sports		15
III	Unit III: Muscles and Joint Actions Types of muscles and contractions - Joint movements and range of motion - Role of muscles in sports skills - Movement efficiency in sports		15
IV	Unit IV: Mechanical Principles in Sports Newton's laws of motion - Force, momentum, impulse, and friction - Levers and projectile principles - Applications in running, jumping, and throwing		15
V	Unit V: Biomechanics in Sports Performance Movement analysis in sports - Stability and balance principles - Skill correction and injury prevention - Modern biomechanical applications in sports		15
References	Books 1. Singh, H. (2023). Science of sports training and biomechanics. DVS Publications. 2. Sharma, O. P. (2022). Sports biomechanics and kinesiology. Khel Sahitya Kendra. 3. Kamlesh, M. L. (2022). Foundations of physical education and sports sciences. Friends Publications. 4. Kansal, D. K. (2022). Applied sports sciences in physical education. Khel Sahitya Kendra. 5. Yadav, S. K. (2024). Modern biomechanics and movement analysis in sports. Khel Sahitya Kendra. 6. McGinnis, P. M. (2023). Biomechanics of sport and exercise (4th ed.).		

	Human Kinetics. 7. Knudson, D. (2021). Fundamentals of biomechanics (3rd ed.). Springer. 8. Hall, S. J. (2022). Basic biomechanics (9th ed.). McGraw-Hill. 9. Bartlett, R. (2021). Introduction to sports biomechanics: Analysing human movement patterns (4th ed.). Routledge. 10. Hamill, J., Knutzen, K. M., & Derrick, T. R. (2021). Biomechanical basis of human movement (5th ed.). Wolters Kluwer.
Course Learning Outcomes	CLO 1: Explain basic concepts of biomechanics and kinesiology. CLO 2: Describe body movements and mechanical principles in sports. CLO 3: Identify muscular and joint actions in physical activity. CLO 4: Apply biomechanical principles to sports performance. CLO 5: Analyze movement for performance improvement and injury prevention. CLO 6: Use scientific movement concepts in sports training and coaching.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	2	3	2	1	2	2	1	2.0
CLO 3	3	3	2	2	1	2	2	1	2.0
CLO 4	3	3	3	2	2	2	2	1	2.3
CLO 5	3	3	3	2	2	3	2	2	2.5
CLO 6	3	2	3	3	2	3	2	2	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -.

Semester	III	Course Code	26UPEC32
Course Title	Methods in Physical Education		
No. of Credits	4	No. of Contact Hours per Week	60
Category	Core		
Course Objectives	1. To understand the basics of teaching methods in physical education. 2. To learn effective teaching techniques for physical activities and sports. 3. To develop lesson planning, class management, and communication skills. 4. To understand modern teaching methods and digital teaching tools. 5. To develop leadership, evaluation, and organizational skills in teaching. 6. To apply teaching methods in practical physical education settings.		
Unit	Content		Hours
I	Unit I: Introduction to Teaching Methods Meaning and importance of teaching methods - Principles of teaching - Qualities of a physical education teacher - Teaching aids and their uses		12
II	Unit II: Teaching Presentation Techniques Explanation and demonstration methods - Communication and feedback skills - Charts, posters, models, and multimedia tools Digital teaching aids in physical education		12
III	Unit III: Lesson Planning and Class Management Meaning and types of lesson plans - Parts of lesson plan - Class organization and formation - Safety, discipline, and time management		12
IV	Unit IV: Methods of Teaching Physical Activities Command, demonstration, imitation, and oral methods - Whole and part teaching methods - Progressive practice methods - Modern learner-centered teaching approaches		12
V	Unit V: Tournament and Activity Management Types of tournaments - Intramural and extramural competitions - Sports meet organization - Incentives, awards, and event management basics		12
References	Books 1. Singh, A. (2022). Teaching methods in physical education. Friends Publications. 2. Kamlesh, M. L. (2022). Foundations of physical education. Friends Publications. 3. Sharma, O. P. (2023). Methods of teaching physical education and sports. Khel Sahitya Kendra. 4. Ahuja, I. P. S. (2024). Modern trends in physical education and sports sciences. Friends Publications. 5. Yadav, S. K. (2024). Physical education teaching methods and practice. Khel Sahitya Kendra. 6. Wuest, D. A., & Bucher, C. A. (2023). Foundations of physical		

	education, exercise science, and sport (21st ed.). McGraw-Hill. 7. Rink, J. E. (2022). Teaching physical education for learning (9th ed.). McGraw-Hill. 8. Pangrazi, R. P., & Beighle, A. (2021). Dynamic physical education for elementary school children (19th ed.). Human Kinetics. 9. Metzler, M. W. (2022). Instructional models in physical education (4th ed.). Routledge. 10. Graham, G., Holt/Hale, S. A., & Parker, M. (2021). Children moving: A reflective approach to teaching physical education (10th ed.). McGraw-Hill.
Course Learning Outcomes	CLO 1: Explain teaching methods in physical education. CLO 2: Apply effective teaching and communication techniques. CLO 3: Prepare lesson plans and manage classes effectively. CLO 4: Use modern teaching tools and methods. CLO 5: Organize sports activities and competitions. CLO 6: Apply teaching skills in physical education practice.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	2	2	2	2	1	2.1
CLO 3	3	3	2	3	2	2	2	1	2.3
CLO 4	2	2	3	2	1	3	2	2	2.1
CLO 5	2	2	2	3	3	2	2	2	2.3
CLO 6	3	3	3	3	2	2	2	2	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -.

Semester	III	Course Code	26UPEP32
Course Title	Practical: Marching, Calisthenics & Indigenous Activities		
No. of Credits	1	No. of Contact Hours per Week	30
Category	Core Practical		
Course Objectives	1. To develop practical skills in marching, calisthenics, and indigenous activities. 2. To improve fitness, coordination, rhythm, and discipline. 3. To learn group leadership, command techniques, and safety practices. 4. To promote teamwork, cultural awareness, and recreational participation. 5. To understand current fitness practices through body conditioning activities. 6. To apply practical teaching and activity organization skills.		
Unit	Content		Hours
I	Unit I: Marching Practice Basic marching drills and commands - Attention, stand at ease, turning, saluting - Slow and quick march - Squad formation and discipline		6
II	Unit II: Calisthenics and Fitness Activities Free hand exercises - Body conditioning and flexibility drills - Rhythmic exercises with and without apparatus - Safety during exercise practice		6
III	Unit III: Indigenous Activities Traditional games and recreational activities - Basic skills and simple rules - Cultural values and fitness benefits - Group participation activities		6
IV	Unit IV: Group Drill Activities Mass drill and formation practice - Coordination and rhythm activities - Leadership and group demonstration - Team discipline and synchronization		6
V	Unit V: Practical Teaching and Modern Fitness Trends Command and lesson organization - Conducting practical sessions - Evaluation and safety practices - Functional fitness and active lifestyle activities		6
References	Books 1. Kamlesh, M. L. (2022). Foundations of physical education. Friends Publications. 2. Sharma, O. P. (2023). Physical education and sports practices. Khel Sahitya Kendra. 3. Singh, H. (2022). Science of sports training. DVS Publications. 4. Ahuja, I. P. S. (2024). Modern trends in physical education and sports sciences. Friends Publications. 5. Yadav, S. K. (2024). Practical physical education, calisthenics and indigenous activities. Khel Sahitya Kendra. 6. Wuest, D. A., & Bucher, C. A. (2023). Foundations of physical		

	education, exercise science, and sport (21st ed.). McGraw-Hill. 7. Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2022). Concepts of fitness and wellness: A comprehensive lifestyle approach (13th ed.). McGraw-Hill. 8. Faigenbaum, A. D., & Myer, G. D. (2021). Youth strength training (2nd ed.). Human Kinetics. 9. Pangrazi, R. P., & Beighle, A. (2021). Dynamic physical education for elementary school children (19th ed.). Human Kinetics. 10. Graham, G., Holt/Hale, S. A., & Parker, M. (2021). Children moving: A reflective approach to teaching physical education (10th ed.). McGraw-Hill.
Course Learning Outcomes	CLO 1: Perform marching, calisthenics, and indigenous activities effectively. CLO 2: Demonstrate coordination, rhythm, and discipline in group activities. CLO 3: Apply leadership and command skills in practical sessions. CLO 4: Organize simple practical activities safely. CLO 5: Participate in traditional and modern fitness activities. CLO 6: Apply practical teaching skills in physical education.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	1	2	1	1	1.8
CLO 2	3	3	2	2	2	2	1	1	2.0
CLO 3	2	2	2	3	3	2	2	1	2.1
CLO 4	2	2	2	3	2	2	2	1	2.0
CLO 5	3	2	2	2	2	2	2	2	2.1
CLO 6	3	3	3	3	2	2	2	2	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -.

Semester	III	Course Code	26UPEE31
Course Title	Sports Management		
No. of Credits	3	No. of Contact Hours per Week	30
Category	Core		
Course Objectives	1. To understand the basics of sports management and administration. 2. To learn organization, leadership, and communication in sports settings. 3. To develop knowledge of event management, finance, and sports promotion. 4. To understand motivation, public relations, and athlete support services. 5. To learn current trends in sports governance and management. 6. To apply management skills in sports and physical education settings.		
Unit	Content		Hours
I	Unit I: Introduction to Sports Management Meaning and importance of sports management - Functions of sports management - History and development of sports management - Manpower planning and recruitment basics		6
II	Unit II: Organization and Leadership Principles of sports organization - Leadership qualities and management roles - Team management and decision-making - Organizational structure in sports		6
III	Unit III: Motivation and Public Relations Motivation in sports organizations - Communication and job feedback - Public relations in sports - Role of media, government, and sponsors		6
IV	Unit IV: Guidance and Athlete Support Career guidance in sports - Counselling and athlete welfare - Personal and social guidance - Sports career opportunities		6
V	Unit V: Finance and Modern Sports Management Budgeting and fund management - Infrastructure and equipment management - Event planning and record keeping - Digital sports management and current trends		6
References	Books 1. Ahuja, I. P. S. (2024). Modern trends in physical education and sports sciences. Friends Publications. 2. Sharma, O. P. (2023). Sports management and administration. Khel Sahitya Kendra. 3. Yadav, S. K. (2024). Sports management, governance and administration. Khel Sahitya Kendra. 4. Uppal, A. K. (2022). Physical education and sports administration. Friends Publications. 5. Jain, R. (2023). Officiating, coaching and sports management. Sports Publication.		

	6. Masteralexis, L. P., Barr, C. A., & Hums, M. A. (2023). Principles and practice of sport management (7th ed.). Jones & Bartlett Learning. 7. Pedersen, P. M., Parks, J. B., Quarterman, J., & Thibault, L. (2021). Contemporary sport management (7th ed.). Human Kinetics. 8. Hoye, R., Smith, A., Nicholson, M., & Stewart, B. (2021). Sport management: Principles and applications (5th ed.). Routledge. 9. Bucher, C. A., & Krotee, M. L. (2022). Management of physical education and sport (18th ed.). McGraw-Hill. 10. Parent, M. M., & Chappelet, J. L. (2023). The Routledge handbook of sport event management. Routledge
Course Learning Outcomes	CLO 1: Explain the basics of sports management. CLO 2: Understand sports organization and leadership. CLO 3: Apply communication and motivation skills in sports settings. CLO 4: Identify athlete support and career guidance services. CLO 5: Understand finance and event management in sports. CLO 6: Apply management skills in physical education and sports organizations.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	3	2	2	2	1	2.3
CLO 3	2	2	3	2	2	2	2	2	2.1
CLO 4	2	2	2	2	2	3	2	2	2.1
CLO 5	3	3	2	3	2	2	2	2	2.4
CLO 6	3	3	3	3	2	3	2	2	2.6

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -.

Semester	III	Course Code	26UPPE32
Course Title	Sports Tourism		
No. of Credits	3	No. of Contact Hours per Week	30
Category	Core		
Course Objectives	1. To understand the basics of sports tourism and its importance. 2. To learn sports event planning and tourism management. 3. To understand adventure, fitness, and recreational tourism activities. 4. To explore career opportunities in sports tourism and event management. 5. To understand current trends in sports tourism and sustainable practices. 6. To apply sports tourism knowledge in physical education and sports settings.		
Unit	Content		Hours
I	Unit I: Introduction to Sports Tourism Meaning and importance of sports tourism - Types of sports tourism - Sports tourism in India and global context - Role of sports tourism in physical education		6
II	Unit II: Sports Event Management Planning and organization of sports events - Mega sports events and tourism - Marketing and promotion of sports events - Role of tourism agencies		6
III	Unit III: Adventure Sports Tourism Trekking, camping, cycling, rafting, and water sports - Fitness and wellness tourism - Safety and risk management - Sustainable tourism practices		6
IV	Unit IV: Sports Tourism Management Economic impact of sports tourism - Hospitality and travel management - Sports tourism entrepreneurship - Career opportunities in sports tourism		6
V	Unit V: Emerging Trends in Sports Tourism Digital marketing and social media in sports tourism - E-sports and virtual sports events - Wellness tourism and active lifestyle travel - Future trends in sports tourism		6
References	Books 1. Weed, M., & Bull, C. (2023). Sports tourism: Participants, policy and providers (3rd ed.). Routledge. 2. Hinch, T., & Higham, J. (2022). Sport tourism development (2nd ed.). Channel View Publications. 3. Gammon, S., & Robinson, T. (2021). Sport and tourism: A reader. Routledge. 4. Gibson, H. J. (2022). Sport tourism: Concepts and theories. Routledge. 5. Hudson, S. (2021). Sport and adventure tourism. Routledge. 6. Higham, J., & Hinch, T. (2023). Sport tourism destinations.		

	Routledge. 7. Standeven, J., & De Knop, P. (2021). Sport tourism. Human Kinetics. 8. Kapoor, S. (2022). Sports tourism in India. Khel Sahitya Kendra. 9. Sharma, V. (2023). Adventure tourism and sports management. Friends Publications. 10. Singh, R. (2022). Tourism management and sports events. Alfa Publications.
Course Learning Outcomes	CLO 1: Explain the basics of sports tourism. CLO 2: Understand sports event planning and tourism management. CLO 3: Apply safety practices in adventure and fitness tourism. CLO 4: Identify career opportunities in sports tourism. CLO 5: Understand current trends and sustainable tourism practices. CLO 6: Apply sports tourism knowledge in physical education and sports fields.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	3	2	2	2	1	2.3
CLO 3	2	2	3	2	2	2	2	2	2.1
CLO 4	2	2	2	2	2	3	2	2	2.1
CLO 5	3	2	2	2	2	2	3	2	2.3
CLO 6	3	3	3	3	2	3	2	2	2.6

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -.

Semester	III	Course Code	26UPES31
Course Title	Fitness Management		
No. of Credits	2	No. of Contact Hours per Week	30
Category	SEC 5		
Course Objectives	1. To understand the basics of fitness management and healthy lifestyle practices. 2. To develop skills in fitness assessment and exercise planning. 3. To learn fitness centre management and safety practices. 4. To understand nutrition, wellness, and injury prevention. 5. To explore modern fitness trends and digital fitness tools. 6. To develop practical skills for fitness leadership and management.		
Unit	Content		Hours
I	Unit I: Introduction to Fitness Management Meaning and importance of fitness management - Components of physical fitness - Principles of exercise and training - Role of fitness professionals		6
II	Unit II: Fitness Assessment and Planning Fitness testing and health screening - Exercise prescription basics - Individual and group fitness programmes - Goal setting and progress monitoring		6
III	Unit III: Fitness Centre Management Fitness centre organization and equipment management - Safety, hygiene, and supervision - Basic budgeting and maintenance - Customer service in fitness centres		6
IV	Unit IV: Nutrition and Wellness Basics of sports nutrition and hydration - Weight management and wellness - Stress management and recovery - Injury prevention and fitness care		6
V	Unit V: Fitness Business and Trends Fitness entrepreneurship - Digital fitness apps and wearable technology - Online coaching and smart fitness tools - Current trends in fitness industry		6
References	Books 1. Heyward, V. H. (2022). Advanced fitness assessment and exercise prescription. Human Kinetics. 2. ACSM. (2023). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer. 3. Beachle, T. R., & Earle, R. W. (2021). Essentials of strength training and conditioning. Human Kinetics. 4. Hoeger, W. W. K., & Hoeger, S. A. (2022). Fitness and wellness. Cengage Learning. 5. Thompson, W. R. (2024). Worldwide survey of fitness trends. ACSM's Health & Fitness Journal. 6. Fahey, T. D. (2021). Fit and well. McGraw-Hill.		

	7. Sharma, V. P. (2022). Fitness management in physical education. Friends Publications. 8. Singh, A. (2023). Health fitness and wellness management. Khel Sahitya Kendra. 9. Kumar, R. (2022). Gym and fitness centre management. Alfa Publications. 10. ACSM. (2022). Resources for the exercise physiologist. Wolters Kluwer.
Course Learning Outcomes	CLO 1: Explain the basics of fitness management. CLO 2: Conduct simple fitness assessment and programme planning. CLO 3: Manage fitness centre activities safely. CLO 4: Apply nutrition and wellness concepts for fitness. CLO 5: Identify modern fitness trends and technologies. CLO 6: Demonstrate leadership and management skills in fitness settings.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	2	2	2	2	1	2.1
CLO 3	2	3	2	3	2	2	2	1	2.1
CLO 4	3	2	2	2	2	2	2	2	2.1
CLO 5	2	2	2	2	1	3	3	2	2.1
CLO 6	3	3	3	3	2	3	2	2	2.6

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -.

Semester	IV	Course Code	26UPEC41	
Course Title	Computer Applications in Physical Education			
No. of Credits	5		No. of Contact Hours per Week	75
Category	Core			
Course Objectives	1. To introduce the basic concepts of computers and their applications in physical education. 2. To develop knowledge about computer hardware, software, and operating systems. 3. To enable students to use MS Office applications for academic and sports-related work 4. To understand the use of internet and digital technology in sports and fitness. 5. To develop skills in preparing reports, presentations, and sports records using computers. 6. To create awareness about modern technology used in physical education and sports management.			
Unit	Content			Hours
I	Unit I - Introduction to Computers Meaning and importance of computers - Types of computers - Hardware and software - Input and output devices - Uses of computers in sports and physical education			15
II	Unit II - Operating System and MS Word Basics of operating systems - File and folder management - MS Word basics - Creating and editing documents - Preparing sports reports and certificates			15
III	Unit III - MS Excel and Data Management Introduction to Excel - Data entry and editing - Formulas and charts - Attendance and mark sheets - Sports statistics and fitness records			15
IV	Unit IV - MS PowerPoint and Internet Applications Creating presentations in PowerPoint - Adding pictures and charts - Internet browsing and email - Online learning resources in sports			15
V	Unit V - Information Technology in Physical Education ICT in physical education - Sports software and fitness apps - Wearable technology - Online sports management - Sports analytics and cyber safety			15
References	Books 1. Rajaraman, V. (2021). <i>Fundamentals of computers</i> . PHI Learning 2. Gupta, V. K. (2020). <i>Computer applications in physical education and sports</i> . Khel Sahitya Kendra. 3. Sinha, P. K., & Sinha, P. (2021). <i>Computer fundamentals</i> . BPB Publications. 4. Shelly, G. B., & Vermaat, M. E. (2020). <i>Microsoft Office essentials</i> . Cengage Learning.			

	5. Kumar, A. (2022). <i>ICT in education and sports management</i>. Sports Publication. 6. Liebermann, D. G., Katz, L., Hughes, M. D., Bartlett, R. M., McClements, J., & Franks, I. M. (2002). Advances in the application of information technology to sport performance. <i>Journal of Sports Sciences</i>, 20(10), 755–769. 7. Hughes, M., & Franks, I. (2015). <i>Essentials of performance analysis in sport</i> (3rd ed.). Routledge. 8. Bartlett, R. (2007). <i>Introduction to sports biomechanics: Analysing human movement patterns</i> (2nd ed.). Routledge. 9. Baca, A., & Kornfeind, P. (Eds.). (2012). <i>Ubiquitous computing in sports and physical activity</i>. Meyer & Meyer Sport. 10. O'Donoghue, P. (2014). <i>An introduction to performance analysis of sport</i>. Routledge
Course Learning Outcomes	CLO 1: Explain the basic concepts and applications of computers in physical education. CLO 2: Use operating systems and manage files. CLO 3: Prepare documents and reports using MS Word. CLO 4: Use MS Excel for sports statistics and data management. CLO 5: Create presentations and use internet resources. CLO 6: Apply digital technology in sports and physical education.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	2	1	1	2	1	1	1.6
CLO 2	3	2	2	1	1	2	1	1	1.6
CLO 3	2	3	2	2	1	2	1	1	1.7
CLO 4	2	3	3	2	2	2	1	1	2.0
CLO 5	2	2	3	3	2	2	1	1	2.0
CLO 6	3	2	2	3	2	3	2	1	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	IV	Course Code	26UPEC42
Course Title	Theorise of Sports and Games – II (Ball Badminton, Volleyball, Hockey, Swimming, Tennis and Field Events)		
No. of Credits	4	No. of Contact Hours per Week	60
Category	Core		
Course Objectives	1. To understand the basic concepts and skills of selected sports and games. 2. To learn the rules, regulations, and officiating procedures of games. 3. To develop knowledge of individual and team sports. 4. To understand safety measures and training practices in sports. 5. To apply sports knowledge in teaching and competition settings. 6. To develop confidence in performing sports skills and officiating games.		
Unit	Content		Hours
I	Unit I - Ball Badminton History and development - Court, equipment, and markings - Basic skills: service, rally, smashing - Rules and scoring system Duties of officials - Safety measures		12
II	Unit II – Volleyball History and development - Court and equipment - Basic skills: service, passing, setting, spiking, blocking - Rules, rotation, and scoring - Duties of officials		12
III	Unit III – Hockey History and development - Ground and equipment - Basic skills: dribbling, passing, hitting, pushing, shooting - Rules and scoring procedures - Penalty corner and penalty stroke - Duties of officials		12
IV	Unit IV - Swimming and Tennis Swimming - History and importance - Basic swimming strokes - Rules and safety measures -Duties of officials Tennis - History and development - Court and equipment - Basic skills: grip, service, forehand, backhand - Rules and scoring system		12
V	Unit V - Field Events Introduction to field events - Shot Put – basic technique and rules - Discus Throw – technique and rules - Javelin Throw - technique and rules - Long Jump and High Jump – technique and rules - Officiating and safety measures		12
References	Books 1. Bhardwaj, H. (2018). Teaching methods in physical education. Friends Publications. 2. Kansal, D. K. (2016). Rules and regulations of sports and games. Khel Sahitya Kendra. 3. Kamlesh, M. L. (2015). Methods in physical education. Friends Publications. 4. Singh, H. (2017). Science of sports training. DVS Publications.		

	5. Jain, R. (2019). Officiating and coaching in sports and games. Sports Publication. 6. International Hockey Federation. (2024). Rules of hockey. 7. Singh, H. (2021). Science of sports training. DVS Publications 8. Kansal, D. K. (2022). Rules, techniques and officiating in sports and games. Khel Sahitya Kendra. 9. Kamlesh, M. L. (2022). Methods in physical education. Friends Publications. 10. Yadav, S. K. (2024). Sports training, coaching and officiating. Khel Sahitya Kendra.
Course Learning Outcomes	CLO 1: Explain the history and importance of selected sports and games. CLO 2: Describe rules, regulations, and officiating procedures. CLO 3: Identify basic skills and techniques in various sports. CLO 4: Explain fundamental techniques in field events. CLO 5: Apply safety practices during sports participation. CLO 6: Use sports knowledge in teaching, coaching, and competition management.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	2	1	1	1.5
CLO 2	3	3	2	1	1	2	1	1	1.8
CLO 3	2	3	3	2	1	2	1	1	1.9
CLO 4	2	2	3	3	2	2	1	1	2.0
CLO 5	2	2	2	2	3	2	1	1	1.9
CLO 6	3	2	2	3	2	3	2	1	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	IV	Course Code	26UPEP43
Course Title	Practical: Sports and Games – II (Ball Badminton, Volleyball, Hockey, Swimming, Tennis and Field Events)		
No. of Credits	4	No. of Contact Hours per Week	60
Category	Core Practical		
Course Objectives	1. To develop practical skills in various sports and games. 2. To improve physical fitness and motor abilities through regular practice. 3. To understand the basic rules and techniques of sports activities. 4. To develop officiating and organizational skills in games and events. 5. To promote sportsmanship, teamwork, and discipline among students. 6. To prepare students for participation in competitions and coaching activities.		
Unit	Content		Hours
I	Unit I - Ball Badminton Practical Grip, ready position, and footwork drills - Service, rally, and smashing practice - Singles and doubles game practice - Basic officiating and scoring practice - Mini match participation		12
II	Unit II - Volleyball Practical Underhand and overhand passing - Service, spiking, and blocking drills - Team rotation and court movement practice - Mini games and match play - Refereeing signals and score sheet practice - Fitness drills for volleyball		12
III	Unit III - Hockey Practical Dribbling and ball control drills - Passing, hitting, pushing, and shooting practice - Goalkeeping basics - Small-sided game practice - Umpiring signals and scoring practice - Team coordination drills		12
IV	Unit IV - Swimming and Tennis Practical Swimming- Water confidence and breathing exercises - Floating and kicking practice - Basic swimming strokes - Safety and rescue awareness - Endurance lap swimming Tennis- Grip and ready position - Forehand, backhand, and service practice - Rally drills and movement practice - Singles and doubles play - Basic scoring and officiating practice		12
V	Unit V - Field Events Practical Shot Put: grip, stance, and release practice - Discus Throw: basic throwing drills - Javelin Throw: run-up and release practice - Long Jump: take-off and landing drills - High Jump: approach and clearance practice - Measuring, officiating, and safety practice		12
References	Books 1. Kamlesh, M. L. (2015). Methods in physical education. Friends Publications. 2. Singh, H. (2017). Science of sports training. DVS Publications. 3. Kansal, D. K. (2016). Test and measurement in sports and physical education. Khel Sahitya Kendra.		

	4. Bhardwaj, H. (2018). Teaching methods in physical education. Friends Publications. 5. Jain, R. (2019). Officiating and coaching in sports and games. Sports Publication. 6. Federation Internationale de Volleyball. (2024). Official volleyball rules 7. International Hockey Federation. (2024). Rules of hockey. 8. Kamlesh, M. L. (2022). Methods in physical education. Friends Publications. 9. Jain, R. (2023). Officiating and coaching in sports and games. Sports Publication. 10. Yadav, S. K. (2024). Sports training and practical coaching. Khel Sahitya Kendra.
Course Learning Outcomes	CLO 1: Perform basic skills in selected sports and games. CLO 2: Apply rules and officiating procedures in practical situations. CLO 3: Demonstrate proper techniques with safety awareness. CLO 4: Show teamwork, leadership, and sportsmanship during activities. CLO 5: Participate effectively in sports events and competitions. CLO 6: Improve practical performance and physical fitness.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	1	2	1	1	1.8
CLO 2	3	2	3	2	1	2	1	1	1.9
CLO 3	2	3	3	2	2	2	1	1	2.0
CLO 4	2	2	2	3	3	2	1	1	2.0
CLO 5	2	2	2	3	3	3	2	1	2.1
CLO 6	3	3	2	2	2	3	2	1	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	IV	Course Code	26UPEE42
Course Title	Professional Ethics in Physical Education		
No. of Credits	3	No. of Contact Hours per Week	60
Category	EC –T 4		
Course Objectives	1. To understand the importance of professional ethics in physical education and sports. 2. To develop ethical values, leadership, and professional behaviour. 3. To understand the responsibilities of physical education teachers, coaches, and sports professionals. 4. To create awareness about fair play, inclusion, and athlete welfare. 5. To understand ethical challenges in modern sports and physical education. 6. To promote social responsibility and lifelong professional growth.		
Unit	Content		Hours
I	Unit I - Introduction to Professional Ethics Meaning and importance of professional ethics - Ethics in teaching, coaching, and sports - Professional values and ethical principles - Role of ethics in physical education profession - Ethical behaviour in academic and sports environments		12
II	Unit II - Professional Roles and Responsibilities Duties of physical education teachers, coaches, and officials - Professional competency and leadership - Communication and interpersonal skills - Teacher–student relationship and mentoring - Professional conduct in educational institutions		12
III	Unit III - Sportsmanship and Ethical Behaviour Meaning and importance of sportsmanship - Fair play and respect for rules - Respect for officials, teammates, opponents, and spectators - Teamwork, discipline, and leadership in sports - Ethical decision-making in competition.		12
IV	Unit IV - Current Ethical Issues in Sports Doping and performance-enhancing substances - Violence, aggression, and misconduct in sports - Gender equality and inclusive physical education - Athlete safety, mental well-being, and child protection - Social media ethics and responsible digital behaviour in sports		12
V	Unit V - Professional Development and Social Responsibility Code of conduct for physical education professionals - Social responsibility through sports and community service - Career ethics and workplace professionalism - Lifelong learning and professional development - Role of physical education in nation building and healthy society		12
References	Books 1. Sharma, R. C. (2016). Professional ethics in physical education and sports. Friends Publications. 2. Houlihan, B., & Green, M. (2019). Sports ethics for sports management professionals. Routledge. 3. National Council for Teacher Education. (2020). Professional ethics		

	and code of conduct for teachers. NCTE Publications. 4. W. J. (2018). Ethics in sport (4th ed.). Human Kinetics. 5. International Olympic Committee. (2021). Olympic values education programme. IOC Publications. 6. Singh, H. (2021). Sports training and professional practice. DVS Publications. 7. Kansal, D. K. (2022). Contemporary issues in physical education and sports. Khel Sahitya Kendra. 8. Jain, R. (2023). Sports ethics and officiating. Sports Publication. 9. Yadav, S. K. (2024). Modern perspectives in physical education and sports management. Khel Sahitya Kendra.
Course Learning Outcomes	CLO 1: Explain professional ethics in physical education and sports. CLO 2: Describe the duties of physical education professionals. CLO 3: Demonstrate sportsmanship, fair play, and ethical behaviour. CLO 4: Identify current ethical and legal issues in sports. CLO 5: Apply social and moral values in professional life. CLO 6: Develop leadership and professional responsibility.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	2	1	2	1	2	2	1.88
CLO 2	3	3	2	2	2	2	1	2	2.13
CLO 3	3	2	3	3	2	2	2	2	2.38
CLO 4	2	2	3	3	2	2	2	1	2.13
CLO 5	2	3	2	2	3	2	2	2	2.25
CLO 6	3	3	2	2	2	3	2	2	2.38

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	IV	Course Code	26UPEE43
Course Title	Sports Medicine		
No. of Credits	3	No. of Contact Hours per Week	60
Category	Elective		
Course Objectives	1. To understand the basics and importance of sports medicine in physical education and sports. 2. To identify common sports injuries and their prevention. 3. To learn first aid and emergency care during sports participation. 4. To understand rehabilitation, recovery, and athlete care. 5. To develop awareness of sports nutrition, hydration, and healthy lifestyle practices. 6. To understand modern athlete care and performance support systems.		
Unit	Content		Hours
I	Unit I - Introduction to Sports Medicine Meaning and importance of sports medicine - Role of sports medicine in sports and physical education - Physical fitness, wellness, and athlete health - Injury prevention in sports		12
II	Unit II - Sports Injuries and Prevention Meaning and types of sports injuries - Causes and prevention - Sprains, strains, cramps, fractures, and dislocations - Overuse injuries and safety measures		12
III	Unit III - First Aid and Emergency Care Meaning and principles of first aid - First aid for common sports injuries - CPR awareness - On-field emergency care - Heat stroke and fainting management		12
IV	Unit IV - Rehabilitation and Recovery Meaning and importance of rehabilitation - Stretching and strengthening exercises - Physiotherapy and hydrotherapy basics - Recovery methods and return to play		12
V	Unit V - Sports Nutrition and Modern Athlete Care Balanced diet and nutrients - Hydration and energy needs - Recovery and rest - Doping awareness - Athlete mental health and support systems		12
References	Books 1. Uppal, A. K. (2015). Sports medicine. Friends Publications. 2. Brukner, P., & Khan, K. (2019). Clinical sports medicine (5th ed.). McGraw-Hill Education. 3. Bean, A. (2017). Sports nutrition for young athletes. Bloomsbury Publishing. 4. American College of Sports Medicine. (2021). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer. 5. Uppal, A. K. (2022). Sports medicine. Friends Publications. 6. Kansal, D. K. (2021). Health education and sports medicine. Khel Sahitya Kendra.		

	7. Singh, H. (2022). Sports training and injury management. DVS Publications. 8. Sharma, R. C. (2023). Sports health, fitness and rehabilitation. Friends Publications. 9. Yadav, S. K. (2024). Modern sports medicine and athlete care. Khel Sahitya Kendra.
Course Learning Outcomes	CLO 1: Explain the concepts and importance of sports medicine. CLO 2: Identify common sports injuries and prevention methods. CLO 3: Apply basic first aid during sports emergencies. CLO 4: Explain rehabilitation and recovery methods. CLO 5: Understand nutrition, hydration, and athlete health care. CLO 6: Recognize modern athlete support systems in sports medicine.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	2	1	2	1.75
CLO 2	3	3	2	2	2	1	2	2	2.13
CLO 3	3	2	2	3	2	2	1	2	2.13
CLO 4	2	3	2	3	2	2	2	1	2.13
CLO 5	2	3	3	2	3	2	2	2	2.38
CLO 6	3	2	3	2	2	3	2	2	2.38

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	V	Course Code	26UPEC51
Course Title	Theorise of Sports and Games – III (Table Tennis, Handball, Kabaddi, Kho-Kho, Chess and Combined Events)		
No. of Credits	5	No. of Contact Hours per Week	75
Category	Core Theory		
Course Objectives	1. To understand the basics of selected sports and games. 2. To learn rules, officiating, and competition procedures. 3. To develop knowledge of modern game techniques and strategies. 4. To understand safety measures and performance practices in sports. 5. To apply sports knowledge in teaching, coaching, and competitions. 6. To develop awareness of current trends in sports participation and performance.		
Unit	Content		Hours
I	Unit I – Table Tennis History and importance - Table, equipment, and basic rules - Service, rally, smash, and footwork - Scoring and officiating - Safety and match play basics		15
II	Unit II – Handball History and importance - Court, equipment, and rules - Passing, shooting, dribbling, and defense - Scoring and officiating - Team strategy and safety		15
III	Unit III – Kabaddi History and importance - Ground, rules, and player positions - Raid, cant, defense, and basic techniques - Scoring and officiating - Safety and match strategy		15
IV	Unit IV – Kho-Kho and Chess Kho-Kho - History, rules, and court layout - Chasing, dodging, and team coordination - Scoring and officiating Chess - Board setup and piece movement - Basic rules and game strategy - Competition procedures and ethics		15
V	Unit V - Combind Events Introduction to combined events - Basic techniques in running, jumping, and throwing events - Rules and officiating basics - Safety and performance management - Event organization basics		15
References	Books 1. Kansal, D. K. (2022). Rules, techniques and officiating in sports and games. Khel Sahitya Kendra. 2. Kamlesh, M. L. (2022). Methods in physical education. Friends Publications. 3. Jain, R. (2023). Officiating and coaching in sports and games. Sports Publication. 4. Singh, H. (2022). Science of sports training. DVS Publications. 5. Yadav, S. K. (2024). Sports training, coaching and officiating. Khel Sahitya Kendra. International Hockey Federation. (2024). Rules of hockey. 6. American Sport Education Program. (2023). Coaching principles (7th		

	ed.). Human Kinetics. 7. Martens, R. (2022). Successful coaching (5th ed.). Human Kinetics. 8. Griffin, L. L., Mitchell, S. A., & Oslin, J. L. (2021). Teaching sport concepts and skills: A tactical games approach (4th ed.). Human Kinetics. 9. Bompa, T. O., & Buzzichelli, C. (2019). Periodization: Theory and methodology of training (6th ed.). Human Kinetics. 10. Woods, R. B. (2023). Social issues in sport (4th ed.). Human Kinetics.
Course Learning Outcomes	CLO 1: Explain the basics and importance of selected sports and games. CLO 2: Describe rules, scoring, and officiating procedures. CLO 3: Identify basic techniques and game strategies. CLO 4: Apply safety and performance principles in sports. CLO 5: Use sports knowledge in teaching and competition settings. CLO 6: Understand modern trends in sports participation and performance.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	2	1	1	1.5
CLO 2	3	3	2	1	1	2	1	1	1.8
CLO 3	2	3	3	2	1	2	1	1	1.9
CLO 4	2	2	3	3	2	2	1	1	2.0
CLO 5	2	2	2	2	3	2	1	1	1.9
CLO 6	3	2	2	3	2	3	2	1	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	V	Course Code	26UPEC52
Course Title	Test and Measurement in Physical Education		
No. of Credits	5	No. of Contact Hours per Week	75
Category	Core Theory		
Course Objectives	1. To understand the basics of test, measurement, and evaluation in physical education. 2. To learn physical fitness, motor fitness, and sports skill assessment methods. 3. To develop practical knowledge in administering fitness and performance tests. 4. To understand body measurements and physiological assessment techniques. 5. To analyze test results for performance improvement and training planning. 6. To apply scientific and ethical practices in testing and evaluation.		
Unit	Content		Hours
I	Unit I: Basics of Test and Measurement Meaning of test, measurement, and evaluation - Importance in physical education and sports - Principles of good testing - Validity, reliability, and objectivity - Types of tests		15
II	Unit II: Physical Fitness and Motor Fitness Tests Components of physical fitness - AAHPERD Youth Fitness Test - Harvard Step Test - Cooper 12-Minute Run/Walk Test - Motor fitness assessment basics		15
III	Unit III: Fitness Performance Tests Strength, speed, flexibility, agility, and endurance tests - Sit-ups, sit and reach, 50 m run - Standing broad jump and T-test - Fitness testing procedures and scoring		15
IV	Unit IV: Anthropometric and Physiological Measurements Height, weight, and BMI assessment - Skinfold measurement basics - Pulse rate and blood pressure - Respiratory and physiological measurements - Importance of athlete health assessment		15
V	Unit V: Sports Skill Testing and Modern Evaluation Skill tests for basketball, football, volleyball, hockey, badminton, and tennis - Selection of appropriate tests - Performance analysis and interpretation - Digital tools in fitness testing - Ethical practices in sports evaluation		15
References	Books 1. Kansal, D. K. (2022). Test and measurement in sports and physical education. Khel Sahitya Kendra. 2. Kamlesh, M. L. (2022). Measurement and evaluation in physical education. Friends Publications. 3. Sharma, O. P. (2021). Physical education and sports measurement. Khel Sahitya Kendra. 4. Singh, H. (2022). Science of sports training and performance evaluation. DVS Publications.		

	5. Yadav, S. K. (2024). Modern test, measurement and evaluation in physical education. Khel Sahitya Kendra. 6. Miller, D. K. (2023). Measurement by the physical educator: Why and how (7th ed.). McGraw-Hill. 7. Baumgartner, T. A., Jackson, A. S., Mahar, M. T., & Rowe, D. A. (2021). Measurement for evaluation in kinesiology (10th ed.). Jones & Bartlett Learning. 8. ACSM. (2022). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer. 9. Heyward, V. H., & Gibson, A. L. (2023). Advanced fitness assessment and exercise prescription (8th ed.). Human Kinetics. 10. Nieman, D. C. (2022). Exercise testing and prescription: A health-related approach (9th ed.). McGraw-Hill.
Course Learning Outcomes	CLO 1: Explain the basics of test and measurement. CLO 2: Identify physical fitness and motor fitness tests. CLO 3: Conduct basic fitness and performance assessments. CLO 4: Measure physiological and anthropometric variables. CLO 5: Analyze performance results for improvement. CLO 6: Apply scientific and ethical testing practices.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	2	1	2	2	1	2.0
CLO 3	3	3	3	2	2	2	2	1	2.3
CLO 4	2	3	3	2	2	2	1	2	2.1
CLO 5	3	3	3	2	2	2	2	2	2.4
CLO 6	3	2	3	2	2	3	2	2	2.4

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	V	Course Code	26UPEC53	
Course Title	Basic Research and Statistics in Physical Education			
No. of Credits	5		No. of Contact Hours per Week	75
Category	Core Theory			
Course Objectives	1. To understand the basics of research and statistics in physical education. 2. To learn simple research methods used in sports and physical education. 3. To develop skills in collecting, organizing, and analysing data. 4. To understand basic statistical tools for sports performance analysis. 5. To prepare simple research reports using ethical practices. 6. To apply research knowledge for solving practical problems in physical education and sports.			
Unit	Content			Hours
I	Unit I: Introduction to Research Meaning and importance of research - Types of research in physical education - Characteristics of good research - Steps in the research process			15
II	Unit II: Research Methods Research problem and hypothesis - Variables and sampling methods - Methods of data collection - Basics of research planning			15
III	Unit III: Introduction to Statistics Meaning and importance of statistics - Classification and tabulation of data - Frequency distribution and graphs - Mean, median, and mode			15
IV	Unit IV: Statistical Analysis Measures of variability - Range, quartile deviation, and standard deviation - Correlation and interpretation of results - Basic statistical applications in sports			15
V	Unit V: Research Report and Ethics Structure of research report - Citation and bibliography basics - Ethical issues in research - Computer applications in research and statistics			15
References	Books 1. Kansal, D. K. (2022). Research methods in physical education and sports. Khel Sahitya Kendra. 2. Kamlesh, M. L. (2022). Research methodology in physical education and sports. Friends Publications. 3. Sharma, O. P. (2021). Research and statistics in physical education. Khel Sahitya Kendra. 4. Singh, H. (2022). Research methods and sports statistics. DVS Publications. 5. Yadav, S. K. (2024). Modern research methodology in physical education and sports sciences. Khel Sahitya Kendra. 6. Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2023). Research methods in physical activity (8th ed.). Human Kinetics. 7. Best, J. W., & Kahn, J. V. (2022). Research in education (11th ed.).			

	Pearson. 8. Veal, A. J., & Darcy, S. (2021). Research methods in sport studies and sport management: A practical guide (2nd ed.). Routledge. 9. Vincent, W. J., & Weir, J. P. (2021). Statistics in kinesiology (5th ed.). Human Kinetics. 10. Baumgartner, T. A., Strong, C. H., & Hensley, L. D. (2021). Conducting and reading research in kinesiology (6th ed.). Jones & Bartlett Learning.
Course Learning Outcomes	CLO 1: Explain the basics of research and statistics. CLO 2: Identify simple research methods in physical education. CLO 3: Organize and analyze data using basic statistics. CLO 4: Interpret statistical results in sports and physical education. CLO 5: Prepare simple research reports using ethical practices. CLO 6: Apply research concepts to practical sports problems.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	2	2	2	1	2	2	1	1.9
CLO 3	3	3	3	2	2	2	2	1	2.3
CLO 4	3	3	3	2	2	2	2	2	2.4
CLO 5	2	2	3	2	2	3	2	2	2.3
CLO 6	3	3	3	2	2	3	2	2	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	V	Course Code	26UPEP54
Course Title	Practical: Sports and Games – III (Table Tennis, Handball, Kabaddi, Kho-Kho, Chess and Combined Events)		
No. of Credits	2	No. of Contact Hours per Week	30
Category	Core Practical		
Course Objectives	1. To develop practical skills in selected sports and games. 2. To improve physical fitness, coordination, and game performance. 3. To learn rules, officiating, and competition procedures through practice. 4. To develop teamwork, leadership, and sportsmanship. 5. To prepare students for competitions, officiating, and coaching activities. 6. To promote active participation and modern performance practices in sports.		
Unit	Content		Hours
I	Unit I – Table Tennis Practical Grip, stance, and footwork drills - Service, rally, and smash practice - Singles and doubles match play - Basic officiating and scoring		6
II	Unit II - Handball Practical Passing, catching, dribbling, and shooting drills - Defensive and attacking practice - Team play and mini matches - Refereeing signals and scoring practice		6
III	Unit III - Kabaddi Practical Raid, cant, defense, and movement drills - Team coordination practice - Match play and scoring practice - Basic officiating skills		6
IV	Unit IV – Kho-Kho and Chess Practical Kho-Kho - Chasing, dodging, and team drills - Match play and officiating basics Chess - Board setup and piece movement - Basic strategies and game practice - Competition rules and scoring		6
V	Unit V - Combined Practical Shot put, discus, javelin practice - long jump and high jump drills - Measuring and officiating practice - Safety and performance improvement drills		6
References	Books 1. Kansal, D. K. (2022). Rules, techniques and officiating in sports and games. Khel Sahitya Kendra. 2. Kamlesh, M. L. (2022). Methods in physical education. Friends Publications. 3. Jain, R. (2023). Officiating and coaching in sports and games. Sports Publication. 4. Singh, H. (2022). Science of sports training. DVS Publications. 5. Yadav, S. K. (2024). Sports training and practical coaching. Khel Sahitya Kendra. 6. Martens, R. (2022). Successful coaching (5th ed.). Human Kinetics.		

	7. American Sport Education Program. (2023). Coaching principles (7th ed.). Human Kinetics. 8. Bompa, T. O., & Buzzichelli, C. (2019). Periodization: Theory and methodology of training (6th ed.). Human Kinetics. 9. Griffin, L. L., Mitchell, S. A., & Oslin, J. L. (2021). Teaching sport concepts and skills: A tactical games approach (4th ed.). Human Kinetics. 10. Joyce, D., & Lewindon, D. (2022). High-performance training for sports (2nd ed.). Human Kinetics.
Course Learning Outcomes	CLO 1: Perform practical skills in selected sports and games. CLO 2: Apply rules and officiating in practical situations. CLO 3: Demonstrate proper techniques with safety awareness. CLO 4: Show teamwork, leadership, and sportsmanship. CLO 5: Participate effectively in competitions and sports events. CLO 6: Improve practical performance and physical fitness.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	1	2	1	1	1.8
CLO 2	3	2	3	2	1	2	1	1	1.9
CLO 3	2	3	3	2	2	2	1	1	2.0
CLO 4	2	2	2	3	3	2	1	1	2.0
CLO 5	2	2	2	3	3	3	2	1	2.3
CLO 6	3	3	2	2	2	3	2	1	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - 0.

Semester	V	Course Code	26UPEP55	
Course Title	Practical: Game of Specialization – Part - I			
No. of Credits	3		No. of Contact Hours per Week	30
Category	Core			
Course Objectives	1. To develop advanced practical skills in the selected game/sport. 2. To improve tactical understanding and match performance. 3. To enhance game-specific fitness and conditioning. 4. To develop officiating, coaching, and event management skills. 5. To improve teamwork, leadership, and sportsmanship. 6. To prepare students for competitive participation and performance.			
Unit	Content			Hours
I	Unit – I: Advanced Skill Training Advanced fundamental skills - Combination skill drills - Accuracy and consistency practice - Speed and agility drills - Individual performance correction			6
II	Unit – II: Tactical and Strategic Training Offensive and defensive systems - Team coordination drills - Situational play practice - Game tactics and strategy application - Video/game analysis			6
III	Unit – III: Fitness and Conditioning Game-specific fitness training - Strength and endurance exercises - Flexibility and mobility drills - Reaction time and coordination training - Injury prevention exercises			6
IV	Unit - IV: Officiating and Coaching Practice Rules and regulations practice - Officiating signals and procedures - Score sheet preparation - Coaching demonstrations - Conduct of practice sessions			6
V	Unit - V: Tournament and Match Practice Intramural competitions - Match officiating practice - Team management activities - Tournament organization - Performance evaluation and feedback			6
References	Books 1. Singh, H. (2023). Science of sports training. DVS Publications. 2. Kansal, D. K. (2022). Practical approach to test, measurement and evaluation in sports. Khel Sahitya Kendra. 3. Sharma, O. P. (2022). Teaching methods in physical education. Friends Publications. 4. Jain, R. (2023). Officiating and coaching in sports and games. Sports Publication. 5. Ahuja, I. P. S. (2024). Modern trends in physical education and sports sciences. Friends Publications. 6. Bompa, T. O., & Buzzichelli, C. (2023). Periodization: Theory and methodology of training (7th ed.). Human Kinetics. 7. Joyce, D., & Lewindon, D. (2022). High-performance training for			

	sports (2nd ed.). Human Kinetics. 8. Martens, R. (2022). Successful coaching (5th ed.). Human Kinetics. 9. American Sport Education Program. (2023). Coaching principles (7th ed.). Human Kinetics. 10. Jeffreys, I., & Moody, J. (2021). Strength and conditioning for sports performance. Routledge.
Course Learning Outcomes	CLO 1: Demonstrate advanced practical skills in the selected sport. CLO 2: Apply game strategies effectively in match situations. CLO 3: Perform officiating and coaching duties confidently. CLO 4: Organize and manage sports competitions. CLO 5: Demonstrate teamwork, leadership, and sportsmanship. CLO 6: Improve game-specific fitness and competitive performance

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	1	1	2	2	1.88
CLO 2	3	2	3	2	1	1	2	2	2.00
CLO 3	2	2	2	2	1	1	3	2	1.88
CLO 4	2	2	3	3	2	1	2	2	2.13
CLO 5	2	1	3	2	2	2	2	3	2.13
CLO 6	3	3	2	1	1	1	1	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	V	Course Code	26UPEP56
Course Title	Policy and Practice in Physical Education		
No. of Credits	2	No. of Contact Hours per Week	30
Category	Core		
Course Objectives	1. To understand the basics of sports policy and physical education. 2. To learn important sports programmes and government initiatives. 3. To understand sports management and governance. 4. To develop awareness of ethics, inclusion, and athlete welfare. 5. To understand current issues and future trends in sports. 6. To apply policy knowledge in sports administration.		
Unit	Content		Hours
I	Unit I: Basics of Sports Policy Meaning and importance of sports policy - Development of physical education in India - Role of sports in society and nation building		6
II	Unit II: Sports Programmes and Initiatives National Sports Policy and NEP 2020 - Khelo India, Fit India, TOPS, and SAI - School and university sports programmes		6
III	Unit III: Sports Governance IOC, IOA, and Sports Federations - Sports administration and management - Role of private organizations and NGOs		6
IV	Unit IV: Sports Administration Planning sports programmes and events - Budget and facility management - Tournament organization and record keeping - Digital sports administration		6
V	Unit V: Current Issues in Sports Anti-doping and sports ethics - Gender equality and inclusive sports - Para sports and athlete welfare - Future trends in sports policy		6
References	Books 1. Kamlesh, M. L. (2022). Management concepts in physical education and sports. Friends Publications. 2. Uppal, A. K. (2022). Physical education and sports administration. Friends Publications. 3. Sharma, O. P. (2023). Sports management and administration. Khel Sahitya Kendra. 4. Yadav, S. K. (2024). Contemporary sports policy and management in India. Khel Sahitya Kendra. 5. Ahuja, I. P. S. (2024). Modern trends in physical education and sports sciences. Friends Publications. 6. Bucher, C. A., & Krotee, M. L. (2022). Management of physical education and sport (18th ed.). McGraw-Hill. 7. Masteralexis, L. P., Barr, C. A., & Hums, M. A. (2023). Principles and practice of sport management (7th ed.). Jones & Bartlett Learning.		

	8. Pedersen, P. M., Parks, J. B., Quarterman, J., & Thibault, L. (2021). Contemporary sport management (7th ed.). Human Kinetics. 9. Houlihan, B., & Green, M. (2022). Routledge handbook of sports development. Routledge. 10. Hoye, R., Smith, A., Nicholson, M., & Stewart, B. (2021). Sport management: Principles and applications (5th ed.). Routledge.
Course Learning Outcomes	CLO 1: Explain basic sports policy concepts. CLO 2: Describe major sports programmes and initiatives. CLO 3: Understand sports governance and administration. CLO 4: Apply sports management practices. CLO 5: Identify current issues in sports. CLO 6: Apply policy knowledge in physical education.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	2	2	2	1	2	2	1	1.9
CLO 3	3	3	2	3	2	2	2	1	2.3
CLO 4	2	3	3	3	2	2	2	2	2.4
CLO 5	2	2	2	2	3	3	3	2	2.4
CLO 6	3	2	2	3	2	3	2	2	2.4

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	VI	Course Code	26UPEC61
Course Title	Fundamentals of Yoga		
No. of Credits	4	No. of Contact Hours per Week	75
Category	Core		
Course Objectives	1. Understand the meaning, history, and importance of yoga. 2. Explain the philosophical foundations and branches of yoga. 3. Demonstrate basic yogic practices safely and effectively. 4. Develop physical fitness, flexibility, concentration, and stress management skills. 5. Apply yogic principles for healthy lifestyle management. 6. Appreciate yoga as a holistic approach to wellness.		
Unit	Content		Hours
I	Unit I - Introduction to Yoga Meaning, definition, and concept of yoga - History and development of yoga - Importance and scope of yoga in modern life - Objectives and principles of yoga - Misconceptions about yoga		15
II	Unit II - Philosophical Foundations of Yoga Schools of yoga - Raja Yoga, Hatha Yoga, Karma Yoga, Bhakti Yoga, Jnana Yoga - Eight Limbs of Ashtanga Yoga (Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi) - Yogic ethics and discipline		15
III	Unit III - Yogic Practices – Asanas Standing Postures - Tadasana, Trikonasana, Vrikshasana Sitting Postures - Padmasana, Vajrasana, Paschimottanasana Supine and Prone Postures - Bhujangasana, Shalabhasana, Pawanamuktasana, Inverted Postures - Sarvangasana		15
IV	Unit IV - Pranayama, Meditation and Relaxation Meaning and importance of pranayama - Types of pranayama, Anulom Vilom, Nadi Shodhana, Bhramari, Kapalabhati (Basic level), Meditation techniques - Om chanting, Relaxation techniques – Shavasana, Yoga Nidra		15
V	Unit V - Yoga for Health and Lifestyle Yoga and physical fitness - Yoga for mental health and emotional balance - Yogic diet and lifestyle - Role of yoga in prevention of lifestyle diseases - Yoga for students and academic performance - Safety precautions during yoga practice		15
References	Books 1. Singh, V., & Joshi, N. (2024). Fundamentals of yoga according to UGC NET syllabus Unit-I. Friends Publications (India). 2. Sivasankar, S. (2024). Fundamentals of yoga education: For B.P.Ed. and M.P.Ed. professionals. Sports Publication. 3. Swanson, A. (2025). Science of yoga: Understand the anatomy and physiology to perfect your practice (2nd ed.). DK Publishing. 4. Kanojia, A. (2022). The politics and promise of yoga: Contemporary relevance of an ancient practice. Lexington Books. 5. Simpkins, C. A., & Simpkins, A. M. (2023). Yoga basics: The basic		

	poses and routines you need to be healthy and relaxed. Tuttle Publishing. 6. Clark, B. (2026). Prana: One breath, many worlds. Yin Yoga Publications. 7. Shearer, A. (2022). The story of yoga: From ancient India to the modern West. Hurst Publishers. 8. Wildcroft, T., & Sojkova, B. (Eds.). (2024). Yoga studies in 5 minutes. Equinox Publishing. 9. Glenny, J. (2024). Hypermobility on the yoga mat. Singing Dragon Publications. 10. Richards, M. (2025). Teach people, not poses: Lessons in yoga anatomy and functional movement to unlock body intelligence. North Atlantic Books.
Course Learning Outcomes	CLO 1: Describe the origin, history, and concepts of yoga CLO 2: Explain the different schools and branches of yoga CLO 3: Demonstrate fundamental yoga postures and breathing techniques CLO 4: Practice meditation and relaxation techniques for stress management CLO 5: Analyze the role of yoga in health, fitness, and lifestyle management CLO 6: Apply yogic principles for personal well-being and discipline

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	2	1	1	2	1.6
CLO 2	3	2	2	1	2	1	1	2	1.8
CLO 3	2	3	3	2	2	2	1	2	2.1
CLO 4	2	3	2	3	2	2	2	2	2.3
CLO 5	2	3	2	3	3	2	2	2	2.4
CLO 6	2	2	2	3	3	3	2	2	2.4

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Semester	VI	Course Code	26UPEC62
Course Title	Sports Psychology		
No. of Credits	4	No. of Contact Hours per Week	75
Category	Core		
Course Objectives	1. To introduce students to the fundamental concepts and principles of Sports Psychology. 2. To develop understanding of psychological factors influencing sports performance. 3. To enhance students' knowledge about motivation, personality, stress, and anxiety in sports. 4. To provide practical exposure to psychological skill training techniques. 5. To develop positive mental health and leadership qualities among sportspersons. 6. To enable students to apply psychological principles for enhancing sports performance and athlete well-being.		
Unit	Content		Hours
I	Unit I – Introduction to Sports Psychology Meaning and Definition of Psychology and Sports Psychology - Nature and Scope of Sports Psychology - Importance of Sports Psychology in Physical Education and Sports - Relationship of Sports Psychology with Physical Education - Role of Sports Psychologist		15
II	Unit II – Motivation and Personality in Sports Meaning and Types of Motivation - Intrinsic and Extrinsic Motivation - Techniques for enhancing motivation - Meaning and Types of Personality - Personality Traits of Athletes - Personality Assessment Methods		15
III	Unit III – Emotion, Stress, and Anxiety in Sports Meaning and Types of Emotion - Stress and Anxiety in Sports - Sources of Stress among Athletes - Effects of Anxiety on Performance - Techniques of Stress and Anxiety Management		15
IV	Unit IV – Psychological Skill Training Mental Imagery and Visualization - Concentration and Attention Control - Self-Confidence and Self-Talk - Goal Setting in Sports - Psychological Preparation before Competition		15
V	Unit V – Group Dynamics and Mental Health in Sports Leadership in Sports - Team Cohesion and Team Building - Group Dynamics in Team Games - Mental Health of Athletes - Psychological Counselling in Sports		15
References	Books 1. Weinberg, R. S., & Gould, D. (2023). Foundations of sport and exercise psychology (8th ed.). Human Kinetics. 2. Horn, T. S., & Smith, A. L. (2022). Advances in sport and exercise psychology (5th ed.). Human Kinetics. 3. Jarvis, M. (2022). Sport psychology: A student's handbook (2nd ed.). Routledge.		

	4. Singh, A. (2022). Sports psychology and coaching. Friends Publications. 5. Kamlesh, M. L. (2023). Psychology in physical education and sports. Friends Publications. 6. Cox, R. H. (2024). Sport psychology: Concepts and applications (9th ed.). McGraw Hill. 7. Kamlesh, M. L. (2023). Psychology in physical education and sports. Friends Publications. 8. Singh, A. (2022). Sports psychology and coaching. Friends Publications. 9. Velkumar, S., Muthuveera, P., Suresh, J., & Sathish, M. (2025). Sports psychology. Dr. BGR Publications. 10. Sridhar, C., & Contributors. (2025). Minds in motion: The catalyst's role in sports psychology. Minds in Motion Publications.
Course Learning Outcomes	CLO1 Explain the meaning, nature, and scope of Sports Psychology. CLO2 Describe personality, motivation, and emotions in sports participation. CLO3 Analyze psychological factors affecting athletic performance. CLO4 Apply stress management and anxiety control techniques in sports settings. CLO5 Demonstrate psychological skill training methods for improving performance. CLO6 Develop leadership, team cohesion, and mental toughness in sports activities.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	2.67
CLO 2	3	3	2	2	1	1	2	2	2.50
CLO 3	3	2	3	2	2	1	2	2	2.33
CLO 4	2	2	3	3	2	2	2	2	2.33
CLO 5	2	3	3	2	2	2	3	2	1.83
CLO 6	3	3	2	3	3	2	3	3	1.50

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	VI	Course Code	26UPEP63
Course Title	Practical: Trekking and Adventure Sports Activities		
No. of Credits	2	No. of Contact Hours per Week	30
Category	Core		
Course Objectives	1. To develop physical fitness, endurance, courage, and leadership qualities through adventure activities. 2. To provide practical knowledge of trekking, camping, and outdoor survival techniques. 3. To familiarize students with safety measures, first aid, and risk management in adventure sports. 4. To enhance teamwork, environmental awareness, and decision-making skills. 5. To develop practical skills in various adventure sports activities and outdoor recreation.		
Unit	Content		Hours
I	Unit - I: Physical Conditioning and Trek Preparation Warm-up and stretching exercises - Endurance walking and jogging - Hill walking techniques - Load carrying practice - Fitness assessment for trekking - Breathing and recovery exercises		6
II	Unit - II: Trekking and Camping Skills Trek route planning - Backpack packing methods - Tent pitching and dismantling - Campcraft and campsite management - Outdoor cooking methods - Night camping practice		6
III	Unit - III: Rock Climbing and Rope Activities Rope handling techniques - Practice of knots: Reef Knot, Clove Hitch, Bowline, Figure of Eight - Artificial wall climbing - Rappelling practice - River crossing and rope bridge activities - Belaying and anchoring drills		6
IV	Unit - IV: Survival Skills and Safety Management Map reading and compass navigation - Emergency shelter preparation - First aid practice in outdoor settings - Rescue and evacuation drills - Weather awareness activities - Risk management and safety procedures		6
V	Unit - V: Adventure Expedition and Environmental Activities One-day / Two-day trekking expedition - Leadership activities and group tasks - Eco-friendly trekking practices - Leave No Trace activities - Campfire programme organization - Nature observation and environmental awareness activities		6
References	Books 1. Berry, M., Hodgson, C., & Lomax, J. (2026). Adventure sports coaching (2nd ed.). Routledge. 2. Pomfret, G., Doran, A., & Cater, C. (Eds.). (2025). Routledge international handbook of adventure tourism. Routledge. 3. Gilbertson, K., Ewert, A., Siklander, P., & Bates, T. (2022). Outdoor education: Methods and strategies (2nd ed.). Human Kinetics.		

	4. Banerji, S. (2022). The mountaineering handbook. Blue Rose Publishers. 5. Hodgson, C., & Berry, M. (2026). Adventure education. Routledge. 6. Beames, S. K., & Maher, P. T. (Eds.). (2025). Routledge handbook of mobile technology, social media and the outdoors. Routledge. 7. Bagri, S. C., & K. C., J. (Eds.). (2026). Himalayan mountain tourism: Toward sustainable adventure tourism. Apple Academic Press. 8. Banerji, S. (2022). The mountaineering handbook. Blue Rose Publishers. 9. Kohli, M. (2025). Mountains do move: A journey through the Himalaya. Mountains Do Move Publications. 10. Khel Sahitya Kendra. (2026). Rules of games and sports (Updated version 2026). Khel Sahitya Kendra Publications.
Course Learning Outcomes	CLO1 Demonstrate trekking, camping, and outdoor activity skills efficiently. CLO2 Apply rope techniques, climbing skills, and safety procedures during adventure activities. CLO3 Organize and participate in trekking camps and outdoor expeditions. CLO4 Perform first aid, rescue, and emergency management techniques effectively. CLO5 Demonstrate leadership, teamwork, and environmental responsibility during adventure programmes. CLO6 Exhibit physical fitness, endurance, and survival skills required for outdoor adventure activities.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	2	1	1	2	1.88
CLO 2	2	2	1	1	3	2	1	2	1.75
CLO 3	2	2	3	3	2	2	2	2	2.25
CLO 4	2	1	3	2	2	3	2	3	2.25
CLO 5	3	2	2	2	3	2	1	2	2.13
CLO 6	2	3	2	1	1	2	1	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	VI	Course Code	26UPEP64	
Course Title	Practical: Game of Specialization – Part - II			
No. of Credits	2		No. of Contact Hours per Week	30
Category	Core			
Course Objectives	1. To develop advanced fundamental and technical skills in the selected game/sport. 2. To improve tactical abilities and game strategies through practical training. 3. To enhance physical fitness components specific to the game of specialization. 4. To develop officiating, coaching, and organizational abilities in the selected sport. 5. To improve decision-making, teamwork, leadership, and sportsmanship qualities. 6. To provide competitive exposure and practical experience through match play and tournament participation			
Unit	Content			Hours
I	Unit – I: Advanced Skill Training Advanced fundamental skills - Combination skill drills - Accuracy and consistency practice - Speed and agility drills - Individual performance correction			6
II	Unit – II: Tactical and Strategic Training Offensive and defensive systems - Team coordination drills - Situational play practice - Game tactics and strategy application - Video/game analysis			6
III	Unit – III: Fitness and Conditioning Game-specific fitness training - Strength and endurance exercises - Flexibility and mobility drills - Reaction time and coordination training - Injury prevention exercises			6
IV	Unit - IV: Officiating and Coaching Practice Rules and regulations practice - Officiating signals and procedures - Score sheet preparation - Coaching demonstrations - Conduct of practice sessions			6
V	Unit - V: Tournament and Match Practice Intramural competitions - Match officiating practice - Team management activities - Tournament organization - Performance evaluation and feedback			6
References	Books 1. Singh, H. (2023). Science of sports training. DVS Publications. 2. Kansal, D. K. (2022). Practical approach to test, measurement and evaluation. Sports Publication. 3. Ahuja, I. P. S. (2024). Modern trends in physical education and sports sciences. Friends Publications. 4. Jain, N. (2023). Officiating and coaching in sports and games. Khel Sahitya Kendra. 5. Sharma, O. P. (2022). Teaching methods in physical education. Friends Publications. 6. Bucher, C. A., & Krotee, M. L. (2022). Management of physical			

	education and sport (18th ed.). McGraw-Hill Education. 7. Khel Sahitya Kendra. (2026). Rules and regulations of games and sports. Khel Sahitya Kendra Publications. 8. Bompa, T. O., & Buzzichelli, C. (2023). Periodization: Theory and methodology of training (7th ed.). Human Kinetics
Course Learning Outcomes	CLO1 Demonstrate advanced skills and techniques in the selected game/sport. CLO2 Apply offensive and defensive strategies effectively during match situations. CLO3 Perform officiating and coaching duties in the selected sport efficiently. CLO4 Organize and conduct intramural and tournament competitions successfully. CLO5 Demonstrate leadership, teamwork, and ethical sporting behavior. CLO6 Exhibit game-specific fitness, performance efficiency, and competitive confidence.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	3	2	1	1	1	2	2	1.88
CLO 2	3	2	3	2	1	1	2	2	2.00
CLO 3	2	2	2	2	1	1	3	2	1.88
CLO 4	2	2	3	3	2	1	2	2	2.13
CLO 5	2	1	3	2	2	2	2	3	2.13
CLO 6	3	3	2	1	1	1	1	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	VI	Course Code	26UPEC65	
Course Title	Project and Viva Voce			
No. of Credits	3		No. of Contact Hours per Week	75
Category	Core			
Course Objectives	1. To develop practical research skills in Physical Education and Sports Sciences. 2. To train students in project planning, data collection, analysis, and report preparation. 3. To provide practical exposure in conducting field-based and experimental studies. 4. To develop presentation skills, communication abilities, and scientific attitude. 5. To enhance independent learning, problem-solving, and research ethics among students. 6. To develop scientific thinking, analytical ability, and problem-solving skills through practical research experiences in Physical Education and Sports Sciences.			
RULES GOVERNING THE EVALUATION OF PROJECT AND VIVAVOCE				
Project Identification and Planning Selection of project topic in Physical Education and Sports - Identification of research problem - Preparation of project proposal - Review of related literature - Setting objectives and hypothesis.				
Field Work and Data Collection Conducting surveys and observations - Administration of fitness and skill tests - Collection of primary and secondary data - Use of questionnaires and interview schedules - Recording and tabulation of data.				
Practical Research Techniques Anthropometric measurements - Physical fitness assessment procedures - Sports performance analysis - Conducting experimental and field studies - Practical application of testing techniques.				
Project Report Preparation Data analysis and interpretation - Preparation of tables and charts - Writing introduction, methodology, findings, and conclusion - Bibliography and referencing techniques - Final project documentation and submission.				
Project Presentation and Viva Voce Seminar presentation of project work - Preparation of PowerPoint presentation - Viva voce practice sessions - Communication and presentation skills - Final project defense before examiners.				

Course Learning Outcomes (CLOs)

CLO1 Identify and select practical research problems related to Physical Education and Sports.

CLO2 Conduct field surveys, fitness testing, and practical investigations systematically.

CLO3 Collect, organize, and analyze data using appropriate research methods.

CLO4 Prepare and present project reports scientifically with proper documentation.

CLO5 Defend project findings confidently during viva voce examination.

CLO6 Demonstrate independent research skills and professional ethics in sports-related studies.

Books

1. Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2023). Research methods in physical activity (8th ed.). Human Kinetics.
2. Kothari, C. R., & Garg, G. (2022). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.
3. Singh, A. K. (2023). Tests, measurements and evaluation in physical education. Khel Sahitya Kendra.
4. Kansal, D. K. (2022). Practical approach to test, measurement and evaluation. Sports Publication.
5. Verma, J. P. (2022). Statistics and research methods in physical education. Tata McGraw-Hill Education.
6. Best, J. W., & Kahn, J. V. (2022). Research in education (11th ed.). Pearson Education.
7. Sharma, O. P. (2024). Research and statistics in physical education. Friends Publications.
8. Khel Sahitya Kendra. (2026). Scientific principles of sports training and research. Khel Sahitya Kendra Publications.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	2	1.75
CLO 2	3	3	2	2	2	1	2	2	2.13
CLO 3	3	3	2	2	2	1	2	2	2.13
CLO 4	2	2	2	2	1	1	3	2	1.88
CLO 5	2	1	3	2	1	1	3	3	2.00
CLO 6	3	2	2	2	2	2	2	3	2.25

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Semester	VI	Course Code	26UPEP66
Course Title	Teaching Practice		
No. of Credits	3	No. of Contact Hours per Week	30
Category	Core		
Course Objectives	1. To develop effective teaching skills and professional competencies in Physical Education. 2. To train students in lesson planning, class organization, and practical teaching methods. 3. To enhance demonstration, communication, and instructional abilities during sports and games activities. 4. To develop leadership, classroom management, and decision-making skills in teaching situations. 5. To provide practical experience in conducting fitness activities, drills, and recreational programmes. 6. To prepare students for professional teaching practice in schools, colleges, and sports training environments.		
Unit	Content		Hours
I	Basics of Teaching Practice Theory – Meaning and objectives of Teaching Practice, Qualities of Physical Education teacher, Principles of teaching Practical- Observation of model class, Warm-up & cool-down demonstration		6
II	Lesson Planning Theory – Types of lesson plan, Steps of lesson plan, Use of teaching aids Practical- Preparation of 5 lesson plans, Peer teaching practice		6
III	Micro Teaching Theory - Micro teaching concept, Teaching skills: Explanation, Demonstration, Command Practical- Conduct 3 micro lessons, Feedback & correction		6
IV	School Teaching Practice Theory - School Physical Education programme, Record maintenance Practical- Teaching minimum 5 lessons in school, Organizing one minor game session		6
V	Evaluation & Record Theory - Evaluation methods in Physical Education, Simple skill test preparation Practical- Conduct skill test, Submission of teaching practice record, Viva voce		6
References	Books 1. Stidder, G. (2022). Teaching physical education: Contemporary issues for teachers, educators and students. Routledge 2. Fletcher, T., Ní Chróinín, D., Gleddie, D., & Beni, S. (Eds.). (2022). Meaningful physical education: An approach for teaching and learning. 3. Casey, A., & Kirk, D. (2022). Models-based practice in physical education 4. Sharma, O. P. (2022). Professional preparation and curriculum design		

	in physical education. Khel Sahitya Kendra. 5. Bhardwaj, H. (2023). Contemporary trends in physical education and sports sciences. Khel Sahitya Kendra. 6. Rajbir Singh (Ed.). (2022). Advances in physical education, physiology and yoga (Vol. 2). Integrated Publications. 7. Thomas, J. R., Nelson, J. K., Silverman, S. J., & Etnier, J. L. (2022). Research methods in physical activity (8th ed.). Human Kinetics. 8. Singh, A. (2022). Methods of teaching in physical education. Friends Publications. 9. Uppal, A. K., & Gautam, G. P. (2022). Health and physical education. Friends Publications. 10. Verma, P., & Singh, R. (2024). Modern approaches to physical education teaching practice. Sports Publication.
Course Learning Outcomes	CLO1 Prepare effective lesson plans for Physical Education practical classes. CLO2 Demonstrate teaching skills using suitable instructional methods and teaching aids. CLO3 Conduct warm-up, skill drills, and game activities systematically. CLO4 Apply classroom and field management techniques during teaching practice. CLO5 Evaluate students' performance using appropriate assessment methods. CLO6 Develop professional ethics, communication skills, and leadership qualities in teaching situations.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	2	1	2	2	1	2	1.9
CLO 2	3	3	2	2	2	2	2	2	2.3
CLO 3	3	3	3	2	2	3	2	2	2.5
CLO 4	2	3	2	3	2	2	3	2	2.4
CLO 5	2	2	3	2	3	2	2	3	2.4
CLO 6	2	2	2	3	3	2	3	3	2.5

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Semester	VI	Course Code	26UPES61
Course Title	Officiating and Coaching in Sports and Games		
No. of Credits	2	No. of Contact Hours per Week	30
Category	Elective		
Course Objectives	1. Understand the meaning, principles, and importance of officiating and coaching in sports. 2. Develop knowledge regarding duties and responsibilities of officials and coaches. 3. Understand the principles of sports training and coaching methods. 4. Acquire practical knowledge of rules, regulations, and officiating techniques in various games. 5. Develop leadership, communication, and decision-making abilities in sports management.		
Unit	Content		Hours
I	Unit- I: Introduction of Officiating and Coaching Meaning, concept, and importance of officiating and coaching - Principles of officiating- Relation of official and coach with management, players and spectators - Measures of improving the standards of officiating and coaching		6
II	Unit- II: Coach as a Mentor Philosophy of coaching - Duties of a coach: pre, during, and post-game - Responsibilities of a coach on and off the field - Psychology of competition and coaching		6
III	Unit- III: Duties of Official Philosophy of officiating - Duties of officials: pre, during, and post-game - Mechanics of officiating position, singles and movement etc. - Ethics of officiating		6
IV	Unit- IV: Qualities and Qualifications of Coach and Official Qualities and qualification of coach and official - General rules of games and sports - Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills - Sportsmanship, integrity, and values in sports		6
V	Unit V – Practical Officiating and Coaching Skills Officiating practical in major games - Demonstration and analysis of skills - Offensive and defensive strategies - Organization of intramural and extramural competitions		6
References	Books 1. Weinberg, R. S., & Gould, D. (2023). Foundations of sport and Kaur, B. (2025). Officiating and coaching in physical education (2nd ed.). Sports Publication. 2. Singh, A. J. (2023). Sports psychology for coaches. Khel Sahitya Kendra. 3. Sharma, N. P. (2022). Officiating and coaching in sports. Khel Sahitya Kendra. 4. Yousufzai, N. S. (2022). Officiating, coaching and training methods in physical education and sports. Friends Publications. 5. Bompa, T. O., & Buzzichelli, C. (2023). Periodization: Theory and methodology of training (7th ed.). Human Kinetics.		

	6. Martens, R. (2022). Successful coaching (5th ed.). Human Kinetics. 7. Singh, H. (2022). Sports training: General theory and methods. NSNIS Publication. 8. Shriram, T., & Singh, V. (2023). Coaching and officiating in sports and games. Sports Publications.
Course Learning Outcomes	CLO 1 Describe the meaning, principles, and importance of officiating and coaching in sports and games. CLO 2 Explain the duties, responsibilities, qualities, and ethical behavior of officials and coaches. CLO 3 Demonstrate the rules, signals, and officiating procedures in various sports and games. CLO 4 Apply coaching methods, teaching techniques, and motivational strategies in sports training. CLO 5 Analyze the principles of physical conditioning, training methods, and player development. CLO 6 Organize and conduct sports competitions, fixtures, and practical officiating/coaching sessions effectively.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	2	2	1	1	1.6
CLO 2	2	3	2	1	1	3	1	1	1.8
CLO 3	2	3	2	2	1	2	2	1	1.9
CLO 4	3	3	2	2	3	2	2	1	2.3
CLO 5	3	2	1	1	3	1	2	2	1.9
CLO 6	2	3	3	3	2	2	2	2	2.4

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	I	Course Code	26UPEEC1
Course Title	Yoga Education		
No. of Credits	4	No. of Contact Hours per Week	60
Category	ECC		
Course Objectives	1. To understand the basics of yoga and its importance for healthy living. 2. To learn simple yogic practices for physical and mental wellness. 3. To develop stress management and healthy lifestyle habits through yoga. 4. To understand the role of yoga in preventing lifestyle-related health problems. 5. To promote discipline, concentration, and positive well-being. 6. To encourage regular yoga practice for fitness and wellness.		
Unit	Content		Hours
I	Unit I: Introduction to Yoga Meaning and importance of yoga - Basic principles of yoga - Yoga in modern lifestyle - Benefits of yoga for health		12
II	Unit II: Types of Yoga Introduction to Raja Yoga, Hatha Yoga, Karma Yoga, and Bhakti Yoga - Simple understanding of yoga practices - Yoga for daily life and wellness		12
III	Unit III: Basic Yogic Practices Warm-up and loosening exercises - Simple asanas and Surya Namaskar - Basic pranayama and meditation - Relaxation techniques		12
IV	Unit IV: Yoga for Health and Wellness Yoga for stress management - Yoga for fitness and mental health - Yoga for prevention of lifestyle diseases - Yoga for work-life balance		12
V	Unit V: Yoga and Healthy Lifestyle Yogic food habits and personal hygiene - Discipline and positive habits - Yoga for personality development - Yoga for social and emotional well-being		12
References	Books 1. Nagendra, H. R. (2022). Yoga education. Swami Vivekananda Yoga Prakashana. 2. Saraswati, S. S. (2021). Asana pranayama mudra bandha. Yoga Publications Trust. 3. Iyengar, B. K. S. (2022). Light on yoga. HarperCollins India. 4. Tiwari, O. P. (2023). Yoga for health and wellness. Friends Publications. 5. Sharma, V. (2024). Modern yoga and healthy lifestyle. Khel Sahitya Kendra. 6. Kaminoff, L., & Matthews, A. (2021). Yoga anatomy (3rd ed.). Human Kinetics. 7. Broad, W. J. (2022). The science of yoga. Simon & Schuster.		

	8. Feuerstein, G. (2021). The deeper dimension of yoga: Theory and practice. Shambhala. 9. Desikachar, T. K. V. (2021). The heart of yoga: Developing a personal practice. Inner Traditions. 10. Stephens, M. (2022). Teaching yoga: Essential foundations and techniques. North Atlantic Books.
Course Learning Outcomes	CLO 1: Explain the basics and importance of yoga. CLO 2: Identify different types of yoga and their uses. CLO 3: Practice simple yogic exercises for wellness. CLO 4: Understand yoga for stress management and healthy living. CLO 5: Apply healthy lifestyle habits through yoga. CLO 6: Develop discipline and positive well-being through yoga.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.63
CLO 2	3	2	2	1	1	1	2	2	1.75
CLO 3	3	2	3	1	1	1	2	2	1.88
CLO 4	3	3	2	1	1	2	2	2	2.00
CLO 5	2	2	2	2	2	1	3	2	2.00
CLO 6	2	1	1	2	2	1	3	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	II	Course Code	26UPEEC2
Course Title	Personal Fitness Management		
No. of Credits	4	No. of Contact Hours per Week	60
Category	ECC		
Course Objectives	1. To understand the basics of personal fitness and healthy living. 2. To learn simple exercise, fitness, and wellness practices. 3. To develop healthy lifestyle habits for physical and mental well-being. 4. To understand stress management, nutrition, and fitness planning. 5. To encourage regular physical activity for lifelong health. 6. To develop self-management skills for personal fitness improvement.		
Unit	Content		Hours
I	Unit I: Introduction to Personal Fitness Meaning and importance of personal fitness - Components of physical fitness - Benefits of regular exercise - Fitness in modern lifestyle		12
II	Unit II: Exercise and Fitness Activities Walking, jogging, stretching, and simple workouts - Warm-up and cool-down exercises - Basic yoga and relaxation practices - Safe exercise habits		12
III	Unit III: Fitness Planning and Monitoring Personal fitness assessment basics - Goal setting and fitness planning - Tracking daily activity and progress - Fitness apps and wearable devices		12
IV	Unit IV: Nutrition and Stress Management Healthy food habits and hydration - Weight management basics - Stress management and mental wellness - Sleep and recovery for health		12
V	Unit V: Healthy Lifestyle and Current Fitness Trends Active lifestyle habits - Digital fitness and online workouts - Lifestyle disease prevention - Personal fitness responsibility and wellness		12
References	Books 1. Kamlesh, M. L. (2022). Physical fitness and wellness. Friends Publications. 2. Uppal, A. K. (2023). Health and physical education. Friends Publications. 3. Kansal, D. K. (2022). Exercise physiology and sports nutrition. Khel Sahitya Kendra. 4. Sharma, V. P. (2024). Personal fitness and healthy lifestyle management. Khel Sahitya Kendra. 5. Singh, A. (2023). Fitness, wellness and exercise management. Friends Publications. 6. American College of Sports Medicine. (2023). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer. 7. Heyward, V. H., & Gibson, A. L. (2023). Advanced fitness assessment and		

	exercise prescription (8th ed.). Human Kinetics. 8. Hoeger, W. W. K., Hoeger, S. A., & Fawson, A. L. (2022). Fitness and wellness (14th ed.). Cengage Learning. 9. Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2022). Concepts of fitness and wellness: A comprehensive lifestyle approach (13th ed.). McGraw-Hill. 10. Sharkey, B. J., & Gaskill, S. E. (2021). Fitness and health (8th ed.). Human Kinetics.
Course Learning Outcomes	CLO 1: Explain the basics of personal fitness. CLO 2: Practice simple exercise and fitness activities. CLO 3: Plan and monitor personal fitness goals. CLO 4: Apply healthy food and stress management habits. CLO 5: Understand current fitness trends and healthy lifestyle practices. CLO 6: Develop regular fitness habits for lifelong wellness.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.6
CLO 2	3	3	3	1	1	2	2	2	2.1
CLO 3	3	3	2	2	2	2	2	2	2.3
CLO 4	3	2	2	2	2	2	2	2	2.1
CLO 5	2	2	2	2	2	2	3	2	2.1
CLO 6	2	2	2	2	2	2	3	3	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Semester	III	Course Code	26UPEEC2	
Course Title	Obesity and Weight Management			
No. of Credits	4		No. of Contact Hours per Week	60
Category	ECC			
Course Objectives	1. To understand the basics of obesity and healthy weight management. 2. To learn the role of exercise, food habits, and lifestyle in weight control. 3. To develop awareness about preventing obesity-related health problems. 4. To understand simple fitness and nutrition practices for healthy living. 5. To promote positive lifestyle changes and wellness habits. 6. To encourage healthy weight management through daily life practices.			
Unit	Content			Hours
I	Unit I: Introduction to Obesity Meaning and causes of obesity - Types of obesity - Health risks of overweight and obesity - Obesity in current lifestyle			12
II	Unit II: Body Weight and Energy Balance Body weight assessment (BMI, waist measurement) - Energy intake and energy use - Food habits and metabolism - Lifestyle and environmental factors			12
III	Unit III: Exercise and Weight Management Role of physical activity in weight control - Walking, jogging, yoga, and simple exercises - Fitness monitoring and activity planning - Safe exercise practices			12
IV	Unit IV: Healthy Eating and Nutrition Balanced diet and healthy eating habits - Meal planning for weight control - Hydration and healthy food choices - Avoiding unhealthy weight-loss methods			12
V	Unit V: Lifestyle Change and Wellness Stress management and sleep for healthy weight - Lifestyle habit changes - Prevention of obesity in youth and adults - Health awareness and community wellness programmes			12
References	Books 1. Kamlesh, M. L. (2022). Physical fitness and wellness. Friends Publications. 2. Kansal, D. K. (2022). Exercise physiology and sports nutrition. Khel Sahitya Kendra. 3. Uppal, A. K. (2023). Health and physical education. Friends Publications. 4. Sharma, V. P. (2024). Obesity management and healthy lifestyle. Khel Sahitya Kendra. 5. Singh, A. (2023). Fitness, nutrition and weight management. Friends Publications.			

	6. American College of Sports Medicine. (2023). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer. 7. Heyward, V. H., & Gibson, A. L. (2023). Advanced fitness assessment and exercise prescription (8th ed.). Human Kinetics. 8. Williams, M. H. (2022). Nutrition for health, fitness, and sport (12th ed.). McGraw-Hill. 9. Sharkey, B. J., & Gaskill, S. E. (2021). Fitness and health (8th ed.). Human Kinetics. 10. Hoeger, W. W. K., Hoeger, S. A., & Fawson, A. L. (2022). Fitness and wellness (14th ed.). Cengage Learning.
Course Learning Outcomes	CLO 1: Explain the basics of obesity and healthy weight management. CLO 2: Understand body weight assessment and energy balance. CLO 3: Identify exercise practices for healthy weight control. CLO 4: Apply healthy food habits for wellness. CLO 5: Develop positive lifestyle habits for obesity prevention. CLO 6: Promote awareness of healthy living and weight management.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.63
CLO 2	3	3	2	1	1	2	1	2	1.88
CLO 3	3	3	3	1	1	2	1	2	2.00
CLO 4	3	2	2	1	1	2	2	2	1.88
CLO 5	3	3	2	2	1	2	2	2	2.13
CLO 6	2	1	1	2	2	1	3	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Semester	IV	Course Code	26UPEEC4
Course Title	Physical Literacy		
No. of Credits	4	No. of Contact Hours per Week	60
Category	ECC		
Course Objectives	1. To understand the basics of physical literacy and active living. 2. To develop awareness of movement skills and physical activity for daily life. 3. To understand the importance of fitness, motivation, and healthy habits. 4. To promote lifelong participation in physical activity and wellness. 5. To encourage inclusive participation and social responsibility through physical activity. 6. To apply physical literacy concepts for a healthy lifestyle.		
Unit	Content		Hours
I	Unit I: Introduction to Physical Literacy Meaning and importance of physical literacy - Components of physical literacy - Physical literacy and quality of life - Active lifestyle in modern life		12
II	Unit II: Movement Skills and Fitness Basic movement skills - Coordination, balance, agility, and flexibility - Motor skill development - Physical activity for different age groups		12
III	Unit III: Physical Activity and Healthy Living Importance of physical activity for health - Motivation and confidence for active participation - Barriers to physical activity - Physical activity for lifelong wellness		12
IV	Unit IV: Physical Literacy in Practice Basic assessment of physical activity - Planning simple activity programmes - Teaching and participation strategies - Technology and fitness apps for active living		12
V	Unit V: Physical Literacy and Society Physical literacy in education and recreation - Inclusive physical activity programmes - Social values and teamwork through activity - Community fitness and healthy lifestyle promotion		12
References	1. Bhattacharya, D. C. (2022). Foundations of physical education. Khel Sahitya Kendra. 2. Kamlesh, M. L. (2022). Motor learning and sports psychology. Friends Publications. 3. Uppal, A. K. (2023). Physical education and sports. Friends Publications. 4. Sharma, V. P. (2024). Physical literacy and healthy lifestyle education. Khel Sahitya Kendra. 5. Singh, A. (2023). Fitness, wellness and movement education. Friends Publications. 6. Whitehead, M. (2021). Physical literacy across the world. Routledge.		

	7. Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., & Jones, A. M. (2022). Physical literacy: A practical guide for teachers, coaches and parents. Routledge. 8. Cairney, J. (2023). Developmental physical literacy: Building competence, confidence, and motivation for lifelong participation. Human Kinetics. 9. Schmidt, R. A., & Lee, T. D. (2022). Motor learning and performance (7th ed.). Human Kinetics. 10. Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2022). Concepts of fitness and wellness: A comprehensive lifestyle approach (13th ed.). McGraw-Hill.	
Course Learning Outcomes	CLO 1: Explain the basics of physical literacy. CLO 2: Identify movement skills and fitness components. CLO 3: Understand the role of physical activity in healthy living. CLO 4: Apply simple activity planning for wellness. CLO 5: Recognize inclusive and social benefits of physical activity. CLO 6: Promote active and healthy lifestyle habits.	

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.63
CLO 2	3	2	3	1	1	1	1	2	1.75
CLO 3	3	3	2	1	1	2	2	2	2.00
CLO 4	3	3	2	2	2	2	1	2	2.13
CLO 5	2	2	2	2	2	1	3	2	2.00
CLO 6	2	1	2	2	2	1	3	3	2.00

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation –

Semester	V	Course Code	26UPEEC5	
Course Title	Health Education			
No. of Credits	4		No. of Contact Hours per Week	60
Category	ECC			
Course Objectives	1. To understand the basics of health and healthy living. 2. To learn personal health, hygiene, nutrition, and disease prevention. 3. To develop awareness of mental health, stress management, and first aid. 4. To understand the role of physical activity in health and wellness. 5. To promote healthy habits and safety awareness in daily life. 6. To encourage lifelong healthy lifestyle practices.			
Unit	Content			Hours
I	Unit I: Basics of Health Education Meaning and importance of health education - Dimensions of health (physical, mental, social) - Factors affecting health - Health awareness in modern life.			12
II	Unit II: Personal Health and Nutrition Personal hygiene and cleanliness - Balanced diet and healthy eating - Rest, sleep, and exercise - Environmental cleanliness and health			12
III	Unit III: Disease Prevention and Healthy Lifestyle Communicable and lifestyle diseases - Prevention through healthy habits - Vaccination and basic health awareness - Harmful habits and substance abuse prevention			12
IV	Unit IV: Mental Health and First Aid Mental health and emotional well-being - Stress management and healthy coping - Basic first aid and emergency care - Common sports and daily life injuries			12
V	Unit V: Community Health and Safety Community health programmes - Health and safety awareness - Disaster and emergency safety - Healthy lifestyle promotion in society			12
References	Books 1. Bhattacharya, D. C. (2022). School health education and health promotion. Khel Sahitya Kendra. 2. Uppal, A. K. (2023). Health and physical education. Friends Publications. 3. Park, K. (2022). Park’s textbook of preventive and social medicine (27th ed.). Banarsidas Bhanot Publishers. 4. Sharma, V. P. (2024). Health education and healthy lifestyle management. Khel Sahitya Kendra. 5. Singh, A. (2023). Health, wellness and fitness education. Friends Publications. 6. Gilbert, G. G., Sawyer, R. G., & McNeill, E. B. (2022). Health education: Creating strategies for school and community health (5th ed.).			

	Jones & Bartlett Learning. 7. Naidoo, J., & Wills, J. (2021). Foundations for health promotion (5th ed.). Elsevier. 8. Pateman, B., & Vinson, K. (2021). Introduction to health education and health promotion. Waveland Press. 9. Edelman, C. L., Kudzma, E. C., & Mandle, C. L. (2022). Health promotion throughout the life span (10th ed.). Elsevier. American College of Sports Medicine. (2023). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer.
Course Learning Outcomes	CLO 1: Explain the basics of health education. CLO 2: Understand personal hygiene and nutrition practices. CLO 3: Identify disease prevention and healthy lifestyle habits. CLO 4: Apply basic first aid and mental health awareness. CLO 5: Recognize community health and safety practices. CLO 6: Promote healthy lifestyle habits for lifelong wellness.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.63
CLO 2	3	2	2	1	1	1	1	2	1.75
CLO 3	3	3	2	1	1	2	2	2	2.00
CLO 4	3	2	2	2	2	1	1	2	2.00
CLO 5	2	2	2	2	2	2	3	2	2.13
CLO 6	2	1	1	2	2	1	3	3	1.68

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation –

Semester	VI	Course Code	26UPEEC6	
Course Title	Fundamentals of Safety Education			
No. of Credits	4		No. of Contact Hours per Week	60
Category	ECC			
Course Objectives	1. To understand the basics of safety and accident prevention. 2. To learn simple first aid and emergency care practices. 3. To develop awareness of personal, community, and environmental safety. 4. To understand disaster preparedness and risk management. 5. To promote safe behavior and healthy lifestyle habits. 6. To apply safety knowledge in daily life situations.			
Unit	Content			Hours
I	Unit I: Introduction to Safety Meaning and importance of safety education - Common accidents and hazards in daily life - Safety awareness and prevention methods - Safety in school, home, and public places			12
II	Unit II: Accident Prevention and Safety Practices Risk identification and prevention - Road and traffic safety - Fire safety and workplace safety - Safety in sports and physical activities			12
III	Unit III: First Aid and Emergency Care Basics of first aid - First aid for cuts, burns, fractures, and bleeding - CPR and emergency response basics - Handling common injuries and emergencies			12
IV	Unit IV: Disaster and Environmental Safety Natural and man-made disasters - Disaster preparedness and emergency response - Environmental safety and pollution awareness - Community sanitation and health safety			12
V	Unit V: Safety in Modern Life Mental health and stress safety - Safety for women, children, and elderly people - Digital safety and responsible technology use - Healthy and safe lifestyle practices			12
References	Books 1. Bhattacharya, D. C. (2022). Health education and safety education. Khel Sahitya Kendra. 2. Uppal, A. K. (2023). Safety education and first aid. Friends Publications. 3. Kamlesh, M. L. (2022). First aid and emergency care in physical education. Friends Publications. 4. Sharma, V. P. (2024). Safety management and healthy lifestyle education. Khel Sahitya Kendra. 5. Singh, A. (2023). Health, safety and wellness education. Friends Publications. 6. Goetsch, D. L. (2022). Occupational safety and health (11th			

	ed.). Pearson. 7. St John Ambulance, St. Andrew's First Aid, & British Red Cross. (2021). First aid manual (11th ed.). DK Publishing. 8. Reese, C. D. (2021). Occupational health and safety management: A practical approach (4th ed.). CRC Press. 9. Friend, M. A., & Kohn, J. P. (2022). Fundamentals of occupational safety and health (8th ed.). Rowman & Littlefield. 10. Schneid, T. D. (2021). Safety and health handbook. Bernan Press.	
Course Learning Outcomes	CLO 1: Explain the basics of safety education. CLO 2: Identify common risks and prevention methods. CLO 3: Apply basic first aid and emergency care skills. CLO 4: Understand disaster preparedness and environmental safety. CLO 5: Recognize safety practices in daily life and community settings. CLO 6: Develop safe and healthy lifestyle habits.	

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.63
CLO 2	3	3	2	1	1	2	2	2	2.00
CLO 3	3	2	2	2	2	1	2	2	2.00
CLO 4	3	3	2	1	1	2	2	2	2.00
CLO 5	2	2	2	2	2	2	3	2	2.13
CLO 6	2	1	1	2	2	1	3	3	1.88

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation - .

Class	I Year	Course Code	26UPEAO1
Course Title	Sports Officiating Clinic Programme		
Category	Add on Course		30 Hrs
Course Objectives	1. To understand the basics of sports officiating and fair play. 2. To learn rules, signals, and scoring methods in different sports. 3. To develop practical officiating and decision-making skills. 4. To improve leadership, communication, and match management skills. 5. To promote ethics, discipline, and professionalism in officiating. 6. To prepare students for practical officiating in sports competitions.		
Unit	Content		
I	Unit I: Basics of Sports Officiating Meaning and importance of officiating - Qualities and duties of sports officials - Ethics, fairness, and code of conduct - Communication and leadership skills		
II	Unit II: Rules and Sports Regulations Basic rules of major sports and games - Duties of referees, umpires, judges, and scorers - Match procedures and safety rules - Rule interpretation in game situations		
III	Unit III: Practical Officiating Skills Standard officiating signals - Scoring and timekeeping procedures - Match observation and reporting - Practical officiating drills		
IV	Unit IV: Sports Event Organization Tournament planning and fixtures - Score sheets and match records - Ground and equipment checking - Conduct of sports events and competitions		
V	Unit V: Applied Officiating and Modern Trends Practical officiating in selected games - Decision-making and problem-solving - Performance evaluation of officials - Technology in officiating (VAR, digital scoring, review systems)		
References	Books 1. Friends Publications India Vanaik, A. K. (2020). Officiating and coaching. Friends Publications India. 2. Sports Publication India Kaur, B. (2025). Officiating and coaching (Physical Education B.P.Ed new syllabus). Sports Publication. 3. Routledge Livingston, L., Forbes, S. L., Wattie, N., & Cunningham, I. (2020). Sport officiating: Recruitment, development, and retention. Routledge. 4. Routledge Cope, E., & Partington, M. (2020). Sports coaching: A theoretical and practical guide. Routledge. 5. Human Kinetics Gould, D., Mallett, C., & ICCE. (2020). Sport coaches' handbook. Human Kinetics. 6. Notion Press Sakthivel, A., Kumaresan, G., Mathavan, S. B., & Vairavasundram, C. (2021). Sports coaching and officiating in physical education. Notion Press.		

	7. Sports Publication India Pandey, P. (2023). Coaching and officiating in physical education. Sports Publication. 8. International Olympic Committee International Olympic Committee. (2022). Olympic officiating and technical officials manual. 9. International Council for Coaching Excellence International Council for Coaching Excellence. (2021). International sport coaching framework. 10. World Athletics World Athletics. (2024). Competition and technical rules book.
Course Learning Outcomes	CLO 1: Explain the basics of sports officiating. CLO 2: Understand rules and duties of sports officials. CLO 3: Demonstrate officiating signals and scoring skills. CLO 4: Apply rules in practical game situations. CLO 5: Perform leadership and communication roles during competitions. CLO 6: Practice ethical and professional officiating behaviour.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	2	1	2	2	1	2.0
CLO 3	3	3	3	2	2	2	2	1	2.3
CLO 4	3	3	3	2	2	2	2	2	2.4
CLO 5	2	2	2	3	3	2	2	2	2.3
CLO 6	2	2	2	2	2	3	3	2	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Class	II Year	Course Code	26UPEVA1
Course Title	Life Skill Programme		
Category	Value Add-On Course		30 Hrs
Course Objectives	1. To understand the importance of life skills in daily life and sports. 2. To develop communication, teamwork, and leadership skills. 3. To improve decision-making and problem-solving abilities. 4. To manage stress, emotions, and personal challenges effectively. 5. To promote healthy habits, ethics, and responsible social behavior. 6. To prepare students for academic, career, and personal success.		
Unit	Content		
I	Unit I: Introduction to Life Skills Meaning and importance of life skills - Types of life skills - WHO core life skills - Life skills for personal growth		
II	Unit II: Communication and Teamwork Verbal and non-verbal communication - Listening and presentation skills - Teamwork and cooperation - Interpersonal relationship skills		
III	Unit III: Decision Making and Leadership Decision-making skills - Problem-solving techniques - Critical and creative thinking - Goal setting, time management, and leadership		
IV	Unit IV: Emotional Well-being Stress and stress management - Emotional intelligence - Self-awareness and self-confidence - Managing peer pressure and challenges		
V	Unit V: Healthy Lifestyle and Modern Life Skills Ethics and responsible behavior - Healthy lifestyle habits - Digital and social media awareness - Career readiness and future life skills		
References	Books 1. World Health Organization World Health Organization. (2020). <i>Life skills education manual for adolescents</i>. WHO Publications. 2. UNESCO (2021). <i>Life skills and citizenship education framework</i>. UNESCO Publishing. 3. Routledge Singh, Y., & Sharma, R. (2020). <i>Life skills education and human values</i>. Routledge India. 4. SAGE Publications Mathew, A. (2021). <i>Life skills for students and young adults</i>. SAGE Publications India. 5. Pearson Rao, M. S. (2020). <i>Soft skills: Enhancing employability</i>. Pearson Education. 6. Springer Sharma, P., & Rani, S. (2022). <i>Emotional intelligence and life skills education</i>. Springer Nature. 7. NCERT NCERT. (2023). <i>Life skills education for higher education students</i>. NCERT Publications.		

	8. Oxford University Press Pillai, S. (2021). <i>Communication and life skills</i> . Oxford University Press. 9. Cambridge University Press Brown, T. (2022). <i>Leadership and interpersonal skills development</i> . Cambridge University Press. 10. Human Kinetics Williams, J. M. (2020). <i>Applied sport psychology: Personal growth to peak performance</i> . Human Kinetics.
Course Learning Outcomes	CLO 1: Explain the basics of life skills. CLO 2: Apply communication and teamwork skills effectively. CLO 3: Use decision-making and problem-solving skills in daily life. CLO 4: Manage stress and emotions positively. CLO 5: Demonstrate leadership and responsible social behavior. CLO 6: Practice healthy lifestyle habits and career readiness skills.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	1	1	1	2	2	1.6
CLO 2	3	2	2	2	2	2	2	2	2.1
CLO 3	3	3	2	2	2	2	2	2	2.3
CLO 4	2	2	2	2	2	2	2	3	2.1
CLO 5	2	2	2	3	3	2	3	2	2.4
CLO 6	2	2	2	2	2	2	3	3	2.3

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Class	III Year	Course Code	26UPECC1
Course Title	Competitive Examination in Physical Education		
Category	Extra Credits Courses		30 Hrs
Course Objectives	1. To understand the structure and scope of competitive examinations in physical education. 2. To strengthen basic knowledge in physical education and sports sciences. 3. To develop aptitude, reasoning, communication, and general awareness skills. 4. To learn exam preparation strategies, time management, and stress control. 5. To improve confidence and career readiness for competitive examinations. 6. To prepare students for employment opportunities in physical education and sports fields.		
Unit	Content		
I	Unit I: Introduction to Competitive Examinations Meaning and importance of competitive exams - Career opportunities in physical education and sports - Exam pattern, syllabus, and preparation methods - Goal setting and study planning.		
II	Unit II: Physical Education and Sports Science Basics Foundations of physical education - Sports training and fitness concepts - Health education and wellness - Anatomy, physiology, and sports measurement basics.		
III	Unit III: Aptitude and Reasoning Skills Basic quantitative aptitude - Logical and analytical reasoning - Problem-solving skills - Data interpretation basics		
IV	Unit IV: Communication and Current Awareness Communication and general English basics - Sports current affairs - National and international sports events - Sports awards, policies, and major organizations		
V	Unit V: Exam Practice and Career Preparation Model tests and objective question practice - Time management and stress control - Interview skills and personality development - Career guidance and employability skills		
References	Books 1. Human Kinetics Wuest, D. A., & Bucher, C. A. (2021). Foundations of physical education, exercise science, and sport (20th ed.). Human Kinetics. 2. Friends Publications India Uppal, A. K. (2020). Sports training. Friends Publications India. 3. Pearson Rao, M. S. (2021). Quantitative aptitude and reasoning skills. Pearson Education. 4. NCERT NCERT. (2022). Health and physical education manual. NCERT Publications. 5. Routledge Singh, Y., & Sharma, R. (2020). Contemporary trends in physical education. Routledge India. 6. Sports Publication India Sharma, O. P. (2023). Competitive examinations in physical education. Sports Publication.		

	7. SAGE Publications Kumar, V. (2021). Communication skills and personality development. SAGE India. 8. Oxford University Press Pillai, S. (2022). General English and communication skills. Oxford University Press. 9. International Olympic Committee International Olympic Committee. (2024). Olympic movement and sports administration manual. IOC Publications. 10. Springer Brown, T., & Williams, P. (2023). Sports science and physical education research. Springer Nature.
Course Learning Outcomes	CLO 1: Explain the basics of competitive examinations in physical education. CLO 2: Understand key concepts in physical education and sports sciences. CLO 3: Apply aptitude, reasoning, and communication skills in exam preparation. CLO 4: Identify current sports events, policies, and general awareness topics. CLO 5: Practice exam preparation, time management, and interview skills. CLO 6: Develop confidence and career readiness for competitive examinations.

Mapping of Cos with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Avg.
CLO 1	3	2	1	2	1	1	2	1	1.6
CLO 2	3	3	2	2	2	2	2	1	2.1
CLO 3	2	2	3	2	2	2	2	2	2.1
CLO 4	3	2	2	2	1	2	2	2	2.0
CLO 5	2	2	2	3	2	2	3	2	2.3
CLO 6	2	2	2	3	3	2	3	2	2.4

High Correlation - 3, Medium Correlation – 2, Correlation -1, No Correlation -

Semester	I	Course Code	26UPEAO2	
Course Title	Sports Psychology			
No. of Credits	2		No. of Contact Hours per Week	75
Category	Core			
Course Objectives	1. Explain the concepts, nature, scope, and significance of sports psychology and its applications in physical education, coaching, and sports performance. 2. Describe the principles, stages, theories, and factors influencing motor learning and perceptual processes in sports skill acquisition. 3. Analyze the influence of anxiety, stress, arousal, and personality on sports performance and identify appropriate coping strategies for athletes. 4. Apply motivational techniques and mental preparation strategies, including attention focus, self-talk, relaxation, and imagery, to enhance athletic performance. 5. Evaluate aggressive behaviour in sports and recommend appropriate psychological skills and behaviour management techniques for improving individual and team performance.			
Unit	Content			Hours
I	UNIT I: Introduction to Sports Psychology Meaning and Definition of Sports Psychology - Nature and Scope of Sports Psychology - Importance of Sports Psychology in Physical Education and Sports - Types and Branches of Psychology - Applications of Sports Psychology in Coaching and Performance			15
II	Motor Learning and Perceptual Processes Meaning and Definition of Motor Learning - Characteristics and Principles of Motor Learning - Factors Affecting Motor Learning - Stages of Motor Learning - Theories of Motor Learning - Role of Perception in Physical Education and Sports			15
III	Anxiety, Stress and Personality Meaning and Definition of Anxiety - Nature and Types of Anxiety - Meaning and Definition of Stress- Nature and Types of Stress - Personality: Meaning and Importance in Sports - Relationship between Anxiety, Stress, Arousal and Sports Performance			15
IV	Motivation and Mental Preparation Strategies Meaning and Definition of Motivation - Types of Motivation (Intrinsic and Extrinsic) - Factors Influencing Motivation - Motivational Techniques and their Impact on Sports Performance - Mental Preparation Strategies: Preparatory Arousal, Attention Focus, Self-talk, Relaxation Techniques and Imagery (Visualization)			15
V	Aggression and Psychological Performance Enhancement Meaning and Definition of Aggression - Types of Aggression in Sports - Causes of Aggressive Behaviour - Positive and Negative Effects of Aggression - Techniques for Controlling Aggression - Psychological Skills for Enhancing Sports			15

	Performance - Practical Applications of Sports Psychology in Physical Education and Competitive Sports	
References	Books 1. Kamlesh, M. L. (2015). Psychology in Physical Education and Sports. Friends Publications (India). 2. Singh, A. (2015). Sports Psychology. Khel Sahitya Kendra, New Delhi. 3. Sharma, S. R. (2018). Sports Psychology. Friends Publications (India). 4. Uppal, A. K. (2016). Physical Education and Sports Psychology. Friends Publications (India). 5. Kansal, D. K. (2012). A Practical Approach to Test, Measurement and Evaluation in Physical Education. Sports Publications. (Useful for psychological testing and assessment in sports.)	
Course Learning Outcomes	CLO1: Explain the meaning, nature, scope, importance, and applications of sports psychology in physical education, sports coaching, and athletic performance. CLO2: Describe the principles, stages, theories, and factors influencing motor learning and perceptual processes, and relate them to skill acquisition and performance improvement. CLO3: Analyze the concepts of anxiety, stress, personality, and their relationship with arousal and sports performance in competitive situations. CLO4: Differentiate intrinsic and extrinsic motivation and demonstrate the use of mental preparation strategies such as goal setting, self-talk, relaxation techniques, attention focus, and imagery to improve sports performance. CLO5: Evaluate the causes and effects of aggression in sports and apply appropriate psychological skills and behaviour management techniques to enhance athletic performance and maintain emotional control.	

Semester	I	Course Code	26UPEVA2	
Course Title	Digital Content Creation for PE Teachers			
No. of Credits	2		No. of Contact Hours per Week	75
Category	Core			
Course Objectives	1. Understand digital technologies used in physical education. 2. Design engaging digital learning resources for PE teaching. 3. Create professional instructional videos and multimedia content. 4. Develop online assessments and manage digital classrooms effectively. 5. Utilize AI-powered tools to create innovative educational content and digital portfolios.			
Unit	Content			Hours
I	UNIT I – Introduction to Digital Content Creation Digital Transformation in Physical Education - Importance of Digital Learning Resources - Types of Digital Content - Learning Management Systems (LMS) - Digital Ethics and Copyright - Creative Commons Licensing - AI Tools for Physical Education			15
II	UNIT II – Designing Teaching Materials Creating Professional Presentations - Canva for Education - Microsoft PowerPoint - Google Slides - Lesson Planning Templates - Sports Skill Illustration - Animation Basics - Creating Worksheets - Digital Posters - QR Code Integration			15
III	UNIT III – Video and Multimedia Content Creation Educational Video Production - Mobile Video Recording Techniques - Camera Angles for Sports Demonstration - Video Editing Basics -Audio Recording - Screen Recording - Adding Captions - Voice-over Recording - YouTube Channel Creation - Live Streaming Sports Activities - Software			15
IV	UNIT IV – Digital Assessment and Online Teaching Google Forms - Microsoft Forms - Kahoot - Quizizz - Moodle Basics - Google Classroom -Online Assignment Creation - Attendance Management - Digital Rubrics - Student Feedback Systems			15
V	UNIT V – AI Tools and Advanced Digital Content Creation Artificial Intelligence in Physical Education - ChatGPT for Lesson Planning - AI Image Generation - AI Presentation Makers - AI Video Generation - Digital Storytelling - Podcast Creation - Social Media Content for Sports Promotion - Creating E-Books - Digital Portfolio Development			15
References	1. Bates, A. W. (2022). <i>Teaching in a Digital Age: Guidelines for Designing Teaching and Learning</i> (3rd ed.). Tony Bates Associates Ltd. 2. Clark, R. C., & Mayer, R. E. (2023). <i>e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning</i> (5th ed.). Wiley. 3. Mayer, R. E. (2021). <i>Multimedia Learning</i> (3rd ed.). Cambridge University Press. 4. Morrison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2019). <i>Designing Effective Instruction</i> (8th ed.). Wiley.			

	5. Roblyer, M. D., & Hughes, J. E. (2019). <i>Integrating Educational Technology into Teaching</i> (8th ed.). Pearson. 6. Prensky, M. (2010). <i>Teaching Digital Natives: Partnering for Real Learning</i>. Corwin Press
Course Learning Outcomes	CLO1: Explain the concepts, principles, and importance of digital content creation and educational technology in physical education. CLO2: Design and develop professional digital teaching-learning materials, including presentations, infographics, posters, and lesson plans using modern digital tools. CLO3: Create, edit, and publish high-quality instructional videos and multimedia resources to effectively demonstrate sports skills, fitness activities, and physical education concepts. CLO4: Develop and administer online learning activities, digital assessments, and virtual classrooms using Learning Management Systems (LMS) and web-based educational platforms. CLO5: Apply Artificial Intelligence (AI) tools and digital technologies to produce innovative educational content, digital portfolios, and interactive learning resources while adhering to ethical and copyright standards.