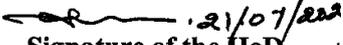


Report on the Ratification of General English I & II (Pre-Intermediate Stream & Intermediate Stream) Syllabi

The syllabi for the General English courses (Pre-Intermediate Stream & Intermediate Stream) for Semesters I and II were ratified after a thorough review by the faculty of English in the meeting held on 19 July 2025. The revisions were done due to copyright constraints, which led to the removal of a few previously included texts. In their place, copyright-free and originally written materials have been introduced to ensure legal compliance and academic integrity. The replacements include adapted passages, dialogues, and compositions crafted specifically for the course objectives, preserving the coherence and pedagogical intent of each unit.

In addition to content replacement, several topics and components were reworded to align closely with the newly prescribed course books. This rewording ensures consistency between the syllabus and classroom practice, enhancing the clarity of learning outcomes and assessment tasks.

The revised syllabi continue to focus on developing learners' skills in listening, speaking, reading, writing, grammar, and vocabulary through real-life contexts. Special attention has been given to integrated skills development, contextual grammar instruction, vocabulary acquisition through word formation and inference strategies, and the use of graphic organisers and study skills. The updated syllabi uphold academic standards while ensuring accessibility, legal compliance, and relevance for learners at the intermediate level


Signature of the HoD
Dr v Francis
Associate Professor and Head
PG & Research Department of English
St. Joseph's College (Autonomous)
Trichirappalli-620 002

St. Joseph's College (Autonomous), Tiruchirappalli – 620 002

Department of English

Minutes of the Meeting

Date : 19th July 2025

Venue: Rev. Fr. Siqueira Hall

Time : 11.20 am

- Agenda:**
- 1. Ratification of I year General English Syllabus**
 - 2. MOOC Course for first Year UG & PG students**
 - 3. Institutional Development Plan (IDP)**
 - 4. Any Other Matter**

The meeting began with silent prayer. The minutes of the previous meeting was passed unanimously.

Ratification of I year General English Syllabus

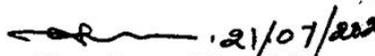
- Dr. M. S. Xavier Pradeep Singh presented the ratification to be done for I year General English Syllabus for Intermediate Level.
- Dr. M. John Britto presented the ratification to be done for I Year General English Syllabus for Pre-Intermediate level.
- Reasons for Ratification:
 1. Due to Copyright Issues.
 2. Some texts and videos are copyrighted.
 3. Certain Links included in the text were taken from YouTube.
 4. Some videos were difficult to download.
- Ratification done:
 1. It was resolved to change certain lessons.
 2. Given texts will be replaced with another text.
 3. Some wordings included will be changed.
 4. Titles will be retained, but the authors' names will be removed.
 5. Some stories of the text will be recreated.
 6. Own materials or videos will be created and included.
- It was suggested to go for standard publishers. They will know the rules and help in the copyright issues. It will also give recognition to the authors.
- The house approved the ratification.

MOOC Courses

- MOOC courses are mandatory for I UG and I PG students.
- The total number of students enrolled in MOOC courses were less in some classes.
- Staff in charge of MOOC courses were asked to motivate the students to enroll for MOOC courses.
- II UG, III UG and II PG students also have to do MOOC courses when required.
- After completion, students should submit their certificates to get their credits.

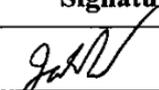
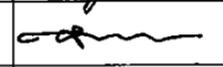
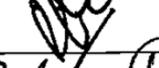
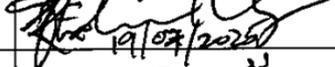
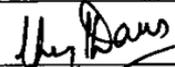
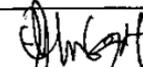
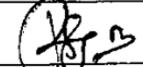
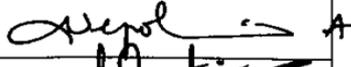
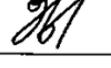
Any Other Matter

- The staff in charge of preparing the First Semester General English Text Books for Intermediate and Pre-intermediate level will continue the process of preparing the books for the Second Semester also.
- General English Text Books for the Second Semester to be submitted by two months to the Principal through the Head of the Department.
- For the third and fourth semester, Three General English Text Books will be brought out. The staff in charge are;
Arts – Dr. V. L. Jayapaul, Dr. R. Jayakanth, Dr. Cheryl Davis, Dr. M. Amutha
Science – Dr. V. Francis, Dr. D. R. Edwin Christy
Commerce – Dr. J. John Love Joy
- As insisted by Rev. Fr. Principal, a new Text book for Bridge Course will be brought out. Staff in charge are;
1. Dr. S. Jerald Sagaya Nathan
2. Prof. D. Prasanth Arokia Samy
- It was suggested to have the first two units of the syllabus for Mid Semester Exams for General English I as the materials are yet to be given to the students. It will be informed to the Controller of Examinations.
- The need for Bluetooth speakers for General English classes was requested to Rev. Fr. Principal and Rev. Fr. Secretary. The Department has requested for 35 pieces. A sample piece was provided by the management. The department may receive it by Monday.
- Huge number of books in the department library is remaining unused. Staff members were asked to make use of it.
- The Department has conducted two meetings till date.
1. Inauguration of the English Association
2. Endowment Lecture
The HoD thanked the staff members for their support and cooperation in conducting them well. He also requested them to be present for the programmes and take care of the discipline of the students.
- Micro-credential courses aligned with National Skill Qualification Framework (NSQF) have to be offered in the third semester.
- Under Ek Bharat Shresta Bharat campaign, activities celebrating cultural diversity to be conducted.
- Weaknesses mentioned in the AAA meeting to be focused on and rectified.
- Documents with report and photographs to be submitted for all the club activities.
- The staff members were asked to submit their accomplishments with evidence for the period of March 2025 to May 2025 to the MQAC.


Signature of the HoD
Dr V Francis
Associate Professor and Head
of PG & Research Department of English
St. Joseph's College (Autonomous)
Tiruchirappalli-620 002

PG & RESEARCH DEPARTMENT OF ENGLISH (SHIFT-I)
St. JOSEPH'S COLLEGE (AUTONOMOUS)
TIRUCHIRAPPALLI-620002

19 July 2025

	Name of the Staff	Signature
1	Dr V. L. Jayapaul	
2	Dr V. Francis	
3	Dr J. John Love Joy	
4	Dr R. Qurshid Begum	
5	Dr M. John Britto	
6	Rev. Dr S. Paul Pragash	
7	Dr D. R. Edwin Christy	 19/07/2025
8	Dr R. Jayakanth	R. Jayakanth
9	Dr Cheryl Davis	
10	Dr M. Amutha	M. Amutha
11	Mr A. Abraham	
12	Dr S. Jerald Sagaya Nathan	
13	Dr B. Sam Jerome Sharone	Casual Leave
14	Dr J. Amalaveenus	
15	Dr S. Sajeev	S. Sajeev
16	Dr M. S. Xavier Pradheep Singh	
17	Ms G. Annie Rose	Casual Leave
18	Mr A. Nepolian	
19	Mr S. Ignatius Richard	
20	Mr Twin Antony Edward	

Semester	Course Code	Title of the Course	Hours/Week	Credits
I	25UEN12GE01A	General English – I: Pre-Intermediate Stream	5	3

Course Objectives (CO)
To develop basic listening, speaking, reading, and writing skills
To improve comprehension and fluency in both oral and written communication
To learn language rules to create meaningful written and spoken communication
To learn and integrate new vocabulary to expand language proficiency
To construct grammatically correct sentences and engage in simple conversations

UNIT I: (15 Hours)

- Listening:** (Skill) : Listening for familiar words in stories
(Practice) : “The City Mouse and the Country Mouse”
- Reading:** (Skill) : Reading aloud
(Practice) : “The Peacock and the Crane”
“The Curious Monkey”
- Grammar:** (Practice) : Nouns: Types; Gender
- Vocabulary:** (Practice) : Kinship terms
- Speaking:** (Skill) : Pronunciation of words
(Practice) : Repetition of Minimal Pairs
- Writing:** (Skill) : Capitalisation
(Practice) : Using capital letters correctly in names, the pronoun ‘I,’ days, months, languages, nationalities, sentence beginnings, and book titles.

UNIT II: (15 Hours)

- Listening:** (Skill) : Listening to identify phrases and sentences
(Practice) : “How to Be Happy in Every Situation”
- Reading:** (Skill) : Reading for main ideas
(Practice) : “The World is a Mirror”
- Grammar:** (Practice) : Countable and Uncountable Nouns; Singular and Plural Nouns; Pronouns
- Vocabulary:** (Practice) : Human body vocabulary
- Speaking:** (Skill) : Responding to basic questions
(Practice) : Simple conversations
- Writing:** (Skill) : Using correct spelling in writing
(Practice) : Writing personal, academic, and general information with correct spelling.

UNIT III: (15 Hours)

- Listening:** (Skill) : Listening for main ideas
(Practice) : “Magic Pot”
- Reading:** (Skill) : Identifying the message of the story
(Practice) : Zen story: “Carry On”
Zen story: “Harmony”

- Grammar:** (Practice) : Adjectives, Articles and Verbs
Vocabulary: (Practice) : Vegetables and Fruits
Speaking: (Skill) : Sentences with 'be' verbs and adjectives
 (Practice) : Describing people, pictures, and objects using 'be' verbs (am, is, are, was, were) and adjectives.
Writing: (Skill) : Punctuation
 (Practice) : Practising correct punctuation in writing

UNIT IV: (15 Hours)

- Listening:** (Skill) : Listening for the main ideas in the story and expressing one's views about them
 (Practice) : "A Glass of Milk"
Reading: (Skill) : Understanding the central idea of the story and sharing personal views
 (Practice) : "Birbal: The Wise Man"
Grammar: (Practice) : Simple Present Tense
Vocabulary: (Practice) : Plants, Trees and Flowers
Speaking: (Skill) : Describing the routines in simple present tense
 (Practice) : Describing one's own routines and a friend's routines
Writing: (Skill) : Writing sentences
 (Practice) : Writing a few sentences on a given topic

UNIT V: (15 Hours)

- Listening:** (Skill) : Listening to understand the sequence of ideas
 (Practice) : A Father and His Son
Reading: (Skill) : Identifying the implicit idea of the story
 (Practice) : "The Stone Cutter"
Grammar: (Practice) : Simple Past Tense
Vocabulary: (Practice) : Birds, Animals and Insects
Speaking: (Skill) : Narrating a story, events or experiences in simple past tense
 (Practice) : Narrating a familiar story; describing past events or personal experiences to a friend
Writing: (Skill) : Picture composition
 (Practice) : Looking at a picture, answering questions, and writing a paragraph by linking the answers.

Teaching Methodology	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
Assessment Method	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

Books for Study:

Textbook by Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev

CO No.	Course Outcomes	Cognitive Levels (K-Level)
	CO-Statements	
CO-1	Recognize basic sounds, words, and simple ideas through listening practice.	K1
CO-2	Understand and engage in simple conversations, improving fluency in both oral and written communication.	K2
CO-3	Apply grammatical rules to construct meaningful sentences in spoken and written forms.	K3
CO-4	Integrate new vocabulary into everyday communication to expand language proficiency.	K4
CO-5	Construct grammatically correct sentences and engage in simple conversations, expressing personal experiences and opinions.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
1	25UEN12GE01A	General English - I: Pre-Intermediate Stream								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	3	2	3	2	2	2.4
CO2	3	2	2	3	2	3	2	3	2	3	2.5
CO3	3	2	2	2	3	2	2	3	2	2	2.3
CO4	3	2	2	2	2	2	2	2	2	3	2.2
CO5	3	2	3	2	3	2	3	2	3	2	2.5
Mean Overall Score										2.38 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
I	25UEN12GE01B	General English – 1: Intermediate Stream	5	3

Course Objectives
To improve students' ability to listen, speak, read, and write in English through interactive and meaningful activities tailored to real-life contexts.
To enable students to use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in conversations.
To equip students with reading strategies to comprehend texts, and apply structured writing methods to express ideas coherently.
To develop students' ability to use common grammar structures accurately and expand their vocabulary through word formation techniques.
To help students apply effective learning strategies to enhance their academic and professional success.

Unit 1: What's in a Name?

(15 Hours)

- | | | |
|------------------------|-------------------|---|
| 1. Listening: | (Skill) | Listening for gist |
| | (Practice) | "Not Good with Names" by Cynthia Win (a TED talk) |
| 2. Reading: | (Skill) | Skimming |
| | (Practice) | "Eli, the Equation" |
| 3. Grammar: | (Practice) | Nouns |
| 4. Vocabulary: | (Practice) | Forming compound nouns |
| 5. Study Skill: | | Using online dictionaries |
| 6. Speaking: | (Skill) | Initiating conversations (Greeting – Starting a conversation with new people – Introducing and answering an introduction) |
| | (Practice) | Introducing oneself and others in conversations |
| 7. Writing: | (Skill) | Narrating a personal anecdote – Using capitals and end mark punctuations in sentences |
| | (Practice) | Guided Composition: The story of my name |

Unit 2: Family is Forever!

(15 Hours)

- | | | |
|------------------------|-------------------|--|
| 1. Listening: | (Skill) | Predicting topics |
| | (Practice) | "Tracing Roots, Telling Stories" |
| 2. Reading: | (Skill) | Scanning |
| | (Practice) | "Home Lost, Family Found" |
| 3. Grammar: | (Practice) | Pronouns |
| 4. Vocabulary: | (Practice) | Words related to family and relationships |
| 5. Study Skill: | | Recognising your learning style |
| 6. Speaking: | (Skill) | Talking about your family (family members and relationships, their personalities and your attachment, family routines, and challenges) |
| | (Practice) | Talking about your family (in conversations) |
| 7. Writing: | (Skill) | Narrating events in chronological order – Using punctuations in numbers |
| | (Practice) | Controlled Composition: My family history |

Unit 3: Nothing is Better than a Good Friend**(15 Hours)**

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- | | | |
|------------------------|-------------------|--|
| 1. Listening: | (Skill) | Listening for main idea |
| | (Practice) | “Nothing is better than a good friend” |
| 2. Reading: | (Skill) | Predicting |
| | (Practice) | (Jigsaw reading) Fables about friends: (a) “The Hare with Many Friends” – (b) “The Two Fellows and the Bear” – (c) “The Fox and the Stork” – (d) “The Four Friends and a Hunter” |
| 3. Grammar: | (Practice) | Adjectives |
| 4. Vocabulary: | (Practice) | Forming nouns, adjectives, verbs and adverbs using suffixes |
| 5. Study skill: | | Setting and prioritising language learning goals |
| 6. Speaking: | (Skill) | Talking about people (Describing people’s appearance and their mannerism – Giving your opinion about people – Expressing what you like and dislike in a person) |
| | (Practice) | Delivering a short talk about one’s best friend |
| 7. Writing: | (Skill) | Describing people (What they wear, how they move and seem to feel, and where they are) Using comma in sentences. |
| | (Practice) | Controlled composition: Describing people in given pictures |

Unit 4: The Inner Me**(15 Hours)**

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- | | | |
|------------------------|-------------------|--|
| 1. Listening: | (Skill) | Listening to understand pronunciation |
| | (Practice) | “The bare necessities” from <i>The Jungle Book</i> |
| 2. Reading: | (Skill) | Previewing a text |
| | (Practice) | “The Surprising Benefits of Being an Introvert” |
| 3. Grammar: | (Practice) | Articles and Quantifiers |
| 4. Vocabulary: | (Practice) | Forming words with different meanings using prefixes |
| 5. Study skill: | | Planning a study schedule |
| 6. Speaking: | (Skill) | Asking about feelings – Expressing one’s feelings |
| | (Practice) | Talking about feelings in different situations |
| 7. Writing: | (Skill) | Describing character traits (Writing about what characters would say or do) Using quotation marks and apostrophes in sentences |
| | (Practice) | Controlled Composition: Cruel Cinderella |

Unit 5: Hometown Appetite**(15 Hours)**

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- | | | |
|------------------------|-------------------|---|
| 1. Listening: | (Skill) | Listening for supporting details |
| | (Practice) | “The Village that Raised Me” |
| 2. Reading: | (Skill) | Questioning circles for active reading |
| | (Practice) | “Homecoming” |
| 3. Grammar: | (Practice) | Prepositions of time, place and movement |
| 4. Vocabulary: | (Practice) | Changing words from one class to another |
| 5. Study skill: | | Tracking progress in learning |
| 6. Speaking: | (Skill) | Describing a place |
| | (Practice) | Talking about your hometown |
| 7. Writing: | (Skill) | Describing objects – Using colon in sentences |

(Practice) Controlled Composition: Writing posts for social media, describing your college campus and classroom

Teaching Methodology	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
Assessment Tools	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

Books for Study:

M.S. Xavier Pradheep Singh, J. Amalaveenus, and A. Napoleon. *English and Me* by Viva Books, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and recall common grammar structures, vocabulary, and pronunciation patterns used in everyday communication.	K1
CO2	Demonstrate comprehension of spoken and written texts by summarising key ideas, identifying main points, and making inferences.	K2
CO3	Use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in meaningful conversations.	K3
CO4	Differentiate between various reading and writing strategies, such as skimming, scanning, and structured writing, to effectively interpret and construct texts.	K4
CO5	Critically review written and spoken texts for clarity, coherence, and correctness, providing constructive feedback for improvement.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
I	25UEN12GE01B	General English – 1: Intermediate Stream									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	3	3	3	3	3	3	3	
CO2	3	3	3	3	3	3	3	3	3	3	3	
CO3	3	3	3	3	3	3	3	3	3	3	3	
CO4	3	3	3	3	3	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	3	3	3	3	3	
Mean Overall Score											(High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
II	25UEN22GE02A	General English – II: Pre-Intermediate Stream	5	3

Course Objectives (CO)
To strengthen listening and speaking skills for identifying key ideas and details
To improve reading comprehension and analyze different texts
To express ideas clearly in conversations and presentations, using correct grammatical structures.
To develop writing skills by creating clear and structured texts
To assess and improve language use in both spoken and written communication

UNIT I: (15 Hours)

- Listening:** (Skill) : Listening to respond to story-based questions
(Practice) : “The Hare and His Friends”
- Reading:** (Skill) : Understanding and interpreting proverbs
(Practice) : “Necessity is the Mother of Invention”
- Grammar:** (Practice) : Present Continuous Tense; Past Continuous Tense
- Vocabulary:** (Practice) : Weather and Seasons
- Speaking:** (Skill) : Describing ongoing actions in the present and the past
(Practice) : Using present and past continuous tenses to describe real-life situations and activities
- Writing:** (Skill) : Writing a biography
(Practice) : Writing a biography based on the given details of a famous personality

UNIT II: (15 Hours)

- Listening:** (Skill) : Listening to identify factual details
(Practice) : Recycling
- Reading:** (Skill) : Reading to convert a story into meaningful dialogue
(Practice) : The Shepherd and the Stranger
- Grammar:** (Practice) : Future Expressions:
Simple Future, Simple Present, Present Continuous and Future Continuous Tenses; ‘Going to’
- Vocabulary:** (Practice) : Groceries
- Speaking:** (Skill) : Developing conversational fluency
(Practice) : Practising conversations on familiar and everyday topics
- Writing:** (Skill) : Writing online comments
Practice : Writing online comments on news articles, and social media posts

UNIT III: (15 Hours)

- Listening:** (Skill) : Listening for specific information
(Practice) : Listening to a telephonic conversation
- Reading:** (Skill) : Reading a news report
(Practice) : Iron Age in Tamil Nadu Began 5,300 Years Ago
- Grammar:** (Practice) : Present Perfect Tense; Past Perfect Tense

- Vocabulary:** (Practice) : Household Appliances
- Speaking:** (Skill) : Using polite expressions in conversations
(Practice) : Requesting, seeking permission, granting or refusing permission, and apologizing
- Writing:** (Skill) : Expressing short reflective ideas in writing
(Practice) : Writing a "Thought for the Day"
- UNIT IV:** (15 Hours)
- Listening:** (Skill) : Predicting content and vocabulary before listening
(Practice) : Our Earth
- Reading:** (Skill) : Identifying direct and indirect speech
(Practice) : Birbal story: "Hot Iron Test"
- Grammar:** (Practice) : Active and Passive Voice
- Vocabulary:** (Practice) : Human Diseases
- Speaking:** (Skill) : Using polite expressions in conversations
(Practice) : Interrupting, making suggestions, agreeing and disagreeing
- Writing:** (Skill) : Report Writing
(Practice) : Writing a report on a given topic
- UNIT V:** (15 Hours)
- Listening:** (Skill) : Listening to understand formal speeches
(Practice) : "A Tryst with Destiny" by Jawaharlal Nehru
- Reading:** (Skill) : Reading to understand an essay
(Practice) : "Secularism"
- Grammar:** (Practice) : Adverbs; Prepositions
- Vocabulary:** (Practice) : **Occupations**
- Speaking:** (Skill) : Delivering a prepared speech
(Practice) : Delivering a short speech on a familiar or inspiring topic
- Writing:** (Skill) : Essay Writing
(Practice) : Writing an essay on a given topic

Teaching Methodology	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
Assessment Method	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

Books for Study:

Textbook by Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recognize key ideas and details in spoken and written texts, demonstrating effective listening and comprehension skills.	K1
CO2	Understand and interpret different types of texts, enhancing reading comprehension and critical thinking abilities.	K2

CO3	Apply correct grammatical structures to express ideas clearly in conversations and presentations.	K3
CO4	Analyze and organize ideas to write clear, coherent, and well-structured texts for various purposes.	K4
CO5	Evaluate and improve language use, refining both spoken and written communication.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
II	25UEN22GE02A	General English – II: Pre-Intermediate Stream									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	3	2	3	2	3	2	3	2	2	2.4	
CO-2	3	2	2	3	2	3	2	3	2	3	2.5	
CO-3	3	2	2	2	3	2	2	3	2	2	2.3	
CO-4	3	2	2	2	2	2	2	2	2	3	2.2	
CO-5	3	2	3	2	3	2	3	2	3	2	2.5	
Mean Overall Score											2.38 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
II	25UEN22GE02B	General English – 2: Intermediate Stream	5	3

Course Objectives
To develop students' ability to listen, speak, read, and write effectively in English through interactive and contextualised activities.
To improve students' understanding and application of essential grammar concepts, including verb usage, auxiliary verbs, modals, adverbs, and sentence structures.
To equip students with strategies to deduce meanings of unfamiliar words using contextual clues.
To foster students' ability to brainstorm, organise information using graphic organisers, and structure written communication effectively for academic and professional contexts.
To enable students to engage in discussions, express opinions, seek and provide information, and navigate real-life situations confidently through role plays.

Unit 1: My College & Studies

15 Hours

- | | | |
|-----------------|------------|--|
| 1. Listening: | (Skill) | Distinguishing between main ideas and supporting details |
| | (Practice) | "A Day in the Life of a College Student" (A conversation) |
| 2. Reading: | (Skill) | Recognising the structure of written texts |
| | (Practice) | "Enter to learn, leave to serve" |
| 3. Grammar: | (Practice) | Main Verb |
| 4. Vocabulary: | (Practice) | Using synonyms as contextual clues to guess the meaning of unfamiliar words |
| 5. Study skill: | | Brainstorming to gather ideas in a group |
| 6. Speaking: | (Skill) | Asking for, giving and refusing permission – Requesting – Communication repair: Finding about pronunciation, spelling and meaning. |
| | (Practice) | Role Play |
| 7. Writing: | (Skill) | Writing an outline |
| | (Practice) | Controlled composition: Writing an outline for a given passage |

Unit 2: Travel

15 Hours

- | | | |
|-----------------|------------|---|
| 1. Listening: | (Skill) | Listening for specific details |
| | (Practice) | "A Perfect Vacation" (A conversation) |
| 2. Reading: | (Skill) | Identifying main ideas and supporting details |
| | (Practice) | "An Unforgettable Ride" |
| 3. Grammar: | (Practice) | Auxiliary Verbs |
| 4. Vocabulary: | (Practice) | Using antonyms as contextual clues to guess the meaning of unfamiliar words |
| 5. Study skill: | | Mind mapping to visually organise information |
| 6. Speaking: | (Skill) | Asking for and giving directions – Asking for and giving information |
| | (Practice) | Role Play |
| 7. Writing: | (Skill) | Writing effective paragraphs |

(Practice) Free-writing composition: An adventurous journey

Unit 3: My Social Network

15 Hours

- | | | |
|------------------------|-------------------|--|
| 1. Listening: | (Skill) | Understanding the sequence of ideas |
| | (Practice) | “My Virtual Friends” (A conversation) |
| 2. Reading: | (Skill) | Comprehending infographics |
| | (Practice) | “Social Media Etiquette |
| 3. Grammar: | (Practice) | Modal Auxiliary Verbs |
| 4. Vocabulary: | (Practice) | Using definitions and restatements as contextual clues to guess the meaning of unfamiliar words |
| 5. Study skill: | | Using graphic organisers (sequence of events chain, timeline, and storyboard) |
| 6. Speaking: | (Skill) | Asking for and giving advice – Asking if someone agrees – Agreeing and disagreeing – Warning someone |
| | (Practice) | Role Play |
| 7. Writing: | (Skill) | Developing stories from hints |
| | (Practice) | Controlled composition: Developing a story from given hints |

Unit 4: Shopping

15 Hours

- | | | |
|------------------------|-------------------|--|
| 1. Listening: | (Skill) | Detecting signposts |
| | (Practice) | “Let’s go shopping!” (A conversation) |
| 2. Reading: | (Skill) | Recognising transition of ideas |
| | (Practice) | “Adventures of the Grocery Store” |
| 3. Grammar: | (Practice) | Adverbs and WH Question Words |
| 4. Vocabulary: | (Practice) | Using examples and illustrations as contextual clues to guess the meaning of unfamiliar words |
| 5. Study skill: | | Using graphic organisers (Venn diagram, and cause-and-effect map) |
| 6. Speaking: | (Skill) | Offering and accepting help – Asking for and giving opinions – Asking for and saying one’s preference – Suggesting – Complaining |
| | (Practice) | Role Play |
| 7. Writing: | (Skill) | Describing actions in a story |
| | (Practice) | Guided composition: Narrating a story in a comic strip |

Unit 5: Ceremonies

15 Hours

- | | | |
|------------------------|-------------------|--|
| 1. Listening: | (Skill) | Listening to intonations |
| | (Practice) | “Happy Birthday to You!” (A conversation) |
| 2. Reading: | (Skill) | Understanding moods in a reading passage |
| | (Practice) | “The Light has Gone out” by Jawaharlal Nehru |
| 3. Grammar: | (Practice) | Sentences |
| 4. Vocabulary: | (Practice) | Using root words as clues to guess the meaning of words |
| 5. Study skill: | | Using graphic organisers (idea wheel, idea web, and concept map) |

6. **Speaking:** (Skill) Using intonations for different types of sentences – Expressing your feelings and emotions – Congratulating and wishing someone – Expressing sympathy
- (Practice) Role Play
7. **Writing:** (Skill) Expressing emotions in narrative writing
- (Practice) Controlled composition: Describing emotions and feelings conveyed in a picture story

Teaching Methodology	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
Assessment Tools	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

Books for Study:

Textbook written by Dr. M.S. Xavier Pradheep Singh, Dr. Amalaveenus, and Mr. A. Napoleon

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify key ideas, supporting details, and organisational patterns in spoken and written texts.	K1
CO2	Explain the meaning of conversations and passages by recognising their structure, tone, and purpose.	K2
CO3	Use appropriate language functions such as requesting, suggesting, and expressing opinions effectively in real-life interactions.	K3
CO4	Compare different communication styles and linguistic features in various types of texts and conversations.	K4
CO5	Assess the effectiveness of spoken and written communication, providing constructive feedback for improvement.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
II	25UEN22GE02B	General English – 2: Intermediate Stream									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	3	3	3	3	3	3	3	3	3	3	
CO-2	3	3	3	3	3	3	3	3	3	3	3	
CO-3	3	3	3	3	3	3	3	3	3	3	3	
CO-4	3	3	3	3	3	3	3	3	3	3	3	
CO-5	3	3	3	3	3	3	3	3	3	3	3	
Mean Overall Score											(High)	

Department of Physical Education, Health Education & Sports

Minutes of the Meeting

The department of Physical Education, Health Education and Sports staff meeting was held on 24.10.2025 at 11.30 a.m. in the department. Prof. S. Sriram, Head, Department of Physical Education, Health Education & Sports convened the meeting and proposed the agenda of the meeting.

Agenda

- To finalize the changes in the first two semesters of 2025 syllabus
- Any other matters

Curriculum Related Comments:

The Department meeting was convened to review and approve proposed changes to the 2025 syllabus for Semesters II.

1. Minor changes were done in Core Practical – 1: Track and Field Events (25UPE13CP01)
2. And the core practical – 2 is Major Games(25UPE23CP02).
3. A practical paper, Allied Practical - 2: Human Pyramid, Gymnastics and Swimming (25UPE23AP02) was included in the second semester.

Approval for these changes has been obtained from the subject experts of the Board of Studies.

Members Present

1. Prof. S. Sriram - Head of the Department
2. Dr. P. Ramesh - Faculty



Course Details							Scheme of Exams		
Sem.Part	Course Code	Course Type	Title of the Course	Hours	Credits	CIA	SEM	Final	
1	I	GL	25UTA11GL01	General Tamil - 1	4	3	100	100	100
			25UFR11GL01	Language French - 1					
			25UHI11GL01	Language Hindi - 1					
			25USA11GL01	Language Sanskrit - 1					
	II	GE	25UEN12GE01A	General English - 1: Pre-Intermediate Stream	5	3	100	100	100
			25UEN12GE01B	General English - 1: Intermediate Stream					
	III	CC Major	25UPE13CC01	Core Course - 1: Foundation of Physical Education & Sports	6	5	100	100	100
			25UPE13CP01	Core Practical - 1: Track and Field Events	4	2	100	100	100
		25UPE13AC01	Allied Course - 1: Anatomy and Physiology	6	4	100	100	100	
	IV	AC Minor	25UPE13AP01	Allied Practical - 1: Yoga	3	2	100	100	100
25UHE14VE01			Value Education - 1: Essentials of Humanity	2	1	50	50	50	
25UEN14AE01		AECC	Communicative English	-	2	100	-	100	
Total				30	22				
2	I	GL	25UTA21GL02	General Tamil - 2	4	3	100	100	100
			25UFR21GL02	Language French - 2					
			25UHI21GL02	Language Hindi - 2					
			25USA21GL02	Language Sanskrit - 2					
	II	GE	25UEN22GE02A	General English - 2: Pre-Intermediate Stream	5	3	100	100	100
			25UEN22GE02B	General English - 2: Intermediate Stream					
	III	CC Major	25UPE23CC02	Core Course - 2: Track and Field Events	6	5	100	100	100
			25UPE23CP02	Core Practical - 2: Major Games	4	2	100	100	100
		AC Minor	25UPE23AC02	Allied Course - 2: Health Education and First Aid	5	4	100	100	100
			25UPE23AP02	Allied Practical - 2: Human Pyramid, Gymnastics and Swimming	2	1	100	100	100
	IV	25UHE24VE02	VE	Value Education - 2: Fundamentals of Human Rights	2	1	50	50	50
		25UHE24AE02	AECC	Environmental Studies	2	1	50	50	50
25UPE24SL01		SL	Online Courses: (NPTEL / SWAYAM)	0	2	-	100	100	
	-		Extra Credit course	-	(3)				
Total				30	22 (3)				
3	I	GL	25UTA31GL03	General Tamil - 3	4	3	100	100	100
			25UFR31GL03	Language French - 3					
			25UHI31GL03	Language Hindi - 3					
			25USA31GL03	Language Sanskrit - 3					
	II	GE	25UEN32GE03B	General English - 3	5	3	100	100	100
			25UPE33CC03	Core Course - 3: Yoga Education	4	4	100	100	100
	III	CC Major	25UPE33CC04	Core Course - 4: Test Measurement and Evaluation	4	3	100	100	100
			@	Core Practical: Calisthenics and Indigenous Activities (Year End)	3	-	-	-	-
		AO Minor	25UPE33AO01A	Allied Optional Course - 1: Physiology and Sociology of Sports	4	3	100	100	100
			25UPE33AO01B	Allied Optional Course - 1: Sports Trauma	2	-	-	-	-
	IV	VE	25UHE34VE03A	Value Education - 3: Social Ethics - 1	2	1	50	50	50
			25UHE34VE03B	Value Education - 3: Religious Doctrine - 1					
25UNC34SE01 / 25USS34SE01		SEC	Introduction to NCC / Soft Skills	2	1	100	-	100	
25UAI34SL02		SL	Self - Learning: - Artificial Intelligence	-	2	50	50	50	
	-		Extra Credit Course	-	(3)				
Total				30	20 (3)				

4	I	25UTA41GL04B	GE	General Tamil - 4: (Scientific Tamil)	4	3	100	100	100
		25UFR41GL04		Language French – 4					
		25UHI41GL04		Language Hindi – 4					
		25USA41GL04		Language Sanskrit - 4					
	II	25UEN42GE04B	GL	General English – 4	5	3	100	100	100
	III	25UPE43CC04	CC Major	Core Course - 4: Modern Trends in Physical Education & Sports Management	4	3	100	100	100
		25UPE43CC05		Core Course - 5: Organisation, Administration and Methods in Physical Education	4	3	100	100	100
		25UPE43CP03		Core Practical - 3: Calisthenics and Indigenous Activities	3	3	100	100	100
		25UPE43AO02A	AO Minor	Allied Optional Course – 2:	4	3	100	100	100
		25UPE43AO02B		Allied Optional Course – 2: Sports rehabilitation					
		25UPE43OP01		Allied Optional Practical: Intensive Teaching Practices	2	2	100	100	100
	IV	25UHE44VE04A	VE	Value Education – 4: Social Ethics - 2	2	1	50	50	50
		25UHE44VE04B		Value Education – 4: Religious Doctrine - 2					
		25UPE44SE02 A / 25UNC44SE02B	SEC	Science of Yoga / NCC (Special Subject)	2	1	100	-	100
25UPE44SL03		SL	Dept. Self – Learning: Fitness and Wellness	0	2	50	50	50	
			Extra Credit course	-	(3)				
				Total	30	24 (3)			
5	III	25UPE53CC06	CC Major	Core Course - 6: Exercise Physiology	5	3	100	100	100
		25UPE53CC07		Core Course - 7: Sports Psychology and Sociology	5	3	100	100	100
		25UPE53CC08		Core Course - 8: Science of Sports Training	5	3	100	100	100
		25UPE53CP04		Core Practical - 4: Major Games Specialization	3	2	100	100	100
	25UPE53ES01A	DSE	Discipline Specific Elective - 1: Sports Journalism	4	3	100	100	100	
	25UPE53ES01B		Discipline Specific Elective - 1: Sports Nutrition						
	25UPE53ES02A		Discipline Specific Elective - 2: Research and Elementary Statistics	4	3	100	100	100	
	25UPE53ES02B		Discipline Specific Elective - 2: Sports Medicine and Physiotherapy						
	25UPE53IS01	IS	Internship	-	1	100	-	100	
	IV	25UPE54OE01	OE	Open Elective - 1 (WS): Employability Skills	4	2	100	100	100
		25UPE54SL04	SL	Certificate Course: Employability Readiness	-	2	100	-	100
-			Extra Credit course	-	(3)				
				Total	30	22 (3)			
6	III	25UPE63CC09	CC Major	Core Course - 9: Sports Management	6	3	100	100	100
		25UPE63CC10		Core Course – 10: Methods in Physical Education	3	3	100	100	100
		25UPE63CC11		Core Course - 11: Kinesiology and Biomechanics	6	3	100	100	100
		25UPE63CP05		Core Practical – 5: Project Sports Meet	3	2	100	100	100
	25UPE63ES03A	DSE	Discipline Specific Elective - 3: Life Skill Development	4	3	100	100	100	
	25UPE63ES03B		Discipline Specific Elective - 3: Computer Application in Physical Education						
	25UPE63ES04A		Discipline Specific Elective - 4: Health Education, Recreation and Camping	4	3	100	100	100	
	25UPE63ES04B		Discipline Specific Elective - 4: Sports Medicine						
	25UPE63EL01A	EL	Project / Industrial visit /Field Visit	-	1	100	100	100	
	25UPE63EL01B								
	25UPE63EL01C								
	25UPE63CE01	CE	Comprehensive Exams	-	2	50	50	50	
	IV	25UPE64OE02	OE	Open Elective - 2 (BS) – Science of Sports Training	4	2	100	100	100
			Extra Credit courses	-	(3)				
				Total	30	22 (3)			
V	25UCW65OR01	OR	Outreach Programme (SHEPHERD)	-	4				
	25UCW65EC01	EC	Co-Curricular and Extra Curricular Activities	-	1				
1 - 6				Total (3 years)	180	137 (15)			

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13CC01	Core Course – 1: Foundation of Physical Education & Sports	6	5

Course Objectives
To know the origin and development of Physical Education
Understand the basic concepts of physical education
Know the historical development of physical education in India
Understand the foundation of physical education
Know the psychological and sociological principles

UNIT I (18 Hours)

Meaning, Nature, Need and scope of Physical education and sports, physical training and physical culture, Recreation and its types, philosophy and physical education, general Philosophies (Idealism, Realism, Pragmatism, Naturalism and Existentialism). Indian Philosophy and Culture

UNIT II (18 Hours)

Olympic movement and its impact on physical education and sports. The contribution of Olympic Movement towards international understanding. Physical Education in India (After 1947). Contribution of Akhadas and Vyayamshals - Y.M.C.A. and its contributions.

UNIT III (18 Hours)

Growth and development - Age and Gender characteristics in relation to Physical Education, Chronological age, biological age, and anatomical age - Body types, body shapes, Anthropometric differences between men and women.

UNIT IV (18 Hours)

Psychological principles - Learning types, learning curve. Laws of learning - Principles of Learning - Attitude, interest, cognition, emotions and sentiments. Sociological principles - Society and culture. Social acceptance and recognition. Leadership - Social integration and cohesiveness

UNIT V (18 Hours)

National programme of physical education and sports: National Institutes of physical education and sports, sports talent search scholarship, National coaching schemes, rural sports and S.D.A.T. Women sports, National physical fitness program, National awards and honors to outstanding sportsman,

Teaching Methodology	<ul style="list-style-type: none"> • Use of PPT presentations, videos, infographics, and animations to explain complex concepts (e.g., Olympic Movement, philosophies, anthropometric differences). • Incorporation of documentaries and short films on Indian physical culture, Akhadas, YMCA, and Olympic history. Coaches and sports scientists. • Representatives from National Institutes (NSNIS, LNIPE). • Practitioners from traditional Akhadas or Vyayamshalas. • Organize virtual sessions with YMCA officials or Olympic athletes • Utilize Learning Management Systems (LMS) like Google Classroom or Moodle for sharing resources.
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	<ul style="list-style-type: none"> • Assign online quizzes, discussion forums, and reflective journals. • Decision-making in sports leadership. • Social integration through team sports.
Assessment Methods	<p>Active involvement in discussions, attendance, punctuality. Two written assignments (e.g., on Indian philosophy in PE, rural sports schemes) and one group project with presentation. Short answer and objective-type tests after each unit. Evaluation based on content, delivery, teamwork, and Q&A handling.</p>

Books for Study:

1. Baljit Singh. (2009). Principles of Physical Education. New Delhi: Sports Publication.
2. Bevinson Perinbaraj. (2002). History of Physical Education. Karaikudi: Vinsi Pub.
3. Sitaramsharam & Anil kumar vanaik. (2003). Principles of Physical Education. New Delhi: Friends Publication.
4. Thelma horn. (2002). Advances in Sports Psychology.: Human Kinetics
5. Vidya Bhusan & Sachdeva. (1995). An Introduction to Sociology. New Delhi: Kitah Mahal.

Books for Reference:

1. Bucher, C. A. (n.d.) Foundation of Physical Education. St. Louis: The C.V. Mosby
2. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
3. Mohan, V.M. (1969). Principles of Physical Education. Delhi: Metropolitan Book.
4. Nixon, E. E. & Cozen, F.W. (1969). An introduction to Physical Education. Philadelphia: W.B. Saunders Co.
5. Obertuffer. (1970). Delbert Physical Education. New York: Harper& Brothers Pub.
6. Sharman, J.R. (1964). Introduction to physical education. New York: AS Barnes & Co.
7. William, J.F. (1964). The Principles of Physical Education. Philadelphia: WB.1

	Course Outcomes	
CO No.	CO-Statements	Cognitive Levels (K –Levels)
CO1	Know the origin and development of Physical Education	K1
CO2	Apply the knowledge of Olympism in organizing various sport activities.	K2
CO3	Distinguish the functional operations on National and International Olympic	K3
CO4	Analyze the concepts and issues pertaining to Physical Education.	K4
CO5	Formulate the principles, philosophy and concepts about Physical Education	K5

Relationship Matrix											
Semester	Course code		Title of the Course					Hours	Credits		
I	25UPE13CC01		Core Course – 1: Foundation of Physical Education & Sports					6	5		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO₄	PSO5	
CO1	3	2	2	3	2	3	2	2	3	2	2.6
CO2	2	3	3	2	3	2	3	3	2	3	2.7
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	2	2	3	3	3	2	2	3	3	2.7
CO5	3	3	4	2	2	3	3	3	4	2	2.9
Mean Overall Score											2.78 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13CP01	Core Practical – 1: Track and Field Events	4	2

Course Objectives
Understand the historical development of track and field events and the organizational structure at district, state, and national levels.
Demonstrate knowledge of fundamental techniques in throwing events such as Shot Put, Discus, Hammer Throw, and Javelin Throw.
Apply technical skills involved in jumping events like Long Jump and High Jump, along with understanding of long-distance running techniques.
Explain the rules, officiating methods, and duties of officials in competitive track and field events.
Identify the layout, specifications of equipment, and standards followed in organizing track and field competitions

UNIT – I (12 Hours)
 History of Track & Field: Track events, Throws, Jumps, Organizational set up in District, State and National level.

UNIT – II (12 Hours)
Shot Put: Fundamental skills: Grip, Placement of shot, initial stance, Glide, Releasing, Reserve
Discus: Grip, Initial stance, Release, Follow through.

UNIT – III (12 Hours)
Hammer Throw: Initial stance – rotation – Releasing and Follow through
Javelin: Holding – Approach run – Release - reverse

UNIT – IV (12 Hours)
Long Jump: Fundamental Skills of long Jump: Approach run, Take off, Flying Phase, Landing
High Jump: Approach run, Take off, Flying phase – landing.
Long Distance Running: Correct running style, proper arm and leg action, Running Tactics.

UNIT – V (12 Hours)
 Rules and their interpretations – Methods of officiating – Duties of Official – Equipment and their Specification – Layout of the Track Events –Throws and Jumps

<p>Teaching Methodology</p>	<p>Instructor demonstrates each skill (e.g., glide in shot put, approach run in javelin) with step-by-step breakdown. Emphasis on correct technique, safety, and biomechanics. Students practice under supervision in small groups with immediate feedback. Use of cones, markers, and video recording for performance analysis.</p> <p>Record students performing events (e.g., long jump, discus) and analyze technique using slow-motion playback (via mobile apps like Hudl Technique).</p> <p>Assign students as "coaches" or "officials" during practice to observe and correct peers. Develops analytical and leadership skills.</p> <p>Hands-on session to draw and measure track/field layouts (e.g., shot put circle, javelin sector, high jump setup) using measuring tapes and marking tools. invite certified athletics coaches, national-level athletes, or technical officials to demonstrate advanced techniques and officiating standards.</p>
<p>Assessment Methods</p>	<p><i>Regular attendance, discipline, and active involvement in practice sessions.</i></p> <p><i>Evaluation of technique, execution, and consistency in:</i></p> <ul style="list-style-type: none"> - Shot Put / Discus - Javelin / Hammer - Long Jump / High Jump <p><i>Perform one throwing event + one jumping/running event with viva on rules and technique.</i></p> <p><i>Participation in organizing and officiating a mock meet. Assessed on teamwork, accuracy, and responsibility</i></p>

Books for Reference:

Core Textbooks

1. Murray, A. – The Complete Guide to Athletics, Crowood Press
2. Kamlesh, M.L. – Physical Education: Foundations and Perspective, Tata McGraw Hill
3. Sharma, V.K. – Textbook of Physical Education and Sports, NCERT
4. Singh, B.S., Subramaniam, P.R. – Foundations of Physical Education and Sports, Friends International Book Distributors
5. International Association of Athletics Federations (IAAF) – Competition Rules and Technical Regulations (Available online)

Supplementary Reading

1. Gambhir, R.S. – Scientific Basis of Physical Education and Sports, Metropolitan Book Co.
2. Harre, D. – Principles of Sport Training, Human Kinetics
3. Patterson, D. – Coaching Track and Field Successfully, Human Kinetics

4. Haff, G.G., Nimphius, S. – Periodization: Theory and Application to Strength and Power Training, NSCA
5. Khanna, G.L. – Training Methods in Athletics, Sports Publication

Course Outcomes		
CO No.	CO-Statements	
	Cognitive Levels (K – Levels)	
CO1	Explain the history of Track & Field and describe organizational setup at district, state, and national levels.	K1
CO2	Demonstrate fundamental skills in Shot Put: grip, stance, glide, release, and follow-through.	K2
CO3	Demonstrate fundamental skills in Discus: grip, stance, release, and follow-through.	K3
CO4	Demonstrate techniques in Hammer Throw: stance, rotation, release, and follow-through	K4
CO5	Demonstrate techniques in Javelin: holding, approach run, release, and reverse.	K5

Relationship Matrix											
Semester	Course code		Title of the Course					Hours	Credits		
I	25UPE13CP01		Core Practical – 1: Track and Field Events					4	2		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	2	1	2	1	2.4
CO2	2	3	4	2	2	1	3	3	1	3	2.6
CO3	2	3	4	2	2	1	3	3	1	3	2.6
CO4	2	3	4	2	2	1	3	3	1	3	2.6
CO5	2	3	4	2	2	1	3	3	1	3	2.6
Mean Overall Score										2.56 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13AC01	Allied Course - 1: Anatomy and Physiology	6	4

Course Objectives
To provide the knowledge and understanding of human Anatomy and Physiology.
To understand and analyze the structural aspects of systems of the body.
To understand the concept of fundamentals of human body organs

Unit – 1 (18 Hours)
 Meaning & Definition of Anatomy and physiology, Need and Importance of Anatomy and physiology in physical education - Cell Structure and Functions – Tissue – Classification of Tissues and Functions of Tissues Muscle Types of Muscles

Unit – 2 (18 Hours)
 Blood – Composition of Blood – Elements of blood – function of Blood – blood circulation – Heart – structure and functions of Heart – cardiac cycle, cardiac output, stroke volume, blood pressure and ECG – Respiratory system – structure and mechanisms of Respiratory volumes

Unit – 3 (18 Hours)
 Introduction of skeletal system. Bones – Classification of Bones – Bones of human Skeleton – Joints Classification of joints.
*Self Study Portion**: Movements occurring in joints

Unit – 4 (18 Hours)
 Nervous system, Central Nervous System. Brain and spinal cord – Functions of CNS – Neuron Structure and Functions of neuron – Peripheral Nervous System – Sensory Nerve, Motor Nerve, Motor Nerve, Reflex action, Reflex and Autonomic Nervous system.

Unit – 5 (18 Hours)
 Excretory system – Structure and Function of Kidney and skin – Endocrine System – Function of Endocrine gland, pituitary, Thyroid, Para Thyroid Thymus, pancreas & Adrenal

Teaching Methodology	<p>Use of PPTs, diagrams, 3D models, animations, and videos (e.g., cardiac cycle, neuron transmission, joint movements) to explain complex structures and functions.</p> <p>Use of anatomical models, mannequins, stethoscopes, sphygmomanometers, ECG simulators to demonstrate heart sounds, blood pressure, reflex actions, etc.</p> <p>Assign short video lectures or reading materials (e.g., Khan Academy, YouTube anatomy channels) for self-study (e.g., joint movements in Unit III); use class time for Q&A and concept reinforcement.</p> <p>Utilize apps like</p>
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	Complete Anatomy, Bio Digital, Visible Body for virtual dissection and interactive learning.
Assessment Methods	<p><i>Active involvement in discussions, Q&A, presentations.</i></p> <p><i>Written assignments on topics like:</i></p> <ul style="list-style-type: none"> - <i>"Importance of anatomy in PE"</i> - <i>"Compare systolic and diastolic pressure"</i> - <i>"Role of insulin in athletes"</i>. <p><i>Diagrams, labeling, short answers, viva on models, ECG, joint movements, reflexes.</i></p> <p><i>Group presentation on any system (e.g., "Nervous System in Sports").</i></p> <p><i>Evaluated on content, delivery, teamwork.</i></p> <p><i>One theory test (MCQs, short answers) after Unit III.</i></p>

Books for Study:

1. Ram Mohan Mojumdar. (2009). Anatomy and Physiology. New Delhi: Sports Publication.
2. Ranganathan. T.S. (1983). A Textbook of Human Anatomy. New Delhi: S Chand and Company.

Books for Reference:

1. Gupta, A.P. (2010). Anatomy and Physiology. Agra: Sumit Prakashan.
2. Gupta, M. and Gupta, M. C. (1980). Body and Anatomical Science. Delhi: Swaran Printing Press.
3. Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
4. Lamb, G.S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.
5. Morehouse, L.E. & Miller, J. (1967). Physiology of exercise. St. Louis: The c.y. Mosby Co.
6. Singh, S. (1979). Anatomy of physiology and Health Education. Ropar: Jeet Publications.

Websites and eLearning Sources:

1. https://www.researchgate.net/publication/354831233_Lecture_Notes_in_Basic_Anatomy_and_Physiology_A_first_year_University_course_of_26_lectures
2. https://laney.edu/rebecca_bailey/wp-content/uploads/sites/10/2017/07/Human-Anatomy-Lecture-Notes-update-2017.pdf

Course Outcomes		Cognitive Levels (K – Levels)
CO No.	CO–Statements	
CO1	Define anatomy and physiology and explain their need and importance in physical education; describe cell structure and functions, types of tissues, and muscle classification.	K1

CO2	Explain the composition, functions of blood, blood circulation, structure and functions of heart, cardiac cycle, output, stroke volume, blood pressure, and ECG.	K2
CO3	Describe the respiratory system, including structure, mechanism of breathing, and respiratory volumes.	K3
CO4	Identify the bones of the human skeleton, classify bones and joints, and explain movements occurring at joints	K4
CO5	Explain the structure and functions of the nervous system—CNS, brain, spinal cord, neuron, PNS, reflex action, and autonomic nervous system.	K5

Relationship Matrix											
Semester	Course code		Title of the Course					Hours	Credits		
I	25UPE13AC01		Allied Course - 1: Anatomy and Physiology					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	2	3	2	2	2	2	2.2
CO2	2	3	3	2	3	2	3	3	2	3	2.6
CO3	3	3	2	3	3	2	3	2	2	3	2.6
CO4	3	2	2	3	3	2	2	2	3	2	2.4
CO5	3	4	4	2	3	3	2	2	2	3	2.9
Mean Overall Score											2.54 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13AP01	Allied Practical – 1: Yoga	3	2

Course Objectives
Understand and perform various loosening exercises, Surya Namaskara, and asanas with correct posture and alignment.
Practice different types of Pranayama effectively and understand their physiological and psychological benefits.
Apply principles of meditation and develop techniques for inner awareness, concentration, and relaxation.
Learn and practice Bandhas and their role in energy control and spiritual development.
Acquire knowledge and experience of Mudras and their impact on physical, mental, and energetic systems.

Unit - 1 **(9 Hours)**
Loosening exercises. Suriyanamskar, Asanas: Relaxative Asanas – Shavasana, Makarasana, Meditative Asanas: Padmasana, Vajrasana Cultural Asanas: Bhujangasana, Dhanurasana, Saravangasana, Halasana, Thadasana, Patchimottasana. Surya Namaskara.

Unit – 2 **(9 Hours)**
Pranayama: Nadi Shodhana (Technique 1: Same Nostril Breathing), Nadi Shodhana (Technique 2: Alternate Nostril Breathing), Nadi Shodhana (Technique 3: Alternate Nostril Breathing + Antar Kumbhak), Surya-bhedi and Chandra-bhedi Pranayama, Ujjayi Pranayama, Sheetal Pranayama, Shitkari Pranayama, Bhramari Pranayama, Pranayama (with Antar & Bahya Kumbhaka)

Unit – 3 **(9 Hours)**
Meditation: Yoga Nidra, Antarmauna, Ajapa Dharana Practices leading to Breath Meditation, Practices leading to Om Meditation, Practices leading to Vipassana Meditation, Practices leading to Preksha Meditation

Unit – 4 **(9 Hours)**
Bandha: Jivha Bandha, Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha,

Unit – 5 **(9 Hours)**
Mudras: Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Tadagi Mudra, Vipareet Karni Mudra

<p>Teaching Methodology</p>	<p>Instructor demonstrations and practice by students under supervision with real-time correction. Daily 30–45 minute guided yoga sessions integrating loosening, Surya Namaskar, asanas, pranayama, and meditation. Promotes discipline and habit formation</p> <p>Use videos, animations, and audio recordings (e.g., guided Yoga Nidra, Om chanting) to enhance understanding and practice accuracy.</p> <p>Assign small groups to teach one technique (e.g., Nadi Shodhana or Yoga Mudra) to classmates. Develops confidence and teaching skills.</p> <p>Students maintain a Yoga Diary to record daily practice, observations, emotional changes, and challenges. Encourages self-awareness and affective domain growth.</p>
<p>Assessment Methods</p>	<p><i>Attendance, punctuality, discipline, and consistent participation in yoga sessions.</i></p> <p><i>Evaluation of technique, alignment, breathing, duration, and safety in performing yoga practices.</i></p> <p><i>Weekly entries on practice experience, challenges, emotional changes, and insights.</i></p>

Books for Reference:

Core Textbooks

1. Swami Satyananda Saraswati – Asana Pranayama Mudra Bandha, Bihar School of Yoga
2. Iyengar, B.K.S. – Light on Yoga, UNWIN Paperbacks
3. Sivananda, Swami – Yoga Asanas, Divine Life Society
4. Vishnudevananda, Swami – The Complete Illustrated Book of Yoga, Bell Publishing Co.
5. Niranjanananda Saraswati, Swami – Prana Pranayama Prana Vidya, Yoga Publications Trust

Supplementary Reading

1. Feuerstein, Georg – The Shambhala Guide to Yoga, Shambhala Publications
2. Acharya, Atmananda G. – Modern Yoga: 3000 Yoga Postures, Motilal Banarsidass
3. Singh, A.P. – Textbook of Yoga Education, National Council of Educational Research and Training (NCERT)
4. Bhole, V.V. – Science of Yoga and Physical Education, Himalaya Publishing House
5. Pattabhi Jois, K. – Yoga Mala, North Point Press

Course Outcomes		Cognitive Levels (K – Levels)
CO No.	CO–Statements	
CO1	Perform loosening exercises and Surya Namaskar; practice relaxative, meditative, and cultural asanas.	K1
CO2	Demonstrate Nadi Shodhana (3 techniques), Surya-bhedi, Chandra-bhedi, Ujjayi, Sheetal, Shitkari, Bhramari, and Kumbhaka-based pranayama	K2
CO3	Practice Yoga Nidra, Antarmauna, Ajapa Dharana, and techniques leading to Breath, Om, Vipassana, and Preksha Meditation.	K3
CO4	Demonstrate Jivha, Jalandhara, Uddiyana, Mula, and Maha Bandha with correct technique and safety.	K4
CO5	Perform Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Tadagi Mudra, and Vipareet Karni Mudra with understanding of benefits.	K5

Relationship Matrix											
Semester	Course code		Title of the Course					Hours	Credits		
I	25UPE13AP01		Allied Practical – 1: Yoga					3	2		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	1	1	1	1	2.4
CO2	3	3	3	2	3	1	3	2	2	1	2.7
CO3	2	4	3	3	4	1	2	3	1	2	2.8
CO4	3	3	4	2	3	1	1	1	3	2	2.6
CO5	3	3	3	2	3	1	1	1	2	3	2.5
Mean Overall Score											2.60 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
II	25UPE23CC02	Core Course -II Track And Field Events	6	5

Course Objectives
Understand the historical development of track and field events and the organizational structure at district, state, and national levels.
Demonstrate the fundamental skills for starting and finishing techniques in track events.
Apply technical skills involved in field events like Long Jump and High Jump, along with understanding of javelin throw and hammer throw.
Identify the Marking techniques, layout, specifications of equipment, and standards followed in organizing track and field competitions
Perceive the rules, officiating methods, and duties of officials in competitive track and field events.

UNIT I (18 hours)

Track and Field Over view, Track Events: Origin, history, and development, Organizational set up in District, State, National and International level

UNIT II (18 hours)

Fundamental Skills for Track Events: Starting techniques (Standing start, Crouch start and its variations) Finishing techniques (Run through, Shoulder Shrug, Forward Lunge) and Technique of Relay Race(Various methods of baton exchange, Techniques of Hurdle events), Technique of Race Walking - Brief Introduction about Combined events

UNIT III (18 hours)

Fundamental skills of Field events: Technique of Long Jump (Sail technique, Hang technique Approach run, take off, flight and landing), Technique of Shot Put (O'Brien technique Grip, Stance, Glide, Release and Reverse), Technique of Triple Jump- Approach Run, Take-off, Hop, Step and Jump. Technique of Discus throw (Grip, stance, swing, Release and Reverse), Technique of High Jump (Straddle roll, Approach run, take off, Bar clearance and landing), Technique of Javelin Throw (Grip, Carry, Approach and Five Stride Rhythm), Technique of Pole-Vault (Grip, Approach, Take-off, Bar) Clearance and Landing), Technique of Hammer Throw (Grip, Preliminary Swings, Turns, Release and Recovery)

UNIT IV (18 hours)

Marking for Standard and Non Standard Track - Track Events: Sprint, Middle & Long distance, Hurdle – Men and women, Relay 4x100mts, 4x400mts, walking, marathon, Mini marathon, Marking for Field Events: Shot put - discuss – Javelin – Hammer through, Marking for jumps: High Jump – Long jump – Triple jump – Pole – vault.

UNIT V (18 hours)

Rules and Interpretation of Track and Field Events, Duties of Officials in Track and Field Events. Methods of arranging Seeding and Heats in Track and Field Events Score Sheets for Track and Field Events.

Teaching Methodology	PPT, Chalk and talk , Flipped classroom
Assessment Methods	MCQs, Practical assignments, Peer work

Book for Study

1. Murray, A, (2016), The Complete Guide to Athletics, Crowood Press
2. Kamlesh, M.L, (2024) Physical Education: Foundations and Perspective, Tata McGraw Hill
3. Eugene Shane Lee, Jeremiah Whitefield (2010) - Fundamentals of Sprinting – A guide for Sprinters – Xlibris U S.
4. Graeme Foreman, Andy Bradshaw (2009) - An Introduction to Fundamentals of Movement – Coachwise USA
5. Track & Field (2015) - Track & Field Coaching Essentials – Human Kinetics

Books for Reference

1. Mike Brungardt, Kurt, Brett (2006). The Complete Book of Core Training: The Definitive Resource for Shaping and Strengthening the 'Core' - - The Muscles of the Abdomen, Butt, Hips, and Lower Back Paperback
2. James Atkinson (2023) Stretching & Mobility: An Essential Stretching Exercise Book For Flexibility & Mobility Training (Home Workout, Weight Loss & Fitness Success) Kindle Edition
3. Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.
4. Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.
5. Handbook of Rules and Regulation. International Athletic Federation (2010).Gambhir, R.S. – Scientific Basis of Physical Education and Sports, Metropolitan Book Co.

Web Resources

1. <https://link.springer.com/article/10.1007/s40279-019-01138-1>
2. <https://www.mcmillanrunning.com>
3. <https://www.completetrackandfield.com>
4. <http://www.usatf.org/Home.asp>

	Course Outcomes	
CO No.	CO–Statements	Cognitive Levels (K –Levels)
CO1	Understand the historical development of track and field events and the organizational structure at district, state, and national levels.	K1
CO2	Demonstrate the fundamental skills for starting and finishing techniques in track events.	K2
CO3	Apply technical skills involved in field events like Long Jump and High Jump, along with understanding of javelin throw and hammer throw.	K3, K4
CO4	Identify the Marking techniques, layout, specifications of equipment, and standards followed in organizing track and field competitions	K4, K5
CO5	Perceive the rules, officiating methods, and duties of officials in competitive track and field events.	K5

Relationship Matrix											
Semester	Course code		Title of the Course					Hours	Credits		
II	25UPE23CC02		Core Course -II Track and Field Events					6	5		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	2	1	2	1	2.4
CO2	2	3	4	2	2	1	3	3	1	3	2.6
CO3	2	3	4	2	2	1	3	3	1	3	2.6
CO4	2	3	4	2	2	1	3	3	1	3	2.6
CO5	2	3	4	2	2	1	3	3	1	3	2.6
Mean Overall Score											2.56 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
II	25UPE23CP02	Core Practical - II Major Games	4	2

Course Objectives

Understand the historical development of major games namely football, basketball, volleyball, kabaddi and Cricket
Demonstrate the proficiency in basic and advanced skills for the major games.
Assess individual and team performance based on the established criteria rules and officiating principles.
Analyse the game situations and can evaluate team performance and apply appropriate tactical decisions
Design and organise game plans, practice drills and tournaments for skill enhancement and games management

UNIT I

History of Basketball early rules, and the sport's development, Rules and terminology: Understanding of specific rules, scoring, fouls, and common terms (e.g., dribbling, shooting, rebound, held ball, technical foul).

Offensive and defensive skills: Strategies, techniques, and game practices for both attacking and defending.

Tournaments and awards, Court and equipment, Fundamental skills: Dribbling, passing, shooting, and rebounding, Game strategies: Implementing offensive and defensive plays in a game setting. Drills and practice: Engaging in drills to improve skills and a variety of games to practice in a fun and competitive environment.

UNIT II

History and development of Volleyball at world, Asia and India, Organizational set up of the game at international, national, and state level, Distinguished players of the game, Rules and interpretations, Duties of officials, Fundamental techniques of volleyball: Volley pass, Dip pass, Smash, Service, Block, Rolls & Dives and its variation Tactics and systems of Play: Individual and group tactics, System of service reception, attack, defense, Analysis of the game and scoring Lead-up games, Layout, construction and maintenance of grounds.

UNIT III

Introduction to Football, Essential Equipment, and Court Measurements, Governing bodies of the game, Laws and their interpretations and duties of officials, Kicking, Variations in Kicking, Fundamentals of Passing, Push Pass, Receiving, Trapping the ball, Fundamentals of Dribbling, Shooting, Throw-in, crossing, Fundamentals of Heading, Variations in Heading, Basics of goalkeeping, Ball Handling Methods and Diving

UNIT IV

Overview of Kabaddi: history, rules and variations, Importance of Physical Fitness, and conditioning for Kabaddi, Understanding and practicing Kabaddi court dimensions, Basic

Footwork and Body Positioning Developing effective raiding strategies, Skills in Raiding- Touching with hand, Various kicks, Crossing of the bulk line, Crossing of Bonus Techniques for quick touches and escapes Defensive stands and blocking techniques, Defensive skills: blocking, dodging, and tackling, Defensive strategies: teamwork, positioning, and reading the opponent's moves, Advanced raiding techniques: bonus point raids, toe touches and escape formation, Team formations and positions in Kabaddi: raider and defenders.

UNIT V

Introduction to Cricket, Different formats of the game, Laws and their interpretations and duties of officials, Cricket Controlling Bodies, Fundamental Skills-Batting, the Grip, Stance at the wicket, Taking guard, Back lift, Footwork Defensive strokes in Batting, forward defensive shot, backfoot defence, Attacking strokes in Batting. Off drive and on drive, running between the wickets, Bowling-Basic action, Side on, front on Fast bowling, medium pace bowling, Spin bowling off spin, Fundamentals of Fielding, positioning, chasing, throwing, wicket keeping, stance at the crease, positioning the hands, Catching Techniques, Conventional, Reverse cup, Fielding the ball, Defensive and attacking fielding

List of Practical

Basketball

1. Dribbling Drill Practice – (right hand, left hand, crossover).
2. Passing and Receiving Techniques – Demonstration and practice of chest pass, bounce pass, and overhead pass.
3. Lay-up and Shooting Practice – Execution of right-hand and left-hand lay-up, set shot, and jump shot.

Volleyball

4. Underhand and Overhead Service – Practice the basic and advanced service techniques.
5. Volley and Dig Pass Practice – Demonstrate volley pass (overhead) and dig pass (underhand) under game-like situations.
6. Blocking and Smash Techniques – Practice single and double blocking, followed by attacking through smashes.

Football

2. Dribbling and Ball Control – Practice close control using both feet with change of direction.
3. Passing and Receiving – Short and long passes using inside foot; control and trap.
4. Shooting Practice – Practice instep drive and placement shots on goal.

Kabaddi

10. Basic Raiding Skills – Practice touching with hand, crossing the baulk line, and returning safely.
11. Defensive Skills – Demonstration of ankle hold, thigh hold, and blocking techniques.
12. Team Formation and Strategy – Practice of formations for attack and defense; coordination among raiders and defenders.

Cricket

7. Batting Fundamentals – Grip, stance, back lift, and execution of forward defensive shot.
8. Bowling Techniques – Demonstration of basic bowling actions: fast, medium pace, and spin.
9. Fielding and Catching Practice – Ground fielding, high catches, reverse cup technique, and wicket-keeping basics.

Books for Reference

1. Marion Ruth Broar (2008) - An Introduction to Kinesiology – The University of Michigan
2. Jimmy Czimmek (2014) Volleyball Training and Coaching A Complete Guide for Coaches of All Competitive Levels.
3. Luthra (2005). Exploring Health and Physical Education Book VII –Bharat Publishing House.
4. Chaudhary (2018). Kabaddi by Nature – Palimpsest Publishers
5. Julia Hickey (2006). Understanding Cricket

Semester	Course Code	Course Title	Hours/Week	Credits
II	25UPE23AC02	Allied Course 2: Health Education and First Aid	5	4

Course Objectives
Understand the meaning, scope, and significance of health education and identify the roles of national and international health organizations.
Analyse the interrelationship among physical, mental, and socioeconomic components of overall health and wellness.
Apply the principles of safety education to organize and manage safe playfields, equipment.
Examine the causes, transmission, and prevention of communicable and non-communicable diseases.
Demonstrate appropriate first aid responses for various injuries and emergencies.

UNIT I (15 hours)

Meaning, Scope and significance of health Education, Factors influencing Health, Health organization – state, national and International, Health, Employment opportunities in India, Functions of Health Education.

UNIT II (15 hours)

Meaning of wellness and Health, Components of Wellness and Health, Physical, mental, and socioeconomic health, Factors affecting wellness and Health.

UNIT III (15 hours)

Definition and Characteristics, Principles of Safety Education, Need for Safety Education in Physical Education, Principle of safety with respect of play fields, Principles of Safety with respect of equipment, dress etc, Class organization and demonstration, Safety during matches.

UNIT IV (15 hours)

Communicable, diseases: Agent, causative organism, Incubation period, Mode of spread, Sign, Symptoms and prevention, preventive measure of Typhoid, Cholera, Pulmonary Tuberculosis, Amoebiasis, malaria, Tetanus, Poliomyelitis, Non-Communicable diseases, Sign, Symptoms and Prevention, Preventive peptic ulcer Measure of Cancer, Hypertension, Diabetic mellitus.

UNIT V (15 hours)

First Aid and Importance of first aid, First aid for Injuries, Sprain and Strain, Fracture and its types, types of Bleeding, Laceration, Artificial respiration.

Books for Study

1. Ajmer Singh, et al. (2015). Essentials of Physical Education. Kalyani Publishers.
2. Bhatnagar, B. K. (2014). Health Education and Environmental Health. Meenakshi Prakashan.
3. Gopalaswamy, T. R. (2012). Health and Hygiene. Friends Publications (India).
4. Jayaraj, L. (2018). First Aid and Safety Education. Khel Sahitya Kendra.
5. Joshi, K. C. (2016). Concept of Physical Education and Health Education. Kalyan

Books for References

1. Kamlesh, M. L. (2017). Health and Physical Education. Khel Sahitya Kendra.
2. S.C. Sharma. (2013). Safety Education and First Aid in Physical Education. Friends Publications (India).
3. Sharma, R. K., & Kaur, G. (2019). Health and Physical Education. Khel Sahitya Kendra.
4. Suresh, K. P. (2015). Health Education, Safety and First Aid. Khel Sahitya Kendra.
5. Venkatesan, D. (2018). Health, Physical and Yoga Education. Sports Publication.

Web Resources

1. https://cloviscollege.libguides.com/health_allen
2. <https://www.healthline.com/health/first-aid>
3. <https://www.businessinsider.com/guides/learning/free-public-health-courses-coursera>.
4. <https://www.idahomedicalacademy.com/basic-first-aid-skills-everyone-should-learn/>

Course Outcomes		
CO No.	CO–Statements	Cognitive Levels (K –Levels)
CO1	Understand the meaning, scope, and significance of health education and identify the roles of national and international health organizations.	K1, K2
CO2	Analyse the interrelationship among physical, mental, and socioeconomic components of overall health and wellness.	K2
CO3	Apply the principles of safety education to organize and manage safe playfields, equipment.	K3, K4
CO4	Examine the causes, transmission, and prevention of communicable and non-communicable diseases.	K3, K4
CO5	Demonstrate appropriate first aid responses for various injuries and emergencies.	K4, K5

Relationship Matrix												
Semester	Course code	Title of the Course					Hours	Credits				
II	25UPE23AC02	Health Education and First Aid					5	4				
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	3	2	3	3	2	3	2	3	2	2.5	
CO2	3	3	2	3	3	2	3	1	3	2	2.5	
CO3	3	3	2	3	1	1	2	1	3	3	2.2	
CO4	3	3	2	3	1	1	3	2	3	2	2.3	
CO5	2	2	3	3	1	1	2	2	3	3	2.2	
Mean Overall Score											2.3 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
II	25UPE23AP02	Allied Practical - II Human Pyramid, Gymnastics and Swimming	2	1

Course Objectives
Understand the fundamental concepts, safety principles, and teamwork involved in building human pyramids to develop coordination and group balance.
Apply the advanced techniques of support and balance to construct stable and aesthetically aligned human pyramids.
Analyse and perform basic tumbling movements such as rolls, scales, leg splits, and bridges.
Evaluate and execute complex gymnastic movements including headstands, leaps, and vaulting techniques.
Develop proficiency in swimming skills such as floating, gliding, strokes, and water treading, and formulate proper techniques.

UNIT I

HUMAN PYRAMID: Foundation to Function Building Blocks, Building Champions Grounded in Basics

UNIT II

HUMAN PYRAMID: Rising in Technique Support, Skill, Success Base Strong, Peak Sharp

UNIT III

GYMNASTICS: Tumbling and Pyramids, Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge,

UNIT IV

GYMNASTICS: Dancing steps, Head stand, Jumps-leap, scissors leap. Vaulting Horse: Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

UNIT V

SWIMMING: Entry into the pool, Developing water balance and confidence, Water fear removing drills, Floating-Mushroom and Jelly fish etc, Gliding with and without kick board. Strokes: Body Position, Leg, Kick, Arm pull, Breathing and Coordination, Water Treading and Simple Jumping, Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

List of Practical

1. Demonstration of Basic Balancing Positions – Individual balance exercises to develop core stability.
2. Formation of Two-Tier Human Pyramid – Emphasis on base strength, posture, and alignment.
3. Three-Tier Human Pyramid (Basic Formation) – Practice of coordination, timing, and safety cues
4. Practice of Support and Counterbalance Techniques – Partner work to enhance trust and equilibrium.
5. Formation of Complex Pyramid Structures – Multi-tier pyramids focusing on symmetry and synchronization.
6. Performance Routine: Pyramid with Entry and Exit Sequences – Integrating rhythm, teamwork, and presentation.
7. Forward Roll and Backward Roll Practice – Development of body control and rolling techniques.
8. Sideward Roll and Bridge Position – Focus on flexibility and safe transitions.
9. Leg Split and Scales (Front and Side) – Enhancement of flexibility and balance.
10. Practice of Headstand with Wall Support – Developing upper body strength and balance.
11. Leap and Scissors Jump Drills – Coordination and explosive leg power exercises.
12. Performance of Cat Vault and Squat Vault – Proper technique and safe landing mechanics
13. Floating and Gliding Exercises – Mushroom float, jellyfish float, and gliding with/without kickboard.
14. Basic Swimming Strokes and Water Treading Practice – Body position, arm pull, breathing coordination, and simple jumping into the pool.

Books for Reference

1. Ajmer Singh, J., Gill, J. S., Bains, J. S., & Brar, R. S. (2015). *Essential of Physical Education*. Kalyani Publishers.
2. Kamlesh, M. L. (2017). *Physical Education: Facts and Foundations*. Khel Sahitya Kendra.
3. Miller, S. K. (2018). *Gymnastics and Tumbling for Physical Education Students*. Sports Publication.
4. Nagendra, H. R., & Venkatesan, D. (2019). *Physical Education and Yoga Practices*. Sports Publication.
5. Sharma, R. K., & Kaur, G. (2019). *Health and Physical Education*. Khel Sahitya Kendra.
6. Singh, A., & Malhotra, P. (2016). *Gymnastics: Principles and Practices*. Friends Publications (In



DEPARTMENT OF HINDI St. JOSEPH'S COLLEGE (Autonomous)

Accredited at A** Grade (Cycle IV) by NAAC Special Heritage Status awarded by UGC
College with Potential for Excellence by UGC DBT-STAR & DST-FIST sponsored College

TIRUCHIRAPPALLI - 620 002.

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Minutes of the Meeting

Date: 30.09.2025

Venue: Room No. LH.15

Supervisor: Dr. Sreedevi S.

Agenda:

Discussion regarding the Part I Hindi UG Syllabus and the Value-Added Course Syllabus.

Minutes of the Meeting:

The meeting was held under the supervision of Dr. Sreedevi S. on 30th September 2025 in Room No. LH.15.

The Part I Hindi UG syllabus was reviewed in detail. It was unanimously decided that no corrections or modifications are required at this time.

The Value-Added Course syllabus has been updated with current educational techniques to enhance the quality and relevance of the curriculum.

It was further noted that the Value-Added Course in Hindi aims to strengthen students' employability skills and promote cultural understanding, aligning with the institution's goal of holistic student development.

Resolutions:

The existing Part I Hindi UG syllabus (2025-2026) shall remain unchanged.

The revised Value-Added Course syllabus incorporating updated educational methodologies is approved for implementation.

The Value - Added Course in Hindi will be introduced with the objective of enhancing employability and fostering cultural awareness among students.

Conclusion:

The meeting concluded with all members in agreement with the above decisions.

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ST. JOSEPH'S COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI - 2

DEPARTMENT OF HINDI

VALUE-ADDED COURSE: HINDI FOR BEGINNERS

Objectives

1. To understand the basics of Hindi language
2. To make the students to be familiar with the Hindi words
3. To enable the students to converse in Hindi
4. Having good communication skills and command over language.

UNIT – I

The Alphabet, Vowels and Consonants Letter Combinations (Matrayen)

UNIT – II

Parts of the body, names of the animals, weeks, months, numbers 1 to 25

UNIT – III

Metals, household articles, dresses, ornaments, grains, food articles, tools

UNIT – IV

Vegetables, fruits, birds, trees, animals, relations, Professionals, colours, directions

UNIT – V

Basic grammar, Conversation

Books for Reference

1. Hindi Grammar, Dakshin Bharat Hindi Prachar Sabha, Chennai – 600 017, 2022.
2. DBHP Sabha, Chennai – 600 017, Hindi Parichaya, 2024.
3. DBHP Sabha, Chennai – 600 017, Anuvad Aabyas (Hindi English), 2020.
4. Avadanandan, Hindi English Self Instructor, DBHP Sabha, Chennai – 600 017, 2021.

