



ST THOMAS COLLEGE PALAI
AUTONOMOUS | ESTD. 1950 | REACCREDITED BY NAAC WITH A++ GRADE

UNDERGRADUATE PROGRAMMES (HONOURS) **SYLLABUS**

STCP-UGP (HONOURS)
(2024 ADMISSION ONWARDS)



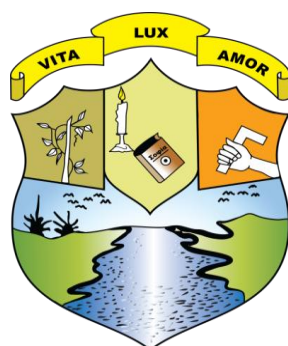
**FACULTY : PHYSICAL EDUCATION AND
SPORTS SCIENCES**

**PROGRAMME : BACHELOR OF
PHYSICAL EDUCATION
AND SPORTS (HONOURS)**

**ST THOMAS COLLEGE PALAI AUTONOMOUS
ARUNAPURAM P.O., PALA, KOTTAYAM - 686 574
KERALA, INDIA**

ST THOMAS COLLEGE PALAI AUTONOMOUS
UNDERGRADUATE PROGRAMMES
(HONOURS) SYLLABUS
STCP-UGP (Honours)

(2024 Admission Onwards)



Faculty: Physical Education and Sports
Sciences
BoS: Physical Education
Programme: Bachelor of Physical Education
and Sports (Honours)

**St Thomas College Palai Autonomous,
Arunapuram, Kottayam-686574,
Kerala, India**

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Preface

This comprehensive program is designed to provide students with a deep understanding of the principles, theories, and practices necessary to excel in the fields of physical education. Physical Education, as a major, encompasses a wide array of subjects aimed at promoting physical activity, health, and overall well-being. Through a combination of theoretical knowledge and practical application, students will explore topics such as anatomy, exercise physiology, motor learning and development, sports psychology, and teaching methodologies. This major prepares individuals for careers in teaching, coaching, sports administration, and fitness instruction.

Throughout this syllabus, students will find a balance of academic rigor and hands-on experiences, ensuring that they are equipped with both the knowledge and practical skills needed to succeed in the dynamic fields of physical education. We encourage students to approach their studies with curiosity, dedication, and a commitment to lifelong learning. By actively engaging with the material presented in this syllabus and seeking opportunities for experiential learning, students will be well-prepared to make meaningful contributions to the promotion of health and fitness in their communities and beyond. We wish you all the best on your academic journey and look forward to seeing the incredible impact you will make as future leaders in the fields of physical education.

ST THOMAS COLLEGE PALAI AUTONOMOUS was conferred autonomous status by the UGC on 19 January 2024 and subsequently Mahatma Gandhi University, Kottayam after due procedure, notified it only on May 7, 2024, which resulted in the delay of the constitution of various statutory bodies (Governing Body, Academic Council and Board of Studies) of our College. Therefore, the first Academic Council of St Thomas College Palai Autonomous held on 10 June 2024 decided to adopt the syllabus of Mahatma Gandhi University for the UG programmes of our college for the academic year 2024–25.

Syllabus Index

Name of the Major: **Physical Education and Sports**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U1PEDMDC100	Basic First Aid & CPR	MDC	3	4	2		2	
24U1PEDMDC101	Physical Fitness & Healthy Living		3	4	2		2	

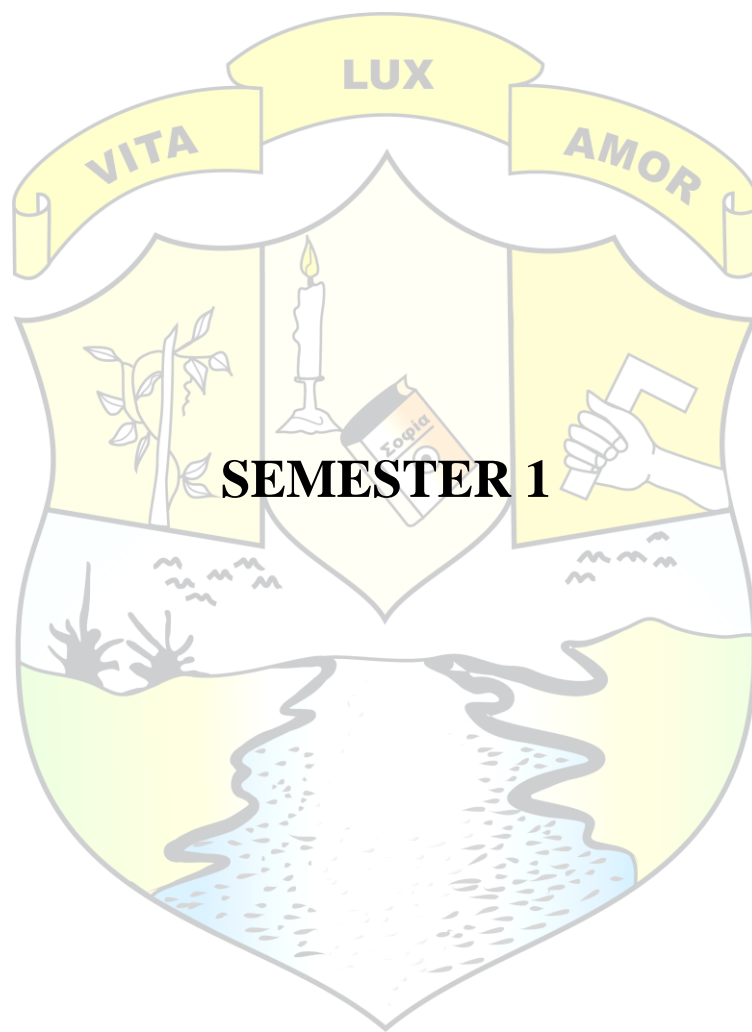
L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

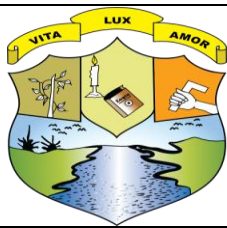
Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U2PEDMDC100	Physical Education - Foundation & Career prospect	MDC	3	4	2		2	
24U2PEDMDC101	Introduction to Yoga		3	4	2		2	

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
24U3PEDMDC200	A comprehensive course on Physical Efficiency Test	MDC	3	3	3			
24U3PEDMDC201	Yoga and Dietetics		3	3	3			





St Thomas College Palai Autonomous

Programme	BPES (Honours)					
Course Name	Basic First Aid and CPR					
Type of Course	MDC					
Course Code	24U1PEDMDC100					
Course Level	100					
Course Summary	This certificate course provides students with the fundamental knowledge and skills required to respond effectively to medical emergencies and provide basic first aid and cardiopulmonary resuscitation (CPR) interventions. Through theoretical instruction, practical demonstrations, and hands-on practice, students will learn to assess, prioritize, and administer appropriate care in emergency situations.					
Semester	1	Credits		3	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		2		1		60
Prerequisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understanding of fundamental first aid principles, including scene safety, patient assessment, and the appropriate steps to take in various medical emergencies.	K, U	2
2	Able to perform cardiopulmonary resuscitation (CPR) on adults, children, and infants according to established guidelines, including chest compressions, rescue breaths, and the use of automated external defibrillators (AEDs).	U	1,5
3	Acquire the skills to provide basic first aid interventions for common medical emergencies such as bleeding control, wound care, musculoskeletal injuries, burns, and allergic reactions.	A, U	1,3
4	An overview of misconception in physical education	U	8
5	Students will engage in self-reflection to identify areas for improvement and further skill development in providing first aid and CPR interventions, fostering a commitment to lifelong learning and professional growth.	K, U	1,2,3

6	Students will learn to prioritize care based on the severity of injuries or illnesses, effectively triaging patients and providing appropriate treatment while awaiting professional medical assistance	A, K	1,2
7	Students will understand and adhere to ethical and legal standards in providing first aid and CPR interventions, including obtaining consent, maintaining patient confidentiality, and protecting the rights of individuals.	C, E, A	6
8	Students will demonstrate proficiency in performing CPR, using AEDs, applying first aid techniques, and managing medical emergencies through hands-on practice sessions and simulated scenarios	U,E,S	1,2,3
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Foundations of First Aid (10 Hours)	1.1	Introduction to First Aid and Emergency Response, Legal and Ethical Considerations in First Aid	3	1
	1.2	Basic Anatomy and Physiology relevant to First Aid, Assessment and Prioritization of Emergency Situations	3	1,2
	1.3	Safety and Personal Protective Equipment, Communication and Coordination in Emergency Response, Practical Demonstration: Primary Assessment and Initial Care	4	1,2
2 Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED)	2.1	Cardiac Emergencies and Chain of Survival, Basic Life Support (BLS) Guidelines and Techniques	3	3,1
	2.2	Adult, Child, and Infant CPR Techniques, Use of Automated External Defibrillator (AED)	4	3
	2.3	Special Considerations in CPR (e.g., choking, drowning, Practical Demonstration: CPR and AED Application	3	3

3 First Aid Interventions and Practical Application	3.1	Bleeding and Wound Care, Burns, Scalds, and Electrical Injuries	3	4,5
	3.2	Musculoskeletal Injuries: Fractures, Sprains, and Strains	4	4,5
	3.3	Medical Emergencies: Allergic Reactions, Seizures, and Shock, Practical Demonstration: First Aid Interventions, Environmental Emergencies: Heat-Related Illnesses, Hypothermia	3	5
4. Teacher Specific Component				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training 													
Assessment Types	MODE OF ASSESSMENT Continues Comprehensive Assessment (CCA) Total Mark - 30 <table border="1"> <thead> <tr> <th>Particulars</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Internal assessment test</td> <td>15</td> </tr> <tr> <td>Assignment</td> <td>5</td> </tr> <tr> <td>Oral presentation/ Observation of practical skills</td> <td>5</td> </tr> <tr> <td>Viva voce</td> <td>5</td> </tr> <tr> <td>Total</td> <td>30</td> </tr> </tbody> </table>		Particulars	Marks	Internal assessment test	15	Assignment	5	Oral presentation/ Observation of practical skills	5	Viva voce	5	Total	30
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Total	30													
	End Semester Examination (ESE) Total Marks -70 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).													

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1. American Red Cross. (2020). American Red Cross First Aid/CPR/AED Participant's Manual. Staywell.
2. National Safety Council. (2016). First Aid Quick Guide. Jones & Bartlett Learning
3. American Heart Association. (2015). Handbook of Emergency Cardiovascular Care for Healthcare Providers. American Heart Association
4. National CPR Foundation. (2019). CPR/AED Course Manual. National CPR Foundation.
5. American College of Emergency Physicians. (2019). First Aid Manual. DK



St Thomas College Palai Autonomous

Programme	BPES (Honours)					
Course Name	Physical Fitness and Healthy Living					
Type of Course	MDC					
Course Code	24U1PEDMDC101					
Course Level	100					
Course Summary	Being Physically Active a person can reduce the risk of disease, strengthen bones and muscles help to manage weight and improve the ability to do day today activities. Daily physical activity delays the ageing process and helps for healthy living					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Prerequisites, if any	Basic awareness about physical fitness and physical activities					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire the general concepts of fitness and components of physical fitness	U	2
2	Differentiate the types of Physical fitness	An	1,3
3	Familiarize the principles of Fitness Training	Ap	3
4	Understand the Physiological Effects of Exercise	U	1,3
5	Attain the concepts of active living, ageing process	Ap	6
6	Demonstrate the competency in fitness activities	Ap	5,6
7	Acquire the general concepts of fitness and components of physical fitness	An	5

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Concept of Fitness	1	Meaning and definition of Physical Activity, Physical Exercise and Physical Fitness	1	1
	2	Types of Physical Fitness	2	1,2
	3	Health Related Physical Fitness (HRPF) and its components	3	1,2
	4	Performance Related Physical Fitness (PRPF) and its components	3	3
	5	Cosmetic fitness	1	2
Principles of Fitness	1	Principles of individual difference	1	2
	2	Principles of optimum load	2	3
	3	FITT Principles	2	3
	4	Principles specificity	1	3
	5	Principles of Rest and Recovery	1	4
Effect of Exercise	1	Effect of Exercise on cardio vascular system	2	4,5
	2	Effect of Exercise on respiratory system	2	4,5
	3	Effect of Exercise on muscular system	2	5
	4	Effect of Exercise on nervous system	2	5
	5	Effect of Exercise on digestive system	2	5
Fitness Practices (Practical)	1	Designing Concepts of Active Living and Healthy Ageing	6	6
	2	Risk factors associated with physical inactivity	6	6
	3	Exercise and ageing process	6	6,7
	4	Aerobics, Zumba, Asanas etc.	6	7

	5	Maintain a personal activity record containing daily physical activity and diet	6	7
5 Teacher Specific Component				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training 													
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- Dick, F.W. Sports Training Principles (4th ed.).Human Kinetics : Champaign , Illinois , 2002
- Chu .D.A. Explosive Power and Strength. Champaign: Human Kinetics1996
- Daryl Sidentop “Introduction to Physical Education, Fitness and Sport” McGraw-Hill publishing COMPANY,2006
- Health Fitness and Instructors by Howley Franks
- Timonen.V,(2016) Beyond Successful and Active Ageing; A Theory of Modeli Ageing Ist Edition
- Constantinos Phellas , Aging in European Societies 2012





St Thomas College Palai Autonomous

Programme	BPES (Honours)				
Course Name	Physical Education –Foundation and career prospects				
Type of Course	MDC				
Course Code	24U2PEDMDC100				
Course Level	100-199				
Course Summary	The course is intended to provide an enlightenment in the field of Health and Physical Education, giving emphasize to human body, Life skills and Career in sports				
Semester	2	Credits	3	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		2		1	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To provide an awareness about the scientific basis and benefits of Physical activity	U,A	1, 2,10
2	To enable the students to lead a healthy lifestyle	U, An,A	1, 2, 3
3	To provide scientific awareness about the Health& Physical Fitness	U, E , C	2,3,10,7
4	To impart knowledge about health, nutrition, yoga & First Aid	An ,E, C	2,3,10,
5	Introducing the scope and career opportunities	I,S	,3,10,5

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Physical Education & Physical Fitness	1	Physical Education, Fitness and motor skill acquisition.	3	1,5
	2	Need and Importance of Physical Education in present scenario.	3	1,5
	3	Physical Fitness Components, Types of Fitness-Health related, Skill/Performance related,	5	1,3
	4	Activities for the development of physical fitness: - Aerobic and Anaerobic.	4	1,5
2 Life Style Factors and Health	1	Definition and meaning of Health, Spectrum of Health, Factors affecting Health	4	2,3
	2	Human body as a machine- training and adaptation. circadian Rhythm – Life style and Health	5	2,3
	3	Classification of nutrients: Diet-Quantity, quality and timing. Dietary guidelines, supplements pros and cons.	3	2
	4	Hypo -kinetic Diseases and their common causes, prevention and management :- Obesity, Diabetics,& Hypertension,	3	4
3 Human Body Type , First Aid	1	Human body type (Ectomorph, Endomorph, Mesomorph), importance of correct posture,. BMI	3	2,3
	2	Postural deformities(Kyphosis, Lordosis, Scoliosis, Knock knee,Bow legs, Flat foot, Text neck), Causes and corrective exercises.	4	2

	3	BMI , Body Composition Waist to Hip Ratio, Waist to Height Ratio - AAPHERD TEST BATTERY/ONE STAR TEST - Harvard step test	4	3
	4	Importance and Principles of First Aid ,Common injuries and their management :- Sprain, Strain, Fracture, Dislocation, Wounds, Drowning.	4	2
5 Teacher specific component				

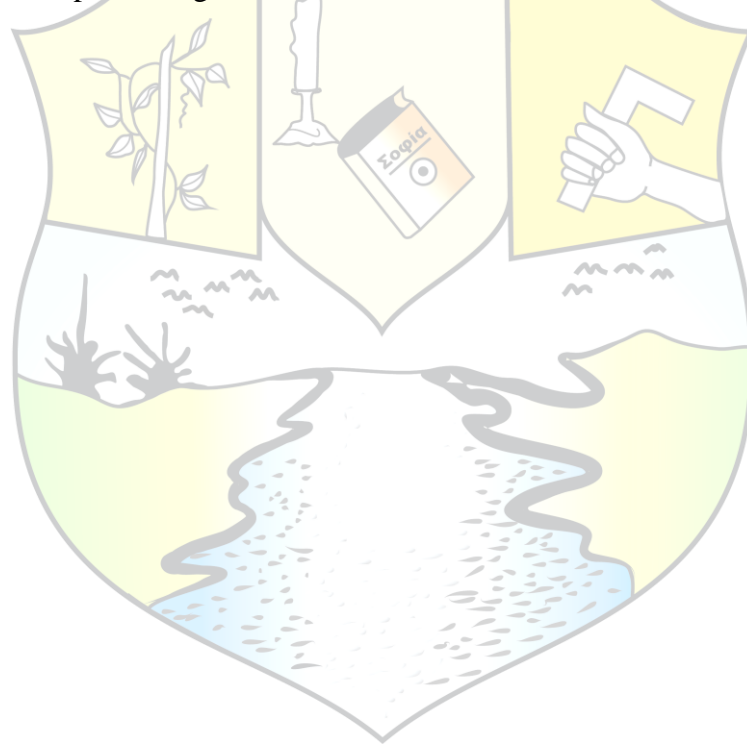
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References

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St Thomas College Palai Autonomous

Programme	BPES (Honours)					
Course Name	Introduction to Yoga					
Type of Course	MDC					
Course Code	24U2PEDMDC101					
Course Level	100					
Course Summary	The program covers a range of topics related to yoga philosophy, teaching methodology and practical instruction.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		2		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of yoga philosophy, anatomy, and related subjects	U	1
2	To develop knowledge and performance of yoga asanas ,surya namaskar and kriyas	S	3,4
3	To learn about yoga and its benefits in daily life	U & An	6,1
4	Understanding of Yogic Lifestyle which may include ethical considerations, mindfulness practices, and a holistic approach to well-being.	A, An & C	1,6,7
5	To develop effective teaching skills and learn how to create well-structured and engaging yoga classes	C , I & S	2,3,9

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1-Yoga Philosophy and History	1	Introduction to the origins and history of yoga.	2	1
	2	Exploration of yogic science and its application in modern life	4	2,3
	3	Different concepts and pathways of Yoga	3	4
	4	Physical, Physiological and psychological benefits of yoga and the impact of asanas (poses) on the body .	3	3
	5	Basic anatomy of the human body , human Posture , postural deformities.	3	1
Yogic concepts	1	Detailed study and practice of yoga asanas, including proper meaning , alignment, adjustments, and modifications.	3	2
	2	Yoga - opening and closing prayer ,Techniques for breath control and awareness.	3	2
	3	Understanding the relationship between breath and movement. Incorporating pranayama into yoga classes	3	2
	4	Introduction to meditation techniques. Incorporating mindfulness practices into yoga classes.	3	3
	5	Exploring the mental and emotional aspects of yoga.	3	4
3. Asana (Yoga Poses), Pranayama (Breath Control) &	1	Surya namaskar - (12 pose) , meaning , importance and benefits . Standing Asana – Ardhakatichakrasana, Trikonasana,	6	4

Meditation, kriyas and Mindfulness		Parivrtta Trikonasana, Parsvakonasana, Ardha Chakrasana, Padahasthasana		
	2	Sitting Asana meaning, importance and benefits - Vajrasana, Sasankasana, Supta Vajrasana, Pascimatanasana, Ustrasana, Padmasana, Vakrasana, Ardha matsyendrasana	6	4
	3	Lying Asana (meaning, importance and benefits) – Prone Postures and supine postures Bhujangasana, Salabhasana, Dhanurasana, Sarvangasana, Matsyasana, Halasana, Chakrasana, Viparitarani	6	4
	4	Pranayama's	6	2
	5	Yoga kriyas - cleansing practices Trataka, jala neti (using water) and sutra neti (using a thread or catheter)	6	5
4 – Teacher Specific Component				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training 													
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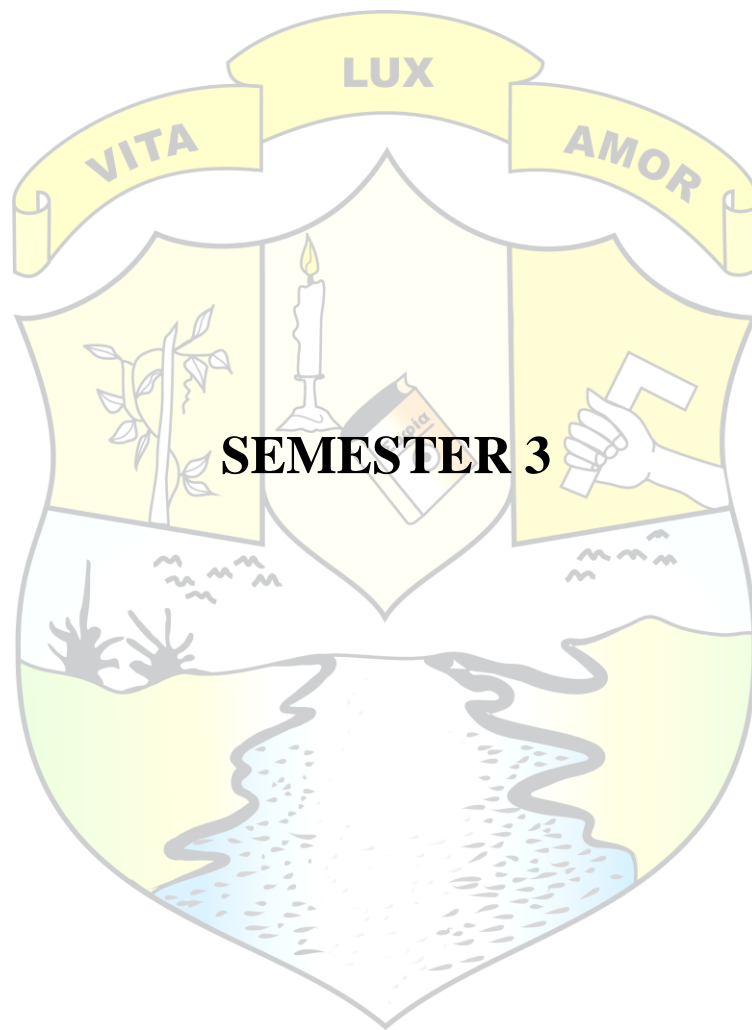
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Suggested readings :-

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SEMESTER 3



St Thomas College Palai Autonomous

Programme	BPES (Honours)					
Course Name	A Comprehensive course on Physical efficiency tests					
Type of Course	MDC					
Course Code	24U3PEDMDC200					
Course Level	200					
Course Summary	This course structure aims to provide a comprehensive understanding of physical efficiency tests. The practical application will ensure participants, well-prepared for the challenges they may face in the actual testing environments. The practical application through stimulated PET and personalized training sessions will ensure participants well-prepared for the job specific tests.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture 3	Tutorial	Practical	Others	
Prerequisites, if any	Basic physical fitness					45

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Participants will be able to enhance cardiovascular endurance, muscular strength, speed, agility and flexibility	U	3,6
2	Helps to acquire desired physical fitness components, addressing the unique demands of different tests	U	6,7
3	Helps in applying acquired knowledge and skills in testing scenarios.	A	2,1
4	By achieving a high level of preparedness in specific Physical Efficiency Tests, students will be able to equipped for a government job	S	2,4,6
5	Encourage students in adopting a sustainable and healthy lifestyle, which fosters long-term well-being	I	6,8,7

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Physical fitness	1.1	<ul style="list-style-type: none"> Physical Fitness and its importance 	3	1,2
	1.2	<ul style="list-style-type: none"> Components of Physical Fitness 	4	1,2
	1.3	<ul style="list-style-type: none"> Types of Physical Fitness 	3	2
2. Development of Physical Fitness	2.1	<ul style="list-style-type: none"> Training methods to develop(Cardio respiratory endurance, Muscular Strength, Muscular Endurance, Flexibility, Speed, Agility and Co ordination) 	3	3
	2.2	Physical Efficiency Test: Items for Physical Efficiency Test for women <ul style="list-style-type: none"> 100 Meters Run -14 Seconds High Jump-132cm Long Jump-305 cm 4.Putting the Shot (4000 grams)- 400 cm <ul style="list-style-type: none"> 200m run- 36 seconds Throwing the throw ball- 1400 cm Shuttle Race(4*25m)- 26 Seconds Pull Ups or chinning- 8 times Skipping (1 minute)- 80 times 	4	4
	2.3	Physical Efficiency Test: Items for Physical Efficiency Test for men <ul style="list-style-type: none"> 100 Meters Run -14 Seconds High Jump-136cm Long Jump-457 cm Putting the Shot (726 grams)- 610 cm Throwing the throw ball-6100cm Rope climbing- 307cm 	3	4

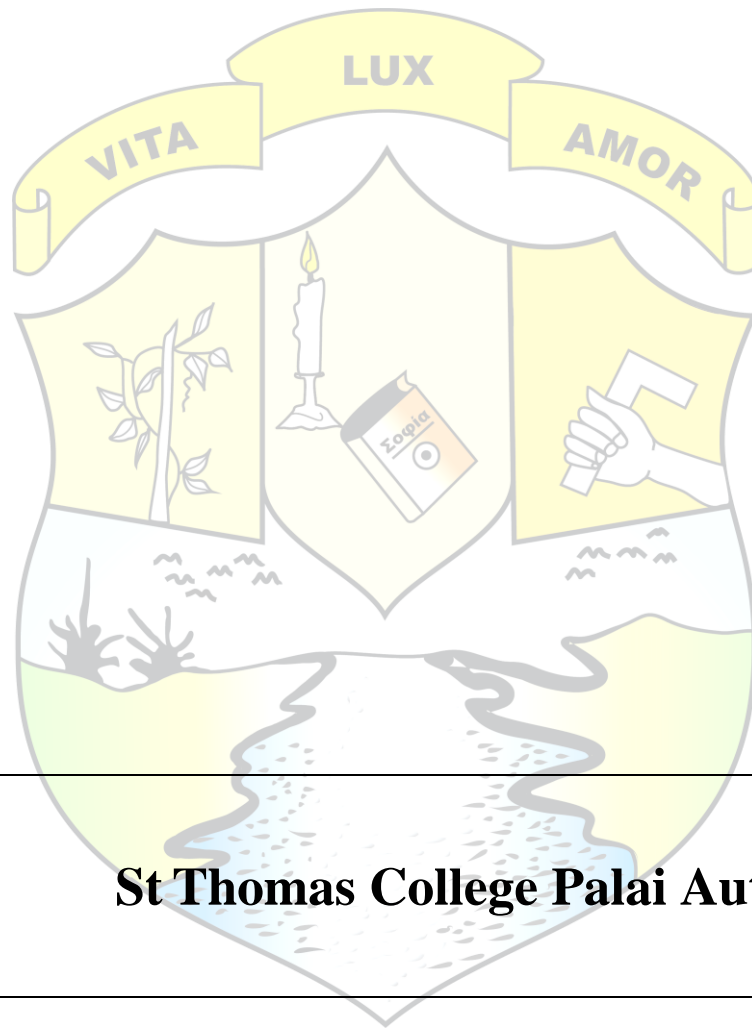
		<ul style="list-style-type: none"> • Pull Ups or chinning- 8 times • 1500m run- 5minutes 44 seconds 		
3. Body Mass Index	3.1	<ul style="list-style-type: none"> • Definition and significance of body mass assessment in fitness evaluation 	3	5
	3.2	<ul style="list-style-type: none"> • Overview of different body mass measurement techniques and tools 	4	5
	3.3	<ul style="list-style-type: none"> • Introduction to body composition assessment methods 	3	5
4 Teacher Specific Component				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> 1. Presentations 2. Group Discussion 3. Problem solving 4. Experiential learning 5. Blended learning
Assessment Types	MODE OF ASSESSMENT Continues Comprehensive Assessment (CCA) Total Mark - 25
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 5x5, Essay-1 x 10).

References

1. Heyward, V. H., & Wagner, D. R. (2014). Applied Body Composition Assessment. Human Kinetics.
2. American College of Sports Medicine. (2017). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Williams & Wilkins.

3. Powers, S. K., & Howley, E. T. (2018). Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill Education.
4. Baechle, T. R., & Earle, R. W. (2016). Essentials of Strength Training and Conditioning. Human Kinetics.



St Thomas College Palai Autonomous

Programme	BPES (Honours)
Course Name	Yoga and Dietetics
Type of Course	MDC
Course Code	24U3PEDMDC201
Course Level	200-299
Course Summary	The program covers a range of topics related to yoga and dietetics, recognizing how these two disciplines can complement each other to promote holistic wellness.

Semester	3		Credits			3	Total Hours
Course Details	Learning Approach		Lecture	Tutorial	Practical	Others	
			3				45
Pre-requisites, if any	Student should complete Introduction to Yoga paper in 2nd Semester (MDC)						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of fundamental principles of yoga philosophy and its relevance to overall health and well-being.	U	1
2	Explore different dietary patterns and approaches, including vegetarianism, veganism, and other plant-based diets, and understand their potential benefits and considerations.	S	3,4
3	Explore the concept of holistic wellness and develop a comprehensive understanding of how yoga, dietetics, and other lifestyle factors can contribute to overall health and well-being.	U & An	6,1
4	Learn about the importance of mindful eating practices and how they can contribute to a healthier relationship with food and improved digestion.	A, An & C	1,6,7
5	Gain practical skills in meal planning, preparation, and mindful eating to create balanced and nourishing meals that support overall health and wellness.	C, I & S	2,3,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

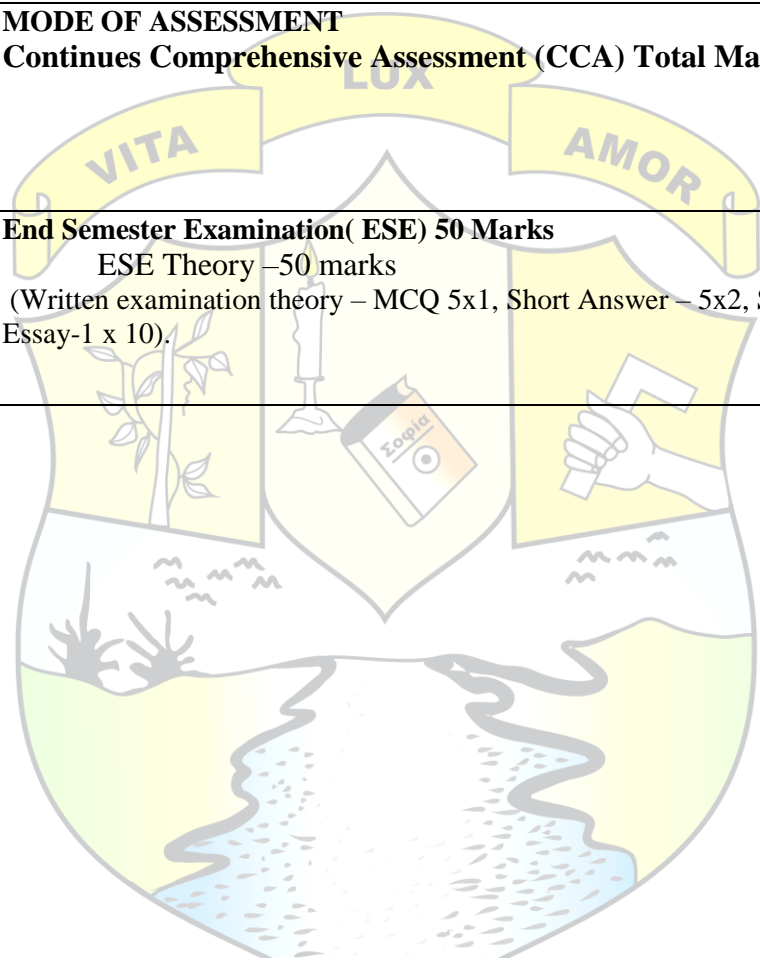
COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1-Yoga for Physical Health and Wellness	1	Introduction to yoga therapy principles for common health conditions.	2	1
	2	Yoga for strength and flexibility: dynamic asanas and vinyasa flow sequences.	4	1
	3	Yoga for relaxation and stress management: restorative poses and relaxation techniques.	4	1

2 -Introduction to Dietetics and Nutritional Science	1	Basics of nutrition: macronutrients, micronutrients, and their roles in the body. Dietary guidelines and recommendations for optimal health.	3	2
	2	Understanding principles of diet for lifestyle diseases (Heart Disease, Diabetes, Obesity, Hypertension , Cancer). Understanding food labels and making informed food choices.	4	2
	3	Introduction to therapeutic nutrition and dietary modifications for specific health conditions.	2	3
3 - Integrating Yoga and Nutrition	1	Meaning and benefits of Yoga diet. Principles and guidelines associated with a yoga diet	2	3
	2	Nutrition for yoga practitioners: pre and post-yoga meal planning and hydration strategies	2	4
	3	Different kinds of yoga diets: Sattvic Diet, Vegetarian or Vegan Diet, Raw Food Diet, Ayurvedic Diet, Fasting and Cleansing Diets, Mediterranean-Inspired Diet, Intuitive Eating. The role of nutrition in enhancing physical performance, recovery, and overall well-being	3	2
4- Developing Personalized Wellness Plans	1	Assessing individual needs and goals: holistic health assessments	2	3
	2	Integrating yoga, dietetics, and lifestyle modifications into personalized wellness plans	2	4
	3	Practical sessions: designing and implementing personalized yoga sequences and dietary plans. Evaluating progress and adjusting wellness plans based on feedback and outcomes	30	5

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> 1. Presentations 2. Group Discussion 3. Problem solving 4. Experiential learning 5. Blended learning
Assessment Types	MODE OF ASSESSMENT Continues Comprehensive Assessment (CCA) Total Mark - 25
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 5x5, Essay-1 x 10).



References
Books

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2. Morningstar, Amadea, and Urmila Desai. The Ayurvedic Cookbook: A Personalized Guide to Good Nutrition and Health. Motilal Banarsidass Publ., 2003.
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5. IYENGAGR, G. (1982). Yoga.
6. Sondhi, Amrita. The Modern Ayurvedic Cookbook: Healthful, Healing Recipes for Life. arsenal pulp press, 2006.
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Suggested readings :-

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3. Zhang, Yurong, and Gang Hu. "Dietary pattern, lifestyle factors, and cardiovascular diseases." *Current nutrition reports* 1 (2012): 64-72.
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