



SREE NARAYANA COLLEGE CHEMPAZHANTHY

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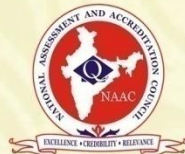
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THIRD CYCLE NAAC ACCREDITATION 2022

CRITERION 1

**1.2.2.:Q2: Curriculum and Syllabus of Add on/Certificate Courses
(Not Approved by UGC or affiliating University)**

Submitted to



**THE NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL**

Department of Physical Education

COURSE TITLE : HEALTH AND FITNESS
COURSE CATEGORY : ADD ON COURSE

No. of Instructional Hours : 3 per Week (Total: 54 Hrs)

No. of Credits : 2

Aims of the Course: To provide an opportunity for realizing the importance of Health, fitness, and wellbeing in the overall development of a human being.

Objectives:

1. To introduce the importance of Health and Physical fitness.
2. To provide knowledge and understanding regarding the methods to improve Health and fitness scientifically.
3. To enable the students to lead a healthy lifestyle.
4. To impart knowledge regarding health, nutrition, and first aid measures.
5. To make aware about the impact of sports and games in the society and also In National Integration.

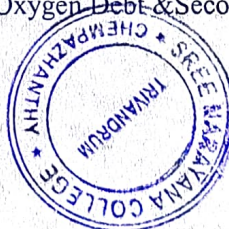
SYLLABUS/COURSE OUTLINE


Module: 1. Introduction to Health and Physical Education

- Concepts of Health and its importance
Definition and Meaning of Health.
The dimension of Health [Physical, Mental, Social, Spiritual and Emotional]
Importance of health, Role of health in the overall development of human being.
Importance of Physical Education in the overall development.
- Factors Affecting Health
Biological, Personal, Environmental, & Socio-cultural factors.
- Methods to improve Health.
Importance of warm up, cooling down and Stretching.
Common types of activities: Brisk walking, jogging, Swimming, Cycling, Aerobics, Yoga,
Minor games and Led up activities.
Need and Importance of Recreation for healthy living.

Module: 2. Physical Activity and its Benefits

- Body Mass Index, Heart Rate, Blood Pressure, Oxygen Debt & Second wind
- Types of Exercises




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- Aerobic & Anaerobic Exercises.
- Effects of Exercises on the following system of the body
 - Muscular, Skeletal, Circulatory, and Respiratory System.
- Importance of Bone density, methods to improve it.
- Risk of osteoporosis and its prevention.
- Hypo Kinetic Diseases and their common Causes(Diabetes, Obesity & Hypertension)
- Importance of exercise in preventing diseases.

Module: 3. Fitness and Wellness

- Types of Fitness
 - Health-Related Fitness(Cardiorespiratory Fitness, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition)
 - Skill/Performance Related Fitness(Speed, Strength, Coordinative Abilities, Power, Endurance & Agility)
- Meaning of Wellness& Methods of Improving Wellness

Module: 4. Nutrition and First Aid

- Nutrition, Balanced Diet.
- Importance of Correct Posture
- First Aid and Principles of First Aid
- Aging and Factors affecting it
- Common injuries and their Management
 - Wounds, Cuts, Sprain, Fractures & Dislocation

Module: 5. Impact of Sports and Games

- Role of sports and games in the society
- National Integration and Sports
- Women and fitness
- Life style and Health
- Aging and fitness

References:


1. Corbin, Charles. B. et. Al C. A (2004) **Concepts of Fitness and Wellness**. Boston, Mc Graw Hill.
2. Bucher C A (1979) **Foundation of physical Education** (5th ed.) Missouri; C. V Mosby.co.
3. Ramachandran Anil (2011) **Handbook of Health, Fitness and Wellness**. Akademia Publications, Calicut, Kerala
4. Ajmeer Singh, et.Al, (2001) **Modern Textbook of Physical Education, Health & Sports**. Kalyani Pubishers, New Delhi.



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5. Manoj K P & Suresh Kutty K (2011), **Physical Activity Health & Wellness**, University of Calicut.
6. Jeson ,Dr Bernad, (2000) **Nutrition Handbook**, viva Books Pvt.Ltd, New Delhi.
7. Reddy R S, **Teaching Health and Nutrition**, Common Weaalth Publishers, New Delhi.
8. Singh, Ajay (2007) **First Aid and Emergency Care**, N R Brothers, Indore.




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ADD ON COURSE ON LIFE SKILL

Syllabus

Total hrs: 54

Aim of the Course

The aim of the course is to introduce Life Skill Education and to impart various skills

Course Outcomes

1. Identify the role of Life Skill Education in Society
2. Discuss different features of soft skills
3. Relate life skills to enhancing capabilities
4. Importance of leadership skills among individuals

Module I: Life Skills and its importance

(18 hrs)

Definition and scope of life skill, Life Skill education, Definition and Importance of Life Skills, Livelihood Skills, Survival Skills and Life Skills, Life Skills Approach, Life Skills Based Education • Life Skills Training - Implementation Models. Enhancing capabilities and potentials through life skill

Module II: Essentials of life skills

(14 hrs)

Communication Skills, Critical thinking and Problem Solving, Team Focus and self control, Perspective talking, Making connections, Critical thinking, Taking on challenges Self directed, engaged learning, Work Management, Professional Skills, Ethical and Moral values, Leadership skills –

Module III: Learning skills for personality development

(12 hrs)

Soft skills and Hard skills- Learning Throughout Life. Personality and its determinants –Physical, Psychological and social. Adjustment-mature personality, integrated personality. Personality disorders and its types. Conflict resolution, Assertiveness.

Essential Readings




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Abernathy, R and Reardon (2002) Hot tips for Teachers, Zephyr Press. Amartya Sen (1999). Development as Freedom, Oxford University Press. Anna Maria Hoffman; AMHoffman@Unesco.org

Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal. 2. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.

Behm, C. A. People Skills, The Core of Performance Improvement, International Performance Improvement Network News Letter 29, p1-11

Delors Jacques, Learning; The Treasures within, UNESCO, Paris

Abraham Vijayan and Sunil Kumar (2012) Introduction to Life Skill Education, ISDA Publications.

Kakkar SB, Educational Psychology, New Delhi, PHI World Development Report (2007)

WHO, Partners in Life Skill Education, Geneva, www.unesco.org



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YOGA AND STRESS MANAGEMENT

Course Category: Add on/Certificate Course

Syllabus

(Total hours: 54)

Duration: 6 months

Course Outcomes :

- CSO 1: To familiarize the importance of yoga in modern life
- CSO 2: Explain the use of yoga as a tool for stress reduction
- CSO 3: To practice different Yoga techniques and Meditation

Module 1: Introduction to Yoga

6 Hours

History of yoga, Importance of Yoga in Modern Life, Misconceptions about Yoga - Secular Nature of Yoga.

Module 2: Theoretical Aspects of Yoga

10 Hours

The eight components of Yoga (Pathanjali): Yama - Niyama- Asana - Pranayama - Pratyahara -Dharana - Dhyana - Samadhi.

Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga -

Raja Yoga.Chakras and their significance Five Koshas and their importance

Trigunas, Developing Satwa guna

Module 3: Stress


8 Hours

Definition of stress - Causes of Stress Symptoms of Stress - Physical - Psychological -Behavioural. Coping with stress - relaxation - life style management.

Module 4: Therapeutic aspects of Yoga

10 Hours




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Yoga and stress management, Yoga as a desensitization tool, Yoga for Improving stress tolerance, Yoga and cognitive restructuring, Yoga and Physical health, and Yoga and Life style management .

Module 5: Pranayam/Breathing Exercises

10 Hours

Simple Breathing exercises, Types of Pranayama-Kapalbhati, Anuloma viloma, Ujjai, Sitali, Cithkari, Bhastrika.

Module 6: Yoga and Yoga Asanas

10 Hours

Components of yoga. Basic asanas: Sooryanamaskar, Child pose, Sarvasana/Corpse pose, Paschimothanasan, Inclined Plain , Bhujangasan

Reference:

- 1 Schafer, W. (2000). *Stress management (4th ed)*. New Delhi: Wadsworth learning, Inc.
- 4, Iyengar, B. K. S. (2011). *Light on yoga*, Harper Collins Publishers: New Delhi.

Activity based assignments

1. Visit any two of the yoga training centre and submit a report
2. Submit the introspective report of all the techniques practiced in this course as a record




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Course Type: ADD ON/CERTIFICATE COURSE

Course Title: HUMAN RIGHTS

Syllabus

(Total hours: 54)

UNIT - 1:

(16 hrs)

Human Rights - Concept of Human Rights – Indian and International Perspectives

- a. Evolution of Human Rights, Definitions under Indian and International documents, Broad classification of Human Rights and Relevant Constitutional Provisions.
- b. Human Rights of Women and Children
Social Practice and Constitutional Safeguards, Female foeticide and Infanticide, Physical assault and harassment, Domestic violence, Conditions of Working Women.
- c. Institutions for Implementation
Human Rights Commission, Judiciary, Violations and Redressal, Violation by State, Violation by Individuals, Nuclear Weapons and terrorism.

UNIT – II

(12 hrs)

Concept of Human Values, Value Education Towards Personal Development

Aim of education and value education; Evolution of value oriented education; Concept of Human values; types of values; Components of value education, sensitization towards gender equality, physically challenged, intellectually challenged.


UNIT – III:

(14 hrs)

Impact of Global Development on Ethics and Values, Conflict of cross-cultural influences, mass media, cross-border education, materialistic values, professional challenges and compromise.

Modern Challenges of Adolescent Emotions and behavior; Adolescent Emotions, arrogance, anger, sexual instability, selfishness, defiance.




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MODULE -IV:

(12 hrs)

Human Rights of Disadvantaged Sections in Kerala

Women and Children - Problem of representation, Violence against women -Child labour

Dalits and Adivasis - Right to development and shelter

Reference:

- 1 Dey A. K – “Environmental Chemistry” New Delhi – Vile Dasas Ltd.
- 2 Gawande. EN – “Value Oriented Education” – Vision for better living. New Delhi (2002) Saruptsons
- 3 Brain Trust Aliyar – “Value Education for health, happiness and harmony” Erode (2008) Vethathiri publications.
- 4 Ignacimuthu S. J. S – “Values for life” Bombay (1999) Better Yourself – Books
- 5 Seetharam. R. (Ed) – “Becoming a better Teacher” Madras (1998) – Academic Staff College
- 6 Grose. D. N – “A text book of Value Education’ New Delhi (2005) Dominant Publishers and Distributors
- 7 Shrimali K. L – A Search for Values in Education” Delhi (1974) – Vikas Publishers
- 8 Yogesh Kumar Singh and Ruchika Nath – ‘Value Education” New Delhi (2005) A. P. H Publishing Corporation
- 9 Venkataram & Sandhiya . N – “Research in Value Education” New Delhi (2001) APH Publishing corporation
- 10 Ruhela S. P – “Human Value and Education” New Delhi – Sterling publishers
- 11 Brain Trust Aliyar- “Value Education for Health, Happiness and Harmony” Erode (2004) Vethathiri publications
- 12 Swami Vivekananda – “Personality Development” Kolkata (2008) Advaita Ashrama
- 13 Swami Jagadatmananda– “Learn to Live” Chennai-Sri Ramakrishna Math




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DISASTER MANAGEMENT

Course Category: Add on/Certificate Course

(Total hours: 54)

Duration: 6 months

Syllabus

Unit-I

(8 Hours)

Introduction – Event, Risk, Vulnerability, Hazard and Disaster:

Concept of Disaster management. Role of United Nations in formulation of Comprehensive Disaster management Plan for member Countries, Major Elements of Disaster Management Plan.

Unit-II

(10 Hours)

National Disaster Management Act, National Disaster Management Agency (NDMA), its structure and functions, State Disaster Management Agency (SDMA), its Structure and Functions. District Disaster Management Agency (DDMA), its Structure and Functions.

Unit-III

(10 Hours)

Types of Disasters: Natural Disasters, Man Induced Environmental Disasters. Natural Disasters - Earthquake, Landslide, Avalanches, Volcanic eruptions - Their case studies. Heat and Cold Waves, Coastal disasters, Cyclone, Flood, Drought, Tsunami.

Unit-III

(8 Hours)

Environmental Disasters - Dam collapse and Mitigation measures. Nuclear disasters, Chemical Disasters, Biological Disasters, Forest fire and Oil fire.

Unit-IV

(8 Hours)

Biological and Public Health Emergencies (BPHE), Understanding Risk, Inter-Agency Coordination, Investing in DRR – Structural Measures and Non-Structural Measures, Capacity Development, Climate Change Risk Management.

Unit-V

(10 Hours)

Disaster Risk Management with special emphasis on Disaster Risk Reduction (DRR), Social Inclusion in Disaster Risk Reduction. Early Warning Systems, Application of Technology in Disaster Risk Reduction and its Present Scenario in India.





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References

1. Matthew R. Bennett and Peter Doyle (1998), Issues in Environmental Geology: A British Perspective, Geological Society of London.
2. Das, R.C. and Behera, D.K.(2008) Environmental Science: Principles and Practice, Prentice hall of India Pvt Ltd, New Delhi
3. David Alexander (1993) Natural Disasters, UCL Press, London.
4. Edward Bryant (2005) Natural Hazards, Cambridge University Press.
5. Patrick L. Abbott (2008) Natural Disasters, McGraw Hill International edition.
6. Rajib Shaw and Krishnamurthy R.R. (2008) Disaster management: Global Challenges and Local Solutions, Universities Press, Hyderabad, India.
7. Govt. of India (2005) Disaster Management Act, New Delhi.
8. Govt. of India (2009) National Disaster Management Policy.
9. Gupta, A.K. and Nair, S.S. (2011) Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.
10. Murthy, R.K. (2012) Disaster management, Wisdom Press, New Delhi.
11. Valdiya, K.S.(2013) Environmental Geology –Ecology, Resources and Hazard Management, McGraw Hill Education (India) Pvt Ltd, New Delhi.




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Add on Course :Astronomy

Syllabus

Total hrs: 54

Unit I Introduction (12 hrs)

Astronomy and Astrophysics – History of Astronomy -Coordinates and catalogues of astronomical objects- Sky watching- Constellations and their Identification-Identification of some interesting celestial objects- Changing night sky.

Unit II The Solar system (14 hrs)

Origin of the solar system- Basic structure of the sun- Solar atmosphere - Sun spots and magnetic fields – Solar activity - Surface features of planets- Internal structure, Atmospheres and Magnetic fields of Planets - The planets Mercury, Venus and Mars- The planets Jupiter, Saturn, Uranus, Neptune- Comets, meteors and asteroids.

Unit III Stellar evolution (14 hrs)

Introduction of stars- Stellar Distances-Stellar Magnitude- Classification of stars- The Hertzsprung-Russell diagram- Stellar Evolution- Chandrasekhar limit- Neutron stars- Black holes- Nebulae and supernovae remnants- Photon diffusion Time-Gravitational potential energy of a Star-Internal temperature of a star- Internal pressure of a star.

Unit IV The Earth's Atmosphere (14 hrs)

Introduction- the Earth and Sun relationship- Solar Radiation Spectrum- Energy distribution in solar Spectrum-Different layers of Atmosphere- Properties-Scale height- Ionosphere electric fields- Ionization Profile-Earth's magnetic field- Structure of the magnetosphere.

References:

1. Introduction to Cosmology- J. V. Narlikar (1993), Cambridge University Press
2. Modern Physics- R. Murugesan, Kiruthika Sivaprasath (2007), S.Chand & Company Ltd.
3. Astrophysics - K. D. Abhayankar (University Press)
4. Introduction to Astrophysics – Baidyanadh Basu
- 5 Earth's Proximal Space- Chanchal Uberoi (2000), Universities Press (India)




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