Indian Institute of Science Education and Research Berhampur
Proposal of a New Course
Department of _____

Course Title	**Fundamental of Physical Education and Well-Being**				
Course Level (tick (√) in the relevant option)	100 ☐√ 200 ☐ 300 ☐ 400 ☐ 500 ☐ 600 ☐ 700 ☐			Semester: Odd ☐√ Even ☐ Either semester ☐	
Course applicable for	BSMS ☐√ Int. PhD. ☐ Ph.D. ☐				
Tag of the course (tick (√) in the relevant option(s))	Institute Core ☐ √ Professional (Department) Core ☐ Department Elective ☐ Open Elective ☐ Minor ☐				
Type of the course	Theory ☐ √ Lab ☐ √ Project ☐ Non-Credit ☐				
Credit Structure	Lectures (L)	Tutorials (T)	Practicals (P)	Total Credits	
	0.5	0	1.5	1	
Course Code:	**HS103**				
Names of faculties who can teach the course					
Will the course require participation of visiting faculties: Yes					
Prerequisites, if any Course code(s)	None				

Learning Objective(s):

The objective of this course is to provide students with the knowledge and skills to adopt and maintain a healthy, active lifestyle, fostering physical competence. Equips students to take responsibility for their own well-being, promoting long-term health and wellness. Impart a fair understanding of various sports activities and yoga for overall well-being.

Expected Learning Outcome(s):

1. Understand the fundamental **components of physical fitness** including endurance, strength, flexibility, speed, and coordination
2. Learn the **physiological basis of muscle function** and differentiate between health-related and skill-related fitness
3. Learn the **basics of strength training**, major muscle groups, and their functions
4. Able to identify different **types of posture** and **postural deformities**, and their impact on health and fitness
5. Recognize the significance of **posture in preventing and managing lifestyle-related ailments**
6. Learn the **concepts and philosophy of Yoga**, including *Asana* and *Pranayama*, and *Ashtanga Yoga*
7. Understand **breathing techniques**
8. Impart basic proficiency in **athletic events (track and field)** and selected **team sports**
9. Develop a **positive attitude toward lifelong physical activity**, health, and wellness
11. Impart the importance of **teamwork, discipline and sportsmanship**
12. Learn **regularity, commitment, and responsibility**

Contents of the course:

Lecture Outline: (Not more than 6 lectures per module)

Module No	Topic	No. of Hours
	I. Theory Classes	
1	Components, conditioning & concept of physical fitness	3
1.1.	Endurance, Strength endurance, Muscular strength, Flexibility, Speed and Coordination	
1.2.	Major muscle groups & functions. Muscle physiology and different approaches during exercises and body types	
1.3	Basics of strength training	
2	Posture and postural deformities. Discussion on Health-Related Fitness and Skill-Related Fitness.	2
3	Theory and practice of Yoga	2
	II. Practical Sessions **Training Schedule:** A total of 20 hours training in the semester (2 hours of training per week) Students will be divided into groups of appropriate size for effective training sessions. (Monday to Friday, Morning and Evening sessions)	
1	Gym (strength & endurance training)	21
2	Introduction to Yogic Asanas	
3	Skill training in following activities	
	○ Athletics (Field & Track) ○ Basketball ○ Volleyball ○ Football ○ Kho-Kho	

Brief Description of Tutorial Activities: None

Module No	Topic	No. of Hours

Brief Description of Laboratory Activities:

Experiment No:	Topic	No. of Hours

Suggested Reading: (Please use the format: Author(s) (Surname first), Title, Publisher, Year of publication.

1) Inclusive Physical Activity: A Lifetime of Opportunities by Susan L. Kasser, Rebecca K. Lytle, Human Kinetics Publishers, 2005
2) The Physical Education Curriculum, 6th Edition by Stillwell. J L CBS Publication, Jim L Sill Well & Carl E Wellingoose, 2015
3) Game Sense – Pedagogy for Performance, Participation, and Enjoyment by Richard Right, 2012
4) Essentials of Physical Education - Ajmer Singh, Kalyani Publishers 6th Revised Edition, 2022
5) Sports Education International perspective by Peter Hastie, 1st edition 2011

Modalities for Students Performance Assessment (with details of weightage for different components of performance assessment within the broad guidelines given in BS-MS/PhD manual):

Part A: Written test (based on Theory classes), Max marks: 30

Part B: Skill test* (gym, yoga & sports), Max marks: 60

Part C: Regular attendance & active participation, Max marks: 10

*Evaluation will be conducted based on UGC guidelines for physical education

Final grade = A + B + C (out of 100 marks)

Additional Guidelines:

Name and Signature of course proposer(s):

Jose Sebastian (CSA_Sports)

Similarity with the existing courses, if any:

(Similarity content is declared as per the number of lecture hours on similar topics)

S. No.	Name of the Course	Course Code	Similarity Content	Approx. % of Content
1.				
2				

Justification of new course proposal if cumulative similarity content is >30%:

Recommendation of External experts/Senate members/Subject expert(s)

Description (Add separate sheet, if required)	Description (Add separate sheet, if required)

The above proposal followed by the recommendations of the External experts/Senate members/Subject expert(s) appointed by Director is found to be acceptable by the DUGC/DPGC in its meeting held on_____. The committee recommended the introduction of new course for consideration of CoAA/DoAA and Director/Chairperson Senate.

Convener, DUGC Convener, DPGC	FIC/HoD

For Use of the Academic Section

Recommended/Not Recommended to Senate Chairperson	Coordinator/Dean, Academic Affairs
Recommended / Not Recommended for the approval/ratification by the Senate Director/Chairperson Senate	

Indian Institute of Science Education and Research Berhampur

Proposal of a New Course

Department of _____

<table>
<tr><td>Course Title</td><td colspan="5">Basic Communication Skills</td></tr>
<tr><td>Course Level (tick (√) in the relevant option)</td><td colspan="3">100 ☐√ 200 ☐ 300 ☐ 400 ☐ 500 ☐ 600 ☐ 700 ☐</td><td colspan="2">Semester: Odd ☐√ Even ☐
Either semester ☐</td></tr>
<tr><td>Course applicable for</td><td colspan="3">BSMS ☐√ Int. PhD. ☐ Ph.D. ☐</td><td colspan="2"></td></tr>
<tr><td>Tag of the course (tick (√) in the relevant option(s))</td><td colspan="5">Institute Core ☐ √ Professional (Department) Core ☐ Department Elective ☐ Open Elective ☐
Minor ☐</td></tr>
<tr><td>Type of the course</td><td colspan="5">Theory ☐ √ Lab ☐ Project ☐ Non-Credit ☐</td></tr>
<tr><td rowspan="2">Credit Structure</td><td>Lectures (L)</td><td>Tutorials (T)</td><td>Practicals (P)</td><td>Total Credits</td><td></td></tr>
<tr><td>1</td><td>0</td><td>0</td><td>1</td><td></td></tr>
<tr><td>Course Code:</td><td colspan="5">HS101</td></tr>
<tr><td>Names of faculties who can teach the course</td><td colspan="5"></td></tr>
<tr><td colspan="6">Will the course require participation of visiting faculties: Yes</td></tr>
<tr><td>Prerequisites, if any Course code(s)</td><td colspan="5">None</td></tr>
</table>

Learning Objective(s):

The objective of this course is to underscore the significance of developing clear, concise, and confident communication skills in written, oral, listening, and reading forms. The course aims to equip students with the ability to articulate ideas effectively, comprehend information critically, and engage in active listening and reflective reading. Attention will also be given to tone, style, and non-verbal elements such as body language, to foster impactful and memorable communication. The course highlights the adaptation of these skills to academic, professional, and cross-cultural contexts, preparing students for effective participation in both local and global arenas. By fostering these complementary skills, the course seeks to enable students to distinguish themselves in academic and professional contexts at both national and global levels.

Expected Learning Outcome(s):

- **Explain** the principles, processes, and theories of communication (Speech Act Theory, Grice's Maxims) and **differentiate** between verbal, non-verbal, oral, and written communication.
- **Identify and analyze** barriers to effective communication and **apply** suitable strategies to overcome them.
- **Demonstrate** proficiency in oral and written expression with correct grammar, diction, clarity, coherence, and style.
- **Apply** reading comprehension strategies to **interpret, evaluate, and synthesize** information from academic and professional texts.
- **Employ** listening strategies to **distinguish** types of listening, overcome barriers, and enhance critical understanding.
- **Present** ideas effectively using descriptive, narrative, argumentative, and expository techniques in speech.
- **Adapt** tone, style, and non-verbal elements such as body language to academic, professional, and cross-cultural contexts.

🎬 **Reflect** on the importance of communication skills in personal growth, academic success, and professional advancement in local and global settings.

Contents of the course:

1. **Communication Skills**
2. **Reading Skills**
3. **Language Skills**
4. **Spoken Language Skills**
5. **Listening Skills**

Lecture Outline: (Not more than 6 lectures per module)

Module No	Topic	No. of Hours
I	**Communication Skills:** Introducing the meaning of successful communication, and processes involved, Principles of Communication, Speech Act Theory, Grice's Maxims for effective Communication, Barriers to Communication, Ways to avoid barriers, Oral and Written Communication, Verbal and Nonverbal Communication	3
II	**Reading Skills:** Process of Reading, way to improve reading skills Reading Comprehension skills, searching for information; drawing information and making generalizations.	3
III	**Language Skills:** Common Grammatical Mistakes, Diction, Strategies: Economy, emphasis, Clarity, concreteness, unity and coherence, etc.	3
IV	**Spoken Language Skills:** Descriptive, narrative, argumentative and expository techniques in spoken language use	3
V	**Listening Skills:** Importance and Process of Listening, Types of Listening, Barriers to Listening	2
Total		**14**

Brief Description of Tutorial Activities:

Module No	Topic	No. of Hours

Brief Description of Laboratory Activities:

Experiment No:	Topic	No. of Hours

Suggested Reading: (Please use the format: Author(s) (Surname first), Title, Publisher, Year of publication.

1. Alan Barker (2011) Improve your communication skills. Kogan Page Ltd.
2. Andrea J. Rutherfoord, Basic Communication Skills for Technology, Pearson Education. Inc., Eleventh edition, 2010
3. Austin, J. L. (1975). *How to do things with words*. Harvard University Press.
4. Ian Tushovsky (2018). 21 days of effective communication: everyday habits and exercises to improve your communication skills and social intelligence.
5. Matthukutty M Monippally, Business Communication Strategies, Oxford University Press, Sixth Edition 2011
6. Meenakshi Raman &SangeetaSharma,Technical Communication, Oxford University Press, Sixth Edition 2011

Modalities for Students Performance Assessment (with details of weightage for different components of performance assessment within the broad guidelines given in BS-MS/PhD manual):

Additional Guidelines:

Name and Signature of course proposer(s):

Similarity with the existing courses, if any: No

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