ACADEMIC CURRICULA

UNDERGRADUATE DEGREE PROGRAMME

Bachelor of Science in Physical Education
Three Years /

Bachelor of Science (Honours) in

Physical Education

Four Years

Learning Outcomes Based Curriculum Framework (LOCF)

Choice Based Flexible Credit System

Academic Year 2023 - 2024



SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

(Deemed to be University u/s 3 of UGC Act, 1956)

Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India



DEPARTMENT OF PHYSICAL EDUCATION

1. Departm	nent Vision Statement
Stmt - 1	To Develop Innovative ideas
Stmt - 2	To inculcate moral and social values
Stmt - 3	To Promote health, recreation and Sports to society

Stmt - 1	To Gain Knowledge in recent Trends
Stmt - 2	Methodologies to be implemented during Match situation
Stmt - 3	To conducting workshop with legends in sports
Stmt - 4	Fair play and g <mark>ood con</mark> duct during the game
Stmt - 5	To create fit nation with Physical activities

PEO - 1	To Educate so <mark>ciety th</mark> e value of sports	
PEO - 2	To make the students travel worldwide with proficiency	
PEO - 3	To Prepare the students for upcoming challenges	
PEO - 4	To enhance the skills with available resources	2
PEO - 5	To Make the Stud <mark>ents Ph</mark> ysically and Mentally strong	A Y

4. Consistency of PEO's with Mission of the Department								
	Mission Stmt 1	Mission Stmt 2	Mission Stmt 3	Mission Stmt 4	Mission Stmt. – 5			
PEO - 1	Н	Н	M	Н	М			
PEO - 2	Н	M	Н	Н	Н			
PEO - 3	M	Н	M	Н	Н			
PEO - 4	Н	Н	Н	L	M			
PEO - 5	L	Н	M	Н	Н			

H – High Correlation, M – Medium Correlation, L – Low Correlation

1. UG Programme Structure (Total Credits:176)

1. Discipline Specific Core Courses (C)								
_	(20 Courses)							
C								
Course					-			
Code	Title	L	T	P	0	С		
UPE23101T	Foundation and History of Physical Education	4	0	0	2	4		
UPE23102T	Theories of Yoga and Gymnastics	4	0	0	2	4		
UPE23103T	Methods in Physical Education	4	0	0	2	4		
UPE23201T	Theories of Major Games Part- I	4	0	0	2	4		
UPE23202T	Anatomy and Physiology	4	0	0	2	4		
UPE23203T	Principles of Yoga Therapy Social Skills and Living Value Based Education	4	0	0	2	4		
UPE23301T	Management in Physical Education	4	0	0	2	4		
UPE23302T	Test Measurement and Evaluation in Physical Education	4	0	0	2	4		
UPE23303T	Fitness Management	4	0	0	2	4		
UPE23401T	Sports Psychology and Sociology	4	0	0	2	4		
UPE23402T	Scientific Principles of Coaching	4	0	0	2	4		
UPE23403T	Health Education	4	0	0	2	4		
UPE23501T	Safety Education and First Aid	4	0	0	2	4		
UPE23502T	Theories of Major Games-Part- II	4	0	0	2	4		
UPE23503T	Research and Statistics in Physical Education	4	0	0	2	4		
UPE23601T	Track and Field -Planning, Construction and Rules	4	0	0	2	4		
UPE23602T	Science of Sports Training	4	0	0	2	4		
UPE23603T	Care of Athletic Injuries	4	0	0	2	4		
UPE23701T	Applied Kinesiology	4	0	0	2	4		
UPE23801T	Exercise Physiology	4	0	0	2	4		
	Total Learning Credits					80		

	3. Generic Elective Courses (G) (9 Courses))					
Course Code	Course Title		Hours/ Week				
Code	Tiue	L	Т	P	0	С	
ULT23G01J	Tamil-I						
ULH23G01J	Hindi-I	2	0	2	2	3	
ULF23G01J	French-I						
ULT23G02J	Tamil-II						
ULH23G02J	Hindi-II	2	0	2	2	3	
ULF23G02J	French-II						
UPE23G01T	Organization and Administration in Physical Education	4	0	0	2	4	
UPE23G02T	Design Construction and Maintenance of Play Fields	4	0	0	2	4	
UPE23G03T	Sports Training Methods	4	0	0	2	4	
UPE23G04T	Recreation, Camping and Youth Leadership	4	0	0	2	4	
UPE23G05T	Nutrition and Diet	4	0	0	2	4	
UPE23G06T	Anthropometry In Sports	4	0	0	2	4	
UPE23G07T	Adapted Physical Education	4	0	0	2	4	
	Total Learning Credits					34	

2. Discipline Specific Elective Courses (D) (5 Courses)														
Course	Course				Hours/ Week		,							
Code	Title	L	Т	P	0	С								
UPE23D01L	Athletics Practical - I	0	0	8	2	4								
UPE23D02L	Games Practical - I	U	U	0	4	4								
UPE23D03L	Athletics Practical - II	0	0	8	2	4								
UPE23D04L	Games Practical - II	U	U	O	2	4								
UPE23D05L	Athletics Practical -III	0	٥	0	0	0	0	0	0 0	$0 \mid 0$		8	2	4
UPE23D06L	Games Practical - III	U	U	0	4	4								
UPE23D07L	Athletics Practical - IV	0	0 0	0 0	0 0	0 0	0 0 0	0 0	0 8	2	4			
UPE23D08L	Games Practical - IV	U	U	0	4	4								
UPE23D09L	Practical - Yoga and Gymnastics	0	0	8	2	4								
UPE23D10L	Major Games - Practical	U	U	0	2	4								
	Total Learning Credits					20								

4. Skill Enhancement Courses(S)								
(5 Courses)								
Course	Course	Но	urs	/ W	/eek			
Code	Title	L	Т	P	0	С		
UCD23S02T	Verbal Ability and Skill Development	2	0	0	2	2		
UCD23S01L	Quantitative Aptitude and Logical Reasoning	0	0	2	2	1		
UCA23S11L	Office Automation	0	1	1	2	2		
UCA23S12L	Web Design	0	0	2	2	1		
UCA23S13L	Statistical Package for Social Sciences (SPSS)	0	0	2	2	1		
	Total Learning Credits					7		

5. Ability Enhancement Courses (AE)																						
	(4 Courses)																					
Course	Course	Ηοι	ırs/	/ We	ek																	
Code	Title	L	T	P	0	С																
ULE23AE1T	English	4	0	0	2	4																
ULT23AE1J	Applied Tamil – I																					
ULH23AE1J	Applied Hindi – I	1	1	1	1	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	0	0	0	2	2	2
ULF23AE1J	French for Specific Purpose - I																					
ULT23AE2J	Applied Tamil – II																					
ULH23AE2J	Applied Hindi – II	1	1 0	1 0 2	0 2	2	2															
ULF23AE2J	French for Specific Purpose - II																					
UES23AE1T	Environmental Studies	3	0	0	2	3																
	Total Learning Credits					11																

6. Value Addition Course (V) (4 Courses)						
Course Code	Course			urs 'eel	•	
Code	Title	L	Т	P	0	С
UCD23V01T	Universal Human Values	2	0	0	2	2
UEN23V01L	Communication Skills	0	0	4	2	2
UCD23V02T	Industry Oriented Employability Skills for Science	2	0	0	2	2
UCD23V06T	Career Readiness and Leadership Management	2	0	0	2	2
	Total Learning Credits					8

W T . 31 /4 11 /D 1 ./							
7. Internship/Apprenticeship / Project/							
Community Outreach (IAPC)							
	(6 Courses)						
Course	Course	Н	ours	s/ We	eek		
Code	Title	L	T	P	0	С	
UPE23P01L	Internship – I	0	0	0	2	1	
UPE23P02L	Internship – II	0	0	0	2	1	
UPE23P04L	Internship - III	0	0	4	2	2	
UPE23P03L	Mini Project	0	0	0	2	2	
UPE23P05L	Project Work Phase - I	0	0	8	2	4	
UPE23P06L	Project Work Phase - II	0	0	12	2	6	
	Total Learning Credits					16	

8. Mandatory Courses(M) (2 Courses)							
Course Course				Hours/ Week			
Code	Title	L	Т	P	0	С	
UNS23M01L	NSS						
UNC23M01L	NCC	0	0	0	0	0	
UNO23M01L	NSO	U	U	U	U	U	
UYG23M01L	YOGA						
UMI23M01L	My India Project	0	0	0	0	0	
Total Learning Credits							



					Pro	gra	mn	ıe L	ear	nin	g 01	utco	me	S		
Course Code	Course Name	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
UPE23101T	Foundation and History of Physical Education	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23102T	Theories of Yoga and Gymnastics	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23103T	Methods in Physical Education	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23201T	Theories of Major Games Part-I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23202T	Anatomy and Physiology	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23203T	Principles of Yoga Therapy Social Skills and Living Value Based Education	Н	Н	Н	Н	Н	L	M	L	М	M	Н	Н	М	Н	Н
UPE233 <mark>01T</mark>	Management in Physical Education	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23 <mark>302T</mark>	Test Measurement and Evaluation in Physical Education	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE2 <mark>3303T</mark>	Fitness Management	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE <mark>234</mark> 01T	Sports Psychology and Sociology	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE <mark>23402</mark> T	Scientific Principles of Coaching	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE <mark>23403</mark> T	Health Education	Н	Н	Н	Н	Н	M	Н	M	М	M	Н	Н	Н	M	M
UPE <mark>23501</mark> T	Safety Education and First Aid	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	М	M
UPE <mark>23502T</mark>	Theories of Major Games-Part- II	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE2 <mark>3503T</mark>	Research and Statistics in Physical Education	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE23601T	Track and Field -Planning, Construction and Rules	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
UPE23602T	Science of Sports Training	Н	Н	Н	Н	Н	L	M	L	M	Н	M	M	Н	Н	M
UPE236 <mark>03T</mark>	Care of Athletic Injuries	Н	Н	Н	Н	Н	L	M	L	M	Н	M	M	Н	Н	M
UPE23701T	Applied Kinesiology	Н	Н	Н	Н	Н	L	M	L	M	Н	M	M	Н	Н	M
UPE23801T	Exercise Physiology	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D01L	Athletics Practical - I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D02L	Games Practical - I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D03L	Athletics Practical - II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D04L	Games Practical - II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D05L	Athletics Practical -III	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D06L	Games Practical - III	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D07L	Athletics Practical - IV	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23D08L	Games Practical - IV	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	М	M
UPE23D09L	Practical - Yoga and Gymnastics	Н	Н	Н	Н	Н	M	Н	М	M	M	Н	Н	Н	М	M
UPE23D10L	Major Games-Practical	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	М	M
ULT23G01J	Tamil-I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULH23G01J	Hindi-I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULF23G01J	French-I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULT23G02J	Tamil-II	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
ULH23G02J	Hindi-II	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	М	M
ULF23G02J	French-II	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	М	M
,	Organization and Administration in Physical	1							1					i	1	

UPE23G02T	Design Construction and Maintenance of Play Fields	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23G03T	Sports Training Methods	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23G04T	Recreation, Camping and Youth Leadership	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23G05T	Nutrition and Diet	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23G06T	Anthropometry In Sports	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE23G07T	Adapted Physical Education	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UCA23S11L	Office Automation	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UCA23S12L	Web Design	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UCA23S13L	Statistical Package for Social Sciences (SPSS)	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULE23AE1T	English	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULT23AE1J	Applied Tamil – I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULH23AE1J	Applied Hindi – I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULF23AE1J	French for Specific Purpose - I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULT23AE2J	App <mark>lied Tamil –</mark> II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
ULH23AE2J	Applied Hindi – II	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M
ULF23AE2J	French for Specific Purpose - II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UES23AE1 <mark>T</mark>	Environmental Studies	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UCD23V <mark>01T</mark>	Universal Human Values	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UEN23 <mark>V01L</mark>	Communication Skills	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UCD2 <mark>3V02T</mark>	Industry Oriented Employability Skills for Science	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UCD2 <mark>3V</mark> 06T	Career Readiness and Leadership Management	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE <mark>23P01L</mark>	Internship – I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE <mark>23P02L</mark>	Internship – II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE <mark>23P04</mark> L	Internship – III	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE <mark>23P03L</mark>	Mini Project	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE <mark>23P</mark> 05L	Project Work Phase - I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UPE2 <mark>3P06L</mark>	Project Work Phase - II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
	Program Average	Н	Н	Н	Н	Н	M	Н	M	M	M	Н	Н	Н	M	M

Structure of B.Sc (Honors) in Physical Education

Distribution of different Courses in each semester with their credits for B.Sc (Honors) in Physical Education

Semester	Discipli ne Specific Core Courses (CC)	Discipline Specific Elective (DSE)	Ability Enhanceme nt Courses (AEC)	Skill Enhanceme nt Course (SEC) Value Addition Course (V)	Generic Elective (GEC)	Internship/Project	Total Credits
Semester I	CC-1 CC-2 CC-3 (12)	EOF	AEC-1 (4)	SEC-1 (1) VAC-1 (2)	GE-1 (Language- I) (3)		22
Semester II	CC-4 CC-5 CC-6 (12)		AEC-2 (3)	SEC-2 (2) VAC-2 (2)	GE-2 (Language-II) (3)	THE STATE OF	22
Semester III	CC-7 CC-8 CC-9 (12)		AEC-3 (2)	SEC-3 (1) VAC-3 (2)	GE-3 (4)	INT-1 (1)	22
Semester IV	CC-10 CC-11 CC-12 (12)	1	AEC-4 (2)	SEC-4 (2) VAC-4 (2)	GE-4 (4)	2	22
Semester V	CC-13 CC-14 CC-15 (12)	DSE-1 (4)	ARN ·	SEC-5 (1)	GE-5 (4)	INT-2 (1)	22
Semester VI	CC-16 CC-17 CC-18 (12)	DSE-2 (4)			GE-6 (4)	MINPROJECT (2)	22
Semester VII	CC-19 (4)	DSE-3 (4)			GE-7 GE-8 (8)	INT-3 PP1 (6)	22
Semester VIII	CC-20 (4)	DSE-4 DSE-5 (8)			GE-9 (4)	PP2 (6)	22
Total Credits	80	20	11	15	34	16	176

1. Implementation Plan

	Semester - I					
Course Code	Course Title	Hou	rs/W	eek		С
Course Code	Course Title	L	T	P	0	L
ULT23G01J	Tamil-I					
ULH23G01J	Hindi-I	2	0	2	2	3
ULF23G01J	French-I					
ULE23AE1T	English	4	0	0	2	4
UPE23101T	Foundation and History of Physical Education	4	0	0	2	4
UPE23102T	Theories of Yoga and Gymnastics	4	0	0	2	4
UPE23103T	Methods in Physical Education	4	0	0	2	4
UCD23S01L	Quantitative Aptitude and Logical Reasoning	0	0	2	2	1
UCD23V01T	Universal Human Values	2	0	0	2	2
	Total Hours					30
	Total Learning Credits					22

	Semester - II					
Course Code	Course Title	Hou	rs/W	eek		C
Course Code	Course Title	L	T	P	0	C
ULT23G02J	Tamil-II					
ULH23G02J	Hindi-II	2	0	2	2	3
ULF23G02J	French-II					
UES23AE1T	Environmental Studies	3	0	0	2	3
UPE23201T	Theories of Major Games Part- I	4	0	0	2	4
UPE23202T	Anatomy and Physiology	4	0	0	2	4
UPE23203T	Principles of Yoga Therapy Social Skills and	4	0	0	2	4
UPE232031	Living Value Based Education	4	U	U	2	4
UCD23S02T	Verbal Ability and Skill Development	2	0	0	2	2
UEN23V01L	Communication Skills	0	0	4	2	2
UNS23M01L						
UNC23M01L	NSS/ NCC/ NSO/ YOGA	0	0	0	0	0
UNO23M01L	NSS/ NGC/ NSO/ TOGA		0	U	U	0
UYG23M01L						
Total Hours						30
	Total Learning Credits					22

	Semester - III					
		Н	our	s/		
Course Code	Course Title	W	/ee	k		С
		L	T	P	0	
UPE23301T	Management in Physical Education	4	0	0	2	4
UPE23302T	Test Measurement and Evaluation in Physical Education	4	0	0	2	4
UPE23303T	Fitness Management	4	0	0	2	4
ULT23AE1J	Applied Tamil – I					
ULH23AE1J	Applied Hindi – I	1	0	2	2	2
ULF23AE1J	French for Specific Purpose - I					
UCA23S12L	Web Design	0	0	2	2	1
UPE23G01T	Organization and Administration in Physical Education	4	0	0	2	4
UPE23P01L	Internship - I	0	0	0	2	1
UCD23V02T	Industry Oriented Employability Skills for Science	1	0	2	2	2
	Total Hours					30
	Total Learning Credits					22

	Semester - IV					
Course Code	Course Title	Hou	rs/ W	'eek		C
Course Code	Course Title	L	T	P	0	C
UPE23401T	Sports Psychology and Sociology	4	0	0	2	4
UPE23402T	Scientific Principles of Coaching	4	0	0	2	4
UPE23403T	Health Education	4	0	0	2	4
ULT23AE2J	Applied Tamil – II					
ULH23AE2J	Applied Hindi – II	1	0	2	2	2
ULF23AE2J	French for Specific Purpose - II					
UPE23G02T	Design Construction and Maintenance of	4	0	0	2	4
OI LZSGOZ I	Play Fields	T	U	U	4	T
UCA23S11L	Office Automation	0	1	1	2	2
UCD23V06T	Career Readiness and Leadership	1	0	2	2	2
000237001	Management	1	U			
UMI23M01L	My India Project	0	0	0	2	0
	Total Hours					30
	Total Learning Credits					22

	Semester - V					
		Н	our	5/		
Course Code	Course Title	Week				С
		L	T	P	0	
UPE23501T	Safety Education and First Aid	4	0	0	2	4
UPE23502T	Theories of Major Games-Part- II	4	0	0	2	4
UPE23503T	Research and Statistics in Physical Education	4	0	0	2	4
UPE23D01L	Athletics Practical - I	0	0	8	2	4
UPE23D02L	Games Practical - I	U	U	0		4
UPE23G03T	Sports Training Methods	4	0	0	2	4
UCA23S13L	SPSS	0	0	2	2	1
UPE23P02L	Internship - II	0	0	0	2	1
	Total Hours					30
	Total Learning Credits					22

	Semester - VI					
Course Code	Course Title	Hours/ Week			C	
dourse douc	dourse Title	L	T	P	0	J
UPE23601T	Track and Field -Planning, Construction and Rules	4	0	0	2	4
UPE23602T	Science of Sports Training	4	0	0	2	4
UPE23603T	Care of Athletic Injuries	4	0	0	2	4
UPE23D03L	Athletics Practical - II	0	0	8	2	1
UPE23D04L	Games Practical - II	0	U	O	2	4
UPE23G04T	Recreation, Camping and Youth Leadership	4	0	0	2	4
UPE23P03L	Mini Project	0	0	4	2	2
	Total Hours					30
	Total Learning Credits					22

	Semester - VII					
		Н	ours	/		
Course Code	Course Title	7	Week			С
		L	T	P	O	
UPE23701T	Applied Kinesiology	4	0	0	2	4
UPE23D05L	Athletics Practical -III	0	0	8	2	1
UPE23D06L	Games Practical - III	U	0	Ø	2	4
UPE23G05T	Nutrition and Diet	4	0	0	2	4
UPE23G06T	Anthropometry In Sports	4	0	0	2	4
UPE23P04L	Internship - III	0	0	0	2	2
UPE23P05L	Project Phase-I	0	0	8	2	4
	Total Hours					30
	Total Learning Credits					22

	Semester - VIII					
Course Code	Course Title	Hou	Hours/We			С
Course Code	Course Title	L	T	P	0	C
UPE23801T	Exercise Physiology	4	0	0	2	4
UPE23D07L	Athletics Practical - IV	0	0	8	2	4
UPE23D08L	Games Practical - IV	U	U	0	4	4
UPE23D09L	Practical - Yoga and Gymnastics	0	0	8	2	4
UPE23D10L	Major Games - Practical	U	U	0	4	4
UPE23G07T	Adapted Physical Education	4	0	0	2	4
UPE23P06L	Project Phase-II	0	0	12	2	6
	Total Hours					30
	Total Learning Credits					22

Total Learning Credits: 176 \ - LEAP - LEAD

Courses for earni	ng Additional Credits							
Course Code	Course Title		Hours/ Week					
course coue	Course Title	L	T	P	0	С		
Semester - II				•				
UCD23P01L	Internship Report– I							
UCD23P02L	Project Work – I	0	0	8	0	4		
UCD23P03L	Apprenticeship – I							
Semester - IV								
UCD23P04L	Internship Report– II							
UCD23P05L	Project Work – II	0	0	8	0	4		
UCD23P06L	Apprenticeship – II							
	Total Learning Credits	0	0	8	0	4		

SEMESTER I

				L	T	Р	0	С
Course Code ULT23G01J Course Name	Tamil - I	Course Category G	Generic Elective Course	2	0	2	2	3

	Pre-requisite		Nil	Co-requisite Cours	ses		Nil		4/	12		. "•	Pr	ogress	sive Co	ourses						
Course (Offering Departme	ent	Tamil				Data	a Book /	Codes/S	Standar	ds						N	il				
Course I (CLR):	Learning Rational	The purpose	of learning this course is	to:		_earnir	ıg				2	Pro	gram	Learni	ng Out	tcomes	s (PLO)				
CLR-1:	மரபிலிருந்து ம செய்தல்	ரற்றம் பெற <u>்</u> ற	புதுக்க <mark>விதை</mark> மரபின்	சிந்தனைகளை அறியச்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	புதுக்கவிதையி செய்தல்	ன் வழி மனித	வா <mark>ழ்வியல்</mark> விழுமிய	ங்களைத் தெரியச்			No.	13		1		7										
CLR-3:	சிற்றிலக்கியங்க வாழ்வியலை ஆ		ங்கள <mark>் கற்பிக்</mark> கும் தமிழ் ல்	ச் சமூகத்தின்	(-			0	N. A.	lines			dge								ı	
CLR-4:	நவீன தமிழ் இ	லக்கிய வளர்ச்	ச்சி வ <mark>ரலாற்</mark> றைப் புரிம	பச் செய்தல்	loon	%) %	%) tr	ledge	cepts	iscip	dge	O	Knowledge		ata		SE SE	<u>s</u>			ı	
CLR-5:	மொழிப் பயிற்ச செய்தல்	ி வழி மொழி	யின் <mark>பல்வே</mark> று நுட்பர்	ங்களைத் தெரியச்	evel of Thinking (Bloom)	Expected Proficiency (%)	ed Attainment (%)	Fundamental Knowledge	ition of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Kn	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	cal Skills		l <u>.</u> .	
	Learning es (CLO):	At the end of the	his course <mark>, learners</mark> will b	e able to:	Level o	Expect	Expected	Fundar	Application o	Link wii	Proced	Skills ir	Ability t	Skills ir	Analyze	Investig	Probler	Commi	Analytical	PS0 -1	PSO -2	PSO-3
CLO-1 :	புதுக்கவிதை உ அறிந்துகொள்ஞ	-	ந்த புதிய சி <mark>ந்தனைக்</mark> க	களங்களை	2	75	60	Н	L _R	Н	М	Н	Н	L	М	Н	М	L	Н	-	-	-
	நவீன கவிதைச தெரிந்துகொள்		றம் பெற்று வரும <mark>் மா</mark> ջ	<mark>றுட வி</mark> ழுமியங்களைத்	2	80	70	Н	М	Н	L	М	Н	L	Н	М	L	Н	Н	-	<i>-</i>	-
CLO-3:	தமிழ்ச்சமூகத்தி உணர்ந்துகொ		rல வாழ்வியல் முறை <i>。</i>	களை	2	70	65	Н	L	Н	М	Н	Н	М	Н	L	Н	М	Н	-	-	-
CLO-4:	நவீன இலக்கிய வளர்ச்சி நிலை			ாறு, சமூக வரல <mark>ாறு பெற்ற</mark>	2	70	70	Н	М	Н	L	Н	М	М	Н	Н	L	Н	Н	-	<u>-</u>	-
CLO-5:	மொழியின் நுட் அறிந்துகொள்		றிந்து மொழி ஆளுடை	மயோடு செயல்பட	2	80	70	Н	М	Н	Н	М	Н	L	М	Н	L	Н	Н	-	-	-

	ration hour)	12	12	12	12	12
S-1	SLO-1	தமிழ் இலக்கியத்தின் வளர்ச்சிப் போக்குகள்	<mark>நவீன</mark> கவிதை தோற்றம்	தமிழரின் வீரமரபு	சிற்றி <mark>லக்கியத்</mark> தோற்றம்	தமிழ் உரைநடை மரபில் உ.வே.சா.
3-1	SLO-2	இலக்கிய உத்திகள்	நவீன கவிதை வரலாறு	போர் விழுமியங்கள்	சிற்றிலக்கி <mark>ய வகை</mark> மை	ராஜ வைத்தியம்
S-2	SLO-1	தமிழ்க் கவிதை மரபு	நவீன கவிதை செல்நெறிகள்	பரணி அறிமுகம்	சிற்றிலக்கியங் <mark>கள்</mark>	வைத்தியர்களின் சிறப்பு
3-2	SLO-2	காலந்தோறும் கவிதையின <mark>் கரு</mark>	செல்நெறிகளில் கோட்பாடுகள்	பரணி இலக்கியங்கள்	முதன்மைச் சிற் <mark>றிலக்கி</mark> யங்கள் –	கழனியூரன் – அறிமுகம்
S-3	SLO-1	காலந்தோறும் கவிதையி <mark>ன்</mark> கட்டமைப்பு	கவிதை மொழி	கலிங்கத்துப்பரணி 477,490	பிள்ளைத்தமிழ் - <mark>உலா</mark> - தூது	சிறுதெய்வ வழிபாடு
5-3	SLO-2	தற்கால இலக்கியம்	நவீன கவி ஆளுமைகள்	தலைவனின் வீரம்	புதுக்கவிதையி <mark>ல் சமூக</mark> ம்	பொன் காத்த ஐயனார்
S-4	SLO-1	புதுக்கவிதை உருவாக்கம்	பெண் கவிஞர்கள்	தமிழ் இலக்கிய மரபில் தூது	புதுக்கவிதையு <mark>ம் இதழ்</mark> களும்	விருந்து – கள்ளர் செயல்கள்
5-4	SLO-2	புதுக்கவிதை வளர்ச்சிநெறிக <mark>ள்</mark>	கவிதையில் நாட்டுப்புற வடிவம்	தூது இலக்கியங்கள்	மணிக்கொடி <mark>இதழ்</mark>	பிழை நீக்கி எழுதுதல்
S-5	SLO-1	பாரதியார் – புதுக்கவிதையின் அடையாளம்	இளம்பிறை – அம்மா	தமிழ் விடு தூது (184 – 186)	எழுத்து இ <mark>தழ்</mark>	எழுத்துப் பிழை
	SLO-2	பாரதியார் பன்முக ஆளுமைத்திற <mark>ன்</mark>	பெண்களின் கல்வி நிலை	தமிழின் பெருமை	வான <mark>ம்பாடி இ</mark> தழ்	தொடர்பிழை
	SLO-1	பாரத தேசம்	<mark>பெண் அட</mark> க்குமுறை	செய்யுள் மரபில் கலம்பகம்	ச <mark>ிறுகதை தோற்றம்</mark>	உயர்திணை, அஃறிணை
S-6	SLO-2	பாரததேசத்தின் வளம்	ப. க <mark>ல்பனா –</mark> கீறல் விழுந்த மாலைக் காலங்கள்	கலம்பக இலக்கியங்கள்	ச <mark>ிறுக</mark> தை வளர்ச்சி	பிறமொழிச் சொற்கள் வரலாறு
S-7	SLO-1	வெள்ளிப் பனிமலையின் மீதுலவுவோம்…	ஆண் பெண் சமத் <mark>துவம்</mark>	நந்திக் கலம்பகம்-வானுறு மதியை (110)	சிறுகதை – வரலாறு	பிறமொழிச் சொற்களை நீக்கி எழுதுதல்
3- /	SLO-2	20 ஆம் நூற்றாண்டுக் கவிதை மரபில் பாரதிதாசன்	விளிம்புநிலை வாழ்வியல்	கையறுநிலை	சிறுகதை ஆசிரியர்கள்	ஷ, ஜ, ஸ, ஹ மாற்றொலிகள்
S-8	SLO-1	பாரதிதாசன் - அழகின் சிரிப்பு	திருநங்கை குணவதி - சமூகப்பார்வை	குறவஞ்சி அறிமுகம்	இதழ்களும் சிறுகதையும்	தமிழ் இலக்கண நுட்பங்கள்
J-0	SLO-2	ஆல் - ஆயிரம் கிளைகள் கொண்ட	திருநர்களும் சாதனைகளும்	குறவஞ்சி இலக்கியங்கள்	புதினம் தோற்றம்	இலக்கணமும் பயன்பாடும்

		அடிமரம்				
S-9	SLO-1	இயற்கையின் அழகியல்	புலம் <mark>பெயர் வாழ்</mark> வியல்	குற்றாலக் குறவஞ்சி – <mark>ஆடுமர</mark> வீனுமணி (3)	<mark>தொடக்</mark> கக்காலப் புதினங்கள்	தமிழில் சொல் வகைகள்
	SLO-2	வானம்பாடியில் மு.மேத்தா	<mark>ஸர்மிளா</mark> ஸெய்யித் – புராதன ஊர்	மலையும் வாழ்வும்	புதி <mark>னம் வ</mark> ளர்ச்சி	சொல்லும் பயன்பாடும்
S-10	SLO-1	மு.மேத்தா - கவிதையின் தனித்தன்மைகள்	<mark>புலம்</mark> பெயர் வாழ்வின் வலியும் ந <mark>ம்</mark> பிக்கையும்	காப்பிய இலக்கணம்	புதின <mark>த்தின் வ</mark> கைமை	பெயர்ச்சொற்கள்
3-10	SLO-2		காலந்தோறும் கவிதை வடிவில் மாற்றங்கள்	காப்பிய வகைமைகள்	புதின ஆசிரி <mark>யர்கள்</mark>	பெயர்ச்சொற்கள் அறிதல்
S-11	SLO-1	மனிதநேயம்	ஹைக்கூ, லிமரைக்கூ, சென்ரியூ – தேர்ந்தெடுத்த கவிதைகள்	சிலப்பதிகாரம் – அறிமுகம்	தமிழ் இலக்கி <mark>யத்தில்</mark> உரைநடைக்கூ <mark>றுகள்</mark>	வினைச்சொற்கள்
	SLO-2	தமிழ்க் கவிதையில் சுற்றுச் <mark>சூழலி</mark> யல்	ஹைக்கூ – மு.முருகேஷ்	கட்டுரைக்காதை	உரைநடையின <mark>் தோற</mark> ்றம்	வினைச்சொற்கள் அறிதல்
S-12	SLO-1	பழனிபாரதியின் காடு	லிமரைக்கூ – ஈரோடு தமிழன்பன்	ஊழ்வினை	தமிழில் உரைந <mark>ட</mark> ை	தமிழில் பெயரடை, வினையடை
3- 12	SLO-2	இயற்கையும் சமூக சமத்துவ வாழ்வியலும்	சென்ரியூ – மாமதயானை	கோவலனின் முற்பிறப்பு வரலாறு	உரைநடை வ <mark>ளர்த்த அ</mark> றிஞர்கள்	பெயரடை, வினையடை அறிதல்

Learning
Resources

- 1. முல்லைக்காடு, த<mark>ொகுப்பு</mark>ம் பதிப்பும் தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்<mark>விநிற</mark>ுவனம், காட்டாங்குளத்தூர், 603203, 2023
- 2. வல்லிக்கண்ணன், பு<mark>துக்கவி</mark>தை தோற்றமும் வளர்ச்சியும், ஆழி பதிப்பகம், சென்னை, 2018
- 3. கா. சிவத்தம்பி, தமிழி<mark>ல் சிறுக</mark>தை தோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013
- 4. தமிழ் இணையக் கல்வி<mark>க்கழகம் http://www.tamilvu.org/</mark>
- 5. மதுரை தமிழ் இலக்கிய மி<mark>ன் தொகு</mark>ப்புத் திட்டம் **-** https://www.projectmadurai.org/

					Continuous Lea	rning Assessm	nent (50% weightag	e)		Final Evenination (E00/ weightens)
	Bloom's Level of Thinking	CLA	– 1 (10%)	CL	A – 2 (10%)	CLA	- 3 (20%)	CLA	A – 4 (10%)#	Final Examination (50% weightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										

Level 3	Evaluate Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Total	,	100 %		100 %	1	100 %	1	100 %	100 %	/ 0

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanmiyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, Dept. of Tamil, FSH, SRMIST, KTR.
		 Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP. Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
		4. Dr. T.R.Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
	一	5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

SEMESTER I

	- I		1		SEIVIESTER													-					
	ourse ode	ULH23G01T	Course Name	HINDI-I		Course Category					Ger	neric E	lectiv	e Cours	е				2 2	•	1	2	3
	equisite Cou			Co-requisite Courses Nil	CLEN	C/H	Progress		Nil	٠,													
Cours	se Offering [Department	HINDI		Data Book / Codes/Standards			7.						Nil									
Cours	se Learning	Rationale (CLR)	: The pur	pose of learni <mark>ng this cours</mark> e is to:			Learnin	g					ı	Progran	Learı	ning Ou	tcome	es (PLO	0)				
_			ndi without any inhil		7		1	2	3	1	2	3	4	5 6	7	8	9	10	11	12	13	14	15
			Language in its v	arious f <mark>orms</mark>				· (%	(9)	ge	ß					_							
_		alyze the differer		ield of social Responsibility and Integrity		-	응	5	nt (9	vled	Concepts		dge	tion		Data		Kii S	SEE.				
_			nd Translators-whe				g	cien	ume	\ou	Sol	8	owle	aliza		net	Kills	S g	n Sk	S			
CLF	10 De	willing listeriers a	inu mansialors-wile	ere need be		77,7935	<u> </u>	Jod	\ttai	tal	o Jo	elat	조	tilize	ام	of lerp	e S	olvir	atio	Skill			
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Cours	se Learning	Outcomes (CLO):	At the end	of this course, learners will be able to:		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization Ability to Utilize	Knowledae Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PS0 -1	- OSd	PSO-3
				and living through Stories	PARTY STATE		2	75	80	Н	Н	Н	М	L F	l L		L	L	Н	М	-		-
			gue writing and S		LANGE PROPERTY	P14.7	2	80	90	Н	Н	Н	М	L F			L	L	Н	М	-	-	-
			l essay based writ				2	75	95	Н	Н	М	L	H F	_		М	М	Н	Н	-	-	-
				icted in the prose	SECTION AND ADDRESS OF THE PARTY OF THE PART		2	80	90	Н	Н	L	Н	M F			Н		Η	Н	-	-	-
CLC)-5 : To Ui	nderstand the be	asic and fundame	ental principal of Translation		AF 18	2	85	90	М	Н	М	Н	L F	I H	I L	Н	М	Н	Н	-	-	-
	uration (hour)		12	12	12					12									12				
	SLO-1	KAHANI		REKHACHITRA & YATRAVITRANT	NIBANDH		NATAK			- 4		\neg			ANU\	VAD& P.	ARIBH	HASHI	K SH	ABDA	/ALI		
S-1	SLO-2	AVDHARNA		VDHARNA	IBANDH KI AVDHARNA		AVDHARN	VA		1	-				RTH								
0.0	SLO-1	SWARUP		WAROOP	WARUP		VATAK KA	SWAF	RUP		7		7		ARIBH	HASHA							
S-2	SLO-2	PARIBHASHA		HUMIKA	ARIBHASHA	ID.	PARIBHAS	HA		1					WARU	JP.							
2.0	SLO-1	KAHANI KE TA	TVA	1AHATVA	1AHATVA	и.	TATWA	Y				7			RAKA	R							
S-3	SLO-2	KAHANI KA M	AHATVA	IDDESHYA	DDESHYA		PRAKAR								1AHA	TVA							
S-4	SLO-1	PARIKSHA- PR	EMCHAND	ISHA- EKHACHITRA	UTAJ- NIBANDH AJARI PRASHAD DIVEDI		JDDESHYA	4							DDES	SHYA							
3-4	SLO-2	KAHANI KA PA	ARICHAY	EKHIKA PARICHAY	EKHIKA PARICHAY		RANGMA	NCH I	KA PA	RICHA	Y				NUVA	AD KA I	PRAYO	DJAN					
0.5	SLO-1	VISLESHAN		ATH KA VISHLESHAN	ATH KA MAHATVA		NATAK KA	A MAF	IATVA	l					NUVA	AD KA I	PRAYO	OG					
S-5	SLO-2	EMANDARI KA	MAHATVA	URU SHISHYA KA SAMBANDH	IPRIT PARISHTHITIYON ME JEEVA	N KI ASH	PRAYOJAI	N							HROT	BHASI	НА КА	GYAI	N				
S-6	SLO-1	HONHARI KA I	PARICHAY	GURU KE PRATI SMARPAN BHAVANA	MANAV KI AKANKSHAYEN		ANDHER HARISHCI		•	TAK) E	BHARTE	NDU			LAKS	ЭНҮА В	HASH	A KA	GYAI	V			
J-0	SLO-2	UDDESHYA		PATH KA MAHATVA	SHANGHARSHIL JEEVAN		LEKHAK F	PARIC	HAY						ANU\	VAD KA	DAY	ITVA					

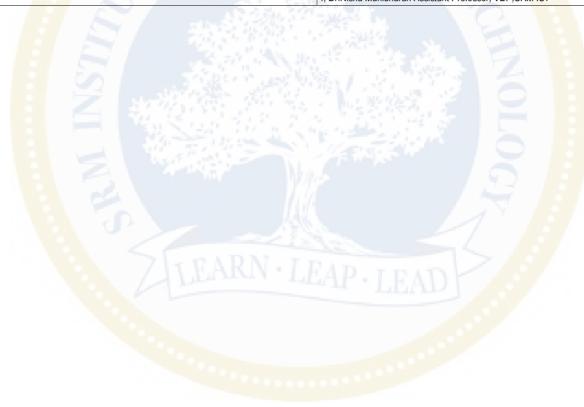
S-7	SLO-1	MALBE KA MALIK- MOHAN RAKESH	HELE PAR HIMALAY (YATRAVITRANT)	SANGHARSH KA PARINAM	NATAK KA VISLESHAN	ANUVAD KA ABHYASH
S-1	SLO-2	LEKHAK PARICHAY	LEKHAK PARICHAY	BHOLARAM KA JEEV-(VYANGYA) HARISHANKAR PARSHAI	NATAK ABHINAY	ANGREJI SE HINDI
S-8	SLO-1	BATWARE KA YATHARTH VARNAN	YATRAVITRANT <mark>KA MAHAT</mark> VA	VYANGYA KI AVADHARNA	LALCH KA <mark>DUSHPARINAM</mark>	HINDI SE ANGREJI
3- 0	SLO-2	TATKALIN PARISHTHITI KA VARNAN	YATRA K <mark>A YATHARTH</mark> CHITRAN	MAHATVA	SHISHYA KI AGYANTA	ANUVAD PRIYOJNA KARYA
0.0	SLO-1	APNI MITTI SE LAGAV	PATH KA VISLESHAN	LEKHAK PARICHAY	GURU SHISHYA SAMBANDH	PUNRIKSHAN
S-9	SLO-2	RAJNITIK VIDWESH KA PARINAM	H <mark>IMALAY K</mark> A VARNANA	PATH KA VIHLESHAN	HASHYA VYANGY SE AVAGAT K <mark>ARANA</mark>	VIVIDH PRAYOG
0.40	SLO-1	PROPKAR KI BHAVANA	HIMALAY KA LOK JEEVAN	MADHYAVARGI PARIVAR KI STHITI	DURDRISHTIHIN	PARIBHASHIK SHABDAVALI
S-10	SLO-2	KAHANI PATH	LOK SAMASYA	SARKARI TANTRA KA KHOKHLA RUP	MAHATTAKANKSHI KA DUSHPARIN <mark>AM</mark>	ATI MAHTVAPURN SHABD
	SLO-1	KAHANI KA VISHLESHAN	<u>UDD</u> ESHYA	PAURANIK KATHA KA CHITRAN	GURU KI AVAGYA KA DUSHPARINAM	TAKANIKI SHABDAVALI KA MHATVA
S-11	SLO-2	PRASHO KI CHARCHA	PRASHNA ABHYASH	SANVEDANSHIL BHAVANA	TATKALIN SAMAJIK VYAVASTHA KI CHA <mark>RCHA</mark>	HINDI SE ANGREZI SHABD
	SLO-1	PRASHN ABHYASH	PATH PRICHARCHA	PARICHARCHA	PARICHARCHA	ANGREZI SE HINDI SHABD
S-12	SLO-2	KAHANI KA UDDESHYA	MAHATVAPURN BIBDUON KI CHARCHA	PRASHANA ABHYASH	PRASHNABHYASH	SHABDAVALI KI AVSHYAKTA

Learning Resources 2. SURDAS – RAM CHANDRA SHUKL 3. BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY 4. BIHARI – VISHVNATH PRASAD MISHR 5. Aadhunik Vigyapan aur Jansampark – Taresh Bhatia

Learning As	ssessment										
				Continu	uous Learning As	ssessment (50%	6 weightage)			Final Evamina	tion (50% weightage)
	Bloom's Level of Thinking	CLA -	- 1 (10%)	CLA-	- 2 (10%)	CLA -	- 3 (20%)	CLA-	- 4 (10%)#	Filiai Exallillia	mon (50% weightage)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Lovel 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	200/	
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	
Level 2	Analyze	4070	30 /6	30 %	40 /6	30 /6	30 /6	30 %	30 //	JU /0	-
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	
Level 3	Create	30%	20 %	20%	30 %	30%	30 /6	30%	30 %	20%	-
	Total	10	00 %	10	00 %	11	00 %	1	00 %		100 %

[#]CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	CIT	NO.	
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts	
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	Dr.S Preeti. Associate Professor & Head, SRMIST	
	A SO A SO	2. Dr. Md.S. Islam Assistant Professor, SRMIST	
	AC A	3.Dr. S. Razia Begum, Assistant Professor, SRM IST	
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST	



SEMESTER I

Course Code)1J	Course Name	French-I	Cours Catego		G		L T P O C 2 0 2 2 3
Pre-requ	isite Courses	Nil		Co-requisite Courses Nil	CIENCE		rogre		Nil Nil
Course C	ffering Depar	tment	French	Data Boo	ok / Codes/Standards	*	Oour	303	Nil
Course L	earning Ratio	nale (CLR):	The purpose of	learn <mark>ing this cour</mark> se is to:			Learni	ing	Program Learning Outcomes (PLO)
CLR-1				e a <mark>cquisition o</mark> f current scenario	-n _ t.i	1	2	3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2			· ·	<mark>eaking a fore</mark> ign language and take position as a fo	oreigner speaking French	Ê	. 8	(%	(g)
CLR-3			pasic rules of French Grar comprehension of texts o			B B B) Co	ant (9	Knowledge Concepts Ted Towledge Ining Ining Skills The
CLR-5			ige of the students both in			(ing	ficier	inme	Knov Knov I Coo I Skills Skills On SI IIs
			Š		A THE STATE OF THE STATE OF	Thirt	P P	Atte	Spec Spec Solv Solv Solv Solv Solv Solv Solv Solv
Course L	earning Outc	omes (CLO)	: At the end of this	course, learners will be able to:		evel of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization Ability to Utilize Knowledge Skills in Modeling Analyze, Interpret Data Investigative Skills Problem Solving Skills
CLO-1			about French lan <mark>guage</mark>	T-1	M. 10 1 19 1 1	2	75	80	O H M H H M H H L M M H L
CLO-2				e, civilization and translation of French	301 To 1 Die	2			
CLO-3			sing the features in Frenc h language into ot <mark>her lan</mark>		The Colored	2	85 75		
CLO-5				ments in French language	-	2			
Durati	on (hour)		12	12	12			-1	12 12
S-1	SLO-1	Contacts		Les verbes du premier groupe	Qu'est-ce qu'ils font	?			Portraits Les verbes du deuxième groupe –
	SLO-2	Emma la cl	hampionne	Les exemples	Les exemples				Un casting Les exemples
S-2	SLO-1	Les nombre	es à partir de 31	La liaison	Où est mon sac				Les exemples Les pronoms personnels toniques
	SLO-2	Les activités	S	Les activités	Les exemples				Les activités Les exemples
S-3	SLO-1	Les pays		Entrer en contact	Quelques objets	T	R.	AΤ	Les verbes faire et lire
3-3	SLO-2	les nationali	ités	Les activités	Les exemples		4.77	-	Les activités Les exemples
S-4	SLO-1	Les jours de	e la semaine	Présenter et se présenter	Les professions				L'aspect physique Les Sons
0-4	SLO-2	Les jours		Les activités	La fiche d'identité				Les activités Les exemples
S-5	SLO-1	Les mois de	e l'année	Demander et dire la date	La formation du fémin	in (2)	•		Le caractère Décrire l'aspect physique
	SLO-2	Les activités	S	Les activités	La phrase interrogativ	e parti	ielle –		Les exemples Décrire le caractère
S-6	SLO-1	Les animau	x domestiques	une rencontre.	Qu'est-ce que c'est ?				les états d'âme Demander et dire l'heure
3-0	SLO-2	Les activités	s	Les activités	Qui est-ce ?				Les activités Les exemples
S-7	SLO-1	La famille (1	1)	Contacts	C'est / II est (1)		Les prépositions de lieu (1) Elle est comment ?		
3-7	SLO-2	Les activités	S	Les activités	Les exemples				Les exemples Les exemples

S-8	SLO-1	La formation du féminin (1)	Emma la Championne	La phrase négative (1)	La famille (2)	Portraits
3-0	SLO-2	Les activités	Les activités	Les exemples	Les activités	Les exemples
S-9	SLO-1	Les adjectifs possessifs	Mots et expressions	Les verbes aller et venir	La formation du féminin	Mots et Expressions
3-9	SLO-2	Les exemples	Les activités	L'élision Les activités		Les activités
	SLO-1	La phrase interrogative	Grammaire -	Les formules de politesse La formation du pluriel (2)		Grammaire.
S-10	SLO-2	Les exemples	Les exemples	Demander des informations personnelles Les activités		Les exemples
S-11	SLO-1	Les activités	Communication	C'est qui ?	ll y a	Les activités
3-11	SLO-2	Les nombres	Les activités	Qu'est-ce qu'ils font ?	Les activités	Communication
S-12	SLO-1	intonation et est-ce que	Les verbes du ER –groupe	Mots et Expressions	Les articles contractés	Les activités
0 12	SLO-2	Les exemples	Les exemples	Grammaire – Communication	Les exemples	Les exemples

	Theo

Learning Resources

- ny:
 "'Nouvelle Génération-Al" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 1.

- 2. Cahier d'activités avec deux discs compacts.
 3. https://www.fluentu.com/blog/french/french-grammar
 4. https://www.elearningfrench.com/learn-french-grammar-online-free.html
- https://www.lawlessfrench.com/grammar
- https://blog.gymglish.com/2022/12/15/basic-french-grammar

	Learning Ass	essment					17777									
				Continuo	us Learning As	sessment (50	% weightage)			Fig. 15 and a first (FOO) and a lateral						
	Bloom's Level of Thinking	CLA-	<mark>- 1 (10%</mark>)	CLA - 2 (10%)		CLA - 3 (20%)		CLA – 4 (5%)#		Final Examination (50% weightage)						
	Level of Hilliking	Theory	Theory Practice Theory Practice Theory Practice Theory Practice		Theory	Practice										
Laval 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%						
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-					
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%						
Level 2	Analyze	40 %	50%	30%	40 %	30%	30%	30%	30 %	30%	-					
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%						
Level 3	Create	30 %	2076	2070	30%	30%	30%	30%	30%	2076	-					
	Total	10	00 %	10	00 %	10	00 %	1	00 %	100) %					

[#]CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	ourse Designers											
Experts from Industry	Expert from Higher Technical Institutions		Internal Experts									
1. Mr. Kavaskar Danasegarane												
Process Expert	1. Dr. C.Thirumurugan Professor, Department of French,	Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR									
Maersk Global Service Center Pvt. Ltd												
2.Mr. Sharath Raam Prasad												
Character Designer,			2. Mrs. Abigail, Assistant Professor, SRMIST, VDP									
Animaker Company Pvt.												

ISEMESTER

Course Code	e ULE	E23AE1T	Course Name En	glish	CIENC	ourse Cate	gory	AE	Ability E	nhance	ment c	ourse					L	T F	0 2	C 4	
Pre-red	quisite Co	ourses	Nil	Co-requisite Courses	Nil	Progre Cours		h	Nil												
Course Depart	e Offering tment	l	Department of Englis	sh, FSH <mark>, SRMIST</mark>	Data Book / Codes/Standards	Nil			2	\ '											
	e Learning ale (CLR)		The purpose of learn	ing <mark>this cour</mark> se is to:		Lear	ning		Prograr	n Lear	ing O	utcom	es (P	LO)							
CLR-1 CLR-2 CLR-3 CLR-4 CLR-5	: Enh : Dev : Dev : Lea	nance the a velop the ov velop profici rn to expre	bilities of deeper under verall language compe- ient language skills ss the thoughts clearl	erstanding to stay with integrity etency of the learner y, develop logical arguments an	nd enhance the overall communication skills.	Level of Thinking (Bloom)	Expected (%) Proficiency (%)	Expected (%) Attainment (%)	Fundamental Knowledge	Application of Concepts I ink with Related	Disciplines Procedural	Skills in Specialization	Ability to Utilize 9	Skills in Modeling	, -	Investigative Skills Problem Solving	-			14 - 5- 0Sd	15 OSd
CLO-1 CLO-2 CLO-3	: Ana : Ap _l	ply critical to ically evalua	ent literary texts to iden hinking skills to analy.	At the end of this coulontify the representation of issue ze and respond to academic temporary issues through online	xts.	2 2 2 2 2	75 80 70 70	60 70 65 70	M M	M M H L M M	L - -	- - L M	M - L H	- 1	И Н И Л Н Л	л H		L M L	- - -	- - -	- - - -
CLO-5	,	rove their la	anguage application s	kills 12	ALTEARN, TEAT	2	80	70	<u> </u>	Н -	M	- - -	<i>M</i> 12	- L	. L	. <i>M</i>	l H	М	-	-	-
S-1	n (hour) SLO-1		to the poetry and the poe	Introduction to Short stories	Introduction to Creative Writing. Explaining the elements of creative writing.		ments o		e significance urse are the p			and		ing the le	earning	gRevi	ew writi	ng			
	SLO- 2	Reading an Debt	d recitation of the poem -	Reading the story- The Doll's House	Stand-up comedy show -translate the audio content in English. (any regional language)	Mockobe's	A Powe	erful Poe	tal and verbalem of what it is POEM REC	neans to	be a		Choosi	ing the s	subject	for rev	iewing.				
6.2	SLO-1	Analysis an	d Critical interpretation of	Explaining the story through depiction of characters and representation of injustices.	Students- groups -Students belonging to States other than Tamilnadu	Reflecting of	on the s	tyle and	I the tone of t	ne poem		ļ	Plannin	g to cho	ose.						
S-2	SLO- 2	Introduction Subramaniy	n to the poet Kalki vam.	Analysis and critical interpretation of the short story Doll's House.	Practice the writing activity -creative ways of engaging in translation.	Practicing conversation							Understand the review process how effectively a review of a work can be done.				f any				
S-3 – S-4	SLO-1	Reading an Phallus I cu	d recitation of the poem it.	Introduction to the writer Haruki Murakami.	Correction of errors- attempting to translate.	Introducing content wri		nt writing	g in Social Me	dia- the	mportar	ice of I	ntrodu	cing the	studer	nts to th	e reviev	v of the various works.			

	SLO- 2	Analysis and Critical interpretation of the poem.	Reading the Confessions of a Shinawaga monkey.	Identifying equivalent terms to certain regional words - learn the art of translation.	BLOG WRITING - Subtleties Of Workplace Inclusion: Mental Health And Queer Community- Salik Ansari.	Reviewing -recorded -posted in the social media pages of SRMIST
S-5	SLO-1	Introduction to the poet Imtiaz Dharker	monkov	Introducing famous art works and the contexts of creation. Salvador Dali- The Face of War Pablo Picasso- Guernica Edward Munch- The Scream Pieter Bruegel- The Tower of Babel	writer's conversation with the readers - the blog in other blog articles	Thoughtful conversation with your team member post the same in the official social media page of SRMIST.
	SLO- 2	Reading and reciting the poem Purdah	Introduc <mark>tion to Crysta</mark> l Wilkinson creative and/ or thoughtful writing - contemporary themes of modern day relevance		Practice blog writing	Choosing the team based on the abilities that are comfortable to match the peer members
0.0	SLO-1	Analysis and Critical interpretation of the poem- Purdah 1	Reading Endangered Species: Case 47401.	Students -writing abilities- building stories- a visual treat of variety of pictures.	Apprehending Life by reading the texts of influence- Chimamanda Ngozi Adiche's Notes on Grief- A BRIEF NOTE, We should all be Feminists- An Essay.	Choosing the topics for a thoughtful conversation
S-6	SLO- 2	Reading and reciting the poem Purdah 2	Discussion and analysis of Endangered Species: Case 47401.	Elements of writing	Discussion- essay by the author -subjective depiction of life. Understand -subjective opinions -perspectives -	Planning and preparation for the script of conversation with a team member
S-7 -	SLO-1	Analysis and Critical interpretation of the poem- Purdah 2	Introduction to C.S Lakshmi also known as Ambai.	Incorporate the elements of story in story writing.	Class discussion	Drafting , editing and revising the script of conversation and enacting the conversation with the team members
S-8	SLO- 2	Introduction to the poet Arundathi Subramanian	Reading the short story- In a Forest, A Deer.	Practice -write stories -pictures given or shown .	Practising the task multiple times with all the students in the classroom.	Enactment -proper rehearsal -final performance -conversation- whole performance should be recorded.
	SLO-1	Reading and reciting the poem- Home	Discussion and Analysis of In a Forest, A Deer.	A writing task to write a script is introduced in the classroom.	Interposing opinions in famous interviews-	The recording should be posted in the official media page and social handles of SRMIST.
S-9	SLO- 2	Analysis and Critical interpretation of the poem- Home	Retrospecting the writing styles of the authors- Katherine Mansfield, Haruki Murakami, Crystal Wilkinson and Ambai.	creative scripts inspiring from the dialogues of their favourite films by changing the scenario to their own wish according to their own whims and fancies.	Interposing opinions in famous interviews- FII Interviews: Tasveer Co-Founder And Filmmaker Rita Meher On The Seattle Legislation, Minority Rights And The Fight Against Oppression- INTERVIEW	work for this social post - reflect on their experience of learning communicative English course and the testimonial has to be recorded and posted in the social media pages of SRMIST
S-10	SLO-1	Recollection of study of the writing styles and intentions of the poets prescribed in the syllabus.	Revision- The Doll's House	Creative writing -writing news reports. recreated with new characters, places, scenes, incidents.	Students -enact as interviewer and interviewee and practice building the discourse.	Involving the students for the project work. Introducing what is project work and inculcating the interest - Giving instructions to do the project works -
3-10	SLO- 2	Revision of the poems Debt and Phallus I cut	Revision- Confessions of a Shinawaga Monkey	Watch debate shows - summarising the arguments Enhance -descriptive writing skill.	Certain role plays like celebrity personalities, political personalities -conduct the interview and be the interviewer and interviewee.	Discussion of ideas and generation of creative ideas
S 11 - S 12	SLO-1	Revision of the poems Purdah 1 and 2	Revison- Endangered Species: Case 47401	Practice the improvement of writing skill.	The art of conversation and the ability to build a discourse	Assignment on any piece of creative writing (OR) Presentation- Mastering the art of Public Speaking. (OR) Project on compiling the real life influential events on gender inclusive issues and a presentation of the same. Interview Scripting /Blog writing.
	SLO- 2	Revision of the poem Hiome.	Revision- In a Forest, A Deer.	Repetitive practice and continuous assessment - writing skiills-master the writing skill.	The evaluation and assesment of the conversation - constructive feedbacks to the students.	Students can opt any of the project from the given choice.

Horizon- English Text Book – Compiled and Edited by the faculty of English Departement, FSH, SRMIST, 2020

English Grammar in Use by Raymond Murphy
Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007

R.P. Bhatnagar, English for Competitive Examinations, Trinity Press, 3rd Edition, 2016

http://www.aptitudetests.org/verbal-reasoning-test
https://www.assessmentday.co.uk/aptitudetests_verbal.htm

Learning Assessment

		Continuous Learning	Continuous Learning Assessment (100% weightage)							
Level	Bloom's Level of Thinking	CLA – 1 (20%)	CLA – 2 (20%)	CLA - 3 (30%)	CLA – 4 (30%) #					
		Practice	Practice	Practice	Practice					
l aa.l 4	Remember	400/	400/	200/	450/					
Level 1	Understand	10%	10%	30%	15%					
l1 0	Apply	500/	F00/	100/	500/					
∟evel 2	Analyze	50%	50%	40%	50%					
aval 2	Evaluate	400/	400/	200/	250/					
∟evel 3	Create	40%	40%	30%	35%					
	Total	100 %	100 %	100 %	100 %					

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Krishna Raj Sutherland Krishna.Raj1@sutherlandglobal.com	Dr. J Mangayarkarasi Associate Professor and Head, Dept. of English Ethiraj College for Women Chennai jmbwilson97@gmail.com	Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST
Ann Mariya Thomson RA2232105010015 II M.A English Literature CSH, SRM IST az1160@srmist.edu.in	Dr. K S Antonysamy Associate Professor and Head, Dept. of English Loyola College Chennai antonysamyks@loyolacollege.edu	Dr. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH,SRMIST Dr Anchal Sharma, Prof & Hod EFL SRMIST NCR Campus Dr T Sridevi, Assistant Professor English, FSH Ramapuram SRM Dr Shanmuga Priya, Assistant Professor SRMIST Trichirapalli Campus

SEMESTER -I

						SEMESTER	(-l															
Cod	е					Course Title											1			ours/\	week 0	C
UPE23	101T			-	Foundation	and History of Physical Ed	ucation										4		•	0	2	4
O, EE	7077				oundation	and Thotory of Thyoroan East	a dation														_	
Cours Code		PE23101T Course Name		Foundation and History o	f Physical E	Education	Course Categor		С		Disc	cipline	Specif	c Core	Course	es		4		P 0	2	
	requisite ourses	Nil		Co-requisite Ni	ı	-A-10.		_	essive rses	7			N			Nil		•			•	
Course (Offering De	epartment P	hysical Educat	tion and Sports Sciences	Data	Book / Codes/Standards								Ni								
Course	carning D	ationale (CLR):	The nurness of I	learning this course is to:					Learning	. 1				Drogra	m Lear	nina C	lutaam	oc (D	10)			
CLR-1		ow the Basics of Physical		earning this course is to.		17 Sept. 100 -		1	2	3	1	2	3	4 5	_	7	8 9		11	12	13	14 15
CLR-2		ow the AMIS+ objectives			77.5		74.		_							•						14 10
CLR-3		ow the importance of phy				The Park Street	No. of Lot	И.,	ncy	ent		dec		edg	2		Dal	الله	Skills			
CLR-4		ow the misconception of p				11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	44.1	ing	iciel	.E		Š	ited	lwor zile	<u> </u>	ling	pret	l Da	Suc	<u>s</u>		
CLR-5		ow the biological foundati				See of Land To No.		ž	Pro	Atta	ntal	n of	Rela	<u> </u>		lode	Inter		catio	쏤		
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Course	aarnina O	Outcomes (CLO):			21.33		10.24	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Problem Solving Skills	Communication	Analytical Skills	PSO -1	PSO -2 PSO-3
CLO-1		read the valves of Phy –E	dn around the w	vorld		- 11 E 14 F		2	ப் உ 75	<u>ம் உ</u> 70	ᅲᄌ	<u>∢</u> H	H	M H		2 S M	- N					<u>а</u> <u>а</u>
CLO-2		ach the basis to the youn		Volid	777		Carry.	3	85	80	Н	М	Н	H H		М	M F				Н	H H
CLO-3		adicate the misconception		- S. B.	1.00	1		3	80	75		М	Н	M N		Н	M F					H H
CLO-4		ch the values of Physical				17709		3	75	70	Н	М	Н	H N		М	ΗΛ					Н Н
CLO-5		assification to improve sp				1///		3	70	70	-	Н	Н	H N		М		1 M				H H
CLO-6	: History	y helps to Know the past	to strength the f	<mark>uture</mark>		/////		3	80	75	Н	Н	Н	H H	Н	Н	H F	Н	Н	Н	Н	Н
Duratio	on (hour)	12		12		12					/	12							12			
Duratio	SLO-1	Meaning of Physical Ed	ucation Ex	xplain about Ossification		Explain about Olympic fla	g, Torch, Oa	ath	Importa Santhos				ational ⁻	rophies	S –	Asi	an Gan	nes	12			
S-1	SLO-2	Explain the definition of Education	Physical O	rigin of Ossification	The	Explain about Olympics A	nthem & Ma	arch	Explain conduct	about S	Santhosl		y and te	echnique	es of	Exp	olain ab	out th	e Histo	ory of	Asiar	n games
	SLO-1	Aims of Physical Educa		eciprocal Innervations and nsynchronized development		Explain about Emblem, Id	leal and Mot		Ranji Tr		паттеп					Coi	mmon v	wealth	n game	s		
S-2	SLO-2	Explain the Merits of Ph Education	nysical R	emedial for Unsynchronized evelopment		Explain about Olympics M	1edals		Explain technique					level cr	icket an	d Exp	olain ab	out th	e Histo	ory of	Asiar	n games
	SLO-1	Objectives of Physical E		.M.C.A and its contribution		marathon Race			Duleep		Onductii	ig toui	Halliell			SA	F					
S-3	SLO-2	Scope of Physical Educ	ation E	e Society & Sports	of YMCA to	Explain about Cross Cour	ntry Race	Explain about Duleep trophy a Nationwide Zonal level ceicket and techniques of conducting tournament				el Exp	olain ab	out th	e Histo	ory of	SAF	games				
	SLO-1	Need of physical educat	ion Pe	eriod of Growth and developmonts	nent of	Recent developments- Al	CS					AIL	J									
S-4	SLO-2	Explain the Outcome of education	Dhysical	xplain about growth in India &	world	In Rural Area & Competiti	on		Explain Tournar		anga sw d techni						plain the History, Objective & Aims			Aims of		
S-5	SLO-1	Importance of physical e	education A	ge Classification – Intelligent (Quotient	NCC and ACC			Thomas			,		<u></u>		SG						

	SLO-2	Physical Education in schools and colleges	Explain about Emotional Quotient	Explain about the Camp & Services	Explain about Thomas cup an Inter-National badminton Tournament and techniques of conducting tournament	Explain about the Sports Awareness among School Children
	SLO-1	Physical Training	Sex Different- Difference between Boys and Girls during Adolescence	NFC	Davis Cup	RDS
S-6	SLO-2	Explain the Definition of Physical Training	Explain about changes in body and structure	NFC's Contribution to Society	Explain about Davis cup an International level - Tennis tournament and techniques of conducting tournament	Explain about the tournament and its Concepts
	SLO-1	Physical Culture	History of Physical Education in Sparta	NPED	Euro Cup	BDS
S-7	SLO-2	Definition of Physical Culture	Scope of Physical education	Explain about Develop Healthy Nation through NPED	Explain about Davis cup an All European Countries Football tournament and techniques of conducting tournament	Explain about the tournament and its Concepts
	SLO-1	Misconception about physical education	History of Physical Education in Athens	NSNIS	Wimbledon	Awards and Honours- Arjuna award
S-8	SLO-2	conception about physical education	Contribution of Physical Education in Athens	Explain about the Contribution of NSNIS to Sports	Explain about Davis cup an ATP Tennis Tournament and techniques of conducting tournament	Explain about the award- Best Sports Men in Country
	SLO-1	Biological Foundation- Body types Sheldon	Physical Education in India – Epic age	LNIPE	Fight for Ashes	Dronacharya award
S-9	SLO-2	Body types Kretchmer's	Physical Education in India – Modern age	Contribution of LNIPE to Spread Physical education in India	Cricket tournament between England & Australia	Explain about the award -Best coach in India Award
0.40	SLO-1	Explain about Muscle tone	Physical Education in India – Buddhist Age	SAI (objectives and schemes)	Sports Competition	Rajiv Gandhi Khel ratna award
S-10	SLO-2	Explain about Elasticity	Explain about the Sports Development at these times	Contribution of SAI to Develop Sports in India	Explain about the Origination	Explain about the award -highest sporting honour of the Republic of India
	SLO-1	Explain about Athletic Heart	Olympic Games	IOA and its Objectives – SDAT (Structure and Scheme)	Explain about the Sports Competition	Maulana Abul kalam Azad award (MAKA Trophy)
S-11	SLO-2	Explain about Second Wind	Explain about Olympics History	Explain about the Controlling body of Sports in India – IOA SDAT to Develop Sports in Tamilnadu	Explain about the Administration	Explain about the award -Outstanding University for Sports in India
C 42	SLO-1	Explain about Vital Capacity	Ancient and Modern – Origin – Organisation and Conduct of the Game	National Integration through Physical Education and Sports	National Games	Dayan Chand award
S-12	SLO-2	Explain about Heart Rate	Explain about Victory Ceremony	Give explanation and Culture to the Youth	Mini Olympic of India	Explain about the award -Lifetime achievement sporting honour

		Theory: 4.	Wellman and Cowell, Philosophy and Principles of Physical Education, AmarvatiSuyogPrakasan.
Laamaina	1.	Kamlesh M.L., Physical Education: Facts and Foundation, New Delhi, P.B. Publication, 1998.	Thirunarayanan,C. and Hariharan,S., Analytical History of Physical Education.
Learning	2.	Jackson Sharman/Modern Principles of Physical Education :A.A.Barnes& Co., New York.	Karaikudi,C.T.&S.H.PUB.,1990.
Resources	3.	Wuest, Deborah, A. and Charles A. Bucher: Foundations of Physical Education and Sport, New Delhi 6.	Sharma, O.P., History of Physical Education, New Delhi :KhelShitya Kendra,1998.
		:B.L.PublicationPvt.,Ltd.,	

Learni	ing Assessment													
	Bloom's			C	ontinuous Learning	Assessment (50% v	veight age)			Final Examination (50% weight age)				
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA	-4 (5%)#	Final Examination (50% weight age)				
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Level	Remember	30%		30%		30%	_ ~ / //	30%		30%				
1	Understand	30%	-	30%	J	30%		30%	-	30%	-			
Level	Apply	40%		40%		40%		40%		40%				
2	Analyze	40%	7	40%	0.4	40%	-	40%	-	40%	-			
Level	Evaluate	30%		30%	5,6	30%		30%		30%				
3	Create	30%		30%		30%	-	30%		30%	-			
	Total	100 %		00 %	- 10	00 %		100 %	100 %					

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	2 p/ 1, 10 pm 5	
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr. S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER -I

Co	ode	Course Title													L	Т	Hour	s/ We					
UPE23	102T T	heories of Yoga	a and Gymnastics															4	0	0	2		4
Cou		UPE23102T	Course Name	Theories of Yoga and Gymnas	stics		urse egory	D	Di	Discipline Specific Core Courses							·		L 4	T 0		0 2	C 4
(requisite	INII		Co-requisite Courses				Progre	essive rses	Ni													
Course	Course Offering Department Physical Education and Sports Sciences Data Book / Codes/Standards Nil																						
		Rationale (CLI		ourpose of learning this course is to:			Le	arning			19-7		Pr	ogran	n Lear	ning C	Outcor						
		To know about A	- S. A. S. 1776	771 - 1	1	2	3	1	2	3	4	5	6	7	8	9		1 12	13	14	15		
			he concept of gymnas <mark>tic</mark>	S				ે	ţ		1			tion					Skills	X			ı
			he systems of yoga he concept of Pranayan		A1. M. M. C.		ව .	(%)	Expected Attainment (%)			eq		Skills in Specialization	a)	ing	Analyze, Interpret Data	Investigative Skills	S gc				I
			rie concept of Pranayari ypes of meditation	100 1 No. 101		evel of Thinking Bloom)	5	Itai	豆豆	Application of Concepts	Link with Related Disciplines		ecië	Ability to Utilize Knowledge	Skills in Modeling	terp	e S	Problem Solving	Communication Shalls Analytical Skills			l	
			safety measures gy <mark>mnas</mark>		0.0	Ę	р Г	₩ Þ	nen	tion	h R	Procedural Knowledge	Sp	o Uh dge	M	, =	Jativ	П	를 B			l	
- OL		TO MITOW GLOCAL C	A CONTRACTOR	713.1	Level of (Bloom)	ecie	ecte	dan	lica	wit	wedt.	ls in	ity to	ls in	a yze	stig	l Jeu	틸	1-0)-2	ကို		
Course	ourse Learning Outcomes (CLO):								₩ %	Fundamental	g &	Link with Re Disciplines	P S	SKi	Abil	Skil	Ana Date	Inve	Pro	Communica Analytical S	PSO -1	PSO -2	PSO-3
			e theories in yoga	F. 12.	1 2 2 4	. 10	2	85	80	L_L	Н	Н	Н	Н	Н	-	М	М	L	- H	-	-	-
			describe the values of y	oga	1 11 11 11 1	San Carl	3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L	- H	-	-	-
		Can teach Bhan			the same of the same		3	85									М	_	- H	-	-	-	
		Can teach sports		2 - 2 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -			3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L -	Н	-	-	-
			ent techniques in g <mark>ymn</mark> a				3	85	80	L	H	H	Н	Н	М	-	M	M	L	- H	-	-	-
CL	D-6 :	San teach the va	alues of different gy <mark>mna</mark>	stic apparatuses	11/4		3	85	80	L	Н	_H	Н	Н	Н	-	M	М	L	- H	-	-	
Durati	on (hour)		12	12	12						12					12							
S-1	SLO-1	Meaning of Yo	oga	Dharana (Concentration)	Kneeling Position				rtance (bhaka)		ension				'		Medita						
	SLO-2	· ·	efinition of Yoga	Explain how to develop concentration	Explain about Digestio							breath			invo	lve foo	cusing	on a p		ditatior ar obje		ices	
	SLO-1	Aim of Yoga		Dhyana (Meditation)	Physiological Benefits				s and it								medita						
S-2	SLO-2	Explain the So	cope of Yoga	Explain about Meditation for Health and Living	Explain about to Enhar Organs	ince Intern		signifi	icance	to heal	th	(riyas &					e natu ach inh			nd flow ale.	and th	ne wa	/ it
S-3	SLO-1	Objectives of	Yoga	Samadhi (Absorption)	Pranayama				labhati ing the			he brair	n cells t	ру	Defi	nition	of Gyn	nnasti	cs				
3-3	SLO-2	Explain the Cl	lassification of Yoga	Explain the Shanthi stage	Explain about Breath 0	Control		Expla	in the I	Interna	cleans	ing tech	nique			lain the		aying	physic	al agilit	y and		
	SLO-1	SLO-1 Concept of Yoga Asanas Types of Pranayama					Upper						Kinc	ds of G	Symnas	stics							
S-4	SLO-2 Explain the Misconception of Yoga Explain the usefulness of Asanas Explain the aims & uses		es of prana	ayama	Expla Cavity		Debris	or Mucı	us from	your N	asal	Ехр	lain ab	n about agility, balance and coordination									
	SLO-1 History of Yoga Classification of Asanas		Concept of Pranayama	a		Tratal	ka (Eye	e Exerc	ises)					rious safety measure used in Gymnastics									
S-5				Lists the concepts for L	Live Longe	er	Explain the External point of focus Explain about Spotting Be					in about Guards, Grips, Footwear, And ng Belts											
S-6	SLO-1				Closing the Nostrils – C Breath	Controlling	introlling the Nauli (Abdominal muscle and Viscera) Measu					Measurement of Various Apparatuses of Gymnastics											

	SLO-2	Explain the Styles of Yoga	Explain the Changes & Development in body through asanas	Explain about to develop Lungs Capacity	Explain about the Cleaning of the abdominal region	Explain about equipment is collectively referred to as Gymnastics Apparatus
	SLO-1	Specification of Yoga area	Guidelines for Practicing Asanas	Bhandas	Dhouti (Cleansing the Intestine)	Diagram of Various Apparatuses of Gymnastics
S-7		Explain the Forms of Yoga	Explain the Diet & Rest during practice time	Explain the Intentional Muscle Contractions	Explain the Major cleansing operation	Explain the various gymnastic apparatus, as well as the use of the floor for different Exercises.
	SLO-1	Yama (Abstinences)	Procedure of doing Asanas	Mula Bandha - The Root Lock	Vasti (Cleaning of The Rectum)	General Rules of the Competition
S-8	SLO-2	Explain the Meaning & Definition of Yama	Explain about the Ventilation method for practising area	Explain the often tucked into the back pages of yoga manuals	Explain the one suck water into the Colon, through anus	Explain the basic contest rules & GENERAL GUIDELINES
0.0	SLO-1	Niyama (Observances)	Long Sitting Position	Jalandhara Bandha - The Throat Lock	Meditation and Its Types	Techniques of Exercises on Gymnastics Apparatuses
S-9	SLO-2	Explain the Meaning & Definition of Niyama	Explain the Strengthen back muscles	Explain about Inhale \deeply and Hold the Breath	Explain the Meditation cuts across different religions and cultures	Explain the balance, Strength, Flexibility, Disciplines
S-10	SLO-1	Asana (Yoga Postures)	Prone Position	Uddiyana Bandha - Lifting of The Diaphragm Lock	Role of meditation in physical education and Sports	A detailed discussion on the Yoga and Meditation done in the class through comparative method
3-10	SLO-2	Explain the Concept of Asana	Explain the Efficient process of internal organs	Explain the often tucked into the back pages of yoga manuals	Explain the component for an athlete to succeed	Explain about the yoga and meditation
	SLO-1	Pranayama (Breath Control)	Supine Position	Maha Bandha - All three locks at the same time	Types of Meditation -Silent	How to do the Asanas is explain to the Students in open area
S-11	SLO-2	Explain the Merits of Pranayama	Explain the Core Muscles Development	Spine, creating a cavity, and giving a gentle massage to the heart.	Explain the Concentrative meditation and mindfulness meditation	Physical, Mental, and Spiritual Practices or disciplines which originated in yoga is discussed in the ancient
S-12	SLO-1	Pratyahara (With drawl of the Sense)	Standing Position	Practice Regulation	Mantra meditation	How to do the Pranayama is explain to the Students In Open Area
3-12	SLO-2	Explain the Merits of Pratyahara	Explanation to develop the breathing technology	Explain the increasing regulatory burden	Explain the Syllable, Word, or Phrase that is repeated during meditation	Do pranayama until they're quiet, they're sensitive.

- B.K.S., lyengar Light on Yoga, London: Unwin Paperbacks, 1989.
 P. Mariayyah "Pranayamas" Sports Publication, Coimbatore.
 K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999.
- Yogeshwar, "Text Book of Yoga ", Madras yoga centre.
 Cooper, Phyllis AND Trnka, Milan' Teaching gymnastics skills to men and women'SurjeetPublication,Delhi,1982
- 6. Bawa, Gurdial Singh 'Fundamentals of men's Gymnastics'Friends Publications(India) Delhi,1994

Learn	ing Assessment			1								
	Bloom's			Co	ontinuous Learning A	Assessment (50% w	eight age)	_ / /		Final Evamination	n (E00/ weight age)	
	Level of Thinking CLA – 1 (10%)			CLA -	2 (10%)	CLA -	3 (20%)	CL	A – 4 (5%)#	Final Examination (50% weight age)		
	Level of Thinking	Theory Practice		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level	Remember	30%	\ \	30%		30%		30%		30%		
1	Understand	30%	-	30%	-	30%	-	30%	-	30%	-	
Level	Apply	40%		40%		40%		40%		40%		
	Analyze	4070	-	4070	-	4070		4070	-	4070	-	
Level	Evaluate	30%		30%		30%		30%		30%		
3	Create	30%	-	30%		30%		30%	-	30%	-	
	Total	10	0 %	10	0 %	100) %		100 %	100 %		

#CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	1 Dr R.Mohanakrishnan, Director Sports, Departement of Phy Edn, FSH, SRMIST
		2. Dr.N.C. Jesus Rajkumar, Asso. Professor Département of Phy Edn, FSH, SRMIST

SEMESTER -I

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Cod	de			Course Title												-		т	Hou	rs/ We	ek C	
UPE231	03T M	ethods in Physical Education															<u>L</u>	0	0		2	4
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Cours	1	JPE23103T Course Name	Methods in Physical Educat	ion	Cour	se Cate	egory	D		Disc	ipline	Speci	fic Co	re Co	urses	6		4	T	P 0	2	C
	Pre-requisite Courses Courses Courses Courses NIL Progressive Courses Courses								NIL	V												
		Department Physical Educ		Book / Codes/St	andards				2				N	il								
Course	Learning	Rationale (CLR): The purpose of	learning this course is to:			L	_earniı	ng	T is				Progr	am Le	earnir	ng Out	come	s				
CLR-1	l: To ki	now about presentation techniques			1546.77	1	2	3	1	2	3	4	5	6	7	8	9	10	11 1	2 13	14	15
CLR-2		arn about class management		10 3 Km	177.0	Hr.	cy.	ıt					ion					kills	ills			
CLR-3		now about lesson plan		FO 11775	- 778	g	ien	ill			Ø		lizal	_	Б	īet	SIIIS	gSl	Š,			l
CLR-4		arn about fixtures now about Intramurals		4 10 10 10		Thinking	Expected Proficiency (%)	Expected Attainment (%)	<u>,</u>	ō	Link with Related Disciplines		Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Solving Skills	Communication Skills			I
CLR-6		now about intramurais				Ξ	P P	A b	Fundamental Knowledge	Application of Concepts	h Re	ural dge	Spe	ģ ģ	8	<u>;</u>	ativ	Sc	in in	₹		l
OLIV-C). 10 KI	low about group competitions		State of Land	30.75%	el of om)	ecte	ecte	dan	lica Ge	wit	wed.	s in	₹₹	s in	lyze	stig	lel	nmu	7 -)-2	53
Course	Learning	Outcomes (CLO):	The state of the s	Section 1	7777	Level of '	XX S	X 8	문 일	용	Link with R Disciplines	Procedural Knowledge	Skill	A Pei	Skill	Ana Data	Inve	Problem	S	PSO -1	PSO -2	PSO-3
CLO-1	l: Neat	presentation can be done	2377773.33	3 700	75 1 0	2	85	80	L	H	Н	Н	Н	Н	-	M	M	L	- H		-	-
CLO-2		tive class management will take <mark>place</mark>	- W. G.	1311		3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L	- H		-	-
CLO-3		r lesson plan for excellent teaching		11/1/2	V 4 P 43	3	85	80	L	Н	Н	Н	Н	М	-	М	М	L	- H		-	-
CLO-4		onduct Intramural competitions	1000		9 1 1/6	3	85	80	L	Н	Н	Н	Н	Н	-	М	M	L -	H		-	-
CLO-5		onduct external competitions conduct sports meet				3	85 85	80 80	L	H	H	H	H	M H	-	M	M	L	- F	-	-	-
	,	conduct sports meet				J	00	00	L			П	п	П	-	IVI	IVI	L	-		-	-
Duratio	n (hour)	12	12		12					12								1:				
S-1	SLO-1	Meaning of Physical Education	Pranayama Pranayama	Swimming				Combina out	tion Tourr	nament	t: Leag	ue cun	1 knoc			nural C ganisin				ctives	– Met	nod
3-1	SLO-2	Explain the definition of Physical education	Explain the breathing technique	Explain about the	e development	of immu	unity	Explain about time management							Explain about play for all concept							
S-2	SLO-1	Factors influencing method	Meditation	Parts of plan	T 12				ut cum Le							for Co					ommit	tee
J-Z	SLO-2	Explain about Age & Sex	Explain to develop Concentration	Explain about ba	sics of sports	2 1		Explain a	bout Save	e Time	with th	ne fixtu	res		Expla	in abo	ut org	anisat	ion ch	art		
S-3	SL0-1	Presentation techniques	Explain various physical activities in the field of Physical Education	Lesson Plan-valu	ues of lesson pl	lan			knock out						Sports	s Meet	t – Sta	ndard	and N	lon-St	andar	t
3-3	SLO-2	Explain the teaching & Coaching	Running & Jumping	Explain about E	ffective Teachir	ng		Explain a Teams	bout to se	ee the l	Perforn	nance	Good		Expla	in abo	ut 400	Mts 8	3 200 I	∕Its		
0.4	SLO-1	Steps in the way of presentation	Marching	Types of lesson	plan			Demerits	of knock	out an	d leagu	ue touri	namer	nts	Metho meet	od of o	rganiz	ing ar	nd con	ductio	of sp	orts
S-4 SLO-2 Explain the verbal & practical of the session Explain about Uniformity			Lists the 2 Type	s and Explain a	about it		Explain a	bout best	team	will be	elimina	ated		Expla & fina	in abo Ils	ut hou	se wi	se, par	ticipat	on he	ats	
C E	SLO-1 Class Management Calisthenics		lesson plan-prep	aration of lesso	n plan								Handicapped (Special people) Sports, telegraphic sport and Tabloid sports									
S-5 SLO-2 Explain about control physically & Explain about Coordination Explain											Explain about Fun, Fitness & Enjoyment											
S-6	SLO-1	General & Specific	Minor Games	General & Lesson plan Tie breaking in league tournaments -seeding Play days-method of organizing conducting – model programme							ys											
	SLO-2	Explain about minor & major Games	Explain about eye & hand coordination Explain about the								Il Students Participation											

S-7	SLO-1	Principles of class management	Major games	Particular lesson	Special seeding	Demonstration and Exhibition – aim of Demonstration – Methods of organizing
	SLO-2	Explain the effective learning process	Explain about Competition	Explain about major muscles	Explain about the last year top four teams	Explain about Visual Treat
S-8	SLO-1	Teaching aids	Indoor Games	Methods of teaching Physical activities	Extramural Competitions – Benefits	Demonstration – Activities suitable for Demonstration and Exhibition.
3-0	SLO-2	Explain about Black Board, Smart Board	Explain about the Small Group competition	Explain about mirror methods	Explain about the Competition between Good Teams	Explain about Calisthenics
S-9	SLO-1	Chart, marking	Indigenous activities	Various commands	Extramural Competitions – Drawbacks	Games tour – Points to be considered for a games tour
3-9	SLO-2	Explain the measurements of all play fields	Explain about Kho Kho	Explain about oral, drum beat	Explain about Expensive	Explain about Budget
S-10	SLO-1	LED & Project	Rhythmic activities	Meaning of Tournaments	Methods of Organising and Conducting	Incentives and Awards – Disadvantages and remedies
	SLO-2	Explain about teaching through visually	Explain about Aerobics	Explain about Participation	Explain about Knock out	Explain about for winners
S-11	SLO-1	Track and Field events	Gymnastics	Knock out cum Knock out	Group competitions- Benefits	Classification – Advantages
3-11	SLO-2	Explain the list of sports event	Explain to mould the flexible human body	Explain about Time saving techniques	Explain about the develop friendship	Explain about to find good player
6.40		Asanas	Defensive arts	League fixtures – League cum league	Methods of organizing and conducting	Factors influencing Classification-Methods of Classification
S-12	SLO-2	Explain the Definition of asanas and its uses	Explain about Karate, Judo & Etc	Explain about find good Team through that technique	Explain about School, State level competition	Explain through Testing skills

Learning	
Resources	

- B.K.S., Iyengar Light on Yoga, London: Unwin Paperbacks, 1989
 K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999
- Prabhu.C, Vivekanandan.P (2012), "The Essentials of Quantitative Aptitude and Verbal Aptitude", Enrich & Excell, BEACON, Chennai

Learning	Assessment			4.70	T / 1/2 T	11 1/10	100					
	Bloom's			C	ontinuous Learning A	Assessment (50% v	weightage)			Final Examination (FOO) weighters		
		CLA – <mark>1 (10%)</mark>		CLA – 2 (10%)		CLA –	3 (20%)	CLA	-4 (5%)#	Final Examination (50% weightage)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Lovel 1	Remember	30%		30%		30%		30%		30%		
Level 1	Understand	30%		30%	-	30%	-	30%		30%	-	
Level 2	Apply	40%		40%		40%		40%		40%		
LEVEI Z	Analyze	4070		4070		4070	_	4070		4070	-	
Level 3	Evaluate	30%		30%	1.23.3.7	30%		30%		30%		
Level 3	Create	3070		3070	RARN	3070	7 7 7 7 7	3070		3070	-	
	Total 100 %			100 % 100 %					100 %	100 %		

#CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER -I

0	Code				Cc	ourse Title															ŀ	lours/ V		
UCD2		uantitativa Antitud	ntive Aptitude and Reasoning								l l) (T 0	P 2	0	C 1								
UCDZ	3301L Q	uaniilalive Apiiluu	ie and Reasoning																(U			
Cours	se Code	UCD23S01L Course Name Quantitative Aptitude and Logical Reasoning Course Category S Skill Enhancement Course							ourse		-	0	T P	Ů										
	Pre-requisi	te Courses	Nil Co-	requisite Courses	Nil	-10-5	Y	72	Pro	gressive	Cours	es	Nil											
Cours	e Offering I	Department	Career Guidance Cell		Data Book / Codes	s/Standards	3 1		-				-2											
	e Learning	The pu	rpose of learning this cou	urse is to:	33.5		C	earnin	g			۳	g	Pi	rogran	ı Learı	ning O	utcom	es (PL	0)				
CLR-1	Demons	strate various princip	oles involved in <mark>solving n</mark>	nathematical concepts	12.50	146	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	interpre	t data	thematical concepts rela and reasoning skills	ted to profit, loss, intere	est calculations, average	e and	7.7	F. V	1	1927	1871	sət	1	5	Ф									
: CLR-4 :		Use the basic mechanics of Grammar					evel of Thinking (Bloom)	Proficiency (%)	ment (%)	nowledge	Concepts	d Disciplines	wledge	ization	Ability to Utilize Knowledge	БL	et Data	ills	g Skills	Skills			haviour	ing
CLR-5	,	Acquire time management skills and expo <mark>se stude</mark> nts to the requirements of the job market					of Thinkin	Expected Profic	Expected Attainment (%)	Fundamental Knowledge	Application of C	with Related I	Procedural Knowledge	in Specialization	y to Utilize	in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behaviour	Life Long Learning
	e Learning mes (CLO):		end of this cours <mark>e, learne</mark>	ers will be able to:			evel	edx	edx	pun ₋	\ppli	-in-	Loce	Skills	\billit	Skills	Inaly	uves	lgol	Com	Inaly	CTS	rofe	le L
CLO-1	Underst		f LCM, HCF, ratio and pr	oportions, percentages	and approach question	ns in a	3	80	70	Н	M	and the same	М	-	М	-	H	M	H	-	M	-	-	-
CLO-2	2 Develop	o, solve, analyze, an	nd use simple mathemati	cal models that are rele	evant to daily life.	NT	3	80	75	Н	М	74	М	L	М	-	Н	М	Н	-	М	-	-	-
CLO-3	Solve p	roblems on reasonir	ng				3	85	70	F/	М	-	7	-	М	М	Н	-	Н	-	Н	-	-	-
CLO-4	Undersi	and the different pa	rts of speech and use th	em in se <mark>ntences appro</mark>	priately		3	85	80	Н	-	-	-	-	-	М	М	-	-	-	Н	Н	-	М
CLO-5	5 Instill co	nfidence in student	ence in students and develop skills necessary to fac <mark>e the audience</mark>						75	-		М	-	-	М	-	-	М	-	Н	М	-	Н	Н
Durat	ion (hour)		6		6			6						(6						6			
S-1	SLO-1	-1 Speed Maths and Simplification Profit and Loss-Introduction No.					Series	3				Most	Logical	Choice)			Se	elf-Intro	duction	ı - Intro	oductio	n	
	SLO-2	Simplification Tec	Simplification Techniques and Tricks Profit and Loss- Basic Problems Nu.					s – Sol	ving Pro	blems		Most	Logical	Choice	- solv	ing pro	blems	Se	elf-Intro	duction	action - Session 1			
S-2	SLO-1	Divisibility		Simple Interest-Introduction, Formulas W &Problems								Logica	al Orde	r				Se	elf-Intro	duction	ı - Ses	sion 2		

	SLO-2	Power cycle, Reminder cycle	Compound Interest-Introduction, Formulas &Problems	Word Series – Solving Problems	Logical Order – tips and tricks	Self-Introduction - Session 3
S-3	SLO-1	Problems On H.C.F and L.C.M	Averages-Introduction& Basics	Odd man out	Synonyms	Self-Introduction - Session 4
	SLO-2	Problems On H.C.F and L.C.M Solving problems	Averages-Tricky Problems	Missing number and wrong number	Antonyms	Self-Introduction - Session 5
S-4	SLO-1	Linear and Simultaneous Equation	Algebra –Introduction	Image Based Problems- Introduction	Essential Part	Self-Introduction - Session 6
	SLO-2	Linear and Simultaneous Equation – solving problems	Algebraic Expressions Concepts	Image Based Solving Problems	Parts of Speech - Worksheets	Self-Introduction - Session 7
S-5	SLO-1	Ratio and Proportions-Introduction	Data Interpretation – Bar chart, Pie Chart	Inequalities	Spotting Error	Basics of Written Communication
	SLO-2	Ratio and Proportions-Basics Problems	Data Interpretation – Table, Line Graph	Inequalities - methods	Spotting Error –Concord, Prepositional usage, Usage of Articles	Basics of Written Communication Methods
S-6	SLO-1	Percentage -Introduction	Quadratic Equations	Coding – Decoding-Introduction	Sentence Correction – Vocabulary based	Time Management Skills
	SLO-2	Percentage- Basic problems	Quadratic Equations – Formulas and Methods	Coding – Decoding-Different types	Sentence Correction – Grammar Based	Time Management Skills - Activity

Learning	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition
Resources	2. Dr. Agarwal R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018
	Edition
	3. Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford,
	2018

- Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill, 6th Edition
 Singh O.P., Art of Effective Communication in Group Discussion and Interview, S Chand & Company, 2014
 Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016

Learning Assessment		100			
Level	Bloom's Level of Thinking	11111	Continuous Learning As	ssessment (10 <mark>0% weig</mark> htage)	
		CLA – 1 (20%)	CLA – 2 (20%)	CLA - 3 (30%)	CLA – 4 (30%)#
		Practice	Practice	Practice	Practice
Level 1	Remember	30%	30%	30%	10%
	Understand	PEUTINA, TE	AP. LEAD	/3/	
Level 2	Apply	30%	30%	30%	50%
	Analyze				
Level 3	Evaluate	40%	40%	40%	40%
	Create				
	Total	100 %	100%	100%	100%

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Extempore, etc. # CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
	SCIENCE	Ms. Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST



							SE	MESTE	ER –I																
Cod	de						Course Title	е														<u>}</u>	Hours/ V	Week O	С
UCD23V	/01T U	niversal Humar	versal Human Values									2	2	0	0	2	2								
Course	Code	UCD23V01T	Course	Name	A	Unive	rsal Human Values		C	Course Ca	ategory	,	′		N	Value	Additio	on Cou	rse			L 2	T P	0 2	C 2
Pi	re-requisi	te Courses	Nil	Co-	requisite Cours	es	Nil	e 14	No.	Pro	gressive	Cours	ses	Nil											
Course	Offering I	Department	Career Gui	idance Cell			Data Book / Codes/Standa	rds		-			T)											
	Learning le (CLR):	The	purpose of learr	ning this cou	ırse is to:	7	4.4	1	Learni	ing				e	P	rogran	n Lear	ning O	utcom	es (PLO	0)				
CLR-1	Help the		dills' and to ensur				ntial complimentarily which are the core	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2		udents initiate a p profession.	process of dialog	within them	selves to know v	what they i	really want to be' in their		7	1	12-3														
CLR-3	underst						man being. and movement towards	(F	(9)	(9)	<u>o</u>		olines			egp									
CLR-4	Help stu	udents on right u			eality and the re	st of existe	ence, harmony at all the	(Bloor	ency (%	nent (%	owledg	ncepts	1 Discip	ledge	zation	Knowle		t Data	<u> </u>	Skills	Skills			lavior	Б
CLR-5	Highligh	nt plausible impli	cations of such a illing human beha	Holistic und			ical human conduct, n with Nature.	evel of Thinking (Bloom)	ed Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	<u>s</u>	Professional Behavior	Life Long Learning
1	Learning es (CLO):		he end of this co	urse, <mark>learne</mark>	rs will be able to			evel of	Expected	Expecte	-undan	Applica	ink wit	Procedu	Skills in	Ability to	Skills in	Analyze	nvestig	Problen	Commu	Analytic	ICT Skills	Profess	Life Lor
CLO-1 :	Evaluat profess		e of value inputs	in form <mark>al e</mark> d	l <mark>ucatio</mark> n and star	t applying	them in their life and	3	80	70	М	-	73	H	-	-	-	-	-	-	М	-	-	Ĥ	H
CLO-2			ues and skills, ha npetence of an in			of physical	facilities, the Self and the	3	80	75	\mathbb{E}_{ℓ}	М	-	Н	-	L	-	-	-	-	-	-	-	Н	Н
CLO-3 :						pect in the	ir life and profession	3	85	70	-	-	-	Н	-	-	-	М	L	-	-	-	-	Н	Н
CLO-4	Examin	e the role of a h	ıman being in en	suring harm	ony in soci <mark>ety ar</mark>	nd nature.		3	85	80	-	-	-	Н	-	-	L	-	L	L	-	L	М	Н	Н
CLO-5	Apply th	ne understanding	nding of ethical conduct to formulate the strategy for ethical life and profession.				life and profession.	3	85	75			L	Н	L	-	-	-	-	-	-	-	М	Н	Н

Dura	tion (hour)	6	6	6	6	6
S-1	SLO	Right Understanding, Relationship and Physical Facility	Understanding Human being as the Co- existence of the Self and the Body	Harmony in the Family – the Basic Unit of Human Interaction	Understanding Harmony in the Nature	Natural Acceptance of Human Values
S-2	SLO Understanding Value Education Distinguishing between the Needs of the Self and the Body		Trust – the Foundational Value in Relationship	Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders	Definitiveness of (Ethical) Human Conduct	

					of Nature	
S-3	SLO	Self-exploration as the Process for Value Education	The Body as an Instrument of the Self	Respect – as the Right Evaluation	Exploring the Four Orders of Nature	A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order
S-4	SLO	Continuous Happiness and Prosperity – the Basic Human Aspirations	Understanding Harmony in the Self	Other Feelings, Justice in Human-to- Human Relationship	Realizing Existence as Co-existence at All Levels	Competence in Professional Ethics
S-5	SLO	Happiness and Prosperity – Current Scenario	Harmony of the Self with the Body	Understanding Harmony in the Society	The Holistic Perception of Harmony in Existence	Holistic Technologies, Production Systems and Management Models- Typical Case Studies
S-6	SLO	Method to Fulfill the Basic Human Aspirations	Programme to ensure self-regulation and Health	Vision for the Universal Human Order	Exploring Co-existence in Existence	Strategies for Transition towards Value- based Life and Profession

Learning	1.	Gaur R.R., Sangal R., Bagaria G.P., 2019 (2nd Revised Edition), A Foundation Course in Human	3.	A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak.
Resources		Values and Professional Ethics, Excel Books, New Delhi.	4.	A N Tripathy, 2003, Human Values, New Age International Publishers.
	2.	E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond &		
		Briggs, Britain.	100	* W. A. C. T. C.

Learning Assessment	1 2 1 1 1 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
Level	Bloom's Level of Thinking	72 TH 21 5 27	Continuous Learning As	ssessment (100% <mark>weighta</mark> ge)	
		CLA – 1 (20%)	CLA – 2 (20%)	CLA - 3 (30%)	CLA – 4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	30%	30%	30%
	Understand				
Level 2	Apply	40%	40%	40%	40%
	Analyze			/ 5 /	
Level 3	Evaluate	30%	30%	30%	30%
	Create		AP. IFAD		
	Total	100 %	100%	100%	100%

CLA-1, CLA-2 and CLA-3 can be from any combination of these: MCQ Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Extempore, etc. # CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
-	-	Dr. Supraja P, UHV University Coordinator, SRMIST
		Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
		Dr. Sweety Bakyarani E, Department of Computer Science, FSH, SRMIST

Course		Course		Course			L	T	Р	0	С
Code	ULT23G02J	Name	Tamil – II	(G	Generic Elective Course	2	0	2	2	3

Cours	re-requisite Courses Nil Courses Nil Courses						ogres Cours		Ni	1														
Course Off	fering Department	Tamil		Data Book / Codes/Sta	ndards		_						-		Nil									
Course Lea	arning Rationale (CLR)	: The purpose of le	earning this course is to	or and a second	in.	Le	earni	ng					F	rogr	am L	earni	ng O	utcor	nes (PLO))			
CLR-1:	சங்க இலக்கியங்க	ள் வழி தொன் <mark>மை</mark> ج	<mark>அ</mark> க, புற வாழ்வியடை	ல அறியச் செய்தல்		1	2	3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	தமிழ்ச்சமூகத்தின் 🤉	அறவியல் கு <mark>றித்து</mark> (தெரியச் செய்தல்	34. T. F.	7.77	97.																		
CLR-3:	பக்தி இலக்கியங்க	ள் போதித்த <mark>மனித</mark>	மாண்புகளை உணந	ரச் செய்தல்	1-18		t.		ы.															
CLR-4:	பண்டைத் தமிழ்ச்ச செய்தல்	மூகத்தின் <mark>தொல் இ</mark>)லக்கியங்கள் வளர் <i>ள</i>	ச்சி பெற்ற வரலாற்றைப் புரி	பச்) (mc	(%)	(%	ij	lge	ots	iplines	a)		Knowledge		æ							
CLR-5:	சிறுகதைகள் சொல் செய்தல்	லலும் வாழ் <mark>வியல் </mark> ெ	நறி, மொழியின் நுட்	்பங்கள் ஆகியவற்றைத் தெ	ியச்	nking (Bloo	roficiency (Attainment (%)		al Knowled	of Concepts	Related Disciplines	Knowledge	Specialization	Utilize Know	deling	terpret Dat	e Skills	Solving Skills	ation Skills	skills			
Course Lea	arning Outcomes (CLO): At the end of this c	ourse, learners will be a	able to:	F	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected A		Fundamental Knowledge	Application of	Link with R	Procedural Knowledge	Skills in Sp	Ability to Ut	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem So	Communication	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1:	பண்டைத் தமிழ்ச் ச நிற்பதை அறிந்துெ		<mark>வ</mark> ாழ்வியல் இன்றை	றய சமூக மேம்பாட்டிற்கு வழ	ிகாட்டி	2	75		4	Н	L	Н	М	Н	Н	L	М	Н	М	L	Н	-	-	-
CLO-2:	தமிழ்ச் சமூகம் அற தெரிந்துகொள்ளுத		<mark>பசமூக</mark> ம் என்பதன் வ	வழி மானுட அறத்தைத்	EAP.	2	80	70		Н	М	Н	L	М	Н	L	Н	М	L	Н	Н	1	-	-
CLO-3:	பக்தி இலக்கியம் மூ அறிந்துகொள்ளுத		வங <mark>்களை அறிந்து</mark> ம	மானுட ஒற்றுமை மேம்பாட்ன)L	2	70	65		Н	L	Н	М	Н	Н	М	Н	L	Н	М	Н	ı	-	-
CLO-4:	தொல் தமிழ்ச்சமூக தெரிந்துகொள்ளுத		சியல், அறம் <mark>, பக்தி ஆ</mark>	<mark>ஆகியவற்</mark> றில் தழைத்தோங்கி	யதைத்	2	70	70		Н	М	Н	L	Н	М	М	Н	Н	L	Н	Н	-	-	-
CLO-5:	வாழ்வியலின் நெற் அறிந்துகொள்ளுத		கதைகளைப் படை	க்கும் தி <mark>றனோடு மொழி ஆ</mark> ឲ	நமையையும்	2	80	70		Н	М	Н	Н	М	Н	L	М	Н	L	Н	Н	-	-	-

Dι	uration	12	12	12	12	12
(I	hour)	12	12	12	12	12
S-1	SLO-1	காலந்தோறும் தமிழ் அகத்திணை மரபு	சங்க மருவிய காலம்	பல்லவர் காலம்	பண்டைக் <mark>காலத் தமி</mark> ழகம்	தமிழ்ச் சிறுகதைப் போக்குகள்
	SLO-2	அக இலக்கியத்தின் கட்டமைப்பு/ உள்ளடக்கம்	அறமும் வ <mark>ாழ்வியலு</mark> ம்	பல்லவர் கால இலக்கியங்கள்	சங்ககால மக்களின் வ <mark>ாழ்விய</mark> ல்	தமிழ்ச் சிறுகதையும் தமிழ்ச் சமூக வாழ்வியலும்
S-2	SLO-1	எட்டுத்தொகை நூல்களும் பகுப்புமுறையும்	உலக <mark>ப்பொது</mark> மறை - திருக் <mark>குறள்</mark>	பக்தியும் தமிழும்	முச்சங்கம் – அறிமுகம்	புதுமைப்பித்தன் - சங்குத்தேவனின் தர்மம்
	SLO-2	ஐங்குறுநூறு (375)	திர <mark>ுக்குறளி</mark> ன் கட்டமைப்பு	பக்தி இலக்கியத் தோற்ற நிலை	முச்சங்க வரலாறு	கள்வனின் தர்மம்
S-3	SLO-1	உடன்போக்கும் நற்றாய் புலம்பலும்	தி <mark>ருக்குற</mark> ள் வான்சிறப்பு (2)	சைவ சமய இலக்கியங்கள்	பத்துப்பாட்டும் எட்டுத் தொகை <mark>யும</mark> ்	ந.பிச்சமூர்த்தி – வேப்பமரம்
	SLO-2	ஐங்குறுநூறு (391)	ம <mark>ழையும்</mark> வாழ்வும்	சைவக்குரவர் நால்வர்	சங்க கால மக்களின் வாழ்வியல்	மரபும் நம்பிக்கைகளும்
S-4	SLO-1	உடன் போக்கும் தமிழர் பறவையியல் அறிவும்	திரு <mark>க்குறள்</mark> – புலவி நுணுக்கம்	தேவாரம் – திருஞான சம்பந்தர் - பாடல் – 2834	எட்டுத்தொகை நூல்களின் வர <mark>லாற</mark> ு	தமிழருவி மணியன் – ஒற்றைச் சிறகு
	SLO-2	குறுந்தொகை (02)	ஊடலி <mark>ன் அழ</mark> கியல்	தேவாரம் – திருநாவுக்கரசர் –பாடல் - 4262	எட்டுத்தொகை நூல்களின் <mark>கட்டமை</mark> ப்பு	உறவின் மேன்மை
S-5	SLO-1	இயற்கைப் புணர்ச்சியும் தலைவி நலம் பாராட்டலும்	நீதி இலக்கி <mark>யங்கள்</mark>	திருவாசகம் அறிமுகம்	பத்துப்பாட்டு நூல்களி <mark>ன் வரல</mark> ாறு	ஆர். சூடாமணி – மூடநம்பிக்கை
	SLO-2	குறுந்தொகை (03)	நாலடியார்	மாணிக்கவாசகர் பாடல் - ஆனந்த பரவசம் – பாடல் 10	பத்துப்ப <mark>ாட்டும் தமிழர்</mark> வாழ்வியலும்	சமூகத்தில் மூடநம்பிக்கைகள்
S-6	SLO-1	தலைவனின் மேன்மைத் தன்மையும் இயற்கையும்	வைகலும் - பாடல் (39)	வைணவ சமயம்	பதினெண் கீழ்க்கணக்கு நூல்கள்	மூடநம்பிக்கைகளின் சிக்கல்கள்
	SLO-2	அகநானூறு (238)	நிலையாமையும் அறமும்	வைணவ சமய வளர்ச்சிப்போக்கு	பதினெண் கீழ்க்கணக்கும் தமிழர் அற மரபும்	கிருஷ்ணா டாவின்ஸி – காலா அருகே வாடா
S-7	SLO-1	இயற்கையும்	தமிழர் மருத்துவம்	நாலாயிரத் திவ்யப் பிரபந்தம்	நீதி இலக்கியங்கள்	மனித வாழ்வில் மருத்துவம்

		அகவாழ்வுச் சித்திரிப்பும்				
	SLO-2	நள்ளியின் கொடைத்திறம்	நீதி இலக்கியத்தில் மரு <mark>ந்து</mark> நூல்கள்	குலசேகராழ்வார் பாடல் - 678	நீதி <mark>இலக்கியங்களி</mark> ன் பன்முகத் தன்மைகள்	பாரம்பரிய மருத்துவம்
S-8	SLO-1	கலித்தொகைப் பாடல் –(11)	சிறுபஞ்சமூல <mark>ம் (64)</mark>	ஆண்டாள் பாடல் – 574.	காப்பிய இலக்க <mark>ணம்</mark>	மொழிப்பயிற்சி
	SLO-2	அறம் பொருள் இன்பம் சிறப்பு	ஈகையி <mark>ன் சிறப்பு</mark>	திருமழிசை ஆழ்வார் பாடல் – கணிகண்ணன்	காப்பியத்தின் போக்குக <mark>ள்</mark>	சொற்களை உருவாக்குதல்
S-9	SLO-1	சூழலியலும் மனித வாழ்வும்	பழ <mark>மொழி நா</mark> னூறு அறிமுகம்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	காப்பியங்களின் வகைமை	எழுத்துகளில் இருந்து சொற்களைக் கண்டுபிடித்தல்
	SLO-2	தமிழர் புறமரபு	பழ <mark>மொழி</mark> நானூறு – தன <mark>ித்தன்</mark> மைகள்	இஸ்லாமிய இலக்கியங்களின் கொடை	ஐம்பெருங்காப்பியங் களின் தனித்தன்மைகள்	படம் பார்த்துக் கதை எழுதுதல்
S- 10	SLO-1	புறநானூறு (107) பாரியும் மாரியும்	ப <mark>ழமொழி</mark> நானூறு (184)	சீறாப்புராணத்தின் அமைப்பு	தமிழ்ச் சமூகமும் சமயத் தத்துவ <mark>ங்களும</mark> ்	படம் பார்த்துக் கவிதை எழுதுதல்
	SLO-2	புறநானூறு (110) பாரியின் வள்ளல் தன்மை	பழ <mark>மொழி</mark> யும் அறிவுரையும்	விடமீட்டப் படலம் (10 பாடல்கள்)	சமயத் தத்துவங்களும் வாழ்விய <mark>ல்</mark> விழுமியங்களும்	கற்பனைத்திறன் – வளர்த்தல்
S- 11	SLO-1	புறநானூறு (112) கையறுநிலை	பண் <mark>டைக்கா</mark> லப் போரும் வாழ்வு <mark>ம்</mark>	கிறித்தவ சமய இலக்கியங்கள்	சைவத் திருமுறை – அறிமுக <mark>ம்</mark>	கற்பனையும் படைப்பும்
	SLO-2	சிறுபாணாற்றுப்படை (84-115)	புற இலக <mark>்கியங்கள்</mark>	கிறித்தவ இலக்கியங்களின் தமிழ்க் கொடை	பன்னிரு திருமுறை – வ <mark>ரலாறு</mark>	தமிழில் வாசகம்
S- 12	SLO-1	கடையெழு வள்ளல்களின் சிறப்புகள்	களவழி நாற்பது (40)	கிறித்துவின் அருள்வேட்டல் – திரு.வி.க	நாலாயிரத் திவ் <mark>வியப் பிரப</mark> ந்தம் – அறிமுகம்	விளம்பரத்திற்கு வாசகம் எழுதுதல்
	SLO-2	பட்டினப்பாலை (40- 50) அட்டில் சாலைகளின் நிலை	போர்க்களமும் யானைப்படையும்	அலகிலொளி – 5 பாடல்கள்	<mark>வைணவ</mark> ஆழ்வார்கள் வரலாறு	வாசகம் எழுது முறைகள்

earning	1.	கொன்றை,	தொகுப்பும்	பதிப்பும்	- தமிழ்த்துறை	ஆசிரியர்கள்,	தமிழ்த்துறை,	எஸ்.ஆர்.எம்.	அறிவியல்	மற்றும்	தொழில்நுட்பக்	கல்விநிறுவனம்,
Resources		காட்டாங்கு	ளத்தூர், 6032	03, 2023								

- 2. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கி<mark>ய வரலாறு, மீனாட்சி புத்தக நிலையம், மத</mark>ுரை, 2017
- 3. மு. அருணாசலம், தமிழ் இலக்கிய வர<mark>லாறு, நூற்றாண்</mark>டு முறை (9ஆம் நூ. முதல் 1<mark>6 வரை), தி</mark> பார்க்கர், சென்னை, 2005
- 4. தமிழ் இணையக் கல்விக்கழகம் <mark>- http://www.ta</mark>milvu.org/
- 5. மதுரை தமிழ் இலக்கிய மின<mark>் தொகுப்புத்</mark> திட்டம் https://www.projectmadurai.org/

Learning I	Assessment						7.74				
	Discouls			Continuous	Learning As	sessment (5	0% weightage	e)		Final Evaninati	on (EOO) weightens
	Bloom's Level of Thinking	CLA -	· 1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	Final Examinati	on (50% weightage)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
evel 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	
everi	Understand	30 %	30%	30%	30%	2076	20%	2076	20%	30%	-
evel 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	
evel 2	Analyze	4070	30 /6	30 /6	40 /0	30 /6	30 %	30 /6	30 %	30%	-
evel 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	
evel 3	Create	30%	2076	2070	30%	30 %	JU /0	30%	30 %	20%	_
	Total	10	00 %	10	00 %	10	0 %	10	00 %		100 %

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers			
Experts from Industry	Expert from Higher Technical Institutions		Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanmiyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, Pondicherry University, Pondicherry	1.	Dr. B.Jaiganes <mark>h,</mark> Associate Prof <mark>essor & He</mark> ad, Dept. of Tamil, FSH, SRMIST
		2.	Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
	LEARN · LEAP · I E	3.	Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
	Libit	4.	D <mark>r. T.R.Heb</mark> zibah beulah Suganthi,
			Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5.	Dr. S.Saraswathy, Assistant Professor,
			Dept. of Tamil, FSH, SRMIST, KTR.

				SEMESTERII													,					
Course Code	ULH23	GO2T Course Name	HINDI-II	Course Categor	-	G				Gene	ric Ele	ctive	Course	!				L 2		P 2	2	3
Pre-requis	site Courses	Nil	Co-requisite Courses Nil	CIENCA		ogressiv	е	Nil														
Course Of	fering Depart	ment HINDI	Data Boo	k / Codes/Standards	-C]	1 7							Nil									
Course Le	arning Ration	nale (CLR): The purpose	of learn <mark>ing this cour</mark> se is to:		L	earning			N			Pr	ogram	Learni	ng Ou	tcome	es (PL	0)				
CLR-1:	They get to	learn Ancient ,Medieval,and Mod	ern p <mark>oetry</mark>		1	2 3	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:			re <mark>at poets like</mark> Kabir,Tulsidas,Bihari and Dhananand	ATTICKT.	(-	<u> </u>		Φ	- (0													
CLR-3:		e and Enrich their knoeledge throu	g <mark>h poetry</mark>		00	%) /	0	bpe	Concepts		ge	5			ata		<u>s</u>	S				
CLR-4:		ed understanding for employability			<u>=</u>	enc.	D D	owl	ouo	-	yled	zatic		D	ă	<u>~</u>	SK:	Skills				
CLR-5:	Job Oriente	ed writing skills		THE PERSON NAMED IN	ķ	oficie	8	조		atec	NON	Siali	Ze	eliú	arpre	SS	/ing	.io	SEE .			
				· 图773 · · · · · · · · · · · · · · · · · ·	Ξ	P	2	anta	0 10	Rel	S 을 조	Specialization	≣ e	Mod	lute	tive	Sol	icat	Š			
Course Le	arning Outco	mes (CLO): At the end of th	is course, leamers will be able to:	The state of the s	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attailment (%)	Fundamental Knowledge	Application of		Procedural Knowledge	Skills in §	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1:			(<mark>Bha</mark> ktikal,Reetikal and Aadhunikkal)	SHEET OF THE SHEET	2		0	Н	Н	Н	М	L	Н	L	М	L	L	Н	Μ	-	-	-
CLO-2 :		s the origin and development <mark>of var</mark>		271 may - 1044	2	80 9		Н	Н	Н	М	L	Н	Н	М	L	L		М	-	-	-
CLO-3:		Evaluating the social changes <mark>throu</mark>	<mark>gh p</mark> oetry		2		5	Н	Н	М	L	Н	Н	М		Μ	М	Н		-	-	-
CLO-4:		e Transcreation in advertisem <mark>ent</mark>		THE RESERVE OF THE PARTY OF THE	2	80 9		Н	Н	L	Н	М	Н	L	Н	Н	M	Н	Н	-	-	-
CLO-5:	To guide th	ne students in the learning of t <mark>he te</mark>	<mark>chni</mark> cal aspect of the Hindi Languge,this would help t	them in the field administration	2	85 9	0	М	Н	М	Н	L	Н	Н	L	Н	М	Н	Н	-	-	-
Durati	on (hour)	12	12	12						12								12				
	SLO-1	BHAKTI KALIN KAVITA	RITI <i>KALIN</i> KAVITA	ADHUNIK KAVITA			١	/IGYAPA	AN	7			F	PATRA	LEKH	IAN &	PARII	BHAS	HIK S	HABD	AVAL	Ī
S-1	SLO-2	BHAKTIU KALIN KAITA KI AVAD	HARNA AVADHARNA	AVADHARNA			A	AWADHA	ARNA	1			V	ADHA	RNA							
	SLO-1	SWARUP	SWARUP	SWARUP			4/	RTH		7			F	RTH								
S-2	SLO-2	MAHATVA	RITI KAL VIBHAJAN	IAHATVA			9/	ARIBHAS	SHA	/			V	VARUF)							
	SLO-1	UDDESHYA	MAHATVA	DDESHYA	Т	PA1	5	SWARUF	Р	7			И	RIBHA	SHA							
S-3	SLO-2	BHAKTIKAL KI PRASANGIKTA	UDDESHYA	MATHLI SHARAN GUPT- NA KARO MAN KO	AR HO	NA NIRA	SH \	/IGYAPA	AN KE	PR/	KAR		F	PAYOJ	AN							
0.4	SLO-1	DOHE- KABIRDAS	DOHE- BIHARI	KAVI PARICHAYA			'	/IGYAPA	AN KI	VISH	ESHT/	YEN	F	AYOG	ì							
S-4	SLO-2	SANT PARICHAY	KAVI PARICHAYA	KAVITA KA VISLESHAN			/	/IGYAPA	AN MA	ANG			12	AHAT V	Ά							
0.5	SLO-1	DOHE KA VISLESHAN	DOHE KA VISLESHAN	ASHAVADI DRISHTIKON		•	١	/IGYAPA	AN KA	A PRA	BHAV		И	TRALE	KHAI	V KAL	A					
S-5	SLO-2	GURU KA MAHATVA	KANAK KA MAHATVA	SANGHARSH KI AOR PRER	RNA		١	/IGYAPA	AN MA	AHAT	/A		F	PAKAR								
0.0	SLO-1	GURUTVA SE ISHVARATVA KI A	OR VIPRIT SWABHAV KI CHARCHA	SURYAKANT TRIPATHI NIRA	ALA- V	AR DE	١	/IGYAPA	AN KI	BHAS	SHA		١	/YAKT	IGAT	PATR	RA.					
S-6	SLO-2	GURUTVA SE ISHVARATVA KI A	OR PRAKRITI KA ATAL RUP	KAVI PARICHAYA	VIGYAPAN AUR BAZAR AUPCHARIK PATI			RA														
S-7	SLO-1 BAHYA ADAMBAR KA VIRODH YAMAK ALANKAR KA PRAYOG KAVITA KA VISLESHA						١	/IGYAPA	AN A	UR RO	DZGAF	?	5	SARKA	RI PA	TRA						

	SLO-2	MURTI POOJA KA VIRODH	SNEH KE MAHATVA KI CHARCHA	SARSHWATI KE PATRI SAMARPAN	PRINT VIGYAPAN	ARDHA SARKARI PATRA
0.0	SLO-1	GHARELU VASHTUON KI UPYOGITA	BIHARI KI KAVYA SHAILI KA MAHATVA	BHAKTI KI BHAVANA	ELECTRONIC VIGYAPAN	PARIBHASHIK SHABDAVALI
S-8	SLO-2	AHNKAR KA PARITYAG	DOHE- GHANANAND	NAGARJUN AKAL AUR USKE BAD	VIGYAPAN PARIYOJANA	AVADHARNA
	SLO-1	DOHE- TULSHIDAS	KAVI PARICHAYA	AKAL KA VASHTAVIK CHITRAN	VIGYAPAN AUR SAMAJ	SHABDAVALI KI AVSHYAKTA
S-9	SLO-2	PAROPKAR KI BHAVANA	DOHE KA VISLESHAN	AKAL KE PURVA KA CHITRAN	VIGYA <mark>PAN KI VYAPA</mark> KTA	KARYALYIN SHABDAVALI
	SLO-1	DAYA KA MAHATVA	SNEH KI SARLTA KA VARNAN	AKAL KE BAD KA CHITRAN	VIGYAPANLEKHAN KALA	EK DIN EK SHABD
S-10	SLO-2	ISHVAR KI MHATTA	PREM KA MAHATVA	KATTIS- BADRINARAYAN	VIGYAPAN AUR <mark>JAGRUPT</mark> A	HINDI SE ANGREJI SHABD
	SLO-1	MADHUR VAHAN KI UPYOGITA	NAYIKA KE PRATI SMARPAN	SAMBAND VICCHED KI PARICHARCHA	UDDESHYA	ANGREJ SE HINDI SHABD
S-11	SLO-2	RAM KI MAHIMA	GHANANAND KI KAVYA SHAILI KA MAHATVA	SWARTH NIHIT BHAVANA	VIGYAPAN KI SPAST <mark>TA</mark>	ABHYASH KARYA
0.40	SLO-1	DHOHA PARICHARCHA	DHOHA PARICHARCHA	KAVYA PARICHARCHA	VIGYAPANPARICHARC <mark>HA</mark>	PARICHARCHA
S-12	SLO-2	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH

	Edited Book: ""SAMANYA HI <mark>NDI", SRI</mark> JONLOK PUBLICATION, 2023, New Delhi.
	1. KABIR – HAZARI PRASAD DWEDI
Learning	2. SURDAS – RAM CHANDRA SHUKL
Resources	3. BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY
	4. BIHARI – VISHVNATH PRASAD MISHR
	5. Aadhunik Vigyapan aur Jansampark – Taresh Bhatia

Learning Asse	essment					ANNE			-7		
				Continu	uous Learning As	ssessment (50%	weightage)	-	/	Final Francisco	tion (500/inlatone)
	Bloom's Level of Thinking	CLA -	<mark>- 1 (10%</mark>)	CLA-	- 2 (10%)	CLA -	- 3 (20%)	CLA-	- 4 (10%)#	rinai Examina	tion (50% weightage)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	200/	
Level I	Understand	30%	30%	30%	30%	2070	20%	20%	2076	30%	-
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	
Level 2	Analyze	40 /0	30 /6	30 /8	40 /0	30 /6	30%	30 /6	30 /6	50%	-
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	
LEVEI 3	Create	30%	20%	20%	30%	3070	30%	30%	30 /0	20%	-
	Total	10	00 %	10	00 %	10	00 %	1	00 %		100 %

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers									
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts							
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	Dr.S Preeti. Associate Professor & Head, SRMIST							
		2. Dr. Md.S. Islam Assistant Professor, SRMIST							
		3.Dr. S. Razia Begum, Assistant Professor, SRM IST							
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST							



Cours	111 11 11 11 11	02J	Course	French-II	Course		G		٠,,			Gen	eric E	lectiv	ve Co	ourse					L		Р	0	C 3
Code			Name		Categor	у															2	0	2	2	L J
	isite Courses			Co-requisite Courses Nil			ogres Cours		N	1	1														
Course C	Offering Depa	rtment	French	Data Book / Code	es/Standards			47								Vil									
Course L	earning Ratio	onale (CLR):	The purpose of	lea <mark>rning this c</mark> ourse is to:	A + A	L	.earnir	ng		h,					Prog	ıram L	_earn	ing Ou	itcom	es (Pl	_0)				
CLR-1			e of the students both in			1	2	3		1	2	3	4		5	6	7	8	9	10	11	12	13	14	15
CLR-2				s, reacting to information, situations	15-08-72	(n	(9)	(9)		<u>e</u>	S														
CLR-3			sic rules of French Gram		Mark - Mark	9	% %) tr		ledg	Sept	-	95	2	o o			ata		SIIIS	<u>s</u>				
CLR-4			omprehension of texts of		(2) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	g (B	ienc	mer		Now	Sono	D	Ala		izat		б	et□	S S	gSk	SK				
CLR-5	: Enable th	ne students to d	overcome the fear of spe	aking a foreign language and take position as a foreigner s	peaking French	-Ķ	ofic	ttain		교조	of	elate	X		ecial	Ege	delir	terpr	Š	lvin	ation	Kills			
					AND THE PARTY OF T	F	DE DE	A be		nent	tion	H. R.	nes In	5	g	dge	₩	ji.	jativ	n Sc	nic.	<u>8</u>			
Course L	earning Outo	comes (CLO):	At the end of this	course, learners will be able to:		evel of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)		Fundamental Knowledge	Application of Concepts	Link with Related	Disciplines Procedural Knowledge	3 .	Skills in Specialization	Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PS0 -2	PSO-3
					AND THE STATE											_					Ö		PS	PS	PS
CLO-1			bout French lan <mark>guage</mark>		1 36 1 1982	2	75	80		Н	М	Н	H		М	Н	Н	L	Μ	М	Н	L	<u> </u>	-	-
CLO-2				e, civilization and translation of French	market and the second	2	80	90		М	Н		Н		Н	М	Н	М	L	L	Н	М	<u> </u>	-	
CLO-3			g the features in French			2	75			Н	Н		N		Н	М	L	Н	М	М	Н	Н	<u> </u>	-	-
CLO-4			language into ot <mark>her lang</mark>			2	75			Н	L	М	_	_	М	Н	Н	М	L	Н	М	L	<u> </u>	-	-
CLO-5		ve the commur	nication, intercultural elei	ments in French language		2	80	75		М	Н	Н	L		М	М	Н	Н	М	L	Н	М		-	
Durat	ion (hour)		12	12	12							1:	2								12				
S-1	SLO-1	Temps libre		Le pronom indéfini <i>on</i>	Vendre				II fau								Les	gallic	ismes	3					
	SLO-2	Les activités d	quotidiennes	Les activités	Les exemples				C'est	/ II es	t						Les	activi	tés						
S-2	SLO-1	Les exemple	S	Les adjectifs interrogatifs	Acheter				Le ve	rbe de	evoir						Les	prono	oms p	erson	nels C	OI			
3-2	SLO-2	Les activités		Les activités	Les exemples	T	R/	ΔT	Les a	ctivité	s						Les	exem	ples						
S-3	SLO-1	Les moments	de la journée	L <mark>es prépositions</mark> avec les noms géographiques	Les aliments			11	Le ve	rbe p	ouvo	ir					Le	pronor	m <i>y</i>						
3-3	SLO-2	Les exemples	3	Les activités	Les exemples				Le ve	rbe sa	avoir	F					Les	exem	ples						
S-4	SLO-1	Les matières	scolaires	Les verbes prendre et sortir	Les emballages				Le ve	rbe v	ouloi	r					De	pron	oms o	compl	ément	is			
0-4	SLO-2	Les exemples	3	Les activités	Les exemples				Les s	ons							Les	activi	tés						
S-5	SLO-1	Les activités		Les sons	Les quantités		• •		Dema	ander	et dir	re le p	rix				Le	s nom	bres o	ordina	ux				
	SLO-2	Les loisirs		Les activités	Les exemples				Les a	ctivité	s						Les	exem	ples						
S-6	SLO-1	Les exemples	3	Parler de ses gouts	Les commerces				Faire	des a	chat	3			-	-	Les	verbe	es écr	ire et	voir				-
3-0	SLO-2	Les activités		Les activités	Les activités				Expli	quer u	ine re	ecette	de cu	iisine	,		Les	activi	tés						
6.7	SLO-1	La fréquence		Parler de ses préférences	les commerçants	-	-		Les a	ctivité	s						Le	E cadu	ıc ou	instal	ole			-	
S-7	SLO-2	Les exemples	3	Les activités	Les exemples				Les	ourse	S						Les	exem	ples						
S-8	SLO-1	Les activités		Parler de sa routine	L'impératif Les activités Présenter ses vœ			vally.			-														

	SLO-2	Les verbes pronominaux	Les activités	Les activités	Vendre et acheter	Présenter ses souhaits
S-9	SLO-1	Les exemples	A la recherche d'un cadeau –.	Les articles partitifs	Mots et expressions	Présenter ses félicitations
5-9	SLO-2	Les activités	Les activités	Les exemples	Grammaire	inviter à une invitation
S-10	SLO-1	Les pronoms personnels COD	Temps libre	Très ou beaucoup (de)	Communication	répondre à une invitation
3-10	SLO-2	Les exemples	Les activités	Les exemples	Tout le monde s'amuse	Les exemples
C 44	SLO-1	Les activités	Mots et expressions	Le pronom en (la quantité)	Les sorties	Écrire un message amical
S-11	SLO-2	Les adjectifs démonstratifs	Les activités	Les exemples	Les saisons	Les exemples
C 40	SLO-1	Les exemples	Grammaire –Communication	La phrase négative (2	Les fêtes	Parler au téléphone
S-12	SLO-2	Les activités	Les activités	Les exemples	Les messages	Un coup de fil

Learning Resources	Theory: 1. "Nouvelle Génération-Al" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. Cahier d'activités avec deux discs compacts. 3. https://www.fluentu.com/blog/french/french-grammar 4. https://www.elearningfrench.com/learn-french-grammar-online-free.html 5. https://www.lawlessfrench.com/grammar 6. https://blog.gymglish.com/2022/12/15/basic-french-grammar	

	Learning Ass	essment			40.00						
				Continuo	us Learning As	sessment (50	% weightage)			Final Francis etian	(F00/:
	Bloom's Level of Thinking	CLA -	- 1 (10%)	CLA -	- 2 (10%)	CLA -	3 (20%)	CLA	- 4 (5%)#	Final Examination	(50% weightage)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
114	Remember	200/	200/	200/	200/	000/	000/	000/	000/	200/	
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	•
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	
Level 2	Analyze	40%	50%	30%	40%	50%	50%	50%	50%	50%	-
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30 %	20%	-
	Total	10	00 %	10	00 %	10	00 %	1	00 %	100	%

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Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

Course Code	UES23AE1T	Course Name	ENVIRO	NMENTAL STUDIES	С	ourse	Categ	ory	ΑE	Δ	bility	Enha	ancer	nent	Cour	ses	L	. 1				2
				OTENIO													3	0	, ,	0 2	2 ;	,
Pre-req	uisite Courses	Nil C	o-requisite Courses	Nil	5 1	rogr	essive	Courses	3	Nil											_	
Course Offering	g Department	Computer Application	s	Data Book / Codes/Standards	4.1	4	/ }\			Nil												
Course Learnin	g Rationale (CLR):	The purpose of lea	rning this course is to:	-1-14-	L	earnii	ng	2			F	rogra	am Le	earni	ng Oı	utcon	nes (P		_			
CLR-1 : <i>To</i>	create awareness on Er	nvironment and Renewable	e and Non-renewable re	sources	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12 1	3 1	4 1	5
CLR-2 : To	understand about ecosy	stem and Biodiversity	AN A	44 7 3 4 3 4 4 4 4				10.7														
CLR-3: To	understand the natural	and anthropo <mark>genic im</mark> pact (of the environmental po	llution		_		1		nes			ge									
CLR-4: To	create awareness on di	fferent envir <mark>onmenta</mark> l probl	lems		Om	(%)	(%)	dge	pts	cipli	Ф	_	vled		耍		S	w			_	
CLR-5: To	create awareness on va	arious Envi <mark>ronment</mark> Protect	ion acts and the impact	of human population on environment	(Bloom)	ncy	eut	Ne Ne	Concepts	Dis	edg	atio	Knowledge		Data	S	Skills	Skills		-	3	_
Course Learnin	g Outcomes (CLO):	At the end of this c	ourse, learners will be a	ble to:	Level of Thinking	Expected Proficiency	Expected Attainment (%)	Fundamental Knowledge	Application of Cc	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize P	Skills in Modeling	Analyze, Interpret	Investigative Skills	\sim	cation	Analytical Skills	ICT Skills	essio	
CLO-1 : Ap	plying knowledge on Re	enewable <mark> and No</mark> n-renewa	ble resources	The state of the s	2	80	65	L	Н	L	М	L	Н	L	L	L	Н	L	М	- .	- /	V
CLO-2: Un	derstanding about ecos	system an <mark>d Biodiv</mark> ersity			2 80 70 M H L M L H L L H L M				М	- -	- 7	И										
CLO-3: Ga	thering knowledge on i	mpact of e <mark>nvironm</mark> ental pol	llution	N. S. Zinnania	2	80	70	L	Н	L	M	L	Н	М	М	М	Н	L	М	-	- /	V
CLO-4: Un	derstanding of different	environme <mark>ntal prob</mark> lems	_2. \	140	2	80	70	М	Н	L	М	L	Н	Μ	Μ	М	Н	L	М		/	V
	· · · · · · ·																					

	ıration hour)	9	9	9	9	9
S-1	SLO-1	Multidisciplinary nature of environmental studies	Energy flow in the ecosystem	Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity	Disaster management- Nature	Environment Protection Act
3-1	SLO-2	Definition, Scope and Importance of Environmental Studies	Energy flow in the ecosystem	Environmental Pollution- Definition	Floods, Earthquakes	Air (Prevention and Control of Pollution) Act
	SLO-1	Need for public awareness.	Ecological succession	Course Effects and Control Massures of	Cyclones	Water (Prevention and control of Pollution) Act
S-2	SLO-2	Institutions in Environment	Food chains, Food webs and Ecological pyramids	Causes, Effects and Control Measures of Air Pollution	Cyclones Landslides	Wildlife Protection Act
S-3	SLO-1	People in Environment	Ecosystem, Introduction, Types, Characteristic features, Structure and functions	Causes, Effects and Control Measures of Water Pollution	Social Issues and the Environment: From Unsustainable to	Forest Conservation Act
	SLO-2	Introduction to natural resources- Associated Problems	Forest ecosystem	- Water Poliution	Sustainable Development	Issues involved in enforcement of environmental legislation
S-4	SLO-1	Renewable and Nonrenewable resources	Grassland ecosystem	Causes, Effects and Control Measures of	Urban problems related to energy	Public awareness
	SLO-2	Forest resources	Desert ecosystem	Soil Pollution	Water Conservation]

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Having knowledge on various Environment Protection acts and the impact of human population on environment problems

CLO-5:

	SLO-1	Water Resources	Aquatic ecosystems (ponds, lakes, streams)	Causes, Effects and Control Measures of	Rain Water Harvesting,	Human Population and the Environment:
S-5	SLO-2	Mineral Resources	Aquatic ecosystems (rivers, estuaries, oceans)	Marine pollution	Watershed	Population growth, variation among nations
S-6	SLO-1	Food Resources	Biodiversity and its conservation- genetic, species and ecosystem diversity	Causes, Effects and Control Measures of	Environmental Ethics: Issues and Possible Solutions	Population explosion – Family Welfare Programme
	SLO-2	Energy Resources	Biogeographical classification of India	Noise Pollution	and Possible Solutions	Environment and human health
	SLO-1	Land Resources	Value of Biodiversity	Causes, Effects and Control Measures of	Climate change & Global	Human Rights
S-7	SLO-2		Biodiv <mark>ersity at Glo</mark> bal, National and Local	Thermal Pollution	warming warming	Value Education
	3LO 2	of natural resources	Levels	Themai i diadon	warming	Value Education
S-8	SLO-1	Equitable use of resoureces for sustainable lifestyles	In <mark>dia as a M</mark> ega Diversity Nation		Acid rain & Ozone layer	HIV/AIDS
	SLO-2	Concept of an ecosystem	Hot-spots of biodiversity	Nuclear hazards	depletion	
S-9	SLO-1	Structure and Functions of an ecosystem	Threats to biodiversity: habitat loss, poaching of wildlife man-wildlife conflicts	Solid Waste Management Causes, Effects and Control Measures of Urban and Industrial Waste	Nuclear Accidents and Nuclear Holocaust	Women and Child Welfare
	SLO-2	Producers, consumers and decomposers	Endangered and endemic species of India	Role of Individuals In Pollution Prevention	Wasteland Reclamation	Role of Information Technology in Environment and human health

Learning Resources

Theory:

- Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.
 Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press
 R.Jeyalakshmi (2014), Text book of Environmental Studies, Devi publications, Chennai.
 Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380013, India, Email:mapin@icenet.net (R)

I earning Assessment

				Continuou	s Learning Ass	essment (50%	weightage)			Final Framination	(E00/:
Level	Bloom's Level of Thinking	CLA -	· <mark>1</mark> (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	Final Examination	on (50% weightage)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Laval 1	Remember	400/		400/	- 100	400/		400/	~ / I	400/	
Level 1	Understand	40%		40%	FAKI'	40%	AD. T	40%		40%	-
Lavel 0	Apply	200/		30%		200/	п. Г	200/		200/	
Level 2	Analyze	30%		30%	-	30%	_	30%		30%	-
Lovel 2	Evaluate	200/		200/		200/		200/		200/	
Level 3	Create	30%	-	30%	-	30%	-	30%	-	30%	-
	Total	10	00 %	10	0 %	10	0 %	10	00 %	1	00 %

[#] CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Academic	Internal Experts
Dr.Arumugam Perumal, Director ARMATS BIOTEK Training and Research Institute, Chennai	Dr.N.Banu, Assistant Professor Bharathi Womens College (Autonomous), Chennai	1. Dr. P. Parthipan, Assistant Professor, Department of Biotechnology, FSH, SRMIST
	OF STATE OF	2.Dr. D. Sankari, Professor and Head, Department of Biotechnology, FSH, SRMIST



Code			Cours	se Title	-													urs/ W	1	
																L	Т	Р	0	С
UPE232	01T		Theories of Ma	jor Games Part-I												4	0	0	2	4
Cours Code		JPE23201T Course Name	Theories of Major Games Part-I	Course Cate	gory		75	С	٠.	Discipli	ne Spec	cific C	ore Col	urses			. T	P 0	0	
Co	requisite ourses	Nil	Co-requisite Nil	-A - A-		rogres Cours		Nil												
Course (Offering D	Department Physical Educat	tion and Sports Sciences Data Book / C	odes/Standards				4	2			Nil								
			earning this course is to:	7-09-7-2		Learni	ing	ΠT			Pro	gram	Learn	ing Ou		s (PL	0)			
		ow the history of sports	A TO	50.37 - W.T.	1	2	3		1 2	3	4	5	6	7	8				13	14 15
CLR-2 CLR-3		ow the Development of all sports now the fundamental skills			667	5	Ħ					tion				. Kills				
CLR-3		ow the advances skills		The same of the sa	<u>B</u>	icier	i ii			ted		alize	Φ	ling	5	S S	Sus	<u> </u>		
CLR-5	: To kn	ow the Rules and regulations	900	777	Ä	Prof	Atta	ltal	e n of	Rela	0 = 0	peci	Jtiliz e	lode	·	Ve (Skil		
CLR-6		derstand officiating		JUST WITHIN !	of T	ted	ted,	mer	edg	ith F	dura	in S	to L	in M	5	igati	,	ical	-	~ ا
0		0.4			Level of Thinking (Bloom)	Expected Proficiency	Expected Attainment	(a	Knowledge Application of	Concepts Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling Analyze Interpret	Data	Investigative Skills Problem Solving Skills	Communication Skills	Analytical Skills	PS0 -1	PSO -2 PSO-3
		Outcomes (CLO): : raluate the development of each sports			2	ு <u>மி</u> ≷ 85	ِ <u>شَ</u> گِ 80	<u> </u>	L H	ة ∃ ق H	H	H	ママ H			⊆ ā M L		⊢₹	ă´	<u>a</u> a
CLO-1		ferentiate among major sports		D (1 to 1 to 2	3	85			L H		Н	H	Н			M L	-	Н	-	
CLO-3	: To de	velop techniques	100 300 300	1/20	3	85	80		L H	Н	Н	Н	М		M I	M L		Н	-	
CLO-4		adicate old Tactics			3	85			L H		Н	Н	Н			M L	. -	Н	-	
CLO-5 CLO-6		roduce new officiating techniques event new equipments		107	3	85 85	80		L H		H	H	M H			M L		H	-	
Duratio	n (hour)	12	12	12				7	77	12							12			
	SLO-1	Origin of Volleyball	Officiating signal of volleyball	Rules of the game - Ball				System	of play-	Hockey			De	evelopm	nent of	the G	ame	Kabac	ldi	
S-1		Explain about FIVB	Explain about the signals with suitable situations	out					about 1					plain al					lopme	ent
S-2		VFI	First Referee Duties & Second Referee Duties	Officiating techniques- B					about 1					plain al						
		Explain about history of Volleyball History of Volleyball in India & USA	Table Referee Duties Line Referee Duties	Explain about Foot fault Officiating signal of Ball I					abo <mark>ut 1</mark> n <mark>of the</mark> p			,		hool Le			rsity L	evel		
S-3		Development of the Game Volleyball	District level Competitions	Explain about Out, Right			d	Fxplain	about F	orwards	Deffer	nce		plain al			n India	1		
		National level Development	Explain about Zonal, Inter Zonal & School RDS	Layout of the court with s			3	Half line	es & Goa	al Keepe	r			indame						
S-4		International Level Development	Explain about State level Competitions	Explain about Mud Court	t			Explain Hockey	about R	ules of t	he gam	ne -	Ex	plain al	bout R	iding,	Catcl	ning &	Attacl	hing
S-5	SLO-1	School Level & University Level Development	Explain about BDS, State Championship	Explain about Indoor Co	urt	• •			duration				Sy	stem o	f play-	Kabac	ldi			
3-3		Theories of Skills	Explain about National level Competitions	Explain about Synthetic	Court				about 4 5/5/ 15 /2/1		5		Ex	plain al	bout D	efensi	ive Pl	aying		
S-6	SLO-1	Explain about Coaching & Playing	Explain about Sub Junior Junior, & Senior championship	Position of the Player- Ba	all badı	minton			ing techr		•		Ex	plain al	bout o	ffensiv	e Pla	ying		
3-0	SLO-2	Officiating Techniques of Volleyball	Explain about International level Competitions	Explain about right back,	left Ba	ack,			the gameferee)	e during	the Ma	atch (Rι	les of t	he gar	ne - K	abad	di		
S-7	SLO-1	Explain about Techniques of officiating	World Cup, Asian Games & Olympics & Common wealth	Explain about right front,	left fro	ont & co	entre	Officiati	ing Signa	als				plain al		e gan	ne rul	e and	no of	olayers

	SLO-2	Game Technique-setting, service, attacking, receiving and Blocking	Lay-out of the court with specifications Volleyball	District level Competitions	Explain about whisling & Action with suitable match situation	Officiating techniques – Kabaddi whisling & Action
S-8	SLO-1	Special Skills	History of Ball badminton	Zonal, Inter Zonal & School RDS competitions	Organization	Layout of the court with specifications - Kabaddi
	SLO-2	Explain about defence and offence	Explain about TNBBA & BBFI	State level Competitions	Explain about Hockey India	Mud Court, Mat
	SLO-1	Fundamental skills Volleyball	Development of the Game Ball Badminton	BDS, State Championship	Layout of the Field with specifications	District level Competitions
S-9	SLO-2	Volleyball Pass & Attacking	Explain about the development in India & other Countries	Explain about National level Competitions	Explain about Mud Court and preparation	Zonal, Inter Zonal & School RDS
S-10	SLO-1	Blocking, Service	Techniques of Ball Badminton	Sub Junior Junior, & Senior	Explain about Grass and preparation	State level Competitions
3-10	SLO-2	System of play-Volleyball	Explain about Services & Smash	International level	Explain about Synthetic and preparation	BDS, State Champuioship
S-11	SLO-1	Explain about 5 – 1 system	Origin of Ball badminton	Asian Championsip	District level Competitions	National level Competitions
3-11	SLO-2	Explain about 4 –2 system	Explain about India & Tamilnadu	History of Hockey	Zonal, Inter Zonal & School RDS	Sub Junior Junior, & Senior, SGFI
S-12	SLO-1	Position of the players- Volleyball	Theories of Skills	Origin	State level Competitions National level Competitions	International level Competitions
3-12	SLO-2	Explain about Clock wise system	Explain about Foot work, grip, wrist movement	Explain about development of the Game Hockey	BDS, State Championship Sub Junior Junior	World Cup Asian Games & Olympics & Common wealth

Learning	1.Myerson, Roger B., Game Theory: Analysis of Conflict, Harvard (1991) (10)
Resources	2Robinson, J., An iterative method of solving a game, Annals of Math. 54 (1951)

Learning	Assessment			E17 7/7	14 Y Y Y 17 Y 17	20 - 60	是四部的。					
	Diagraia	Bloom's Continuous Learning Assessment (50% weight age)										
		CLA -	1 (10%)	CLA – 2 (10%)		CLA – 3 (20%)		CLA	-4 (5%)#	Final Examination (50% weight age)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember	30%		30%		30%		30%		30%	_	
LOVOI	Understand	0070		0070		0070		0070		0070		
Level 2	Apply	40%		40%	_	40%	_	40%		40%	_	
LCVCI Z	Analyze	4070		4070		4070		4070		4070		
Level 3	Evaluate	30%		30%		30%		30%		30%		
Level 3	Create	30%		30%		30%	-	30%		30%	-	
	Total	100	0 %	10	00 %	10	0 %		100 %	10	0 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	The second second	,EAUT
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar, Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.Y.C.Louis Raj, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asso. Professor&Head Department of Phy Edn, FSH, SRMIST

Cod	le		Course Title											L	H	lours/\	Veek O	С	
UPE23	3202T		Anatomy	and Physiology											4	0	0		
Cour Code		UPE23202T Course Name	Anatomy and Physiology		Course Category	С			Discipl	ine Sp	ecific C	ore Cou	rses			L 4	T 0 (P (
	requisite ourses	Nil	Co-requisite Nil			Progres Cours		Nil											
Course	Offering [Department Physical Education	and Sports Sciences Data Book /	Codes/Standards			7	12			l.	Nil							
			ning this course is to:			Lear	ning				Pro	gram Le	arning	Outcor	nes (P	LO)			
		now the basis of human body		17.0 (0.00)	1	2	3	1	2	3	4		6 7	8				13	14 15
CLR-2		now the functions of different systems			ur.	S	Ħ	. 7				Skills in Specialization Ability to Utilize				Problem Solving Skills	Communication Skills Analytical Skills		
CLR-		now the functions of selection now the functions of muscles		F154 - 174		cier	l mu	N		eg		alize	. e	oret	Skills	g S	S S		
CLR-		now the functions of muscles			Thinking	rofi	\ttai	重	o	elat	_ a	tilize	g la	Iter	e S	.	譩틶		
CLR-		now the regulations of body functions	4.77	12 May 18 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		(Bloom) Expected Proficiency	Expected Attainment	Fundamental	Application of Concepts	th R	Procedural	J Sp to U	Knowledge Skills in Modeling	Analyze, Interpret Data	Investigative	S .	Communication Analytical Skills	_	01
	,		FA START	Land William	evel of	(Bloom) Expecte	ect	ndar Alwe	olic	c wi	Swee	lis ir	NS IS	alyz	esti	l Se	m ig) PSO -1	PSO -2 PSO-3
		Outcomes (CLO):		N. L. L. J.				E Z	S P	Li.	P Z		X S			F P		PS	PSO.
CLO-		nd out the basic injuries	1777/21.07	With March 1	2	85	80	L	Н	Н	Н	H	-	М	M L	- -	Н		
CLO-		eat the sports injuries		2 2 5 7	3	85	80	- L	Н	Н	Н	H H	-	M	M L	- -	H	- -	
CLO-		elps to avoid injuries during play 3 85 80 L H H H H M - M develop different muscles 3 85 80 L H H H H H - M										M	M L		Н				
CLO-												M	M L	-	H				
CLO-		aintain Fitness	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW		3	85	80	L	Н	Н	Н	H H	-	М	M L	. -	Н		- -
Duration	on (hour)	12	12	100	12				1	12						12	2		
S-1		Meaning anatomy	Need of anatomy	Diarthrosis, Amphiarth	rosis and	Synarth	rosis	Residual	volume	9			Exc	retory S	System				-
3-1		Meaning physiology	Importance of anatomy	Explain about arthritis				Explanat		measu	ıremen	t							
	SLO-1	Definition physiology	Need of physiology	Types of joints				Lungs fu	nction					plain ab				f excre	tion
S-2	SLO-2	Definition anatomy	Importance of physiology	Freely Movable Joints	s and imm	novable j	joints	Minute V	olume					olain abo ney,res _l				ry and	skin
S-3	SLO-1	Cell – Structure and Functions of Various parts of the cell	Functions of Skeleton	Joint or articulation	P. T	$\mathbb{R}/$	m	Pulmona	ry funct	tion tes	t (PFT)			docrine	•				
3-3	SLO-2	Explain about basic structure	Explain about functions and its uses	Explain about the three	ee ranges	of motion	on	Explain a	about Al	lveolar	ventila	tion		w a nea		am a	nd me	ntion a	bout
	SLO-1									neal glar	nd								
S-4	SLO-2	Appendicular Skeleton, vertebrate skeleton								olain abo	out the	funct	ions of	Pinea	l gland				
	SLO-1	Tissues	Bones	Structure of Heart				Main Fur	nctions	of Bloo	d		Pitu	itary gla	and				
S-5	SLO-2	Explain about multicellular organisms	Explain about human body bones and its counts	Draw a neat diagram parts	of heart a	and spec	ify the	Explain a	about fu	nctions	and ci	rculation	• • •				l gland		
S-6	SLO-1	Types of various tissues	Classifications and Functions	Functions of Heart				Blood Gr					Pancreas,						
3-0	SLO-2	Explain about four basic tissues	Lists the classification and explain about it General Feature of different bones of the	Explain about Circula	tion of the	Blood		Explain about human blood groups Explain ab			lain abo	in about the functions of pancreas			eas				
S-7	SLO-1	Functions of Tissues	Stroke volume and Ca					hyroid and para thyroid glands											
3-1	SLO-2	Tissues functions in communication	Lists the features and Explain about it	Explain to calculate th	he SV and	dCO		Explain a first aid	about co	ontrol o	f bleed	ing and		olain abo a thyroi			ions of	thyroi	d and

S-8	SLO-1	Nervous tissues	Scapula	Brady Cardia	Digestive system	Adrenal glands
3-0	SLO-2	Explain about major classes of tissues	Explain about scapula involving sport	Explain about slow heart rate and causes	Explain the organs of digestion	Explain about the functions of adrenal gland
S-9	SLO-1	Myology, histology, osteology, arthology	Humerus	Tacky Cardia	Structure and Functions of digestive system	Ovaries
	SLO-2	Explain about Bones, Joints& Muscles	Explain about humerus involving sport	Explain about sppedy heart rate and causes		Explain about the functions of ovaries
	SLO-1	Dermotology,	Bones & Joints of the Shoulder	Blood Pressure	Nervous System-Structure	Testes
S-10	SLO-2	Explain about the branches of medicine dealing with the skin	Spine and coracoid process	Explain about the High and low BP	Draw a neat diagram and mention its parts	Explain about the functions of testes
	SLO-1	Ophthalmology	Upper extremity major bones	Respiratory system	Central nervous system	Exocrine System
S-11	SLO-2	Medicine and surgery which deals with the diagnosis and treatment of eye disorders.	Radius Ulna, Pelvic bone, Vertebral Column	Explain about inhalation and exhalation	Peripheral Nervous system	Structure of the exocrine system
	SLO-1	Cardiology	Lower extremity major bones	Structure of the Lungs	Functions of Neuron	Functions of exocrine system
S-12	SLO-2	Diagnosis and treatment of eye disorders	Femur, tibia,fibula and Patella	Draw a neat diagram of Lungs and its parts	Explain about the types of neuron and its function	Eplain about regulate body temperature, lubricate, nurture newborns (lactation), aid in digestion, and aid in reproduction
C 42	SLO-1	Neurology, diagnosis and treatment of eye disorders	Bones- surrounded in the spinal cord	Mechanism of Respiration	Functions of Brain	Types pf exocrine system
S-13	SLO-2	Nephrology, diagnosis and treatment of eye disorders	Explain about shelter bones of spinal	Explain about the process	Explain about parts of brain and its functions	Explain about Holocrine glands, ,
	SLO-1	Explain about Anterior Posterior	Definition Joints	Movement of respiration	Function of Spinal cord	Explain about Merocrine or Eccrine glands
S-14	SLO-2	Explain about Lateral, Medial	Explain about joints and its location	Evaluation of respiration	Explain about parts of brain and its functions	Explain about Apocrine glands
C 4E	SLO-1	Inferior and Superior	Classification of Joints	Tidal Volume	Functions of Liver	Difference between Hormones and Enzymes
S-15	SLO-2	Explain about human body's inferior and superior	Explain about the classification and its uses	Explain about ventilation dynamics	Explain about functions and safety precaution measures	Explain about biological catalysts and molecules

Learning Resources

1.Essentials of Human Anatomy & Physiology by Marieb, Elaine Nicpon

Learning	Assessment					77.01		7 7 7				
	Bloom's			Co	ontinuous Learning	Assessment (50%	weightage)	//		Einal Examinatio	n /500/ woightage)	
	Level of Thinking	CLA –	1 (10%)	CLA – 2 (10%)		CLA -	3 (20%)	CL	A – 4 (5%)#	Final Examination (50% weightage)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember	30%		30%	TARN	30%		30%		30%		
Level I	Understand	30%		30%	THAT	30%	- I FAI	30%	-	30%	-	
Level 2	Apply	40%		40%		40%	THILIT	40%	1	40%		
Level 2	Analyze	4070		4070	-	4070	-	4070	-	4070	-	
Level 3	Evaluate	30%		30%		30%	_	30%		30%		
FEAGI 2	Create		-	3070	-	3070		30%	-		-	
	Total 100 %			10	00 %	10	00 %		100 %	100 %		

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Course Designers		
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	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar,Asso. Professor& Head, Department of Phy Edn SRMIST
		Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST

Code				Course Title											Н	ours/ V	
Code	-			Course Tille										L	Т	Р	O C
UPE232	203T		Principles of Yoga Therapy Soc	ial Skills and Living Value Bas	ed Educ	cation								4	0	0	2 4
	Course Code UPE23203T Course Name Principles of Yoga Therapy Social Skills and Living Value Based Education Category C Discipline Specific Core Courses											L 4	T 0	P 0	O C 2 4		
	requisite ourses	Nil	Co-requisite Nil			ogress Course		Nil									-
Course	Offering D	ering Department Physical Education and Sports Sciences Data Book / Codes/Standards Nil															
C	l	Detionals (CLD): The number of learn	ing this savens is to							Duna				- /DL (•		
CLR-1		Rationale (CLR): The purpose of learn rance of yoga	ing this course is to:	Color S Color Buck	1	_earnin	1g 3	1 2	3	4	ram Leai	ning O		9 10)) 11 .	12 4	3 14 15
CLR-1		c concepts of human body		Action 1985					3	-		1	0			12 1) 14 13
CLR-3		vercome psychological problems				ncy	ent				atio			SKils	Skills		
CLR-4		prove personality development		A West How William	Thinking	<u>cie</u>	E		ted		aliz	i <u>li</u>	pre	ž E	0 5	S	
CLR-5		now about value education		To the second	Ę	rof	\tta	्रे च्या ठ के	ea	_ a	tiliz	. 용 .	iter	9 e	aţic	<u> </u>	
CLR-6		now about power of mind		JAN THE LAND	Ė	<u>8</u>	b /	dge district	nes nes	dge	25 7	<u> </u>	ű.	yatiy n S	iel	g	
			100000000000000000000000000000000000000	With the control of	o le	ecte	ect	dar	<u> </u>	we	Is it	의 .드 .	ZZ e	Investigative Skills Problem Solving Skills	Communication	Analytical Skills	PSO -2 PSO -3
Course	Learning	Yogic concepts of human body To overcome psychological problems To know about value education To know about power of mind To know about power of m											Ana Data	티	l G	Ana O	5 5
CLO-1													M L		H -		
CLO-2											-	М	M L	-	Н -		
CLO-3	CLO-3: Can teach yoga to overcome psychological disoures 3 85 80 L H H H M - M									М	M L	-	Н -				
CLO-4	CLO-4: Can teach yoga to overcome psychological problems 3 85 80 L H									Н	H H	-		M L	-	Н -	
CLO-5	5: To de	evelop personality through yoga		11/2/27	3	85	80	L H	Н		H M	-	M	M L	-	Н -	
CLO-6	S: To In	crease power of mind through yoga	624	1///	3	85	80	LH	Н	Н	H <i>H</i>	-	М	M L	-	Н -	
			T A L					- N			r						
Duratio	on (hour)	12	12	12				-17	12						12		
S-1		Role of Yoga in Diseases	Meditation for Tension	Role of yoga in Nervousness				Different s	tates of	mind		Co-Oper	ration				
		List the yoga for diseases	Lists the meditation and its uses	Lists the yoga and its uses				1									
S-2		Yogic Concepts of human body	Meditation for Coronary heart diseases	Role of yoga in Neurosis				How to us				Freedon					
		List the concepts and its uses	Lists the meditation and its uses	Lists the yoga and its uses		HΔ		Explanation				Explana		n exam	ples		
S-3		Rehabilitation through yoga	Meditation for Asthma	Mind	_			Personality				Respons			.1		
		Yoga treatment and recovery	Lists the meditation and its uses	Explanation about human m	nd			Explanatio				Explana		ı exam	pies		
S-4		Rehabilitation through Asanas's	Meditation for Arthritis	Meanning of Mind	tion			Interperso				Happine Explana			nloc		
												tion witi	ı exam	pies			
S-5		Concept of Asanas in human body List the concepts and its uses	Meditation for Obesity Lists the meditation and its uses	Definition of mind				Drills Explanation	n with a	vomales		Love Explana	tion with	2 0200	nloc		
		Role of pranayama in Physical Education	Meditation for Back pain	Construction of mind Role of mind in Sports				Holistic he					uon Will	ı exam	pies		
S-6		Pranayama for physical education period	Lists the meditation and its uses	List the sports mind				Explanatio				Peace					
		Role of asanas in Physical Education	Role of Asana in sportsman	Concept of Mind						vallibles		Explanation with examples Humility					
S-7		Asanas for physical education period	Asanas for sportsman	Meaning and list of concepts	Positive Thinking pts with explanations Explanation with examples					Explanation with examples							
		Concept of yoga in human body	Role of yoga in Psychological Problems	Power of Mind						Self-Respect							
S-8		SLO-2 List the concepts and its uses Lists the yoga and its uses List the power of human m										Explanation with examples					
		LO-1 Meditation help to mind clear Role of yoga and its uses Elst the power of number 1 Role of yoga in Anxiety Functions of Mind										Honesty					
S-9		Uses of meditation	Lists the yoga and its uses	List the functions					Explanation with examples								
	JLU-Z	USES OF INCUITATION	Lists the yoya and its uses	LIST THE INTICTIONS				∟xpiai iati0	ni wilii e	varribies		piai la	UOII WIL	i Cyalli	hico		

S-10	SLO-1	Meditation for diabetes	Role of yoga in Depression	Powers of conscious mind	Ability to understand	Simplicity
3-10	SLO-2	Lists the meditation and its uses	Lists the yoga and its uses	List the power of consciousness	Explanation with examples	Explanation with examples
S-11	SLO-1	Meditation for diabetes	Role of yoga in Phobia	Power of Subconscious mind	Empathy and Stress Managemen	t Tolerance
3-11	SLO-2	Lists the meditation and its uses	Lists the yoga and its uses	List the power of subconscious mind	Explanation with examples	Explanation with examples
S-12	SLO-1	Meditation for Hypertension	Role of yoga in Fatigue	Sanskar re- engineering	Inculcation of Living values	Unity in Diversity
3-12	SLO-2	Lists the meditation and its uses	Lists the yoga and its uses	List the method of self changes	Explanation with examples	Explanation with examples

Lograina	1.Dr. Krishna Raman: A matter of health (Integration of Yoga and western medicine for prevention and cure) (0	Chennai east
Learning	west books (Madras)Pvt. Ltd 1998)	3. G.Ravindran: Management Science conflict (Manivasakar publication 2008 Chidambaram.)
Resources	2. Ananda :The complete book of yoga harmony of body and mind(orient paper backs: vision book Pvt. Ltd., 1982).	

Learning A	ssessment			K. W.		7,000	10.00					
	Bloom's			Continuo	us Learning As	sessment (50	% weight age)		N Val	Final Evernings	ion (50% weight age)	
	Level of Thinking	CLA -	- 1 (10 %)	1 (10%) CLA – 2 (10%)		CLA - 3 (20%)		CLA – 4 (5%)#		Final Examination (50% weight age)		
	Lever or Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Lovel 1	Remember	30%		30%	47747	30%	10.10	30%	1 TH	30%		
Level 1	Understand	30%	-	30%		30%	Mary Pill I	30%		30%	-	
Level 2	Apply	40%		40%	100	40%	4 Bar 1	40%	1877 3	40%		
Level 2	Analyze	40%	un.	40%	- 1 AS 1	40%	313701	40%		40%	-	
Level 3	Evaluate	30%		30%	San Ashira	30%		30%	1.7	30%		
Level 3	Create	30%		30%	OFTE	30%	10 1 100	30%		30%	-	
	Total	10	00 %	10	00 %	10	0 %	1	00 %		100 %	

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		Dr.C. Suresh, Asst. Professor, Department of Phy Edn, FSH, SRMIST									

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Course Code	UCD23S02T	Course Name	Verbal Ability and Skill Development	Course Category	S	Skill Enhancement Course	2	0	0	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Guida	ance Cell	Data Book / Codes/Standards		

М

10 11

Communication Skills

Н

12

Analytical Skills

Н

Н

М

М

13

14

Professional Behaviour

М Н

15

Life Long Learning

Course Le	·	The purpose of learning this course is to:	100	Learnir	ng					Р	rogran	n Lear	ning O	utcom	es (PLC))
CLR-1:	<u>, , , , , , , , , , , , , , , , , , , </u>	uate basic mathematical concepts related to mixtures and alligations, Numbers, time	1	2	3	1	2	3	4	5	6	7	8	9	10	11
CLR-2:	Use their logi	cal thinking and analytical ab <mark>ilities to</mark> solve reasoning problems	Ĺ	(9)	<u> </u>	Φ										
CLR-3:	Develop soft	skills relating to the need fo <mark>r job recr</mark> uitment	90	6)	t (%)	edg	epts		ge	5			ata		<u>s</u>	တ
CLR-4:		ents with the necessary ski <mark>lls to gen</mark> erate and interpret data sufficiency, problems on Pipes and Cisterns, Boats <mark>and strea</mark> ms,	Thinking (Bloom)	Expected Proficiency (%)	Attainment	ndamental Knowledge	of Conce	ated	Procedural Knowledge	Skills in Specialization	19	eling	Interpret D	Skills	ing Skills	on Skills
CLR-5 :	Enable stude	nts to understand problems on graphs and also increase their ability in language skills	of Think	ed Pro	ed Atta	nental		with Related	ural K	Spec	to Utilize	in Modeling	e, Intel	stigative	n Solving	unicati
Course Le	·	At the end of this course, learners will be able to:	Levelo	Expect	Expected	Fundar	Application	Link wi	Proced	Skills ir	Ability 1	Skills ir	Analyze,	Investi	Problem	Comm
CLO-1:		ne concepts of mixtures and alligations, Numbers, time and work and to approach questions and innovative method	3	80	70	М	H	-	L	Ġ	M		M	М	Н	-
CLO-2:	Establish a st reasoning	tudent's interest and awareness in seating arrangements, mathematical operations, logical	3	80	75	М	Н	- /	4	3	М		М	М	Н	-
CLO-3:	Acquire soft s	skills that will help for applying jobs	3	85	70	-	-	М	Н	М	/	L	-	-	-	Н
CLO-4:	Demonstrate	various principles involved in aptitude problems	3	85	80	-	-	-	4 - 1	М		L	Н	-	Н	-

CLO-5:

Ability to solve problems on reasoning and to interpret English language

	ration nour)	6	6 TEAR	N-LEAD, TEA	6	6
S-1	SLO-1	Time and Distance – Introduction	Seating Arrangements (Circular and table) Introduction	Resume Building - Introduction	Chain Rule, Pipes and Cistern – Introduction	Functions and Graphs Introduction
	SLO-2	Time and Distance – Problems	Seating Arrangements (Circular and table) – Problems	Resume Building	Chain Rule, Pipes and Cistern – Problems	Functions and Graphs – Problems
S-2	SLO-1	Time & Work- Introduction	Mathematical Operations – Basic Problems	Group Discussions - Introduction	Data Sufficiency – Introduction	Comprehension
	SLO-2	Time & Work – Problems	Mathematical Operations – Tricky Problems	Group Discussions – Mock GD	Data Sufficiency – Problems	Comprehension – Practise session
S-3	SLO-1	Alligation or Mixture – Introduction	Data Arrangements - Introduction	Group Discussions - Activity 1	Logarithms – Introduction	Idioms and Idiomatic Expressions – Introduction
	SLO-2	Alligation or Mixture - Problems	Data Arrangements – Problems	Group Discussions - Activity 1	Logarithms – Problems	Idioms and Idiomatic Expressions – Practise Session
S-4	SLO-1	Numbers – Basic Problems	Logical Deductions – Introduction	Group Discussions - Activity 2	Boats and Streams – Basic Problems	Cause and Effect - Introduction

85 75

Н

	SLO-2	Numbers – Tricky Problems	Logical Deductions – Problems	Group Discussions - Activity 2	Boats and Streams – Tricky Problems	Cause and Effect – Practise Session
S-5	SLO-1	Problems on Trains – Introduction	Letter and Symbol Series – Basic Problems	Leadership Skills Introduction	True Discount – Introduction	Theme detection – Introduction
	SLO-2	Problems on Trains – Problems	Letter and Symbol Series – Tricky Problems	Leadership Skills	True Discount – Problems	Theme detection – Activity
S-6	SLO-1	Races and Games – Basic Problems	Input Output Tracing Introduction	How to Handle Criticism and Feedback	Geometry and Mensuration Introduction	Ordering of words _ Introduction
	SLO-2	Races and Games – Tricky Problems	Input Output Tracing – Problems	How to Handle Criticism and Feedback	Geometry and Mensuration – Problems	Ordering of words – Practise Session

Learning	1. James Barrett & Tom Barrett - Ultimate aptitude tests: over 1000 practice questions for abstract visual,	4. David Bartlett, The art of general practice: soft skills to survive and thrive, Scion, Banbury, 2018, eBook,
Resources	numerical, verbal, physical, spatial and systems tests, Kogan Page, London, 2018. Fourth edition	2018
	2. Kathy A. Zahler & Over Drive, Inc (Distributor) Conquering GRE verbal reasoning and analytical writing,	5.Zsolt Nagy, Soft skills to advance your developer career: actionable steps to help maximize your
	McGraw-Hill Education, New York, 2020 Second Edition	potential, A press, Berkeley, CA, 2019, eBook, 2022
	3. Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford,	
	2018	

Level	Bloom's Level of Thinking	S 11 1 7 1 7 1 7 1 7 1			
		CLA - 1 (20%)	CLA - 2 (20%)	CLA - 3 (30%)	CLA - 4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	20%	30%	30%
	Understand	1777		92	
Level 2	Apply	30%	50%	30%	30%
	Analyze	1,42			
_evel 3	Evaluate	40%	30%	40%	40%
	Create				
	Total	100%	100%	100%	100%

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc. # CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited. Chennai	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
		Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST

Course Code	UEN23	V01L	Course Name	COMMU	NICATION SKILLS			Course Category		Al	E V	/alue	Additi	on Co	urse				(-)	0	4		2	2	
	uisite Cours		Nil		Co-requ <mark>isite Cours</mark> es	Nil	CIEN	LE	Cou	gress irses	ive	^	lil													
Course	Offering De	partment	Department o	f English, F	FSH <mark>, SRMIS</mark> T	Data B	ook / Codes/Standar	rds	Nil		44	-														
Course (CLR):	Learning R	ationale	The purpose	e of learning	this course is to:		ATS	'n.		Le	arning)[Progra	ım Le	arnin	g Out	come	es (Pl	_O)						
CLR-1 CLR-2 CLR-3 CLR-4	Imp	rove pronu and vocab	nciation and in ulary and idion	ntonat <mark>ion to</mark> natic <mark>expre</mark>	racticing and engaging in various enhance clarity and effectiven assions to communicate more a nd respond appropriately to sp	ness in oral concerning	ommunication. d expressively.	S.	1 (mool)	2 (%) %	3 (%) tu	1	2 streamony	3 soiplines	4 96F	5 uoi	owledge 9	7	Data 8	9			12	13	14	15
CLR-5		ifying ques	tions, to enhar		ies, such as active listening, so sonal and intercultural commu At the end of this course, lea	nication.		sking	evel of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	2	Application of Concepts	ink with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret D	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 CLO-2	: Pro	nounce En	glish words an	d phr <mark>ases</mark>	n English by expressing ideas accurately, using appropriate ir	ntonation and	d stress patterns.		2	75 80	60 70	H M	M H	M	r P	- Ski	M Abi	-	M M	H M	L I	H .	L Aŭ	- - -	- - -	- - SA
CLO-3	. Und	derstand ar sentations.	nd comprehend	d spoke <mark>n E</mark> i	ocabulary and idiomatic expres nglish in various contexts, inclu	ıding informa	al conversations, lectu	ires, and	2	70 70	65 70	M H	M M	M L	-	M	L H	-	H -	-	- I	H .	L .	-	-	-
CLO-5	: Del	iver well-st	ructured and e	ngaging o <mark>r</mark>	al presentations, incorporating	effective boo	ly language and visua	al aids.	2	80	70	Н	Н	-	М	-	М	-	L	L	M I	Н	М -	•	_	
Durati	on (hour)	12			12	TEA	12	AP.	Т	p.	(T)	12								12	2					
	SLO-1	Introduction	n to Listening Skil	lls.	Introduction to Reading Skills. Disc techniques of Reading Skill	cussion of	Introduction to Speaking phonetics and vocabular		aining	the imp	oortance o	f Intro	duction	to Wri	ting Sk	ills Imp	ortanc	e of wr	iting sk	kills In	troduct	ion to	appred	ciation	of tex	its.
S-1	SLO- 2		Effective Ways of Listening. Active		Identifying common reading proble after making them read a few pass.		Explaining the usage of learn phonetics of the w					Ехр	laining	various	forms	of writir	ng with	examp	oles:.	fer so	ncourag w of the ources t w lines	eir fav they h	ourite l ave rea	lines f ad or	from an sharing	ny g a
S-2	SLO-1		n to Digital langua obile applications		Learners are enabled to record the listen to it in order to correct their p areas		The right enunciation of phonetic representation by learning to use the di	and decoding				and	Inform	n to lette al letter -mail et	s with e	example		etters- i	Forma	->	xplainin eates a				g texts	1
J -Z	SLO- 2	Equipping learners	the listening skill o	of the	repetitive practices of reading selection web resources, their standard measured.		Observe and repeat and words by practicing cont		honetic	pronu	inciation of	letter and check for e-mail etiquettes in writing.			nabling the students to reflect in the assroom about any of their favourite loks/ articles or magazines.											
S-3 –	SLO-1	Introducing	google podcasts		The speed, fluency, pronunciation,		Teaching the usage of Thesaurus to un			stand a	and	Ena	bling th	e stude	nts to ı	unleash	their p	otentia	als in	in Introducing the text of Letters by						

S-4			comprehension of the words in the paragraph	develop various words and improve vocabulary.	creative writing through writing transcripts for advertisements of any product.	Mathrubootham published in the Hindu.
	SLO- 2	Task to write down the words from the audio they have listened to. This activity should be done in two steps. 1. Jotting down the words simultaneously as they listen to the speaker. 2. Writing the transcript of the audio through repetitive	hints and tricks to follow where the pauses are to be followed.	Identifying common errors in concord, preposition, direct speech and indirect speech.	write a review of any book or a movie or an interview or a debate.	Reading and recitation of the text of the first letter-Enjoy within limits, says Mr. Mathrubootham Understanding characters by analyzing the usage of their style of
		play and pause. Imitating the speakers by listening to	. 0			language
S-5	SLO-1	them and attempting to learn the pronunciation of the words uttered in the audio.	Students group 1- reads – group 2 identifies the flaws in reading.	Identifying common errors in tenses, punctuation, and syntactical errors	Mechanics of writing like capitalization, punctuation, spelling, correct pronoun, preposition, concord usage can be taught.	Reading of the second letter- Nobel? What Nobel, asks Mr. Mathrubootham.
	SLO- 2	Repetitive listening to enhance pronunciation skills	The roles have to be exchanged between the two groups and the activity should be practiced.	Rectifying the common errors and instructing the learners about the right usage in order to avoid common errors.	meachnaics of writing - assessed and evaluated.	Mathrubootham's humour and the language of code switching from Tamil to English and vice –versa.
0.6	SLO-1	Introducing to the audios of TED TALK American Speakers. Listening to the native speakers of English Language through TED TALKS.	Identify the key arguments in a passage - introductory point, lead point, supportive argument statement, concluding point and the common connecting word between all the key words in the passage.	Practicing how to avoid common errors.	Teaching effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Reading of the third letter -Mr. Mathrubootham is fully supporting all new technologies
S-6	SLO- 2	Introducing to the audios of TED TALK British Speakers. Listening to the native speakers of English Language through TED TALKS.	encouraged to identify the key arguments in other passages on their own.	The learners are introduced to collocations for quick choice of learning how to speak in short time and how to speak effectively.	Practicing effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Mathrubootham's frustration over the failure of technologies and the language that he positively uses to denote hopelessness over technologies.
S-7 -	SLO-1	American and British styles can be differentiated.	Guiding the act of reading through scanning and skimming by model reading of the passages by the instructor.	Practice collocations	common errors in tenses, direct and indirect speech and syntax structure.	Reading of the fourth letter in the classroom and discussion Pizza maavu: Welcome to Mr. Mathrubootham food recipe website,
S-8	SLO- 2	The recognition of different accents should be practiced by speaking after listening.	scanning and skimming activities	Idioms and phrases	Practicing effective writing by learning to avoid common errors in tenses, direct and indirect speech and syntax structure.	Mathrubootham's love for food and the miscommunication about food.
	SLO-1	Learning advanced pronunciation and vocabulary through various computer applications like Woodpecker.	Loud reading and slow mind reading	A speaking task to learn- collocations, idioms and phrases, vocabulary and phonetic pronunciation	Teaching how to write statement of purpose for admission to higher educations, and practicing the same.	Analyisng the text for regional relevance and National significance.
S-9	SLO- 2	imitate the different sounds and accents - repeat it after listening to any of the videos from the library based on individual interest.	Pauses, pronunciation, comprehension and fluency can be checked for improvement at this stage through repetitive practices.	Their speaking activity is to be recorded and played again to rectify the errors and highlight the problematic areas in speaking.	Teaching how to write a story by looking at a picture. Developing the writing skill through word ladders.	Appreciating the aesthetics of the comic element and the embodiment of humour in the narrative in the letter
0.40	SLO-1	Repeat listening to the same time frames and move from 02.01 to 03.00	Students -groups -checking the comprehension skills. Analyse the text of a passage.	Automating vocabulary through engaging the students in various activity games like solving crossword puzzle and playing scattergories.	Introduction to blog writing and steps to become an effective blog writer.	importance of bringing in the Indianized way of speaking the English Language in order to depict the character called Mathrubootham.
S-10	SLO- 2	Choosing any particular time frame and practicing it.	Brainstorming the comprehension skills- questioning the key points in the passage.	Engaging the students to play the games in order to learn the vocabulary.	Encourage the readers to create their own blogs and post articles on a regular basis.	relatable characters of both formal and informal everyday life experiences.
S 11 - S 12	SLO-1	Interested students can complete listening and reflecting the complete audio listening practice and speaking.	Cross check with misunderstanding if any and rectify- match the question and answers.	Spur of the moment speech.:	Selecting any news article and learning the writing style in it.	Talk about their favourite letter from the letters of Mathrubootham by recollecting the appreciation of the text according to their perception and understanding.

SI O- 2	Passages for reading comprehension are to be given for practice that tests their reading skills.	Prepared speech : Giving a speaking task to the students to speak on their own choice	Enabling the students to share their appreciation of any of their favourite lines form the books they have read.

Learning Resources	 English Grammar in U Raymond Murphy, Intermed R.P. Bhatnagar, English for http://www.aptitudetests.org 	lse by Raymond Murphy liate English Grammar, Cambr Competitive Examinations, Tri	idge University Press, 2007 nity Press, 3 rd Edition,2016	I, SRMIST, 2020	
Learning Assessment	t		TO THE STATE OF THE STATE OF		
	1:15	Continuous Learning As	ssessment (100% weightage)		
Level	Bloom's Level of Thinking	CLA – 1 (20%)	CLA – 2 (20%)	CLA - 3 (30%)	CLA – 4 (30%) #
		Practice	Practice	Practice	Practice
	Remember	100/	100/	200/	150/
evel 1	Understand	10%	10%	30%	15%
10	Apply	500/	F00/	400/	500/
evel 2	Analyze	50%	50%	40%	50%
1.0	Evaluate	100/	400/	000/	050/
evel 3	Create	40%	40%	30%	35%
	Total	100 %	100 %	100 %	100 %

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Krishna Raj Sutherland Krishna.Raj1@sutherlandglobal.com	Dr. J Mangayarkarasi Associate Professor and Head, Dept. of English Ethiraj College for Women Chennai jmbwilson97@gmail.com	1. Dr. Shanthichitra, Professor, & Head, Department of English, FSH,SRMIST
Ann Mariya Thomson RA2232105010015 II M.A English Literature CSH, SRM IST az1160@srmist.edu.in	Dr. K S Antonysamy Associate Professor and Head, Dept. of English Loyola College Chennai antonysamyks@loyolacollege.edu	2.Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST 3.Dr Anchal Sharma, Prof & Hod EFL SRMIST NCR Campus 4.Dr T Sridevi, Assistant Professor English, FSH Ramapuram SRM 5.Dr Shanmuga Priya, Assistant Professor SRMIST Trichirapalli Campus

Course Code	UNS23M01L / UNC UNO23M01L / UYG UMI23M01	23M01L /	Course Name	NSS/NCC/NSO	YOGA	Course Category N	М	Manadatana .	L T P C 0 0 0 0
Pre-requ	isite Courses	Nil	Co-requis	site Courses Nil	1	Progressive Cou	ırses	Nil	
Course Offering	g Department	NSS/NCC/	/NSO/Y <mark>OGA</mark>	Data Book / Code	s/Standards	Nil			

Assessment is Fully Internal

Learning Assessment	· Carlotte and the carl	
	Assessment Tools	Marks
Continuous Learning Assessment –I (CLA-I)		20 Marks
Continuous Learning Assessment –II (CLA-II)		30 Marks
Continuous Learning Assessment –III (CLA-III)		30 Marks
Continuous Learning Assessment –IV (CLA-IV)		20 Marks
	Total Marks	100 Marks

For earning Additional Credits

SEMESTER - II

Course Code	UCD23P01L	Course Name	Internship Report- I	3 SCII	IN	Cou Cate	rse egory	IAPO		ternshi _l ommun			ship / Pr	roject/				L 0	T 0	P 0 8 2	
Pre-requisite Course Offering		Nil	Co-requisite Courses	Nil Data Book / Co	des/Sta	ndards		Prog	gressiv	ve Cour	ses		Nil								
Course Learnin	g Rationale (CLR): The purpose of lea	arning this course is to,	- 47			Lear	rning		Pro	gram L	.earnir	ng Outc	omes	(PLO)						
CLR-1: CLR-2: CLR-3: CLR-4: CLR-5: CUR-5:	Explore the diffe Enhance the skil Understanding the Applying the skil	ls in the system aspects ne professional connectio ls in problem solving	nvironment. chemistry and related areas as with the knowledge learnt arse, learners will be able to:	T (moda)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	13	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside	view of an industry and o	rganization/company	3	80	70	E.S	Н	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2 :	To gain valuable	skills and knowledge	2	3	85	75	М	Н	Н	М	4	М	L	L	М	L	L	Н	M	L	L
CLO-3:	To make profess	sional connections and en	hance networking	3	75	70	М	Н	М	H/	L	М	М	L	М	L	М	Н	М	L	L
CLO-4 :	To get experience	e in a field to allow the st	udent to make a career transition	3	85	80	М	Н	М	Н	L	М	М	L	М	L	М	Н	M	L	L
CLO-5 :		view of an industry and o	rganization/company	3	85	75	ΉL	нД	М	Н	L	M	M	M	M	L	М	M	M	L	L

Students can choose a school of their own interest for internship for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in internship as per the schedule given. At the end of the internship period, every student shall submit a structured internship report within 15 days from the date of the completion of the internship period.

Learning Assessment				
	Continuous Learning Assessment (50% weigh	itage)	Final Evaluation (50% weightage)	
internship	Review – 1	Review – 2	Project Report	Viva-Voce
,	20%	30 %	30 %	20 %

Course Code	UCD23P02L	. Course Name	Project Work – I				Course Catego		IAPC		nship/ <i>P</i> munity			ip / Pro	ject/				L 0	T 0	P C	
Pre-requisite C		Nil	Co-requisite Courses	Nil Data B	ook / Cod	des/Stand	ards		Progre Nil	essive	Course	s	N	Nil								
Course Learning	ng Rationale (CLF	R): The purpose of lea	nrning this course is to,					Learni	ng	٥,	Progr	am Le	arning	Outco	mes (F	PLO)						
CLR-1: CLR-2: CLR-3: CLR-4: CLR-5: Course Learnin	Explore the diffe Enhance the ski Understanding t Applying the ski	lls in problem solving			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	13 ICT Skills	Leadership Skills	Life Long Learning
CLO-1:	To get an inside	view of an industry and or	ganization/company		3	80	70	L	Н	М	Н	L	М	L	L	L	L	L	Н	M	L	L
CLO-2:	To gain valuable	e skills and knowledge			3	85	75	М	H	Н	M		М	L	L	М	L	L	Н	М	L	L
CLO-3:	To make profes	sional connections and enh	nance networking	100	3	75	70	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-4:	To get experien	ce in a field to allow the stu	dent to make a career transition		3	85	80	М	Н	M	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-5:	To get an inside	view of an industry and or	ganization/company		3	85	75	Н	Н	M	н	L	M	М	М	М	L	М	M	М	L	L

Students can choose problems of their own interest for research and analysis in the field of Physical Education. There will be two reviews conducted during the project period for all the students. At the end of the project, every student shall submit a structured project report and will take a Viva Voce examination.

Learning Assessment				
	Continuous Learning Assessment (50% weigh	itage)	Final Evaluation (50% weightage)	
internship	Review – 1	Review – 2	Project Report	Viva-Voce
•	20%	30 %	30 %	20 %

Course Code	UCD23P03	L Course Nam	e Apprenticeship – I			Cou	rse egory	IAPC	Inte	rnship nmuni	/Appre ty Outr	ntices each	hip / P	roject/				L 0	T 0	++	O C 2 4
Pre-requisite Co		Nil	Co-requisite Courses	Nil .	1 /01		h -		essive	Course	es		Nil								
Course Offering	Department			Data Book / Coo	des/Stand	dards	3	Nil													
Course Learning	Rationale (CLR)): The purpose of	f learning this course is to,	1			Learr	ing		Prog	gram Le	arning	Outco	mes (Pl	LO)						
CLR-1:		kills learnt in the real ti		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:			on chemistry and related areas	17.7					4							_					
CLR-3:		kills in the system aspe			(%)	(%)	e e)				D	a)UG		ent			
CLR-4 : CLR-5 :		the professional connicills in problem solving	ections with the knowledge learnt		lo d	ent .	led ge			ing			g	б	E.	bete		Jem			
OLIN-J.	Applying the sk	alls in problem solving		, ou	ficie	Attainment (%)	wou	Bu	ing	asor	<u>s</u>		Son	is	Lea	Som	Juing	Engagement		Skills	Learning
Course Learning (CLO):	Outcomes	At the end of this co	urse, learners will be able to:	level of Thinking (Bloom)	Expected Proficiency (%)	Expected Atta	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community E	ICT Skills	Leadership S	Life Long Lea
CLO-1 :	To get an inside	e view of an indust <mark>ry a</mark>	nd organization/company	3	80	70	3 P (1)	Н	М	Н	L	М	L	L	L	L	L	Н	M	L	L
CLO-2 :	To gain valuabl	le skills and knowledge		3	85	75	М	H.	н	М	L	М	L	L	М	L	L	Н	М	L	L
CLO-3:	To make profes	ssional connections an	d enhance networking	3	75	70	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-4:	To get experier	nce in a field to allow the	e student to make a career transition	3	85	80	М	Н	M	Н	4	М	М	L	М	L	М	Н	М	L	L
CLO-5 :	To get an inside	e view of an industry a	nd organization/company	3	85	75	Н	Н	М	H/	L	М	М	M	М	L	М	М	М	L	L

Students can choose a schools or sports related company of their own interest for Apprenticeship for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in apprenticeship as per the schedule given. At the end of the apprenticeship period, every student shall submit a structured apprenticeship report within 15 days from the date of the completion of the apprenticeship period.

Learning Assessment				
	Continuous Learning Assessment (50% weightag	e)	Final Evaluation (50% weightage)	
internship	Review – 1	Review – 2	Project Report	Viva-Voce
'	20%	30 %	30 %	20 %

Code	9			Course Title			Course Title								
UPE233	801T		Managem	nent in Physical Education					4 0	P O C 0 2 4					
Cours		UPE23301T Course Name	Management in Physical Educat	ion Cou		С	Discipline Specific Co	re Courses	L T 4 0	P O C 0 2 4					
С	requisite ourses	Nil	Co-requisite Courses		Progre Cou		Nil								
Course	Offering [Department Physical Edu	cation and Sports Sciences Data Bo	ook / Codes/Standards		_		Nil							
			f <mark>learning t</mark> his course is to:	ATTACK.	Lear				Outcomes (PLO)						
		now the values of organization & Admini		10000	1 2				8 9 10 11	12 13 14 15					
CLR-2	2: To kr	now the functions of sports manageme <mark>nt</mark> now the schemes of phy-edn in schools		P 4 5 4 5 9 5 1 1 1 1 1	ည်	, It		tio	et Ils Skills						
CLR-4		eate syllabus		1.4/300 1.755	ing ing	ı.	ted by	aliza	pret	<u>s</u>					
CLR-5		now about regulations of swimming pool		10 miles 10 miles	Thinking d Proficiel	∆tta	ntal e l l l l l l l l l l l l l l l l l l	Deci	nter ve S solvi	iii K					
CLR-6		now about stock verification		A CONTRACTOR OF THE PARTY OF TH	ed F	ed /	mer edge ith F lines edge	to L	gati m S	2 2 2 2 2 2 2 2 2 2					
			5.61 S.61.83	1 1 and William I	Level of Thinking (Bloom) Expected Proficiency	(%) Expected Attainment	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge	Skills in Specialization Ability to Utilize Knowledge	Analyze, Interpret Data Investigative Skills Problem Solving Skills Communication Skills	Analytical Skills PSO -1 PSO -2 PSO-3					
		Outcomes (CLO):			J E Y	% щ з									
CLO-1		become administrator in sports organize national and International Spor	to avente	711 74 1 104	2 8		L H H H	H		H H					
CLO-2		Organize halional and international Spor	is events	The second	3 8		L H H H	П		Н					
CLO-4		prepare budget for different events	30 - 00		3 8		L H H H	H		H					
CLO-	: Can i	maintain gymnasium & Swimming pool	A 2 2 7 10 1	200	3 8	5 80	L H H H	Н	M M L -	Н					
CLO-6	Can l	Become camp directors.	Za Carthaga		3 8	5 80	L H H H	Н	M M L -	Н					
Duratio	n (hour)	12	12	12			12		12						
	SLO-1	Meaning of Organisation	Physical Education Periods	Purpose of the Gymnasium – (C weight training apparatus, Multi			Care and Maintenance of Equip		Meaning and definition of Camp	f Leadership					
S-1	SLO-2	Explain the meaning and setup	Explain about the implementation of compulsory period for Health and Physical Education	Explain about ancient and mode	ern history o	of gym	Explain about need and importa		xplain about Leaders, trganizations.	eams, and entire					
	SLO-1	Meaning of Administration	Supervision in Physical education	Specification of Swimming pool		ATO	Stock Verification		leed and importance of	camping					
S-2	SLO-2	Explain about administration and setup.	Explain about the Effective supervision during the student teaching	Explain about the palnning and gym	need of first	t aid in	Explain about physical counting Register	of stock E	xplain about one who be trengthen relationships	ouild and					
	SLO-1	Procedures of Organisation	Qualities of a Supervisor	Swimming Pool – Importance			Finance and Budget	L	ocation of the camp site	Э					
S-3	SLO-2	Lists the procedures	Explain about the need of communication and creative skills	Impact stress off your body. bui muscle strength and cardiovasc			Explain about preparation of Ar budget		explain about the location	n and					
	SLO-1	Aim of Organisation	Play area is Schools and Colleges	Need of Swimming pool			Purchase- Miscellaneous Files	C	Camp Directors						
S-4	SLO-2	Progress and determine the tasks that must be improved to meet those goals.	Explain about the need of open ground in an institution	helps maintain a healthy weight lungs	, healthy he	art and	Explain the importance of main	_	Outies of Camp director						
	SLO-1	Major phases of Administration	Facilities and standards in physical education	Purification of water			Model Physical Education Budo Year	get for a	Camp shunts						
S-5	SLO-2	chronology of the evolution of Public	Explain about the importance of curriculum for physical education	process of removing undesirable chemicals, biological contaminants, suspended solids, and gases from water Ask students to prepare a model budget for one year Give kn					Give knowledge to Create Camp shunts						

S-6	SLO-1	Meaning of Management –supervisor	Factors affecting facilities and Standard-Pool	IRediliation to beonserved in the Swimming bool	Guiding Factors for the Preparation of Budget	Mock sport
3-0	SLO-2	multitasking function that supports the leadership	Explain about poll sanitation and circulatory pump cleaning.	No running, pushing, dunking, or rough play in pool	Give wide knowledge about participation and conduction for budget preparation	Explain about need of mock sports in camps
	SLO-1	Definition of Management –supervisor	Location of Playfield (Surface and its types)	Sports Committee	Rules of Utilization of Games Fund	Camp songs
S-7	SLO-2	active role in directing operations and creating objectives for employees	Explain about the suggestion and planning	Frame by School/ Institution	Explain about Participation ,conduction of tournaments, equipment purchase and uniform purchase	Explain about creating camp songs
	SLO-1	Functions of Management	Constructing the Playfield	Purchase committee	Records and Registers – Attendance	Trekking
S-8	SLO-2	Explain about planning, organizing, leading and controlling.	Explain about general needs for construction of playfield	designated staff established for independent review and evaluation of purchasing documentation whose main role is to recommend	Explain the importance of maintaining records for references	Explain about trekking and its uses
	SLO-1	Guiding principles of Management	Care and Maintenance of Play Ground.	Structure and Functions of Committees	Physical Fitness- Stock- Accession-	Treasure Hunt
S-9	SLO-2	Explain about guideline for management	Give a wide knowledge for Cleaning and levelling	Explain the structure and list the function and its uses	Explain about the evaluation of equipments	Explain about treasure hunt and its benefits
S-10	SLO-1	Schemes of Management in Physical Education -state	Gymnasium Gymnasium	Games and Athletic Equipments – Need for the Equipments-Auction	Auction- Issue Registers-Contingency etc.	Minor Games
3-10	SLO-2	Explain about the schemes and its benefits	Explain about to providing advanced secondary education in some parts	Physical Education Store Room	Explain the procedure for auction	Explain the variety of minro games
	SLO-1	School, Colleges, University in State	Need for Gymnasium	Types of Equipment	Files – Intramural- Extramural	Camp fire programme
S-11	SLO-2	Explain about the schemes and its benefits	Explain about the need of gymnasium in an institution	List the types and its uses	Explain about to maintain files	Explain about types of programmes
S-12	SLO-1	Physical Education Syllabus	Spécification of Gymnasium	Indent Approval – Call for Quotation- Comparative Statement- Purchase of Equipments	Leadership Training camp	Safety in the camp
J-12	SLO-2	Explain the need and importance of PE syllabus	Explain about the palnning and need of first aid in gym	Store Incharge maintain Register Note	Explanation for the term leader	Explain about the need of first aid and safety in camps and camp fire

Learning Resources

- Managing Organizations for Sp<mark>ort and P</mark>hysical Activity: A Systems Perspective, Chelladurai, P. Scottsdale, Ariz.: Holcomb Hathaway Publishers, 2014 Sports Management, Dr Samiran Chakarvorthy, 2001

Learning	Assessment			7 4	DADNI	T Trans		7			
	Bloom's			Con	tinuous Learning Ass	essment (50% weigl	ht age)			Final Evaminatio	n (E00/ waight aga)
		CLA –	1 (10%)	CLA	- 2 (10%)	CLA -	3 (20%)	CLA -	4 (5%)#	Final Examination	on (50% weight age)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%		30%		30%		30%		30%	
Level I	Understand	30%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply	40%		40%		40%		40%		40%	
Level 2	Analyze	40%	-	40%	_	40%		40%	-	40%	-
Level 3	Evaluate	30%		30%		30%		30%		30%	
revel 2	Create	30%	-	30%		30%		30%	-	30%	-
	Total	10	0 %	1	00 %	10	0 %	10	00 %	10	00 %

#CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso. Professor& Head, Department of Phy Edn SRMIST
		Dr.Y.C.Louisraj, Asst. Professor, Department of Phy Edn, FSH, SRMIST

Coc	Code Course Title Hours/ Week L T P O C																				
LIDESS	2027		Test Messurement and	Evaluation in Physical Educ	otion										L		0	0	2	C 4	
UPE23	3021		rest measurement and t	Evaluation in Physical Educ	alion										4		U	U	2	4	
Cour Cod		UPE23302T Course Name	Fest Measurement and Evaluation in Physical I	Education Course Category C Discipline Specific Core Courses						S L T P O C 4 0 0 2 4											
	-requisite Courses	NII	Co-requisite Nil	Progressive Nil Courses																	
Course	Offering	Department Physical Education	on and Sports Sciences Data Book /	Codes/Standards								Nil									
Course	Learning	Rationale (CLR): The purpose of lea	rning this course is to:	1-1967		Learn	ning				Pro	ogram	Learni	ing Outo	omes	(PLO)				
		n about test & Measurement in Phy-E <mark>dn</mark>	A STATE OF THE STA	2884 AV - MA	1	2	? ∫ ;	3	1	2 3	4	5	6	7 8	9		11	12 13	14	15	
		and importance of Measurement in Ph <mark>ysical E</mark>	ducation	65328 - 158E	all of	S)	nt		7			ion				kills	ills				
		ication of Tests		4.9	g	ien	me			8		lizat		re d	S	gS	Š			l	
		dministration earn motor ability test	- C - C - C - C - C - C - C - C - C - C	1. No. 184 . S. C.	Thinking	ofic	tain	1	of of	alate		Scia	ilize	deli	Š	<u>Š</u>	ation	≝		1	
		earn Components of Physical Fitness	The Sales	A Land Market Land	Ξ	d P	d A	7	de	15 S	les les	Spe	o Ut	용 글	ativ	So	ie is	a S		l	
CLN-0	. Carr Le	an components of r hysical r thess	The street of th	STATE OF THE STATE	of of	om)	cte	J. Gal	wlec	Sep Sep	iplic sed	S in	ty tr	s in lyze	stig	Jen	חשר	<u>}</u>)-2	53	
Course	CLR-2: Need and importance of Measurement in Physical Education CLR-3: Classification of Tests CLR-4: Test Administration CLR-5: Can Learn motor ability to Disciplines CLR-6: Can Learn Components of Physical Fitness Course Learning Outcomes (CLO): Course Lea											PSO-3									
		ecome a good evaluator	E 1 2 1 1 2 1		2	85	5 8	0	L	H H	Н	Н	Н	- N				H -		-	
CLO-2	: Can or	ganize different test in phy-Edn	V/, ->=', ,	T / L	3	85		0	L	Н Н	Н	Н	Н	- N	l M	L	-	Н -	-	-	
		d new tests for improvement in skil <mark>ls</mark>	- FAL 22 V S. 2	3 // 4	3	85				н н		Н	М	- N				Н -	-	-	
		d new solution for problems			3	85				H H		Н	Н	- N		L		Н -	_	-	
		easure psychological variables during matche			3	85		0		H H		Н	М	- N				Н -		-	
CLO-6	: Can me	easure anthrometrical measurement f <mark>or bette</mark> l	r performances		3	85	5 8	0		н н	Н	Н	Н	- N	l M	L	-	Н -	-	<u> </u>	
Duratio	n (hour)	12	12	12 12					12												
		Meaning and Definition of the Terms- Test	Test Administration	Shuttle run test				Barrow Motor Ability test						Resting Pulse Rate							
S-1	SLO-2	Explain about measuring the skill and knowledge	Explain about the reliable assessment	Explain about the test and	aerobi	ic capa	acity	Expla	in about t	the test a	nd its be	enefits		Expla	in abou	ut the	RPR :	and its	value		
S-2	SLO-1	Meaning and Definition of the Terms- Measurement	Components of Physical fitness	Speed-50mts-Stride lengt		P	α	Motor	Educabil	lity				Resp	iratory l	Rate					
3-2	SLO-2	Explain about the procedure and reaction	Explain about components and its uses	Explain about speed and i running and other sport	ts bene	efits fo	r	Expla	in about t	the test a	nd its be	enefits		Expla	in abou	ut the	RR ar	nd its v	alue		
0.0	SLO-1	Meaning and Definition of the Terms- Evaluation	Health Related Physical fitness	Stride frequency				Methr	ny Johnso	on Test				Breat	h						
S-3	SLO-2	Explain about the characterize a substance	Explain about fitness activity related to the health	Explain about sprinting an material	d biom	echan	nics	Expla	in about t	the test a	nd its be	enefits		Expla functi	in the pons	oroce	ss of b	reath a	ind its		
	SLO-1	Need and Importance Test Measurement and Evaluation in Physical Education	Balance				Postu	re test					Breat	h Holdi	ng Tii	me					
S-4	SLO-2	Explain about collection of data which further helps in evaluating the learners ability separately	Explain about the fitness activities related to the related to the performance	Explain about the line of g within the base of support	ravity o	of a bo	ody	·	in about t		nd its be	enefits		Explain through the test and its bene				fits			
	SLO-1	Criteria of Test Selection	Strength test-Dip Strength	Stork stand					Newyork Posture test					Vital Capacity							
S-5		Explain about the various testing tools	Explain about upper body strength and strength endurance.	Explain about a person si for as long as possible	and on	one l		_ '	in about t						in throu	•	e test	and its	bene	rits	
S-6	SLO-1	Validity	Bent knee sit up test	Explosive power				Baske	Basketball-Johnson Basketball Ability test								t Aérobic Power				

	SLO-2	Explain aboutn the extent to which a concept, conclusion	Explain about the benefits of bent knee situp	Explain about the maximum force for any type of muscle action	Explain about the test and its benefits	Explain about aerobic energy-generating process
	SLO-1	Reliability	Push-ups-Pull-ups	Standing Broad jump	Hockey-Schmithals French Field Hockey test	Anaerobic Power
S-7	SLO-2	Explain about statistics and psychometrics	Explanation about bebefits of push up and pull up	Explain about the test and its benefits	Explain about the test and its benefits	Explain about anaerobic and its benefits
	SLO-1	Objectivity	Cardio-Vascular Test	Sargent jump (Vertical jump)	Soccer-Mc Donald Soccer test	Anthropometrical Measurements
S-8	SLO-2	Explain about individual subjectivity caused by perception, emotions,	Explain about Cooper's Test	Explain about the test and its benefits	Explain about the test and its benefits	Explain about composition of the body
S-9	SLO-1	Classifications of Test- Standardized test	Harvard step-up test	AAPHERD Health Related Physical Fitness test	Volleyball –Russel Lange- Volleyball test	HeightWeight, Girth, Length and Breath
3-9	SLO-2	Explain about classification and its uses	Explain about the test and purpose of the test	Explain about the test and its benefits	Explain about the test and its benefits	Explain about to indicate the volume of geometric bodies
	SLO-1	Teacher made test	Flexibility test	AAPHERD Youth Fitness Test	Badminton - French short service Test	Body Composition- BMI
S-10	SLO-2	Explain about preparation and administration for testing classroom	Explain about the range of flexibility	Explain about the test and its benefits	Explain about the test and its benefits	Explain about the formula- weight in kilograms is divided by height in meters squared (kg/m2)
	SLO-1	Rating scales-Subjective rating	Sit and reach test	Motor ability test	Tennis- Dyer tennis Test	Psychological Measurements
S-11	SLO-2	Explain about rating and its importance	Explain about the test and its uses	Explain about the test and its benefits	Explain about the test and its benefits	Explain about the intelligence or personality
S-12	SLO-1	Objective rating	Agility test	Newton Motor Ability test	Physiological Measurements	Explain about Anxiety, Motivation Aggression
3-12	SLO-2	Explain about inappropriate to give Practises full time or part time	Explain about the sudden movement and its benefits in sports	Explain about the test and its benefits	Explain about the physiological measurement and its uses	Explain about feelings of worry, human instinct

Learning	1	Bosco, James. Measurement and Evaluation in Physical Education and sports, New Jersy, Prenstice Hall In,1983.
		Boood, carried. Inducation of a Liverage Land Land Control of the
Resources	2	Barry L.Johnson, Jack K.Nelson. Measurements for Evaluation in physical education. Surject Publications, 2004.
Resources	۷.	barry E.Jornison, Jack K.Neison. Measurements for Evaluation in physical education. Surject Publications, 2004.

Horold, M.Borrow. A Practical applied to measurement in Physical Education, 2010.

Learning	Assessment											
	Bloom's			Continu	ous Learning Assessme	ent (50% weight age)				Final Examination (50% w		
	Level of Thinking	CLA -	- <mark>1 (10%)</mark>	CLA -	- 2 (10%)	CLA - 3 (2	CLA -	4 (5%)#	age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember	30%		30%		30%		30%		30%		
Level	Understand	30%		30%	T3 3 7	30%		30%	-	30%	-	
Level 2	Apply	40%		40%	KRN - I D	40%	~ / /	40%		40%		
Level 2	Analyze	4070		4076	TITLE LILL	4070		4070	-	40%	-	
Level 3	Evaluate	30%		30%		30%		30%		30%		
Level 3	Create	30%		30%	-	30%		30%	-	30%	-	
	Total	10	00 %	1	00 %	100 %		10	0 %	10	00 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.S.J.Albert Chandrasekar, Asso. Professor &Head Department of Phy Edn, FSH, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST

			SEIVIESTER - III																	
Code		Course Title											Hour	s/ We	ek					
								L		Т	Р	0	С							
UPE23303T		Fitness Management								4		0	0	2	4					
Course		AC111														ı	Т	Р	0	C
Code	UPE23303T Course Name	E23303T Course Name Fitness Management				C		Disc	ipline S	pecific	Core	Cours	es			4	0	0	2	4
Pre-requ Cours	es NIII C	Courses						V												
Course Offer	ring Department Physical Educa <mark>tion and Sp</mark>	orts Sciences Da	ta Book / Codes/Standards				-2				N	il								
Course Lear	ning Rationale (CLR): The purpose of learning this c	ourse is to:		L	earnin	g		•		Pro	gran	ı Learn	ing C	Outcon	nes (P	PLO)				
CLR-1:	To Know the values of Physical fitness	A. Y. /	24 / 12.016.11	1	2	3	1	2	3	4	5	6	7	8	9	10	11 1	12 1	3 14	15
CLR-2:	To Know the principles Physical Fitness				ج.	=					on					:IIS	<u>s</u>			
CLR-3:	To know Components of exercise programmes		20 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		enc	ner			ъ		zat		D	₩	<u>~</u>	Solving Skills	Skills			
CLR-4:	To Know the Factors affecting physical fitness		With the Author of the Principle	Thinking	je je	i.		_	ate		ä	ze	eli	Interpret	Skills	/ing	o :	Skills		
CLR-5:	To Know the positive effects of exercise		SA - A " Mark the of E	hi	P	Att	nta	n of	Rel	<u>_</u> <u>o</u>	bec	Utilize ge	8	ute	<u>e</u> .		cati	တ္တံ		
CLR-6:	To Know the values of nutrition's		A STATE OF THE STA	Jt (<u>e</u>	ed	me edg	atio pts	ith	ant	n S	to l edg	2		gat	E	<u>_</u> <u> </u>	<u> g</u>	- 2	
		2.0	THE RESERVE AND A SERVE	Level of ' (Bloom)	960	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to I Knowledg	Skills in Modeling	Analyze, Data	Investigative	Problem	Communication	Analytical	PSO -2	PSO-3
	ning Outcomes (CLO):	1996	Mary Services and the services of the services	Le (Ble	₩ 8	₩ %	돌존	P S S	Lin Dis	F 주	SKi	Ab	SK	Anal) Data	<u>2</u>	Prc	ු ු	Analy	S S	PS
CLO-1:	Can become fitness trainer	217 (77)	The Court was a fine	2	85	80	L	Н	Н	Н	Н	Н	-	М	M	L	-	Н -		-
CLO-2:	Can Prescribe fitness for ailments	M2. 35	11 2 2 2 2 2 2 2	3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L	-	Η -	. -	-
CLO-3:	Can Start fitness manufacturing unit	W/, 25.5	martin Box mere	3	85	80	L	Н	Н	Н	Н	М	-	M	M	L	-	н -	- -	-
	Can start Fitness Studio	1000 000		3	85	80	L	Н	Н	Н	Н	Н		М	М	L -	.]	Η -		
CLO-5:	Can Start train national and international teams	4.5-7.10		3	85	80	L	Н	Н	Н	Н	М	-	М	М	L	-	Н -		-
CLO-6:	Can Make Nation Fit		TT 1177.	3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L	-	Н -		-
		2	1277						-				•		•		•			

Duratio	on (hour)	12	12	12	12	12
	SLO-1	Fitness Management	Explosive Power	Scope of Physical Fitness	Swimming	Fat
S-1	31 U-/	Explain about the scientific knowledge of exercise physiology	Explain about the explosive power and how its works in various sports	Lists the scopes and its uses	Explain about swimming and its uses	Explain about good fat and bad fat
	SLO-1	Meaning of Management		Principles of physical fitness	Aerobic dance	Protein
S-2	SLO-2	Explain about management and its uses in physical education	Explain about the strength endurance and how its works in various sports	Lists the principles and its uses	Explain about aerobic dance and its uses	Explain about protein and its uses
	SLO-1	Scope of Management	Types of Flexibility	Value of Physical Fitness	Sea sand training	Vitamins
S-3	SLO-2	Lists the scopes and its importance Lists the types and its uses		Explain about Physical activity and exercise and its benefits	Explain about Sea sand training and its uses	Explain about vitamins and its uses
	SLO-1	Definition Management	Dynamic flexibility	Factors affecting physical fitness	Participation in games and sports	Minerals
S-4	SLO-2	Explain about management and its interpretation in the field of physical education	Explain about the dynamic flexibility and how its works in various sports	Explain about the facts and how to reduce it	Explain about the tournament and participating methods	Explain about minerals and its uses
	SLO-1	Merits of Management	Static-active flexibility	Skipping	Cycling	Brief description of nutrients
S-5	SLO-2	Lists the merits and its uses Explain about the static-active flexibility an how its works in various sports		Explain about skipping and its uses	Explain about Cycling training and its uses.	Explain about the need of making energy, grow, develop, and reproduce
C C	SLO-1	Types and Components of Physical Fitness	Recovery time	Callisthenic's	Positive effects of exercise on health	Different nutrients
S-6	SLO-2			Explain about callisthenics and its uses	Explain about the increased blood flow	Explain about the nutritious food types

		fitness	differs in various sports		raises the oxygen levels in our body	
	SLO-1	Speed	Regeneration	Circuit training	Ways to lower cholesterol level	Balanced Diet
S-7	SLO-2	Explain about the speed and how its works in various sports	Explain about the regeneration and how it differs in various sports	Explain about scircuit training and its uses	Explain about diet	Explain about weight training and its uses
	SLO-1	Strength	Rehabilitation	Mental Fitness	Disadvantages of overweight	Food guide pyramid
S-8	SLO-2	Explain about the strength and how its works in various sports against a resistance	Explain about the rehabilitation and how it differs in various sports	Explain about mental fitness and its uses	Explain about obesity	Explain about weight training and its uses
	SLO-1	Endurance	Health related Fitness	Hill training	Ways to safely lose weight	Role of nutrients
S-9	SLO-2	Explain about the Endurance and how its works in various sports	Explain about how its need for human being	Explain about hill training and its uses	Explain the need of high protein breakfast. Avoid sugary drinks and junk foods	Exp;lain about nutrients and it need for life and health
	SLO-1	Flexibility	Skill related Fitness	Sand Training	Meaning of Nutrition	Obesity
S-10	SLO-2	Explain about the flexibility and how its works in various sports	Explain about how its need for sports persons	Explain about sand training and its uses	Explain aboutn obtaining the food necessary for health and growth	Explain about weight training and its uses
	SLO-1	Agility	Definition of Physical Fitness	Weight training	Definition of Nutrition	Causes of Obesity
S-11	SLO-2	Explain about the agility and how its works in various sports	Explain about physical fitness and its uses	Explain about weight training and its uses	Explain about the nutrition and its role	Explain about weight gain, metabolic disease and precaution measures
	SLO-1	Power	Meaning of Physical Fitness	Jogging	Carbohydrate	Effects of Obesity
S-12	SLO-2	Explain about the power and how its works in various sports	Explain about the daily activities with the least effort	Explain about jogging and its uses	Explain about carbohydrate and its uses	Explain about overweight

l	Learning	1. John Burn .W (1981) Scientific Principles of Coaching Prentice hall Engle wood cliff M.J
F	Resources	2. Dr.AlhayN.Buchha .(2010) management of Physical Education Furatia Publishing House,New Delhi.

Learning	Assessment												
	Bloom's			Co	ontinuous Learning A	Assessment (50% we	eight age)	-1		Final Evaminatio	n (EOO/ waight aga)		
	Level of Thinking	CLA – 1 (10%)		CLA – 2 (10%)		CLA -	3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	30%		30%	TADNI	30%		30%	7	30%			
Level I	Understand	3070		30%	LIMINIA	30%	TEAT	30%	-	30%	-		
Level 2	Apply	40%		40%		40%	TEVI	40%		40%			
Level 2	Analyze	4070	-	4070	-	4070	-	4070	-	4070	-		
Level 3	Evaluate	30%		30%		30%		30%		30%			
Level 3	Create	3070	-	30%	-	30%		30%	-	30%	-		
	Total	10	00 %	10	0 %	10	00 %	10	00 %	10	00 %		

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	*******	
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
IIVIT HATIKTISHDAN AMAMDAKKAM UTICKET ACADEMV	Dr.S.Thirumalai kumar,Professor, Department of Physical Education,TNPES University, Melakottaiur, Chennai	Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST
		Dr.C.Suresh, Asst. Professor Department of Phy Edn, FSH, SRMIST

Cou	1111 12	3AE1J	Course Name Applied Tamil – I					Course AE Ability Enhancement Courses (AE)						L 1	T P 0 2	-	2	C 2						
(e-requisite Courses	Nil Department	Tamil	Co-requisite Courses	Nil Data Ro	ok / Codes/Standards		rogre	essive rses	Nil					Nil									
	-	Rationale (CLR):		of learning this course is to		ok / Codes/Standards		Learr	ning	1				Prog		Lear	ning (Outco	omes	(PLO)			
CLR	1 : தமிழ்	ின் எழுத்து, ெ	சால் வளர்ச்சி <mark>வ</mark> ர	<mark>ரலாற்</mark> றை அறியச் செ	-ய்தல்	250,57	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR	2 : மொ	ழியைப் பிழை	பின்றி எழுது <mark>ம் ஆ</mark>	<mark>ஆற</mark> ்றலை அடையச் ெ	சய்தல்				ry (^0)	0	Concepts Concepts	I Disciplines			dge				cills					
CLR	·3 : <u>வாய்</u>	மொழி வழக்க	ாறுகளின் ந <mark>ுட்</mark> பா	<mark>ங்க</mark> ளைத் தெரியச் செட	<u>ய்தல்</u>	Strate All Co	loom	%) k:		ledge			ge	e U	owle		ata			<u>s</u>				
CLR	CLR-4 : கடிதம் எழுதும் முறை, கட்டுர <mark>ை வரை</mark> யும் முறை அறியச் செய்தல்						Β) βτ	Sienc	men	now	Conc	ed D	owlec	lizati	Ā	р	ret D	Skills	g Sk	n Skills	(0			
CLR-5 : படைப்பாற்றல் திறனை வளர <mark>ச் செய்</mark> தல்							of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	jative S	Problem Solving Skills	Communication	Analytical Skills	PSO -1	PSO -2	
Course Learning Outcomes (CLO): At the end of this course, learners will be able to:							Level o	Expecte	Expecte	Fundar	Applica	Link wi					Analyze	Investigative	Probler	Comm				PSO-3
CLO-1 : சொற்களைச் சரியான பொரு <mark>ண்மையி</mark> ல் பயன்படுத்தும் திறன் பெறுதல்							2	75	60	Н	L	Н	М	Н	Н	L	М	Н	Μ	L	Н	-	-	-
CLO	-2 : மொ	ழியைப் பிழை	பின்றி எழுது <mark>வத</mark>	<mark>ன்</mark> வழி மொழி ஆளுவ	மை பெறுதல்	1207	2	80	70	Н	М	Н	L	М	Н	L	Н	М	L	Н	Н	-	-	-
CLO	.3 : வாய்	மொழி மரபின்	் கூறுகள் வ <mark>ழி, </mark> ப	<mark>மக்க</mark> ளின் வாழ்வியல் க	விழுமியங்களை	அறிந்துகொள்ளுதல்	2	70	65	Н	L	Н	М	Н	Н	М	Н	L	Н	М	Н	-	-	-
CLO	-4 : அலு	வலகப் பயன்ப	பாடு, திறன் மே <mark>ம</mark> ்	<mark>பாடு</mark> ஆகியவற்றை ந	<u>ர</u> ட்பமாகத் தெரி	ந்துகொள்ளுதல்	2	70	70	Н	М	Н	L	Н	М	М	Н	Н	L	Н	Н	-	-	-
CLO	-5 : கவி	றத, கதை படை	_க்கும் ஆற்றலை	<mark>ு அறிந்</mark> துகொள்ளுதல்	5		2	80	70	Н	М	Н	Н	М	Н	L	М	Н	L	Н	Н	-	-	-
Durat	ion (hour)		9		9	N-LEAT	9	F	ΔT	1	7		9								9			
	SLO-1	தமிழின் தொ	ன்மை	மெ <mark>ய்யெழு</mark> த்துக	 ளின் வகைகள்	வாய்மொழி மரப	பு, எமுத்	ரழுத்து மரபு தொ <mark>டர் அமை</mark> ப்பு காலந்தோறும்						றும் ச	———— ம் கவிகை									
S-1	SLO-2	<i>,</i> தமிழின் சிறப்		மூவினம்			வாய்மொழி மரபில் அனுபவம்				எளிய தொடர்						கவிதை வடிவம்							
0.0	SLO-1	கருத்து – பரிப	மாற்றம்	ஒற்று இடுதல்	வாழ்வியல் தத்து	வாழ்வியல் தத்துவம்				<mark>நெடுந்</mark> தொடர்					ம	மரபுக்கவிதை								
S-2	SLO-2	பயன்பாட்டுத்	ந்தமிழ்	வல்லினம் மிகும்	பழமொழிகள்	ழமொழிகள்				பத்தி எழுதுதல்				வ	வசனகவிதை									
S-3	SLO-1	காலந்தோறும	ம் தமிழ்	வல்லினம் மிகா (பழமொழியும் ம	பழமொழியும் மனித வாழ்வியலும்			ஒரு பொருளை மையமாகக் கொண்டு எழுதுதல்					''	புதுக்கவிதை/ புதிய வடிவக் கவிதைகள்									
	SLO-2	எழுத்துகள் - ,	அறிமுகம்	எழுத்துப்பிழை நி	பழமொழியின் வ	படிவம்	காலந்தோறும் கடிதங்கள்					க	கவிதைக் களங்கள்											
S-4	SLO-1	தமிழ் எழுத்து	வரலாறு	பிழை நீக்கி எழுத	 துதலின் அவசிய	ம் வட்டார மொழி	வட்டார மொழி தமிழில் கடித இலக்கியம் கவிதை உ				த உள்ளடக்கம்													

	SLO-2	எழுத்துகளின் வரிவடிவம்	பிழைகளும் மொழிச <mark>் சிக்கல்களும்</mark>	வட்டார மொழியில் சொலவடை	கடித வகைகள்	கவிதை எழுதும் முறை
S-5	SLO-1	எழுத்துகளின் பிறப்பு	எதிர்ச்சொல் வரலாறு	பழமொழியும் சொலவடையும்	<mark>கடிதம்</mark> எழுதும்முறை	தன்னுணர்ச்சிக் கவிதை
3-0	SLO-2	உயிர் எழுத்துப் பிறப்பு	எத <mark>ிர்ச்சொல்லின்</mark> உருவாக்கம்	பேச்சுநடையும் சொலவடையும்	அலுவல் கடிதம்	இயற்கை/ சமூகம் - கவிதை
S 6	SLO-1	மெய்யெழுத்துப் பிறப்பு	இணைச்சொல்லும் எதிர்ச்சொல்லும்	மரபுத்தொடர்	வாழ்த்த <mark>ு/ பாராட்</mark> டுக் / நட்புக் கடிதம்	காலந்தோறும் கதைகள்
S-6	SLO-2	மொழி முதல் எழுத்துகள்	தமிழில் எதிர்ச்சொற்கள்	பழமொழி மரபுத் தொடர் வேறுபாடு	கட்டுரை வகை <mark>கள்</mark>	கதைகளில் கற்பனையும் உண்மையும்
S-7	SLO-1	மொழி இறுதி எழுத்துகள்	ஓரெழுத்து ஒருமொழி – அறிமுகம்	தமிழில் மரபுத்தொடர்	கட்டுரை எழுதும் <mark>முறை</mark>	வாய்மொழிக் கதை
S-1	SLO-2	எழுத்து வேறுபாடும் பொ <mark>ருளும்</mark>	ஓரெழுத்து ஒருமொழியும் பொருளும்	விடுகதை	கட்டுரைக் களங்கள <mark>்</mark>	ஒரு பக்கக் கதை
	SLO-1	ணகர - னகர - நகர வே <mark>றுபாடு</mark>	சொற்களின் தன்மைகள்	நுண்ணறிவு வெளிப்படுதல்	போட்டிக் கட்டுரை	சிறுகதை
S-8	SLO-2	லகர – ளகர - ழகர வேறுபாடு	ஒரு சொல் பல பொருள்	கதை மரபில் நாட்டுப்புறக் கதைகள்	அனுபவக் கட்டுரை	கதை எழுதும் முறை
	SLO-1	சொல்லும் பொருளும்	ஒரு பொருள் பல சொல்	தமிழில் நாட்டுப்புறக் கதைகள்	பயணக் கட்டுரை	சமூக உணர்வின் வெளிப்பாடு
S-9	SLO-2	காலந்தோறும் சொற்கள்	சொல் உருவாக்கத்தின் பயன்கள்	நாட்டுப்புறக் கதைகளும் சமூக வரலாறும்	இதழியல் கட்டுரை <mark>கள்</mark>	நிகழ்வைக் கதை வழியே வெளியிடல்

	1. நல்ல த <mark>மிழ் எழு</mark> த வேண்டுமா?, அ. கி. பரந்தாமனார், பாரி நிலையம், 2010.	-
	2. நாட்டுப்பு <mark>ற இயல்</mark> ஆய்வு, சு. சக்திவேல், மணிவாசகர் பதிப்பகம், சென்னை, 2006.	
Learning Resources	3. படைப்புக் <mark>கலை, மு</mark> . சுதந்திரமுத்து, அறிவுப் பதிப்பகம், சென்னை, 2008.	
resources	<i>4.</i> கதையியல், <mark>க. பூரணச்</mark> சந்திரன், அடையாளம் பதிப்பகம், சென்னை, 2012.	
	5. இணைய வழித் த <mark>ரவுகள் : </mark>	

				Continuou									
	Bloom's Level of Thinking	CLA – 1 (10%)		CLA – 2 (10%)		CLA - 3 (20%)		CLA – 4 (10%)#		Final Examination (50% weightage)			
	3	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	200/	30%	30%	30%	20%	20%	20%	20%	200/			
	Understand	30%							2070	30%	-		
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	F00/			
	Analyze	40%							30%	50%	-		
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%			
	Create	30%		20%				30%	30%	20%	-		
	Total	10	00 %	10	00 %	10	00 %	-1	00 %		100 %		

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	1//	
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanmiyur, Chennai - 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, Pondicherry University, Pondicherry	1. Dr. B.J <mark>aiganesh,</mark> Associate P <mark>rofessor</mark> & Head, Dept. of Tamil, FSH, SRMI <mark>ST,KTR</mark>
	ZITEARN · LEAD. ID	2. Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
		3. Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
		4. Dr. T.R.Hebzibah beulah Suganthi,
		Assistant Professor, Dept. of Tamil,
		FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor,
		Dept. of Tamil, FSH, SRMIST, KTR.

Course Code	ULH23	AE1J		Course Name				API	PLIED H	HINDI-I					Course Catego		AE				Abili	ity Enl	hance	ement	Cour	ses (/	AE)			1		T F		2	C 2
Pre-requisite	Course	Nil				Co	requisit-	te Cours	ses Nil	i	C			Т	H		ogres		Nil																
Course Offer	ring Depa	rtmen	ıt	HINDI						Da	ata Book	/ Codes/S	Standard	s		4	7	λ.							Ni	1									
Course Learn	ning Rati	onale	(CLR):	The pu	rpose	of learni <mark>ng th</mark>	is course	e is to:		7						L	earnin	ıg						P	rogra	ım Le	arnin	g Out	come	s (PLC))				
						lues <mark>of India</mark>		745	¢					of 12		1	2	3		1	2	3	4	5	6	. 7	7	8	9	10	11	12	13	14	15
CLR-2:	Focus o	n Evalu	uating the so	cial changes	s throu	gh prose													Υ.	d		set			g	מ									
CLR-3:	To Displ	ay moi	ral and socia	al values in th	ne field	l <mark>of religion</mark> a	nd comn	nunal Ur	nity						đ.,	(moc	(%)	(%)		adge	epts	ciplir	e de	_	201	ב ב ב		Data		<u>s</u>	S				
CLR-4:						<mark>y releva</mark> nt do	cument	from the	Hindi L	_anguag	ge to Engli:	ish and vice	e –versa	77.0	100	g (Bic	ency	ment	A	owle	Concepts	d Dis	wledg	zatio	K	2 ,	D	et De	<u>s</u>	Skil	Skii				
CLR-5:	To help	the lea	arners to tack	kle Administ	rative t	erminology	<u> </u>				16.50	311			-28	inking	rofici	ttain		ם		elate	Kno	Specialization	11.70		dellu	terpn	e SK	olving	ation	Skills			
Course Lear						is course, lea				3		100	\#\ \#\	W.	7	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Ì	Fundamental Knowledge	Application of				Ability to					Problem Solving Skills	Communication Skills		PSO -1	PS0 -2	PSO-3
						<mark>ınd</mark> differen	t aspec	ts of so	cial iss	sues	475	200	71.5		144	2	75 80	90		H	H	H	M M		H			M M	L	L	H H	M	-	-	-
			awerness o the accurac			-			to i	₹±		77 17	7. 4	100		2	75	95		Н	Н	М	L	Н	_				М		H	vi 1	-	-	_
			chnical wri							-	775.5	- 4	W. T.	٠,,	-	2	80	90		Н	Н	L	Н		_	_			Н	M F		1	-	-	-
CLO-5:	To eval	uate t	he nuance	in essays		1			1400	1500	200					2	85	90		М	Н	М	Н	L	H	l l	Н	L	Н	М	Н	Н	-	-	-
Duratio	n (hour)		,	9							9		1777					9			١.					9						9			
S-1	S	LO-1	KAHANI				NI	IBANDH	1					BA	L RAM	AYAN							AN	IUVAL	D				PA	RIBHA	ASHII	(SHA	BDAV	/ALI	
3-1	S	LO-2	AVDHARNA	A			VE	DHARNA	Α					ΉA	THA VA	SHTL	ı						AV	DHAI	RNA				RTI	Н					
	S	LO-1	ARTH				Rī	ТН	-		-38		3.5	VAI	HPUR	I MEN	I RAN	1				7	AR7	ГН					ARI	BHAS	SHA				
S-2	S	LO-2	SWARUP				W	ARUP	7	TF	LAR	W.	TI	RA	M KE A	DARS	SH KE	PRA	TI PR	ERIT	KAR	NA	SWA	ARUF)				WA	RUP					
	S	LO-1	PARIBHASI	НА			AF	RIBHAS	HA					AM	AYAN I	KE PR	ATI R	RUCHI	JAGA	ANA			PAR	RIBHA	ASHA				RA	KAR					
S-3	S	LO-2	KAHANI KE	E TATVA				HABHAI ALKRISI			AY KA BHI	ARAT-		AM	AYAN I	KA SA	MAJ I	MEN I	ЛАНА	TVA			PRA	AKAR)				VAL	DHAR	NA				
S-4	S	LO-1	UDDESHYA	Ά			EK	KHAK PA	ARICHA	AYA				ОК	JEEVA	V KE I	PRAT	I JAGI	RUP F	(ARN	IA		ИАН	HATV	Ά				'RA'	YOJAI	V				
3-4	S	LO-2					ΑT	TH KA V	ISLESF	HAN				JA	VGAL A	UR J	ANKP	PUR					UD	DES	HYA				IDD	ESHY	Ά				
	S	LO-1	ANTASH M	IAN KI JAGI	RITI		IDI	DESHYA	Ά					GL	RU KE	PRAT	TI ADA	AR BH	AV				AN	IUBA	D PR	AKRI	IYA		1AH	ATVA					
S-5	S	LO-2	EIDGAH – I PREMCHA	KAHANI ND			ΆΛ	MAJIK S	SAMRA:	STA				IR1	A KE B	HAV P	(O JA	GANA						/IDH					'RA'	YOG					
S-6	S	LO-1	KAHANI KA	A PARICHA	ΥA		PA	1URAN	IK KAH	ANIYO	SEAVAG	GAT KARA	NA	VII	HARM	KAP	RATIF	FAL						NDI S IUVA		IGRE	ZI		IDD	ESHY	Ά				
0-0	S	LO-2	KAHANI VI	SLESHAN			M	AHABH	IARAT E	EVAM R	RAMAYAN	N KE SAM	AJ KI	VA	N JEVA	N SE	AVA	GAT K	ARAN	IA			AN	IGRE	ZI S	E HIN	NDI		AKA	ANIKI	SHA	BDAVA	ALI KA	4	

			TULNA		ANUVAD	IHATVA
S-7	SLO-1	BAL MANOVIGYAN	BABUL AUR KAKTASH-RAMDARASH MISHRA	SITA KE ADARSH CHARITRA SE AVAGAT KARANA	NUVAD KA PRAYOJAN	HINDI SE ANGREZI SHABD
	SLO-2	ASMANTA KA CHITRAN	LEKHAK PARICHAY	RAM KE CHARITRA SE AVAGAT KARANA	NUVAD KA PRAYOG	ANGREZI SE HINDI SHABD
	SLO-1	DIP SE DIP JALE- USHA YADAV	PATH KA VISLESHAN	VIRTA KE BHAV JAGANA	HROT BHASHA KA GYAN	EK DIN EK SHABD
S-8	SLO-2	SAPNE KE LIYE SANGHARSH	MANVATA KO JIVIT RAKHANE KI PRERNA	PATH KA VISLESHAN	LAKSHYA BHASHA KA GYAN	SHABDON KA VISLESHAN
S-9	SLO-1	SAMASYA KA SMADHAN JAD MEN HOTA HAI	AAJ KE SANDARBH ME MAHABHARAT KI UPYOGITA	PATH PRICHARCHA	ANUVAD KA DAYITVA	PATH PRICHARCHA
0-3	SLO-2	PRASHNABHAYASH	PRASHNABHAYASH	PRASHNABHAYASH	ANUVAD KA ABHYASH	PRASHNABHAYASH
Learning Resources	Ed	ited Book: "PRAYOJAN MULOK HINDI", SR 1. Srijanlok Literary Magazine, Ara (Biha 2. https://hindisamay.com/ 3. https://ncert.nic.in/textbook.php?fhbr1 4. Prayojan mulak Hindi, Dr. Sontakke 5. https://rajbhasha.gov.in/hi/ol_clause	ar – 802301)			

	ssessment			Continu	ous Learning As	sessment (50%	weightage)	June 1987		Final Francis of	: (F00/:nbt)
	Bloom's Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA-	- 3 (20%)	CLA -	- 4 (10%)#	Final Examinat	ion (50% weightage)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
evel 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	
everi	Understand	30%	30 %	30%	30%	20%	20%	20%	2076	30%	-
evel 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	
EVEI Z	Analyze	40 /0	30 /6	30 /6	40 /0	30 /6	30 /6	30 /6	3070	3076	-
evel 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	
evel 3	Create	30%	20%	20%	30 %	30%	30%	30%	30%	20%	-
	Total	10	00 %	10	00 %	1	00 %	7 A 1 1 1	100 %		100 %

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3.Dr. S. Razia Begum, Assistant Professor, SRM IST
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST

				EMESTER III																	. 1		
Course Code	ULF23A	E1J Course Name	French for Specific purpose-I	Course Categor		AE	=			Abili	ity Enl	nancer	nent C	Courses	s (AE)				1	T F		2	2 2
Pre-requis	site Courses	Nil	Co-requisite Courses Nil	LNCA		rogre	essive rses	N	i i	h													
Course Of	fering Depar	rtment French	Data Book / Codes	s/Standards	-31)÷.							Nil									
Course Le	arning Ratio	onale (CLR): The purpose of learn	ning this course is to:		L	Learn	ning				٦.		Pro	ogram	Learni	ing Ou	tcom	es (PL	0)				
CLR-1:	Strengthe	en the language of the students both in oral	and written	ñ v. Ga	1	2	3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:		heir sentiments, emotions and opinions <mark>, rea</mark>		73-47	(F	(9)	<u></u>		<u>e</u>	S													
CLR-3:		m learn the basic rules of French Grammar		1 2 146 4 2	loor	%) (%	nt (%		ledç	Concepts	-	ge	.co			Data		SE SE	<u>s</u>				
CLR-4:		strategies of comprehension of texts of diffe	•	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	g (B	ienc	mer		now	Sono	g	w ec	lizat		g.	ret [SE SE	š	SK				
CLR-5:	Enable the	e students to overcome the fear of speaking	g a foreign language and take position as a foreigner sp	eaking French	inkin	rofic	Attainment (%)		al K	of	elate	S S	ecial	ilize	delir	terpi	e Sk	Jvin	ation	Skills			
				100	fTh	БР	P pe		nent	Ition	th R	ural es	Sp	o Ct	Mo	e, In	gativ	J Sc	nic	g		٠.	
Course Le	earning Outco	omes (CLO): At the end of this cours	se, learners will be able to:	William .	evel of Thinking (Bloom)	Expected Proficiency (%)	Expected		Fundamental Knowledge	Application of	Link with Related	Disciplines Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PS0-3
CLO-1 :	To acquir	e knowledge about French lang <mark>uage</mark>		of White	2	<u>வ</u> 75	<u>வ</u> 80		H 로	M	· · · · · · · · · · · · · · · · · · ·		M M	H A Z	: ਲੱ H	Z L	_ <u>≐_</u> M	M M	ŏ Н	₹ L	<u>ď</u>	Ľ.	<u> </u>
CLO-2:		then the knowledge on concep <mark>t, culture</mark> , civ	ilization and translation of French	The second	2	80	90		М	Н		Н	Н	М	Н	М	L	L	Н	М	-	-	
CLO-3:		op content using the features in French lang		47 1 17 7	2				Н	Н		М	Н	M	L	Н	М	М	Н	Н	-		-
CLO-4:		ret & Translate the French language into o		2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	75	90		Н	L	М	Н	М	Н	Н	М	L		М	L	-		-
CLO-5:		ve the communication, intercultu <mark>ral eleme</mark> nt		1/20	2				М	Н	Н	L	М	М	Н	Н	М	L	Н	М	-	-	-
Duratio	on (hour)	9	9	9							9								9				
S-1	SLO-1	TP de chimie	Le jour des examens	L'impératif négatif				Cor	nprendi	re un	ne letti	e de n	notivat	tion	Cor	mprend	dre la	struct	ure d'u	ın rapp	ort de	stag	,e
•	SLO-2	Les exemples	Les activités	-Le passé composé av	ec êtr	re		Les	xemple	es					Tro	uver d	es mo	ots clé	S-				
	SLO-1	- Un TP au laboratoire-	Le sms à la française -	Les exemples				Repé	rer le p	orése	ent				Les	activit	tés						
S-2	SLO-2	Les exemples	Les activités	Le passé compose pronominaux	é d	les	verbes	Les	ctivités	3	/-				Cor	mprend	dre ur	texte	techn	ique-			
6.3	SLO-1	Comprendre un TP	Les examens	-La recherche de stag	je -	R	ΔT	, le p	assé co	ompo	osé et	7			Les	activit	tés						
S-3	SLO-2	Les exemples	Les activités	Les exemples				Les	ctivités	3					Les	exem	ples						
S-4	SLO-1	-Suivre un protocole expérimental -	-Donner des conseils	Les activités				le fut	ur dans	s un t	texte				Rel	ever d	es arç	gumen	ts dar	is un te	xte-		-
3-4	SLO-2	Les activités	Les exemples	Le stage en France					xemple							activit	tés						
S-5	SLO-1	Lire des équations chimiques -	-Écrire et comp <mark>rendre un sms -</mark>	Les activités					apporturants		stage	et le c	lomai	ne des	Les	exem	ples						
0-0	SLO-2	Les activités	Comprendre une interdiction	Le CV français				Les a	ctivités	3					Les	activit	tés						
	SLO-1	Identifier des formules chimiques à l'oral	Les activités	Les exemples				Le st	age						Les	activit	tés						
S-6	SLO-2	Les exemples	-Donnez des consignes -	La lettre de motivation-				Les	xemple	es			-		Les	prono	ms C	OI			-		
6.7	SLO-1	- L'infinitif pour exprimer un ordre ou	Les exemples	Comprendre une offre	de sta	age		La m	éthode	du p	olan de	étaillé-			Les	exem	ples						
S-7	SLO-2	Les activités	Comprendre	Les exemples				Les a	ctivités	3					Les	exem	ples						
S-8	SLO-1	un conseil (dans les consignes) -	Les exemples	Les activités				Les	xemple	es					Les	activit	tés						
S-8	SLO-1	un conseil (dans les consignes) -	Les exemples	Les activités				Les	xemple	es					Les	activit	tés						

	SLO-2	Les exemples	et parler d'actions passées-	Comprendre et réaliser un CV	Le contenu du rapport de stage	Quelques verbes et leur préposition
S-9	SLO-1	La nominalisation	Les exemples	Les activités	Les exemples	Les activités
3-9	SLO-2	Les exemples	L'impératif des verbes pronominaux	Les exemples	Les activités	Les exemples

	The	ory:
	1.	"Tech French" French for Science and Technology, Ingrid Le Gargasson, Shariva Naik, Claire chaize, Les éditions Didier, India, 2011.
Learning	2.	https://www.fluentu.com/blog/french/french-grammar
Resources	3.	https://www.eleamingfrench.com/leam-french-grammar-online-free.html
	4.	https://www.lawlessfrench.com/grammar
	5	https://blog.gvmglish.com/2022/12/15/hasis.franch_grammar

	Learning Ass	sessment		4		9,000	A DEED	4.			
				Continuo	ous Learning As	sessment (50	% weightage)			Final Evanination	(500/ weightens)
	Bloom's Level of Thinking	CLA -	· <mark>1 (10%</mark>)	CLA -	- 2 (10%)	CLA -	3 (20%)	CLA ·	– 4 (5%) #	Final Examination	(50% weightage)
	Lever or Trilliking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Laval 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	
Level 2	Analyze	40%	30%	30%	40%	50%	50%	50%	50%	50%	-
Laval 2	Evaluate	30%	20%	20%	30%	30%	30%	30%	200/	20%	
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Total	10	00 %	10	00 %	10	00 %	1	00 %	100	%

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers			3.2
Experts from Industry	Expert from Higher Technical Institutions		Internal Experts
Mr. Kavaskar Danasegarane			
Process Expert	1. Dr. C.Thirumurugan Professor, Department of French,	Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
Maersk Global Service Center Pvt. Ltd			
2.Mr. Sharath Raam Prasad	ST. I Day		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP
Character Designer, Animaker Company Pvt.	/IT DARN. I	DATE -	2. Wils. Abigail, Assistant i Tolessol, Stawist, VDI

				SEMESTER III				
Cod	de		(Course Title				Hours/ Week
UCA23				Web Design				L T P O C
UCAZS	S I Z L			veb Design				0 0 2 2 1
Cour Cod		UCA23S12L Course Name	Web Design	Cou Cate			Skill Enhancement Courses	L T P O C 0 0 2 2 1
(e-requisite Courses	NII	Co-requisite Nil		Progres Cours		Nil	
Course	Offering	Department Computer Applicat	ions Data Book	/ Codes/Standards			Nil	
Course	l earning	Rationale (CLR): The purpose of lear	rning this course is to:		Learnir	na	Program Learn	ning Outcomes (PLO)
		erstand the basic concepts of Internet	Timg the course is to.	1389 FF 1885	1 2	3	1 2 3 4 5 6	7 8 9 10 11 12 13 14 15
CLR-		earn the concepts of HTML.		45 May 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
CLR-		earn the concepts of Web page designing		V 14.2 15.74	enc	nen	d d	g et ills 7 Skills Skills
CLR-		ise a variety of strategies and tools <mark>to create</mark> v	vebsites.	Carlot Margaret	king	ainı	of late	Ska iils
CLR-		design/develop web pages with HT <mark>ML Form</mark> s	Fa Land	A market State of	rhin Pr	Att	Se Speed Se Cutil	Moa Inte
CLR-	- 6 : To d	design websites		STATE OF THE SALE.	of 7 m) stea	stea	ame all all all all all all all all all al	in I
0	. 1 !	Outronic (OLO)	was to see will be able to	The man of the	Level of Thinking (Bloom) Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization Ability to Utilize Knowledge	Skills in Modeling Analyze, Interpret Data Investigative Skills Problem Solving Skills Communication Skills Analytical Skills PSO-1 PSO-2
		n Outcomes (CLO): : At the end of this come web design techniques and basic concepts			3 80	- <u>û</u> ⊗ 70	H H M H T W	
CLO-		lescribe the structure and functionality of the v			3 80	75	M H M H - M	- H - H - H M - H
CLO-		ate dynamic web pages using a combination of			3 85	70	M H M H - M	- H - H - H M - H
CLO-		n the skills and project-based experi <mark>ence ne</mark> ed		nt careers.	3 85	80	M H M H - M	- H - H - H M - H
CLO-	-5: Des	ign Website with variety of graphic d <mark>esign an</mark> c		17.17	3 85	75	M H M H - M	- H - H - H M - H
CLO-	- 6 : To a	develop freelancing projects		1.0	3 80	70	M H M H - M	- H H M - H M - H
Durati	ion (hour)		6	6			6	6
S-1	SLO-1	BASIC INTERNET CONCEPTS- What is Internet	ADVANCED INTERNET CONCEPTS	HTML INTRODUCTION		Sec	EAD AND BODY SECTIONS: Header ction	TABLES: Table Creation- ColSpan, RowSpan
	SLO-2		Anatomy of an Email Message	History of HTML			le – Prologue – <mark>Links</mark>	Cell Spacing, Cell Padding- Nested Tables
S-2	SLO-1 SLO-2	Lab 1 : Understanding about Internet Understanding about host machines and names, client and server	Lab 4 : Sending electronic mails Receiving electronic mails	Lab 7 : Design web page us Formatting tags.Program to Layout of Webpage.		e and	o 10: Design webpage using Head, Body d Title tags.Program to control line breaks d spaces	Lab 13 : Design web page using Table tag. Design web page with Nested Tables.
S-3	SLO-1	Host Machines and Host Names	Viewing- Sending	HTML Document		Com	mment – Heading	FRAMES: Frameset Definition – Frame Definition
	SLO-2	Client / Server Model	Replying	Anchor Tags		Hori	rizontal Rule – Paragraph	Nested Frames
S-4	SLO-1	Lab 2 : Understanding about domain	Lab 5 : Replying electronic mails. Chatting	Lab 8 : Design web page us		tag	b 11 : Design webpage using Paragraph gand Comment tag.	Lab 14 : Design web page using Frame tag
3-4	SLO-2	names, protocols and IP address Browsing the world wide web	on the net	tag. Design to link from one using Anchor tag.	page to anoth	Des Mar	sign web page with scrolling text using arquee Tag	Program to divide a page into Frames
S-5		Domain Names	Search Engines	Hyper Links			ages and Pictures	FORMS: Action Attribute – Method Attribute
		Protocols- IP Address	Meta Search Engine	Sample HTML Documents			dered and Unordered List	Drop Down List – Sample Forms
S-6	SLO-1	Lab 3 : Describe the stages of creating e- mail id. Creating a mail account	Lab 6 : Using Search Engines. Describe the chatting components on the Internet	neading and Paragraph tag	ŭ	List		Lab 15 : Design web page using Form tag to accept BIODATA from user. Design LOGIN
	OLO-Z	mairid. Greating a mair account	oriating components on the internet	Design web page using Hyp	er Link tag	usin	ing Image tag	web page using Form tag

Learning Resources	1. 2.	Wendy G. Lehnert, "Internet 101 - A Beginners Guide to Internet and the World Wide Web", Addison Wesley. UNITS I & II Xavier.C,World "Wide Web design with HTML", Tata McGraw Hill Publishing Limited, New Delhi. UNITS III, IV & V	
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Learning As	sessment					N. J. P.					
Laval	Bloom's Level of			Contin	uous Learning Asse	ssment (50% weig	htage)				amination eightage)
Level	Thinking	CLA –	1 (10%)	CLA-	2 (10%)	CLA -	- 3 (20%)	CLA –	4 (5%)#		
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	20%	20%	15%	15%	15%	15%	15%	15%	-	30%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	-	40%
Level 3	Evaluate Create	10%	10%	15%	15%	15%	15%	15%	15%	-	30%
	Total	10	0 %	10	0 %	10	00 %	100) %	10	0 %

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.G.Muruganandam, Group Project Manager, HCL Technologies, Chennai	Dr.C. Conjugathor Professor University of Madrey Change	Dr.S. Albert Antony Raj, Dy.Dean, FSH,SRMIST
Mr.M. Hemachandar, Tech Lead, Wipro Limited, Chennai	Dr.S. Gopinathan, Professor, University of Madras, Chennai	Dr.R. Mohanakrishnan, Director Sports, SRMIST
	and the second s	Dr M. Senthilkumar, Head, Asso. Professor SRMIST

	1				SEMESTER III							Цент	/ Week	
Code	•			(Course Title					ı	Т	Hours	/ vveek	С
UPE23G	01T			Organization and Adn	ninistration in Physical Educati	on				4	0	0	2	4
				5	AT L'ALO	the same								
Cours Code		JPE23G01T	Course Name (Organizat <mark>ion and Administration in Physical I</mark>	Education Course Ca	tegory	G	Generic Elective C	Courses		L 4	T F	0 2	C 4
	requisite ourses	Nil		Co-requisite Nil Courses		Progress Course		ii						
		Department	Physical Education		/ Codes/Standards	O ul 3C		Nil						
		.		A Y	BOTTO STATE						/5.1 · 6.1			
Course	Learning	Rationale (CLR	R): The purpose of lea	rning this course is to:		Learn			Learning Out				40	44 45
CLR-1		earn the Basics of a			1-100 H	1 2			6 7 8	9		11 12 σ	13	14 15
CLR-2			otganising tournament		THE LA	incy	ent	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization		<u>s</u>	Skills)Ķii		
CLR-4	: Learr	to Administrate	Mass sports		1 . The state of F. 1	king	ainm	ated	eling rpre	Skill	ing	on SIII		
CLR-5	: Learr	to Improvise th	ne exixting oragnising		H 1970 But	Thinking d Proficie	Att	intal ge on of ss ss spec	Aode Intel	iķ	Solv	ication		
CLR-6	: Learr	nn to İmplement	t ne Ideas		THE YOUR	of T	cted	Fundamental Knowledge Application of Concepts Link with Relate Disciplines Procedural Knowledge Knowledge Skills in Special	Knowledge Skills in Modeling Analyze, Interpret	tigat	em	tical	-	3 -2
Course	oorning	To learn the style of otganising tournament Cam to Improvise the existing oraginising Connegts or Procedural								Data Investigative Skills	Problem Solving	Communication Skills Analytical Skills	PS0 -1	PSO -2 PSO-3
		rning Outcomes (CLO): : To organize Sports at Grass root level							H - N			<u>0 ₹</u>	_	
		To Develop Sports in rural ideas							H - N		L	- H	-	
	: To De	To Develop Sports for Mass					80		M - N		L	- H	<u> </u>	
CLO-4		evelop Sports fo		The state of the s	SALL AND	3 85			H - N		L -	Н	-	
CLO-5			or Different Age Categeoies		1777	3 85			M - N		-	- H		
CLO-6	: To A	dminintrative Sp	orts at International Level		1.7	3 85	80	L H H H H	H - N	1 M	L	- H	-	- -
Duratio	n (hour)		12	12	12			12			12			
2 3 3410		Meaning of org		Swimming pool – construction	Maintain Discipline			t of participation	Need of Pub	lic relati		physica	al educa	ation
S-1		Meaning of adr		Explain to learn Basics of Swimming	Explain about Student leader model of others	should role		t & State level tournaments in each	Lists the nee	eds and	its use	s		
S-2	SLO-1	Nature of orgar	nization and administration	Train for Competition	Student leader should flexible	- IF	4 1 7	nal & Intern <mark>ational</mark>	Principles of education	public r	elation	ns in phy	/sical	
3-2	SLO-2		nature and its uses	Explain about the techniques for competition	Time – Table: Physical Educ	ation classes	conditi	in about Selection of team and ioning of teams	Explain to S	pread &	Creati	ing awa	reness	
S-3	SLO-1	Concept of orgadministration		Avoid injuries through techniques	Fitness			and demerits of sports gement	Techniques	of Media	a- Rela	ation wit	h the p	ublic
3-3		administration	s in organisation and explanations	Explain about Skin Diseases	Factors affecting time-table a periods			ng team management	Nee of New					oorts
S-4		SLO-1 Scope of organization Supervision of swimming pool List the factors and influence						Need of Med						
3 4	SLO-2	SLO-2 Scope of administration Explain about the role of supervisor Explain about weather					nditions			Explain the need Mentioning in Students Dairies				Dairies
S-5	SLO-1	Steps of Admin	nistration	Equipment in Physical Education	Instruction period, practice po	eriod	Open	Competition	Techniques and Media of Relation with the pupils				ie	
	SLO-2	Preparation of	Organization Chart	Explain about equipments and encourage physical activity	Explain to know about Sports	& Games		ipation of Invitational Competition	· ·					
S-6	SLO-1	Aim of organiza	ation and administration	Need and importance of equipment's	Explain to know about Rules	& Regulations	Office manag	Managements: Setting up and gement of office correspondence	Techniques agencies	and Me	dia of I	Relatior	with o	ther

	SLO-2	Objectives of organisation and administration	List the needs and importance and its uses	Explain to know about Skills & Techniques	Maintain Inward & Outward registers	Knowledge about PRO & Local TVs
S-7	SLO-1	Principles of organization	List of equipment's and suggested type of equipment's	Explain to know about Tactics & Strategy	Records and reports filing	Need of Evaluation
3-7	SLO-2	Explain about the regulation of organization	Permanent & Perishable	Games period	Need and importance of filing	Explain to Promote sports through evaluation
0.0	SLO-1	Principles of administration	Criteria for selection procedure of purchase	Nee of period-Weekly two hours	Relationship with superior officer and assistants	Explain to access students learning
S-8	SLO-2	Explain about the regulation of administration	Preparation of comparative	Participation period	Explain about Good Relation with higher officers	Explain to access Teaching
	SLO-1	Scheme of organisation	Preparation of purchase order	Explain about tournament period	Smooth Functioning of Department	Importance of Evaluation
S-9	SLO-2	Explain about the Execution of organization	Store- keeping and routine care repairs, disposal	Programme of Activities	Explain about making good atmosphere in and around the situations	Explain about the enormous role in the teaching
	SLO-1	Facilities and Infrastructure	Maintain Stock Register	Explain about mass drills	Relationship with parents, pupils	learning process
S-10	SLO-2	Explain about how to Generate income through facilities	Maintenance of distribution register	Intramurals - Importance of organizing Intramurals	Importance of parents and pupils relationship	Method of evaluation in terms of objectives
	SLO-1	Play field location	Maintenance of stoke room	List the importance and its uses	Financial Budget	Systematic determination of a subject's merit
S-11	SLO-2	Explain about Indoor & Outdoor	Staff and Leadership-Importance of qualified teacher	Units of competition, activities	Budget making- income and expenditure	Detection of deficiencies
S-12	SLO-1	Standard preparation	Explain to Control the Class	Explain about Zonal, Inter Zonal competitions	Annual Budget for Intramurals & Extramural	Specific trace elements
3-12	SLO-2	Explain about to avoid injures	Qualifications of good teacher, values, staff cooperation	Explain about Points systems role	Establishment of income sources through Department	Explain to detect walking Style & Vision
	SLO-1	layout and Maintenance	Explain about Professional Attitudes	Awards and incentives for participation	Need and importance of petty cash	Detection of Examinations in physical education
S-13	SLO-2	Explain about to Conduct tournaments	Friendly Movement with other staffs	Medals & Certificates for participants	Explain about Maintenance of petty cash Accounts	Explain about inspection and its uses
	SLO-1	Gymnasium – construction	Values of student leadership	Extra murals: Educational emphasis	Fund IMP rest	palpation
S-14	SLO-2	Indoor Activities	Explain to produce the Future leaders	Explain about to bring Laurels to the Institution	Explain about to maintain account	Percussion
S-15	SLO-1	Factor, care maintenance	Selection and training of student leaders, role of student leaders	Civil practices	Definition of Public Relation	Follow up action for improvement
3-13	SLO-2	Explain about Allied facilities	recognition of student leaders	How to develop discipline in society	Explain about to maintain balance between Institution & society	Motivational actions

Learning
Resources

- Voltmer and Essliger Organization and Administration, Times of India Press, Bombay 1964. P.M. Joseph, Organization of Physical Education O.S: A.T.I.P.E. Kaudivali (Bombay), 1956. Hughes and French Administration of Physical Education. Ronald Press Co., New York, 1954.
- 2.
- Bennett, Bruce L. Mapwell L. Howell and Vriel Simri Comparative Physical Education and Sports Lea and Fabiger Pub, Philadelphia, 1983
 Bucher, Administration of School Health and Physical Education Programmes, C.V. Mosby Co., St.
- Louis. 1967.

	Dlaam'a	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age		
	Bloom's	CLA -	- 1 (10%)	CLA -	2 (10%)	CLA -	CLA - 3 (20%)		CLA – 4 (5%)#			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Laval 1	Remember	200/		200/		30%		30%		30%		
Level 1	Understand	30%	7	30%		30%	-	30%		30%	-	
Level 2	Apply	40%		40%	9.0	40%		40%		40%		
Level 2	Analyze	40%		40%	1.00	40%	-	40%		40%	-	
Lovel 2	Evaluate	30%		30%	. 110	30%		30%		30%		
Level 3	Create	30%		30%	E 4 3 1 4 1 1 1	30%	San La T	30%		30%	-	
	Total	10	00 %	10	0 %	10	0 %	. 1	00 %	10	0 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar, Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, SRMIST

Code				Course Title						Hours/	Week	
Oodc				Course Title				L	T	P	0	С
UPE23P01L		INTERNSHIP - I								0	2	4
					JH A.			•				
Course	UPE23P01L	Course Name	INTERNOLI	0 /	Cause Catagoni	IAPC	Internship/Apprenticeship/Project/Commu	nity	L	T P	0	С
Code	UPE23PUIL	Course Name INTERNSHIP - I			Course Category IAPC		Outreach	•	4 (0	2	4
Pre-requi	isite Nil		Co-requisite Nil		Progressive	Nil						
Course	es (***		Courses	100	Courses	MII	A					
Course Offer	ring Department	Physical Edu	cation and Sports Sciences	Data Book / Codes/Standards			Nil					

Guidelines for Internship:

- 1. Students must undergo Teaching Practice (Internship-1) at the end of Second semester for 10 Days in any Schools nearby SRMIST and submit the report in the Third Semester Examination.
- 2. The School can either middle, higher secondary schools.
- 3. Students can engage with sports department and conduct sports events morning health & fitness of the students.
- 4. Students should submit an acceptance letter from the school for his/her Internship
- 5. Students must submit a Teaching Plan Report-1 (Training Report) along with a training certificate Issued by the Instituation.
- 6. Teaching and Learning Method (Teaching Plan)
- 7. Report Format Minimum of 50 Pages and Maximum of 70 Pages Times New Roman Font Font Size Heading 14 and Content 12 Line Spacing 1.5
- 8. Report will be evaluated by the Faculty in charge and Viva will be conducted at the end of the Semester
- 9. Report Submission One Hardcopy and One Soft Copy in CD to be submitted. Hardcopy will be returned to the student after completion of the Semester Examination
- 10. Marks Will be awarded as follows Internal Viva 50 Marks and End Semester Viva 50 Marks
- 11. If the Student has Failure to undergo the training or submit the report will be treated as a failure in that course, the student has to redo it in the forthcoming semesters

Learning Assessment						
		earning Assessment	Final Evaluation			
	(50%	weightage)	(50% weightage)			
	Review – 1	Review – 2	Report	Viva-Voce		
Internship-1	20%	30 %	30 %	20 %		

Course	UCD23V02T	Course	Industry Oriented Employability Skills for Science	Course	V	Value Addition Course	Г	T	Р	0	С
Code		Name	CITING	Category			2	0	0	2	2
		T	CLIEN	H .		T					

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Guidance Cell	Data Book / Cod	les/Standards		

Course I	_earning	The purpose of learning this course is to:					
Rational	Rationale (CLR):						
CLR-1 Demonstrate various principles involved in solving mathematical concepts related to peri							
:	combination an	d probability and interpret data					
CLR-2	Learn the basic mechanics of Grammar						
:		2. 10 mm (1) 10					
CLR-3	Develop resum	e-building practice and pres <mark>entation</mark> skills in students					
:							
CLR-4	Prepare studen	ts for job interviews					
:							
CLR-5	Instill confidenc	e in students and develop the necessary skills to face interview					
:							

	, ye	Learning							
	1	2	3						
725		*	Ed.						
W.	. Dies	-(\$)	2512						
, day	(moc	(%)	(%)						
	Thinking (Bloom)	l Proficiency (%)	d Attainment (%)						
7	Thinki	l Profi	l Attai						

	Program Learning Outcomes (PLO)													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts Application of Concep	Link with Related Disciplines		Skills in Specialization	Ability to Utilize Knowledge Ability to Utilize Knowledge	Skills in Modeling	≤ Analyze, Interpret Data		■ Problem Solving Skills	. Communication Skills	≖ Analytical Skills	ICT Skills	Professional Behaviour	Life Long Learning
IVI	IVI	7	IVI	7	П		IVI	П	IVI	-	П	-	-	-
М	-		М	-	Н	-	-	-	-	Н	-	-	L	Н
Н	М	М	М	М	Н	L	-	-	-	-	-	М	-	Н
М	М	H	М	М	Н	L	-	-	-	-	-	М	-	Н
М	М	Н	М	М	Н	L	-	-	-	-	-	М	-	Н

	Learning es (CLO):	At the end of this course, learners will be able to:	evel of	Expecter	Expecter	
CLO-1 :	Understand the and innovative	concepts of permutation and combinations, probability and approach questions in a simpler method	3	80	70	
CLO-2 :	CLO-2 Understand the different parts of speech and use them in sentences appropriately:					
CLO-3 :	Understand the importance of resume preparation and building a resume					
CLO-4 :	Face interviews	s confidently	3	85	80	
CLO-5	Develop their d	omain skills to face the interview	3	85	80	

_	ration nour)	6	6	6	6	6
S-1	SLO-1	Permutation and Combination – Introduction	Puzzles Selections – Introduction	Resume Writing – Introduction	Negotiation Skills - Introduction	Blog & Business – Writing – Introduction
	SLO-2	Permutation and Combination – Problems	Puzzles Selections – Problems	Resume Writing – Formats	Negotiation Skills – Practise Session	Blog & Business – Writing – Steps to follow
S-2	SLO-1	Probability – Introduction	Puzzles Distribution - Introduction	Resume Writing – Practise Session I	Negotiation Skills - Activity	Marketing Writing – Introduction
	SLO-2	Probability – Problems	Puzzles Distribution – Problems	Resume Writing – Practise Session II	Negotiation Skills – Feedback Session	Marketing Writing – Tips and Resources

S-3	SLO-1	Data Sufficiency – Introduction	Change of Voice – Introduction	Presentation – Introduction	Prioritising Activities for a Productive Work Day	Content Strategy – Introduction
	SLO-2	Data Sufficiency – Problems	Change of Voice – Rules and conversion	Presentation - Do's and Don'ts	Prioritising Activities for a Productive Work Day – Feedback Session	Content Strategy – How to write and order different types of Content
S-4	SLO-1	Escalator Problems – Introduction	Change of Speech – Introduction	Presentation – Types and Rules	How to collect, analyse and share Feedback	Creative Writing – Introduction
	SLO-2	Escalator Problem –Tricky Problems	Change of Speech – Rules and Exercises	Presentation – Using Visual Elements	How to collect, analyse and share Feedback	Creative Writing – Elements and Examples
S-5	SLO-1	Surds and Indices–Introduction	Attention to Details – Introduction	Presentations – Oral & PPT – Mock Presentation	Content Writing - Language Skills - Introduction	Copy Writing – Introduction
	SLO-2	Surds and Indices – Problems	Attention to Details – Benefits and its Importance	Suggestions and Tips to improve	Language Skills – Importance and Practise Session	Copy Writing – Techniques to improve
S-6	SLO-1	Cubes & Cuboids – Introduction	Completing Statements – Introduction	Types of Interviews - Group / Stress / HR – Introduction	Internet Skills – Introduction	Plagiarism - Introduction
	SLO-2	Cubes & Cuboid – Problems	Completing Statements – Types and Rules	Types of Interviews - Mock Interview	Internet Skills – Process of Writing, Editing and Publishing in a digital Format	Plagiarism – Types and Legal Aspects

Learning Resources	 Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition Scott Bennett, The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work, AMACOM, 2014 	

Level	Bloom's Level of Thinking		Continuous Learning Asset	ssment (100% wei <mark>ghtage)</mark>	
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) #
	C 4	Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	30%
	Understand				
_evel 2	Apply	50%	50%	40%	40%
	Analyze		TEAD TRID		
evel 3	Evaluate	40%	40%	30%	30%
	Create				
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc. #CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
		Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST

С	ode		(Course Title											Hours/ Week						
LIDE	23401T		Sports Pow	chology and Sociology												L 4	0	P 0	2	C 4	
UFE	234011		Sports Fsyc	chology and Sociology												4	U	U		4	
Cou		UPE23401T Course Name	Sports Psychology and Sociology		ourse egory	С	١,		Discip	oline Sp	ecific C	Core Co	urses			L	. T	P 0	0	C 4	
	e-requisit Courses	NII	Co-requisite Nil	-1. 1.h-		gressi ourses		Nil		٠,											
Cours	Offering	Department Physical Educatio	n and Sports Sciences Data Book /	Codes/Standards					١.			Nil									
Course	e Learning		rning this course is to:	1-08-7		Learniı					Pro	gram L				s (PL	O)				
CLR	-1: Imp	ortance of psychology & Sports psychology		284 ST - 142 TO	1	2	3	1	2	3	4	5	6	7	8				13 1	14 15	
CLR		know the braches of Sports psychology		90.928	arter.	5	Ħ		1			atio				.	Skills				
CLR		v to motivate the players v to control aggression during matches		The second of	В	cier	JE .			ted		aliza	10	ing	รี :	SKIIIS	S	ဟ			
CLR		n learn about sports ethics		1.30	差	rof	∖ttai	草	्र क	ela	_ 0	eci		odel	<u> </u>	9 2	atio Sa	Skills			
CLR		n learn group cohesion	500	CARL WEST	of Thinking	Expected Proficiency	Expected Attainment	Fundamental	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Knowledge	Skills in Modeling Analyze, Interpret	: מ	Investigative Skills	Communication	Analytical 8	_ .	21	
	<u> </u>	<u> </u>		ACCUPATION OF THE PARTY OF THE	Level of	ect	ect	ldar		S Wi	ced	IS i	<u> </u>	is	ž 62 :	estig		al X ii	PSO -1	PSO -2 PSO-3	
		g Outcomes (CLO):		36 1		A A S	ÄŽ Š	E 2	A P	Li-S	S Z	Ski					3			3 S	
		n become sports psychiatrist	May Study 3	and the second	2	85	80	L	Н	Н	Н	Н	Н			M L		Н			
CLO		n assess the team failures			3	85	80	L	Н	Н	Н	Н	Н			M L	. -	Н			
CLO		n assess the players mental strengt <mark>h</mark> n help the players to come out of me <mark>ntal fati</mark> gue			3	85 85	80	_ <u>L</u>	H	H	H	H	M H			M L		H			
CLO		n help the players to come out of mental ratigual n help the players to know about thei <mark>r own pe</mark> rs			3	85	80	╁	Н	Н	Н	Н	М			VI L		Н			
CLO		teach sports ethics	soriality	107	3	85	80	ΤĖ	H	H	Н	Н	Н			M L		H			
	on (hour)		12	12		1 00	1		Ħ	12					====		12		===		
Duran		Meaning of Psychology	Theories of perception	Meaning of reinforcement			F	eedbac	k	12				Self-As	ssessn	nent p		mpetitio	on plar		
S-1	SLO-2	Explain about psychology and its uses in	Explain about people determine their attitudes	Explain about strengtheni something		couragi	ina		about the	e behav	/ioural r	respons						sment	·		
	SLO-1		Figural after effets of Perception	Definition of motivation			S	ervo m	echanis	m	7		1	Event f	focus						
S-2	SLO-2		Explain about the location of a figure following its inspection	Explain about motivation	and its ty	pes	E	xplain a	about the	e mech	anism a	and its ı			n abou			gular m	otivation	on for	
	SLO-1	Meaning of Sports Psychology	Wrong perceptions	Extrinsic Motivation			E	motion	al effects	S			ı	Pre and	d post	comp	etition	1			
S-3	SLO-2		Explain about wrong perception and its demerits	Explain about to competing trophies	ig in spoi	rts for	E	xplain a	about inc	creased	anxiet	ty						ance o			
	SLO-1		Définition of Motor Learning	Intrinsic motivation			T	ension							using v						
S-4	SLO-2	Explain about the branches and its uses	Explain about perception and its types	Explain about fundamenta and develop new skills	al desire	to learr) E	xplain a	about en	notional	l strain		ŀ	Explain	n abou	t visua	alizatio	on Skill	ls		
S-5	SLO-1	Need Sports Psychology in the field of Physical Education and Sports	Types of Motor Learning	Reinforcement			Α	nxiety					ı	Meanin	ng phy	sical e	ducat	tion an	d spor	ts	
3-3	SLO-2	Explain about the needs and awareness	Explain about the characteristics of effective practice and feedback	Explain about the better le development situations fo			E	xplain a	about the	e feelin	g of fea	ar	1	Explain	n abou	bout the meaning and its benefits					
6.6	SLO-1	Importance of Sports Psychology in the field of Physical Education and Sports	Definition of Personality	Success			S	tress					١	Nature	in phy	sical	educa	ition an	ıd spo	rts	
S-6	SLO-2	Evolain about the importance and	Explain about personality and its types	Explain about the favoura outcome	ble or de	esired	E	xplain a	about the	e physic	cal tens	sion			plain about human development and						

S-7	SLO-1	Meaning of Perception	Meaning of Personality	Failure	Meaning of Aggression	Scope of sociology in physical education and sports
3-1	SLO-2	Explain about perception and its uses in physical education	Explain about behaviours, cognitions, and emotional patterns	Explain about the intended objective	Explain about the readiness to attack	Explain about social inequality and social mobility
	SLO-1	Definition of Perception	Factors of personality	Reward	Definition of Aggression	Social factors in sport
S-8	SLO-2	Explain about perception and its types	Explain about Environmental Factors, Physical Factors, Family and Social Factors	Explain about the recognition of service	Explain about aggression and its types	Explain about enjoyment, parent support and availability of sport facilities
	SLO-1	Definition of Composition	Assessing the personality	Punishment	Types of Aggression	Leadership in sport
S-9	SLO-2	Explain about composition and its types	Explain about administration, scoring, and interpretation	Explain about the imposition of a penalty	Explain about proactive and active	Explain about the importance of leadership
	SLO-1	Meaning of Composition	Aggression	Praise	Theory of aggression	Spectators and fans
S-10	SLO-2	Explain about composition and its uses in physical education	Explain about aggression and its types	Explain about the warm approval	Instinct Theory, Frustration Aggression and Social Learning Theory	Explain about the importance of spectators for sports
	SLO-1	Description -Perception	Performance	Criticism	Theory of performance	Group cohésion
S-11	SLO-2	Explain about the narrative development	Explain about progressive of the	Explain about variety of criticism	Explain about studies issues, concepts, and methodologies	Explain about the multi-faceted process in group sport
	SLO-1	Need of sports psychology	Meaning of motivation	Knowledge of result	Developing the mental plan	Sports Ethics
S-12	SLO-2	Explain the importance of sports psychology	Explain about motivation and its uses in physical education	Explain about psychology of learning	Explain about the Skill Performance Plan	Explain about the ethics and its importance for participation in sports

Learning Resources

1. Williams.IFThe Principles of Physical Education, Philadelphia W.B Saunder co 1989.

Learning A	ssessment			500	7 77	The state of					
	Bloom's			Continuous Learning Assessment (50% weight age)							n (50% weight age)
	Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (5%)#	Filiai Examinatio	ii (50% weight age)
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Lovol 1	Remember	30%		30%		30%		30%		30%	
Level 1	Understand	3070		30%	-	30%	_	30%		30%	=
Level 2	Apply	40%		40%		40%		40%		40%	
LEVEI Z	Analyze	4070		4070		4070		4070	_	4070	-
Level 3	Evaluate	30%		30%		30%		30%		30%	
Level 3	Create	30%		30%	LAKIV	30%	T TO A TO !	30%	-	30%	-
	Total	10	100 %		0 %	10	0 %	10	0 %	10	0 %

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, SRMIST
		Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST

Cod	de				Course	Title												L	I	Hours/		0	С					
UPE23	3402T			Scientific	Principle	es of Coaching												4	0			2	4					
Course	Code	UPE23402T	Course Name	Scientific Principles of Coaching	Ų.	Course Category	A	С		Dis	cipline S	Specific	Core (Cours	es		L 4	. 0	Т	P 0	2	2	C 4					
Pre-req Course	s '	Nil		Co-requisite Courses Nil				ogress Course		Nil																		
Course	Offering	Department	Pi	nysica <mark>l Educatio</mark> n and Sports Sciences Data E	Book / C	Codes/Standards				44				Ni	I													
		g Rationale (CLR		e pu <mark>rpose of l</mark> earning this course is to:	10.7			_earniı			}						ing Outcomes (PLO) 7 8 9 10 11 12 13 14 15											
		arn biomechanics	s chanics in sports fiel			1 - 12 T SA / C	1	2	3	1	2	3	4	5	6	7	8				2 13	3 14	15					
			ew tons law in spons new tons law in spon		100	55 F	4	ncy	ent					atio				S	SKill	SK:								
		How lever is essential in sports							in			ated		ializ	e i	ling	.bre	Skills	ing	S .	<u>s</u>							
		equilibrium is imp	We then the control	Thinking	Pro	Atte	ntal	e of	Religion	0 - 9	bec		og Je	Inte	.i.	Solv	gati	SKIIIS										
CLR-6	: Fund	lamentals in biom	echanics			734 35	of T	ted	ted	ame -	atio	S is di	dura	in Se	5 5	in Mod	ze,	tigat	em (E I	를 -	- 2	. m					
Course	Lagrain	n Outcomes (Cl	A SAME	Level of (Bloom)	Expected Proficiency	Expected Attainment	Fundamental	pplic	Link with Related	Procedural	Skills in Specialization	Ability to Utilize	Kritowiedge Skills in Modeling	Analyze, Interpret Data	Investigative	Problem Solving Skills	Communication Skills	Analytical S	PSO -2	PSO-3								
		g Outcomes (CLO): become more knowledgeable in biomechanics							் ம் உ 80	<u> </u>	∠ ∢ ୯	H	H	H H	∠ ≥ H	<u>د</u>	V □	M	П		⊀ <u>α</u>							
		n become a trainer in national level training camp							80	L	Н	H	Н	H	Н	-	M	M	L		1 -	-	-					
CLO-3	: Can	prevent injury		3	85	80	L	Н	Н	Н	Н	М	-	М	М	L		1 -	-	-								
		raise the standard					3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L		1 -	-	<u>↓-</u>					
			ics for musical buil <mark>di</mark>				3	85 85	80	I ⊨	H	H	H	Н	M H	-	M	M	L		- - -	_	-					
			chanics for impleme				3	85	80		Н			Н	Н		IVI	IVI	L		1 -	-	<u></u>					
Duratio	n (hour)	Meaning of Bion	12	Distance and Displacement	Linoa	12 r Kinetics				Newton	'e Lawe	of Mot					ir rocic	tanco		12								
S-1			cience of movement	Evolain about physical longth and action of		in about branch of mech	anics	with su		Explain example	about t			suita	ble		Air resistance Explain with suitable examples											
	SLO-1	Definition of Bior	mechanics	Speed		a and its types				Centrip		е				W	ater re	sistan	се									
S-2	SLO-2	Explain about de	efinition and elemen	ts Explain about speed with suitable examples		in about same speed un st the types and its uses		rce act	s on it	Explain with sui				curved	l path		xplain ses	about	wate	r resis	tance	and i	its					
	SLO-1	Meaning & Defe Biomechanics	•	Velocity	Mass	11	L.	D.C		Friction						N	/leanin	g and	Defir	ition c	f Leve	er						
S-3	SLO-2	of mechanics are performance	e Physics and the la e applied to athletic	with suitable examples		in about resistance to ac rce is applied. with suita				Explain example		orce re	sisting	with s	uitable	e E	xplain	the liv	er ar	ıd its e	lemer	nts						
S-4	SLO-1	Need of Biomec Physical Educat	hanics in the field of ion and Sports	Acceleration	Weigh					Fricition	types					T	ypes c	f Leve	r									
3-4	SLO-2	injury and impro	minimise the risk of ve sports performan	ice with suitable examples		in about force acting on y with suitable examples		ject du	e to	Explain	about t	ypes w	ith suita	able e	xamp		Lists the types and its uses in physical education					al						
S-5	SLO-1	Importance of Riemachanics in the field					Internal force Need and importance of Lever																					
3-3	SLO-2		ow injuries originate	and Explain about warfare and sports with suitable examples	Expla exam	in about force and energ ples						Explain about the uses of lever in the ield of physical education																
S-6	SLO-1								External force Mechanical advantages of Lever																			

	SLO-2	l. '	Explain about relative velocity with suitable examples	Explain about capability of doing work with suitable examples	Explain with suitable examples	Explain about capable of rotating on a point on itself with suitable examples
	SLO-1	Definition of Motion	Angular Kinematics	Energy-Impact Elasity	Gravitational force	Application of levers in Physical education & Sports
S-7	SLO-2		Explain about rotational motion in the absence of forces with suitable examples	Explain about potential energy stored in the configuration of a material with suitable examples	Explain about natural phenomenon by which all things with mass or energy with suitable examples	Explain about the implementation with suitable examples
S-8	SLO-1	Types of Motion	Angular distance	Elasticity	Uses of force	Application of Biomechanical principles in fundamental movements
3-0	SLO-2		Explain about two point objects with suitable examples	Explain about normal shape after being stretched with suitable examples	Explain the uses with suitable examples	Explain about the implementation with suitable examples
	SLO-1	Meaning of Linear	Displacement	Angular Kinetics	Factors affecting force	Walking, Pulling and Pushing
S-9	SLO-2	Explain about definition and its elements	Explain with suitable examples	Explain about the centre of gravity of the human body with suitable examples	Explain about Friction with suitable examples	Explain with suitable examples
	SLO-1	Angular Motion	Angular Speed	Centre of gravity	Equilibrium	Throwing
S-10	SLO-2		Explain about Distance travelled is represented as θ with suitable examples	Explain about centre of mass with suitable examples	Explain about opposing forces with suitable examples	Explain with suitable examples
	SLO-1	General Motion	Velocity	Centrifugal Force	Stages of equilibrium	Running
S-11	SLO-2		Explain about speed and direction of motion with suitable examples	Explain about inertial force that appears to act on all objects with suitable examples	Explain the stages with suitable examples	Explain with suitable examples
	SLO-1	Linear Kinematics	Angular acceleration	Angular Velocity	Factors affecting equilibrium	Jumping
S-12	SLO-2		Explain about units of angle per unit time squared with suitable examples	Explain about how fast an object rotates with suitable examples	Explain about Changes in concentration, temperature, and pressure with suitable examples	Explain with suitable examples

Learning
Resources

- 1. KreighboumBasthels Biomechanies (A qualitative approach for Studying human movement)2006.
 2. Greiremillor,Paul&smith,Techniques for the analysis of Human movement lapse books London ,1975.
 3. Bunn John W "Scientific Principles of coaching".
 4. Charles "Fundamentals of sports Bio-Mechanics Techniques.
 5. Hay, James G "The Biomechanics of sports.
 6. T.McClurg Anderson Bio Mechanics of Human Motion

Learning A	ssessment												
	Bloom's Continuous Learning Assessment (50% weight age)												
	Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	30%		30%	$K \times V + I = I$	30%	212	30%		30%			
Level I	Understand	30%	1	30%	THE TH	30%	KAD F	30%	-	30%	-		
Level 2	Apply	40%	/	40%		40%		40%		40%			
LCVCI Z	Analyze	4070		4070	_	4070		4070	_	4070	_		
Level 3	Evaluate	30%		30%	_	30%		30%	_	30%	_		
Level 5	Create	3070				3070		3070	_	3070			
	Total	10	0 %	10	0 %	10	0 %	10	0 %	10	0 %		

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, SRMIST

Cod	е		ourse Title											Hours/ Week L T P O C					
UPE23	403T Heal	th Education													4	0	0	2	
Cours		JPE23403T Course Name	Health Education	Cou Cateç		С			Discip	line Sp	ecific C	ore Col	ırses			L 4 0	T F		C 2 4
	requisite ourses	Nil	Co-requisite Nil			gressiv ourses		Vil											
Course	Offering D	Department Physical Education	n and Sports Sciences Data Book /	Codes/Standards								Nil							
		Rationale (CLR): The purpose of learn	i <mark>ng th</mark> is course is to:		Learning Program Learning O														
		nce of health		7 - 5-27 TO -	1	2	3	1	2	3	4		6 7	8				13	14 15
CLR-2	: Can lear	n components of health	- Kersily			S	ij		-			tion					OKIIIS		
		influencing health f health education			g.	cie	l me			9		aliza		ing oret	₩	Sp	ດ _ ທ		
		bjectives of health education	F 10 10 10 10 10 10 10 10 10 10 10 10 10	The second	Thinking	rofi	\ttai	重	o	elai	_ a	#ilize	1 2	one lifer p	le S	el el	SKill at 10		
		develop immunity for better living		1 11 18	투 (ed F	pe /	Fundamental	Application of Concepts	th R	Procedural Knowledge	Skills in Specialization Ability to Utilize	Knowledge	e, <u>r</u>	Investigative Skills	Problem Solving Skills	Communication Analytical Skills		01
			100	JETT TOTAL	Level of (Bloom)	ect	ect	Jdar	plica	k wi	owle	is i	N N	alyz a	estic	ple	alyti	PSO -1	PSO -2 PSO-3
Course	Learning	Outcomes (CLO): :	17777 681	William Inches	₽ ĕ	Expected Proficiency	Expected Attainment (%)	π X	A S	Link with Related Disciplines	F X					-			PS PS
		lement the health conciseness in society			2	85	80	L L	Н	Н	Н		H -	· M	M	L ·		-	
		th the importance of health to stu <mark>dents</mark>	1000	11 12 14 14 14 14 14 14 14 14 14 14 14 14 14	3	85 85	80 80	L	H	H	H		H - M -		M	L ·	- H - H	-	- -
		d of safety education in schools for children			3	85	80		H	Н	Н		w - Н -	_	M	L .	. п	-	
		nce of safety education in schools for childre	n		3	85	80	ΙĒ	H	Н	Н		М -	_	M	Ĺ.		-	
		ent communicate diseases		17/22	3	85	80	L	Н	Н	Н		Н -	M		L ·	- Н		- -
Duratio	on (hour)	12	12	12						1:	2					-	12		
Duruti			Principles of Health Education	Definition of Immunity				Hyperte	nsion					WHO,	UNICE			1	
S-1	SLO-2	Explain about the complete physical, mental, and social well-being	Lists the principles and its interpretation	Explain about the adequate to fight infection	about the adequate biological defences Explain about his					it high blood pressure and how Exp				Explai duty	Explain about the organisations and				and its
	SLO-1	Components of Health	Need of Health Education	Types of immunity				Stroke							Red C				, IMA
S-2		Explain about the list of components	Explain about to builds knowledge and attitudes about health	Explain about the active and immunities	d passi	ve		Explain brain an					low in		n about iitarian ement				neir
	SLO-1	Physical, Mental, Emotional and Spiritual	Scope of health education	Importance of immunity				Coronar	y heart	disease	е			Meani	ng of sa	afety e	ducatio	n	
S-3	SLO-2		Explain about structure & function of all external organ and its implementation in training period	Explain about the habits to land impact of virus infection		duce th		Explain and pre				ood ves	sels		n about oral iss		nsibilit	y for s	ocial
S-4	SLO-1	Characteristics of physically healthy person	Communicable Diseases		• •		AIDS av						Definit	ion of a	ccider	nt safet	y edu	cation	
0-4	SLO-2	Explain about the character of person and how it corporate with health and fitness	Explain about health as a general concept	Explain about viruses, bacte parasites	eria, fur	ngi, and	d	Explain measure		IDS an	d preve	ntive		1 -	n about				
	SLO-1	Mental illness	Aim of Health Education	Prevention measures of CD	measures of CD				Causes of AIDS						Safety education in the field of Physical education				
S-5	SLO-2		Explain about to improve the health of the individual and community level	Explain about Practice good hygiene	l occup	ationa	I	Explain	about H	IV and	preven	tive me	asures	Explain about to create safe and					

	SLO-1	Characteristics of mentally healthy person	Objectives of health education	Tuberculosis	Symptoms of AIDS	Factors affecting Safety Education
S-6	SLO-2	Explain about the mental health of person and how it corporate with in the field of physical education	Explain about to cultivate the desirable health practices	Explain about Mycobacterium tuberculosis (MTB) bacteria	Explain about the list of symptoms occur in the human body	Lists the 5 factors and its interpretation
	SLO-1	Characteristics of Emotionaly healthy person	Health Education Programme	Malaria	Prevention of AIDS	Need of teaching safety education
S-7	SLO-2	Explain about the emotional stability of person and how it corporate with in the field of physical education	Explain about learning experiences help individuals and communities improve their health,	Explain about Symptoms- fever, tiredness, vomiting, and headaches	Explain about preventive measures of AIDS	Explain about the need and importance of study of safety education
	SLO-1	Meaning of wellness	Health services	Typhoid	Family Planning	Safety in school, physical education
S-8	SLO-2	Explain about active process and its uses	Explain about prevention, diagnosis, treatment, recovery	Explain about contaminated food and drinking water, causes and safety precaution	Explain about "LARC" methods, Short-acting hormonal methods, Barrier methods, Natural rhythm methods	Explain about safety in-Ground and playing equipment
	SLO-1	Definition of health education	Health supervisior	Cholera	Contemporary health problems	Playground
S-9	SLO-2	Explain about educating people about health	Explain about a Health services provider	Explain about Vibrio cholera, causes and safety precaution	Explain about threats to health caused by climate change cannot be tackle and its types	Explain about the need and importance of playground in an educational instituion and safety measures
	SLO-1	Meaning of Health education	Personal causes of diseases	Small pox	III effects of tobacco	Gymnasium
S-10		Explain about learning experiences designed to help individuals and communities	Explain about disease causes and precaution measures	Explain about the symptoms and safety precautions	Explain about heart attacks, strokes, chronic obstructive pulmonary disease (COPD)	Explain about the need and importance of gymnasium in an educational instituion and safety measures
	SLO-1	Nature of health education	Mode of spread -Hygiene	Non-Communicable Diseases	Alcohol and drugs	Swimming pool
S-11	SLO-2	Explain about analysis of the health	Explain about spreding sources and hygienic procedures	Explain about the Chronic diseases with non communal and precautions	Explain about the variety of drugs and its demerits	Explain about the need and importance of swimming pool in an educational instituion and safety measures
	SLO-1	Factors Influencing health	Meaning of Immunity	Diabetes	Role of voluntary health organizations	Safety on camps
S-12	SLO-2	Lists the factors and its interpretation	Explain about immunity and ways to improve	Explain about blood glucose ,insulin and how to control or preventive measures	Explain about non-profit association to help the patient	Explain about the need and importance of camp and safety measures

Learning Resources

Foundation of Health Harper & Bros
 Mangal S.K and Chndra P.C Hea<mark>lth and</mark> Physical Education
 Moss R and ET CD Tandon Broth – Ludiana-1979 AI Health Education ,National Educational Annual USA

	Bloom's	Final Examination (E00/ weight age)											
Level of Thinking		CLA –	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (5%) #	Final Examination (50% weight age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
aval 1	Remember	2007		200/		200/		200/		2007			
evel 1	Understand	30%	-	30%	-	30%	-	30%	-	30%	-		
	Apply	40%		40%		40%		40%		40%			
evel 2	Analyze	40%	-	40%		40%		40%	-	40%	-		
wol 2	Evaluate	30%		30%		30%		30%		30%			
evel 3	Create	30%	-	30%	-	30%	_	30%	-	30%	-		
	Total	10	0 %	10	0 %	10	0 %	10	0 %	10	0 %		

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Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST



Cour	 Course		Course			L	T	P	0	С
Cod	Name	Applied Tamil – II	Category	AE	Ability Enhancement Courses (AE)	1	0	2	2	2
		CIEN	n n							

Pre-requisite Courses Nil		Co-requisite Courses	Nil	6 Summer	Progressive Courses	Nil
Course Offering Department	Tamil	/ • /		Data Book / Codes/Standards	A IV	Nil
			7			

Course Lea	arning Rationale (CLR):	The purpose of learning this course is to:	Le	earni	ng	12				Progr	ram L	earni	ng O	utcoı	mes ((PLO))			
CLR-1:	அகராதி, கலைச்சொ	ல் குறித்த நு <mark>ட்பங்க</mark> ளை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:		திறனும் செ <mark>ய்தி வ</mark> ாசிப்பு முறைகளையும் தெரியச் செய்தல்				N		es			<u>e</u>									
CLR-3:		மகளும் <mark>செய்திய</mark> றிக்கை தயாரிக்கும் முறையையும் அறியச் செய்தல்	(Bloom)	(%)	(%)	dge	pts	ciplin	<u>a</u>	_	Knowledge		ţ2		S					
CLR-4:	பேச்சுக்கலையின் தன	ரித்துவங் <mark>களைப்</mark> புரியச் செய்தல்) (Blc	ency	ment	owle	Concepts	d Dis	vledg	zatio	Kno	g	et Data	<u> </u>	Skills	Skills				
CLR-5:	கணினித்தமிழின் பல்	வேறு நு <mark>ட்பங்க</mark> ளைத் தெரியச் செய்தல்	Thinking	Proficiency (%)	Attainr	ntal Kn	n of C	Related Disciplines	al Kno	Specialization	Jtilize	Modeling	Interpret	ive Skills	Solving		Skills			
Course Lea	arning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of T	Expected I	Expected Attainment (%)	Fundamental Knowledge	Application	Link with	Procedural Knowledge	Skills in S	Ability to Utilize	Skills in M	Analyze, I	Investigative	Problem S	Communication	Analytical	PSO -1	PSO -2	PSO-3
CLO-1:	அகராதித்துறை, கலை	ு. சசொல் <mark>லாக்கத்</mark> துறையைத் தெரிந்துகொள்ளுதல்	2	75	60	Н	L	Н	М	Н	Н	L	М	Н	М	L	Н	-	-	-
CLO-2:	ஊடகங்களில் மொழி	ஆளுமை <mark>யோடு</mark> செயல்படும் திறன் பெறுதல்	2	80	70	Н	М	Н	L	М	Н	L	Н	Μ	L	Н	Н	-	-	-
CLO-3:	கலை, இலக்கிய விமர் தெரிந்துகொள்ளுதல்	ச்சன முறை <mark>களைய</mark> ும், செய்தியறிக்கை தயாரிக்கும் நுட்பங்களையும்	2	70	65	Н	L	Н	М	Н	Н	М	Н	L	Н	М	Н	-	-	-
CLO-4:	பல்வேறு வடிவங்களை உருவாகும் தகுதியை	ளக் கொண்ட <mark>பேச்சுக்க</mark> லையை அறிவதன்வழி, சிறந்த மேடைப் பேச்சாளராக ப் பெறுதல்	2	70	70	Н	М	Н	L	Н	М	М	Н	Н	L	Н	Н	-	-	-
CLO-5:		, இணையம் வழி <mark>கொண்டு</mark> சேர்க்கும் உலகளாவிய செயல்பாடுகளை	2	80	70	Н	М	Н	Н	М	Н	L	М	Н	L	Н	Н	-	-	-

	Duration (hour)	9	9	9	9	9
s	SLO-1	தமிழில் அகராதிகள்	நேர்காணல் அறிமுகம்	விமர்சனம் – அறிமுகம்	பேச்சுக்கலை	கணினித்தமிழ்
3		ஒரு மொழி/ இருமொழி அகராதி	ஆளுமைத்திறன்	விமர்சனத்தின் நோக்கம்	பேச்சின் அடிப்படைகள்	கணினி வழித் தட்டச்சு
s	SLO-1	பன்மொழி அகராதி	நோக்கம் – கண்டறிதல்	விமர்சன வகைகள்	தன்னம்பிக்கையும் பேச்சும்	தட்டச்சு செய்யும் மென்பொருட்கள்
3		உயிர்/ மெய் எழுத்துகள்	நேர்காணல் முறைகள்	இலக்கிய விமர்சனம்	பேச்சின் வகைகள்	எழுத்துருக்கள்

S-3	SLO-1	உயிர்மெய் எழுத்துகள்	இனிய சொற்கள் பயன் <mark>பாடு</mark>	திரை விமர்சனம்	மேடைப் பேச்சு	யூனிகோடு எழுத்துருக்கள்/ பிற எழுத்துருக்கள்
	SLO-2	அகராதிக்கான அடிப்படைகள்	<mark>நேர்காணல் வ</mark> கைகள்	கலை விமர்சனம்	பட் <mark>டிமன்றப் பேச்சு</mark>	குரல் வழி தட்டச்சு
	SLO-1	அகராதி உருவாக்கப் பயிற்சி	நேரடியாக வினா விடை	சொற்பொழி <mark>வு முறை</mark>	எழுத்து வழி தட்டச்சு	
S-4	SLO-2	அகராதி உருவாக்கப் பயிற்சி	அச்சு ஊடக நேர்காணல்	தேர்ந்த புலமை	பேச்சின் நுட்பங் <mark>கள்</mark>	தட்டச்சு செய்யும் பயிற்சி
0.5	SLO-1	கலைச்சொல் அறிமுகம்	காட்சி ஊடக நேர்காணல்	எழுத்துவடிவ விமர்சனம்	பேச்சாளர்களும் பேசும் <mark>முறைக</mark> ளும்	தட்டச்சு செய்யும் பயிற்சி
S-5	SLO-2	பிறமொழிச் சொற்களும் தமிழி <mark>ல் கலை</mark> ச் சொற்களும்	கேட்பு ஊடக நேர்காணல்	காட்சி வடிவ விமர்சனம்	பேச்சு - எடுத்துரைப்பும் உடல்மொழியும்	பிழை திருத்திகள்
0.0	SLO-1	கலைச்சொல்லாக்க நெறிமு <mark>றைகள்</mark>	கள ஆய்வில் நேர்காணல்	விமர்சனம் செய்யும் பயிற்சி	நவீன தொழில்நுட்பங்களில் <mark>பேச்சு</mark> முறைகள்	தமிழில் பிழை திருத்தம் செய்யும் மென்பொருட்கள்
S-6	SLO-2	கலைச்சொல் உருவாக்க உ <mark>த்திக</mark> ள்	நேர்காணல் செய்யும் பயிற்சி	விமர்சனம் செய்யும் பயிற்சி	பேச்சாளர்க்குரிய தகுதிகள்	வலைப்பூ உருவாக்கம்
0.7	SLO-1	துறைசார் சொற்கள்	நேர்காணல் செய்யும் பயிற்சி	செய்தியறிக்கை	பேச்சுப் பயிற்சி	வலைப்பூவில் எழுதும் முறைகள்
S-7	SLO-2	புதிய கண்டுபிடிப்புகளும் கலைச்சொற்களும்	செய்தி வாசிப்பு முறைகள்	சமூக நிகழ்வை எழுதுதல்	பேச்சுப் பயிற்சி	வலைப்பூவின் பயன்கள்
S-8	SLO-1	பயன்பாட்டுச் சொற்கள்	செய்தி வாசிப்பு நுட்பங்கள்	செய்தியாளர்க்குரிய தகுதிகள்	கலந்துரையாடலின் நோக்க <mark>ம்</mark>	தமிழ் இணைய நூலகங்கள்
	SLO-2	கலைச்சொல்லாக்கப் பயன்பாடுக <mark>ள்</mark>	உச்சரித்தல்	உற்றுநோக்குதல்	கலந்துரையாடலின் தனி <mark>த்தன்ம</mark> ைகள்	இணைய நூலகப் பயன்பாடுகள்
	SLO-1	கலைச்சொல் உருவாக்கப் பயிற்சி	பிழையின்றி வாசித்தல்	சமநிலையில் எழுதுதல்	தம் கருத்தைத் தெளி <mark>வாக உ</mark> ரைத்தல்	தமிழ்த் தொடரடைவுகள்
S-9	SLO-2	கலைச்சொல் உருவாக்கப் பயிற்சி	வாசித்தலும் உணர்வும்	செய்தியறிக்கை தயாரித்தல்	கலந்துரைய <mark>ாடல் பயிற்சி</mark>	தொடரடைவின் பயன்பாடுகள்

Learning
Resources

- 1. அகராதியியல், பெ. மாதையன், தமிழ்<mark>ப் பல்கலைக்கழகம்,</mark> தஞ்சாவூர், 1997.
- 2. பேச்சுக்கலை, ம. திருமலை, மீனாட்சி புத்தக <mark>நிலையம், மயூராவளாகம், மதுரை, 2009.</mark>
- **3.** பேச்சாளராக, அ.கி.பரந்தாமனார், பாரி நிலையம், செ<mark>ன்னை, 1961</mark>
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- 5. நேர்காணல், மின்னூலகம், தமிழ் இணையக் கல்விக் கழகம், <u>https://www.tamilvu.org/</u>

Learning A	Assessment							181							
	Discoule			Continuous	Learning As	sessment (5	0% weightage	e)	1 2	Final Examination	n /500/ weightens)				
	Bloom's Level of Thinking	CLA -	- 1 (10%)	CLA -	2 (10%)	CLA – 3 (20%) CLA – 4 (10%)#		Final Examinatio	n (50% weightage)						
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice				
l 1	Remember	30%	200/	30%	30%	20%	20%	20%	20%	200/					
evel 1	Understand	30%	30%	30%	30%	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
_evel 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%					
_evei Z	Analyze	40%	30 %	30%	40 /0	30%	30%	30%	50%	50%	-				
_evel 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%					
_evel 3	Create	30 %	20%	20%	30 /6	30%	30%	30%	30%	20%	-				
	Total	10	00 %	10	0 %	10	0 %	10	00 %	10	100 %				

# CLA - 4 can be from any combination of the	e: Assignments, Seminars	s. Tech Talks. Mini-Projects. Case-Studies.	, Self-Study, MOOCs, Certifications, Conf. Paper etc.,
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Expert from Higher Technical Institutions		Internal Experts
1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, Pondicherry University, Pondicherry	1.	Dr. B.Jaiganesh, Associate Profess <mark>or & He</mark> ad, Dept. of Tamil, FSH, SRMIST, KTR
	2.	Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
	3.	Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
	4.	Dr. T.R.Hebz <mark>ibah beu</mark> lah Suganthi,
		Assistant Professor, Dept. of Tamil,
		FSH, SRM <mark>IST, KTR.</mark>
	5.	Dr. S.Sa <mark>raswathy</mark> , Assistant Professor,
		Dept. of Tamil, FSH, SRMIST, KTR.
	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, Pondicherry University,	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi 1. School of Tamil Language & Literaturel, Pondicherry University,

Course Code	ULH23A	E2J Cour Nan		APPLIED HINDI-II	SEMESTER	Course Categor		ΑE				Abilit	y Enh	ancer	ment (Course	s (AE))			L 1	T F		O 2	C 2
Pre-requi	site Courses	Nil	- 1	Co-requisite Courses Nil	TEN	C/A		rogres		Nil	٠,														
Course O	ffering Depart	tment F	HINDI	Data Book /	Codes/Standards		-67	7	75	1						Nil									
Course L	earning Ratio	nale (CLR): 7	The purpose of learning	g this course is to:			L	_earnir	ng						Pro	ogram	Learn	ing Ou	itcome	es (PL	0)				
CLR-1	: To find an	d analyze different type	es of Cinema		-A - 8 Ac.		1	2	3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2		er the print Media in the	e present World		1861 7 1841 V	1	n)	(9)	(6	Y	е	S													
CLR-3		port for Employability			C	17.5	Sloor	%) %	%) tc		ledç	Sept		dge	.o)ata		SIIIS	<u>s</u>				
CLR-4		eviews and Create Job			250 S 20 L		g (E	ienc	mer		now	Son	D.	wlec	lizat		д	et [E	Š	Skills				
CLR-5	: To Acquii	re technical words for va	arious job Prospects			200	īŘ	uolic	ttai		a X	o to	elate	Kno	ecia	ilize	deli	terp	ē Š	ly.	atio)Kills			
						A 1967	fTh	<u>8</u>	A be		nent	ıtion	th R	ural	Sp	o Ut	Mo	e, L	gativ	Sc	nic	g			
Course L	earning Outco	omes (CLO): At t	the end <mark>of this cou</mark> rse,	learners will be able to:			evel of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)		Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication	Analytical Skills	PS0 -1	PSO -2	PSO-3
CLO-1	: To Unders	stand the History and D	ocume <mark>ntary in H</mark> indi C	inema	SHELL THE		2	75	80	00	Н	Н	Н	М	L	Н	L	М	L	L	Н	М	-	-	
CLO-2		ehend Media Studies			300 1 TO 1	PH-2-3	2	80	90		Н	Н	Н	М	L	Н	Н	М	L	L	Н	И	-	-	-
CLO-3		te report Writing		M. (8	12 2 2		2	75	_		Н	Н	М	L	Н	Н	Μ	Н	М	М	Н	Н	-	-	-
CLO-4		their Writing Skills in Me		War and the same		11.00	2	80	90		Н	Н	L	Н	М	Н	L	Н	Н			4	-	-	-
CLO-5	: To Unders	stand and usage of tech	nnical w <mark>ords in Hi</mark> ndi	76.74		Service Servic	2	85	90	L	М	Н	М	Н	L	Н	Η	L	Η	М	Н	Н	-	-	-
Durat	ion (hour)		9	9		9							9								9				
	SLO-1	HINDI CINEMA		MEDIA AUR HINDI BHASHA	REPORTARJ LE	EKHAN				FILM	REV	'IEW	/& VI	GYA	PAN	F	PARII	BHAS	HIK .	SHAE	BDAV	ALI			
S-1	SLO-2	CINEMA KI AVDHA	RNA	AVDHARNA	AVDHARNA					ARTH	1	7				R	ТН								
	SLO-1	UDBHAV		SWARUP	SWARUP				-	ARIBH	IASHA	4	7			A	RIBHA	ASHA							
S-2	SLO-2	VIKASH		MAHATVA	DDESHYA					WARL	IP					И	/ARU	Р							
S-3	SLO-1	DOCUMENTRI MO	VE KI AVDHARNA	MEDIA MEN BHASHA KA PRAYOG	1AHATVA	IP.	L	E	VI.	AWAE	HARI	VA		1		R	AKAR	?							
3-3	SLO-2	COMERCIAL MOVE	KI AVDHARNA	UTTARDAYITVA	REPORTARJ LEKH JAGANA	IAN KE PR	ATI R	UCHI		FILM	REVIE	W KA	A MA	HATT	VA	V	ADH/	ARNA							
	SLO-1	PRAYOJAN		PRINT MEDIA	REPORTAJ KI BHL	UMIKA				VIGYA	PAN	AUR I	BAZA	R		R	AYOJA	4N							
S-4	SLO-2	UDDESHYA		ELECTRONIC MEDIA	PRAYOJAN					VIGYA	PAN /	AUR I	ROZG	AR		E	DESH	HYA							
	SLO-1	MAHATVA		MEDIA KI JIMMEDARI	PRAYOG					PRINT	VIGY	ΆΡΑΝ	V			1,	AHAT	VA							
S-5	SLO-2	PRAKAR		SMACHAR LEKHAN	UTTARDAYITVA					VIGYA	PAN I	KI BH	ASH/	1		R	AYOG	î							
	SLO-1	PRISHTHBHUMI		REPORTER KE GUN	RIPOTARJ LEKH	AN				AWAL	HARI	VA				E	DESF	IYA							
S-6	SLO-2	KARYASHALA		SAHAJTA	PUNRIKSHAN					ARTH						4	KANII	KI SHA	BDAV	/ALI K	4 MH	ATVA			

	SLO-1	DOCUMENTRY KI VIDHI	NISPAKSHTA	LEKHAN VIDHI	PARIBHASHA	HINDI SE ANGREZI SHABD
S-7	SLO-2	DOCUMENTRY AUR COMERCIAL MOVE MEN ANTAR	PEET PATRAKA <mark>RITA</mark>	SAMAJIK DAYRA	SWARUP	ANGREZI SE HINDI SHABD
	SLO-1	COMERCIAL KI VIDHI	UTTARDAYITVA	SAHITYA ME RIPOTARJ LEKHAN	VIGYAPAN KE PRAKAR	EK DIN EK SHABD
S-8	SLO-2	MOVE VISLESHAN	BHASHA GYAN	PARIYOJNA KARYA	VIGYAPAN KI VISHESHTAYEN	SHABDON KA VISLESHAN
	SLO-1	PARICHARCHA	PARICHARCHA PARICHARCHA	PARICHARCHA	VIGYAPAN MANG	PATH PRICHARCHA
S-9	SLO-2	PRASHNABHYASH	PRASHNABHYASH	PRASHNABHYASH	VIGYAPAN KA PRABHAV	PRASHNABHAYASH

Edited Book: "PRAYOJAN MULOK HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi.

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- 1. Film Banti Hai aur Banati Bhi hai, Lekhika Sonal, Neolit Publication
- https://navbharattimes.indiatimes.com/entertainment/movie-review/articlelist/2325387.cms?curpg=3
- https://epustakalay.com/book/4858-hindi-patrakarita-by-dr-krishnbihari-mishra/
 https://hindisamay.com/
- https://rajbhasha.gov.in/hi/hindi-vocabulary

Learning As	sessment			11000	100 J			. (4)					
				Continu		First Franciscotion (FOO) and the max							
	Bloom's Level of Thinking	CLA -	CLA - 1 (10%)		CLA – 2 (10%)		3 (20%)	CLA -	- 4 (10%)#	Final Examination (50% weightage)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Laural 4	Remember	200/	200/	200/	30%	200/	200/	200/	200/	200/			
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-		
Lavel C	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%			
Level 2	Analyze	40%	50%	50%	40%	50%	50%	50%	30%	30%	-		
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	200/			
revei 2	Create	30%	20%	20%	30%	30%	30%	30%	30 /6	20%	-		
	Total	10	00 %	10	0 %	10	00 %	1	00 %		100 %		

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	DE LON LEAD . KAI										
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts									
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST									
		2. Dr. Md.S. Islam Assistant Professor, SRMIST									
		3.Dr. S. Razia Begum, Assistant Professor, SRM IST									
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST									

Course Code	ULF23A	E2J	Course Name		French for Sp	ecific Purpo	ose-II	FN	Course Category		AE			A	bility	Enha	ancer	nent (Course	s (AE	E)			L 1		P 2	2	C 2
Pre-requis	ite Courses	Nil		Co-	requisite Courses	Nil	200		щ.		ogres Cours		Nil															
Course Of	fering Depa	rtment	Frenci	h		Da	ta Book / Codes/	Standards			ooulo								Nil									
Course Le	arning Ratio	nale (CLR):	The pu	urpose of lea <mark>rning thi</mark>	s course is to:	5 1				L	earnir.	ng	1					Pr	ogram	Lear	ning O	utcom	nes (PL	O)				
CLR-1:	Strengthe	en the languag	e of the student	ts both in oral and wr	itten			75		1	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:				d opinio <mark>ns, reactin</mark> g t	o information, situa	ations	- 40 1	4.300.	11.5	Ê		<u> </u>		Φ	S													
CLR-3:			asic rules of Fre				1200	43375		90	%) /s) tr		ledg	Sept		dge	.uo			ata		SE SE	<u>s</u>				
CLR-4:		•	•	of texts of different or	•				755	g (B	ienc	mer		Nou	o .	g	wlec	izati		б	et 🗆	SIIIS	g Sk	Ski				
CLR-5:	Enable th	e students to	overcome the fe	ear <mark>of speakin</mark> g a fore	eign language and t	ake position	as a foreigner spe	eaking French	100	-Ķi	Dific	ttain		조 .	ф	elate	Kno	ecial	ilize	delir	ferpi	Š	lving	ation	kills			
								0.15	15.1	Ē	<u>В</u>	A D		Jent	털	h Re	ural	Sp	o Ct	8	<u>=</u>	Jativ	n Sc	in is	<u>8</u>			
Course Le	arning Outo	omes (CLO):	At the en	nd <mark>of this co</mark> urse, lear	mers will be able to:				W.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)		Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PS0 -1	PSO -2	PSO-3
CLO-1 :	o enable	the students to	o overcome the	fear of speaking a fo	reign language and	take positio	n as a foreigner si	neaking Frenc	ch .	2	75	<u>й</u> 80	-		∀ :	H	Н	M	H	S H	< L	<u>с</u> М	M	<u> </u>	_∢ L		_	<u> </u>
CLO-2 :				ep <mark>t, culture</mark> , civilizatio	0 0 0					2	80	90	-		Н	L	Н	Н	М	Н	М	L	L	Н	M	_	-	-
CLO-3:				in French language				7 N TE		2	75	80		Н	Н	L	М	Н	М	L	Н	М	М	Н	Н	-	-	-
CLO-4:			language into			7 ,57	17/12		O'ARTON	2	75	90		Н	L	Μ	Н	М	Н	Н	М	L	Н	М	L	-	-	-
CLO-5:	To impro	ve the commui	nication, intercu	ıltu <mark>ral eleme</mark> nts in Fre	ench language	10 m 10				2	80	75		М	Н	Н	L	М	М	Н	Н	М	L	Н	М	-	-	-
Duratio	n (hour)		9			9	***		9					_		9	Ť							9				
S-1	SLO-1	TOEIC		Les	quantificateurs			Les préposit	tions de lieu	ı			Les ve	bes irr	éguli	iers				La	a néga	tion						
	SLO-2	Qu'est-ce que	e c'est/	le gé	enitif			Les activités	S				le futur et						l'interrogation									
S-2	SLO-1	À qui est-il de	estiné ?	Les	adjectifs			Les préposit	tions de tem	nps -			le cond	itionne	ı					Le	es activ	vités						
0-2	SLO-2	Les compéter	nces évaluées	et pr	onoms possessifs	LE	AKIY	Les activités	s D	T	p/	V.T	les mo	laux			1			ľe	xclam	ation						
S-3	SLO-1	Le nom		les	pronoms			les temps et	t			1.1	La sug	gestion	1					Le	es activ	vités						
3-3	SLO-2	Le pluriel des	s noms	Les	pronoms personnel	s		Les activités	S				le cons	eil	J.F					ľ	empha	ise						
S-4	SLO-1	Les indénom		les	pronoms compléme	nts		les aspects-	•				Les ex	emples	;					Le	es exe	mples						
3-4	SLO-2	Les noms cor	mposés	Les	activités			Les activités	S				le repro	che						Le	es activ	vités						
S-5	SLO-1	L'adjectif		pron	oms réfléchis			Le présent s	simple		. *		Les ac	ivités						ľir	mpérat	tif						
	SLO-2	Les compara	itifs	Les	activités			Les activités	S				L'obliga	ition						Le	es activ	vités						
S-6	SLO-1 les superlatifs les adverbes Le présent be+						be+ing				la pem	ission						la	voix p	assive)							
3-0	SLO-2							S	l'interdiction Les exe					es exe	mples													
	SLO-1	La place de l'adverbe dans la phrase Les exemples							La capacité les subordonnée				ées rel	atives	5													
S-7	SLO-2	SLO-2 Les exemples Les activités Le prétérit siming							simple - Le	Le prétérit be+ V- l'incapacité Les activités					rités													
S-8	SLO-1	Les adjectifs		L'ord	dre des adverbes			Les exemple	es				les ver	es à p	artic	ule				Le	es sub	ordonr	nées ci	rcons	tanciel	les		

	SLO-2	Les exemples	Les activités	- Le présent perfect be+ing	les verbes suivis de V-ing	Les activités
S-9	SLO-1	pronoms possessifs (this et that)	les prépositions-	Le past perfect simple -	d'un infinitif avec sans to	A ne pas confondre
3-9	SLO-2	Les activités	Les exemples	Le past perfect be + ving -	Les exemples	Les activités

	Theory:	
	1. "Réussir le noueau TOEIC" Détails des épreuves, méthodologie, grammaire, et vocabulaire, Studyrama.	ļ
Learning	2. https://www.fluentu.com/blog/french/french-grammar	!
Resources	3. https://www.elearningfrench.com/learn-french-grammar-online-free.html	!
	4. https://www.lawlessfrench.com/grammar	ļ
	5. https://blog.gymglish.com/2022/12/15/basic-french-grammar	ļ

	Learning Ass	essment		The T			5 Table 1						
				Continuo	us Learning As	Final Function (500/ uninbtons)							
	Bloom's Level of Thinking	CLA -	<mark>- 1 (10%</mark>)	CLA – 2 (10%)		CLA - 3 (20%)		CLA – 4 (5%)#		Final Examination (50% weightage)			
	Lever or Tilliking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
	Remember	200/	200/	30%	30%	20%	20%	20%	200/	200/			
evel 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-		
evel 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%			
evel 2	Analyze	4076	30%	30%	40%	30 %	30%	30%	30%	30%	-		
_evel 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%			
TEAG! 2	Create	30 %	2070	2070	30%	30 %	30%	30%	30 /6	20/6	-		
	Total	10	00 %	10	00 %	10	00 %	1	00 %	10	0 %		

[#]CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.	ZITEARN-LEAD T	2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

Cod	е		Cou	urse Title										I T		/ Week	k
UPE23G	G02T		Design. Construction an	d Maintenance of Play Field	ds									4 0	0	2	4
Cours		JPE23G02T Course Name	Design <mark>, Constructio</mark> n and Maintenance of Play	Cou	rse	G		G	eneric E	lective C	Courses			L 4 0	T P	0 2	С
Pre-	requisite ourses	Nil	Co-requisite Nil		Prog	ressiv urses		Vil									
Course	Offering D	Department Physical Education	n and Sports Sciences Data Book / Co	odes/Standards				2		I	Vil						
Course	Learning	Rationale (CLR): The purpose of lear	ning this course is to:		L	.earniı	na			Progra	ım Leai	ning Out	omes	(PLO)			
	l: To le	arn ho to care Play fields		1-516.77	1	2	3	1 2	3	4 5		7 8	9	10 11	12	3 14	15
CLR-2		to make Play fileds		254 577 - W.T.	T.,	>	7			.o				Problem Solving Skills Communication Skills			
CLR-3		to fence the play fields	E 1777 1	1781 - 781	D	Expected Proficiency %)	Expected Attainment		9	Knowledge Skills in Specialization		e g	<u>s</u>	Problem Solving Skills Communication Skills			
CLR-4		n to protech play fields from needs	7117.11		Ξ	ofici	ail	_ 5	late	Sia.	ize	elin Juli	Š	i ki	SIIIS		
CLR-5		n to Grow natural tress & Grass ar <mark>ound the</mark> F	Play fields	May Harries	Ę	<u>P</u>	Att	ge ge	္က မွ	Spe de	g Œ -	late do	Įį.	Sol	S		
CLR-6	: Learr	n to Maintance the beauty of Play <mark>fields</mark>		34.35	evel of Thinking Bloom)	ted	ted	Fundamental Knowledge Application of Concents	Link with Related Disciplines	Knowledge Skills in Sp	Ability to Utilize Knowledge	Skills in Modeling Analyze, Interpret	Data Investigative Skills		Analytical Skills	- 4	1 m
		0.1 (0.0)			Level of (Bloom)	bec _	bec (you on side	Scip v		ity of	ial sile	ves	g Luc	aly	PSO -1 PSO -2	PSO-3
		Outcomes (CLO):)		<u> </u>	도 조 목 2				\$ \$ a	ב ב				<u>. č</u>
		lay Fields without injuries repare courts for Mass Particiaption		- 44 19	2	85	80	L H	Н	H H	Н	- M	M	L -			+-
CLO-2		repare courts for mass Particlaption repare courts ith less Invesment		Committee of the Commit	3	85 85	80	L H	H	H H		- M	M	_	H		
CLO-4		repare counts in riess invesment repare Indoor & Outdoor courts at <mark>world st</mark> an	odord		3	85	80	L H	Н	H H		- M	M	L -	Н	<u>-</u>	+
CLO-2		laintain Play fields & courts ithout damages	iuaru		3	85	80	L H	Н	H H		- M	M	L -			+
CLO-6		onstruction Io level BudgetPlay Fields & Cou	urte		3	85	80	LH	Н	H H		- M	M	L -	Н		+-
		* '			J	00	00			11 11	- 11	- 101	IVI	L	1.1		
Duratio	on (hour)	12	12	12					12			-		12			
S-1		Basket ball	Expalin about the development of game	Explain about marking	of the	court		Design the playing				Throw ba					
		History about the game Expalin about the development of game	Measurement of the court Explain about marking of the court	Location spotting Design the playing are				Ground Prepara eveling	lion			History at Expalin at			omont o	faama	
S-2		Measurement of the court	Location spotting	Ground Preparation	a			Aarking				Measurer				game	,
		Explain about marking of the court	Design the playing area	Leveling				Maintenance				Explain a				rt	
S-3		Location spotting	Ground Preparation	Marking				ennis				Location			lile cou		
		Design the playing area	Leveling	Maintenance		н		listory about the	name			Design th					
S-4		Ground Preparation	Marking	Badminton				notory about the	game			Court Pre					
		Leveling	Maintenance	History about the game	Α							Leveling	paratio				-
S-5		Marking	Football	Expalin about the deve		nt of a	ame					Marking					
		Maintenance	History about the game	Measurement of the co		o. g		ocation spotting	1			Maintena	nce				-
S-6		Ball Badminton	Expalin about the development of game	Explain about marking		court		Design the playing				Handball					-
0.7		History about the game	Measurement of the court	Location spotting				Court Preparation				History at	out the	game			
S-7		Expalin about the development of game	Explain about marking of the court	Design the playing are	а			eveling				Location					
	SLO-1	Measurement of the court	Location spotting	Court Preparation				//arking				Design th					
S-8	SLO-2	Explain about marking of the court	Design the playing area	Leveling			N	//aintenance				Leveling,	Markin	g and Ma			
S-9	SLO-1	Location spotting	Ground Preparation	Marking			ТТ	able Tennis				Expalin al	out the	e develor	oment o		,
3-9		Design the playing area	Leveling	Maintenance				listory about the				Measurer					
S-10		Ground Preparation	Marking	cricket				ocation spotting				Explain a	oout m	arking of	the cou	rt	
		Leveling	Maintenance	History about the game				Design the playi				Kabaddi					
S-11	SLO-1	Marking	volleyball	Expalin about the deve	elopme	nt of g	ame T	able Measurem	ent			History at	out the	game			

	SLO-2	Maintenance	History about the game	Measurement of the court	Specification of Bat and Ball	Location spotting and
S-12	SLO-1	Hockey	Expalin about the development of game	Explain about marking of the court	Specifications of Play area	Design the playing area
3-12	SLO-2	History about the game	Measurement of the court	Location spotting	Maintenance	Leveling, Marking and Maintenance

Learning
Resources

.1.Design, Construction, and Maintenance, 3rd Edition, James C. Puhalla, Jeffrey V. Krans, J. Michael Goatley Jr., 2020

	Diamia		Final Examination (50% weig									
	Bloom's	CLA -	1 (10%)	CLA -	2 (10%)	CLA – 3 (20%)		CLA -	4 (5%)#	age)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Laval 1	Remember	30%		30%	2389 377 53	30%		30%		30%		
Level 1	Understand	30%		30%	C124 1 - 17	30%	1 7	30%	-	30%	-	
Level 2	Apply	40%		40%		40%	- T	40%		40%		
Level 2	Analyze	4070		4070	ANN HELD	4070		4070	-	4070	-	
Level 3	Evaluate	30%		30%	7.79.78	30%	10.000	30%		30%		
Level 3	Create	3070		30%	STATE ALAST	30%		30%	_	30%	-	
	Total	100) %	10	0 %	10	0 %	10	0 %	10	0 %	

#CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		day a
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, SRMIST
		Dr.N.C. Jesus Rajkuma <mark>r, Asso. P</mark> rofessor Department of Phy Edn, FSH, SRMIST

Cour		JCA23S11L Course Name	OFFICE AUTON	IATION	Course Category	s			Skil	I Enha	ancem	ent Co	ourse			L 0	T F		
Pre-red Cour	rses	Nil	Co-requisite Courses	Nil		Progressi Courses			N				N	lil					
Course	Offering D	epartment Computer A	pplications	Data Book / Codes/Standards		1.4				<u> </u>		Nil							
Course	Learning	Rationale (CLR):	e purpose of learning this course is to:			Learnii	ng				Pro	gram	Learni	ng Outc	omes (
CLR-1		the advantages of Office Autom			1	1 2	3	1	2	3	4	5	6	7 8	9		12		4 15
CLR-2		about document preparation usi		The billion		S	Ħ					tion				Skills			声 _
CLR-3:		tanding about different Manipul Power point application to prepa			ဥ	Siej	June			eg		aliza	a)	ing	kils	S bu	ြ	-	Benavior
CLR-5		d Learn about MS Excel Sprea		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Thinking	rofi	ıttai	国	of	elat		eci	∰ ∰	odel Iterp	le S	olvir	<u>₩</u>	-	al B ear
CLR-6			ntages of Database Management	A R TO STANIA CO	Ę) be	y þe	men	ution ots	th R	ural	S C		e, Ir	gativ	N S	8	<u>≅</u> .	og Bu
1		<u> </u>		Apply to the profit of the	evel of	(Bloom) Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling Analyze, Interpret	Data Investigative Skills	Problem Solving Skills	Analytical Skills	ICT Skills	Professional Benav Life Long Learning
	Learning	Outcomes (CLO): At	the end of this course, learners will be able	to:		B X 8	X S		App	Li-I Dis	P S								등 를
CLO-1			e s <mark>oftware f</mark> or administrative purposes.	Part of the State	2	2 80	/0	Н	Н	Н	Н	Н	M	L M		M N	_		H M
CLO-2		ctice day to day document creat			3		75	Н	Н	Н	Н	Н	M	L M		M N			H M
CLO-3		tand the need of Oπice Packag he importance of Calculations in	es for Document Preparation with formatting	g options.	3		70 80	H	H	H	H	H	M M	L M		M N			H M
CLO-4		ng about preparing presentation			3		75	Н	Н	Н	Н	Н	M	L M		M N			<u> Н</u> М
CLO-6		d Learn about Data Processing		SECTION AND THE	3		70	Н	Н	Н	Н	Н	M	L M		M N			H M
Durati	on (hour)	06	06	06	T TAN					06						(6		
	SLO-1	Intro to Office Automation	Table Formatting	Intro to Presentation Software			Intro	to Spre	ad She	et				Intro	to MS	Access			
S-1	SLO-2	Word Processing – Introduction	Us <mark>ing Form</mark> ula in a table	Presentation Basics				ematical					eet	Data	a base b	asics a	nd table	es	
	SLO-1	Typing in Saving in Word	Inse <mark>rting sha</mark> pes, Symbols	Design and Layouts			Addre	essing M	lodes in	Sprea	ad Shee	et				to Que			
S-2	SLO-2	Formatting in Word	Inserting headers and footers	Making Presentations			Logic	al and S	Statistica	l Calc	ulations	3		Ster way		eate Que	eries us	sing dif	ferent
S-3	SLO-2	Lab1 : a) Prepare a Bio-data b) Prepare a Letter	Lab 4:a) Create a mark sheet using table and find out the total marks. b) Picture insertion and alignment	II. Create Non-Bulleted and Br III. Apply the appropriate Text IV. Insertion of New Slides	v ulleted body attributes.	Text	Lab	10 Prepe of form						Lab	13: Sim	nple data	ı base	creatio	n
	SLO-1			Lab 8: Create a slide preparation for		n													
S-4	SLO-2	Lab 2 : Prepare a document in newspaper format Prepare a document with bullets, footers and Headers	Lab 5: Prepare a greeting card Prepare simple invitations	I. Insert an object from a Bitm II. Enter the text in the slide vi III. Apply appropriate text attrib IV. Rotate the object to 45 deg V. Apply shadow to the object	ew. oute	mately)	a) Ma b) Ind c) Ele	1: Using ark list polividual factricity I	reparation Pay Bill Bill prep	on for a prepar aration	a stude ation			Lab way		ery prep	paration	n in diff	erent
S-5	SLO-1	Table Handling	Advanced Features of Word	Adding Sounds			Different Types of Charts					Introduction to Reports and Types							
	SLO-2	Table manipulations	Mail Merge operation	Making Automated Presentation				for Dra								eparing			
S-6	SLO-1	Lab3: Creation, Insertion,	Lab 6: Prepare an invitation to be sent to	Ic) Lab 9: Create a slide show to	presentation	to displa	avlLab 1	2: Draw	ing Gra	phs.				Lab	15: Pre	paration	of Rei	oorts	

	Deletion (Columns & Rows)	specific addresses, in the data source	percentage of marks in each semester for all students Bar Graph, Pie Graph, Line Graph and etc.
	and usage of Auto format		i. Use bar chart(X-axis: Semester, Y-axis: marks)
SLO-2	Create a calender and Auto		ii. Use different presentation template and different
	format it		transition effect for each slide.
			iii. Use different text attribute in each slide.

Loorning	1.	Alexis Leon and Mathews Leon, "Fundamentals of Information Technology", Vikas, 1999	4.	Peter Norton's Introduction to Computers –Second Edition
Learning	2.	Alexis Leon & Mathews Leon – Computers Today	5.	Cisco Systems Networking Academy: Ist Year Companion Guide – Vitp Amato –
Resources	3.	Fundamentals of Computers, V Rajaraman, V Edition, PHI Publications. 2010.		Techmedia Pub.

	Bloom's		Final Examination									
Level	Level of Thinking	CLA -	1 (10%)	CLA – 2 (10%)		CLA – 3	3 (20%)	CLA - 4	(10%) #	(50% weightage)		
	Lever of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
evel 1	Remember Understand	-/:	30%	<i>3</i> 33	30%	17 1942	30%	52	30%	-	30%	
evel 2	Apply Analyze	- 37	40%	100	40%		40%	7	40%	-	40%	
evel 3	Evaluate Create	- :	30%		30%	TO VICE	30%		30%	-	30%	
	Total	100) %	10	0 %	100) %	10	0 %	10	0 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.G.Muruganandam, Group Project Manager, HCL Technologies, Chennai	Dr.S.Gopinathan, Professor, University of Madras, Chennai	Dr.S.A <mark>lbert Ant</mark> ony Raj, SRMIST
Mr.M. Hemachandar, Tech Lead, Wipro Limited, Chennai	10%	Mr.J. Venkata Subramanian, SRMIST

Course Code	UCD23V061	Course Name	Career Readiness a	and Leadership Management	Course Category	V	Value Addition Course	2	0	0	2	2
Pre-requ	uisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil						
Course Offeri	ng Department	Career Guid	ance Cell	Data Book / Codes/Standards		. 1						

	e Learning ale (CLR):	The purpose of learning this course is to:	1 1-3	Learni	ng					P	rogran	ı Learı	ning O	utcom	es (PLO	0)				
CLR- 1:	<u> </u>	o understand reasoning skill <mark>s and ma</mark> thematical concepts	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR- 2:	Prepare students	for job interviews	N. 363	-15		i en			F	9										
CLR- 3:	Help learners to d	levelop the vocabulary of a general kind by developing their reading skill	445 July 1	B.	1.		1	Set	- 1		e e									
CLR- 4:	Nurture a creative	e and professional mindset	(Bloom)	cy (%)	nt (%)	/ledge	septs	isciplii	egp	ioi	owledg		Data		SIIIS	Skills			/ior	
CLR- 5:	Develop life-long	skills students can use to seek jobs, internships and make career changes	Thinking (F	Proficiency	Attainment (%)	Fundamental Knowledge	Application of Concepts	ink with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	lodeling	Interpret [ive Skills	Problem Solving Skills		Skills	. ⊠ ICT Skills T Professional Behavior	nal Beha	Learning
	e Learning mes (CLO):	At the end of this course, learners will be able to:	evel of T	Expected	Expected	-undame	Applicatio	ink with	Procedura	Skills in S	Ability to U	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem (Communication	Analytical	CT Skills	Profession	life Long
CLO- 1:	Solve the problem	ns on reasoning	3	80	75	H	M	7-	7-	-	M	-	Ĥ	-	H	-	Ĥ		-	-
CLO- 2:	Face interviews of	onfidently	3	80	75	-		М	-	М	-	-	-	L	-	Н	-	-	Н	Н
CLO- 3:	Develop compreh	ension and interpretation skills	3	75	70	Н	М	-	М	Н	7	М	-	-	-	-	М	-	Н	М
CLO- 4:	Use design thinki	ng as a strategy	3	75	70	Н	W	М	М	٠-,	Н	-	-	-	М	-	Н	-	Н	М
CLO-	Assist students in	choosing a career path during their course	3	75	70	-	М	М	-	Н	-	М	-	-	-	Н	-	-	Н	Н

Dura	ntion (hour)	6	6	6	6	6
S-1	SLO-1	Partnership	Self-Image and Self-Presentation	Extempore Practice Session	Entrepreneurship - Introduction	Decision Making
	SLO-2	Partnership related solving problems	Etiquettes	Extempore Practice Session	Entrepreneurship - Vision, Value Proposition	Decision Making – Activity
S-2	SLO-1	Cryptarithmetic	Interview Skills - Introduction	How to approach Virtual & In Person Interviews	Entrepreneurship - Business Model	Leadership Skills - Ethics & Ethical Decision Making
	SLO-2	Cryptarithmetic – solving problems	Do's and Don'ts During Interview	Tips & Tricks to Crash Interview	Entrepreneurship – Revenue Streams	Leadership Skills -Decision Making – Case Study

S-3	SLO-1	Ordering, Ranking	Mock Interview – Session 1	Types of Paragraph	Entrepreneurship - Sales	Management – Definition
	SLO-2	Grouping	Mock Interview – Session 2	Paragraph Forming Questions	Entrepreneurship - Marketing Channels	Manager – Traits
S-4	SLO-1	Venn Diagrams	Mock Interview – Session 3	Types of Sentences	Entrepreneurship - Quality Control	Leadership Skills - Management Challenges
	SLO-2	Venn Diagrams solved questions	Mock Interview – Session 4	Ordering of Sentences	Entrepreneurship - Customer Feedback	Change Management
S-5	SLO-1	Races and Games	HR Round – Practice Session	Skimming & Scanning	Leadership Skills	Novel Ways to Manage Energy in Work Place – activity
	SLO-2	Problems on Ages	HR personal Interview -Session	Reading Comprehension	Leadership Skills Strategy	Energy Management
S-6	SLO-1	Clocks & Calendars	Email Etiquettes	Restatement	Leadership Skills - Planning	Work Force management
	SLO-2	Identification of Cross Variable Relation	Email Drafting – Do's and Don'ts	Most Appropriate Restatement	Types of Leadership	Grievance Redressal Policy in Organisations

Learning	1.	Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition	4.	Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016.
Resources	2.	Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited,	5.	Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018
		2018 Edition	6.	Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018
	3	Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill, 6th Edition	7.	T V Rao, Managers who make a difference: Sharpening your management skill, Random House
	0.	Lagar Thropo, Tool of Todooning to Compositive Examinations, Tala McCraw Till, our Edition	S 80-10	India, 2016

Level	Bloom's Level of Thinking	Ph. 2 / 5 / 2 / 1	Continuous Learning As	ssessment (100% <mark>weightage</mark>)	
		CLA-1 (20%)	CLA-2 (20%)	CLA- <mark>3 (30%)</mark>	CLA-4 (30%)#
		Theory	Theory	Theory	Theory
evel 1	Remember	20%	10%	20%	20%
	Understand	V		7 '	
evel 2	Apply	50%	50%	50%	50%
	Analyze	DE BADAL TY		> / - /	
_evel 3	Evaluate	30%	40%	30%	30%
	Create		TEAD		
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc. # CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited. Chennai	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
		Ms. Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST

Course Code UMI23M01L	Course Name	My India Project	Course Category	M	Mandatory Course	_			•
Course code Ownzawork	Course Maine	wy maia Project	Course Category	IVI	Manuatory Course	0	0	0 0	0
Pre-requisite Courses Nil		Co-requisite Courses Nil	~ ~ / ^		Progressive Courses		٨	lil	
Course Offering Department	Cor	mputer Applications Data	Book / Codes/Standards		Nil				

Assessment Method – Fully Internal

Assessment Tools	Marks
Review – I (Activities)	50
Review – II (Project report and Presentation)	50
Total	100

For earning Additional Credits

SEMESTER - IV

Course Code	UCD23P04L	Course Name	Internship Report- II	2,				Course Catego		IAPO			nip/App nity Ou	rentices treach	ship / P	roject/				L T 0 0		O C 2 4
Pre-requisite C			Co-requisite Courses	Nil Data Boo	ok / C	odes/S	tandard	8		Progres Nil	sive Co	ourses		Nil								
Course Learnir	ng Rationale (CLR):	The purpose of learn	ing this course is to,		in.	37			Learnin	9		Program	n Learn	ing Out	comes	(PLO)						
CLR-1: CLR-2: CLR-3: CLR-4: CLR-5: Course Learnir (CLO):	Explore the differe Enhance the skills Understanding the Applying the skills	in the system aspects	nemistry and related areas us with the knowledge learnt	1	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning L	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside v	ew of an industry and or	ganization/company	3	}	80	70	L	Н	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2 :	To gain valuable s	kills and knowledge	5	3	}	85	75	М	Н	Н	М	4	М		L	М	L	L	Н	М	L	L
CLO-3:	To make profession	onal connections and enl	nance networking	3	3	75	70	М	Н	М	Н	L	М	М	L	М	L	М	Н	M	L	L
CLO-4 :	To get experience	in a field to allow the stu	dent to make a career transition	3	3	85	80	М	Н	М	Н	2	М	М	L	М	L	M	Н	М	L	L
CLO-5 :	To get an inside v	ew of an industry and or	ganization/company	3	3	85	75	н	Н	М	Н	L	М	М	M	М	L	M	М	M	L	L

Students can choose a school of their own interest for internship for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in internship as per the schedule given. At the end of the internship period, every student shall submit a structured internship report within 15 days from the date of the completion of the internship period

Learning Assessment		***************************************							
	Continuous Learning Assessmen	nt (50% weightage)	Final Evaluation (50% weightage)						
internship	Review – 1	Review – 2	Project Report	Viva-Voce					
'	20%	30 %	30 %	20 %					

Course Code	UCD23P05L	Course Name	Project Work – II				Course Catego		IAPC		ship/A nunity		ceship /	/ Proje	ct/			L 0	T 0	P C	
Pre-requisite Cou Course Offering			Co-requisite Courses	Nil Data Book /	Codes/	Standard	ls		Progre Nil	essive Co	ourses		Nil								
Course Learning	Rationale (CLR):	The purpose of lear	ning this course is to,					Learnir	ng	7	Progra	m Lear	ning Out	comes	(PLO)						
CLR-1: CLR-2: CLR-3: CLR-4: CLR-5: Course Learning (CLO):	Explore the differer Enhance the skills Understanding the Applying the skills i	in the system aspects professional connection	chemistry and related areas ons with the knowledge learnt	Tevel of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside vie	ew of an indu <mark>stry and c</mark>	organization/company	3	80	70	lk.	H	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2 :	To gain valuable sk	kills and know <mark>ledge</mark>		3	85	75	М	Н	H.	M	L	М	L	L	М	L	L	Н	М	L	L
CLO-3:	To make profession	nal connection <mark>s and er</mark>	hance networking	3	75	70	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-4:	To get experience i	n a field to allow the st	tudent to make a career transition	3	85	80	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-5 :	To get an inside vie	ew of an industry and o	organization/company	3	85	75	Н	Н	M	Н	1	М	M	M	M	L	M	М	M	L	L

Students can choose problems of their own interest for research and analysis in the field of Physical Education. There will be two reviews conducted during the project period for all the students. At the end of the project, every student shall submit a structured project report and will take a Viva Voce examination.

Learning Assessment							
	Continuous Learning Assessment (50% weightage	e)	Final Evaluation (50% weightage)				
internship	Review – 1	Review – 2	Project Report	Viva-Voce			
	20%	30 %	30 %	20 %			

Course Code	UCD23P06L	Course Name	Apprenticeship – II				Course		IAPC	Internship/Apprenticeship / Project/						L	T	P C	o c		
Course Code	OCD23F00L	Course Name	Apprenticeship – II				Catego	ry	IAPC	Community Outreach				0	0	8	2 4				
Pre-requisite Cou Course Offering D			Co-requisite Courses	Nil Data Book / C	Codes/	/Standard	ls		Progre Nil	ssive Co	ourses		Nil								
Course Learning I	Rationale (CLR):	The purpose of lear	ning this course is to,					Learnin	ıg	١,	Prograi	m Learn	ing Out	comes	(PLO)						
CLR-1: CLR-2: CLR-3: CLR-4: CLR-5: Course Learning (CLO):	Explore the different Enhance the skills in Understanding the papplying the skills in	the system aspects rofessional connection	chemistry and related areas ons with the knowledge learnt	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside view	v of an indu <mark>stry and o</mark>	organization/company	3	80	70	L.	H	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2 :	To gain valuable ski	lls and know <mark>ledge</mark>		3	85	75	М	н	Н.	М	L	М	L	5	М	L	L	Н	М	L	L
CLO-3:	To make profession	al connection <mark>s and e</mark>	nhance networking	3	75	70	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-4:	To get experience in	a field to allow the s	tudent to make a career transition	3	85	80	М	Н	М	Н	L	М	М	L	М	L	М	Н	M	L	L
CLO-5 :	To get an inside view	v of an industry and	organization/company	3	85	75	Н	Н	М	Н	1	М	М	M	M	L	М	M	M	L	L

Students can choose a schools or sports related company of their own interest for Apprenticeship for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in apprenticeship as per the schedule given. At the end of the apprenticeship period, every student shall submit a structured apprenticeship report within 15 days from the date of the completion of the apprenticeship period.

Learning Assessment								
	Continuous Learning Assessment (50% weightag	ge)	Final Evaluation (50% weightage)					
internship	Review – 1	Review – 2	Project Report	Viva-Voce				
	20%	30 %	30 %	20 %				

Cod	le		Cour	se Title				,	Ho	ours/ W		
UPE23	-			tion and First Aid				L 4	T 0	P 0	0	C 4
			Salety Educat					7	U			
Cours Code		JPE23501T Course Name	Safety Education and First Aid		urse egory c	Ž,	Discipline Specific Core Courses		4 0	T P		
	requisite ourses	Nil	Co-requisite Nil	-0 - 10 o	Progressive Courses	e /	Nil					
Course	Offering [Department Physical Education	on and Sports Sciences Data Book / Coo	des/Standards			Nil					
Course Learning Rationale (CLR): The purpose of learning this course is to:												
CLR-	1: To le	arn the meaning of safety education		SELVI TO THE REAL PROPERTY.	1 2	3	1 2 3 4 5 6 7	8 9	10 1°		13	14 15
CLR-2		ow about need of safety education	A127 (A)	329 - 178F.	5	μ	lion		Skills	2		
CLR-3		ow about different poisons		4.76	gienc	me	Be lizat	Skills		5		
CLR-4		ow about safety about swimming pool		No. 11: SE	iği İşi	tai	al al al al al al al al al al al al al a	\ \frac{1}{2}	N S	Skills		
CLR-		aid for different fracture ow about safety in Roads		1 mil 4 190 cm	Level of Thinking (Bloom) Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization Ability to Utilize Knowledge Skills in Modeling Analyze. Interpret	Data Investigative	Problem Solving	3 E		
CLK-). 10 KI	ow about safety in Roads		200 July 100	om)	ge	dam/lecat/le	stiga	le le	yfic	<u> </u>	7 9
Course	Learning	Outcomes (CLO):		775 7 19	Level of (Bloom) Expecte (%)	xx %	Fundament Knowledge Application Concepts Link with Re Disciplines Procedural Knowledge Skills in Spe Knowledge Skills in Mo	Data Inves	g 2	Analytical 3	PSO -1	PSO -2 PSO-3
		create a safety environment to society			2 85	80		M M	L -		-	
CLO-2		Give first aid for different fractures	William Committee	T / L . 178	3 85	80		М М	L -	Н	-	
CLO-3: Can the students about safety education 3 85 80 L H H H H M - M									L -	Н	-	
CLO-4		mportance of first aid to the society			3 85	80		M M	L -	Н	-	
CLO-		educate the society about Road safety			3 85	80		M M	L -	Н	-	
CLO-	6 : Educ	ating safety in Swimming pool			3 85	80	L H H H H H - I	M M	L -	Н	-	
Duratio	on (hour)	12	12	12			12			12		
S-1	SLO-1	Meaning of Safety	Safety on the Roads (Traffic rules and regulations, traffic signals, Traffic, symbols)	Symptoms-Managemen	nt of Dislocation	Тур	rpes of Bleeding N	/lanageme	ent of E	pilepsy	,	
3-1		Explain about safety in physical education	Explain the traffic rules and road safety knowledge through PPT	Precaution measures a	nd first aid		7,7	recaution	n meası	ıres ar	d first	aid
	SLO-1	Definition of Safety	Safety in Physical Education and Sports	Sprain	. I E A			Stroke-Ca	uses			
S-2		Concept of safety	Explain about safety for students with suitable examples	Precaution measures a	nd first aid	Exp aid		Precaution				
	SLO-1	Meaning and Definition Safety Education	Safety in Play area, Gymnasium –Swimming	Causes-Symptoms	-	Fai		Symptoms				
S-3	SLO-2	Explain about safety education for students	Explain about first aid in grounds	Explain the causes,Premeasures and first aid	ecaution	Pre	ecalition measures and first aid	Explain the neasures			aution	
	SLO-1				Asthma							
S-4	SLO-2	Lists the factorsLists the teaching programme with suitable examples	Explain about the list things in first aid kit	List the management to	Explain the causes Precaution measures and first			recaution	meası	ires ar	d first	aid
S-5	SLO-1 Objectives of teaching programme on Safety Education Aims of first aid Strain					Syr	mptoms of Fainting C	Causes of Asthma				
3-3	SLO-2 List the objectives with suitable examples List the aims and its uses Precaution measures and first aid aid				xplain the causes,Precaution measures and first d	Precaution measures and first aid			aid			
S-6	SLO-1	Meaning and Definition of Accident	Responsibility of the First aider	Causes –Symptoms- M Strain	-Symptoms- Management of Management of Fainting Sy				Symptoms-management of Asthma			

	SLO-2	Explain about accident situations and precautions	List the duties and responsibilities	Explain the causes,Precaution measures and first aid	Precaution measures and first aid	Explain the causes,Precaution measures and first aid
S-7	SLO-1	Types of Accident	Priority of the treatment by First aider	Cramp	Heart Attack	Artificiel respiration
3-1	SLO-2	Lists the types and precaution measures	Give a wide knowledge about the priority	Precaution measures and first aid	Precaution measures and first aid	Precaution measures and first aid
	SLO-1	Need of teaching Safety Education	Major first aid technique	Causes-Symptoms of Cramp	Causes of Heart Attack	FIRST AID for shock
S-8	SLO-2	Explain the needs and its importance	List the major techniques	Explain the causes,Precaution measures and first aid	Precaution measures and first aid	
	SLO-1	Safety against Poisons- Animals	Rules of First aid – ABC Rule	Management of Cramp	Symptoms-Management of Heart Attack	Drowning-Poisoning
S-9	SLO-2	Precaution measures and first aid for poisons	Explanation with suitable situations	Precaution measures and first aid	Explain the causes, Precaution measures and first aid	Precaution measures and first aid
S-10	SLO-1	Insects- Instruments –Infected	Fracture – Causes	Wounds	Epilepsy	Dog bite
3-10	SLO-2	Precaution measures and first aid	Precaution measures and first aid	Precaution measures and first aid	Precaution measures and first aid	Precaution measures and first aid
	SLO-1	Safety at Home	Types- Symptoms- Management of Fracture	Causes-Types-Management of Wounds	Causes of Epilepsy	Snake bite
S-11	SLO-2	Precaution measures in home	Precaution measures and first aid	Explain the causes,Precaution measures and first aid	Precaution measures and first aid	Precaution measures and first aid
	SLO-1	Safety at School- Safety on camps	Dislocation-Causes	Bleeding	Symptoms of Epilepsy	Burn
S-12	S-12 SI O-2	Precaution and first aid areas in schools and colleges	Precaution measures and first aid	Precaution measures and first aid	Explain the causes, Precaution measures and first aid	Precaution measures and first aid

Learning	Assessment			Conti	nuous Learning Ass	essment (50% weig	iht age)			T			
Bloom's		CLA -	1 (10%)		2 (10%)		3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Laval 1	Remember	30%		30%	1	30%		200/		30%			
Level 1	Understand	30%		30%	-	30%	-	30%	-	30%	-		
Level 2	Apply	40%		40%		40%		40%		40%			
Level 2	Analyze	40%		40%	- 4	40%		40%	-	40%	-		
Level 3	Evaluate	30%	,	30%		30%		30%		30%			
Level 3	Create	30%		30%	_	30%	-	30%	-	30%	-		
	Total	10	0 %	10	0 %	10	0 %	10	0 %	10	0 %		

Park and Park "Preventive and social medicine

Anderson"School Health Practice",2002.

BediYashpal "Social and Preventive medicine".

Learning

Resources

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.C.Suresh, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST

[#] CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Code	9	Course Title													ı	l T		/ Wee	k O	С	
UPE235	502T		Theories of	Major Games-Part-II												4	0	_		2	4
Code		UPE23502T Course Name	Theories of Major Games-Part-II	Cou Cate		С	L		Disci	pline S _l	pecific (Core C	Course	es			L 4	T 0	P 0	0	C 4
С	requisite ourses	Nil	Co-requisite Nil			gressi ourses		Nil													
Course	Offering D	Department Physical Educa	ntion and Sports Sciences Data Book /	Codes/Standards				1	<u> </u>			Nil									
			learning this course is to:	C 1 3 1 1 1 1 1 2 1 2		Learni			71						Outcor						
		arn about history &development of Sp <mark>orts</mark>		A No. 3 OF Lines.	1	2	3		1 2	3	4	5	6	7	8				2 13	3 14	15
CLR-2		now about National Level Organization		4200 - 75th	die i	Expected Proficiency	art					atior					ξ	Skills			
CLR-		To know about rules & Regulations To know about layout of courts								ted		alize	d)	ing	oret	\ ₩	g S	S	so l		
CLR-								<u></u>	of of	Selai	_ a	eci	Ē,	odel	ıter	e S	o N	atio	N N		Į.
CLR-							(%) Expected Attainment	(%) Fundamental	Knowledge Application of	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication	Analytical Skills PSO -1	- ~	
						Sect	Sect) da	plica	X :	Scec	IIS II	M M	lls ii	alyz ta	esti	ple	E	Analytic PSO -1	PSO -2	PSO-3
		Outcomes (CLO):	17 W	700 may 8 104	Level of Thinking (Bloom)	ă ă e	$\stackrel{\circ}{\sim}$		Z & S	3 := :5	무조		중 조				_				
CLO-		Teach the fundamental skills			- 2	85	80		L H	Н	Н	Н	H	-	M	М	L		1 -	-	-
CLO-2		Teach skill system of play		A 12	3	85			L H	Н	Н	Н	H	-	M	M	L		 -	-	
CLO-3: Can Teach the layouts of play courts CLO-4: Can Implement new rules					3	85 85	80		L H	H	H	H	<u>М</u> Н	-	M	M	L L -		1 - 1 -	_	-
CLO-		create new sports organization			3	85			H	H	Н	Н	M	+-	M		L		<u> </u>		-
CLO-		develop the status of the sport			3	85			L H	H	Н	Н	H	-	M	M	L		1 -	-	+-
Duratio	on (hour)	12	12	12	"		<u>'</u>			12							12		,		
			Development of the game	Layout of the courts with sp	ecificat	tions		History	and deve		nt of the	name	ı R	ules d	of the g	iame a			na tec	hniau	IES
S-1			List the steps in development	Design the court area	Comoa	LIOTIS			about the						the in					miqu	.03
0.0		History of Kho-Kho	Fundamental skills	Rules of the game and office	ciating t	echnic			nental ski	Ĭ			lr	nterna	tional, zations	Natio				el	
S-2	SLO-2	Explain about the game history	List the skills and explanation	Explain the implementation	rules	E/	I	List the	skills and	d explar	nation		а	nd wo		orgar	nisatio	ons in	states	s ,Indi	а
S-3	SLO-1	Development of the game Kho-Kho	Systems of play	International, National and organizations					s of play				С	RICK Origin,	ET Histor	y and	devel	opme	nt of tl	he ga	me
0-0	SLO-2	List the steps in development	Explanation about systems and playing skills	Explain about organisations world	s in Indi	ia and		Explan skills	ation abo	ut syste	ms and	d playir	ng E	xplair	about	origir	l				
S-4	SLO-1	Fundamental skills	Layout of the courts with kabaddi	HANDBALL Origin				•	of the Fie						mental				play		
								the court						skills							
0.5		ystems of play Kabaddi Specifications History and development		the ga	ıme		Footba	ll field Sp	ecificati	on		L	ayout	Cricke	t oval	with:	specif	icatior	1		
S-5	SLO-2	Explanation about systems and playing skills	Explain about the game his	tory			•	ation abo		ing			U	the co							
S-6									Rules of the game and officiating techniques												
	SLO-2	Design the court area	Explain the implementation rules	List the skills and explanation			explanation Explain the implementation rules				Library and N. Constant 100 (12)										
S-7	SLO-1	Kho-Kho Specifications	Officiating techniques	Systems of play	I ITICIATING TECHNIQUES			International, National and State level organizations													

	SLO-2	Explanation about marking	Explain the implementation rules	Explanation about systems and playing skills	Explain the implementation rules	Explain the implementation rules
S-8	SLO-1	Rules of the game	National and state level organizations	Layout of the courts with specifications	State level organizations	VOLLEYBAL Origin, History and development of the game
3-0	SLO-2	Explain the implementation rules	Explain about organisations in India and world	Design the court area	Explain about organisations in Tamilnadu	Explain about origin
0.0	SLO-1	Officiating techniques	BASKETBALL Origin	Rules of the game	National and International	Fundamental skills-systems of play
S-9	SLO-2	Explain the implementation rules	Explain about origin	List the skills and explanation		
S-10	SLO-1	National and state level organizations	History and development of the game	Officiating techniques	HOCKEY Origin, History and development of the game	Volley ball court with specification
		Explain about organisations in India and world	Explain about the game history	Explain the implementation rules	Explain about origin	Design the court area with marking
0.44	SLO-1	KABADDI Origin	Fundamental skills	International, National and State level organizations	Fundamental skills-systems of play	Rules of the game and officiating techniques
S-11	SLO-2	Explain about origin	List the skills and explanation	Explain about organisations in India and world	List the skills and explanation	Explain the implementation rules
S-12	SLO-1	History	Systems of play	Football Origin	Layout of the Hockey field with specification	International, National and State level organizations
	SLO-2	Explain about the game history	Explanation about systems and playing skills		Design the court area	Explain about organisations in India and world

	 Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore, 2006.
Learning	2. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore, 2006.
Resources	3. Dr. P. Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore, 2006.
	 Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972

- Dhanaraj V. Hubert, Volleyball A Modren Approach, Patiala, Sainsoris, 1991.
 Dr.Anil Sharma O.P.Sharma Rules of games sports publication 4264/3
 Wein Horst. The Science of Hockey. London, Pelham Books, 1979

Assessment

	Bloom's			Contir	nuous Learning Ass	essment (50% wei	ight age)			Final Examination	, (500/ woight ago)		
	Level of Thinking	CLA -	1 (10%)	CLA – 2 (10%)		CLA -	- 3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	30%		30%		30%		30%		30%			
Level I	Understand	30%		30%	-	30%		30%	-	3070	-		
Level 2	Apply	40%		40%	DM. T	40%		40%		40%			
Level 2	Analyze	4070		4070	TILL A TUE	40%	DATIK	4070	-	4070	-		
Level 3	Evaluate	30%		30%		30%	EAD	30%		30%			
Level 3	Create	30%		30%	-	30%		30%	-	3070	-		
	Total	10	0 %	10	0 %	10	00 %	10	0 %	10	0 %		

[#] CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST

Cod	е	Course Title												т	Hou	rs/ Wee			
UPE23	503T		Research and S	tatistics in Physical Education)										4	0	0		
Cours	-	UPE23503T Course Name	Re <mark>search and Statistics in Physical Edu</mark>		urse egory	С			Discip	oline Sp	ecific C	Core Cou	rses			L 4 0		P C	-
	requisite ourses	Nil	Co-requisite Nil			ogres Cours		lil	٦										
Course	Offering [Department Physical Educ	ation and Sports Sciences Data Book	/ Codes/Standards				<i>(</i>)				Nil							
Course	Learning	Rationale (CLR): The purpose of	learning this course is to:		L	Learni	ng		-		Prog	gram Le	arning	Outco	mes (F	PLO)		-	
		rtance of research		N. S.	1	2	3	1	2	3	4	5 6	7	8	9		1 12	13	14 15
CLR-2		now about differ Types of research		ASSET SEE		ठ	Ę					tio				Problem Solving Skills	S E		
CLR-3		now about implementation of statistics rtance of statistics		Printer of the second	Б	cien	l me			8		ıliza	<u>_</u>	e e	kills	S gi	ַבֿ בע	.	
CLR-4		nance of statistics now the values of computation		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	i <u>R</u>	rofi	ttaii	<u> </u>	ф	elat		ecis	ge	terp	e S	: Nir	atio Kiji		
CLR-6		now about rank order correlation	F. 6. 100 100 100 100 100 100 100 100 100 10	To add the or	evel of Thinking Bloom)	<u>8</u>	De De	neu	dge tion	Link with Related Disciplines	ural	ds i	gg Z	Analyze, Interpret	Investigative Skills	. Ω	Communication Skills Analytical Skills		
				SET FIRST	el o	ecte	ecte	dar		Sildis	ced	lity t	S ir	Jyz 6	estic	pler	<u> </u>	PSO -1	PSO -2 PSO-3
		Rinow about differ Types of research Rinow about implementation of statistics Rinow the values of computation of know though Rinow about rank order correlation Rinow about rank order cor							Analy	<u> </u>	P o			PS S					
		earch helps for further development 2 85 80 L H H H H -						М	М	-	- H								
CLO-2							M	M	_	- H									
CLO-3							M	M		- H									
CLO-4							M	M	L -	- H									
CLO-6		stics for further research			3	85	80	H	H	Н	Н	H F		M	M	L	- <u>п</u> - Н		
						00	00				-	, ,		IVI	IVI	-	'''		
Duratio	n (hour)	12	12	12					1:	2					_	12			
S-1	SLO-1	Research and Statistics in Physical Education	Historical and case study research	Measures of Central Tende	ncy		group				Normal Curve Properties – Homogeneous group Explain the Meaning and implementation								
	SLO-2	Explanation about Research statistics	Meaning and definition	Meaning and definition			Explain th	ne Mea	ning and	d impler	nentation	on							
S-2	SLO-1	Research- Meaning	Need and importance of research in Physical Education and Sports	Mean			Range	_	7/	٠,			group					ŭ	
		Research in Physical Education	List the need and importance	Explain the Meaning			Explain th			d impler	nentatio	on		in the N				nentati	on
S-3		Definition of Resesarch	Meaning of Statistics	Median			Quartile o							gence f					
		Research concept General Types of research	Explain about statistics Definition of Statistics	Explain the Meaning Mode			Explain the Mean dev		ning and	impler	nentatio	on	Expla	in the N ness ai	/leanin	g and	impler	nentati	on
S-4		List the types and explain about it	Concept of statistics	Explain the Meaning			Explain th		ning and	l implor	nontatio	n .		in the N			implor	nontati	on
		Basic Reasearch	History of Statistics	Definition of Mean			Standard			ıllıpici	Heritalic	JII	Perce		/icariiii	y anu	IIIIpiei	ICIIIali	UII
S-5		Meaning and definition	Origin of statistics	Concept of mean						d impler	nentatio	on		in the N	/leanin	g and	impler	nentati	on
		Action Research	Types of Statistics	Concept of mean Explain the Meaning and implementation Explain Definition of Mode Meaning of Computation of Standard deviation Deciles				,	J										
S-6	SLO-2	Meaning and definition	List the types	Concept of mode Explain the Meaning and implementation E			Explai	in the N	/leanin	g and	impler	nentati	on						
S-7	SLO-1	Applied research	Quantitative Data	Computation of Mean Definitions of Computation of Standard deviation				Quarti	iles										
		Meaning and definition	Meaning and definition	Formula and explanation			Explain the Meaning and implementation Explain				Explain the Meaning and implementation								
S-8		Specific classification of research	Qualitative data	Computation of Median Computation of Standard deviation Correlat			Correlation and its types												
		List the specific research	Meaning and definition	Formula and explanation			Explain th			d impler	nentatio	on	List the types and its uses Computation of Product Moment Correlation						
S-9	SLO-1	Comparative	Grouped Data Mode from the Un-grouped data Quartile deviation Comput			utation	of Pro	duct N	1omen	t Corre	ationاد								

	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
S-10		Relationship	Un-Grouped data	Discrete data	Mean deviation	Correlation for Un-grouped data
3-10	SLO-2	Meaning and definition		Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
S-11	SLO-1	Predictive	Need of Statistics in Physical Education and Sports	Specific Characteristics of Central Tendency	Standard deviation from the Un-grouped data	Rank Order Correlation
	SLO-2	Meaning and definition	List the need of statistics	List the characteristics	Explain the Meaning and implementation	Explain the Meaning and implementation
S-12		Experimental	and Sports	Use of Measures of Central Tendency	Normal Curve	Computation
	SLO-2	Meaning and definition	List the importance of statistics	List the uses and give explanation	Explain the Meaning and implementation	Explain the Meaning and implementation

Learning	1. Anderson, J.R.(ED))12th edition ,Edward Arnold ,London,1985.	3, Research and Statistics in Physical Educatio, Prof. Dr. Srikant Mishra (Author), Based on B.P.Ed. Syllabus
Resources	2. Barnwell B. And Gall ,B.Physical Therapy, London,1988.	according to NCTE New Syllabus - 2019

	Disamila			Contin	uous Learning Ass	essment (50% weig	ght age)			Final Examination (500) weight a				
	Bloom's Level of Thinking	CLA - 1 (10%)		CLA – 2 (10%)		CLA -	3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)				
	Level of Ininking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Level 1	Remember	30%	7	30%	1.1.1.24	30%	W 100 St 3	30%		30%				
Level I	Understand	30%	6/7	30%	A SAMPLE A	30%	7.7	30%	-	3070	-			
Level 2	Apply	40%		40%	* 400 Y.	40%	10.0	40%		40%				
LEVEI Z	Analyze	4070		4070	17 77 79	4070	70.14	4070		7070	_			
Level 3	Evaluate	30%		30%	777 7	30%	24.5	30%		30%				
Level 3	Create	3070	-	30%	- 144 May N	30%	Private Contract	3070	-	30%	-			
	Total	10	0 %	10	0 %	10	0 %	10) %	10	0 %			

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R. Mohanakrishnan, Director S <mark>ports, De</mark> pt of Phy Edu, SRMIST
		Dr M. Senthilkumar, Asso. Professor & Head, Dept of Phy Edu, SRMIST

Cod	le				С	ourse Title															L		irs/ W	Veek O C
UPE23	D01L				Athlet	ics Practical - I															0			2 4
Cour Cod		UPE23D01L	Course Name	Athletics Prac	ctical – I		Cour Categ		D			Disciplii	ne Spe	ecific E	Electi	ve Cou	rses			L 0				O C 2 4
	e-requisit Courses	NII		Co-requisite Courses					gressiv ourses		il	N												
Course	Offering	Department	Physical Ed	ucation and Sports Sciences	Data Book / Code	s/Standards									N	il								
		g Rationale (CLR):		o <mark>f learning</mark> this course is to:		5 3 CA 57	4						m Lear	n Learning Outcomes (PLO)										
		know about basics of						1	2	3	1	2	3	4	•	6	7	8	9			12 ′	13 1	14 15
CLR-		learn correct running			41.00				ठ	Expected Attainment (%)		- 1			Skills in Specialization					Problem Solving Skills	Communication Skills			
CLR-		learn about starting b					34	D D	iei	ıme			Ď		liza		Б	<u>e</u>	SIIIS	gS	š			
CLR-		learn about proper w				No. of C		έ	ofic	tain	<u></u>	₽	late		Sci	lize	謾	егр	Š	. <u>≅</u>	tio	\ <u>Ş</u>		
CLR-		know rules of athletic				ACT TO SEC.		₽	P.	A	enta	S	R &	<u>ह</u> ह	Spe	g Œ	Š	≟	ative	လွ	ica	S		
CLR-	· 6 : 10	learn new techniques	s in americs		b file and the	and being	#	<u>ع</u> و	cte	cte	lam	cat	wit	edu	.⊑	y to	.⊑	yze	stig	<u>e</u>	Ш)Jic	<u>-</u>	^{را} د
Course	Learnin	g Outcomes (CLO):						Level of Thinking (Bloom)	Expected Proficiency	xbe (%	Fundamental	Application of Concepts	Link with Related Disciplines	Procedural	ξ	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	lob	ĕ	Analytical Skills	PSO -1	PSO -2 PSO-3
		n teach the basic of a			14 Y Y 1			2	85	80 80		H	H	H	Н	H	<i>-</i>	M M	M	L	-	H		
CLO-		n teach the important			72.7 777	market Market		3	85	80	Ī	H	Н	Н	Н	H	_	M	М	ī	-	Н	_	
CLO-		n teach the correct ru		1/1-	121.00	ALC: Y		3	85	80	L	Н	Н	Н	Н	М	-	M	М	L	-		-	
CLO-		n teach the correct w			Principle of the			3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L.	-	Н	-	
CLO-		w rules can be taugh			120 1 20			3	85	80	L	Н	Н	Н	Н	М	-	М	М	L	-	Н	-	
CLO-	. 6 : Ne≀	w Techniques can be	e taught			12/62		3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L	-	Н	-	
Duration	on (hour)		6	6		6					_	6								(ô			
S-1		Sprints		Curve Running	starting block	7,4%, 1			Co	rrect the	runnin	g style						walking						
3-1	SLO-2	Expalin about sprin	ts	Expalin about Curve running	Expalin the sta	arting Block Fixing			Pro	per bod	y positio	on						about					ques	1
	SLO-1	100mts Run		Middle Distance Running	Stridings		٠.			chniques							rrect	Walki	ng sty	le em	npha	sising		
S-2	SLO-2			Explain about Middle distance		Straights and curve	stridi	ing	rela			echniqu	es of 4	1X100	mtrs	PI	•	body p		ns				
S-3	SLO-1	Correct running sty	le emphasising	400 mts	Tactical Runn	ng				ng Jum _l								l Walki						
3-3		Proper body position	on	Expalin about the run	Finishing					oalin abo			r de					of kne						
S-4	SLO-1	200mts Run		Techniques of 400 mtrs run	Long Distance					actice of								abuse						
0 1		Expalin about the R		Expalin abpout the techniques		Long Distance				olain of r		and take	e off					king o	n Righ	it Sid	e of t	he Atl	nletes	3
S-5	SLO-1	Correct running sty		Correct running style	5000 mts					h Jump							nishin							
	SLO-2		on	proper body position	Explain about					palin abo			"			Ge	enera	l Warn	ning –	up				
S-6	SLO-1	Crouch start	wah Ctart	800 Mts	Correct the ru					actice of							retchi							
		Expalion about Cro	ouch Start	Expalin about the run	Proper body p					olain of r		and take	е оп					Warn		up				
S-7	SLO-1 SLO-2	starting block Expalin the starting	Dlook Eivina	Techniques of 800 mtrs run Expalin abpout the techniques	10,000mts Ru Explain about					ple Jum		iumn						n take ite Res						
	SLO-2	Stridings	DIOCK FIXING	Correct running style		tne run g style emphasising	1		Dro	palin aboactice of	running	Juliip and tak	o off				iequa oper		ol .					
S-8	SLO-1	Explain about Straig striding	ghts and curve	proper body position	Proper body p		1			olain of r							'	er Dress Suit						
	SLO-1	Sprint Techniques		1500 mts Run	4X100 Mtrs re	elav	Proper style of Race walking Proper Spikes					es												
S-9		Expalin about Sprtii	nt techniques	Expalin about the run	Explain about					olain abo				titions	3			e of Dr						

S-10	SLO-1	Practice of starts with blocks using proper command	Techniques of 800 mtrs run	Correct the running style	10 Km walking	Obeying Rules & Regulation
3-10	SLO-2	Expalin about Practice of starts with blocks using proper command	Expalin abpout the techniques	Proper body position	Explain about the walking	Cooling Down
S-11	SLU-1	Practice of Starts without blocks using proper command	Correct running style	Techniques	Techniques of the walking	Warming Down
3-11	SLO-2	Explain about Practice of Starts without blocks using proper command	IDRODEL DOOV DOSITION	Explain about the techniques of 4X100 mtrs relay	Explain about the techniques	Practice of standing start using proper command
S-12	SLO-1	Orthodox	Bunch Start	4X400 Mtrs relay	20 Km walking	Rules and its Interpretations
3-12	SLO-2	New technique	Expalion about Crouch Start	Explain abou the relay	Explain about the walking & Techniques	Record Note

Learning	1. Anand , R.L.(1999) Play field Manual NIS ,Patiala
Resources	2. Bu JW .The Art of officiate, sports, prentice hall Engle wood cliff M.J.1981

Learning As	sessment			R. C. C. H. W.	V 64.2	The state of the s	/4		
	Bloom's		C		Final Examination	n (50% weight age)			
1		CLA – 1 (15%)		CLA -	2 (15%)	CLA -	3 (20%) #		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand		30%	20 30 2	30%	74 97	30%	-	30%
Level 2	Apply Analyze		40%		40%		40%	-	40%
Level 3	Evaluate Create		30%	* S. F.	30%	- / .	30%	-	30%
	Total	10	0 %	100) %	10	00 %	10	0%

[#] CLA – 3 can be in the form of Record Note

Course Designers	Course Designers								
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts							
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST							
		Dr M.Senthilkumar, Asso Prof & Head(Yoga) Department of Phy Edn, FSH, SRMIST							

Co	de		Cour	rse Title									1		т	Hours	/ Wee	k (١		С
UPE2	3D02I		Games	Practical - I									0		0		8	2		_	4
			Gamoo		ırse												1		n l		C
Cou		UPE23D02L Course Name	Games Practical – I	Cate		D		[Disciplin	e Spe	cific Ele	ective	Cour	ses			0	0	8	2	4
(e-requisite Courses	NII	Co-requisite Nil		Pro	gressivo ourses	'e Nil	<u> </u>													
Course	Offering	Department Physical I	Education and Sports Sciences Data	Book / Codes/Standards				Ω.				Nil									
Course			se o <mark>f learning t</mark> his course is to:	25 T S T S T S T S T S T S T S T S T S T		Learnii	ng				Pro	ogram	ı Lear	ning	Outco	mes	PLO)				
CLR		Learn the importance & General wa			1	2	3	1	2	3	4	5	6	7	8	9		_	2 13	3 14	15
CLR		Learn fundaments of specific Warm	ı <mark>up</mark>	The state of the state of	H.	ठ	ŧ		4			Skills in Specialization					Problem Solving Skills	Communication Skills			
CLR		Learn Progressive teaching stages			D D	(Expected Proficiency (%)	Expected Attainment (%)			8		liza		Б	<u>e</u>	Skills	gS	ğ΄.			
CLR-		Learn the basic exercise		The state of the s	Thinking	rofic	Itai	<u>a</u>	ф	Link with Related		ecia	to Utilize edge	Skills in Modeling	Analyze, Interpret Data	S	<u>š</u>	Communication	2		
CLR		n learn preparatory n learn team tactics		2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	듣	d P	d A	ent	on S	A S	व व	Spe	ğ č	9 €	Ē	ativ	S		5 5		
CLK	O. Can	riearri tearri tactics		Refer to Large to Party A	o (cte	cte	dam	icat	<u> </u>	edu Mer	S in	Nec to	.⊑	yze	stig	lem	m F	Ĭ -	7	က္
Course	l earning	Outcomes (CLO):			Level of	EXP (%)	% × %	Fundamental	Application of Concepts	¥ 5	Procedural Knowledge	¥	Ability to Ut Knowledge	\ <u>``</u>	Analy Data	Investigative	g	mo l	PSO -1	PSO -2	PSO-3
CLO	-1: Can	Teach the general and specific war	: <u>当</u> d specific w <mark>arm up C</mark> an teach the fundamental skills 2					F	H	H	H	Н	<u>ч х</u> Н	-	M	M		- F			-
CLO		teach new techniques	F 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		3	85 85	80 80	L	Н	Н	Н	Н	Н	-	М	М	L	- H		-	-
CLO		teach the fundamentals skills	47	the same and the same	3	85	80	L	Н	Н	Н		М	-	М	М	L	- H		-	-
CLO	-4: Can	teach Tactics and strategy			3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L -	H	- 1	1-	-
CLO		n teach preparatory and basic exerc <mark>is</mark>	Se		3	85	80	L	Н	Н	Н	Н	М	-	М	М	L	- H		-	-
CLO	-6 : Can	teach progressive Teaching		·	3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L	- H	-		-
Durati	on (hour)	6	6	6					6								6				$\overline{}$
S-1	SLO-1	Football	Lead up activities	Tactics for high performance		Fun	ndamenta	l Skills					Ta	ctics a	and Str	ategy					
3-1		Explain about football game	Explain about the activities	Explain about high performance		Ехр	olain abou	ut the to	pic in d	etail					about t						
	SLO-1	History & development of football	Execution	Team Tactics		Rall	I Pratice	7							ls of the					taught	t with
S-2		'		TABLE -											of the			ercise	!		
		Explain about the topic	Explain about the executionin match situation	Tactics explain to the students			olain abou			tice					about t		eads				
S-3		Development of football in india	Follow Through	Team Attack	-		II & Leadu			6.2					Oress o						
		Explain about the topic Warming – Up	Teaching Stages Progressive teaching stages of skills	Explain about the attacking Team Defence			olain abou me Play	it the to	pic in a	etaii					about t al Tact		per u	nitorm	S		
S-4		Expalin about the Warming up	Explain about the topic	Explain about the defence			olain abou	ıt tho a	amo nla	wina e	ituation	ne			about t		nice				
		General Warming – up	Basic exercise	Team Tactics for High performance)	The	e skills of der the fol	the gar	ne / spo				. '		actics	iie io	103				
S-5	SLO-2	Explain about the general warming	Explain about the basic exercise	Explain about the topic			olain abou						Ex	plain a	about t	he ta	tics				
	SLO-1	Specific Warming – up	Coaching of skills in relation to the situation	Selected Rules and their Interpreta	tions	Star	ince / App	roach					De	fence	Taction	'S					
S-6			Explain about the topic	Explain about the rules and its inter			plain the		and app	roach	to the	plave					fence	tactics	3		
		Fundamental Skills	Technical / Skill Training	Badminton	,		ince / App					, ,,,,			ng Tecl						
S-7	SLO-2	Explain about the topic in detail	Explain about the technical training and skill traning	Explain about football game			ecution of					Explain about the officiating									
S-8	SLO-1	Ball Pratice	The skills of the sports / game will be taught with the help of the following Exercise	History & development of football		Foll	low Throu	ıgh					Off	iciatir	ng Sigr	nals					

	SLO-2	Explain about the ball practice	Explain about the topic	Explain about the topic	Level of Performance	Explain about the signals and signs
	SLO-1	Skill & Leadup Activity	Preparatory exercise	Development of football in india	Progressive teaching stages of skills	Gaming Experience
S-9	SLO-2	Explain about the topic in detail	Explain about the preparatory exercise	Explain about the topic	Lead up activities	Explain about the gaming experience through live game
	SLO-1	Game Play	Supplementary exercise	Warming – Up	Coaching of skills in relation to the situation	Score sheet preparation
S-10	SLO-2	Explain about the game playing situations	Explain about the topic	Expalin about the Warming up	Technical / Skill Training	Explain about the score sheet
S-11	SLO-1	The skills of the game / sport are to be taught under the following heads	Tactics and Strategy	General Warming – up	Teaching Stages	Score sheet fill up training
	SLO-2	explain about three heads	Explain about the taftics and stratergies	Explain about the general warming up	Preparatory exercise	Teach about the score sheet fill
	SLO-1	Stance / Approach	Individual Tactics	Specific Warming – up	Basic exercise	Match Practice
S-12	SLO-2	Explain the stance and approach to the players	Individual Attack, Defence	Explain about specific warming up	Supplementary exercise	Conduct match practice to the players

Learning	
Resources	

5. Rules of Games and Sports YMCA Publishing house, Masse hall, New Delhi,2008

	Dia am'a		Final Examination	n (50% weight age)					
	Bloom's	CLA – 1	(15%)	CLA-	2 (15%)	CLA – 3	3 (20%)#		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
evel 1	Remember Understand		30%	· Note	30%	- 0	30%	-	30%
evel 2	Apply Analyze	F-1 C	40%	- / / //	40%	7.4	40%	-	40%
evel 3	Evaluate Create	1.5	30%		30%	11	30%	-	30%
	Total	100	%	10	0 %	10	0 %	10	00%

[#]CLA - 3 can be in the form of Record Note

Course Designers	DE LEGIT.	LEAD
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar, Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	uisraj, Asst. Professo <mark>r Departme</mark> nt of Phy Edn, FSH, SRMIST
	Dr.N.C. Jes	sus Rajkuma <mark>r, Asso. Profe</mark> ssor Department of Phy Edn, FSH, SRMIST

Cod	ما			Course Title													Н	ours/	Neek		
																L	Т	Р	С	_	
UPE23	G03T			Sports Training Methods												4	0	0	2	4	1
Cour		UPE23G03T Course Name	Sports Training N	Acthode	Course ategory	G			Ge	neric L	Elective	e Cour	ses				L 4			O (2	2 4
	-requisite	Nil	Co-requisite Nil			gressiv	e /	Vil_													
	Offering	Department Physical	Courses Courses Education and Sports Sciences	Data Book / Codes/Standards	Co	ourses		2				Nil									-
	Ĭ	· · · · · · · · · · · · · · · · · · ·	pose of learning this course is to:	Data Dook? Coucordianation		_earnin	na		,		Progr		arnin	ıa Out	tcome	s (PI ())				
Course Learning Rationale (CLR):The purpose of learning this course is to:LearningProgram Learning Outcomes (PlCLR-1:To know about principles & Training123456789										9	7) 10 1	1 12	13	14 1	15						
CLR-		know about the practice & strength	de <mark>velopmen</mark> t		- H																
CLR-		learn about characters of training		· · · · · · · · · · · · · · · · · · ·		enc	neu			р		zati		б	₽	<u>s</u>	ğ :	8			
CLR-		To know about the practice & strength development To learn about characters of training To learn about mobility development To know about short term long term training To learn about passive mobility and negative mobility ning Outcomes (CLO):						_	-	late		cial	ize.	ei	arp.	χ	ij.				
CLR-		To know about short term long term training					I Att	ente	on S	Re es	<u>ह</u> ह	Spe	≣ e	, S	<u>li</u>	ıtive	<u>ଞ୍ଚ</u> .	S			
CLR-	b : 10 le	earn about passive mobility and ne	gative mobility	Carlotte of the Carlotte of th	Level of Gloom)	ctec	Expected Attainment (%)	Fundamental	Application of Concepts	Link with Related Disciplines	Procedural	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills	<u>-</u>	-5	ကု
Course	Learning	Outcomes (CLO):			evel 3loo	xbe (%	xbe (%	on N	ld o	ink	200	Si Si Si	E S	.≅	Analy Data) Yes	g l		PSO -1	PSO -2	PSO-3
CLO-		Evaluate load & Over load			2	85	80		H] H	H	H	<u> </u>	-		M	L	. H	-	-	<u>+</u>
CLO-		teach the theory of fitness	4.0	reach think in the state of	3	85	80	L	Н	Н	Н	Н	Н	-	M	М	L	. H	-	-	_
CLO-3: Can Evaluate mobility classification 3 85 80							80	L	Н	Н	Н	Н	М	-	М	М	L	- Н	-	-	-
								М	М	L -	Н		-	-							
									L	. Н		-	-								
CLO-		practice fitness training for better live			3	85	80	III L	H_	Н	Н	Н	Н	-	М	М		. H	-	-	_
Duratio	n (hour)	6	6	6					-	6				_	ontinu	OUC M		6 altern	otina n		
S-1	SLO-1	Principles of Training	Speed development	Muscular activity				Training						m	nethod	and fa	ırtlek		0.		
	SLO-2	Explain about the principles	Explain about the speed development	Explain about the muscular activity				Explain and Develop		raining	for sp	eed			emons Iternati						
	SLO-1	Specificity	Maximum strength	Meaning of Development				High Inte	ensity						esting-						
S-2	SLO-2	Explain about the specificity of training	Explain about the maximum strength	Explain about the topic				Explain a purpose		e High	Intens	sity and	d its	E	xplain	about	the to	pic			
	SLO-1	Over load	Elastic strength	Define speed practice of speed develo	opment			Low Inte		7				N	lore tha	an nor	mal di	stance)		_
S-3	SLO-2	Explain about over load	Explain about the elastic strength	Explain about the topic	Explain about the tonic			Explain a	about th	e Low	Intens	ity and	l its	E	xplain	the Mo	ore tha	an nor	nal di	stance	
	SLO-1	Reversibility	Strength endurance	Theory and practice of endurance dev	elopment e	endura		Theory of		ty				Е	qual to	norm	al dist	ance			
S-4	SLO-2	Explain about the reversibility	Explain about the strength endurance	Explain about the tonic			Explain purpose	about th		ry Inte	nsity a	nd its	E	xplain	the Ec	ual to	norm	al dista	ance		
S-5	SLO-1	Basic Physical Characters	Absolute strength	Duration method, continues method alternating page			Meaning	of Den	•				S	hort-te	rm en	duran	е				
				Explain about the topic				Explaint	he mena	aing of	densit	.y		Е	xplain	plain the Short-term endurance					
	SLO-1	Speed				etition		Theory o	of endur	ance c	levelop	ment			Medium term endurance						
S-6	SLO-2	Explain about the speed	Explain about the relative strength				PANISIN SHOULD IN .			Explain about the Medium term endurance											
S-7		Strength	Static muscular activity	Testing less thannormal distance more than normal distance Practic					Long term endurance												
3-1	SLO-2	Explain about the strength	Explain about the topic	Explain about the topic Explain about the topic				about th	ne topic Explain			lain about the topic									

S-8	SLO-1	Endurance	Concentric muscular	Equal to normal distance	Repetition method	Theory and practice of mobility development
	SLO-2	Explain about the endurance	Explain about the concentric muscle	Teach about the distance	Explain about the repetition method	Explain about the topic
	SLO-1	Mobility	Activity eccentrics	Short-term endurance	Interval training, circuit Training	Mobility classification
S-9	SLO-2	Explain about the mobility	Explain about the eccentric	Explain about the topic	Explain about Interval training , circuit Training	Explain about the topic
	SLO-1	Theory of strength development	Meaning of Speed	Medium term endurance	Interval training, circuit Training	Active mobility, passive mobility
S-10	SLO-2	Explain about the topic	Explain the topic	Medium time endurance	Explain about the Interval training, circuit Training	Explain about the topic
S-11	SLO-1	Practice of strength development	Theory of Speed	Long term endurance	Interval training, circuit Training	Kinetic mobility –role of mobility
5- 11	SLO-2	Explain about the topioc	Explain about the theory of speed	Explain abou the lon term endurance and purpose	Testing- Less than normal distance	Explain about the topic
2 12	SLO-1	Training for Strength	Speed Endurance	Factor influencing speed	Duration method alternating pace method and fartlek	Mobility training
S-12 SI	SLO-2	Explain Training for Strength	Explain about the Speed Endurance	Explain about the Factor influencing speed	Testing-morethan normal and Equal to normal	Explain about the Mobility training

Learning Resources	1. 2.	Frank W.Dick sports Training Principles, London:Lepus Book Co., 1997. Frances wakefield, BerothyHarikins and John M.Cooper, Make and Field Fundamentals for Girls and Women London C V.	3.	Hardayal Sing, "Sports Training General theory and methods" NSNISPatiala 2004.
ixesources		Mosby Co., 1990.		

Learning A	ssessment			7771-777	1000	1.00 (20.0)	等作, /					
	Disamis			Contin	uous Learning Ass	essment (50% wei	ght age)			Final Evamination	o (E00/ woight ago)	
	Bloom's	CLA - 1 (10%)		CLA – 2 (10%)		CLA -	3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember	30%		30%		30%		30%		30%		
Level I	Understand	30%		30%		3070	-	3076	-	3070	-	
Level 2	Apply	40%		40%		40%		40%		40%		
Level 2	Analyze	4076		4070	1/1//	4070	- /	40%	-	4070	-	
Level 3	Evaluate	30%	1.00	30%	I Ail	30%	/ /	30%		30%		
Level 3	Create	30%	O '	30%	A A	3070	7-1	30%	-	30%	-	
	Total	10	00 %	10	0 %	10	0 %	100 %		10	0 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	The state of the s	P. LEADT
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kuma <mark>r,Professor,</mark> Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

Code	Course Title		Но	ours/ W	eek	
Code	Course Title		Т	Р	0	С
UCA23S13L	Statistical Package for Social Sciences (SPSS)	0	0	2	2	1

OUNZOUT)L	Otatistical	r achage re	n Oociai	Ocionoco	101 00	/										U	U	2 1	_
Course Code	UCA23S13L Course Name	STATISTICAL PACKAGE FOR SOCI	AL SCIEN	CES	- 1		urse egory	s		Skill Enhancement Course						L T	P 1	0 C 2 1		
	arning Rationale (CLR): The pu To define a variety of statistical variables	rpose of le <mark>arning thi</mark> s course is to:		Learnin	g 3	1	2	3	1	5	Progra	m Lear	ning Ou	tcomes	(PLO)	11	12	13	14	15
CLR-2 : CLR-3 : CLR-4 : CLR-5 :	To enter basic data into SPSS To learn basic SPSS functions and its to	ols aphical displays and summary statistics. tial statistics	Level of Thinking (Bloom)	Expected Proficiency (%)	ed	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret o	Investigative Skills	Problem Solving Skills	Communication	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning 2
		end of this course, learners will be able to:	3	00	70		Н	1		,	-74			,	,		- 11	<u> </u>		
	Understand the basic analyses workings Summarize data using graphs and desc		3	80 85	75	M	Н	L	H M	L		<u> </u>		M	L	-	H	-	-	-
CI O-3 ·		f difference between two or more groups:	3	75	70	М	Н	М	Н	L	-	-	- :	М	L	-	Н	-	-	-
	Evaluating association between disease		3	85	80	М	Н	М	Н	L	-	-	-	М	L	-	Н	-	-	-
	Carry out inferential statistical analysis u		3	85	75	Н	Н	М	Н	L	-	7 -		М	L	-	Н		-	
CLO-6:	Use SPSS to produce scientifically soun	d research reports	3	80	70	L	Н	-	Н	L	-	-		L	L	-	Н	-	-	-

Dura	tion (hour)	06	06	06	06	06
	SLO-1	Introduction to SPSS	Introduction to Various Graphical	Introduction to Measures of Central	- N	
S-1	SLO-2	Understanding Interface - Data View, Variable View and Output View	representation of Data and Editing of Graphs	Tendencies	Calculation of Regression Trend-Trend Line	Introduction to Non-Parametric Test
	SLO-1	Defining Variables in a New Data Set	<	Calculation of Mean, Median and Mode,	Introduction to Test of Significance for	One –Way Chi-square test (test for
S-2	SLO-2	Entering Data in a New Data Set and Saving a New Data Set	Constructing Simple Bar diagram	Geometric mean		Homogeneity)
S-3	SLO-1	Sorting and filtering data	Constructing Multiple Bar Diagram	Introduction to Methods of Dispersion	Understanding Large Sample Test (Z-Test)	Two-Way Chi-square test (test for
3-3	SLO-2	Replacing Missing Values	Constructing Multiple Bar Diagram	introduction to Methods of Dispersion	Condensationing Large Sample Test (2-Test)	Attributes)
S-4	SLO-1	Creating a New Data Set From Other File Format	Constructing Sub divided Bar Diagram	Calculation of Standard Deviation, Quartiles, Skewness & Kurtosis	Test for Mean, Test for Proportion & Test for Standard Deviation for Z-test	Introduction to Test of Homogeneity of Means for more than 2 samples
	SLO-2	Opening a data file and viewing its contents		Quartiles, Skewness & Ruitosis	Standard Deviation for 2-test	iviedris for filore triair 2 samples
S-5	SLO-1	Construction of Frequency tables	Constructing Histogram	Introduction to Correlation Coefficient:	Understanding Small Sample Test (t-Test, F-	One –Way ANOVA
3-3	SLO-2	Univariate Frequency tables	Constructing histogram	introduction to Correlation Coefficient.	test)	One –vvay ANOVA
S-6	SLO-1	Bivariate Frequency tables	Constructing Die Diagram	Calculation of Karl Pearson's Correlation Coefficient	Test of Mean & Test of Variances for Small	Two–Way ANOVA
3-0		CrossTabulation	Constructing Pie Diagram	Calculation of Spearman's Rank Correlation Coefficient	sample	TI WO-VVAY ANOVA

Learning	1 "SPSS for Reginners" 1999 Vijay Gunta, Published by V Rooks Inc.	Levine's Guide to SPSS for Analysis of Variance".2nd Edition, Melanie C. Page, Sanford L. Braver and David P.
Resources	1. "SPSS for Beginners", 1999 Vijay Gupta, Published by VJBooks Inc.	MacKinnon, Lawrence Erlbaum Associates, Publishers 2003 Mahwah, New Jersey, London

	Disamis	Final Examination (50% weightage									
Level Bloom's		(1.0 - 1.00%)		CLA – 2 (10%)		CLA -	3 (20%)	CLA -	4 (5%) #		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Laval 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%		30%
Level 1	Understand	20 /0	20 /0	13/6	1370	13/0	1570	1370	1370	=	30 /6
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%		40%
Level 2	Analyze	20 /0	2076	20 /0	20 /0	20 /0	20 /0	2076	20 /0	=	40 /0
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%		30%
Level 3	Create	10 /6	10 /6	10 /0	1370	13/6	10 /0	1370	1376	-	30 /0
	Total	100) %	10	0 %	100	0 %	100 %		100 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.G.Muruganandam, Group Project Manager, HCL Technologies, Chennai	Dr.S.Gopinathan, Professor, University of Madras, Chennai	Mrs.S.Chandrakala, SRMIST
Mr.M. Hemachandar, Tech Lead, Wipro Limited, Chennai		Mr. J. Venkata Subramanian

Code		Course Title Hours										ek
Oode		Course Title										C
UPE23P02L		INTERNSHIP - II									2	1
					UH A						•	
Course	LIDEOODOOL	O N	INTERNOLUE	2 //	0	LADO	Internship/Apprenticeship/Project/Commur	nity	L	T	Р	O C
Code	UPE23P02L	E23P02L Course Name INTERNSHIP – II Course Category IAPC Outreach								0	0	2 1
				1								
Pre-requi	isite Nil		Co-requisite Nil		Progressive	Nil						
Course	es (VIII		Courses		Courses	1411						
Course Offeri	ing Department	Department Physical Education and Sports Sciences Data Book / Codes/Standards Nil										

Guidelines for Internship:

- 1. Students must undergo Teaching Practice (Internship-1) at the end of Second semester for 10 Days in any Schools nearby SRMIST and submit the report in the Third Semester Examination.
- 2. The School can either middle, higher secondary schools.
- 3. Students can engage with sports department and conduct sports events morning health & fitness of the students.
- 4. Students should submit an acceptance letter from the school for his/her Internship
- 5. Students must submit a Teaching Plan Report-1 (Training Report) along with a training certificate Issued by the Instituation.
- 6. Teaching and Learning Method (Teaching Plan)
- 7. Report Format Minimum of 50 Pages and Maximum of 70 Pages Times New Roman Font Font Size Heading 14 and Content 12 Line Spacing 1.5
- 8. Report will be evaluated by the Faculty in charge and Viva will be conducted at the end of the Semester
- 9. Report Submission One Hardcopy and One Soft Copy in CD to be submitted. Hardcopy will be returned to the student after completion of the Semester Examination
- 10. Marks Will be awarded as follows Internal Viva 50 Marks and End Semester Viva 50 Marks
- 11. If the Student has Failure to undergo the training or submit the report will be treated as a failure in that course, the student has to redo it in the forthcoming semesters

Learning Assessment							
		arning Assessment weightage)	Final Evaluation (50% weightage)				
	Review – 1	Review – 1 Review – 2		Viva-Voce			
Internship-1	20%	30 %	30 %	20 %			

C	Code			Course Title										Н	ours/ W		
			Total and Fin)l								_ <u>L</u>	0	P	0	C
UPE	23601T		Track and Fie	ld -Planning, Construction and R	aules								4	U	0	2	4
Cours		UPE23601T Course Name	Track and Field -Planning, Construction		egory C		Disci	oline Spe	ecific Cor	e Course	es			L 0	Γ P	2	
	requisite Courses	Nil	Co-requisite Nil		Progres Cours		Nil										
Course	Offering [Department Physical Educ	cation and Sports Sciences Data Be	ook / Codes/Standards						Nil							
Course	Learning	Rationale (CLR): The purpose of	learning this course is to:		Learn	ina			Progra	am Learr	nina Oı	ıtcom	ies (Pl	(0)			
		arn about different running surfaces	Tourning time course to to.	2-019-7-4	1 2	3	1 2	3		5 6	7	8	9 1	10 11	l 12	13	14 15
CLR-		to lay a standard track		17 2 Sept 5 77 - 10 St.						-		-					
CLR-		to mark 400 mts track	2.17	3 RESERVE 1. 1755.		nen		_		zati	D 1	x	<u>s</u>	S S	5		
CLR-		to mark sector marking	070	4.7	Thinking d Proficie	lui.		atec	- 5	ializ Se la	iji	pre	SKil	g c	<u>s</u>		
CLR-	5 : How	to lay a mud track		A 18 July 18 1	ië S	Atta	e e lo u	S Sel	= 0	e ∰lbe	ğ		è .	ر ا بو	X		
CLR-	6 : How	to mark Arc start marking		T. 134 St.	Level of Thinking (Bloom) Expected Proficiency	Expected Attainment (%)	Fundamental Knowledge Application of	Link with Related Disciplines	Procedural Knowledge	Ability to Utilize Knowledge	Skills in Modeling	Analyze, interpret Data	Investigative Skills	Problem Solving Skills	Analytical Skills	_	α
				The Author	Level of '(Bloom) Expected	ect	owle plica	k Sip	owe Swle	<u>s</u>	<u>S</u> .	a Z	esti	g g	紊	PS0 -1	PSO -2 PSO-3
Course	Learning	Outcomes (CLO):		2001 YEAR OF THE	E G G G G G G G G G G G G G G G G G G G	(%) (%)	F A S	Lin Dis	Pro K	K Abi	Ski	Anaı) Data	2	P. C.	An	PS	S S
CLO-		become a athletics administrator		16 11 150 1 175	2 85	80	L H	Н		H H	-	M	М	L -		-	
CLO-		lay a standard track		The second	3 85		L H	Н		H H	-	M	M	L -	Н	-	
CLO-		construct a standard mud track	W/, ->=', j,	- 4 N F -	3 85		L H	Н		H M	-	M	М	L -	- ''	-	
CLO-		mark 110 hurdles marking	and the second		3 85		L H	Н		H H	-	M	М	L -	Н	-	
CLO-		mark sectors for throw events			3 85		L H	Н		H M	-			L -		-	
CLO-	6 : Can	marks runway for horizontal jumps	THY	U.S.25*	3 85	80	LH	Н	Н	1 <i>H</i>	-	M	М	L -	Н	-	
Durati	on (hour)	12	12	12				12		100				1	12		
6.4	SLO-1	Track and Field- Planning	Cleaning and leveling	Take off Board			and Markings nes with differ			k 400 me	ters N	larkinç	gs for 4	400 M	trs Hu	rdles	
S-1	SLO-2	Design the location	Explain about laying	Teaching about Take off board track	at university	Teachin	g at university	track			Т	eachir	ng at u	ınivers	sity trad	ck	
S-2	SLO-1	Track and Field- Construction	Track Marking	High Jump	. T.D.		and Markings nes with differ			k 400 me	ters R	elay F x 400	Races ·	– 4 x relav	100 M	trs rela	ay and
-	SLO-2	First-Audio Visual demonstration	Teaching about marking at university track	Explain the Methods			g at university						ng at u		itv trad	ck	
	SLO-1	Rules for construction of Track and field		Run Way			and Levelling		dard Tra	ck 400 m							
S-3	SLO-2	Teach about rules and regulations	Explain about check list and Assign class work to prepare a final check list	Teaching about Runway at univ	versity track	1	g at university					,	ng at u			ck	
	SLO-1	Type of Track- Standard Lay down	Different CDR and RDR			Need for	r Standard Tra	ck			S	ectors	s And F	Runwa	avs		
S-4		Explain about laydown	Explain about CDR &RDR	Teaching at university track			the needs and		nce				ng at u			ck	-
	SLO-1	Type of Track – Non-Standard Lay down	andard Lay 400 Mtr Marking Marking-Shot put		Stagger Distance – 200 Mtrs					Markir		•					
S-5	SLO-2	Explain about laydown	Teaching about 400 mtrs marking at university track	Teaching at university track		Teachin	g at university	track			Т	eachir	ng at u	ınivers	sity trad	ck	
S-6		Construction of mud track	Stagger Distance In 200 Meter Run	Marking – Discus			Distance - 40						Markir				
3-0		Explain about laydown	Teaching about marking at university track	Teaching at university track			g at university				Т	eachir	ng at u	inivers	ity trad	ck	
S-7	SLO-1	Types of running surface-mud	Markings - 800 Meter Run And 1500 Meter	Marking-Hammer			marking – 80						Markin				
	SLO-2	Explain about laydown of mud track	Teaching about marking at university track	Teaching at university track		Teachin	g at university				T	eachir	ng at u	inivers	ity trad	ck	
S-8	SLO-1	Cinder	Relay Markings 4 X 100 Relay	All Line Marking for Javelin	-	Marking	for1500 Mtrs			-	R	unwa	y with	Arc -	Javeli	n	

	SLO-2	Explain about laydown of Cinder	Teaching about marking at university track	Teaching at university track	Teaching at university track	Teaching at university track
	SLO-1	Synthetic	Long Jump	Runway with Arc – Javelin	Marking for 5000 Mtrs	Horizontal Jumps
S-9	SLO-2	Explain about laydown of synthetic track for better performance	Explain the Methods	Teaching at university track	Teaching at university track	Teaching at university track
		Polymeric rubber track	Triple Jump	Safety Measures in Track and Field	Break line and diagonal excess	Long jump
S-10	SLO-2	Explain about laydown of polymeric rubber track	Explain the Methods	Explain about safety in competition		Explain the Methods
S-11	31 U-1	Non-Standard Track 200 Mtrs Lay Out and Markings	Jumping Pit	First Aid set up in Track and Field	Marking For Hurdles and Relay Races For Standard Track	Triple Jump runway
3-11	SLO-2	Teaching 200 mtrs marking at university track	Teaching about marking at university track	Explain about the area for first aid team	Teaching at university track	Teaching at university track
S-12	SLO-1	Design for making Nonstandard 200 Mtrs Track	Run Way	Design-Standard Track	IIVIAIKINGS – 100 WILLS HUTGIES – 110 WILLS HUTGIES	Vertical Jumps – High jump and Pole vault
3-12	SLO-2	Assign class work to draw a neat design	Teaching about marking at university track	Assign class work to Design a Standard Track through own knowledge	Teaching at university track	Teaching at university track

Learning Resources

1. Anand , R.L Play field Manual NIS ,Patiala 1999. 2. Rules of Games and SportsYMCA Publication, Masse Hall, New Delhi,2008

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	Disamis			Contir	nuous Learning Ass	essment (50% weig	ght age)			Final Evamination	(E00/ waight aga)	
	Bloom's	CLA – 1 (10%)		CLA – 2 (10%)		CLA - 3 (20%)		CLA - 4 (5%)#		Final Examination (50% weight age)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember	30%	_	30%	11 I N	30%	A	30%	_	30%	_	
201011	Understand	0070		0070		0070		0070		0070		
Level 2	Apply	40%		40%		40%	_	40%		40%	_	
LOVOIZ	Analyze	1070		1070		1070		1070		1070		
Level 3	Evaluate	30%		30%		30%		30%		30%		
Level 3	Create	3070		3070		3070	_	3076		3070	_	
	Total	10	<mark>00 %</mark>	10	0 %	10	0 %	10	0 %	10	0 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr D.J.Asath Ali Khan, Asst.Professor Department of Phy Edn, FSH, SRMIST

Code			Course	e Title			Hours/ Week L T P O C		
UPE236	02T		Science of Sp	oorts Training			4 0 0 2 4		
Course	IIPI	E23602T Course Name	Science of Sports Training	Cour Categ		Discipline Specific Core Cour	Ses		
Co	requisite ourses	Nil	Co-requisite Nil		Progressiv Courses	INII .			
Course (Offering Dep	artment Physical Edu	cation Sports Sciences Data Book / Co	des/Standards		Nil			
Course I	earning Ra	tionale (CLR): The purpose o	f <mark>learning</mark> this course is to:	1 T 1 T 1 T 1 T 1	Learning		arning Outcomes (PLO)		
CLR-1		the meaning of Sports training the principles of Training		2-275-7-6			5 7 8 9 10 11 12 13 14 15		
CLR-2		about training loads		STATE THE STATE OF	ncy a	atio	Skiii Skiii		
CLR-4		about training & adaptations			ing ficie	ializ ted	ing (
CLR-5		about overload & remedies	74 E 7 E	No. 11. Car	Pro Pta	n of n of pecilipations.	lode (Skill Skill		
CLR-6	: To know	about short-term & long Term plan		134 125	Level of Thinking (Bloom) Expected Proficiency (%)	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization	Knowledge Skills in Modeling Analyze, Interpret Data Investigative Skills Problem Solving Skills Communication Skills Analytical Skills PSO -1 PSO -2		
F				JEST WORLD	Level of (Bloom) Expecte (%)	(indexination)	Knowlec Skills in Analyze Data Investig Commu Commu PSO -1 PSO -2		
		tcomes (CLO): : ome a fitness trainer			<u> </u>	80 F H H H H H H H H H H H H H H H H H H			
CLO-1		rcome overload & Symptoms				BO L H H H H H			
CLO-3		lement adaptation in training		J (" F " - 2		80 L H H H H A			
CLO-4		ulate long term & Shot term	777 777 77	7.4	3 85	80 L H H H H F			
CLO-5		pare perodisoation chart			3 85	80 L H H H A			
CLO-6	: Can imp	lement physical fitness compon <mark>ents</mark>		1111111		BO L H H H H F	H - M M L - H		
Durat	ion (hour)	12	12	12		12	12		
S-1	SLO-1	Science of Sports Training-Meanin		Stages of Periodisati	on	Main competition	Speed – Important factors determining Speed		
	SLO-2 SLO-1	Explanation about Scientific training Definition of Training		List the stages	a of Daviadiaatia	Explanation and group discussion	Explanation and list of factors		
S-2	SLO-1	Explanation about Major trainings	Types of Training Load Explanation and implementation in training	Insist the knowledge	e or Periodisalio	n Major competition Explanation and group discussion	Training for improving Speed Explanation and list of types and its uses		
		j , , , , , , , , , , , , , , , , , , ,				Development of Important Motor			
S-3	SLO-1	Meaning of Sports training	Principles of Training Load	Preparation period		Qualities	Speed barrier		
	SLO-2	Uses of Sports training	List of principles	Explain about prepar	ation of training		Eplain through training module		
	SLO-1	Principles of Sports Training	Training and Adaptation	Competition period		Factors determining Flexibility	Flexibility – Types of Flexibility		
S-4				Fundain about Cours	- 1:1: 1:				
	SLO-2	List of priniciples	Explanation about adaptation in sessions	Explain about Competrainings	etition time	Explain the list ofndetermaining factors	Explanation and list of types and its uses		
	SLO-1	Physical Fitness components	Super compensation	Transition period		Improvement of Flexibility	Weight training		
S-5		<u>'</u>		Explain about implen	nentation in				
	SLO-2	List of physical fitness components		gained experience		Explain through students	Explanation and list of types and its uses		
	SLO-1	Meaning Sports of Training Load	Overload	On Season		Strength	Circuit training		
S-6	SLO-2	Explanation about loads and types loads	Dements of over load	Tournamnet time train	ining	Importance of strength for training Types of Strength	Explanation and list of types and its uses		
S-7	SLO-1	Features of Sports Training Load	Causes of Over Load	Off Season		Plyometric training			
	SLO-2	List of features and its uses	Give Awareness for over load	Resting time training		List the types and its uses	Explanation and list of types and its uses		
S-8	SLO-1 SLO-2	Importantance and remedies	Symptoms of Over Load	Types of Periodisation		Factors determining Strength	Fartlek training		
	3LU-2	Purpose for remedies	Explain the experience through gym Trainers	Explain about types	ioi training	List the factors for strength	Explanation and its uses		

S-9	SLO-1	Meaning of Warm – up	Planning and Periodization	Single Periodisation	Methods of Strength improvement	Interval training
3-9	SLO-2	Explanation and need for Warm-up	Prepare a chart for periodisation	Explanation and preparation of chart	List the method	Explanation and list of types and its uses
	SLO-1	Meaning of Warm – down	Planning – Short term		Endurance – Types of Endurance	Hollow Sprints
S-10	SLO-2	Explanation and need for Warm-down	Students work out-make a chart for short term plan	Explanation and preparation of chart	Explanation and list of types and its uses	Explanation and its uses
	SLO-1	Intensity	Planning-Long term	Sports competitions	Factors determining Endurance	Acceleration Sprint
S-11	SLO-2	Levels of intensity	Students work out-make a chart for short term plan	Explain about competition style and manner	Explanation and list of types and its uses	Explanation and its uses
		Density			Methods of Endurance improvement	Continuous running
S-12	SLO-2	Meaning and need of intensity in training	Explain and insist the knowledge about periodisation in training	Give a wide knowledge in competition	Explanation and list of methods and its uses	Explanation and its uses

Learning 1. Hardhayalsingh .B. Traning Methods Practice Hall of India, New D	elhi, 1998
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Learning A	Assessment			42.5	7.4	W. ACA, 3						
	Bloom's	Continuous Learning Assessment (50% weight age)									n (500/ woight ago)	
		CLA -	1 (10%)	CLA -	CLA - 2 (10%)		3 (20%)	CLA - 4 (5%)#		Final Examination (50% weight age)		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Lovel 1	Remember	30%	7/1	30%	7 (78)	30%	12.7	30%		30%		
Level 1	Understand	30%		30%	100 100 100	30%	477	30%	-	30%	-	
Level 2	Apply	40%		40%	111 11 11	40%		40%		40%		
Level 2	Analyze	40%	-	40%	to the others.	40%	Large della	40%	-	40%	-	
Level 3	Evaluate	30%		30%		30%		30%		30%		
Level 3	Create	30%		30%		30%	-	30%		3070	-	
	Total	10	0 %	10	0 %	10	00 %	10	0 %	10	00 %	

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers							
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts					
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education,TNPES University, Melakottaiur, Chennai	Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST					
	L'EUTITA.	Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST					

Code		Course Title													Т	Hours	/ Wee	k C		
UPE2360	03T		Care of Athleti	ic Iniuries												4	0	0	2	4
	.																			
Course Code	UP.	E23603T Course Name	Care of Athletic Injuries	Cou Cate		С			Dis	scipline S	Specific (Core (Course	S		4	. 1	0	2	
	equisite urses	Nil	Co-requisite Nil			rogres		Ni												
Course C	offering Dep	artment Physical Educati	ion and Sports Sciences Data Book / Code	s/Standards					5			Nil	1							
Course I	earning Ra	tionale (CLR): The purpose of lea	urning this course is to:	1000		_earni	ina	71	_		Pro	naram	l earn	ning Ou	tcom	es (PI	O)			
		about Nutrition –DiET	and course to to.	- 1957 T	1	2	3		1	2 3		5	6			9 1) 11	12	13	14 15
CLR-2		Classification of Amino Acids	17.35	1. 5 T - 102.5			_					_	•							
CLR-3	: To Stud	About amino Acids		97 1.75		Si	Jen		70	d _		ati		- T	,	<u>s</u> 5				
CLR-4		about classification of minerals		77 2742	Thinking	ficie	l E			atec		iali	J.	lije la	2	SKI SKI		<u>s</u>		
CLR-5			A 2/1 (1)	St. Her Till I	Ė	Po	Atte		e le lo	Şel	(n) = q	bec	ه ∯ا	g d		e 2	Sati	Ski		
CLR-6	: Importar	t functions of vitamins		79.70	¥ (-	Expected Proficiency	Expected Attainment		Fundamental Knowledge Application of	Concepts Link with Related	Disciplines Procedural	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	5	Investigative Skills	Communication Skills	Analytical Skills	_	2
				S FIRST	Level of (Bloom)	ect	ect		o Ne	w X	de de	Si	<u>₹</u> ₹	is s	60.	esti		alyti	Ò	0 5
		tcomes (CLO):		72.	Level of (Bloom)	EXF.	EX S	%	Ap Kn		Pro	SKI	Abi Knc	Ski	Data		<u>. </u>	Ans	PSO -1	PSO -2
CLO-1		ome sports nutritionist		7.5	2	85	80		L	н н	H	Н	Н			M L		Н	-	
CLO-2		ome Dieticians in sports field	Eu V 12.5 3 1/1.	and the second	3	85	80)	L I	н н	Н	Н	Н	-	M	M L		Н	-	
CLO-3		sues can be sorted in society	White the same of	L N 1 P 1 2 P	3	85				Н Н		Н	М			M L		Н	-	
CLO-4		diet for healthy living	77.77		3	85				Н		Н	Н			M L		Н	-	
CLO-5		values for the sports man			3	85				H H		Н	М			M L		Н	-	
CLO-6	: Planning	menu for all	The state of the s	11////	3	85	80)	L	н н	Н	Н	Н	-	М	M L		Н	-	- -
Durati	on (hour)	12	12	12	2					12							12			
S-1	SLO-1	Meaning of Physiotherapy	Bowleg	Massage				Percu		7				ssistive						
3-1	SLO-2	Explain the History	Explanation with examples	Explanation with us						oout effec		ts use		xplanation				nd its	uses	
S-2	SLO-1	Guiding Principles of Physiotherapy	Flat foot	History of Massage						oulations				esistive						
0-2	SLO-2	List the Guiding principles	Explanation with examples	Need of masage				Expla	nation at	oout effec	cts and i	ts use		xplanation						
S-3	SLO-1	Importance of Physiotherapy	Hydrotherapy Hydrotherapy	Swedish Massage S	System	p)	ΔT	Self N	lassage				(F	quipmer Pronator)					
0-3	SLO-2	Explain the needs	Explanation with uses	Explanation with us	es			Expla	nation ab	oout effec	cts and i	ts use	S pł	xplain a	nic				•	кМ
S-4	SLO-1	Posture – Meaning and Definition	Cryotherapy (Ice Towel, Ice water Immersion, Ice Packs, Ice Cube Massage, Spray Coolants)	Points to be conside Massage	ered in	giving		Manip	oulation T	Technique	es			quipmer Supinato		ed in E	xerci	se The	rapy	
3-4	SLO-2	Expalin about good posture	Explanation with uses	Explanation with cla	iss roo	m sou	rces	List th	e technic	ques				xplain al		he equ	ipmeı	nt thro	ugh S	RM
S-5	SLO-1	Types of Posture – Values of Good Posture	Wave Diathermy	Contra - indication of	of Mass	sage		Mean	ing of Th	erapeutio	c Exerci	ses	(V	quipmer Vobble E	Board)				
3-3	SLO-2	List the types and its uses	Explanation with uses	Explanation with us	es			Impoi	tance of	therapeu	ıtic exer	cise	pł	xplain al	nic				•	
S-6	SLO-1	Drawbacks	Thermo therapy (Hot pack, Hot Water Bag, Hot water Bottle, Fomentation)	Physical Effects of I	Massa	ge		Reha	bilitation					quipmer ar, Pulle						
	SLO-2	List the demerits	Explanation with uses	Explanation with us	es			Expla	in the ne	ed of reh	abilitatio	on		xplanation						•
S-7	SLO-1	Causes of Poor Posture	Whirlpool Bath	Physiological Effect		assage	Э	Physi		Classifica				ypes of (

	SLO-2	Explain and list the causes	Explanation with uses	Explanation about effects and its uses	List the classification and explanation	Lists the crutches and its uses
	SLO-1	Concepts of posture	Wax Bath	Psychological Effects of Massage	Voluntary Movements	Types of Tractions
S-8	SLO-2	Explain about the concept for good posture	Explanation with uses	Explanation about effects and its uses	Explanation about effects and its uses	Lists the traction types and its uses
S-9	SLO-1	Posture Deviations	Contrast Bath- its Modifications	Classification of Massage	Involuntary Movements	Reconditioning
3-9	SLO-2	List the deviations	Explanation with uses	List of classification with example	Explanation about effects and its uses	Explanation about effects and its uses
0.40	SLO-1	Corrective Exercise for Kyphosis, Lordosis	Electrotherapy	Manipulation	Therapeutic Movements	Types of Reconditioning Programmes
S-10	SLO-2	Explain about the uses	Explanation with uses	Explanation about effects and its uses	Explanation about effects and its uses	Explanation about effects and its uses
	SLO-1	Scoliosis	Infra – red rays irradiation therapy	Stroking	Passive Movemant	Treatment of Patients in Individual
S-11	SLO-2	Explanation with examples	Explanation with uses	Explanation about effects and its uses	Explanation about effects and its uses	Explanation about effects and its uses
	SLO-1	Knock knee	Ultra – sound	Pressure	Active Movement	Treatment of patients in groups/Classes
S-12	SLO-2	Explanation with examples	Explanation with uses	Explanation about effects and its uses	Explanation about effects and its uses	Explanation about effects and its uses

Learning	1.	Anderson, J.R.(ED) Care of Athletic Injuries,12th Edition, Edward Arnold, London,1985.
Resources	2	Barnwell B. And Gall, B. Physical Therapy, London 1988

^{3.} Hanlon, Thomas W. London: Rodale, Injury-Free Running: How to BuildStrength, Improve Form, andTreat/Prevent Injuries, 2013

Learning A	Assessment			200 100	7.7	7	1987 33					
	Diagrafia	Continuous Learning Assessment (50% weight age)										
İ	Bloom's	CLA -	A – 1 (10%) CLA – 2 (10%)		CLA -	3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)			
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember Understand	30%	51	30%	- 1//	30%	-	30%		30%	-	
Level 2	Apply Analyze	40%	P	40%	- ///	40%	- /	40%	-	40%	-	
Level 3	Evaluate Create	30%	100	30%	4	30%	-	30 <mark>%</mark>	-	30%	-	
	Total	10	0 %	10	0 %	10	0 %	10	0 %	10	00 %	

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Course Designers		
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		Dr M. Senthilkumar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

Cod	de				Course Title												_	Т	Hou	s/ We		С
UPE23	ולטטו				Athletics Practical – II												0	0	8		2	4
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Cour		UPE23D03L	Course Name	Athletics Practical – II		ourse ategory	D	٧,		Discipl	ine Spe	cific El	ective (Course	s			D 0	T I		0	C 4
	-requisit Courses	NII		Co-requisite Courses	with a Witness	Progress	sive Co	ourses	Nil													
		Department			Book / Codes/Standards								Nil									
		g Rationale (CLR)		learning this course is to:			arning						gram l									
CLR-		Learn the techniq				1	2	3	1	2	3	4	5	6	7	8	9 1	0 1	1 12	13	14	15
CLR-		learn the techniqu			The far other CAT	and a light	က်	i i					atio					SKIIIS	2			I
CLR-			nce in hurdles Clea <mark>ring</mark> ince in running be <mark>twee</mark> r	hurdon	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	اق اق	Sec	Ĕ			9		aliza	40	ng t	Je l	≅	g g	<u> </u>			l
CLR-		n learn the importa n learn new rules	ince in running between	nurules	and the little of the	Thinking	ē	ttail	<u>77</u>	of	elat		ecis	EZE	del	Ter L	S -		Skills			l
CLR-		v to maintain record	d note	7.0	7 - N 12 1 N 1 N 1 N 1 N 1 N 1 N 1 N 1 N 1	드	ם :	φ	hent	ion st	n R	ıra de	S	g c	8 €	=	a≨i	<u>کر</u> ا	<u>a</u> 5			l
OLIV.	J. 1101	TO MAINTAIN 160010	u noto	17.7	STATE PARTY	Level of Thinking (Bloom)	ecte	Expected Attainment (%)	Fundamental	licat	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
Course	Learnin	g Outcomes (CLO): :	10 777		Block	X 8	× 6	in S	d d	i și	5 5	i Ki	E S	iii k	Anaı) Data	ING.	[]		SS	SC	SC
CLO-		Tech the techniqu		The second second			85	80	L	H	H	Н	Н.	Н			M	_	- H	-	-	-
CLO-									М	М	L .	. Н	-	† -	-							
CLO-		n coach the streng		100 000	W		85	80	L	Н	Н	Н	Н	М	-	М	М	L .	Н	-	-	-
CLO-	4: Car	teach the techniqu	ues of relay exch <mark>ang</mark> e	4.00		3	85	80	L	Н	Н	Н	Н	Н	-	М	M	L -	Н	-	-	-
CLO-		n interoperate new					85	80	L	Н	Н	Н	Н	М			М	L .	· H	-	-	-
CLO-	6 : Car	n Maintain record n	ote books for refe <mark>rence</mark>	S	1207	3	85	80	L	Н	Н	Н	Н	Н	-	M	M	L .	· H	-	<u> </u>	
Durat	ion (hou	•)	6	6	6					N	6							6				
S-1	SLO-1			Situation	3 stride and 5 stride pattern			Execution			4	. /				e / Ap						
	SLO-2		he Hurdles in details	Explain about the topic	Explain about 3 stride and 5 stride	de pattern				Execution	on					in abo			Appro	ach		
S-2	SLO-1				Relay Exchange				g Stage			1				ratory						
	SLO-2	Explain about the	he warming up	Explain about the technical /skill straining	Explain about Relay Exchange		7 4	=xplain	about	Teachin	g Stage	S			Explai	in abo	ut Pre	parat	ory ex	ercise	,	
S-3	SLO-1		5 ,	The skills of the sports / game will be taught with the help of the following exercise	Visual Exchange	Lil				aching s					Basic	exerci	se					
	SLO-2	up	he General Warming –	Explain about the topic	Explain about Visual Exchange		S	skills		Progres	ssive tea	aching	stages			in abo				!		
1 7	SLO-1			Preparatory exercise	Non-Visual Exchange (Up Sweep			ead up	activiti	ies				;	Supple	ement	ary ex	ercis	е			
S-4	SLO-2	2 Explain about the Specific Warming – Explain about the Preparatory exercise		Explain about the Non-Visual Exc Sweep	change (Up	E			the Lead					•	in abo			lemen	tary e	xerci	se	
1 7	SLO-1	Fundamental S	kills	Basic exercise	Down Sweep					ill in rela					Tactic	s and	Strate	gy				
S-5	SLO-2				Explain about Down Sweep			Explain situation		Coachir	g of ski	ll in rel	ation to	the I	Explai	in abo	ut Tac	actics and Strategy				
S-6	SLO-1		e game / sport are to r the following heads	•	Relay		F	-ollow -	Through	า				I	Execu	ution						
J-0	SLO-2	Evalois about the Complementary			Explain about Relay	Explain about Follow Through Explain about Execution					n											

S-7	SLO-1	Stance / Approach		Warming- Up	Technical / Skill Training	Learning Technique
3-1	SLO-2	Explain the about Stance / Approach		Explain about Warming- Up	Explain about Technical / Skill Training	Explain about Learning Technique
S-8	SLO-1	Execution	Tactics and Strategy	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Push Technique
	SLO-2	Teach about the Execution	Explain about the Tactics and Strategy	Explain about General Warming – up	Explain about the topics	Explain about Push Technique
	SLO-1	Follow Through	Individual Tactics	Specific Warming – up	Preparatory exercise	Fixing runners at different Zones
S-9	SLO-2	Teach about Follow Through	Explain about the Individual Tactics	Explain about Specific Warming – up	Explain about Preparatory exercise	Explain about Fixing runners at different Zones
S-10	SLO-1	Teaching Stages	High level	Fundamental Skills	Basic exercise	Starting Positions
3-10	SLO-2	Teach about Teaching Stages	Explain High level	Explain about Fundamental Skills	Explain about Basic exercise	Explain about Starting Positions
S-11	SLO-1	Progressive teaching stages of skills	Low level	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Rules and its Interpretations
	SLO-2	Explain about the topic	Explain about Low level	Explain about the topics	Expalin about Supplementary exercise	Expalin about Rules and its Interpretations
S-12	SLO-1	Lead up activities	Hurdle clearance	Stance / Approach	Tactics and Strategy	Preparation of Record Note
3-12	SLO-2	Explain about the Lead up activities	Running between the Hurdles	Explain about Stance / Approach	Explain about Tactics and Strategy	Explain about Preparation of Record Note

Learning	1. ViswanathM.JTrack& Field Marking and Athletes officiating manual, Sliver star publications Track & field planning &Construction, 2002.
Resources	2. Prof.Thirunarayanan .C &Hariharan, Bhuvaneswari publication, Karaikudi. 2008.

Learning As	ssessment		E 7 77 3 1 1 1 1 1	77.11.11.11.11	10年7月16年4				
	DI		Continuou	s Learning Assessme	ent (50% weight age)		Final Examinatio	n (50% weight age)	
	Bloom's	CLA - 1 (15	5%)	CLA -	2 (15%)	CLA –	3 (20%)#		, ,
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand		30%	160	30%	7 6	30%	-	30%
Level 2	Apply Analyze		40%	- 111/	40%	7.4	40%	-	40%
Level 3	Evaluate Create	Ta J	30%	- 446	30%	14	30%	-	30%
	Total	100 %		10	00 %	10	0 %	1	00%

[#] CLA - 3 can be in the form of Record note

# CLA – 3 can be in the form	of Record note	TEARN-IEAD	In a later of the second of th
Course Designers		The Later of the L	LEAD
Experts from Industry	Experts from Higher Technical Institutions		Internal Experts
	Dr.S.Thirumalai kumar,Professor, Department of Physic TNPES University, Melakottaiur, Chennai	al Education,	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn FSH, SRMIST
			Dr.M.Senthilkumar, Asso.Professor & Head, Department of Phy Edn, FSH, SRMIST

	Code Course Title									Т	Hour	s/ Wee					
		UPE23D04L		Games Practic	al – II								0	0	8	2	_
Cou		UPE23D04L Course Name	Games Practical – II	Cor Cate	urse D		Discipli	ne Speci	fic Elect	tive Cour	rses			L .	T F	2	C 2 4
	e-requisite Courses	NII	Co-requisite Nil Courses		Progressive Courses	N	iil_										
Cours	Offering	Department Physical Educ	cation and Sports Sciences Data Book	/ Codes/Standards		- 4				Nil							
			f learning this course is to:	2 1 2 1 1 1 1 1 2	Learning		100			am Lear					,		
CLR		learn the importance of general warm up		A 44 3 7 1 1 1 1 1	1 2	3	1 2	3		5 6	7	8			_	13	14 15
CLR		Learn importance of Specific Warm up earn lead up activities		4775	Level of Thinking (Bloom) Expected Proficiency	Expected Attainment (%)	1			Skills in Specialization Ability to Utilize				Problem Solving Skills			
CLR		learn coaching of skills			ricier l	Ĕ		<u>8</u>		a lize	ing in	oret	Skills	gc g	၂ တ		
CLR		n learn supplementary exercises		1 TO 16 1 TO 1	of Thinking m) cted Proficie	\ttai	tal of	ea	_ a	tijz jeci	gel	ter	9		Skills		
CLR		learn team tactics	2.0	N. 100 V. V.S. 1	ed F	pe	men adge ation	th R	ura	St D St	ي ک	e,	gati	S 5	8 8		
	II.		1000	N. J. J. W. V.	Level of (Bloom) Expecter (%)	ect	Fundamental Knowledge Application of Concepts	Link with Related Disciplines	Procedural	Skills in Speciali: Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative	ple	Analytical (PSO -1	PSO -2 PSO-3
		g Outcomes (CLO):	37777 CT	THE ME ! NO	SK Be	$\mathbb{Z}_{\mathbb{Z}}$	5 A S	Li-i Si			S S			<u>م</u> 5		PS	S S
CLO		teach the basis of skills		17 7 6 7	2 85	80	L H	H		H	-			L -		-	
CLO		teach team tactics		11 2 N 1 1 1 2	3 85	80	L H	Н		H H			М	L -	Н	-	
CLO		teach lead up activities teach skill training	C. (1) (1) (1) (1)		3 85 3 85	80	L H	H		H M	-		M M	L	H	-	
CLO		v rules can be taught			3 85	80	LH	Н		H M	-			L - L -	Н	-	÷
CLO		coach advance skills			3 85	80	L H	Н		H <i>H</i>	_			L -		-	
	on (hour)	6	6	6				6						6		1	
Durati		Cricket	Coaching of skill in relation to the situation	Specific Warming – up		Bas	ic exercise				Teac	hing Sta	ages	- 0			
S-1		Explain cricket	Explain Coaching of skill in relation to the situation	Explain Specific Warming –	up		lain Basic exer	cise				ain Tea		Stage	es		
S-2	SLO-1	Warming- Up	Technical / Skill Training	The skills of the game / spor under the following heads	TITLE	Sup	plementary ex	ercise				ressive		•	•		
3-2	SLO-2	Explain Warming- Up	Explain Technical / Skill Training	Explain the skills of the gam taught under the following he		e Exp	lain Sup <mark>pleme</mark> i	ntary exe	ercise		Expla skills	ain Prog	ressi	ve tea	ching	stages	of
S-3	SLO-1	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Stance / Approach		Tac	tics and Strate	gy			Lead	up acti	vities				
J-J	SLO-2	Explain General Warming – up	Explain The skills of the sports / game will be taught with the help of the following exercise	Explain Stance / Approach			l <mark>ain T</mark> actics ar					ain Lea	d up a	activiti	es		
S-4	SLO-1	Specific Warming – up	Preparatory exercise	Execution	"	perf	vidual Tactics (formance)			•	Coac	ching of					
3-4	SLO-2 Explain Specific Warming – up Explain Preparatory exercise			Evoluin Evocution			Explain Individual Tactics (Attack, Defense and high performance)				e Explain Coaching of skill in relation to the situation				to the		
S-5	SLO-1	Fundamental Skills	Basic exercise	Follow Through			Kho- Kho Tech					Technical / Skill Training					
0-3	SLO-2	Explain Fundamental Skills	Explain Basic exercise	Explain Follow Through		Exp	lain Kho- Kho)			Explain Technical / Skill Training						
S-6	SLO-1	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Teaching Stages					ne skills of the sports / game will be taught ith the help of the following exercise								

	SLO-2	Explain The skills of the game / sport are to be taught under the following heads	Explain Supplementary exercise	Explain Teaching Stages	Explain Warming- Up	Explain The skills of the sports / game will be taught with the help of the following exercise
S-7	SLO-1	Stance / Approach	Tactics and Strategy	Progressive teaching stages of skills	General Warming – up	Preparatory exercise
3-1	SLO-2	Explain Stance / Approach	Explain Tactics and Strategy	Explain Progressive teaching stages of skills	Explain General Warming – up	Explain Preparatory exercise
S-8	SLO-1	Execution	Individual Tactics (Attack, Defense and high performance)	0 0	Specific Warming – up	Basic exercise
3-0	SLO-2	Explain Execution	Explain Individual Tactics (Attack, Defense and high performance)	Explain Progressive teaching stages of skills	Explain Specific Warming – up	Explain Basic exercise
S-9	SLO-1	Follow Through	Team tactics (Attack, Defense and high performance)	Coaching of skill in relation to the situation	Team tactics (Attack, Defense and high performance)	Supplementary exercise
3-9	SLO-2	Explain Follow Through	Explain Team tactics (Attack, Defense and high performance)	Explain Coaching of skill in relation to the situation	Explain Team tactics (Attack, Defense and high performance)	Explain Supplementary exercise
S-10	SLO-1	Teaching Stages	Tennis	Technical / Skill Training	Stance / Approach	Tactics and Strategy
3-10	SLO-2	Explain Teaching Stages	Explain Tennis	Explain Technical / Skill Training	Explain Stance / Approach	Explain Tactics and Strategy
S-11	SLO-1	Progressive teaching stages of skills	Warming- Up	The skills of the sports / game will be taught with the help of the following exercise	Execution	Individual Tactics (Attack, Defense and high performance)
3-11	SLO-2	Explain Progressive teaching stages of skills	Explain Warming- Up	Explain The skills of the sports / game will be taught with the help of the following exercise	Explain Execution	Explain Individual Tactics (Attack, Defense and high performance)
	SLO-1	Lead up activities	General Warming – up	Preparatory exercise	Follow Through	Selected Rules and their Interpretations
S-12	SLO-2	Explain Lead up activities	Explain General Warming – up	Explain Preparatory exercise	Explain Follow Through	Explain Selected Rules and their Interpretations

	1. Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore, 2006.
Learning	2. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore, 2006.
Resources	3. Dr. P. Mariayyah, Volleybal <mark>l, Sports</mark> Publications, Raja Street, Coimbatore,2006.
	4. Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972.

- Dhanaraj V. Hubert, Volleyball A Modren Approach, Patiala, Sainsoris, 1991.
 Dr.Anil Sharma O.P.Sharma Rules of games sports publication 4264/3
 Wein Horst. The Science of Hockey. London, Pelham Books, 1979.

Learning As	ssessment										
	Bloom's		Continuous Learning Assessment (50% weight age)								
		CLA -	1 (15%)	CLA -	2 (15%)	CLA -	3 (20%)#				
	Level of Thinking	Theory Practice Theory		Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember		30%	K N . I D	30%	~ //	30%		30%		
Level I	Understand		30%	THE PER	30%		30%	-	30%		
Level 2	Apply		40%		40%		40%		40%		
Level 2	Analyze		40 /0	-	40 /0		40 /0	-	40 /0		
Level 3	Evaluate		30%		30%		30%		30%		
Level 3	Create	-	30 /0	-	30 /0		30 /0	-	30 /0		
	Total	10	0 %	10	0 %	10	0 %	10	0%		

[#] CLA – 3 can be in the form of Record note

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar, Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

Co	ode			Course Title												L	Т		ours/ V P	Veek O	С
UPE2	3G04T		Recreation	on, Camping and Youth Leadership												4	0		0	2	4
Cou	1	PE23G04T Course Name	Recreation, Camping and Youth		urse egory	G	۷,		G	eneric	Electiv	e Cour	ses				L 4	T 0	P 0	0	C 4
	e-requisite Courses	Nil	Co-requisite Nil	Later March		ogress Course		Nil													
Cours	e Offering D	epartment Physical Ed	ucation ans Sports Sciences Dat	a Book / Codes/Standards					5			Nil									
			of learning this course is to:		Le	earnin	g				Pro	gram	Learn	ing O	utcon						
		e of recreation		Experience Piece	1	2	3	1	2	3	4	5	6	7	8	9			12 13	3 14	1 15
CLR		tives of recreation	2.7		1656	ે	Ħ					io					€	Skills			
CLR		cies offering recreation		The state of the s	D	ë	me			D		izal		Б	ĕ	<u>≅</u>	lS S	స్			
CLR		icance of camping		The state of the state of the state of	į	ofic	tain	_	4	late		Cia	lize	Ę.	<u>d</u>	Š	Ξ	를	≅		
CLR								autg	on of	S Se	<u>ह</u> ह	Spe	Uti ge	Mo	≟	ıtive	S	<u>ဋ</u>	S		
CLR	2: Objectives of recreation 3: Agencies offering recreation 4: Significance of camping 5: Objectives of camping 6: Administration of leadership camp Lundamental Knowledge Knowledge Related Attainment Application of Sourcepts Concepts Robert Attainment Application of Sourcepts Robert Attainment Application of Sourcepts Robert Attainment Application of Sourcepts Robert Application of Source Robert Application of Source Robert Application							y to /led	.⊑	Ze,	tige	em	<u>ש</u>	<u>-</u> ا	- ?	1 (v)					
Cours	a Lagraina (Outcomes (CLO):			Level of (Bloom)	Expe (%)	×be (°	pun d	il d	isc.	0 2	S S	Ability to Util Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication	Analytical Skills	PSO -2	PSO-3
CLC		Outcomes (CLO): : eate awareness about recreations			2	<u>வ் உ</u> 85	60 80	正子	∠	H	H	H	<u>∢ ×</u>	S	<u> </u>	M M	<u>-</u>		∢ Δ Η -		
CLC		e cute leadership camps for youth	47,252	Transaction of the second	3	85	80	-	Н	H	Н	Н	Н		M	M	ī		H -	+ -	+-
CLC		velop leaders in recreations			3	85	80	÷	Н	Н	Н	Н	М	-	M	M	ī		H -		
CLC		velop leaders in rural areas			3	85	80	ΙĒ	Н	H	Н	Н	Н	-	M	M	Ĺ.		Н -	-	
CLC		part training for recreations leaders		1 1 2 2	3	85	80	Ī	Н	Н	Н	Н	М	-	М	М	L		Н -	-	-
CLC		eate awareness in home recreations	62	1.0	3	85	80	L	Н	Н	Н		Н	-	М	М	L		Н -	-	-
Dura	tion (hour)	6	6	6					7	6	-	7					(ô			
S-1	SLO-1	Meaning of Recreation	Recreation-Games	Significance of camping selection					of Cam					Lead	lership	for ne	ew ge	nera	ion		
3-1	SLO-2	Explain Meaning of Recreation	Explain Recreation-Games	Explain Significance of camping se	election				tantanc	e of Ca	mp				ain Le			r nev	gene /	ratior	a
S-2	SLO-1	Objectives of Recreation	Agencies of Recreation	layout of camp site			Camp p								h Lead						
0-2	SLO-2	Explain Objectives of Recreation	Explain Agencies of Recreation	Explain layout of camp site	- 7 - 1		Explain	Camp	progra	mme	ď.			Expla	ain Yo	outh L	eader	ship			
S-3	SLO-1	Essential Characteristics of Recreation	leaders and their roles	Objectives of Camping	. 11	L / E	Evaluat	on of c	amp wo	ork				The	need o	of rura	l child	lren f	or play	1	
3-3	SLO-2	Explain Essential Characteristics of Recreation	Explain leaders and their roles	Explain Objectives of Camping		E	Explain	Evalua	ition of	camp w	ork			Expla	ain Th	e nee	d of ru	ıral c	nildrer	for p	olay
S-4	SLO-1	Meaning of Philosophy	Agencies offering recreation	Selection of Camp site		1	Meaning	g of Yo	uth Lea	dership)			Train	ing of	recré	ation				
5-4	SLO-2	Explain Meaning of Philosophy	Explain Agencies offering recreation	Explain Selection of Camp site					ng of Yo					Expla	ain Tra	aining	of red	réati	on		
	SLO-1	Need of Philosophy	Facilities to the public Recreation	Organization					ortance					Preli	minary	/ traini	ng				
S-5	SLO-2	Explain Need of Philosophy	Explain Facilities to the public Recreation	Explain Organization			Explain Camp	Need a	and Imp	ortance	of Lea	adershi	ip in	Expla	ain Pre	elimina	ary tra	aining			
	SLO-1				5	Safety r	neasur	es in Ca	ampsite)			Cour	ses in	colleg	jes					
S-6	SLO-2	Explain Relationship between work and play	Explain Facilities to the individual Recreation	Explain Administration			Explain Safety measures in Campsite						Expla	ain Co	urses	in co	lleges	3			
S-7	SLO-1	Organization and administr			leadersh	nip g	Sélectio	n of G	roups					Unive	ersités	3					

	SLO-2	Explain Scope of Recreation	Explain Facilities to the home recreation	Explain Organization and administration of leadership training camp	Explain Sélection of Groups	Explain Universités
	SLO-1	Leisure-objective of recreation	Government Agencies Qualities	s Qualities Camp officers Training for Camp life style		Recreation in schools
S-8	SLO-2	Explain Leisure-objective of recreation	Explain Government Agencies Qualities	Explain Camp officers	Explain Training for Camp life style	Explain Recreation in schools
S-9		Historical development of recreation in the Globe	Commercial agencies Qualities	Supervisor	Leadership Qualities in Camp	Camps in colleges
3-9	SLO-2	Explain Historical development of recreation in the Globe	Explain Commercial agencies Qualities	Explain Supervisor	Explain Leadership Qualities in Camp	Explain Camps in colleges
S-10	SLO-1	Historical development of recreation in India	Qualifications of recreation leaders	Camp Activities	Concept of Leadership	Youth leadership camps in Universities
3-10	SLO-2	Explain Historical development of recreation in India	Explain Qualifications of recreation leaders	Explain Camp Activities	Explain Concept of Leadership	Explain Youth leadership camps in Universities
6.44	51 U-1	Historical development of recreation in UK	Meaning of Camping	Need of Camp	Leadership quality in Camp administration	Camp activity in schools and cooleges
S-11		Explain Historical development of recreation in UK	Explain Meaning of Camping	Explain Need of Camp	Explain Leadership quality in Camp administration	Explain Camp activity in schools and cooleges
C 12	SLO-1	Historical development of recreation in U. S.A	Types of Camping	Concept of Camp	The nature of Play	Model Camp for Students
3-1Z	S-12	Explain Historical development of recreation in U. S.A	Explain Types of Camping	Explain Concept of Camp	Explain The nature of Play	Explain Model Camp for Students

Learning	1. Agarwal, K.C. 2001 "Environmental Biology", Nidi Publ. Ltd. Bikaner.	
Resources	2. De A.K., "Environmental Ch <mark>emistry",</mark> Wiley Eastern Ltd.	

Learning A	Assessment			/ /										
	Bloom's			Contin	uous Learning Ass	sessment (50% wei	ght age)			Final Examination (50% weight				
		CLA - 1 (10%)		CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (5%)#	i iliai Examination (30 % weight age)				
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Laval 1	Remember	30%		30%		200/	EAD	30%		30%				
Level 1	Understand	30%		30%	-	30%	_	30%	-	30%	-			
Level 2	Apply	40%		40%		40%		40%		40%				
Level 2	Analyze	4070		4070	-	4070		4070	-	4070	-			
Level 3	Evaluate	30%		30%		30%		30%		30%				
revel 2	Create	30%	-	3070		30%		3070	-	30%	-			
	Total	10	00 % 100 % 100		0 %	10	0 %							

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asso. Professor & Head Department of Phy Edn, FSH, SRMIST

Code			Cou	urse Title				_	ours/V P	Veek	С
UPE23P03L			MINI	PROJECT			0	0	4	2	2
Course Code	UPE23P03L	Course Name	MINI PROJECT	Course Category	IAPC	Internship / Apprenticeship / Project / Communi Outreach	ity L	. T	P 4	0 2	C 2
Pre-requi Course Course Offer	NII	Physical Educ	Co-requisite Courses ation and Sports Sciences Data Book / 0	Progress Course Codes/Standards	NII	Nil					

Guidelines:

- Students should undergo a detailed mini research project, and should be submitted by the end of the semester.
- The field of specialization is Physical Education and Sports-based topics.
- The project work should be neatly presented in not less than 60 pages and not more than 70 pages.
- Paper Size should be A4 and 1.5 line spacing should be used for typing the general text.
- The general text shall be justified and typed in the Font style Times New Roman and Font Size: 12 for text. Subheading shall be typed in the Font style (Font: Times New Roman/ Font Size: 14 for headings)
- The report should contain the details regarding Introduction, Review of literature, Research Methodology, Analysis and interpretation, Findings, Suggestions and Conclusion.
- The report should be professionally prepared and the candidate should submit the periodical report of the project to the supervisor.
- Two reviews will be conducted before the Viva Voce. Each candidate should submit one hard copy and a soft copy in CD to the Department. After the evaluation, the hard copy will be returned to the candidate.

Learning Assessment				
	Continuous Learning Assessment	(50% weightage)	Final Evaluation (50% weightage)	
	_			
	Review – 1	Review - 2	Project Report	Viva Voce
Mini Project Work	20%	30 %	30 %	20 %

	ode			Course Title												L	Τ	urs/ W P	0	С
UPE	23701T		A	pplied Kinesiology												4	0	0	2	4
Cours Code		E23701T Course Name	Applied Kinesiology		urse egory	С			Discip	oline S	pecific	Core C	ourse	s			L T	P 0	O 2	
С	requisite ourses	Nil	Co-requisite Nil		F	rogre Cou	essive rses	Nil												
Course	Offering Dep	partment Physical Educat	ion and Sports Sciences Data Book	(/ Codes/Standards								Nil								
Course	Learning Ra	tionale (CLR): The purpose of lea	arning this course is to:	A 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	I	earni	ing		7		Pro	gram l	earni	ing Οι	utcom	nes (PL	O)			
CLR-1	: Can lea	rn the definitions of kinesiology		The Best of the Control of the Contr	1	2	3	1	2	3	4	5	6	7	8			12	13 1	14 15
CLR-2		arn the role of kinesiology			LH	ુ	ŧ		- 4			<u>.</u> E				1	<u>≅</u>			
CLR-3		v about classification of joints		學的說法。因此可以	б	ien	me			Ø		izat		ور خ	ជ	<u>S</u>	Š			
CLR-4		v about functions of joints		F-12-15-7	ř	ofic	tai		J o	late		cia	27	i dei	<u>5.</u>	S i	ij	Kills		
CLR-		v about fundamentals of movement		1.70	Ė	P.	¥.	ents	on o	es se	ral ge	Spe	ledge	Mod 4	≣	ig S	Sign	S		
CLR-6	: I o knov	v about the application of kinesi <mark>ological p</mark>	rincipies	The same of the sa	evel of Thinking Bloom)	Expected Proficiency	Expected Attainment	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	led 5	Skills in Modeling	Arialyze, iiiteipiet Data	Investigative Skills Problem Solving Skills	Communication Skills	Analytical Skills	- (² الأ
Cauraa	in O	teemes (CLO):			Level of (Bloom)	Expe	Expe	now	ppl	nk isci	roce	Kills	Knowl	SE L	Allaly Data	Nes		nal)	PSO -1	PSO-2 PSO-3
CLO	Learning Ot	e use of kinesiology in sports	2.52%, 444	771 75 - 64	2	<u>வ</u> e		니 도 ス	₩ H	H	H R	S <	H		M M	M L		Η		<u> </u>
CLO-2		elop different muscles to avoid injuries			3	85		L	Н	Н	Н	Н	Н	_		M L	1	Н		
CLO-3		ogy for effective movements	The state of the s	## # ** # ** # ** # ** # ** # ** # **	3	85		Ė	Н	H	Н	Н	M			M L		Н] -
CLO-4		ioints & Muscles for progress in sports		2 7 7 7	3	85	80	L	H	H	Н	Н	Н			M L	-	H	_	
CLO-		event serve injuries			3	85	80	Ī	Н	Н	Н	Н	М			M L	-	Н	-	
CLO-6		s fundamental movements can b <mark>e taught</mark>	7.07	1000	3	85		L	Н	Н	Н	Н	Н			M L	-	Н	-	
Dura	tion (hour)	6	6	6						6							6			
S-1	SLO-1	Applied Kinesiology	Classification of Joints	Plantar Flexion			Α	nkle Joint	7				Tra	apeziu	IS					
3-1	SLO-2	Explain Applied Kinesiology	Explain Classification of Joints	Explain Plantar Flexion				xplain An	kle Join	ıt					Trapez					
S-2	SLO-1	Meaning Of Kinesiology	Mechanism of joints	Dorsi Flexion				ip Joint							abdom					
J-2	SLO-2	Explain Meaning Of Kinesiology	Explain Mechanism of joints	Explain Dorsi Flexion			E	xplain Hip	Joint				Ex	plain F	Rectus	s abdor	ninis			
S-3	SLO-1	Meaning of Applied Kinesiology	Terminology of Fundamental movements at the Joints –	Multi – Joint Muscles			ΔTE	ocation of	fjoints				Qι	udricep	os grou	ups				
3-3	SLO-2	Explain Meaning of Applied Kinesiology	Explain Terminology of Fundamental movements at the Joints –	Explain Multi – Joint Muscle	s		E	xplain Lo	cation o	f joints	3		Ex	plain (Qudric	ceps gr	oups			
S-4	SLO-1	Definition of Kinesiology	Flexion	Axes				rigin and						ectorali						
3-4	SLO-2	Explain Definition of Kinesiology	Explain Flexion	Explain Axes				xplain Ori	igin and	l insert	ion of jo	oints			Pector					
	SLO-1	Definition of Applied Kinesiology	Extension Abduction	Planes of motion			V	/rist Joint					Ap	plicati	ion of I	Kinesic	logical	princi	ples	
S-5	SLO-2	Explain Definition of Applied Kinesiology	Explain Extension Abduction	Explain Planes of motion		• • •	E	xplain Wr	ist Joint	t			Ex	plain A	Applica	ation of	Kines	iologic	al prir	ciples
6.6	Kinesiology Adduction			Sagittal			S	houlder J	oint							movem				
3-0	SLO-2	Explain Need and Importance of Applied Kinesiology	Explain Adduction	Explain Sagittal			Explain Shoulder Joint Expl			plain f	Funda	mental	mover	nents						
	SLO-1	Brief history of Kinesiology	Rotation	Frontal			lı	sertion of	f muscle	es Gas	trocner	nius	Wa	alking						
S-7	6.7			Explain Frontal				xplain Ins astrocner		of musc	cles		Ex	plain \	Walkin	ng				

S-8	SLO-1	Role of Kinesiology in Physical Educational	Circumduction	Transverse planes	Action of muscles Gastrocnemius	Running
S	SLO-2	Explain Role of Kinesiology in Physical Educational	Explain Circumduction	Explain Transverse planes	Explain Action of muscles Gastrocnemius	Explain Running
S-9	SLO-1	Definition of joints	Pronation	Structure of joints	Major Deltoid	Jumping
3-9	SLO-2	Explain Definition of joints	Explain Pronation	Explain Structure of joints	Explain Major Deltoid	Explain Jumping
S-10	SLO-1	Actions of joints	Supination	function of joints	Minor Deltoid	Throwing
3-10	SLO-2	Explain Actions of joints	Explain Supination	Explain function of joints	Explain Minor Deltoid	Explain Throwing
S-11	SLO-1	Major joints	Inversion	Elbow Joint	Biceps	Pulling
3-11	SLO-2	Explain Major joints	Explain Inversion	Explain Elbow Joint	Explain Biceps	Explain Pulling
S-12	SLO-1	Minor joints	Eversion	Knee Joint	Triceps	Pushing
3-12	SLO-2	Explain Minor joints	Explain Eversion	Explain Knee Joint	Explain Triceps	Explain Pushing

Learning	1. Broor , Efficiency of Human Movement Sounder & co,2008 .
Resources	2. Kolly D.L. Kinesiology and Fundamentals of Motion Description ,Practice Hall,2003.

Learning A	Assessment		7/ 3	TO 15 TO T	1 1981 F. W.	- No. 2, 30-4								
	Bloom's			Conti	nuous Learning Ass	essment (50% weig	ght age)			Final Evamination	n /EOO/ weight age)			
	Level of Thinking Remember Understand	CLA -	- 1 (10%)	CLA -	CLA – 2 (10%) CLA – 3 (20%)			CLA -	4 (5%)#	Final Examination (50% weight age)				
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Level 1		30%	51	30%	3	30%		30%	-	30%	-			
Level 2	Apply Analyze	40%	-21	40%	- 1/4	40%	- /	40%	-	40%	-			
Level 3	Evaluate Create	30%	10	30%	- /&	30%	-/_	30%	-	30%	-			
	Total	1(00 %	10	00 %	10	0 %	100	0 %	10	00 %			

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers	LEAD.	I EAT V
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

Cod			urse Title												L	Т		0 (С		
UPE23L	005L		Athletics	Practical - III												0	0	8	2	4	
Code	IIPF	Course Name	Athletics Practical - III	Cou Cate		D			Discip	oline Sp	ecific El	ective C	ourses			0	T 0	P 8		C 4	
С	requisite ourses	Nil	Co-requisite Nil			gress ourse		Nil	١												
Course	Offering Dep	artment Physical Education	an Data Book / C	odes/Standards				4				Nil									
		ionale (CLR): The purpose of learning	ng this course is to:	7.13 (12.573		earni		1.0	- 2			gram Le									
		various stages in Long jump		Add of the second	1	2	3	1	2	3		5 6	7	8	9			2 13	14	15	
CLR-3		different stages in Triple Jump echniques in high Jump			de.	ncy	ent					atio			S	Skill	SKills				
CLR-4	: To learn	Rules & regulation	The second second	śi	ficie	ainm		_	ated		ze	ollio	rpre	SK	ing	o l	<u>s</u>				
CLR-5		about maintaining records		1 - CO 1851 1 - 1	F	Pro	Aff	ental	D LC "	Se K	<u>e</u> e	Ded Ctill	Mod Ge	Inte	tive	Solv	icati	ř			
CLR-6	: To know	about plyometric exercise to i <mark>mprove j</mark> ump	OS .	Sant William P	ع و	cted	cted	lame	cation	with	edur	y to	vied in N	yze,	stiga	<u>e</u> m	un ;	<u> </u>	?	ကု	
Course	Learning Out	comes (CLO):	15777. 00. 1	The state of the s	Level of Thinking (Bloom)	Expected Proficiency	Expected Attainment	Fundamental	Application of	Link with Related	Procedural Knowledge	Skills in Specialization Ability to Utilize	Knowiedge Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills	Analytic PSO -1	PSO -2	PSO-3	
CLO-1	: To educa	te students in long jump	2 9 5 7 7	-2	85	80		Н	H		H H		M	M	L		1 -		-		
	: Can teac	the track of the contract of	3	85		L	Н	Н		H H		М	М	L		1 -		-			
	LO-3: Can teach rules & Regulation				3	85 85	80 80	I L	H	H		<u>Н</u> М		M	M	L		1 - 1 -	-	-	
CLO-		olyometric exercise for effective jumps			3	85	80	╂	Н	H		H M		M	M	L		1 -	-	-	
		ement new techniques ,		100	3	85	80	L	Н	-/ Н		H H		М	М	L		1 -	-	-	
Dura	tion (hour)	6	6	6				7		6							6				
S-1	SLO-1	Long jump	Coaching of skills in relation to the situation	Stance / Approach			١	VARMI	IG – U	Р							/ game		e taught se		
3-1	SLO-2	Explain about the jumping event-long jump	Explain about the Coaching of skills in relation to the situation	Explain about the Stance				Explain a	bout th	ne WAR	MING -	-UP	Exp	ain ab	out the	e topic	;				
S-2	SLO-1	Demonstrate the various stages in – Long jump	Technical / Skill Training	Selected Rules and their and Execution	٠ [.			General	Warmir	ng – up			Basi	c exer	cise						
3-2	SLO-2	Explain about Demonstrate the various stages in – Long jump	Explain about Technical / Skill Training	Explain about Selected R Interpretations and Execu		d thei	r	Explain a	bout G	Seneral	Warmin	g – up	Exp	ain ab	out Ba	asic ex	ercise				
S-3	SLO-1	WARMING – UP	The skills of the sports / game will be taught with the help of the following exercise	Follow Through				Specific		•				plemer	•						
	SLO-2	Explain about warmin-up	Explain about the topic	Explain about Follow Thro	ough						Warmin		Exp	ain ab	out Su	ıpplen	nentary	exerci	se		
S-4	SLO-1	General Warming – up	Basic exercise	Teaching Stages performance							sport a	re to be ds	Lea	ning							
	SLO-2	Explain about General Warming – up	Explain about Basic exercise	Explain about Teaching S performance	-			Explain a						ain ab	out Le	arning	3				
	SLO-1	Specific Warming – up	Supplementary exercise	Progressive teaching stages of Skills				Stance /	Approa	ach			Coa	ching							
S-5	SLO-2	Explain about Specific Warming – up	Explain about Supplementary exercise	Explain about Progressive teaching of Skills			Explain about Stance / Approach							ain ab	out Co	achin	g				
S-6	SLO-1	The skills of the game / sport are to be				Selected Rules and their Interpretations Execution					ching						Teaching				

	SLO-2	Explain about The skills of the game / sport are to be taught	Explain about Learning	Explain about Lead up activities	Explain about the topic	Explain about Teaching
	SLO-1	Stance / Approach	Coaching	Coaching of skills in relation to the situation	Follow Through action	Learning
S-7	SLO-2	Explain about Stance / Approach	Explain about Coaching	Explain about Coaching of skills in relation to the situation	Explain about Follow Through action	Explain about Learning
	SLO-1	Selected Rules and their Interpretations and Execution	Explain the various stages in -Triple jump	Technical / Skill Training	Teaching Stages performance	Follow Through action
S-8	SLO-2	Explain about Selected Rules and their Interpretations and Execution	Explain about various stages in -Triple jump	Explain about Technical / Skill Training	Explain about Teaching Stages performance	Explain about Follow Through action
C 0	SLO-1	Follow Through	WARMING – UP	The skills of the sports / game will be taught with the help of the following exercise	Progressive teaching stages of Skills	Teaching Stages performance
S-9	SLO-2	Explain about Follow Through	Explain about WARMING – UP	Explain about the topic	Explain about Progressive teaching stages of Skills	Explain about Teaching Stages performance
S 40	SLO-1	Teaching Stages-performance	General Warming – up	Basic exercise	Lead up activities	Demonstrate the various stages in – Triple jump
S-10	SLO-2	Explain about Teaching Stages- performance	Explain about General Warming – up	Explain about Basic exercise	Explain about Lead up activities	Explain about the various stages in – Triple jump
	SLO-1	Progressive teaching stages of Skills	Specific Warming – up	Supplementary exercise	Technical / Skill Training	Rules and their Interpretations
S-11	SLO-2	Explain about Progressive teaching stages of Skills	Explain about Specific Warming – up	Explain about Supplementary exercise	Explain about Technical / Skill Training	Explain about Rules and their Interpretations
C 12	SLO-1	Lead up activities	The skills of the game / sport are to be taught under the following heads	Explain and Demonstrate the various stages in – High jump	Coaching of skills in relation to the situation	Record Note preparation
S-12	SLO-2	Explain about the Lead up activities	Explain about the topic	Explain and Demonstrate the various stages in – High jump	Explain about the Coaching of skills in relation to the situation	Record Note submission format teaching

Learning
1. Anand , R.L Play field Manual NIS ,Patiala ,1999.

Resources
2. Rules of Games and Sports YMCA Publication, Masse Hall, New Delhi, 2008.

Resources | 2. Rules of Games and Sports YMCA Publication, Masse Hall, New Delhi, 2008.

Learning Assessment

	Bloom's		Continuous Learning Assessment (50% weight age)									
	Level of Thinking	CLA -	1 (10%)	CLA –	2 (10%)	CLA – 3	3 (25%)#					
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Level 1	Remember Understand	- \	30%	L. LULY	30%	M	30%	-	30%			
evel 2	Apply Analyze	-	40%	-	40%		40%	-	40%			
evel 3	Evaluate Create	-	30%	-	30%		30%	-	30%			
	Total	100) %	100) %	10	0 %	10	0%			

CLA – 3 can be in the form of Record note

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
INIT HANKIISINAN ANAMNAKKAM U.NCKEL ACANEMY	Dr.S.Thirumalai kumar, Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr D.J.Asath Ali Khan, Asst.Professor Department of Phy Edn, FSH, SRMIST

(Code		Course Title										L		Т	ours/ \	Veek O	С
UPE	23D06L		Games	Practical - III									0		0	8	2	4
Cou		JPE23D06L Course Name	Games Practical - III	Cou Cate			Discipline	Spec	cific Ele	ctive	Course	S		L 0	T 0	P 8	0	C 4
(e-requisite Courses	Nil Description Description	Co-requisite Nil Nil Courses	des (Chandende	Progress Course		Nil			AI:I								
			ncation and Sports Sciences Data Book / Con	des/Standards						Nil								
			f learning this course is to:	1.0867	Learnin							ng Outco		PLO))			
CLR-		now about warming up		N. 5 / - W. T.	1 2	3	1 2	3	4	5	6	7 8	9	10		12 1	3 14	15
CLR-		arn fundamental skills now about learning stages	977 - 177 a	Jcy	ent				atio			"	Skills	kills				
CLR		now about skill training		No. 10 15 15	ng icier	uu		ed ted		aliza	Φ	ing	Skills	ng S	S U	S		
CLR-		arn about tactics & strategy		***	Thinking d Proficier	∖ttai	tal of	Sela	_ 0	eci	Ęį (ode Iteri	e	olvi	atio	SKil		
CLR		now about preparatory exercise		AND WARRY	ed F	pe /	men adge ation	th Fi	lura	S,	of Section	e,	gativ	ηS	ini	g	_ _	
	•			1 10 7 11 1	Level of Thinking (Bloom) Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling Analyze, Interpret	Data Investigative	Problem Solving	Communication Skills	Analytical Skills	PSO -2	PSO-3
		Outcomes (CLO):	2 27 770 1885 17	7.75 - 0.5	(Big Exp (%)			Lin Dis	Pro Kno		-			Pro	Ŝ		S S	S S
		become a coach	- May 2 11 1 2 1 2		2 85	80	LH	Н	Н	Н	Н	- M	М	L	-	Н -	- -	-
CLO-		each fundamental Skills	- Y/ ₄ ->		3 85	80	L H	Н	Н	Н	Н	- M	M	L	-	Η .	- -	- -
CLO-		implement tactics & Strategy			3 85	80	L H	Н	Н	Н	М	- M	M	L	-		- -	
CLO-		ning stages can be modified amental Skills can be upgraded			3 85 3 85	80 80	L H	H	H	H	H M	- M	M	L	-	H -	· -	
CLO		up activities for smooth learning			3 85	80	LH	Н	Н	Н	Н	- M	M		-		. -	+
	on (hour)	6	6	6	0 00	00		6	- ''	11	11	- IVI	IVI	L	6	11		_
Durat	` '	·				т	he skills of the sp	•	name w	vill ha	tauaht				0			
S-1		BasketBall	Coaching of skills in relation to the situation	General Warming – up			vith the help of the					Follo	w Thro	ugh				
	SLO-2	Explain about the game	Tackgian / Obill Tackgian	0		_							h: 0	4				
S-2		WARMING – UP	Technical / Skill Training	Specific Warming – up			reparatory exe <mark>rcis</mark>									ormano g Stag		
3-2	SLO-2	Explain about WARMING – UP	Explain about Technical / Skill Training	Explain about Specific	Warming – up	E	Explain about Prep	arator	ry exerc	cise			rmano		aciiii	y Stat	Jes-	
S-3	SLO-1	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Fundamental Skills		D	efence and Offen	se				"			•	stages		
3-3	SLO-2	Explain about General Warming – up	Explain about the topic	Explain about Fundam	ental Skills	E	Explain about Defe	ence ar	nd Offe	ense			ain abo		ogres	sive te	achin	g
S-4	SLO-1	Specific Warming – up	Preparatory exercise	The skills of the game / sport are to be taught under the following heads			Basic exercise						up ac		S			
	SLO-2	Explain about Specific Warming – up	Explain about Preparatory exercise	Explain about the topic		E	xplain about Basi	c exer	cise			Expla	ain abo	ut Le	ad up	activi	ties	
0.5	SLO-1	Fundamental Skills	Defence and Offense	Stance / Approach		S	Supplementary exe	ercise				Coad		f skill	s in re	elation	to the	I
S-5	SLO-2	Explain about Fundamental Skills	Explain about Defence and Offense	Explain about Stance / Approach		roach Explain about Supplementary exercise							ain abo			ng of s	kills in	1
S-6	SLO-1	The skills of the game / sport are to be taught under the following heads				ns T	actics and Strate	ЭУ					nical /					

	SLO-2	Explain about the topic	Explain about Basic exercise	Explain about Selected Rules and their Interpretations Execution	Explain about Tactics and Strategy	Explain about Technical / Skill Training
S-7	SLO-1	Stance / Approach	Supplementary exercise	Follow Through	Volleyball Individual Tactics	The skills of the sports / game will be taught with the help of the following exercise
	SLO-2	Explain about Stance / Approach	Explain about Supplementary exercise	Explain about Follow Through	Explain about Volleyball Individual Tactics	Explain about the topic
S-8	SLO-1	Selected Rules and their Interpretations Execution	Tactics And Strategy	Teaching Stages- performance	Attack	Preparatory exercise
3-0	SLO-2	Explain about the topic	Explain about Tactics And Strategy	Explain about Teaching Stages- performance	Explain about Attack	Explain about Preparatory exercise
S-9	SLO-1	Follow Through	Individual Tactics (Attack, Defence and high performance)	Progressive teaching stages of Skills	Defence and Offense	Defence and Offense
3-8	SLO-2	Explain about Follow Through	Explain about Individual Tactics (Attack, Defence and high performance)	Explain about Progressive teaching stages of Skills	Explain about Defence and Offense	Explain about Defence and Offense
S-10	SLO-1	Teaching Stages-performance	Team Tactics	Lead up activities.	The skills of the game / sport are to be taught under the following heads	Basic exercise
3-10	SLO-2	Explain about Teaching Stages- performance	Explain about Team Tactics	Explain about Lead up activities.	Explain about The skills of the game / sport are to be taught under the following heads	Explain about Basic exercise
S-11	SLO-1	Progressive teaching stages of Skills	Handball	Coaching of skills in relation to the situation	Stance / Approach	Supplementary exercise
3-11	SLO-2	Explain about Progressive teaching stages of Skills	Explain about Handball	Explain about Coaching of skills in relation to the situation	Explain about Stance / Approach	Explain about Supplementary exercise
S-12	SLO-1	Lead up activities	Warming – up	Technical / Skill Training	Selected Rules and their Interpretations Execution	Tactics and Strategy
3-12	SLO-2	Explain about Lead up activities	Explain about Warming – up	Explain about Technical / Skill Training	Explain about Selected Rules and their Interpretations Execution	Explain about Tactics and Strategy

Learning Resources

1. Anand , R.L, Play field Manual NIS ,Patiala ,1999

Learning As	ssessment								
	Dia am'a		Final Examination	ı (50% weight age)					
	Bloom's Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (25%)#		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	-	30%		30%		30%	-	30%
Level 2	Apply Analyze	-	40%	-	40%	/	40%	-	40%
Level 3	Evaluate Create	-	30%	-	30%	<u>.</u>	30%	-	30%
	Total	100	%	10	0 %	10	00 %	10	0%

[#] CLA – 3 can be in the form of Record note

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST

Code	е		Title								Hours/ Wee										
UPE23G	05T		Nutrition ar	nd Diet												4	0	0	2		4
Cours Code	I IIPE	23G05T Course Name	Nutrition and Diet		ourse	G			Ger	neric E	lective	e Cour	ses				L 4 0	T F			C 4
	requisite ourses	Nil	Co-requisite Nil			gressive ourses	e Ni	1	V												
Course (Offering Dep	artment <i>Physical Education</i>	and Sports Sciences Data Book / Codes/	Standards				F)				Nil									
Course I	earning Rat	ionale (CLR): The purpose of learning	ing this course is to:]	Learnir	าต		-		Pro	ogram	Lear	nina (Outco	mes (P	LO)				\neg
		about nutrition Diet	y and the same of	777	1	2	3	1	2	3	4	5	6	7	8	9 1	0 1	1 12	13	14	15
CLR-2		classification of Amino Acids	The State of the S	11 VAL		ج:	Ħ					lon									
CLR-3		about amino Acids				enc	Jer			ъ		zati		б	늄	<u>s</u>	<u> </u>	2			
CLR-4		about classification minerals		in 19.77	ΞĚ	ofici	ain		-	ate		ciali	Ze	ei	ğ	Š.	غ. اچا	<u> </u>			
CLR-5			The state of the s	CALLET TO A	直	P.	¥	l gu	S C %	Re &	<u>a</u> a	be	≣ E E	β	발	tive		<u> </u>			
CLR-6	: Importan	t functions of vitamins		N William A	evel of Thinking	Expected Proficiency	Expected Attainment (%)	Fundamental	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Analytical Skills	-	-5	က္
Cauraa	a a una lun au Ou ul			ALC: YEL	Level of	o de Co	, do (o	, la d	a e	nk/		kills		≅ E	naly ata	ves	<u> </u>	al S	PSO -1	PSO -2	PSO-3
		comes (CLO): : ome sports nutritionist	4 8 9 9 1	- 14 - P	2	<u>ு</u> வ உ 85	(A) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B	<u> </u>	H H	H	H D A	SH	∀ ⊻	<i>လ</i>	M M		L .		_	Δ.	_
CLO-1		an Become Dieticians in sports field			3	85	80	-	Н	Н	Н	Н	Н	- 1	M	M		Н	-	-	-
CLO-3		sues can be sorted in society				85	80		Н	H	Н	Н	М	_	M		<u> </u>	H	-	_	_
CLO-4		diet for healthy living			3	85	80		Н	Н	Н	Н	Н	-	M	M	_	H	-	-	_
CLO-5	: Vutrive v	alues for the sports man	7.11		3	85	80	Ī	Н	Н	Н	Н	М	-	M		Ĺ .	Н	-	-	-
CLO-6		menu for all			3	85	80	L	Н	Н	Н	Н	Н	-	М		L -	Н	-	-	-
Durat	ion (hour)	12	12	1/45//	12			+	-	12							12				\equiv
	SLO-1		Classification-monosaccharides, Disaccharides,	Cholesterol	ız		De	ficiency					C	oppe	r		12				
S-1	SLO-2		Classification tests	Types of cholester	ol			planatio							f copp	er					_
S-2	SLO-1	Introduction to Nutrition	Polysaccharides, Functions of Carbohydrates, Dietary Sources	Functions of Lipop				nerals			7					f Miner	als in	body f	unctio	ns	
	SLO-2		Examples and explanations	Uses of Lipoprotei		T7 4		es of mi						xamp							
S-3	SLO-1		Dietary Fiber-Classification	Functions of fats [ources		assificati			erals				sourc						
0-0	SLO-2		Examples and explanations	List of Dietary sou	rces			es of Ma	acro min	erals						d its us	es				
S-4	SLO-1		Classification of Amino acids	HDL				dium								seases					
	SLO-2		Examples and explanations	Factors Affecting I	HDL			es of Sc								and Ca	utions				
S-5	SLO-1 SLO-2		Essential And Nonessential Amino acids	LDL	DI			tassium es of Po							y level		-1 -6				
	SLO-2 SLO-1		Examples and explanations Role of Proteins Classification of Proteins	Factors Affecting I Triglycerides	.UL			lcium	nassium					orma iet	ı and f	ligh lev	el OI i	UXICITY			-
S-6	SLO-1		List of protein food	Symptoms and Ca	IISES			es of Ca	alcium						of diet						\dashv
S-7	SLO-1			Rancidity of fats				osphoro					Е	lemer		od grou	ps Re	comm	ended	d for	
	SLO-2	SLO-2 RDA Plan Uses of proteins Examples			lanation	IS	Us	es of Ph	osphoro	ous			Li	List of food groups for RDA						=	
C 0	SLO-1	SLO-1 Basic 5 Food Group Dietary Sources and Biological Value of Proteins RDA				Magnesium								utritive value of foods							
S-8	SLO-2				lanation	IS	Us	es of Ma	agnesiur	n						d Expla		าร			
S-9	SLO-1	Energy	Fat Soluble Vitam						Calculation of balanced diet for different categories of people												

	SLO-2	Energy Distributions	Nitrogen unbalance	List of soluble vitamins	Uses of macro minerals	Preparation of chart
S-10	SLO-1	Basal Metabolic Rate (BMR)	Fat and Fat Soluble Vitamins	Vitamins A, D, E, K	Iron	Planning menu Budgeting of food
3-10	SLO-2	Explanation	Examples and explanations	Foods for vitamins A, D,E,K	Uses of iron	Importance of planning and budgeting
S-11	SLO-1	Factors Affecting BMR	Classifications of Fat	Important Functions of vitamins	lodine	Introduction to therapeutic diet
	SLO-2	List affecting Factors	List of Fatty Food	Uses of Vitamins	Uses of iodine	Examples and its uses
S-12	SLO-1	Carbohydrates	Simple, Compound and Derived	Dietary sources	Zinc	Naturopathy – diet
	SLO-2	Converted Energy	Examples and explanations	Uses of Dietary foods	Uses of zinc	Explain about the uses for wellness of body

Learning	1. Bamji. M.S(2017) 4 th edition Text book of Human Nutrition. New Delhi, Oxford and IBH publishir Co. Pvt. Ltd	g 3 .Swaminathan M. 2015. Advanc <mark>ed textbo</mark> ok on food and nutrition. Chennai, Bappco publisher 4. Darshan sohi, "A comprehens <mark>ive text b</mark> ook of Nutrition and Therapeutic diet-For B.sc and Post		
Resources	2. Srilakshmi B. (2015). Nutrition Science. New Age International (P) Limited. Chennai.	basic", Jay pee Brothers medical publishers ,2013.		
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Learning A	Assessment					E	-525517				
	Bloom's	Continuous Learning Assessment (50% weight age)							Final Examination (500/ weight and)		
	Level of Thinking	CLA - 1 (10%)		CLA – 2 (10%)		CLA - 3 (20%)		CLA – 4 (5%)#		Final Examination (50% weight age)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	5	30%	3.53	30%	- 30%	30% -	30%	-	
	Understand	30%									
Level 2	Apply	40%	- 409	100/	% -	40%	- 409	400/		40%	-
	Analyze			40%				4070		40%	
Level 3	Evaluate	30%	- 30%	30%	8:33	30%	- 30%	30%	20%	30%	-
	Create	30%		30%				30%	1 20	30%	
	Total	10	00 %	10	00 %	10	00 %	1	00 %		100 %

[#] CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		40
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professo <mark>r Departm</mark> ent of Phy Edn, FSH, SRMIST

С	ode	Course Title										Н	ours/			_				
IIDE	23G06T		Anthro	pometry In Sports											L	T 0	P 0	2		C 4
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Cou Co		UPE23G06T Course Name	Anthropometry In Sports		Cours Catego		G		(Generic	Elective	Course	es .		-	4 0			2	C 4
	e-requisit Courses	NII	Co-requisite Nil	-1 - 20-		Progre Cour		Ni	T .											
Cours	e Offering	Department Physical Education	on and Sports Sciences Data Book /	Codes/Standards				7				Nil								
Course			ming this course is to:	1 1-049.		Lea	rning		V.		Pro	gram L	earnin	g Outco						
CLR	-1: Imp	portance of psychology & Sports psychology		2504577 -	U.S.		2	3	1 2	3	4		6	7 8		10 1		13	14	15
CLR		know the braches of Sports psychology		MARK	The same	2	2 3	Ħ l				tion				. ₹	SKIIIS SKIIIS			I
CLR CLR		w to motivate the players w to control aggression during matches		the second	('''' '''	g .j		Ĕ		eq		alize	, .	ng	Skills	S DE	_ \ _ \			I
CLR	-5: Cai	n learn about sports ethics		1.70		Thinking	5	Ital	tal of	Selai	_ 0	# Hiz		odel nterp	/e S	i S	Skills			I
CLR		n learn group cohesion		LINE WAY	1/	of Th	3 3	ed /	men adge	IT F	dura dae	JS L	gg:	e, E	gati	S E			0,	l .
				100 mg	T.	Level of (Bloom) Expecte	(%)	(%)	Fundamental Knowledge Application of	Link with Related	Procedural Knowledge	Skills in Specialization	Knowledge	Skills in Modeling Analyze, Interpret	Data Investigative	Problem Solving Skills	Communication Analytical Skills	PS0 -1	PSO -2	PSO-3
		g Outcomes (CLO):		30		E B E	8	7 %	골 존 중 (3 = 2	및 도 조							8		
		n become sports psychiatrist		A STATE OF THE STA		2 8	85	80	L H	Н	Н		• •	- M	M	L	- H	_	-	-
CLO		n assess the team failures n assess the players mental strength			-			80	L H	H			H M	- M	M	L	- H - H		-	-
CLO		n help the players to come out of me <mark>ntal fati</mark> gu	Ie.					80	L H	Н	Н			- M	M	<u> </u>	- п Н		-	_
CLO		n help the players to know about the <mark>ir own pe</mark> r		1000				80	L H	Н	Н			- M	M	L	- H	-	-	-
CLO		n teach sports ethics		100				80	L H	Н	Н			- M	М	L	- H	-	-	-
Durati	on (hour)	12	12	1/17/	12					12						12	2			
S-1	SLO-1	Definition of Anthropometry	Meaning of Musculoskeletal	Meaning and definit	ion of Skir	nfold			finition and r asurement	neaning	of leng	gth	M	leaning	and de	finition	of girt	h		
3-1	SLO-2	Meaning of Anthropometry	Explain about basic anatomy of Musculoskeletal system	Explain about skinfo				Exa	ample of len	gth mea	sureme	nt	E	xplain a	oout gi	rth mea	asurer	nent		
S-2	SLO-1	History of Anthropometry	Explain about functions of Musculoskeletal system	Meaning of skinfold example	measurer	ment with	AI	Aim	ns of length	measur	ement		Р	rinciple	of girth	meası	ıreme	nt		
3-2	SLO-2	Explain about anthropometric measurement	Explain about the muscles are in the Musculoskeletal	Explain skinfold mea	asuremen	nt instrum	ents		jective of len					xplain a			•			ent
	SLO-1	Explain about anthropometric data with example	Explain the components of Musculoskeletal	Explain about test for	or skinfold	d measur	ement		olain about le truments	ength m	easuren	ment		xplain a neasurer		fferent	tools f	or girt	h	
S-3	SLO-2	Explain about anthropometric assessment	Explain about Musculoskeletal fitness and its importance	Explain the procedumeasurement	re and ch	art for s	kinfold	Pur	pose for len	gth mea	asureme	ent		dvantag neasurer		disad	antag	es for	girth	
	SLO-1	Explain about anthropometric design	Meaning of Musculoskeletal in sports	Purpose of skinfold	test			Def	finition of arr	n length	n measu	rement	M	leaning	and de	finition	for an	n girth	1	
S-4	SLO-2	Explain the concept of anthropometry in sports	Explain about Musculoskeletal screening in sports	Explain about Impe		r skinfold	d test	Ain	n and objecti asurement					xplain a						xed
0.5	SLO-1	Principle of anthropometry in sports	Explain about common Musculoskeletal injuries in sports	Meaning and definit triceps skinfold	ion about	biceps a	ınd		olain about T arm length r			Procedi		nstrumer irth	t and p	oroced	ure for	arm l	ength	ī
S-5	SLO-2	Theory of anthropometry in sports	Types of Musculoskeletal injuries	Explain Biceps and	triceps sk	kinfold th	icknes					ement	Ĕ	xplain b neasurer		for arn	n lengt	h girth	1	

S-6	SLO-1	Scope for anthropometry in sports	Precautions for Musculoskeletal injuries	Explain about instrument and techniques for biceps and triceps skinfold measurements	Definition of palm length measurement	Meaning and definition for waist girth
3-0	SLO-2	Impediment of anthropometry in sports	Explain about Musculoskeletal exercise with example	Explain about Benefits for biceps and triceps skinfold test for players	Aim and objective of palm length measurement	Explain about waist girth measurements
S-7	SLO-1	Meaning of body composition	Meaning of anthropometric instruments	Meaning and definition about subscapular and supraspinale skinfold	Explain about Techniques and Procedure for palm length measurement	Instrument and procedure for waist girth measurements
3-1	SLO-2	Definition of body composition	List out anthropometric instruments and measurements for sports persons	Explain subscapular and supraspinale skinfold thickness	Purpose of palm length measurement	Explain benefits for waist girth measurements
S-8	SLO-1	Component of body composition	The function of anthropometric tools	Explain about instrument and techniques for subscapular and supraspinale skinfold measurements	Definition of hand length measurement	Meaning and definition for gluteal girth
	SLO-2	Types of body composition	Merits and demerits for anthropometric instruments	Explain about Benefits for subscapular and supraspinale skinfold test for players	Aim and objective of hand length measurement	Explain about gluteal girth measurements
S-9	SLO-1	Examples of body composition	Definition of anthropometric landmarks	Meaning and definition about abdominal and iliac crest skinfold	Explain about Techniques and Procedure for hand length measurement	Instrument and procedure for gluteal girth measurements
3-3	SLO-2	Explain suitable test for body composition	Meaning of anthropometric landmarks	Explain abdominal and iliac crest skinfold thickness	Purpose of hand length measurement	Explain benefits for gluteal girth measurements
S-10	SLO-1	Explain about suitable machines for Body composition	Explain about anthropometric dimensions	Explain about instrument and techniques for abdominal and iliac crest skinfold measurements	Definition of standing height measurement	Meaning and definition for thigh middle and calf breath girth
	SLO-2	Measurement and science for body composition	Explain about indices of anthropometric dimensions	Explain about Benefits for abdominal and iliac crest skinfold test for players	Aim and objective of standing height length measurement	Explain about thigh middle and calf breath girth measurements
S-11	SLO-1	Definition and meaning of somatotype	Techniques for Assessing Body Composition with example	Meaning and definition about front thigh and medial calf skinfold	Explain about Techniques and Procedure for hand length measurement	Instrument and procedure for thigh middle and calf breath girth measurements
3-11	SLO-2	Explain the Types of Somatotype	Explain about Direct and indirect method	Explain front thigh and medial calf skinfold thickness	Purpose of standing height length measurement	Explain benefits for thigh middle and calf breath girth measurements
S-12	SLO-1	Characteristics of Somatotype	Explain about body composition calculator	Explain about instrument and techniques for front thigh and medial calf skinfold measurements	Definition and aims of sitting height length measurement	Definition and purpose for humerus styloid femur girth measurements
	SLO-2	Explain about overview of Somatotype in physical education	Importance of measuring body compositon	Explain about Benefits for front thigh and medial calf skinfold test for players	Techniques and Purpose of sitting height length measurement	Techniques and procedure for humerus styloid femur girth measurements

Learning Resources 2. Williams.IFThe Prin

2. Williams.IFThe Principles of Physical Education, Philadelphia W.B Saunder co 1989.

Learning A	Learning Assessment														
	Bloom's			Final Examination	, /E00/ weight age)										
	Level of Thinking	CLA –	1 (10%)	CLA -	2 (10%)	CLA –	3 (20%)	CLA -	4 (5%)#	Filial Examination	n (50% weight age)				
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice				
Level 1	Remember	30%		30%	_	30%		30%		30%					
Level I	Understand	30%	-	3070		3070		3070	-	30%	-				
Level 2	Apply	40%	_	40%		40%		40%	_	40%	_				
Level 2	Analyze	7070	_	7070		7070		7070		7070					
Level 3	Evaluate	30%	_	30%	_	30%	_	30%	_	30%	_				
Level 3	Create	5070	-	5070	-	3070	-	5070	_	3070					
	Total	10) %	10	0 %	10	0 %	10	0 %	10	0 %				

[#] CLA - 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso Prof & Head, Department of Phy Edn, SRMIST
		Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST



Code				Course Title						Hours	s/ Week	
Code				Course Title				L	Τ	Р	0	С
UPE23P04L				INTERNSHIP - III				0	0	0	2	2
		To the second se		14.0	747						•	
Course	UPE23P04L	Course Name	INTERNSHIP	0 111	Course Category	IAPC	Internship/Apprenticeship/Project/Commu	ınity	L	T	P 0	С
Code	UFE23FU4L	Course Name	INTERNOTIF	- III	Course Category	IAFC	Outreach		0	0	0 2	2
				-0.00								
Pre-requi	Nil		Co-requisite Nil		Progressive	Nil						
Course	es		Courses	20 1 to 12 to 12	Courses	1411	5-7					
Course Offeri	ing Department	Physical Education	and Sports Sciences	Data Book / Codes/Standards	1.4 (0)		Nil					

Guidelines for Internship:

- 1. Students must undergo Teaching Practice (Internship-1) at the end of Second semester for 10 Days in any Schools nearby SRMIST and submit the report in the Third Semester Examination.
- 2. The School can either middle, higher secondary schools.
- Students can engage with sports department and conduct sports events morning health & fitness of the students.
- 4. Students should submit an acceptance letter from the school for his/her Internship
- 5. Students must submit a Teaching Plan Report-1 (Training Report) along with a training certificate Issued by the Instituation.
- 6. Teaching and Learning Method (Teaching Plan)
- 7. Report Format Minimum of 50 Pages and Maximum of 70 Pages Times New Roman Font Font Size Heading 14 and Content 12 Line Spacing 1.5
- 8. Report will be evaluated by the Faculty in charge and Viva will be conducted at the end of the Semester
- 9. Report Submission One Hardcopy and One Soft Copy in CD to be submitted. Hardcopy will be returned to the student after completion of the Semester Examination
- 10. Marks Will be awarded as follows Internal Viva 50 Marks and End Semester Viva 50 Marks
- 11. If the Student has Failure to undergo the training or submit the report will be treated as a failure in that course, the student has to redo it in the forthcoming semesters

Learning Assessment				
		arning Assessment		valuation
	(50% v	weightage)	(50% we	eightage)
	Review – 1	Review – 2	Report	Viva-Voce
Internship-1	20%	30 %	30 %	20 %

Code	Course Title				Week	
Code	Course Title	L	Т	Р	0	С
UPE23P05L	PROJECT WORK PHASE - I	0	0	8	2	4
<u> </u>						

Course	1 IDE23P051	Course Name	PROJECT WORK PHASE - I	Course Category	IAPC	Internship/Apprenticeship/Project/Community	L	Т	Р	0	С
Code	UFEZSFUSL	Course Name	PROJECT WORK PHASE -1	Course Category	IAFC	Outreach	0	0	8	2	4

Pre-requisite Nil Courses	Co-requisite Nil	A STAR LEGICA	Progressive Courses Nil
Course Offering Department	Physical Education and Sports Sciences	Data Book / Codes/Standards	Nil

Guidelines:

- Project is the compulsory component of the syllabus to bridge the gap between theory and practice.
- During the Phase I of Project Students should undergo a detail research project on Physical Education and Sports-based topics.
- The project work should be neatly presented in not less than 50 pages and not more70 than pages.
- Paper Size should be A4 and 1.5 line spacing should be used for typing the general text.
- The general text shall be justified and typed in the Font style Times New Roman and Font Size: 12 for text. Subheading shall be typed in the Font style (Font: Times New Roman/ Font Size: 14 forheadings)
- The report should contain the details regarding Introduction, Review of the literature, Conceptual framework, Research methodology and Analysis for Pilot Study,
- The report should be professionally prepared and the candidate should submit periodical report of the project to the supervisor.
- Two reviews will be conducted before the Viva Voce. Each candidate should submit one hardcopy and a soft copy in CD to the Department.
- Project Evaluation and viva voce Internal Examination 50 Marks Project Evaluation and viva voce External Examination 50 Marks Total Marks 100 Marks
- If a candidate fails to submit the Project Work or fails to appear for the Viva Voce Examination then the Candidate should submit or appear only in the eighth semester i.e even semester.
- Project Viva-Voce Examination will be conducted in Seventh Semester.
- After the Evaluation of the project report the hard copy will be returned to the candidate.
- Student should present research paper in National/International Conference conducted by college/university other than SRM IST.

Learning Assessment				
	Continuous Learnir	ng Assessment(50%	Final Evalu	uation(50%
	weightag	ge)	weigh	itage)
	Review – 1	Review – 2	Project Report	Viva-Voce
Project	20%	30 %	30 %	20 %

Code)	Course Title								ı	Т	Hou	irs/ W	eek O	С						
UPE238	01T		Exercise F	Physiology												4	0		,	2	4
Course	e ,,,	PE23801T Course Name	Exercise Physiology	Co	ourse	С			Discip	oline S	pecific	Core (Course	es			L 4	T 0	P 0	0 2	C 4
Co	requisite ourses	NII	Co-requisite Nil	.1.0. 1.0.	F	Progre Cou	essive rses	Nil													
Course	Offering De	epartment Physical Education and	Sports Sciences Data Book / Co	des/Standards								Ni	1								
		ationale (CLR): The purpose of learning the	is course is to:	1 2 160.17		Learn		77			Progr				tcome						
CLR-1		rn the scope of exercise Physiology			1	2	3	1	2	3	4	5	6	7	8	9		11 12	13	14	15
CLR-2		ow the function of sketal muscles		(S) 1 (S) (S)		Ş	aut	L 1				atior					Skills	S			
CLR-3		ow about muscular contraction ow about the effect of exercise			<u>B</u>	cie	l mu			eq		alize	a)	ing	oret	iş I	g S	<u></u>	,		
CLR-5		by about the effect of exercise		Water Con-	i. Ki	rofi	ıttai	草	o d	elal	40	eci	Ę,	gel	Iter	e S	.≣	atio			
CLR-6		ow about sources of energy	A STATE OF	2007 No. 755	f (ed F	y pe	men	rtion Sts	th R	ural	Sp		ĭ	e) —	gati	١Š	on s	5		
	1 2			777777	Level of Thinking (Bloom)	Expected Proficiency	(%) Expected Attainment (%)	Fundamental	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving	Communication Skills Analytical Skills	PSO -1	PSO -2	PSO-3
Course I	_earning C	utcomes (CLO):	1777/21.27	1 The 1 Miles	Lev (B)			Fur	SQ AP	Lin	Pro		<u>율</u> 장	Skii	Analy Data		Pro			PS	PS(
CLO-1		se effectively Red & white Musc <mark>le fibers</mark>			2	85		L	Н	Н	Н	Н	Н	-	М	М	L	- H	-	-	-
CLO-2		se effectively isometric & I so ki <mark>netic con</mark> traindicati	ons	2 N 18 112	3	85		L	Н	_ Н	Н	Н	Н	-	М	М	_	- H		-	-
CLO-3		se for effective respiratory functions	1000		3	85		L	Н	Н	Н	Н	M	-	M		_	- H		-	-
CLO-4		I for maintaining sketal muscles ve use of metabolism			3	85		L	Н	Н	Н	Н	H	-	M		L -	Н		-	-
CLO-5		of source of energy			3	85 85		L	H	H	H	H	M H	-	M M	M	L	- H - H		 -	-
					3	00	0 00		П	П	П	П	П	-	IVI	IVI	L	- П	-	<u> </u>	
Duratio	on (hour)	6	6		6				-31		6							6			
0.4	SLO-1	Meaning and Definition of Exercise Physiology	Types of Muscular contraction	Diagram of Heart				Blood	purifica	itions i	n Lungs	3			ffect o						
S-1	SLO-2	Explain Meaning and Definition of Exercise Physiology	Explain Types of Muscular contraction	Explain Diagram of H	leart				in Blood			in Lun	gs	s	Explain system				on Ne	ervou	S
S-2	SLO-1	Scope of Exercise Physiology	Isotonic	Systemic circulation					id CO2						Central						
	SLO-2	Explain about the Scope of Exercise Physiology	Explain about Isotonic	Explain Systemic circ	culation	-	$A \rightarrow$		in O2 ar						Explain					<u>n</u>	
S-3	SLO-1	Need and Importance of Exercise Physiology Explain about the Need and Importance of	Explanation about Isometric	Valves in the Heart		4	$\alpha \nu$		ular and						Autonor Explain					longs	
3-3	SLO-2	Exercise Physiology	Explain Explanation about Isometric	Explain Valves in the	Heart			Expla	in Musc	ular ar	nd Nerv	ous S	ystem		system	about	lile i	Autonic	IIIIC IV	ervou	25
S-4	SLO-1	Role of Exercise Physiology in Physical education	Explanation about Isokinetic	Introduction-Respira	tory Sys	stem		Expla	in about	Visce	ral Mus	cle		S	Somatio	Nerv	ous s	ystem			
04	SLO-2	Explain about the Role of Exercise Physiology in Physical education	Explain about the Explanation about Isokinetic	Explain Introduction-	Respira	tory S	System		in Expla		ut Visce	eral M	uscle	E	Explain	Soma	tic Ne	ervous	syste	m	
S-5	SLO-1	Definition of Physiology	Contra indications	Diagram of Lungs					ac Musc				-		nergy						
3-3	SLO-2	Explain about the Definition of Physiology	Explanation about Contra indications	Explain Diagram of L					in about		ac Mus	cle			Explain		y Me	tabolis	ms		
	SLO-1	Structure of Human body	Cardio – Vascular System	Effect of exercise on				Skele	etal Mus	cle				P	Anaboli	sm					
S-6	SLO-2	Explain about the Explain about the Structure of Human body	Explain Cardio – Vascular System	Explain Effect of exer system	cise on	respi	iratory		in about					cle E	Explain	Anabo	olism				
	SLO-1	Definition of Muscle	Effect of exercise on circulatory system	Breath holding time					of exer					C	Catabol	ism					
S-7	SLO-2	Explain about the Definition of Muscle	Explain Effect of exercise on circulatory system	Explain Breath holding	g time			Expla syster	in Effect m	t of exe	ercise o	n Mus	cular	E	Explain	Catab	olism				

S-8	SLO-1	Classification of Muscle	Pulse rate at exercise period	Respiratory rate	Hyper therapy	Sources of Energy
3-0	SLO-2	Explain about the Classification of Muscle	Explain Pulse rate at exercise period	Explain Respiratory rate	Explain about the Hyper therapy	Explain Sources of Energy
S-9	SLO-1	Function of skeletal muscles	Heart Rate	Vital capacity	Hypo therapy	Aerobic Metabolism
3-9	SLO-2	Explain Function of skeletal muscles	Explain about the Heart Rate	Explain Vital capacity	Explain Hypo therapy	Explain about the Aerobic Metabolism
S-10	SLO-1	Types of Muscle fibers	Stoke volume	O2, debt	Benefits of Hyper therapy	Anaerobic Metabolism
3-10	SLO-2	Explain Types of Muscle fibers	Explain about the Stoke volume	Explain O2, debt	Explain Benefits of Hyper therapy	Explain Anaerobic Metabolism
	SLO-1	Red (Slow twitch muscle fiber)	Cardiac output	Second wind	Benefits of hypo therapy	Fat metabolism
S-11	SLO-2	Explain Red (Slow twitch muscle fiber)	Explain Cardiac output	Explain Second wind	Explain about the Benefits of hypo therapy	Explain Fat metabolism
S-12	SLO-1	White(fast twitch muscle fibers)	Blood pressure	Vo2 Max	Definition of Nervous system	Protein Metabolism
3-12	SLO-2	Explain White(fast twitch muscle fibers)	Explain about the Blood pressure	Explain Vo2 Max	Explain about the Nervous system	Explain Protein Metabolism

Learning	1.	Jones,NL Clinical Exercise testing ,3rdedWb Sounder & co,2006.
Resources	2.	Reilly T Sports Fitness and sports Injuries, Faber and faber London,2008.

- Warren RJscience and medicine of Exercise & Sports 2ndEdition ,New York,2001.
 William. S and rod ,W Nutrition and diet & Therapy ,II Edition ,WB Sander College publishing,2002.

Learning A	Assessment			40.00	1 1 man	Server A						
	Bloom's		Final Evamination	. /E00/ weight age)								
	Level of Thinking	CLA – 1 (10%)		CLA – 2 (10%)		essment (50% wei CLA –	3 (20%)	CLA -	4 (5%)#	Final Examination (50% weight age)		
	Lever of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember Understand	30%	Z - 3	30%	781 Fig.	30%	FA. 3	30%	-	30%	-	
Level 2	Apply Analyze	40%		40%	11/2/	40%		40%	-	40%	-	
Level 3	Evaluate Create	30%	5.1	30%		30%	-	30%	: -	30%	-	
	Total	10	00 %	10	00 %	10	00 %	10	0 %	10	0 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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		Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST

Code				Course Title												L	Т	Hou	rs/ W	/eek O	С
UPE23D07	7L		Atl	nletcis Practical - IV												0	0	8		2	4
Course Code	UPE.	23D07L Course Name	Athletcis Practical - IV	Cou Cate		D		N.	Disciplii	ne Spe	cific El	lective	Cours	es			L 0 0			0 2	C 4
Cou	rses	Nil	Co-requisite Nil			rogres Cours		Nil													
Course Of	fering Depa	rtment Physical Educa	tion and Sports Sciences Data Bo	ook / Codes/Standards				ø,				Ni	1								
Course Le	arning Rati	onale (CLR): The purpose of le	earning this course is to:	10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Learni	ng)		Pro	ogram	Learr	ning O	utcon						
		about shot put			1	2	3	1	2	3	4	5	6	7	8			_	13	14	15
CLR-2:		various stages in Shot-put		TO CARE DON'T WARRE	100	ठ	ŧ		1			ig					<u>.</u>	2			
CLR-3:		he various grip in javelin	A 7 A 2333	d RECEIPT A LIGHT A	D	ien	me			g		izat		<u>ق</u> ا	e.	Skills	<u>s</u>	กั			
CLR-4:		about discus throw	With the second	A. A.	Thinking	ofic	tai	_	5	late		cial Gial	ize	eii	J L	Š	Ň.		<u> </u>		
CLR-5:		rules & Regulations		A. 1286 Her 515 of	Ē	<u>~</u>	¥	ante	B C (6	ag y	2 27 29	Spe	l≣ e	, op 1	ᄬ	tive	Sol .	3 2	1		
CLR-6:	Γo mainta	nin Records		71.00		Expected Proficiency	Expected Attainment (%)	Fundamental	Application of Concepts	Link with Related	Procedural	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative	Problem Solving Skills	Communication oxins Analytical Skills	-	-5	က
0	! O-4	(01.0):			Level of '	be c	be (Pur S		- X			lije oc	∰	Analy Data	ves	9	6	PSO -1	PSO -2	PSO-3
		comes (CLO): : the basic skills in shot-put		- 500 may - 104	2	95 85	் ம் உ 80	正」	H H	H	H	H	H A Z	<u>.</u>	M M	<u>=</u> М	<u> </u>			<u> </u>	<u>a</u>
CLO-1:		h the advance skills in shot put			3	85	80	-	Н	Н	Н	Н	Н	-	M	M	L ·	- 1		+-	-
CLO-2:		n the various grips in javelin		A Marin Street, August Angele	3	85	80	÷	Н	Н	Н	Н	M	-	M	M	L	· п		+-	
CLO-3:		ement new rules & Regulations	100 100		3	85	80	F	H	Н	Н	Н	Н	-	М	М	L .	Н		+-	+ -
CLO-5:		tain records for better future	The state of the s		3	85	80	F	Н	H	Н	Н	М	-	M	M	<u> </u>			+-	
CLO-6:		me a better coach		N F A F A	3	85	80	Ť	Н	H	Н	Н	Н	-	M		L .	. H		-	
						00	1			1			1		.,,						
Duratio	n (hour)	6	6 Chanding	Dunning 6			Ctor	مانت مر		6			C-	:f: - \	Mana:		6				
S-1	SLO-1 SLO-2	Shot put Explain Shot put	Standing Explain Standing	Running Explain Running				nding lain Sta	ndina					ecific \ plain S				un			
	SLO-2	Explain Shot put Explain the various stages	Standing						anumg					piairi s indame			illing -	- up			
S-2	SLO-1	Advantages of various stages	Explain Standing	Throwing Explain Throwing				owing	Throwin	200				plain F			Chille				
	SLO-2	Standing	Throwing	Warming – Up							llow th)						
S-3	SLO-1	Explain Standing	Advantage of Throwing	Explain Warming – Up		77.		lain Sty	/los					plain F				ion			
	SLO-2	Throwing	Styles	General Warming – up	٠.	r.	Grip		1103					plain th				1011			
S-4	SLO-2	Techniques Throwing	Explain Styles	Explain General Warming –	ın			lain Gr	in					chnique				nes			
	SLO-1	Demonstrate the various stages	Warming – Up	Specific Warming – up	л Р		Swii		Ρ					anding		variot	io ola	J 00			
S-5	SLO-2	Explain Demonstrate the various stages	Explain Warming – Up	Explain Specific Warming – u	ıp			lain Sw	ving					plain S		ng					
0.0	SLO-1	Warming – Up	General Warming – up	Fundamental Skills			Rele	easing					Th	rowing	Style	s					
S-6	SLO-2	Explain Warming – Up	Explain General Warming – up	Explain Fundamental Skills			Exp	lain Re	leasing				Ex	plain T	hrowi	ng Sty	les				
S-7	SLO-1	General Warming – up	Specific Warming – up	Follow through Action					ype of S				Ja	velin							
3-1	SLO-2	Explain General Warming – up	Explain Specific Warming – up	Explain Follow through Actio	n				ferent Ty	ype of	Style			plain J							
	SLO-1	Specific Warming – up	Fundamental Skills	Explain and demonstrate the				tput					Pe	n hold	er Grij	p					
S-8	SLO-2	Explain Specific Warming – up	Explain Explain and demons stages	nd domanatrate the various					xplain Pen holder Grip												
S-9	SLO-1	Fundamental Skills	Grip	Obrien Chinese C					se Grip												
5-9	SLO-2	Explain Fundamental Skills	Explain Follow through Action	Explain Grip			Exp	lain Ob	rien				Ex	plain C	Chines	e Grip)				

S-10	SLO-1	Follow through Action	Demonstrate the various stages	Releasing	Discoput	Proper Release for All Throwing Events
3-10	SLO-2	Explain Follow through Action	Explain Demonstrate the various stages	Explain Releasing	Explain Discoput	Explain Proper Release for All Throwing Events
S-11	SLO-1	Discus throw	Javelin throw	Hammer Throw	Different Type of Style	Rules and their Interpretations
3-11	SLO-2	Explain Discus throw	Explain Javelin throw	Explain Hammer Throw	Explain Different Type of Style	Explain Rules and their Interpretations
	SLO-1	Explain the various stages	Explain the various stages	Explain the various stages	General Warming – up	Scope of holder grip
S-12	SLO-2	Explain the techniques of discus throw	Explain the techniques	Explain the techniques	Explain the techniques General Warming	Record Note

Learning	
Resources	

1. Wright gary (1990),a step guide Track & Field troll associates mahwan ,new jeysey

Learning As	ssessment			24 7 2-34	177				
	Bloom's		Final Examination	(50% weight age)					
		CLA-	- 1 (10%)	CLA -	2 (10%)	CLA - 3	(25%)#		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Lavel 1	Remember		30%	A 1888 The	200/		30%	į	200/
Level 1	Understand		30%	10 KA200	30%	No. 3 /	30%	-	30%
Level 2	Apply		40%	THE STATE OF THE	40%		40%		40%
Level 2	Analyze		40%	100 101	- 40%		40%	-	40%
Level 3	Evaluate		30%	1000	200/		30%		30%
Level 3	Create	• *	30%	- 30%		- 30%		-	30%
	Total	1	00 %	10	0 %	100	%	10	0%

[#] CLA – 3 can be in the form of Record note

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr M.Senthilkumar, Asso.Professor & Head, Department of Phy Edn, FSH, SRMIST

Code		Course Title														L	Т	Hours P	/ Week	C
UPE23D0	08L		Pra	actical Games	s - IV											0	0	8	2	4
Course Code	UPE	23D08L Course Name	Practical Games - IV	ULL	ш		urse egory	D		Discipline	Specif	ic Electiv	e Cou	rses		_	L T		0	C 4
	Pre-requisite Courses Nil Co-requisite Courses Nil Progressive Courses Nil																			
Course O	ffering Depa	artment Physical Education and	Standards	. 14.					<u> </u>		Nil									
			se of learning this course is to:	5,71,71		Learning			_ T.			<mark>am</mark> Lear								
		asic warm up & Specific warm up			1	2	3	1	2	3 4	5		7	8			_	12 1	3 14	15
		ndamental skills in throw ball		1777	977	Expected Proficiency (%)	Expected Attainment (%)			(4	Knowledge Skills in Specialization					Problem Solving Skills	Communication Skills			
		lifferent teaching stages lead up activities		-9-3-4	Б	cier	Ĕ			Link with Related Disciplines Procedural	alize	(I)	ing.	Analyze, Interpret Data	Investigative Skills	g G	n S	တ		
		ead up activities effective skill training		2 P (M.)	i Z	rofi	ıttai	室	o o	elat	eci.	di Zi	gel	iterp	e S	olvir i	atio	<u> </u>		
		tactics & Strategy	V. T.		I evel of Thinking 3loom)	8	₩ ₩	Fundamental Knowledge	Application of Concepts	Link with R Disciplines Procedural	Skills in Spe	Ability to Utilize Knowledge	Skills in Modeling	۳,	Jati	J. S.	ie l	Analytical Skills		
	- Carrioanii	action a citatogy	CA 3100	17 1450	Level of (Bloom)	ecte	ecte	dar	lica	ipli ced	S S	ity t	<u>s</u>	llyze a	stic	bler		<u>¥</u>	PSO -2	PSO-3
Course L	earning Out	comes (CLO):	E STANSON	3000	- % &	X %	X (%)	F 등	S A P	Disc P	SKi	A Poi	Ski	Ana Data	<u>N</u>	Pro	. Co	Ana	2 S	PS(
CLO-1:	Can teach	fundamental skills in table Tennis	27 77 3 7 7 7 7	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2	85	80	T.	H	H H	Н	Н	-	M	М					-
CLO-2:		General & Specific warm up	W. 3	7.77	3	85	80		Н	Н Н	Н		-	М	М	L		Н		-
CLO-3:		nstration teaching stages in b <mark>all badm</mark> int	on		3	85	80	L	Н	H H	Н		-	М	М	L		H ·		-
		vely use supplementary exer <mark>cise</mark>			3	85	80	LL	Н	HHH	Н		-	М	М	L -		H ·	- -	-
		ment new Tactics & Strategy			3	85	80	L	Н	H H	Н		-	М	М			Н		-
CLO-6:	Can use le	ad up activities for effective lea <mark>rning</mark>			3	85	80	L	Н	НН	Н	Н	-	М	М	L	-	Н	- -	-
Durati	on (hour)	6	6		1.7/	6				6							6			
S-1	SLO-1		For-Ball Badminton	For-Ball B						I Badminton				or-Ball E						
<u> </u>	SLO-2	Explain WARMING – UP	Explain Ball Badminton	Explain Ba	all Badmir	nton			Explain	Ball Badminto	on			Explain B						
S-2	SLO-1		Teaching Stages and Progressive teaching stages of skills	Technical	perform perfor						Individual Tactics (Attack, Defence and high performance)									
0-2	SLO-2		Explain Teaching Stages and Progressive teaching stages of skills	Explain Te	echnical i	/ Skill Tr	aining		Explain Basic Exercise Explain									Attac	k, Defe	nce
S-3	SLO-1	Specific Warming – up	For-Throw ball		For-Throw ball For-Th							or-Throv								
3-3	SLO-2	Explain Specific Warming – up	Explain For-Throw ball	Explain Fo		ball				For-Throw ba	II			Explain F						
S-4	SLO-1	Fundamental Skills	For-Table Tennis	For-Table						ole Tennis				or-Table						
<u> </u>	SLO-2	Explain Fundamental Skills	Explain For-Table Tennis	Explain Fo	or-Table T	Tennis			Explain	For-Table Te	nnis		Е	Explain F	or-Tab	le Ter	nnis			
	SLO-1	The skills of the game / sport are to be taught under the following heads	For-Ball Badminton	For-Ball Ball	adminton	l			For-Ba	I Badminton			F	or-Ball E	Badmir	nton				
S-5	SLO-2 Explain The skills of the game / sport are to be taught under the following heads Explain For-Ball Badminton Explain F								Explair	For-Ball Badr	ninton		Explain For-Ball Badminton							
S-6	SLO-1 Stance / Approach And Execution Lead up activities Taught v			The Skills Taught wi Exercise	ith The H	lelp of T	he Follov	wing	Supple	mentary Exe	rcise		F	Team Ta performa	ince				_	
3-0	SLO-2	Explain Stance / Approach And Execution	Explain Lead up activities	Explain Th Will Be Ta Following	aught wit	h The H			Explair	Supplement	ary Ex	ercise		Explain Team Tactics (Attack, Defence and high performance						

S-7	SLO-1	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball
3-1	SLO-2	Explain For-Throw ball	Explain For-Throw ball	Explain For-Throw ball	Explain For-Throw ball	Explain For-Throw ball
S-8	SLO-1	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis and Ball Badminton
3-0	SLO-2	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis and Ball Badminton
	SLO-1	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	Selected Rules and their Interpretations
S-9	SLO-2	Explain For-Ball Badminton	Explain For-Ball Badminton	Explain For-Ball Badminton	Explain For-Ball Badminton	Explain Selected Rules and their Interpretations
S-10	SLO-1	Follow Through	Coaching of Skills in Relation to the Situation	Preparatory Exercise	For-Tactics and Strategy	For-Throw ball
3-10	SLO-2	Explain Follow Through	Explain Coaching of Skills in Relation to the Situation	Explain Preparatory Exercise	Explain For-Tactics and Strategy	Explain For-Throw ball
S-11	SLO-1	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball	For-Table Tennis
3-11	SLO-2	Explain For-Throw ball	Explain For-Throw ball	Explain For-Throw ball	Explain For-Throw ball	Explain For-Table Tennis
S-12	SLO-1	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Ball Badminton
3-12	SLO-2	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Ball Badminton

Learning As	ssessment								
	Bloom's		Final Examinatio	n (50% weight age)					
	Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA –	3 (25%)#		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Lovel 1	Remember		30%		30%		30%	_	30%
Level 1	Understand		30%	- W//	30%	7 7 -	30%	-	30%
Level 2	Apply		40%	/////	40%		40%		40%
Level 2	Analyze		40 /0	- // // 1	40 /0	7 7	40 /0	-	40 /0
Level 3	Evaluate		30%	1,000	30%	7//	30%		30%
Level 3	Create		30 /6		30 /6	7	30 /0	-	30 /0
	Total	100	0 %	10	00 %	10	00 %	1	00%

CLA – 3 can be in the form of Record note

Course Designers		LAD
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST

Cod	е			Course Title															T I	lours/	Week O	C
UPE23L	D09L		Practica	al-Yoga and Gymnastics													0		0	8	2	4
Cours Code	-	JPE23D09L Course Name	Practical-Yoga and Gymnastics	Cou	rse Ca	ategory	١,	D		Dis	scipline	e Spec	ific Ele	ective	Cour	ses		L 0	T 0	P 8	0	C 4
Co	requisite	Nil	Co-requisite Courses Nil			gressive ourses	Nil) ,														
	Offering De			Codes/Standards					4				Nil									
			<mark>rning</mark> this course is to:	Maria Caracteria		Learni	<u> </u>			0		Pr				Outcon			44	40	10 1	1 15
CLR-1		ow the value of yoga & Gymnastics ow about different positions in yoga		5 - A - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	1	2	3	1		2	3	4	5	6	7	8	9	10 တ		12 '	13 1	4 15
CLR-3		arn about unerent positions in yoga	The state of			(Bloom) Expected Proficiency	Expected Attainment (%)						Skills in Specialization		_	+	တ	Skills	Communication Skills			
CLR-4		ain Knowledge about gymnastics		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Level of Thinking	ficie	inm				Link with Related Disciplines		ializ	ZG	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving	on S	<u>s</u>		
CLR-5	: To lea	arn Different skills in gymnastics		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ij	Pro	Atte	ntal	9 9	5 1	Sel Sel	<u>_</u> e	bec	iii e	og og	Inte	.e	Solv	cati	쏤		
CLR-6	: Impor	tance of Surya namaskar	Pa Cital	- N N	of T	n)	ted	ame	Knowledge	Concepts	∯ ∰	Procedural Knowledge	.⊑ S	Ability to Utilize Knowledge		ze,	tigat	E	nun	Analytical Skills	- c	2 6
Cauraa I		utaamaa (CLO):		2000 C. L. 18 C.	- Se	(Bloor Exper	, bec	m	NO S	ou o	nk v iscip	noce Noce	Kills		S S	Analy	Ves	go	omr	naly	PSO -1	PSO-3
CLO-1		utcomes (CLO): : ecome yoga teacher		7711 75 - 1	2		த் வில் 80	<u> </u>	⊻ <	₹ (3) : H	H	H	Н	<u>∢ ×</u>	. o	M C	M E	<u>-</u>	-	Η		
CLO-1		ecome gymnastics coach	- Ben (123		3		80	ΙĖ		Н	H	Н	Н	Н	+-	M	M	L	-	H		
CLO-3		ild strong nation through at yoga	17,		3		80	L	- 1	Н	Н	Н	Н	М	-	М	М	L	-	Н		
CLO-4		create young generation the awa <mark>reness in</mark>			3		80	L		Н	Н	Н	Н	Н	-	М	М	L	-	Н		
CLO-5		o eradicate different Diseases through yog	а	الله الكالت	3		80	L		Н	Н	Н	Н	M	-	М	М	L	-			-
CLO-6		educate the society for fitnesss		1977/05	3	85	80]		Н	Н	Н	Н	Н	-	М	М	L		Н	- -	- -
Duratio	n (hour)	12	12	12						12								12	2			
S-1	SLO-1	Surya namaskar		Karna-peedasana			Agnis			7						swing			•			
3-1		Explain about 12 powerful yoga poses	Explain about lay down on it with a straight back	Explain about- pida stands for Asana meats to pose	r pain	and	once	a day		nuscle	shoul	d move	e at lea	ba	ackwa	rd as y	you sv		ld mo	ve for	ward a	ınd
	SLO-1	Asanas	Anantasana or Krishnasana	Kriyas			Uddiy	_								d Hang						
S-2	SLO-2	Explain about originally and still a general term for a sitting meditation pose	Explain about side-reclining leg lift	Explain about Purification of	inner o	organs	Band abdo			the co	ntracti	ion of t	he			about throu						ometric body.
	SLO-1	Long sitting position		Kapalabhati (Stimulating the purifying the brain)	brain	cells by	Nauli	Kriya						Ha	and S	tand						
S-3	SLO-2	Explain about improve their sitting posture	Explain about counter asana for various asanas and is usually practiced before and after Sirsasana	Explain about traditional inte technique	nal cl	eansing	Clear for the				s beer	n used	by yo	in\		about d vertic						
	SLO-1	Prone position	Uttan-padasana or Padottanasana	Neti (Upper Nasal Track)			Trata	k Kriya	ì					Fr	ont W	/alkove	er					
S-4	SLO-2	Explain about Anatomical terms of location, the dorsal side is up, and the ventral side is down.		Explain about pot to treat syn nasal allergies, sinus probler						he "thir abilities		" and p	oromot			about ns rais						
	SLO-1	Supine position	Pad-chalanasana	Trataka (Eye Exercises)			Gymr	astics						Ba	ack W	k Walkover						
S-5	SLO-2	Explain about face upward asanas	Explain about improvement in the health of abdominal organs and digestive system	Explain about the method of involves staring at a single p																		anding a

				small object	coordination, and endurance	standing position again
	SLO-1	Standing position	Naukasana	Nauli (Abdominal muscle and Viscera)	Forward roll	Handstand Forward Roll
S-6	SLO-2	Explain about the body rocks slightly back and forth from the ankle in the sagittal plane	Explain about seated asana in modern yoga as exercise	Explain about the claimed to serve the cleaning of the abdominal region	One of the most basic elements in gymnastics and one of the first learnt	Explain about kick up, or wall walk up, to an angled handstand on the wall
	SLO-1	Kneeling position (Each pose contains of Five)	Supta <mark>Matsyendrasa</mark> na	Dhouti (Cleansing the intestine)	Backward roll	Splits
S-7	SLO-2	Explain about spiritual intention of the position	Explain about gentle twist that massages the abdominal organs	Drinking warm salty water and performing a set sequence of asanas until water flows from the anus	Explain about back roll and its uses	Explain about physical position in which the legs are in line with each other and extended in opposite directions
S-8	SLO-1	Pranayama	SuptaMerudandasana (Set of various asanas)	Vasti (Cleaning of the Rectum)	Cartwheel	Cast
5-8	SLO-2	Explain about practice of breath control in yoga	Explain about supine spinal twist yoga pose	Sucks water into the colon, through anus	Explain about sideways rotary movement of the body	Explain about especially in a cursory manner
	SLO-1	Mudras	Setubandhasana	Jalaneti Kriya	Jump forward roll	Back handspring
S-9	SLO-2	Explain about the mudras and its uses	Explain about shoulder supported bridge or simply Bridge	Nasal cleaning is a practice of the sinus passages with warm saline water.	Explain about the gymnastics move that looks like a graceful body out of the roll, so that you jump with both feet into a standing position	Explain about comfortable of doing a backbend, handstand, and back walkover.
	SLO-1	Asanas – Laying on the Back	Sarvangasana	Advanced Jalaneti	Perfect swing on parallel bar	Roundoff
S-10	SLO-2	Explain about practice asanas lying on the abdomen	Explain about modern yoga as exercise	Nasal cleansing can be performed over a sink, a bowl on a table, in the shower or outside	Explain about during the forward portion of the swing, the gymnast should ensure that their body is not picked	Explain about gymnastics similar to a cartwheel, except the gymnast lands with two feet placed together on the ground instead of one foot at a time, facing the direction of arrival
	SLO-1	Shanti asana – Shavasana – Peace asana or Corpse asana	Padma-sarvangasana or Urdhvapadmasana	JalaVamanDhauti	Shoulder stand	Split leap
S-11	SLO-2	Explain about best relaxation poses	Explain about shoulder stand lotus pose.	Explain about using lukewarm saline water	Explain about full of benefits and tends to be more accessible than other inversions.	split jump is a sequence of body movements in which a person assumes a split position after leaping or jumping from the floor, respectively,
	SLO-1	Supta Pavan muktasana	Halasana	VastraDhauti	Perfect swing on horizontal bar	Somersault
S-12	SLO-2	Explain about 'wind' and the word mukta means 'release' or 'free'	Strengthens and opens up the neck, shoulders, abs and back muscles	Explain about yogic system of body cleansing techniques	Explain about arch your body slightly, press the rings forward as much as possible and push your chest down and slightly forward	Explain about to perform forward, backward, or sideways and can be executed in the air or on the ground

Learning	1. B.K.S., lyengar Light on Yoga, London: Unwin Paperbacks, 1989.	4. Yogeshwa <mark>r, " Text Book</mark> of Yoga ", Madras yoga centre.
Resources	2. P. Mariayyah – "Pranayamas" Sports Publication, Coimbatore.	5,. Bawa, Gurdial Singh 'Fundamentals of men's Gymnastics'Friends Publications(India)
Resources	3. K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999.	Delhi,1994

	Bloom's		C	Continuous Learning	Assessment (50% weight	ght age)		Final Examination	(50% weight age)
		CLA –	1 (10%)	CLA -	2 (10%)	CLA	- 3 (25%)#		
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
evel 1	Remember	_	30%		30%		30%	•	30%
everi	Understand	-	30%		30%	-	30%	-	30%
evel 2	Apply	_	40%		40%		40%		40%
evel Z	Analyze	-	40 /0		40 /0		40%	-	40 /0
evel 3	Evaluate	_	30%		30%		30%		30%
evel 3	Create	-	30 /6	/ maleud	30 /6	Service Fr	30 %	_	30 /6
	Total	10	0 %	10	0 %	Day See	100 %	10	0%

#	CI	Α	- 3-	Reco	rd	Note

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	1. Dr N.C.Jesusrajkumar, Asso. Professor, Departmentof Phy Edn, FSH, SRMIST
	N. S. S. S. S. S. S. S. S. S. S. S. S. S.	2. Dr.C.Suresh Asst. Professor, Department of Phy Edn, FSH, SRMIST

	Code		Course	Title												ı	Т	Hours	/ Weel	k C	
Pre-requisite Courses Course Offering Department Physical Education and Sports Sciences Data Book / Codes/Standards Course Clark To gain practical knowledge in Sports To know about coaching CLR-3: To know about coaching CLR-4: To gain knowledge in officiating CLR-5: To know about advance skills CLR-6: To know the latest techniques Course Learning Nationale (CLR): The purpose of learning this course is to: CLR-1: To gain practical knowledge in Sports To know about coaching CLR-4: To gain knowledge in officiating CLR-5: To know about advance skills CLR-6: To know the latest techniques CLR-6: To know the latest techniques CLO-1: Can become coach CLO-2: Can Invent men techniques CLO-2: Can Invent men techniques CLO-3: Can implement new tactics during play CLO-4: Team discussion CLO-3: Can implement new tactics during match CLO-5: Accepting the facts during match CLO-6: Change in behavioral pattern CLO-6: CLO-6: CLO-6: C										0	0	8	2	4							
		UPE23D10L Course Name	Major Games-Practical	Cours	se Categ	gory	D		Disc	cipline	Specifi	ic Elect	tive Co	ourses	S		L 0	T 0		O C 2 4	
	Courses	NII (Courses					Nil													
Cours	e Offering I	Department Physical Education and S	ports Sciences Data Book / Codes/	Standards								Nil									
Course			course is to:	3 10 10 2	L						Progr		earning	ing Outcomes (PLO)							
			C 25.5	2782119					2	3	4		6	7	8				13 1	14 15	
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CLR	-0: 10 KI	iow the latest techniques		S. Markey F.	g @	cte	cte	lam	sept sec	with a	edu S	.⊑	를 5 등 5	.⊑	yze	stig) je	- C	7 9	
Course Category D Discipline Specific Elective Courses L T				PSO -1	PSO -2 PSO-3																
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CLO	-5: Acce	pting the facts during match	ATT STATES	No. A				L						-			L -		-		
CLO	-6: Chan	nge in behavioral pattern	2	144	3	85	80	L	, H-	Н	Н	Н	Н	-	М	М	L -	Н	-		
Durat	ion (hour)	12	12	1	2					12							12				
			General Warming up	Conduction Matche	es es		F	ules an	d Regula	ations			Sı	pecific	Skills						
S-1	SLO-2	Origin and history of volleyball	Explain about the need of general warm up	Explain about budg	jet prepa n prepar	aration ration	and L	ist the r	ules and	its inte	erpretat	tions	E	xplain	about	Serve	, Drop	Shot,	Smash	ning	
6.0	SLO-1	Court Specifications	Padagogy				C	Officiatin	g Techni	ques											
3-2	SLO-2			Explain about Hock	cey India	1	Ţ	eaching	of Offica	ating S	ignals		E	xplain	about	offenc	e and	defend	e skills	S	
	SLO-1	Basic Skills	Warm down	Specific Warming u	ıp	H, A		uties of	referees	;			М	lethod	of Pla	y					
S-3	SLO-2	Explain about Dig pass, Volley pass ,Service skills			e oriente	ed warn	re	eferee,tv	vo umpir				two E	xplain	about	positio	onal pla	ау			
	SLO-1		About the Game Hockey	General Warming u	ıp		C	onducti	on Match	nes			R	ules a	and Reg	gulatio	ns				
S-4	SLO-2		Origin and history of Hockey	warm up	eed of g	general							Li	ist the	rules a	and its	interp	retation	ns		
Q F			Field Specifications	Padagogy	9-1-		C		tion				0	fficiati							
3-3				Explain about the	positive	pedogo					t AKFI				Teach	ning of	Offica	ting Si	gnals		
	SLO-1	Method of Play	Basic Skills	Warm down				pecific \	Warming	up			D	uties	of refer	ees					
S-6	SLO-2	Explain about the game and rotation	Explain about Passing and Dribbling	Explain about the r warm down	_	general		•	bout gan		ented w	/arm up	p E	xplain	about	1st,2nd	,Table	and li	ne refe	erees	
	SLO-1	Rules and Regulations	Specific Skills	About the Game Ka	abaddi				Warming				_	Conduction Matches							
S-7	SLO-2	List the rules and its interpretations	Explain about Stop and Hit skills	Origin and history of	of volley	ball		xplain a p	bout the	need	of gene	eral wa			about entatio				and		

	SLO-1	Officiating Techniques	Positionwise Skills	Court Specifications	Padagogy	Organisation
S-8	SLO-2	Teaching of Officating Signals	Explain about First Touch, Leading ,Flat stick Tackle skills	Explain about the marking	Explain about the positive pedogogy	Explain about BWF
	SLO-1	Duties of referees	Method of Play	Basic Skills	Warm down	Specific Warming up
S-9	SLO-2	Explain about 1st,2nd ,Table and line referees	Explain about positional play	Explain about Cant, Dodging while running skills	Explain about the need of general warm down	Expalin about game oriented warm up
	SLO-1	Conduction Matches	Rules and Regulations	Specific Skills	About the Game Ball Badminton	General Warming up
S-10	SLO-2	Explain about budget preparation and implementation plan preparation	List the rules and its interpretations	Explain about Offensive and Defensive skills	Origin and history of volleyball	Explain about the need of general warm up
S-11	SLO-1	Organisations	Officiating Techniques	Positionwise Skills	Court Specifications	Padagogy
3-11	SLO-2	Explain about VFI and FIVB	Teaching of Officating Signals	Explain about Raider, defender skills	Explain about the marking	Explain about the positive pedogogy
	SLO-1	Specific Warming up	Duties of referees	Method of Play	Basic Skills	Warm down
S-12	SLO-2	Expalin about game oriented warm up	Explain about field referees and line referees	Explain about positional play	Explain about Forehand and Backhand Grip	Explain about the need of general warm down

Learning Resources

- Myerson, Roger B., Game Theory: Analysis of Conflict, Harvard (1991) (10) Robinson, J., An iterative method of solving a game, Annals of Math. 54 (1951)

	Bloom's			Continuous Learnin	g Assessment (50%	weight age)		Final Examination	n (50% weight age)
	Level of Thinking	CLA -	1 (10%)	CLA – 2	2 (10%)	CLA -	- 3 (25%)#		
	Level of I flinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
evel 1	Remember		30%	16 11 X 12 1	30%		30%		30%
everi	Understand	-	30%	N 7,	30%	1	30%		30%
evel 2	Apply		40%	117 J. T. C.	40%	MATERIAL STATE	40%		40%
evel Z	Analyze	-	40 /0	4.57	40 /0		40 /0		40 /0
evel 3	Evaluate		30%		30%	<i>11</i>	30%		30%
evel 3	Create	-	30%	-	30%		30 /6		30%
	Total	10	00 %	100) %	1	00 %	10	00%

#CLA - 3-Record Note

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar, Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST

					/ 1111													Н	ours/ V	Veek			
C	ode		C	Course Title													L	Т	Р	0	С		
UPE	23G07T		Adapted a	Physical Education													4	0	0	2	4		
		UPE23G07T Course Name	Adapted Physical Education	JIEIN (G			Ge	eneric L	Elective	Cours	es				L 0	T F				
		nil Nil	Co-requisite Courses						Vil	Α.													
Cours	e Offering	Department Physical Education	on and Sports Sciences Data Book / (Codes/Standards					d)				Nil										
Cours	e Learnin	g Rationale (CLR): The purpose of lea	rnina this course is to:			L	.earnin	na	I i	5		Proc	aram l	_earn	ina O	utcom	nes (P	LO)					
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Decision Decision																							
CLR	-6: Ca	n learn group cohesion		74. Ve		± (€	pg .	eq	le .	atio at b	. E. i	ed g	S L	g 2	_ ≥	e, Ge	gat	E :	8 8	_	~		
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CLC	CLO-1: Can become sports psychiatrist 2 85 80 L H CLO-2: Can assess the team failures 3 85 80 L H											Н	Н	Н		М	М	L -	Н		-		
CLC	2: Can assess the team failures 3 85 80 L H H H H H -											М	М	L -	Н	-	-						
CLC	-3: Ca	n assess the players mental strength			3	85	80	L	Н	Н	Н	Н	М	-	М	М	L -	Н	-	-			
						3		80	L	Н			Н	Н	-			L -	Н	-			
			rsonality				85		L						-			L -			-		
CLC	-6 : Ca	n teach sports ethics	1117	1777		3	85	80	L	Н	Н	Н	Н	Н	-	М	М	L -	Н	-	-		
Durat	on (hour)	12	12	1191	12				7	4	12							12					
	SLO-1	Meaning of Adapted Physical Education	Theories of adaptive physical education	Meaning of disability	У			D	efinitio	n of adap	ted ga	mes			Mean	ning of	interr	nationa	al com	oetitio	ns		
S-1	SLO-2				ability a	ccordin	g to he	ealth E	xample	of adap	ted gar	mes				•					ions		
6.2	SLO-1	' '	Example of adapted physical activity	Explain about disabi	ility in pl	hysical (educati	ion R	ules of	adapted	games	6			comp	etition	S						
3-2	SLO-2		Impediment of adapted physical education						ims of	adapted	games							e of ir	ternat	onal			
	SLO-1	Purpose of Adapted Physical Education				or the p	erson v	with O	bjectiv	e of adap	ted ga	mes			Princi	iple of	intern	ationa	l game	s			
S-3	SLO-2	Explain about Background information of Adapted Physical Education		Explain about classi	ifications	s of disa	ability	В	enefits	of adapt	ed gan	nes			Rules	s and b	enefit	s of in	nternat	ional	games		
0.4	SLO-1	Branches of Adapted Physical Education	Meaning of handicap			orogram	for a	D	efinitio	n of adap	ted vo	lleyball			Mean	ning of	Dark	Olym	oics				
5-4	SLO-2			Scope of Instructio with disability	nal prog			VC			iques (of adapt	ed		Histo	ry abo	ut Dar	k Olyr	npics				
C E	SLO-1	Need of Adapted Physical Education	Explain about impaired			uctional	progra	am E	xplain	volleybal	adapta	ation for	disab	led	Aims	and ol	bjectiv	e of D	ark Ol	ympic	S		
5-0	SLO-2	Explain about the needs and awareness		Explain about sub cl	lassifica	tions of	disabil	lity Ai	ims an	d objectiv	e of a	dapted v	olleyb	all	Princi	iple of	Dark	Olymp	ics				

S-6	SLO-1	Importance of Adapted Physical Education in different field	Explain about the multiple disabled	Explain the term blindness	Definition of adapted Kho-Kho	Explain about Techniques Dark Olympics	
	SLO-2	Explain about the importance and awareness	Explain about adapted physical education for multiple disability	Explain about physical activities for blindness	Explain the techniques of adapted Kho-Kho	Rules and benefits of Dark Olympics	
S-7	SLO-1	Explain about adaptive physical activity	Meaning of Rehabilitation	Explain the importance of physical activity for blind students	Explain Kho-Kho adaptation for disabled	Meaning of Silent Olympics	
3-1	SLO-2	Explain about its uses in physical education	Concept of rehabilitation in physical education	Explain the term Deaf and Dumb	Aim and objective of adapted Kho-Kho	History about Silent Olympics	
S-8	SLO-1	Explain the Role of adaptive physical education	development of rehabilitation strategies in adaptive physical education	Explain about physical activities for Deaf and Dumb	Definition of adapted Tennis	Aims and objective of Silent Olympics	
3-0	SLO-2	Explain the development of adaptive physical education for fitness	Need for adaptive physical education for Students with disabilities.	Explain the importance of physical activity for Deaf and Dumb students	Explain the techniques of adapted Tennis	Principle of Silent Olympics	
S-9	SLO-1	Aims of adaptive physical education	Aims and objective of for adaptive physical education for Students with disabilities	Explain the term orthopaedic disability	Explain Tennis adaptation for disabled	Explain about Techniques Silent Olympics	
	SLO-2	Objective of adaptive physical education	Goal for adaptive physical education for Students with disabilities	Explain about physical activities for orthopaedic disability	Aim and objective of adapted Tennis	Rules and benefits of Silent Olympics	
S-10	SLO-1	Different programs for adaptive physical education	Aims and objective of adapted physical education for impaired	Explain the importance of physical activity for orthopaedic disability	Definition of adapted Table Tennis	Meaning of Paralympics and special Olympics	
3-10	SLO-2	Different Concept of adaptive physical education	Aims and objective of adapted physical education for handicap	Explain the term mentally retarded and spastic	Explain the techniques of adapted Table Tennis	History about of Paralympics and special Olympics	
C 44	SLO-1	Skills of adaptive physical education	Explain about the categories of disabilities for adapted physical education	Explain about physical activities for mentally retarded and spastic	Explain Table Tennis adaptation for disabled	Aims and objective of Paralympics and special Olympics	
S-11	SLO-2	Explain about the art and science of adaptive physical education	Explain the principles for adapted physical education for disabled	Explain the importance of physical activity for mentally retarded and spastic	Aim and objective of adapted Table Tennis	Principle of Paralympics and special Olympics	
C 12	SLO-1	Explain about the implementation of adaptive physical	Meaning of special education for adapted physical education	Explain the term autism	Explain about adapted minor games	Explain about Techniques of Paralympics and special Olympics	
S-12	SLO-2	Explain about the organization promoting adaptive physical education	Aims and objective of special education for adapted physical education	Explain about physical activities for autism	Scope and benefits of adapted minor games.	Rules and benefits of Paralympics and special Olympics	

Learning Resources

3. Williams.IFThe Principles of Physical Education, Philadelphia W.B Saunder co 1989.

	Bloom's Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)		
	Level of Thinking	CLA - 1 (10%)		CLA – 2 (10%)		CLA - 3 (20%)		CLA – 4 (5%)#		Final Examination (50% weight age)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	- \	30%	-	30%	-	30%	-	30%	
	Understand			30%							-
Level 2	Apply	400/	-	400/	-	40%		400/	-	40%	
	Analyze	40%		40%				40%			-
Level 3	Evaluate	200/	-	200/		2007		200/		200/	
	Create	30%		30%		30%		30%	-	30%	-
	Total 100 % 100 %		100 %		100 %		100 %				

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers								
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts						
Mr.Harikrishnan,Adambakkam Cricket Academy	Dr.S.Thirumalai kumar,Professor, Department of Physical Education, TNPES University, Melakottaiur, Chennai	Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, FSH SRMIST						
		Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST						

Code Course Title									Hours	/ vveek	
Code			Course Title				L	T	Р	0	С
UPE23P06L		PROJECT WORK PHASE - II						0	12	2	6
				JI 1 G 1 7 7					•		
Course	UPE23P06L	Course Name	PROJECT WORK PHASE - II	Course Catagory	IADC	Internship/Apprenticeship/Project/Communi	ity	L	Τ	0	С
Code	UPEZSPUOL	UPE23P06L Course Name PROJECT WORK PHASE - II Course Category IAPC Outreach					-	0	0 ′	2 2	6
Pre-requi	isite Nil		Co-requisite Nil	Progressiv	e _{Nil}						
Course	es ('VII		Courses	Courses	IVII						

Nil

Data Book / Codes/Standards

Guidelines:

Course Offering Department

- Students should continue the research work which submitted in the Seventh Semester and a detailed research project should be carried over in the Eighth Semester.
- The project work should be neatly presented in not less than 100 pages and not more than 120 pages.

Physical Education and Sports Sciences

- Paper Size should be A4 and 1.5 line spacing should be used for typing the general text.
- The general text shall be justified and typed in the Font style Times New Roman and Font Size: 12 for text. Subheadings shall be typed in the Font style (Font: Times New Roman/ Font Size: 14 for headings)
- The report should contain the details regarding the Introduction, Review of the literature, Conceptual framework, Research Methodology, Analysis and Interpretation, Findings, Suggestions and Conclusion.
- The report should be professionally prepared and the candidate should submit the periodical report of the project to the supervisor.
- Two reviews will be conducted before the Viva Voce. Each candidate should submit one hard copy and a soft copy on CD to the Department.
- Project Evaluation and viva voce Internal Examination 50 Marks Project Evaluation and viva voce External Examination 50 Marks Total Marks 100 Marks
- If a candidate fails to submit the Project Work or fails to appear for the Viva Voce Examination then the Candidate should submit or appear only in the next semester.
- Project Viva-Voce Examination will be conducted only during semester VIII.
- After the Evaluation of the project report the hard copy will be returned to the candidate.
- Student should publish research article on the topic selected in UGC/Scopus/WOS journals.

Learning Assessment								
	Continuous Learning As	ssessment(50% weightage)	Final Evaluation(50% weightage)					
	Review – 1	Review – 2	Project Report	Viva-Voce				
Project	20%	30 %	30 %	20 %				