

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. Department 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

2. Department Mission Statement

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 good conduct during the game
Stmt - 5	To create fit nation with Physical activities

3. Program Education Objectives (PEO)

PEO - 1	To Educate society the 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
PEO - 5	To Make the Students Physically and Mentally strong

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	H	H	M	H	M
PEO - 2	H	M	H	H	H
PEO - 3	M	H	M	H	H
PEO - 4	H	H	H	L	M
PEO - 5	L	H	M	H	H

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

1. UG Programme Structure (Total Credits:176)

1. Discipline Specific Core Courses (C) (20 Courses)						
Course Code	Course Title	Hours/ Week				C
		L	T	P	O	
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				C
		L	T	P	O	
ULT23G01J	Tamil-I	2	0	2	2	3
ULH23G01J	Hindi-I					
ULF23G01J	French-I					
ULT23G02J	Tamil-II	2	0	2	2	3
ULH23G02J	Hindi-II					
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 Code	Course Title	Hours/ Week				C
		L	T	P	O	
UPE23D01L	Athletics Practical - I	0	0	8	2	4
UPE23D02L	Games Practical - I					
UPE23D03L	Athletics Practical - II					
UPE23D04L	Games Practical - II	0	0	8	2	4
UPE23D05L	Athletics Practical - III					
UPE23D06L	Games Practical - III					
UPE23D07L	Athletics Practical - IV	0	0	8	2	4
UPE23D08L	Games Practical - IV					
UPE23D09L	Practical - Yoga and Gymnastics					
UPE23D10L	Major Games - Practical	0	0	8	2	4
Total Learning Credits						20

4. Skill Enhancement Courses(S) (5 Courses)						
Course Code	Course Title	Hours/ Week				C
		L	T	P	O	
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 Code	Course Title	Hours/ Week				C
		L	T	P	O	
ULE23AE1T	English	4	0	0	2	4
ULT23AE1J	Applied Tamil - I	1	0	2	2	2
ULH23AE1J	Applied Hindi - I					
ULF23AE1J	French for Specific Purpose - I					
ULT23AE2J	Applied Tamil - II	1	0	2	2	2
ULH23AE2J	Applied Hindi - II					
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 Title	Hours/ Week				C
		L	T	P	O	
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

7. Internship/Apprenticeship / Project/ Community Outreach (IAPC) (6 Courses)						
Course Code	Course Title	Hours/ Week				C
		L	T	P	O	
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 Code	Course Title	Hours/ Week				C
		L	T	P	O	
UNS23M01L	NSS	0	0	0	0	0
UNC23M01L	NCC					
UNO23M01L	NSO					
UYG23M01L	YOGA					
UMI23M01L	My India Project	0	0	0	0	0
Total Learning Credits						

1. Program Articulation Matrix																	
Course Code	Course Name	Programme Learning Outcomes															
		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	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23102T	Theories of Yoga and Gymnastics	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23103T	Methods in Physical Education	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23201T	Theories of Major Games Part-I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23202T	Anatomy and Physiology	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23203T	Principles of Yoga Therapy Social Skills and Living Value Based Education	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23301T	Management in Physical Education	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23302T	Test Measurement and Evaluation in Physical Education	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23303T	Fitness Management	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23401T	Sports Psychology and Sociology	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23402T	Scientific Principles of Coaching	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23403T	Health Education	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23501T	Safety Education and First Aid	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23502T	Theories of Major Games-Part- II	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23503T	Research and Statistics in Physical Education	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23601T	Track and Field -Planning, Construction and Rules	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23602T	Science of Sports Training	H	H	H	H	H	L	M	L	M	H	M	M	H	H	M	
UPE23603T	Care of Athletic Injuries	H	H	H	H	H	L	M	L	M	H	M	M	H	H	M	
UPE23701T	Applied Kinesiology	H	H	H	H	H	L	M	L	M	H	M	M	H	H	M	
UPE23801T	Exercise Physiology	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D01L	Athletics Practical - I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D02L	Games Practical - I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D03L	Athletics Practical - II	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D04L	Games Practical - II	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D05L	Athletics Practical -III	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D06L	Games Practical - III	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D07L	Athletics Practical - IV	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
UPE23D08L	Games Practical - IV	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23D09L	Practical - Yoga and Gymnastics	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23D10L	Major Games-Practical	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
ULT23G01J	Tamil-I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
ULH23G01J	Hindi-I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
ULF23G01J	French-I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	
ULT23G02J	Tamil-II	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
ULH23G02J	Hindi-II	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
ULF23G02J	French-II	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M	
UPE23G01T	Organization and Administration in Physical Education	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H	

UPE23G02T	Design Construction and Maintenance of Play Fields	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23G03T	Sports Training Methods	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23G04T	Recreation, Camping and Youth Leadership	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23G05T	Nutrition and Diet	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23G06T	Anthropometry In Sports	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23G07T	Adapted Physical Education	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UCA23S11L	Office Automation	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UCA23S12L	Web Design	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UCA23S13L	Statistical Package for Social Sciences (SPSS)	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
ULE23AE1T	English	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
ULT23AE1J	Applied Tamil – I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
ULH23AE1J	Applied Hindi – I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
ULF23AE1J	French for Specific Purpose - I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
ULT23AE2J	Applied Tamil – II	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
ULH23AE2J	Applied Hindi – II	H	H	H	H	H	M	H	M	M	M	H	H	M	M	M
ULF23AE2J	French for Specific Purpose - II	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UES23AE1T	Environmental Studies	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UCD23V01T	Universal Human Values	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UEN23V01L	Communication Skills	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UCD23V02T	Industry Oriented Employability Skills for Science	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UCD23V06T	Career Readiness and Leadership Management	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23P01L	Internship – I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23P02L	Internship – II	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23P04L	Internship – III	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23P03L	Mini Project	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23P05L	Project Work Phase - I	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
UPE23P06L	Project Work Phase - II	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
	Program Average	H	H	H	H	H	M	H	M	M	M	H	H	M	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	Discipline Specific Core Courses (CC)	Discipline Specific Elective (DSE)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) Value Addition Course (V)	Generic Elective (GEC)	Internship/Project	Total Credits
Semester I	CC-1 CC-2 CC-3 (12)	-	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)	-	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)	-	AEC-4 (2)	SEC-4 (2) VAC-4 (2)	GE-4 (4)	-	22
Semester V	CC-13 CC-14 CC-15 (12)	DSE-1 (4)	-	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	Hours/ Week				C
		L	T	P	O	
ULT23G01J	Tamil-I	2	0	2	2	3
ULH23G01J	Hindi-I					
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	Hours/ Week				C
		L	T	P	O	
ULT23G02J	Tamil-II	2	0	2	2	3
ULH23G02J	Hindi-II					
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 Living Value Based Education	4	0	0	2	4
UCD23S02T	Verbal Ability and Skill Development	2	0	0	2	2
UEN23V01L	Communication Skills	0	0	4	2	2
UNS23M01L	NSS/ NCC/ NSO/ YOGA	0	0	0	0	0
UNC23M01L						
UNO23M01L						
UYG23M01L						
Total Hours						30
Total Learning Credits						22

Semester - III						
Course Code	Course Title	Hours/ Week				C
		L	T	P	O	
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	1	0	2	2	2
ULH23AE1J	Applied Hindi – I					
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	Hours/ Week				C
		L	T	P	O	
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	1	0	2	2	2
ULH23AE2J	Applied Hindi – II					
ULF23AE2J	French for Specific Purpose - II					
UPE23G02T	Design Construction and Maintenance of Play Fields	4	0	0	2	4
UCA23S11L	Office Automation	0	1	1	2	2
UCD23V06T	Career Readiness and Leadership Management	1	0	2	2	2
UMI23M01L	My India Project	0	0	0	2	0
Total Hours						30
Total Learning Credits						22

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

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

Semester - VII						
Course Code	Course Title	Hours/ Week			O	C
		L	T	P		
UPE23701T	Applied Kinesiology	4	0	0	2	4
UPE23D05L	Athletics Practical -III	0	0	8	2	4
UPE23D06L	Games Practical - III					
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	Hours/ Week			O	C
		L	T	P		
UPE23801T	Exercise Physiology	4	0	0	2	4
UPE23D07L	Athletics Practical - IV	0	0	8	2	4
UPE23D08L	Games Practical - IV					
UPE23D09L	Practical - Yoga and Gymnastics	0	0	8	2	4
UPE23D10L	Major Games - Practical					
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

Courses for earning Additional Credits						
Course Code	Course Title	Hours/ Week				C
		L	T	P	O	
Semester – II						
UCD23P01L	Internship Report– I	0	0	8	0	4
UCD23P02L	Project Work – I					
UCD23P03L	Apprenticeship – I					
Semester – IV						
UCD23P04L	Internship Report– II	0	0	8	0	4
UCD23P05L	Project Work – II					
UCD23P06L	Apprenticeship – II					
	Total Learning Credits	0	0	8	0	4

SEMESTER I

Course Code	ULT23G01J	Course Name	Tamil - I	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning	Program Learning Outcomes (PLO)																
CLR-1 :	மரபிலிருந்து மாற்றம் பெற்ற புதுக்கவிதை மரபின் சிந்தனைகளை அறியச் செய்தல்				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	புதுக்கவிதையின் வழி மனித வாழ்வியல் விழுமியங்களைத் தெரியச் செய்தல்																					
CLR-3 :	சிற்றிலக்கியங்கள், காப்பியங்கள் கற்பிக்கும் தமிழ்ச் சமூகத்தின் வாழ்வியலை அறியச் செய்தல்																					
CLR-4 :	நவீன தமிழ் இலக்கிய வளர்ச்சி வரலாற்றைப் புரியச் செய்தல்																					
CLR-5 :	மொழிப் பயிற்சி வழி மொழியின் பல்வேறு நுட்பங்களைத் தெரியச் செய்தல்																					
Course 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 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	PSO-3
CLO-1 :	புதுக்கவிதை உருவாக்கித் தந்த புதிய சிந்தனைக் களங்களை அறிந்துகொள்ளுதல்				2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
LCLO-2 :	நவீன கவிதைகள் வழி மாற்றம் பெற்று வரும் மானுட விழுமியங்களைத் தெரிந்துகொள்ளுதல்				2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3 :	தமிழ்ச்சமூகத்தின் இடைக்கால வாழ்வியல் முறைகளை உணர்ந்துகொள்ளுதல்				2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4 :	நவீன இலக்கிய வரலாறு வழி தமிழ்க் கல்வி வரலாறு, சமூக வரலாறு பெற்ற வளர்ச்சி நிலைகளைத் தெரிந்துகொள்ளுதல்				2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5 :	மொழியின் நுட்பங்களை அறிந்து மொழி ஆளுமையோடு செயல்பட அறிந்துகொள்ளுதல்				2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	தமிழ் இலக்கியத்தின் வளர்ச்சிப் போக்குகள்	நவீன கவிதை தோற்றம்	தமிழரின் வீரமரபு	சிறுநிலக்கியத் தோற்றம்
	SLO-2	இலக்கிய உத்திகள்	நவீன கவிதை வரலாறு	போர் விழுமியங்கள்	சிறுநிலக்கிய வகைமை
S-2	SLO-1	தமிழ்க் கவிதை மரபு	நவீன கவிதை செல்நெறிகள்	பரணி அறிமுகம்	சிறுநிலக்கியங்கள்
	SLO-2	காலந்தோறும் கவிதையின் கரு	செல்நெறிகளில் கோட்பாடுகள்	பரணி இலக்கியங்கள்	முதன்மைச் சிறுநிலக்கியங்கள் –
S-3	SLO-1	காலந்தோறும் கவிதையின் கட்டமைப்பு	கவிதை மொழி	கலிங்கத்துப்பரணி 477,490	பிள்ளைத்தமிழ் -உலா - தூது
	SLO-2	தற்கால இலக்கியம்	நவீன கவி ஆளுமைகள்	தலைவனின் வீரம்	புதுக்கவிதையில் சமூகம்
S-4	SLO-1	புதுக்கவிதை உருவாக்கம்	பெண் கவிஞர்கள்	தமிழ் இலக்கிய மரபில் தூது	புதுக்கவிதையும் இதழ்களும்
	SLO-2	புதுக்கவிதை வளர்ச்சிநெறிகள்	கவிதையில் நாட்டுப்புற வாடிவம்	தூது இலக்கியங்கள்	மணிக்கொடி இதழ்
S-5	SLO-1	பாரதியார் – புதுக்கவிதையின் அடையாளம்	இளம்பிறை – அம்மா	தமிழ் விடு தூது (184 – 186)	எழுத்து இதழ்
	SLO-2	பாரதியார் பன்முக ஆளுமைத்திறன்	பெண்களின் கல்வி நிலை	தமிழின் பெருமை	வானம்பாடி இதழ்
S-6	SLO-1	பாரத தேசம்	பெண் அடக்குமுறை	செய்யுள் மரபில் கலம்பகம்	சிறுகதை தோற்றம்
	SLO-2	பாரததேசத்தின் வளம்	ப. கல்பனா – கீறல் விழுந்த மாலைக் காலங்கள்	கலம்பக இலக்கியங்கள்	சிறுகதை வளர்ச்சி
S-7	SLO-1	வெள்ளிப் பனிமலையின் மீதுலவுவோம்...	ஆண் பெண் சமத்துவம்	நந்திக் கலம்பகம்-வானூறு மதியை (110)	சிறுகதை – வரலாறு
	SLO-2	20 ஆம் நூற்றாண்டுக் கவிதை மரபில் பாரதிதாசன்	விளிம்புநிலை வாழ்வியல்	கையறுநிலை	சிறுகதை ஆசிரியர்கள்
S-8	SLO-1	பாரதிதாசன் - அழகின் சிரிப்பு	திருநங்கை குணவதி - சமூகப்பார்வை	குறவஞ்சி அறிமுகம்	இதழ்களும் சிறுகதையும்
	SLO-2	ஆல் - ஆயிரம் கிளைகள் கொண்ட	திருநங்கை சாதனைகளும்	குறவஞ்சி இலக்கியங்கள்	புதினம் தோற்றம்

		அடிமரம்				
S-9	SLO-1	இயற்கையின் அழகியல்	புலம்பெயர் வாழ்வியல்	குற்றாலக் குறவஞ்சி – ஆடுமர வீனுமணி (3)	தொடக்கக்காலப் புதினங்கள்	தமிழில் சொல் வகைகள்
	SLO-2	வானம்பாடியில் மு.மேத்தா	ஸர்மிளா ஸெய்யித் – புராதன ஊர்	மலையும் வாழ்வும்	புதினம் வளர்ச்சி	சொல்லும் பயன்பாடும்
S-10	SLO-1	மு.மேத்தா - கவிதையின் தனித்தன்மைகள்	புலம் பெயர் வாழ்வின் வலியும் நம்பிக்கையும்	காப்பிய இலக்கணம்	புதினத்தின் வகைமை	பெயர்ச்சொற்கள்
	SLO-2	மனிதனைத்தேடி – கவிதை	காலந்தோறும் கவிதை வடிவில் மாற்றங்கள்	காப்பிய வகைமைகள்	புதின ஆசிரியர்கள்	பெயர்ச்சொற்கள் அறிதல்
S-11	SLO-1	மனிதநேயம்	ஹைக்கூ, லிமரைக்கூ, செனரியூ – தேர்ந்தெடுத்த கவிதைகள்	சிலப்பதிகாரம் – அறிமுகம்	தமிழ் இலக்கியத்தில் உரைநடைக்கூறுகள்	வினைச்சொற்கள்
	SLO-2	தமிழ்க் கவிதையில் சுற்றுச்சூழலியல்	ஹைக்கூ – மு.முருகேஷ்	கட்டுரைக்காதை	உரைநடையின் தோற்றம்	வினைச்சொற்கள் அறிதல்
S-12	SLO-1	பழனிபாரதியின் காடு	லிமரைக்கூ – ஈரோடு தமிழன்பன்	ஊழ்வினை	தமிழில் உரைநடை	தமிழில் பெயரடை, வினையடை
	SLO-2	இயற்கையும் சமூக சமத்துவ வாழ்வியலும்	செனரியூ – மாமதயானை	கோவலனின் முற்பிறப்பு வரலாறு	உரைநடை வளர்த்த அறிஞர்கள்	பெயரடை, வினையடை அறிதல்

Learning Resources	<ol style="list-style-type: none"> முல்லைக்காடு, தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023 வல்லிக்கண்ணன், புதுக்கவிதை தோற்றமும் வளர்ச்சியும், ஆழி பதிப்பகம், சென்னை, 2018 கா. சிவத்தம்பி, தமிழில் சிறுகதை தோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013 தமிழ் இணையக் கல்விக்கழகம் - http://www.tamilvu.org/ மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - https://www.projectmadurai.org/
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	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, 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.Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

SEMESTER I

Course Code	ULH23G01T	Course Name	HINDI-I	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To Communicate in Hindi without any inhibition	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To appreciate the Hindi Language in its various forms	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	PSO-3
CLR-3 :	To analyze the different writing styles																		
CLR-4 :	To display moral and social values in the field of social Responsibility and Integrity																		
CLR-5 :	To be willing listeners and Translators-where need be																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	To Understand the Philosophy of life and living through Stories	2	75	80	H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLO-2 :	To Examine Travelogue writing and Sketch	2	80	90	H	H	H	M	L	H	H	M	L	L	H	M	-	-	-
CLO-3 :	To Identify Irony and essay based writing	2	75	95	H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLO-4 :	Evaluate the various social issues depicted in the prose	2	80	90	H	H	L	H	M	H	L	H	H	M	H	H	-	-	-
CLO-5 :	To Understand the basic and fundamental principal of Translation	2	85	90	M	H	M	H	L	H	H	L	H	M	H	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	KAHANI	REKHACHITRA & YATRAVITRANT	NIBANDH	NATAK
	SLO-2	AVDHARNA	VDHARNA	IBANDH KI AVDHARNA	AVDHARNA
S-2	SLO-1	SWARUP	WAROOP	WARUP	NATAK KA SWARUP
	SLO-2	PARIBHASHA	HUMIKA	ARIBHASHA	PARIBHASHA
S-3	SLO-1	KAHANI KE TATVA	MAHATVA	MAHATVA	ATWA
	SLO-2	KAHANI KA MAHATVA	DDESHYA	DDESHYA	PRAKAR
S-4	SLO-1	PAIKSHA- PREMCHAND	ISHA- EKHACHITRA	UTAJ- NIBANDH	JDDESHYA
	SLO-2	KAHANI KA PARICHAY	EKHIKA PARICHAY	AJARI PRASHAD DIVEDI	RANGMANCH KA PARICHAY
S-5	SLO-1	VISLESHAN	ATH KA VISHLESHAN	ATH KA MAHATVA	NATAK KA MAHATVA
	SLO-2	EMANDARI KA MAHATVA	URU SHISHYA KA SAMBANDH	IPRIT PARISHTHITIYON ME JEEVAN KI ASH	PRAYOJAN
S-6	SLO-1	HONHARI KA PARICHAY	GURU KE PRATI SMARPAN BHAVANA	MANAV KI AKANKSHAYEN	ANDHER NAGRI-(NATAK) BHARTENDU HARISHCHAND
	SLO-2	UDDESHYA	PATH KA MAHATVA	SHANGHARSHIL JEEVAN	LEKHAK PARICHAY

S-7	SLO-1	MALBE KA MALIK- MOHAN RAKESH	HELE PAR HIMALAY (YATRAVITRANT)	SANGHARSH KA PARINAM	NATAK KA VISLESHAN	ANUVAD KA ABHYASH
	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 KA MAHATVA	VYANGYA KI AVADHARNA	LALCH KA DUSHPARINAM	HINDI SE ANGREJI
	SLO-2	TATKALIN PARISHTHITI KA VARNAN	YATRA KA YATHARTH CHITRAN	MAHATVA	SHISHYA KI AGYANTA	ANUVAD PRIYOJNA KARYA
S-9	SLO-1	APNI MITTI SE LAGAV	PATH KA VISLESHAN	LEKHAK PARICHAY	GURU SHISHYA SAMBANDH	PUNRIKSHAN
	SLO-2	RAJNITIK VIDWESH KA PARINAM	HIMALAY KA VARNANA	PATH KA VIHLESHAN	HASHYA VYANGY SE AVAGAT KARANA	VIVIDH PRAYOG
S-10	SLO-1	PROPKAR KI BHAVANA	HIMALAY KA LOK JEEVAN	MADHYAVARGI PARIVAR KI STHITI	DURDRISHTIHIN	PARIBHASHIK SHABDAVALI
	SLO-2	KAHANI PATH	LOK SAMASYA	SARKARI TANTRA KA KHOKHLA RUP	MAHATTAKANKSHI KA DUSHPARINAM	ATI MAHTVAPURN SHABD
S-11	SLO-1	KAHANI KA VISHLESHAN	UDDESHYA	PAURANIK KATHA KA CHITRAN	GURU KI AVAGYA KA DUSHPARINAM	TAKANIKI SHABDAVALI KA MHATVA
	SLO-2	PRASHO KI CHARCHA	PRASHNA ABHYASH	SANVEDANSHIL BHAVANA	TATKALIN SAMAJIK VYAVASTHA KI CHARCHA	HINDI SE ANGREZI SHABD
S-12	SLO-1	PRASHN ABHYASH	PATH PRICHARCHA	PARICHARCHA	PARICHARCHA	ANGREZI SE HINDI SHABD
	SLO-2	KAHANI KA UDDESHYA	MAHATVAPURN BIBDUON KI CHARCHA	PRASHANA ABHYASH	PRASHNABHYASH	SHABDAVALI KI AVSHYAKTA

Learning Resources	Edited Book: “SAMYA HINDI”, SRIJONLOK PUBLICATION, 2023, New Delhi.					
	1. KABIR – HAZARI PRASAD DWEDI 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 Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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
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

SEMESTER I

Course Code	ULF23G01J	Course Name	French-I	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Extend and expand their savoir-faire through the acquisition of current scenario	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 :	Make them learn the basic rules of French Grammar.	Expected Proficiency (%)	Application of Concepts
CLR-4 :	Develop strategies of comprehension of texts of different origin	Expected Attainment (%)	Link with Related Disciplines
CLR-5 :	Strengthen the language of the students both in oral and written		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
			PSO-3

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	To acquire knowledge about French language	2	75	80	H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	90	M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLO-3 :	To develop content using the features in French language	2	85	75	H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
CLO-4 :	To interpret the French language into other language	2	75	80	H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	75	M	H	H	L	M	M	H	H	M	L	H	M	-	-	-

Duration (hour)	12	12	12	12	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 championne	Les exemples	Les exemples	Un casting	Les exemples
S-2	SLO-1	Les nombres à partir de 31	La liaison	Où est mon sac	Les exemples	Les pronoms personnels toniques
	SLO-2	Les activités	Les activités	Les exemples	Les activités	Les exemples
S-3	SLO-1	Les pays	Entrer en contact	Quelques objets	Le Petit Spirou	Les verbes faire et lire
	SLO-2	les nationalités	Les activités	Les exemples	Les activités	Les exemples
S-4	SLO-1	Les jours de la semaine	Présenter et se présenter	Les professions	L'aspect physique	Les Sons
	SLO-2	Les jours	Les activités	La fiche d'identité	Les activités	Les exemples
S-5	SLO-1	Les mois de l'année	Demander et dire la date	La formation du féminin (2)	Le caractère	Décrire l'aspect physique
	SLO-2	Les activités	Les activités	La phrase interrogative partielle –	Les exemples	Décrire le caractère
S-6	SLO-1	Les animaux domestiques	une rencontre.	Qu'est-ce que c'est ?	les états d'âme	Demander et dire l'heure
	SLO-2	Les activités	Les activités	Qui est-ce ?	Les activités	Les exemples
S-7	SLO-1	La famille (1)	Contacts	C'est / Il est (1)	Les prépositions de lieu (1)	Elle est comment ?
	SLO-2	Les activités	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
	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
	SLO-2	Les exemples	Les activités	L'élosion	Les activités	Les activités
S-10	SLO-1	La phrase interrogative	Grammaire -	Les formules de politesse	La formation du pluriel (2)	Grammaire.
	SLO-2	Les exemples	Les exemples	Demander des informations personnelles	Les activités	Les exemples
S-11	SLO-1	Les activités	Communication	C'est qui ?	Il y a	Les activités
	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
	SLO-2	Les exemples	Les exemples	Grammaire – Communication	Les exemples	Les exemples

Learning Resources	Theory:
	1. “‘ Nouvelle Génération-AI” 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 Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		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	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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C. Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

I SEMESTER				
		Course Category	AE	Ability En
e Courses	Nil	Progressive Courses	Nil	
	Data Book / Codes/Standards	Nil		

Course Code	ULE23AE1T	Course Name	English	Course Category	AE	Ability Enhancement course	L	T	P	0	C
							4	0	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Department of English, FSH, SRMIST		Data Book / Codes/Standards	Nil	

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning	Program Learning Outcomes (PLO)
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CLR-1:	<i>Develop an understanding and sensibility of human consciousness through gender inclusive curriculum</i>
CLR-2:	<i>Enhance the abilities of deeper understanding to stay with integrity with the fellow human beings</i>
CLR-3:	<i>Develop the overall language competency of the learner</i>
CLR-4:	<i>Develop proficient language skills</i>
CLR-5:	<i>Learn to express the thoughts clearly, develop logical arguments and enhance the overall communication skills.</i>

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Minimum (0/1)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	PSO-3
H	M	M	L	-	M	-	M	H	L	H	L	-	-	-
M	H	L	-	-	-	-	M	M	H	H	M	-	-	-
M	M	M	-	L	L	-	H	M	H	H	L	-	-	-
H	M	L	-	M	H	-	-	-	-	H	L	-	-	-
H	H	-	M	-	M	-	L	L	M	H	M	-	-	-

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>Analyze different literary texts to identify the representation of issues related to gender, and class</i>
CLO-2 :	<i>Apply critical thinking skills to analyze and respond to academic texts.</i>
CLO-3 :	<i>Critically evaluate and discuss contemporary issues through online articles.</i>
CLO-4 :	<i>Refine their general writing skills</i>
CLO-5 :	<i>Improve their language application skills</i>

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Introduction to the poetry and the poet- Sukirtharani	Introduction to Short stories. Introducing the short story writer Katherine Mansfield.	Introduction to Creative Writing. Explaining the elements of creative writing.	Building the discourse- The significance of conversation and the key elements of discourse are the points of discussion in this class hour.	Reflecting the learning. -Review writing
	SLO- 2	Reading and recitation of the poem - Debt	Reading the story- The Doll's House	Stand-up comedy show -translate the audio content in English. (any regional language)	Art of conversation in digital and verbal discourse- Lee Mockobe's A Powerful Poem of what it means to be a Transgender. TEDX TALK- POEM RECITATION	Choosing the subject for reviewing.
S-2	SLO-1	Analysis and Critical interpretation of the poem.	Explaining the story through depiction of characters and representation of injustices.	Students- groups -Students belonging to States other than Tamilnadu	Reflecting on the style and the tone of the poem.	Planning to choose.
	SLO- 2	Introduction to the poet Kalki Subramaniam.	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 any work can be done.
S-3 – S-4	SLO-1	Reading and recitation of the poem Phallus I cut.	Introduction to the writer Haruki Murakami.	Correction of errors- attempting to translate.	Introducing Content writing in Social Media- the importance of content writing.	Introducing the students to the review 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	Discussion and analysis of the Confessions of a Shinawaga monkey.	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 1	Introduction to Crystal 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
S-6	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
	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 – S-8	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
	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.
S-9	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.
	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- FIJ 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 -
	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	Revision- Endangered Species: Case 47401	Practice the improvement of writing skill.	The art of conversation and the ability to build a discourse	1. Assignment on any piece of creative writing (OR) 2. Presentation- Mastering the art of Public Speaking. (OR) 3. 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 skills-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.

Learning Resources	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.apitudetests.org/verbal-reasoning-test				
https://www.assessmentday.co.uk/apitudetests_verbal.htm					
Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%) #
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	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 Antonysam Associate Professor and Head, Dept. of English Loyola College Chennai antonyamyks@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

Code	Course Title	Hours/ Week				
		L	T	P	0	C
UPE23101T	Foundation and History of Physical Education	4	0	0	2	4

Course Code	UPE23101T	Course Name	Foundation and History of Physical Education	Course Category	C	Discipline Specific Core Courses				
						L	T	P	0	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To know the Basics of Physical Education	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know the AMIS+ objectives of phy-edn				Fundamental Knowledge	Application of Concepts with Related Disciplines	Procedural Knowledge	Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills							
CLR-3 :	To know the importance of phy –edn																					
CLR-4 :	To know the misconception of phy-Edn																					
CLR-5 :	To know the biological foundations																					
CLR-6 :	To know the values of physical Culture																					

Course Learning Outcomes (CLO):		:	Level of Thinking (Bloom)	Expected (%)	Expected (%)	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	PSO-3																		
CLO-1 :	To spread the valves of Phy –Edn around the world																				2	75	70	-	H	H	M	H	H	M	-	M	H	-	M	H	H	H
CLO-2 :	Will teach the basis to the young generation																				3	85	80	H	M	H	H	H	H	M	M	H	H	M	M	H	H	H
CLO-3 :	To Eradicate the misconception in Phy –Edn																				3	80	75	-	M	H	M	M	M	H	M	H	M	-	H	H	H	H
CLO-4 :	To Tech the values of Physical Culture																				3	75	70	H	M	H	H	M	H	M	H	M	H	H	H	H	H	H
CLO-5 :	Age classification to improve sports																				3	70	70	-	H	H	H	M	M	M	H	M	M	H	M	H	H	H
CLO-6 :	History helps to Know the past to strength the future																				3	80	75	H	H	H	H	H	M	H	H	H	H	M	H	H	H	H

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Meaning of Physical Education	Explain about Ossification	Explain about Olympic flag, Torch, Oath	Important National and International Trophies – Santhosh Trophy	Asian Games
	SLO-2	Explain the definition of Physical Education	Origin of Ossification	Explain about Olympics Anthem & March fast	Explain about Santhosh trophy and techniques of conducting tournament	Explain about the History of Asian games
S-2	SLO-1	Aims of Physical Education	Reciprocal Innervations and Unsynchronized development	Explain about Emblem, Ideal and Motto	Ranji Trophy	Common wealth games
	SLO-2	Explain the Merits of Physical Education	Remedial for Unsynchronized development	Explain about Olympics Medals	Explain about Ranji trophy a national level cricket and techniques of conducting tournament	Explain about the History of Asian games
S-3	SLO-1	Objectives of Physical Education	Y.M.C.A and its contribution	marathon Race	Duleep Trophy	SAF
	SLO-2	Scope of Physical Education	Explain about the contribution of YMCA to the Society & Sports	Explain about Cross Country Race	Explain about Duleep trophy a Nationwide Zonal level ceicket and techniques of conducting tournament	Explain about the History of SAF games
S-4	SLO-1	Need of physical education	Period of Growth and development of sports	Recent developments- AICS	Rangaswamy Cup	AIU
	SLO-2	Explain the Outcome of Physical education	Explain about growth in India & world	In Rural Area & Competition	Explain about ranga swamy trophy a Inter-Provincial Tournament and techniques of conducting tournament	Explain the History, Objective & Aims of AIU
S-5	SLO-1	Importance of physical education	Age Classification – Intelligent Quotient	NCC and ACC	Thomas Cup	SGFI

	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
S-6	SLO-1	Physical Training	Sex Different- Difference between Boys and Girls during Adolescence	NFC	Davis Cup	RDS
	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
S-7	SLO-1	Physical Culture	History of Physical Education in Sparta	NPED	Euro Cup	BDS
	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
S-8	SLO-1	Misconception about physical education	History of Physical Education in Athens	NSNIS	Wimbledon	Awards and Honours- Arjuna award
	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
S-9	SLO-1	Biological Foundation- Body types Sheldon	Physical Education in India – Epic age	LNPIE	Fight for Ashes	Dronacharya award
	SLO-2	Body types Kretchmer's	Physical Education in India – Modern age	Contribution of LNPIE to Spread Physical education in India	Cricket tournament between England & Australia	Explain about the award -Best coach in India Award
S-10	SLO-1	Explain about Muscle tone	Physical Education in India – Buddhist Age	SAI (objectives and schemes)	Sports Competition	Rajiv Gandhi Khel ratna award
	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
S-11	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)
	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
S-12	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
	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

Learning Resources	Theory:				4. Wellman and Cowell, Philosophy and Principles of Physical Education, AmarvatiSuyogPrakasan.
	1. Kamlesh M.L., Physical Education : Facts and Foundation, New Delhi,P.B.Publication,1998.	2. Jackson Sharman/Modern Principles of Physical Education :A.A.Barnes& Co., New York.	3. Wuest,Deborah,A. and Charles A.Bucher: Foundations of Physical Education and Sport, New Delhi :B.L.PublicationPvt.,Ltd.,	5. Thirunarayanan,C. and Hariharan,S., Analytical History of Physical Education. Karaikudi,C.T.&S.H.PUB.,1990.	6. Sharma, O.P., History of Physical Education, New Delhi :KhelShitya Kendra,1998.

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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. 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

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23102T	Theories of Yoga and Gymnastics	4	0	0	2	4

Course Code	UPE23102T	Course Name	Theories of Yoga and Gymnastics	Course Category	D	Discipline Specific Core Courses	L	T	P	O	C
							4	0	0	2	4

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	To know about AIMS & Objectives of yoga	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	PSO-3
CLR-2 :	To know about the concept of gymnastics				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-3 :	To know about the systems of yoga				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :	To know about the concept of Pranayam				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-5 :	To know about types of meditation				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-6 :	To know about safety measures gymnastics				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Can evaluate the theories in yoga	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can elaborately describe the values of yoga	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can teach Bhandas	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can teach sports meditation	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Can teach different techniques in gymnastics	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Can teach the values of different gymnastic apparatuses	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Meaning of Yoga	Dharana (Concentration)	Kneeling Position	Importance of Suspension (Kumbhaka)
	SLO-2	Explain the Definition of Yoga	Explain how to develop concentration	Explain about Digestion Process	Explain the retention of the breath
S-2	SLO-1	Aim of Yoga	Dhyana (Meditation)	Physiological Benefits of Asanas	Kriyas and its types
	SLO-2	Explain the Scope of Yoga	Explain about Meditation for Health and Living	Explain about to Enhance Internal Organs	Explain about 6 Types of Kriyas & their significance to health
S-3	SLO-1	Objectives of Yoga	Samadhi (Absorption)	Pranayama	Kapalabhati ((Stimulating the brain cells by purifying the brain)
	SLO-2	Explain the Classification of Yoga	Explain the Shanthi stage	Explain about Breath Control	Explain the Internal cleansing technique
S-4	SLO-1	Concept of Yoga	Asanas	Types of Pranayama	Neti (Upper Nasal Track)
	SLO-2	Explain the Misconception of Yoga	Explain the usefulness of Asanas	Explain the aims & uses of pranayama	Explain the Debris or Mucus from your Nasal Cavity
S-5	SLO-1	History of Yoga	Classification of Asanas	Concept of Pranayama	Trataka (Eye Exercises)
	SLO-2	Explain the Development of Yoga	Explain the out comes of Asanas	Lists the concepts for Live Longer	Explain the External point of focus
S-6	SLO-1	System of Yoga	Difference between Physical Exercises and Yogic Exercises	Closing the Nostrils – Controlling the Breath	Nauli (Abdominal muscle and Viscera)

	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
S-7	SLO-1	Specification of Yoga area	Guidelines for Practicing Asanas	Bhandas	Dhouti (Cleansing the Intestine)	Diagram of Various Apparatuses of Gymnastics
	SLO-2	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.
S-8	SLO-1	Yama (Abstinences)	Procedure of doing Asanas	Mula Bandha - The Root Lock	Vasti (Cleaning of The Rectum)	General Rules of the Competition
	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
S-9	SLO-1	Niyama (Observances)	Long Sitting Position	Jalandhara Bandha - The Throat Lock	Meditation and Its Types	Techniques of Exercises on Gymnastics Apparatuses
	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
	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
S-11	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
	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
	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.

Learning Resources	<ol style="list-style-type: none"> 1. B.K.S., Iyengar Light on Yoga , London : Unwin Paperbacks, 1989. 2. P. Mariayyah –“Pranayamas” Sports Publication, Coimbatore. 3. K. Chandrasekaran, “Sound health through yoga” PremKalyan Publication, Sedapatti, 1999. 	<ol style="list-style-type: none"> 4. Yogeshwar, “ Text Book of Yoga “, Madras yoga centre. 5. 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
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Learning Assessment

		Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
			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	30%	-	30%	-	30%	-	30%	-	30%	-	
	Understand											
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-	
	Analyze											
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-	
	Create											
	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	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

Code		Course Title					Hours/ Week																	
		L	T	P	O	C																		
UPE23103T		Methods in Physical Education					4	0	0	2	4													
Course Code	UPE23103T	Course Name	Methods in Physical Education			Course Category	D	Discipline Specific Core Courses				L	T	P	O	C								
												4	0	0	2	4								
Pre-requisite Courses		NIL		Co-requisite Courses		NIL		Progressive Courses		NIL														
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes														
CLR-1 :		To know about presentation techniques					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		To learn about class management					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	PSO-3
CLR-3 :		To know about lesson plan																						
CLR-4 :		To learn about fixtures																						
CLR-5 :		To know about Intramurals																						
CLR-6 :		To know about group competitions																						
Course Learning Outcomes (CLO):							2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :		Neat presentation can be done					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		Effective class management will take place					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :		Clear lesson plan for excellent teaching					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		To conduct Intramural competitions					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :		To conduct external competitions					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		Can conduct sports meet					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
Duration (hour)		12		12		12		12		12		12												
S-1	SLO-1	Meaning of Physical Education		Pranayama		Swimming		Combination Tournament: League cum knock out		Intramural Competition – Objectives – Method of Organising and conducting														
	SLO-2	Explain the definition of Physical education		Explain the breathing technique		Explain about the development of immunity		Explain about time management		Explain about play for all concept														
S-2	SLO-1	Factors influencing method		Meditation		Parts of plan		Knock out cum League		Units for Competition – Intramural Committee														
	SLO-2	Explain about Age & Sex		Explain to develop Concentration		Explain about basics of sports		Explain about Save Time with the fixtures		Explain about organisation chart														
S-3	SLO-1	Presentation techniques		Explain various physical activities in the field of Physical Education		Lesson Plan-values of lesson plan		Merits of knock out and league tournaments		Sports Meet – Standard and Non-Standard														
	SLO-2	Explain the teaching & Coaching		Running & Jumping		Explain about Effective Teaching		Explain about to see the Performance Good Teams		Explain about 400 Mts & 200 Mts														
S-4	SLO-1	Steps in the way of presentation		Marching		Types of lesson plan		Demerits of knock out and league tournaments		Method of organizing and conduction of sports meet														
	SLO-2	Explain the verbal & practical of the session		Explain about Uniformity		Lists the 2 Types and Explain about it		Explain about best team will be eliminated		Explain about house wise, participation heats & finals														
S-5	SLO-1	Class Management		Calisthenics		lesson plan-preparation of lesson plan		Methods of deciding winner in the League tournaments		Handicapped (Special people) Sports, telegraphic sport and Tabloid sports														
	SLO-2	Explain about control physically & mentally		Explain about Coordination		Explain about to make subject clear		Explain the Number of winning		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 and conducting – model programme of play days														
	SLO-2	Explain about minor & major Games		Explain about Physical Fitness		Explain about eye & hand coordination		Explain about the no of points		All 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.
	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
	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
	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
S-12	SLO-1	Asanas	Defensive arts	League fixtures – League cum league	Methods of organizing and conducting	Factors influencing Classification-Methods of Classification
	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	1. B.K.S., Iyengar Light on Yoga , London : Unwin Paperbacks, 1989	3. Prabhu.C, Vivekanandan.P (2012), “ <i>The Essentials of Quantitative Aptitude and Verbal Aptitude</i> ”, Enrich &Excell, BEACON, Chennai
	2. K. Chandrasekaran, “Sound health through yoga” PremKalyan Publication, Sedapatti, 1999	

Learning Assessment

		Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
			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	30%	-	30%	-	30%	-	30%	-	30%	-	
	Understand											
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-	
	Analyze											
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-	
	Create											
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

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UCD23S01L	Quantitative Aptitude and Reasoning	0	0	2	2	1

Course Code	UCD23S01L	Course Name	Quantitative Aptitude and Logical Reasoning	Course Category	S	Skill Enhancement Course				
						L	T	P	O	C
						0	0	2	2	1

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																													
CLR-1 :	Demonstrate various principles involved in solving mathematical concepts				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15															
CLR-2 :	Critically evaluate basic mathematical concepts related to profit, loss, interest calculations, average and interpret data				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	ICT Skills	Professional Behaviour	Life Long Learning															
CLR-3 :	Enable students to understand reasoning skills																																				
CLR-4 :	Use the basic mechanics of Grammar																																				
CLR-5 :	Acquire time management skills and expose students to the requirements of the job market																																				
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			3	80	70																H	M	-	M	-	M	-	H	M	H	-	M	-	-	-
CLO-1 :	Understand the concepts of LCM, HCF, ratio and proportions, percentages and approach questions in a simpler and innovative method				3	80	75																H	M	-	M	L	M	-	H	M	H	-	M	-	-	-
CLO-2 :	Develop, solve, analyze, and use simple mathematical models that are relevant to daily life.				3	85	70																-	M	-	-	-	M	M	H	-	H	-	H	-	-	-
CLO-3 :	Solve problems on reasoning				3	85	80																H	-	-	-	-	-	M	M	-	-	-	H	H	-	M
CLO-4 :	Understand the different parts of speech and use them in sentences appropriately				3	85	75																-	-	M	-	-	M	-	-	M	-	H	M	-	H	H
CLO-5 :	Instill confidence in students and develop skills necessary to face the audience																																				

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Speed Maths and Simplification	Profit and Loss-Introduction	Number Series	Most Logical Choice
	SLO-2	Simplification Techniques and Tricks	Profit and Loss- Basic Problems	Number Series – Solving Problems	Most Logical Choice – solving problems
S-2	SLO-1	Divisibility	Simple Interest-Introduction, Formulas & Problems	Word Series	Logical Order

	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

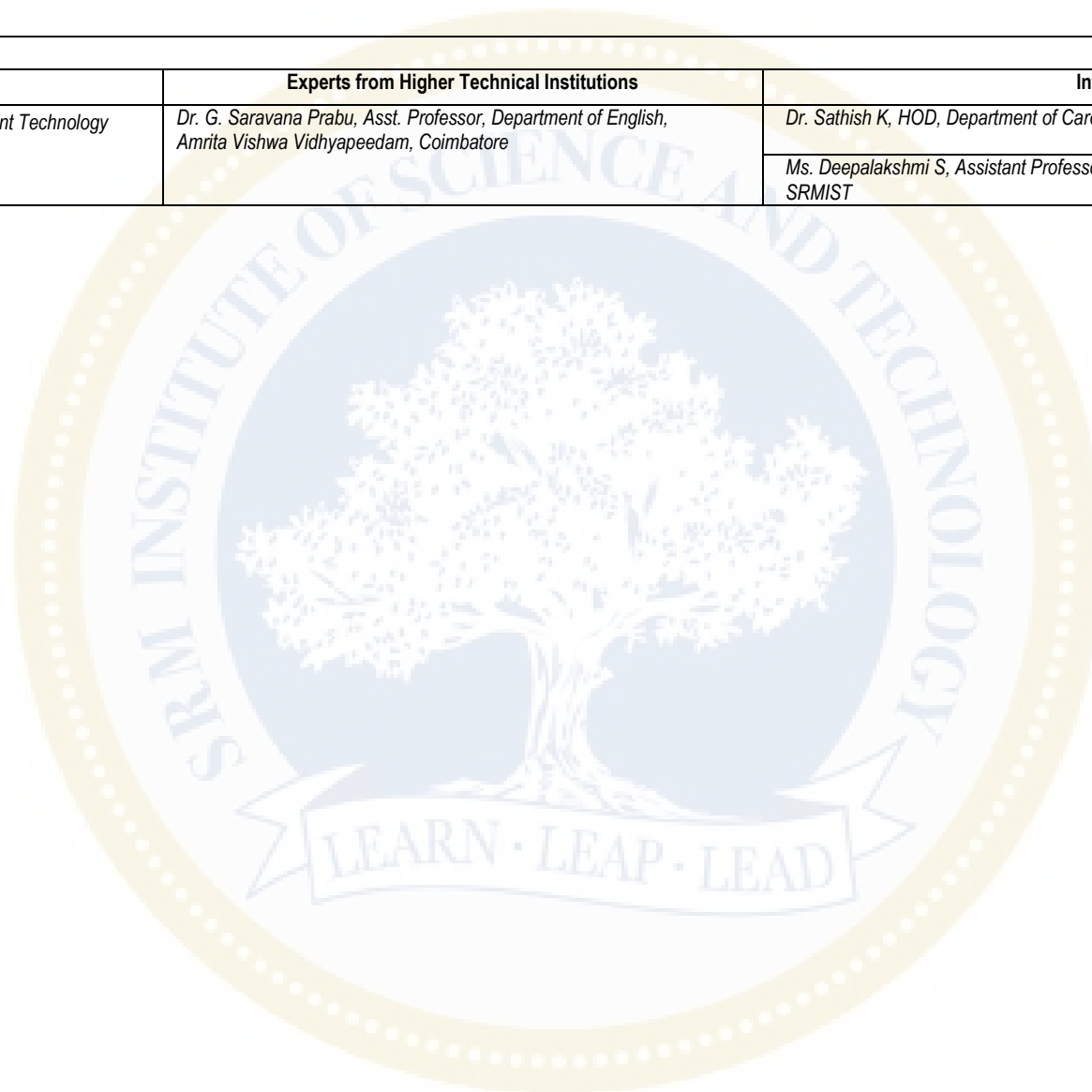
Learning Resources	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition 2. Dr. Agarwal R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition 3. Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018	4. Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill, 6th Edition 5. Singh O.P., Art of Effective Communication in Group Discussion and Interview, S Chand & Company, 2014 6. Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%)#
		Practice	Practice	Practice	Practice
Level 1	Remember	30%	30%	30%	10%
	Understand				
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 Vidyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
		Ms. Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST



SEMESTER –I

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UCD23V01T	Universal Human Values	2	0	0	2	2

Course Code	UCD23V01T	Course Name	Universal Human Values	Course Category	V	Value Addition Course	L	T	P	O	C
							2	0	0	2	2

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:		
CLR-1 :	Help the students to understand need of value education, appreciate the essential complementarity between 'values' and 'skills' and to ensure sustained happiness and prosperity which are the core aspirations of all human beings,			
CLR-2 :	Help students initiate a process of dialog within themselves to know what they really want to be' in their life and profession.			
CLR-3 :	Help students to understand the meaning of happiness and prosperity for a human being. understanding holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.			
CLR-4 :	Help students on right understanding of the Human reality and the rest of existence, harmony at all the levels of human living, and live accordingly.			
CLR-5 :	Highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:		
CLO-1 :	Evaluate the significance of value inputs in formal education and start applying them in their life and profession			
CLO-2 :	Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.			
CLO-3 :	Analyze the value of harmonious relationship based on trust and respect in their life and profession			
CLO-4 :	Examine the role of a human being in ensuring harmony in society and nature.			
CLO-5 :	Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.			

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	80	75
3	85	70
3	85	80
3	85	75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	ICT Skills	Professional Behavior	Life Long Learning
M	-	-	H	-	-	-	-	-	-	M	-	-	H	H
-	M	-	H	-	L	-	-	-	-	-	-	-	H	H
-	-	-	H	-	-	-	M	L	-	-	-	-	H	H
-	-	-	H	-	-	L	-	L	L	-	L	M	H	H
		L	H	L	-	-	-	-	-	-	-	M	H	H

Duration (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
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 Resources	1. Gaur R.R., Sangal R., Bagaria G.P., 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi. 2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.	3. A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak. 4. A N Tripathy, 2003, Human Values, New Age International Publishers.
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		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				
Level 3	Evaluate	30%	30%	30%	30%
	Create				
	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. Sweetly Bakyarani E, Department of Computer Science, FSH, SRMIST

SEMESTER II

Course Code	ULT23G02J	Course Name	Tamil – II	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	சங்க இலக்கியங்கள் வழி தொன்மை அக, புற வாழ்வியலை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	தமிழ்ச்சமூகத்தின் அறவியல் குறித்து தெரியச் செய்தல்																		
CLR-3 :	பக்தி இலக்கியங்கள் போதித்த மனித மாண்புகளை உணரச் செய்தல்																		
CLR-4 :	பண்டைத் தமிழ்ச்சமூகத்தின் தொல் இலக்கியங்கள் வளர்ச்சி பெற்ற வரலாற்றைப் புரியச் செய்தல்																		
CLR-5 :	சிறுகதைகள் சொல்லும் வாழ்வியல் நெறி, மொழியின் நுட்பங்கள் ஆகியவற்றைத் தெரியச் செய்தல்																		

Course 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 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	PSO-3
CLO-1 :	பண்டைத் தமிழ்ச் சமூகத்தின் அக, புற வாழ்வியல் இன்றைய சமூக மேம்பாட்டிற்கு வழிகாட்டி நிற்பதை அறிந்துகொள்ளுதல்	2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
CLO-2 :	தமிழ்ச் சமூகம் அறத்தை வலியுறுத்திய சமூகம் என்பதன் வழி மானுட அறத்தைத் தெரிந்துகொள்ளுதல்	2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3 :	பக்தி இலக்கியம் மூலம் இறைத் தந்துவங்களை அறிந்து மானுட ஒற்றுமை மேம்பாட்டை அறிந்துகொள்ளுதல்	2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4 :	தொல் தமிழ்ச்சமூகம் இலக்கியம், அரசியல், அறம், பக்தி ஆகியவற்றில் தழைத்தோங்கியதைத் தெரிந்துகொள்ளுதல்	2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5 :	வாழ்வியலின் நெறிகளைச் சொல்லும் கதைகளைப் படைக்கும் திறனோடு மொழி ஆளுமையையும் அறிந்துகொள்ளுதல்	2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	காலந்தோறும் தமிழ் அகத்திணை மரபு	சங்க மருவிய காலம்	பல்லவர் காலம்	பண்டைக்காலத் தமிழகம்	தமிழ்ச் சிறுகதைப் போக்குகள்
	SLO-2	அக இலக்கியத்தின் கட்டமைப்பு/உள்ளடக்கம்	அறமும் வாழ்வியலும்	பல்லவர் கால இலக்கியங்கள்	சங்ககால மக்களின் வாழ்வியல்	தமிழ்ச் சிறுகதையும் தமிழ்ச் சமூக வாழ்வியலும்
S-2	SLO-1	எட்டுத்தொகை நூல்களும் பகுப்புமுறையும்	உலகப்பொதுமறை - திருக்குறள்	பக்தியும் தமிழும்	முச்சங்கம் - அறிமுகம்	புதுமைப்பித்தன் - சங்குத்தேவனின் தர்மம்
	SLO-2	ஐங்குறுநூறு (375)	திருக்குறளின் கட்டமைப்பு	பக்தி இலக்கியத் தோற்ற நிலை	முச்சங்க வரலாறு	கன்வனின் தர்மம்
S-3	SLO-1	உடன்போக்கும் நற்றாய் புலம்பலும்	திருக்குறள் வான்சிறப்பு (2)	சைவ சமய இலக்கியங்கள்	பத்துப்பாட்டும் எட்டுத் தொகையும்	ந.பிச்சமூர்த்தி - வேப்பமரம்
	SLO-2	ஐங்குறுநூறு (391)	மழையும் வாழ்வும்	சைவக்குரவர் நால்வர்	சங்க கால மக்களின் வாழ்வியல்	மரபும் நம்பிக்கைகளும்
S-4	SLO-1	உடன் போக்கும் தமிழர் பறவையியல் அறிவும்	திருக்குறள் - புலவி நுணுக்கம்	தேவாரம் - திருஞான சம்பந்தர் - பாடல் - 2834	எட்டுத்தொகை நூல்களின் வரலாறு	தமிழருவி மணியன் - ஒற்றைச் சிறகு
	SLO-2	குறுந்தொகை (02)	ஊடலின் அழகியல்	தேவாரம் - திருநாவுக்கரசர் - பாடல் - 4262	எட்டுத்தொகை நூல்களின் கட்டமைப்பு	உறவின் மேன்மை
S-5	SLO-1	இயற்கைப் புணர்ச்சியும் தலைவி நலம் பாராட்டலும்	நீதி இலக்கியங்கள்	திருவாசகம் அறிமுகம்	பத்துப்பாட்டு நூல்களின் வரலாறு	ஆர். குடாமணி - மூடநம்பிக்கை
	SLO-2	குறுந்தொகை (03)	நாலடியார்	மாணிக்கவாசகர் பாடல் - ஆனந்த பரவசம் - பாடல் 10	பத்துப்பாட்டும் தமிழர் 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 மருந்து நூல்கள்	குலசேகராழ்வார் பாடல் - 678	நீதி இலக்கியங்களின் பன்முகத் தன்மைகள்	பாரம்பரிய மருத்துவம்
S-8	SLO-1	கலித்தொகைப் பாடல் -(11)	சிறுபஞ்சமூலம் (64)	ஆண்டாள் பாடல் - 574.	காப்பிய இலக்கணம்	மொழிப்பயிற்சி
	SLO-2	அறம் பொருள் இன்பம் சிறப்பு	ஈகையின் சிறப்பு	திருமழிசை ஆழ்வார் பாடல் - கணிகண்ணன்	காப்பியத்தின் போக்குகள்	சொற்களை உருவாக்குதல்
S-9	SLO-1	சூழலியலும் மனித வாழ்வும்	பழமொழி நானூறு அறிமுகம்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	காப்பியங்களின் வகைமை	எழுத்துகளில் இருந்து சொற்களைக் கண்டுபிடித்தல்
	SLO-2	தமிழர் புறமரபு	பழமொழி நானூறு - தனித்தன்மைகள்	இஸ்லாமிய இலக்கியங்களின் கொடை	ஐம்பெருங்காப்பியங் களின் தனித்தன்மைகள்	படம் பார்த்துக் கதை எழுதுதல்
S-10	SLO-1	புறநானூறு (107) பாரியும் மாரியும்	பழமொழி நானூறு (184)	சீறாப்புராணத்தின் அமைப்பு	தமிழ்ச் சமூகமும் சமயத் தத்துவங்களும்	படம் பார்த்துக் கவிதை எழுதுதல்
	SLO-2	புறநானூறு (110) பாரியின் வள்ளல் தன்மை	பழமொழியும் அறிவுரையும்	விடமீட்டப் படலம் (10 பாடல்கள்)	சமயத் தத்துவங்களும் வாழ்வியல் விழுமியங்களும்	கற்பனைத்திறன் - வளர்த்தல்
S-11	SLO-1	புறநானூறு (112) கையறுநிலை	பண்டைக்காலப் போரும் வாழ்வும்	கிறித்தவ சமய இலக்கியங்கள்	சைவத் திருமுறை - அறிமுகம்	கற்பனையும் படைப்பும்
	SLO-2	சிறுபாணாற்றுப்படை (84-115)	புற இலக்கியங்கள்	கிறித்தவ இலக்கியங்களின் தமிழ்க் கொடை	பன்னிரு திருமுறை - வரலாறு	தமிழில் வாசகம்
S-12	SLO-1	கடையெழு வள்ளல்களின் சிறப்புகள்	களவழி நாற்பது (40)	கிறித்துவின் அருள்வேட்டல் - திரு.வி.க	நாலாயிரத் திவ்வியப் பிரபந்தம் - அறிமுகம்	விளம்பரத்திற்கு வாசகம் எழுதுதல்
	SLO-2	பட்டினப்பாலை (40- 50) அட்டில் சாலைகளின் நிலை	போர்க்களமும் யானைப்படையும்	அலகிலொளி - 5 பாடல்கள்	வைணவ ஆழ்வார்கள் வரலாறு	வாசகம் எழுது முறைகள்

earning Resources	1. கொன்றை, தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023
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2. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2017
3. மு. அருணாசலம், தமிழ் இலக்கிய வரலாறு, நூற்றாண்டு முறை (9ஆம் நூ. முதல் 16 வரை), தி பார்க்கர், சென்னை, 2005
4. தமிழ் இணையக் கல்விக்கழகம் - <http://www.tamilvu.org/>
5. மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - <https://www.projectmadurai.org/>

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, Dept. of Tamil, FSH, SRMIST
		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.

SEMESTER II

Course Code	ULH23G02T	Course Name	HINDI-II	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	They get to learn Ancient ,Medieval,and Modern poetry	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	To understand the Significance of poems of great poets like Kabir,Tulsidas,Bihari and Dhananand	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 :	To Enhance and Enrich their knoeledge through poetry	Expected Proficiency (%)	Application of Concepts
CLR-4 :	Media based understanding for employability	Expected Attainment (%)	Link with Related Disciplines
CLR-5 :	Job Oriented writing skills		Procedural Knowledge

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Program Learning Outcomes (PLO)
CLO-1 :	To provide a brief Introduction of Hindi poetry(Bhaktikal,Reetikal and Aadhunikkal)	2	75	80	1
CLO-2 :	To Discuss the origin and development of various forms of poetry in Hindi	2	80	90	2
CLO-3 :	Focus on Evaluating the social changes through poetry	2	75	95	3
CLO-4 :	To Examine Transcreation in advertisement	2	80	90	4
CLO-5 :	To guide the students in the learning of the technical aspect of the Hindi Languge,this would help them in the field administration	2	85	90	5

Duration (hour)	12	12	12	12	12
S-1	SLO-1 BHAKTI KALIN KAVITA	RITI KALIN KAVITA	ADHUNIK KAVITA	VIGYAPAN	PATRA LEKHAN & PARIBHASHIK SHABDAVALI
	SLO-2 BHAKTIU KALIN KAITA KI AVADHARNA	AVADHARNA	AVADHARNA	AWADHARNA	VADHARNA
S-2	SLO-1 SWARUP	SWARUP	SWARUP	ARTH	RTH
	SLO-2 MAHATVA	RITI KAL VIBHAJAN	MAHATVA	PARIBHASHA	WARUP
S-3	SLO-1 UDDESHYA	MAHATVA	DDESHYA	SWARUP	ARIBHASHA
	SLO-2 BHAKTIKAL KI PRASANGIKTA	UDDESHYA	MATHLI SHARAN GUPT- NAR HO NA NIRASH KARO MAN KO	VIGYAPAN KE PRAKAR	RAYOJAN
S-4	SLO-1 DOHE- KABIRDAS	DOHE- BIHARI	KAVI PARICHAYA	VIGYAPAN KI VISHESHTAYEN	RAYOG
	SLO-2 SANT PARICHAY	KAVI PARICHAYA	KAVITA KA VISLESHAN	VIGYAPAN MANG	MAHATVA
S-5	SLO-1 DOHE KA VISLESHAN	DOHE KA VISLESHAN	ASHAVADI DRISHTIKON	VIGYAPAN KA PRABHAV	ATRALEKHAN KALA
	SLO-2 GURU KA MAHATVA	KANAK KA MAHATVA	SANGHARSH KI AOR PRERNA	VIGYAPAN MAHATVA	RAKAR
S-6	SLO-1 GURUTVA SE ISHVARATVA KI AOR	VIPRIT SWABHAV KI CHARCHA	SURYAKANT TRIPATHI NIRALA- VAR DE	VIGYAPAN KI BHASHA	VYAKTIGAT PATRA
	SLO-2 GURUTVA SE ISHVARATVA KI AOR	PRAKRITI KA ATAL RUP	KAVI PARICHAYA	VIGYAPAN AUR BAZAR	AUPCHARIK PATRA
S-7	SLO-1 BAHYAADAMBAR KA VIRODH	YAMAK ALANKAR KA PRAYOG	KAVITA KA VISLESHAN	VIGYAPAN AUR ROZGAR	SARKARI PATRA

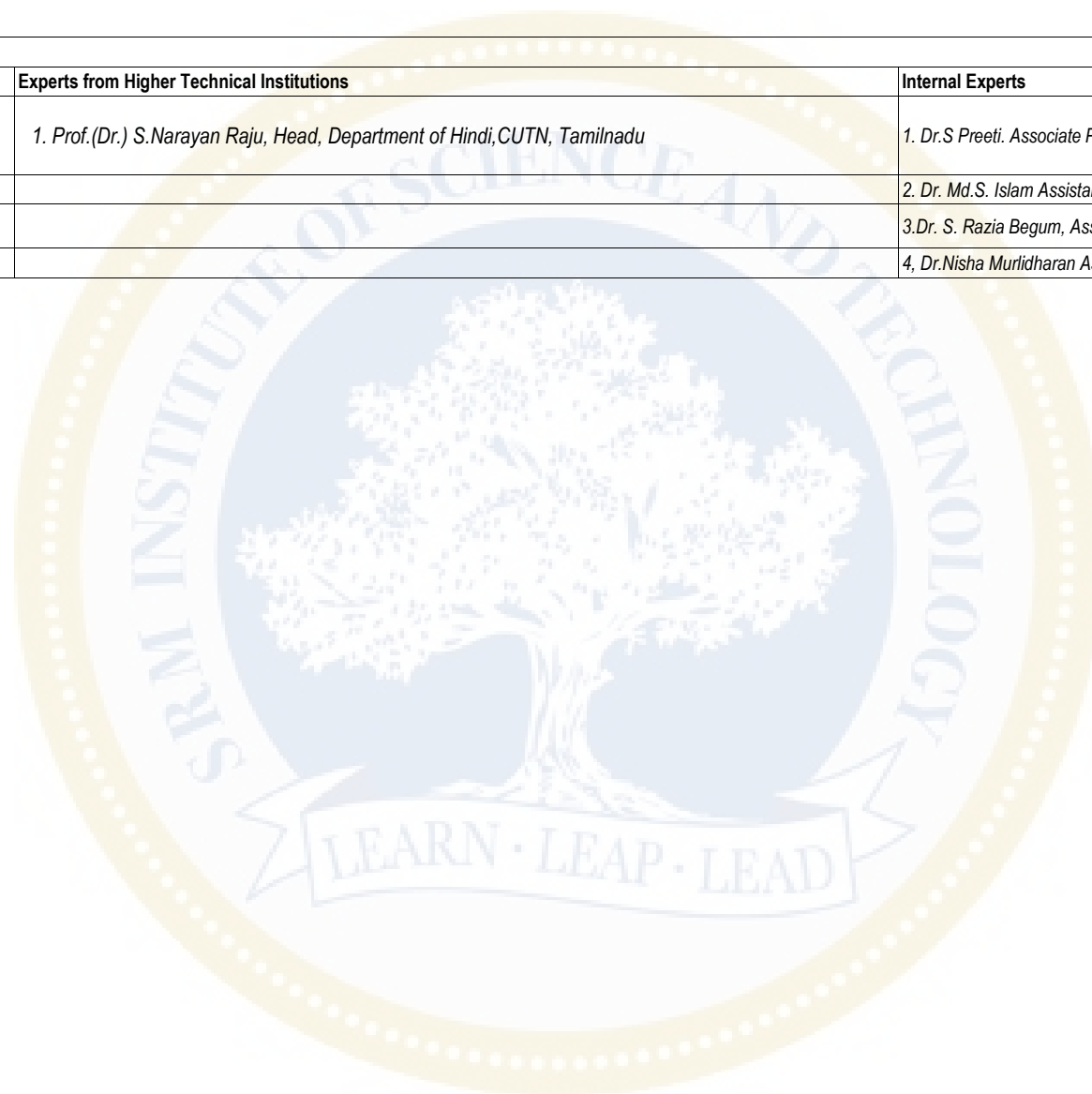
	SLO-2	MURTI POOJA KA VIRODH	SNEH KE MAHATVA KI CHARCHA	SARSHWATI KE PATRI SAMARPAN	PRINT VIGYAPAN	ARDHA SARKARI PATRA
S-8	SLO-1	GHARELU VASHTUON KI UPYOGITA	BIHARI KI KAVYA SHAILI KA MAHATVA	BHAKTI KI BHAVANA	ELECTRONIC VIGYAPAN	PARIBHASHIK SHABDAVALI
	SLO-2	AHNKAR KA PARITYAG	DOHE- GHANANAND	NAGARJUN-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

Learning Resources	Edited Book: “SAMYANA HINDI”, SRJONLOK PUBLICATION, 2023, New Delhi.
	<ol style="list-style-type: none"> 1. KABIR – HAZARI PRASAD DWEDI 2. SURDAS – RAM CHANDRA SHUKL 3. BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY 4. BIHARI – VISHVNATH PRASAD MISHR 5. Aadhunik Vigyapan aur Jansampark – Tareh Bhatia

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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
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



SEMESTER II

Course Code	ULF23G02J	Course Name	French-II	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Strengthen the language of the students both in oral and written	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations	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	PSO-3
CLR-3 :	Make them learn the basic rules of French Grammar.																		
CLR-4 :	Develop strategies of comprehension of texts of different origin																		
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	To acquire knowledge about French language	2	75	80	H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	90	M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLO-3 :	To develop content using the features in French language	2	75	80	H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
CLO-4 :	To interpret the French language into other language	2	75	90	H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	75	M	H	H	L	M	M	H	H	M	L	H	M	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Temps libre	Le pronom indéfini <i>on</i>	Vendre	Il faut	Les gallicismes
	SLO-2	Les activités quotidiennes	Les activités	Les exemples	C'est / Il est	Les activités
S-2	SLO-1	Les exemples	Les adjectifs interrogatifs	Acheter	Le verbe devoir	Les pronoms personnels COI
	SLO-2	Les activités	Les activités	Les exemples	Les activités	Les exemples
S-3	SLO-1	Les moments de la journée	Les prépositions avec les noms géographiques	Les aliments	Le verbe pouvoir	Le pronom y
	SLO-2	Les exemples	Les activités	Les exemples	Le verbe savoir	Les exemples
S-4	SLO-1	Les matières scolaires	Les verbes prendre et sortir	Les emballages	Le verbe vouloir	Des pronoms compléments
	SLO-2	Les exemples	Les activités	Les exemples	Les sons	Les activités
S-5	SLO-1	Les activités	Les sons	Les quantités	Demander et dire le prix	Les nombres ordinaux
	SLO-2	Les loisirs	Les activités	Les exemples	Les activités	Les exemples
S-6	SLO-1	Les exemples	Parler de ses goûts	Les commerces	Faire des achats	Les verbes écrire et voir
	SLO-2	Les activités	Les activités	Les activités	Expliquer une recette de cuisine	Les activités
S-7	SLO-1	La fréquence	Parler de ses préférences	les commerçants	Les activités	Le E caduc ou instable
	SLO-2	Les exemples	Les activités	Les exemples	Les courses	Les exemples
S-8	SLO-1	Les activités	Parler de sa routine	L'impératif	Les activités	Présenter ses vœux

	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
	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
	SLO-2	Les exemples	Les activités	Les exemples	Tout le monde s'amuse	Les exemples
S-11	SLO-1	Les activités	Mots et expressions	Le pronom en (la quantité)	Les sorties	Écrire un message amical
	SLO-2	Les adjectifs démonstratifs	Les activités	Les exemples	Les saisons	Les exemples
S-12	SLO-1	Les exemples	Grammaire –Communication	La phrase négative (2	Les fêtes	Parler au téléphone
	SLO-2	Les activités	Les activités	Les exemples	Les messages	Un coup de fil

Learning Resources	Theory: 1. “ Nouvelle Génération-AI ” 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
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		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	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply Analyze	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	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	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

SEMESTER II

Course Code	UES23AE1T	Course Name	ENVIRONMENTAL STUDIES	Course Category	AE	Ability Enhancement Courses	L	T	P	O	C
							3	0	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Computer Applications	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																			
CLR-1 :	To create awareness on Environment and Renewable and Non-renewable resources				Level of Thinking (Bloom)	2	80	65	1	2	3	Fundamental Knowledge	L	H	L	M	L	H	L	L	L	H	L	M	-	-	M
CLR-2 :	To understand about ecosystem and Biodiversity																										
CLR-3 :	To understand the natural and anthropogenic impact of the environmental pollution																										
CLR-4 :	To create awareness on different environmental problems																										
CLR-5 :	To create awareness on various Environment Protection acts and the impact of human population on environment																										
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																									
CLO-1 :	Applying knowledge on Renewable and Non-renewable resources					2	80	65																			
CLO-2 :	Understanding about ecosystem and Biodiversity					2	80	70																			
CLO-3 :	Gathering knowledge on impact of environmental pollution					2	80	70																			
CLO-4 :	Understanding of different environmental problems					2	80	70																			
CLO-5 :	Having knowledge on various Environment Protection acts and the impact of human population on environment problems					2	80	65																			

Duration (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 Floods, Earthquakes	Environment Protection Act
	SLO-2	Definition, Scope and Importance of Environmental Studies	Energy flow in the ecosystem	Environmental Pollution- Definition		Air (Prevention and Control of Pollution) Act
S-2	SLO-1	Need for public awareness.	Ecological succession	Causes, Effects and Control Measures of Air Pollution	Cyclones Landslides	Water (Prevention and control of Pollution) Act
	SLO-2	Institutions in Environment	Food chains, Food webs and Ecological pyramids			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 Sustainable Development	Forest Conservation Act
	SLO-2	Introduction to natural resources- Associated Problems	Forest ecosystem			Issues involved in enforcement of environmental legislation
S-4	SLO-1	Renewable and Nonrenewable resources	Grassland ecosystem	Causes, Effects and Control Measures of Soil Pollution	Urban problems related to energy	Public awareness
	SLO-2	Forest resources	Desert ecosystem		Water Conservation	

S-5	SLO-1	Water Resources	Aquatic ecosystems (ponds, lakes, streams)	Causes, Effects and Control Measures of Marine pollution	Rain Water Harvesting, Watershed	Human Population and the Environment: Population growth, variation among nations
	SLO-2	Mineral Resources	Aquatic ecosystems (rivers, estuaries, oceans)			
S-6	SLO-1	Food Resources	Biodiversity and its conservation- genetic, species and ecosystem diversity	Causes, Effects and Control Measures of Noise Pollution	Environmental Ethics: Issues and Possible Solutions	Population explosion – Family Welfare Programme
	SLO-2	Energy Resources	Biogeographical classification of India			Environment and human health
S-7	SLO-1	Land Resources	Value of Biodiversity	Causes, Effects and Control Measures of Thermal Pollution	Climate change & Global warming	Human Rights
	SLO-2	Role of an individual in conservation of natural resources	Biodiversity at Global, National and Local Levels			Value Education
S-8	SLO-1	Equitable use of resources for sustainable lifestyles	India as a Mega Diversity Nation	Causes, Effects and Control Measures of Nuclear hazards	Acid rain & Ozone layer depletion	HIV/AIDS
	SLO-2	Concept of an ecosystem	Hot-spots of biodiversity			
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:					
	1. Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.					
	2. Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press					
	3. R.Jeyalakshmi (2014),Text book of Environmental Studies, Devi publications, Chennai.					
	4. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380013, India, Email:mapin@icenet.net (R)					

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	30%	-	30%	-	30%	-	30%	-	30%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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 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
		2.Dr. D. Sankari, Professor and Head, Department of Biotechnology, FSH, SRMIST

SEMESTER – II

Code	Course Title					Hours/ Week												
						L	T	P	O	C								
UPE23201T	Theories of Major Games Part-I					4	0	0	2	4								
Course Code	UPE23201T	Course Name	Theories of Major Games Part-I		Course Category	C	Discipline Specific Core Courses											
							L	T	P	O	C							
							4	0	0	2	4							
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil								
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards		Nil											
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)									
CLR-1 :		To know the history of sports				1			1									
CLR-2 :		To know the Development of all sports				2			2									
CLR-3 :		To Know the fundamental skills				3			3									
CLR-4 :		To know the advances skills				Level of Thinking (Bloom)			Fundamental Knowledge									
CLR-5 :		To know the Rules and regulations				Expected Proficiency (%)			Application of Concepts									
CLR-6 :		To understand officiating				Expected Attainment (%)			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									
									PSO-3									
Course Learning Outcomes (CLO):		:																
CLO-1 :		To Evaluate the development of each sports				2			L									
CLO-2 :		To differentiate among major sports				3			H									
CLO-3 :		To develop techniques				3			H									
CLO-4 :		To Eradicate old Tactics				3			H									
CLO-5 :		To Introduce new officiating techniques				3			H									
CLO-6 :		To in event new equipments				3			H									
									H									
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	SLO-2	Game Technique-setting, service, attacking, receiving and Blocking	Lay-out of the court with specifications Volleyball	District level Competitions	Explain about whistling & Action with suitable match situation	Officiating techniques – Kabaddi whistling & 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
S-9	SLO-1	Fundamental skills Volleyball	Development of the Game Ball Badminton	BDS, State Championship	Layout of the Field with specifications	District level Competitions
	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
	SLO-2	System of play-Volleyball	Explain about Services & Smash	International level	Explain about Synthetic and preparation	BDS, State Championship
S-11	SLO-1	Explain about 5 – 1 system	Origin of Ball badminton	Asian Championship	District level Competitions	National level Competitions
	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
	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 Resources	1.Myerson, Roger B., Game Theory: Analysis of Conflict, Harvard (1991) (10) 2..Robinson, J., An iterative method of solving a game, Annals of Math. 54 (1951)
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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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.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

SEMESTER – II

Code		Course Title					Hours/ Week				
							L	T	P	O	C
UPE23202T		Anatomy and Physiology					4	0	0	2	4

Course Code	UPE23202T	Course Name	Anatomy and Physiology			Course Category	C	Discipline Specific Core Courses					L	T	P	O	C
													4	0	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
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Course Offering Department		Physical Education and Sports Sciences		Data Book / Codes/Standards		Nil									
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Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1 :	To know the basis of human body			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know the functions of different systems						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	PSO-3			
CLR-3 :	To know the functions of selection						L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLR-4 :	To know the functions of muscles						L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLR-5 :	To know the functions of skin						L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLR-6 :	To know the regulations of body functions						L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			

Course Learning Outcomes (CLO):		2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :	To find out the basic injuries	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	To treat the sports injuries	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :	Helps to avoid injuries during play	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-4 :	To develop different muscles	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-5 :	To develop Basic strength	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	To maintain Fitness	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)		12	12	12	12	12	
S-1	SLO-1	Meaning anatomy	Need of anatomy	Diarthrosis,Amphiarthrosis and Synarthrosis		Residual volume	Excretory System
	SLO-2	Meaning physiology	Importance of anatomy	Explain about arthritis		Explanation and measurement	
S-2	SLO-1	Definition physiology	Need of physiology	Types of joints		Lungs function	Explain about the functions of excretion
	SLO-2	Definition anatomy	Importance of physiology	Freely Movable Joints and immovable joints		Minute Volume	Explain about excretion from Kidney,respiration,gastro,biliary and skin
S-3	SLO-1	Cell – Structure and Functions of Various parts of the cell	Functions of Skeleton	Joint or articulation		Pulmonary function test (PFT)	Endocrine System
	SLO-2	Explain about basic structure	Explain about functions and its uses	Explain about the three ranges of motion		Explain about Alveolar ventilation	Draw a neat diagram and mention about major glands
S-4	SLO-1	Explain about functions of the cell	Four major functions	Cardio- Vascular system		Blood	Pineal gland
	SLO-2	Explain about biological functions	Exoskeleton and Endoskeleton Axial and Appendicular Skeleton, vertebrate skeleton	Explain about circulatory system		Composition of Blood	Explain about the functions of Pineal gland
S-5	SLO-1	Tissues	Bones	Structure of Heart		Main Functions of Blood	Pituitary gland
	SLO-2	Explain about multicellular organisms	Explain about human body bones and its counts	Draw a neat diagram of heart and specify the parts		Explain about functions and circulation	Explain about the functions of pineal gland
S-6	SLO-1	Types of various tissues	Classifications and Functions	Functions of Heart		Blood Groups	Pancreas,
	SLO-2	Explain about four basic tissues	Lists the classification and explain about it	Explain about Circulation of the Blood		Explain about human blood groups	Explain about the functions of pancreas
S-7	SLO-1	Functions of Tissues	General Feature of different bones of the body	Stroke volume and Cardiac Output		Blood clotting Mechanism	Thyroid and para thyroid glands
	SLO-2	Tissues functions in communication	Lists the features and Explain about it	Explain to calculate the SV and CO		Explain about control of bleeding and first aid	Explain about the functions of thyroid and para thyroid glands

S-8	SLO-1	Nervous tissues	Scapula	Brady Cardia	Digestive system	Adrenal glands
	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 speedy heart rate and causes		Explain about the functions of ovaries
S-10	SLO-1	Dermatology,	Bones & Joints of the Shoulder	Blood Pressure	Nervous System-Structure	Testes
	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
S-11	SLO-1	Ophthalmology	Upper extremity major bones	Respiratory system	Central nervous system	Exocrine System
	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
S-12	SLO-1	Cardiology	Lower extremity major bones	Structure of the Lungs	Functions of Neuron	Functions of exocrine system
	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	Explain about regulate body temperature, lubricate, nurture newborns (lactation), aid in digestion, and aid in reproduction
S-13	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
	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, ,
S-14	SLO-1	Explain about Anterior Posterior	Definition Joints	Movement of respiration	Function of Spinal cord	Explain about Merocrine or Eccrine glands
	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
S-15	SLO-1	Inferior and Superior	Classification of Joints	Tidal Volume	Functions of Liver	Difference between Hormones and Enzymes
	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

		Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
			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	30%	-	30%	-	30%	-	30%	-	30%	-	
	Understand											
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-	
	Analyze											
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-	
	Create											
	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 SRMIST
		Dr R.Mohanakrishnan,Director Sports, Department of Phy Edn, FSH, SRMIST

SEMESTER – II

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23203T	Principles of Yoga Therapy Social Skills and Living Value Based Education	4	0	0	2	4

Course Code	UPE23203T	Course Name	Principles of Yoga Therapy Social Skills and Living Value Based Education	Course Category	C	Discipline Specific Core Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	Importance of yoga	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	PSO-3
CLR-2 :	Yogic concepts of human body				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-3 :	To overcome psychological problems				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :	To improve personality development				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-5 :	To know about value education				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-6 :	To know about power of mind				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Can become yoga teacher	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can teach principles of yoga	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can teach yoga to overcome psychological disoures	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can teach yoga to overcome psychological problems	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	To develop personality through yoga	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	To Increase power of mind through yoga	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Role of Yoga in Diseases	Meditation for Tension	Role of yoga in Nervousness	Different states of mind	Co-Operation
	SLO-2 List the yoga for diseases	Lists the meditation and its uses	Lists the yoga and its uses		
S-2	SLO-1 Yogic Concepts of human body	Meditation for Coronary heart diseases	Role of yoga in Neurosis	How to use our mind	Freedom
	SLO-2 List the concepts and its uses	Lists the meditation and its uses	Lists the yoga and its uses	Explanation with examples	Explanation with examples
S-3	SLO-1 Rehabilitation through yoga	Meditation for Asthma	Mind	Personality Development	Responsibility
	SLO-2 Yoga treatment and recovery	Lists the meditation and its uses	Explanation about human mind	Explanation with examples	Explanation with examples
S-4	SLO-1 Rehabilitation through Asanas's	Meditation for Arthritis	Meaning of Mind	Interpersonal Skills	Happiness
	SLO-2 Asana treatment and recovery	Lists the meditation and its uses	Content for mind and explanation	Explanation with examples	Explanation with examples
S-5	SLO-1 Concept of Asanas in human body	Meditation for Obesity	Definition of mind	Drills	Love
	SLO-2 List the concepts and its uses	Lists the meditation and its uses	Construction of mind	Explanation with examples	Explanation with examples
S-6	SLO-1 Role of pranayama in Physical Education	Meditation for Back pain	Role of mind in Sports	Holistic health care	Peace
	SLO-2 Pranayama for physical education period	Lists the meditation and its uses	List the sports mind	Explanation with examples	Explanation with examples
S-7	SLO-1 Role of asanas in Physical Education	Role of Asana in sportsman	Concept of Mind	Positive Thinking	Humility
	SLO-2 Asanas for physical education period	Asanas for sportsman	Meaning and list of concepts with explanations	Explanation with examples	Explanation with examples
S-8	SLO-1 Concept of yoga in human body	Role of yoga in Psychological Problems	Power of Mind	Non-Verbal Communication	Self-Respect
	SLO-2 List the concepts and its uses	Lists the yoga and its uses	List the power of human mind	Explanation with examples	Explanation with examples
S-9	SLO-1 Meditation help to mind clear	Role of yoga in Anxiety	Functions of Mind	Verbal Communication	Honesty
	SLO-2 Uses of meditation	Lists the yoga and its uses	List the functions	Explanation with examples	Explanation with examples

S-10	SLO-1	Meditation for diabetes	Role of yoga in Depression	Powers of conscious mind	Ability to understand	Simplicity
	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 Management	Tolerance
	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
	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

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

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
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		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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

SEMESTER – II

Course Code	UCD23S02T	Course Name	Verbal Ability and Skill Development	Course Category	S	Skill Enhancement Course	L	T	P	O	C
							2	0	0	2	2

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	Critically evaluate basic mathematical concepts related to mixtures and alligations, Numbers, time and work	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	ICT Skills	Professional Behaviour	Life Long Learning
CLR-2 :	Use their logical thinking and analytical abilities to solve reasoning problems				M	H	-	L	-	M	-	M	M	H	-	H	-	-	-
CLR-3 :	Develop soft skills relating to the need for job recruitment				M	H	-	L	-	M	-	M	M	H	-	H	-	-	-
CLR-4 :	Provide students with the necessary skills to generate and interpret data sufficiency, problems on Chain Rule, Pipes and Cisterns, Boats and streams,				-	-	M	H	M	-	L	-	-	-	H	-	M	M	H
CLR-5 :	Enable students to understand problems on graphs and also increase their ability in language skills				-	-	-	-	M	-	L	H	-	H	-	H	-	-	L
					-	H	-	L	-	H	-	M	M	-	H	-	M	-	M
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1 :	Understand the concepts of mixtures and alligations, Numbers, time and work and to approach questions in a simpler and innovative method	3	80	70															
CLO-2 :	Establish a student's interest and awareness in seating arrangements, mathematical operations, logical reasoning	3	80	75															
CLO-3 :	Acquire soft skills that will help for applying jobs	3	85	70															
CLO-4 :	Demonstrate various principles involved in aptitude problems	3	85	80															
CLO-5 :	Ability to solve problems on reasoning and to interpret English language	3	85	75															

Duration (hour)	6	6	6	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
	SLO-2	Time and Distance – Problems	Seating Arrangements (Circular and table) – Problems	Resume Building	Chain Rule, Pipes and Cistern – Problems
S-2	SLO-1	Time & Work- Introduction	Mathematical Operations – Basic Problems	Group Discussions - Introduction	Data Sufficiency – Introduction
	SLO-2	Time & Work – Problems	Mathematical Operations – Tricky Problems	Group Discussions – Mock GD	Data Sufficiency – Problems
S-3	SLO-1	Alligation or Mixture – Introduction	Data Arrangements - Introduction	Group Discussions - Activity 1	Logarithms – Introduction
	SLO-2	Alligation or Mixture - Problems	Data Arrangements – Problems	Group Discussions - Activity 1	Logarithms – Problems
S-4	SLO-1	Numbers – Basic Problems	Logical Deductions – Introduction	Group Discussions - Activity 2	Boats and Streams – Basic Problems

	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 Resources	<p>1. James Barrett & Tom Barrett - Ultimate aptitude tests: over 1000 practice questions for abstract visual, numerical, verbal, physical, spatial and systems tests, Kogan Page, London, 2018. Fourth edition</p> <p>2. Kathy A. Zahler & Over Drive, Inc (Distributor) Conquering GRE verbal reasoning and analytical writing, McGraw-Hill Education, New York, 2020 Second Edition</p> <p>3. Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018</p>	<p>4. David Bartlett, The art of general practice: soft skills to survive and thrive, Scion, Banbury, 2018, eBook, 2018</p> <p>5.Zsolt Nagy, Soft skills to advance your developer career: actionable steps to help maximize your potential, A press, Berkeley, CA, 2019, eBook, 2022</p>
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	20%	30%	30%
	Understand				
Level 2	Apply	30%	50%	30%	30%
	Analyze				
Level 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 Vidyapeedam, 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

SEMESTER – II

Course Code	UEN23V01L	Course Name	COMMUNICATION SKILLS	Course Category	AE	Value Addition Course	L	T	P	O	C
							0	0	4	2	2

Pre-requisite Courses	<i>Nil</i>	Co-requisite Courses	<i>Nil</i>	Progressive Courses	<i>Nil</i>
Course Offering Department	Department of English, FSH, SRMIST			Data Book / Codes/Standards	<i>Nil</i>

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	<i>Develop fluency in spoken English by practicing and engaging in various speaking activities.</i>	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	<i>Improve pronunciation and intonation to enhance clarity and effectiveness in oral communication.</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	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	<i>Expand vocabulary and idiomatic expressions to communicate more accurately and expressively.</i>																		
CLR-4 :	<i>Enhance listening skills to understand and respond appropriately to spoken English in different situations.</i>																		
CLR-5 :	<i>Employ effective communication strategies, such as active listening, summarizing, paraphrasing, and asking clarifying questions, to enhance interpersonal and intercultural communication.</i>																		

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>																		
CLO-1 :	<i>Demonstrate improved fluency in spoken English by expressing ideas and thoughts confidently and coherently.</i>	2	75	60	H	M	M	L	-	M	-	M	H	L	H	L	-	-	-
CLO-2 :	<i>Pronounce English words and phrases accurately, using appropriate intonation and stress patterns.</i>	2	80	70	M	H	L	-	-	-	-	M	M	H	H	M	-	-	-
CLO-3 :	<i>Expand and effectively use a range of vocabulary and idiomatic expressions to enhance communication.</i>	2	70	65	M	M	M	-	L	L	-	H	M	H	H	L	-	-	-
CLO-4 :	<i>Understand and comprehend spoken English in various contexts, including informal conversations, lectures, and presentations.</i>	2	70	70	H	M	L	-	M	H	-	-	-	-	H	L	-	-	-
CLO-5 :	<i>Deliver well-structured and engaging oral presentations, incorporating effective body language and visual aids.</i>	2	80	70	H	H	-	M	-	M	-	L	L	M	H	M	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Introduction to Listening Skills.	Introduction to Reading Skills. Discussion of techniques of Reading Skill	Introduction to Speaking Skills. Explaining the importance of phonetics and vocabulary	Introduction to Writing Skills Importance of writing skills	Introduction to appreciation of texts.
	SLO- 2	Exploring Effective Ways of Listening. Barriers of Listening. Active and Passive Listening.	Identifying common reading problems in students after making them read a few passages.	Explaining the usage of the Oxford Learner's Dictionary to learn phonetics of the words at the fundamental level.	Explaining various forms of writing with examples:..	Encouraging the students to share a few of their favourite lines from any sources they have read or sharing a few lines from paditthadhil piditthadhu.
S-2	SLO-1	Introduction to Digital language lab/ usage of mobile applications	Learners are enabled to record their speech and listen to it in order to correct their problematic areas	The right enunciation of certain words to be taught through phonetic representation and decoding the phonetic symbols by learning to use the dictionary..	Introduction to letter writing. Types of letters- Formal and Informal letters with examples.	Explaining why appreciating texts creates a good reader.
	SLO- 2	Equipping the listening skill of the learners	repetitive practices of reading select paragraphs from web resources, their standard will be measured.	Observe and repeat and learn the phonetic pronunciation of words by practicing continuously.	Class Assignment - write a formal letter and informal letter and check for e-mail etiquettes in writing.	Enabling the students to reflect in the classroom about any of their favourite books/ articles or magazines.
S-3 –	SLO-1	Introducing google podcasts.	The speed, fluency, pronunciation,	Teaching the usage of Thesaurus to understand and	Enabling the students to unleash their potentials 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 play and pause.	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 language
S-5	SLO-1	Imitating the speakers by listening to 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.	mechanics of writing - assessed and evaluated.	Mathrubootham's humour and the language of code switching from Tamil to English and vice –versa.
S-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
	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 – S-8	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,
	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.
S-9	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.	Analysing the text for regional relevance and National significance.
	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
S-10	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.
	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.

SLO- 2	Group activities and games can be conducted to test the listening skills by responding to the speech given by other students	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	Students are given chances to write reports on various topics.	Enabling the students to share their appreciation of any of their favourite lines from the books they have read.
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Learning Resources	<ol style="list-style-type: none"> 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.apptitudetests.org/verbal-reasoning-test https://www.assessmentday.co.uk/apptitudetests_verbal.htm
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%) #
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	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
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SEMESTER – II

Course Code	UNS23M01L / UNC23M01L / UNO23M01L / UYG23M01L / UMI23M01L	Course Name	NSS/NCC/NSO/YOGA	Course Category	M	Mandatory Courses	L	T	P	C
							0	0	0	0

Pre-requisite Courses	<i>Nil</i>	Co-requisite Courses	<i>Nil</i>	Progressive Courses	<i>Nil</i>
Course Offering Department	NSS/NCC/NSO/YOGA		Data Book / Codes/Standards	<i>Nil</i>	

Assessment is Fully Internal

Learning Assessment	
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	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different industries based on chemistry and related areas	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
CLR-3 :	Enhance the skills in the system aspects																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1 :	To get an inside view of an industry and organization/company	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of an industry and organization/company	3	85	75	H	H	M	H	L	M	M	M	M	L	M	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			
internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	20 %

Course Code	UCD23P02L	Course Name	Project Work – I	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different industries based on chemistry and related areas	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
CLR-3 :	Enhance the skills in the system aspects				L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLR-4 :	Understanding the professional connections with the knowledge learnt				M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLR-5 :	Applying the skills in problem solving				M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-1 :	To get an inside view of an industry and organization/company	3	80	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of an industry and organization/company	3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	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			
internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	Viva-Voce
			20 %

Course Code	UCD23P03L	Course Name	Apprenticeship – I	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	Level of Thinking (Bloom)	2	3	Disciplinary Knowledge	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different industries based on chemistry and related areas																		
CLR-3 :	Enhance the skills in the system aspects																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1 :	To get an inside view of an industry and organization/company	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of an industry and organization/company	3	85	75	H	H	M	H	L	M	M	M	M	L	M	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			
internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	Viva-Voce
			20 %

SEMESTER – III

Code		Course Title					Hours/ Week												
							L	T	P	O	C								
UPE23301T		Management in Physical Education					4	0	0	2	4								
Course Code	UPE23301T	Course Name	Management in Physical Education			Course Category	C	Discipline Specific Core Courses											
								L	T	P	O	C							
								4	0	0	2	4							
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses					Nil						
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards			Nil											
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)									
CLR-1 :		To know the values of organization & Administration					1			1									
CLR-2 :		To know the functions of sports management					2			2									
CLR-3 :		To know the schemes of phy-edn in schools					3			3									
CLR-4 :		To create syllabus																	
CLR-5 :		To know about regulations of swimming pool																	
CLR-6 :		To know about stock verification																	
Course Learning Outcomes (CLO):		:					Level of Thinking (Bloom)			Fundamental Knowledge									
CLO-1 :		Can become administrator in sports					2			L									
CLO-2 :		Can organize national and International Sports events					3			L									
CLO-3 :		Can Organise leadership campus					3			L									
CLO-4 :		Can prepare budget for different events					3			L									
CLO-5 :		Can maintain gymnasium & Swimming pool					3			L									
CLO-6 :		Can Become camp directors.					3			L									
Duration (hour)		12		12		12		12		12		12							
S-1	SLO-1	Meaning of Organisation		Physical Education Periods		Purpose of the Gymnasium – (Gymnastics, yoga, weight training apparatus, Multi – Gym etc)		Care and Maintenance of Equipment		Meaning and definition of Leadership Camp									
	SLO-2	Explain the meaning and setup		Explain about the implementation of compulsory period for Health and Physical Education		Explain about ancient and modern history of gym		Explain about need and importance of care and maintenance		Explain about Leaders, teams, and entire organizations.									
S-2	SLO-1	Meaning of Administration		Supervision in Physical education		Specifcation of Swimming pool		Stock Verification		Need and importance of camping									
	SLO-2	Explain about administration and setup.		Explain about the Effective supervision during the student teaching		Explain about the palnning and need of first aid in gym		Explain about physical counting of stock Register		Explain about one who build and strengthen relationships									
S-3	SLO-1	Procedures of Organisation		Qualities of a Supervisor		Swimming Pool – Importance		Finance and Budget		Location of the camp site									
	SLO-2	Lists the procedures		Explain about the need of communication and creative skills		Impact stress off your body. builds endurance, muscle strength and cardiovascular fitness		Explain about preparation of Annual budget		Explain about the location and specifications									
S-4	SLO-1	Aim of Organisation		Play area is Schools and Colleges		Need of Swimming pool		Purchase- Miscellaneous Files		Camp Directors									
	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, healthy heart and lungs		Explain the importance of maintaining files		Duties of Camp director									
S-5	SLO-1	Major phases of Administration		Facilities and standards in physical education		Purification of water		Model Physical Education Budget for a Year		Camp shunts									
	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 knowledge to Create Camp shunts									

S-6	SLO-1	Meaning of Management –supervisor	Factors affecting facilities and Standard-Pool	Regulation to be observed in the Swimming pool	Guiding Factors for the Preparation of Budget	Mock sport
	SLO-2	multitasking function that supports the leadership	Explain about pool sanitation and circulatory pump cleaning.	No running, pushing, dunking, or rough play in pool area, showers, or locker rooms.	Give wide knowledge about participation and conduction for budget preparation	Explain about need of mock sports in camps
S-7	SLO-1	Definition of Management –supervisor	Location of Playfield (Surface and its types)	Sports Committee	Rules of Utilization of Games Fund	Camp songs
	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
S-8	SLO-1	Functions of Management	Constructing the Playfield	Purchase committee	Records and Registers – Attendance	Trekking
	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
S-9	SLO-1	Guiding principles of Management	Care and Maintenance of Play Ground.	Structure and Functions of Committees	Physical Fitness- Stock- Accession-	Treasure Hunt
	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	Games and Athletic Equipments – Need for the Equipments-Auction	Auction- Issue Registers-Contingency etc.	Minor Games
	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
S-11	SLO-1	School, Colleges, University in State	Need for Gymnasium	Types of Equipment	Files – Intramural- Extramural	Camp fire programme
	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
	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	<ol style="list-style-type: none"> 1. Managing Organizations for Sport and Physical Activity: A Systems Perspective, Chelladurai, P. Scottsdale, Ariz.: Holcomb Hathaway Publishers, 2014 2. Sports Management, Dr Samiran Chakarvorthy, 2001
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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 SRMIST
		Dr.Y.C.Louisraj, Asst. Professor, Department of Phy Edn, FSH, SRMIST

SEMESTER - III

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23302T	Test Measurement and Evaluation in Physical Education	4	0	0	2	4

Course Code	UPE23302T	Course Name	Test Measurement and Evaluation in Physical Education	Course Category	C	Discipline Specific Core Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-1 : To learn about test & Measurement in Phy-Edn		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	PSO-3			
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 test																						
CLR-6 : Can Learn Components of Physical Fitness																						
Course Learning Outcomes (CLO):		:																				
CLO-1 : Can become a good evaluator		2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLO-2 : Can organize different test in phy-Edn		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLO-3 : Can find new tests for improvement in skills		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-			
CLO-4 : Can find new solution for problems		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLO-5 : Can measure psychological variables during matches		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-			
CLO-6 : Can measure anthropometrical measurement for better performances		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Meaning and Definition of the Terms- Test	Test Administration	Shuttle run test	Barrow Motor Ability test
	SLO-2	Explain about measuring the skill and knowledge	Explain about the reliable assessment	Explain about the test and aerobic capacity	Explain about the test and its benefits
S-2	SLO-1	Meaning and Definition of the Terms- Measurement	Components of Physical fitness	Speed-50mts-Stride length	Motor Educability
	SLO-2	Explain about the procedure and reaction	Explain about components and its uses	Explain about speed and its benefits for running and other sport	Explain about the test and its benefits
S-3	SLO-1	Meaning and Definition of the Terms- Evaluation	Health Related Physical fitness	Stride frequency	Methny Johnson Test
	SLO-2	Explain about the characterize a substance	Explain about fitness activity related to the health	Explain about sprinting and biomechanics material	Explain about the test and its benefits
S-4	SLO-1	Need and Importance Test Measurement and Evaluation in Physical Education	Performance Related Physical fitness	Balance	Posture test
	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 gravity of a body within the base of support	Explain about the test and its benefits
S-5	SLO-1	Criteria of Test Selection	Strength test-Dip Strength	Stork stand	Newyork Posture test
	SLO-2	Explain about the various testing tools	Explain about upper body strength and strength endurance.	Explain about a person stand on one leg for as long as possible	Explain about the test and its benefits
S-6	SLO-1	Validity	Bent knee sit up test	Explosive power	Basketball-Johnson Basketball Ability test
					Aérobic Power

	SLO-2	Explain about 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
S-7	SLO-1	Reliability	Push-ups-Pull-ups	Standing Broad jump	Hockey-Schmithals French Field Hockey test	Anaerobic Power
	SLO-2	Explain about statistics and psychometrics	Explanation about benefits 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
S-8	SLO-1	Objectivity	Cardio-Vascular Test	Sargent jump (Vertical jump)	Soccer-Mc Donald Soccer test	Anthropometrical Measurements
	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
	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
S-10	SLO-1	Teacher made test	Flexibility test	AAPHERD Youth Fitness Test	Badminton - French short service Test	Body Composition- BMI
	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/m ²)
S-11	SLO-1	Rating scales-Subjective rating	Sit and reach test	Motor ability test	Tennis- Dyer tennis Test	Psychological Measurements
	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
	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 Resources	1. Bosco, James. Measurement and Evaluation in Physical Education and sports, New Jersey, Prentice Hall Inc, 1983. 2. Barry L. Johnson, Jack K. Nelson. Measurements for Evaluation in physical education. Surjeet Publications, 2004.	3. Horold, M. Borrow. A Practical applied to measurement in Physical Education, 2010.
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Learning Assessment

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

SEMESTER – III

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23303T	Fitness Management	4	0	0	2	4

Course Code	UPE23303T	Course Name	Fitness Management	Course Category	C	Discipline Specific Core Courses				
						4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:		
CLR-1 :	To Know the values of Physical fitness			
CLR-2 :	To Know the principles Physical Fitness			
CLR-3 :	To know Components of exercise programmes			
CLR-4 :	To Know the Factors affecting physical fitness			
CLR-5 :	To Know the positive effects of exercise			
CLR-6 :	To Know the values of nutrition's			

Learning			
1	2	3	
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	PSO-3

Course Learning Outcomes (CLO):					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :		Can become fitness trainer			2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		Can Prescribe fitness for ailments			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :		Can Start fitness manufacturing unit			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		Can start Fitness Studio			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :		Can Start train national and international teams			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		Can Make Nation Fit			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Fitness Management	Explosive Power	Scope of Physical Fitness	Swimming	Fat
	SLO-2	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
S-2	SLO-1	Meaning of Management	Strength Endurance	Principles of physical fitness	Aerobic dance	Protein
	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
S-3	SLO-1	Scope of Management	Types of Flexibility	Value of Physical Fitness	Sea sand training	Vitamins
	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
S-4	SLO-1	Definition Management	Dynamic flexibility	Factors affecting physical fitness	Participation in games and sports	Minerals
	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
S-5	SLO-1	Merits of Management	Static-active flexibility	Skiping	Cycling	Brief description of nutrients
	SLO-2	Lists the merits and its uses	Explain about the static-active flexibility and how its works in various sports	Explain about skiping and its uses	Explain about Cycling training and its uses.	Explain about the need of making energy, grow, develop, and reproduce
S-6	SLO-1	Types and Components of Physical Fitness	Recovery time	Callisthenic's	Positive effects of exercise on health	Different nutrients
	SLO-2	Explain about the five components of physical	Explain about the recovery time and how it	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	
S-7	SLO-1	Speed	Regeneration	Circuit training	Ways to lower cholesterol level	Balanced Diet
	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
S-8	SLO-1	Strength	Rehabilitation	Mental Fitness	Disadvantages of overweight	Food guide pyramid
	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
S-9	SLO-1	Endurance	Health related Fitness	Hill training	Ways to safely lose weight	Role of nutrients
	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
S-10	SLO-1	Flexibility	Skill related Fitness	Sand Training	Meaning of Nutrition	Obesity
	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
S-11	SLO-1	Agility	Definition of Physical Fitness	Weight training	Definition of Nutrition	Causes of Obesity
	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
S-12	SLO-1	Power	Meaning of Physical Fitness	Jogging	Carbohydrate	Effects of Obesity
	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

Learning Resources	1. John Burn .W (1981) Scientific Principles of Coaching Prentice hall Engle wood cliff M.J 2. Dr.AlhayN.Buchha .(2010) management of Physical Education Furatia Publishing House,New Delhi.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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.C.Suresh, Asst. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER III

Course Code	ULT23AE1J	Course Name	Applied Tamil – I	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR): The purpose of learning this course is to:

CLR-1 :	தமிழின் எழுத்து, சொல் வளர்ச்சி வரலாற்றை அறியச் செய்தல்
CLR-2 :	மொழியைப் பிழையின்றி எழுதும் ஆற்றலை அடையச் செய்தல்
CLR-3 :	வாய்மொழி வழக்காறுகளின் நுட்பங்களைத் தெரியச் செய்தல்
CLR-4 :	கடிதம் எழுதும் முறை, கட்டுரை வரையும் முறை அறியச் செய்தல்
CLR-5 :	படைப்பாற்றல் திறனை வளரச் செய்தல்

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	PSO-3
H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Course Learning Outcomes (CLO): At the end of this course, learners will be able to:

CLO-1 :	சொற்களைச் சரியான பொருண்மையில் பயன்படுத்தும் திறன் பெறுதல்
CLO-2 :	மொழியைப் பிழையின்றி எழுதுவதன் வழி மொழி ஆளுமை பெறுதல்
CLO-3 :	வாய்மொழி மரபின் கூறுகள் வழி, மக்களின் வாழ்வியல் விழுமியங்களை அறிந்துகொள்ளுதல்
CLO-4 :	அலுவலகப் பயன்பாடு, திறன் மேம்பாடு ஆகியவற்றை நுட்பமாகத் தெரிந்துகொள்ளுதல்
CLO-5 :	கவிதை, கதை படைக்கும் ஆற்றலை அறிந்துகொள்ளுதல்

Duration (hour)	9	9	9	9	9
S-1	SLO-1 தமிழின் தொன்மை	மெய்யெழுத்துகளின் வகைகள்	வாய்மொழி மரபு, எழுத்து மரபு	தொடர் அமைப்பு	காலந்தோறும் கவிதை
	SLO-2 தமிழின் சிறப்புகள்	மூவினம்	வாய்மொழி மரபில் அனுபவம்	எளிய தொடர்	கவிதை வடிவம்
S-2	SLO-1 கருத்து – பரிமாற்றம்	ஒற்று இடுதல்	வாழ்வியல் தத்துவம்	நெடுந்தொடர்	மரபுக்கவிதை
	SLO-2 பயன்பாட்டுத்தமிழ்	வல்லினம் மிகும் இடங்கள்	பழமொழிகள்	பத்தி எழுதுதல்	வசனகவிதை
S-3	SLO-1 காலந்தோறும் தமிழ்	வல்லினம் மிகா இடங்கள்	பழமொழியும் மனித வாழ்வியலும்	ஒரு பொருளை மையமாகக் கொண்டு எழுதுதல்	புதுக்கவிதை/ புதிய வடிவக் கவிதைகள்
	SLO-2 எழுத்துகள் - அறிமுகம்	எழுத்துப்பிழை நீக்கம்	பழமொழியின் வடிவம்	காலந்தோறும் கடிதங்கள்	கவிதைக் களங்கள்
S-4	SLO-1 தமிழ் எழுத்து வரலாறு	பிழை நீக்கி எழுதுதலின் அவசியம்	வட்டார மொழி	தமிழில் கடித இலக்கியம்	கவிதை உள்ளடக்கம்

	SLO-2	எழுத்துகளின் வரிவடிவம்	பிழைகளும் மொழிச் சிக்கல்களும்	வட்டார மொழியில் சொல்வடை	கடித வகைகள்	கவிதை எழுதும் முறை
S-5	SLO-1	எழுத்துகளின் பிறப்பு	எதிர்ச்சொல் வரலாறு	பழமொழியும் சொல்வடையும்	கடிதம் எழுதும்முறை	தன்னுணர்ச்சிக் கவிதை
	SLO-2	உயிர் எழுத்துப் பிறப்பு	எதிர்ச்சொல்லின் உருவாக்கம்	பேச்சுநடையும் சொல்வடையும்	அலுவல் கடிதம்	இயற்கை/ சமூகம் - கவிதை
S-6	SLO-1	மெய்யெழுத்துப் பிறப்பு	இணைச்சொல்லும் எதிர்ச்சொல்லும்	மரபுத்தொடர்	வாழ்த்து/ பாராட்டுக் / நட்புக் கடிதம்	காலந்தோறும் கதைகள்
	SLO-2	மொழி முதல் எழுத்துகள்	தமிழில் எதிர்ச்சொற்கள்	பழமொழி மரபுத் தொடர் வேறுபாடு	கட்டுரை வகைகள்	கதைகளில் கற்பனையும் உண்மையும்
S-7	SLO-1	மொழி இறுதி எழுத்துகள்	ஒரெழுத்து ஒருமொழி - அறிமுகம்	தமிழில் மரபுத்தொடர்	கட்டுரை எழுதும் முறை	வாய்மொழிக் கதை
	SLO-2	எழுத்து வேறுபாடும் பொருளும்	ஒரெழுத்து ஒருமொழியும் பொருளும்	விடுகதை	கட்டுரைக் களங்கள்	ஒரு பக்கக் கதை
S-8	SLO-1	ணகர - னகர - நகர வேறுபாடு	சொற்களின் தன்மைகள்	நுண்ணறிவு வெளிப்படுதல்	போட்டிக் கட்டுரை	சிறுகதை
	SLO-2	லகர - ளகர - ழகர வேறுபாடு	ஒரு சொல் பல பொருள்	கதை மரபில் நாட்டுப்புறக் கதைகள்	அனுபவக் கட்டுரை	கதை எழுதும் முறை
S-9	SLO-1	சொல்லும் பொருளும்	ஒரு பொருள் பல சொல்	தமிழில் நாட்டுப்புறக் கதைகள்	பயணக் கட்டுரை	சமூக உணர்வின் வெளிப்பாடு
	SLO-2	காலந்தோறும் சொற்கள்	சொல் உருவாக்கத்தின் பயன்கள்	நாட்டுப்புறக் கதைகளும் சமூக வரலாறும்	இதழியல் கட்டுரைகள்	நிகழ்வைக் கதை வழியே வெளியிடல்

Learning Resources	<ol style="list-style-type: none"> 1. நல்ல தமிழ் எழுத வேண்டுமா?, அ. கி. பரந்தாமனார், பாரி நிலையம், 2010. 2. நாட்டுப்புற இயல் ஆய்வு, சு. சக்திவேல், மணிவாசகர் பதிப்பகம், சென்னை, 2006. 3. படைப்புக்கலை, மு. சுதந்திரமுத்து, அறிவுப் பதிப்பகம், சென்னை, 2008. 4. கதையியல், க. பூரணச்சந்திரன், அடையாளம் பதிப்பகம், சென்னை, 2012. 5. இணைய வழித் தரவுகள் : https://tamilheritage.org/
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	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai - 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, 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.Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

SEMESTER III

Course Code	ULH23AE1J	Course Name	APPLIED HINDI-I	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Explain and appreciate the Constant moral values of India	1	1
CLR-2 :	Focus on Evaluating the social changes through prose	2	2
CLR-3 :	To Display moral and social values in the field of religion and communal Unity	3	3
CLR-4 :	To make translation of good literature and any relevant document from the Hindi Language to English and vice –versa		4
CLR-5 :	To help the learners to tackle Administrative terminology		5

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Understand the various forms of Prose and different aspects of social issues	2	75	80	H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLO-2 :	To create an awareness on Ramayana	2	80	90	H	H	H	M	L	H	H	M	L	L	H	M	-	-	-
CLO-3 :	To Examine the accuracy in Translation	2	75	95	H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLO-4 :	To Provide technical writing skills	2	80	90	H	H	L	H	M	H	L	H	H	M	H	H	-	-	-
CLO-5 :	To evaluate the nuance in essays	2	85	90	M	H	M	H	L	H	H	L	H	M	H	H	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1 KAHANI	NIBANDH	BAL RAMAYAN	ANUVAD	PARIBHASHIK SHABDAVALI
	SLO-2 AVDHARNA	VDHARNA	HATHA VASHTU	AVDHARNA	RTH
S-2	SLO-1 ARTH	RTH	VADHPURI MEN RAM	ARTH	ARIBHASHA
	SLO-2 SWARUP	WARUP	RAM KE ADARSH KE PRATI PRERIT KARNA	SWARUP	WARUP
S-3	SLO-1 PARIBHASHA	ARIBHASHA	AMAYAN KE PRATI RUCHI JAGANA	PARIBHASHA	RAKAR
	SLO-2 KAHANI KE TATVA	MAHABHARAT KE SAMAY KA BHARAT- HALKRISHNA BHATT	AMAYAN KA SAMAJ MEN MAHATVA	PRAKAR	VADHARNA
S-4	SLO-1 UDDESHYA	EKHAK PARICHAYA	OKJEEVAN KE PRATI JAGRUP KARNA	MAHATVA	RAYOJAN
	SLO-2	ARTH KA VISLESHAN	JANGAL AUR JANKPUR	UDDESHYA	UDDESHYA
S-5	SLO-1 ANTASH MAN KI JAGRITI	UDDESHYA	GURU KE PRATI ADAR BHAV	ANUBAD PRAKRIYA	MAHATVA
	SLO-2 EIDGAH – KAHANI PREMCHAND	AMAJIK SAMRASTA	HIRTA KE BHAV KO JAGANA	VIVIDH PRAYOG	RAYOG
S-6	SLO-1 KAHANI KA PARICHAYA	PAURANIK KAHANIYO SE AVAGAT KARANA	VIDHARM KA PRATIFAL	HINDI SE ANGREZI ANUVAD	UDDESHYA
	SLO-2 KAHANI VISLESHAN	MAHABHARAT EVAM RAMAYAN KE SAMAJ KI	VAN JEVAN SE AVAGAT KARANA	ANGREZI SE HINDI	AKANIKI SHABDAVALI KA

			TULNA		ANUVAD	YATVA
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
S-8	SLO-1	DIP SE DIP JALE- USHA YADAV	PATH KA VISLESHAN	VIRTA KE BHAV JAGANA	HROT BHASHA KA GYAN	EK DIN EK SHABD
	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
	SLO-2	PRASHNABHAYASH	PRASHNABHAYASH	PRASHNABHAYASH	ANUVAD KA ABHYASH	PRASHNABHAYASH
Learning Resources		Edited Book: "PRAYOJAN MULOK HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi. 1. Srijanlok Literary Magazine, Ara (Bihar – 802301) 2. https://hindisamay.com/ 3. https://ncert.nic.in/textbook.php?fhbr1=0-12 4. Prayojan mulak Hindi, Dr. Sontakke 5. https://rajbhasha.gov.in/hi/ol_clause				

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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
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

SEMESTER III

Course Code	ULF23AE1J	Course Name	French for Specific purpose-I	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Strengthen the language of the students both in oral and written	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 :	Make them learn the basic rules of French Grammar.	Expected Proficiency (%)	Application of Concepts
CLR-4 :	Develop strategies of comprehension of texts of different origin	Expected Attainment (%)	Link with Related Disciplines
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French		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
			PSO-3

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	To acquire knowledge about French language	2	75	80	H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	90	M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLO-3 :	To develop content using the features in French language	2	75	80	H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
CLO-4 :	To interpret & Translate the French language into other language	2	75	90	H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	75	M	H	H	L	M	M	H	H	M	L	H	M	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1	TP de chimie	Le jour des examens	L'impératif négatif	Comprendre une lettre de motivation
	SLO-2	Les exemples	Les activités	-Le passé composé avec être	Comprendre la structure d'un rapport de stage
S-2	SLO-1	- Un TP au laboratoire-	Le sms à la française -	Les exemples	Trouver des mots clés-
	SLO-2	Les exemples	Les activités	Le passé composé des verbes pronominaux	Les activités
S-3	SLO-1	Comprendre un TP	Les examens	-La recherche de stage -	Comprendre un texte technique-
	SLO-2	Les exemples	Les activités	, le passé composé et	Les activités
S-4	SLO-1	-Suivre un protocole expérimental -	Les exemples	Les exemples	Les exemples
	SLO-2	Les activités	Les activités	le futur dans un texte	Relever des arguments dans un texte-
S-5	SLO-1	Lire des équations chimiques -	Les exemples	Le stage en France	Les exemples
	SLO-2	Les activités	Les activités	- Le rapport de stage et le domaine des carburants -	Les activités
S-6	SLO-1	Identifier des formules chimiques à l'oral	Comprendre une interdiction	Les activités	Les exemples
	SLO-2	Les exemples	Les activités	Le CV français	Les activités
S-7	SLO-1	- L'infinitif pour exprimer un ordre ou	Les exemples	Les exemples	Les activités
	SLO-2	Les exemples	Les activités	La lettre de motivation-	Les exemples
S-8	SLO-1	un conseil (dans les consignes) -	Les exemples	Comprendre une offre de stage	Les exemples
				Les exemples	Les exemples
				Les exemples	Les exemples

	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
	SLO-2	Les exemples	L'impératif des verbes pronominaux	Les exemples	Les activités	Les exemples

Learning Resources	Theory: 1. "Tech French" French for Science and Technology, Ingrid Le Gargasson, Shariva Naik, Claire chaize, Les éditions Didier, India, 2011. 2. https://www.fluentu.com/blog/french/french-grammar 3. https://www.elearningfrench.com/learn-french-grammar-online-free.html 4. https://www.lawlessfrench.com/grammar 5. https://blog.gymglish.com/2022/12/15/basic-french-grammar
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		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	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply Analyze	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	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	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

SEMESTER III

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UCA23S12L	Web Design	0	0	2	2	1

Course Code	UCA23S12L	Course Name	Web Design	Course Category	S	Skill Enhancement Courses				
						L	T	P	O	C
						0	0	2	2	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Computer Applications	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-1 :	Understand the basic concepts of Internet	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	PSO-3			
CLR-2 :	To learn the concepts of HTML.																					
CLR-3 :	To learn the concepts of Web page designing																					
CLR-4 :	To use a variety of strategies and tools to create websites.																					
CLR-5 :	To design/develop web pages with HTML Forms																					
CLR-6 :	To design websites																					
Course Learning Outcomes (CLO):		: At the end of this course, learners will be able to:																				
CLO-1 :	Learn web design techniques and basic concepts	3	80	70	H	H	M	H	L	M	-	H	-	H	-	H	M	-	H			
CLO-2 :	To describe the structure and functionality of the world wide web,	3	80	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-3 :	Create dynamic web pages using a combination of HTML and CSS	3	85	70	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-4 :	Gain the skills and project-based experience needed for entry into web design and development careers.	3	85	80	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-5 :	Design Website with variety of graphic design and styling of object.	3	85	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-6 :	To develop freelancing projects	3	80	70	M	H	M	H	-	M	-	H	H	M	-	H	M	-	H			

Duration (hour)	6	6	6	6	6
S-1	SLO-1	BASIC INTERNET CONCEPTS- What is Internet	ADVANCED INTERNET CONCEPTS	HTML INTRODUCTION	HEAD AND BODY SECTIONS: Header Section
	SLO-2	History	Anatomy of an Email Message	History of HTML	Title – Prologue – Links
S-2	SLO-1	Lab 1 : Understanding about Internet	Lab 4 : Sending electronic mails Receiving electronic mails	Lab 7 : Design web page using Text Formatting tags.Program to create a simple Layout of Webpage.	Lab 10: Design webpage using Head, Body and Title tags.Program to control line breaks and spaces
	SLO-2	Understanding about host machines and names, client and server			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	Comment – Heading
	SLO-2	Client / Server Model	Replying	Anchor Tags	Horizontal Rule – Paragraph
S-4	SLO-1	Lab 2 : Understanding about domain names, protocols and IP address Browsing the world wide web	Lab 5 : Replying electronic mails. Chatting on the net	Lab 8 : Design web page using Text Font tag. Design to link from one page to another using Anchor tag.	Lab 11 : Design webpage using Paragraph tag and Comment tag. Design web page with scrolling text using Marquee Tag
	SLO-2				Lab 14 : Design web page using Frame tag Program to divide a page into Frames
S-5	SLO-1	Domain Names	Search Engines	Hyper Links	Images and Pictures
	SLO-2	Protocols- IP Address	Meta Search Engine	Sample HTML Documents	Ordered and Unordered List
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	Lab 9 : Create HTML document using Heading and Paragraph tag	Lab 12 : Design web page using Ordered List and Unordered tag. Design web page using Image tag
	SLO-2			Design web page using Hyper Link tag	Lab 15 : Design web page using Form tag to accept BIODATA from user. Design LOGIN web page using Form tag

Learning Resources	1. Wendy G. Lehnert, "Internet 101 - A Beginners Guide to Internet and the World Wide Web", Addison Wesley. UNITS I & II	REFERENCE 1. Bryan Pfaffenberger and Bill Karow, "HTML 4 Bible", 2nd Edition, IDG Books Worldwide, Inc
	2. Xavier.C,World "Wide Web design with HTML", Tata McGraw Hill Publishing Limited, New Delhi. UNITS III, IV & V	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		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	20%	20%	15%	15%	15%	15%	15%	15%	-	30%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	-	40%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	-	30%
	Create										
	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.G.Muruganandam, Group Project Manager, HCL Technologies, Chennai	Dr.S. Gopinathan, Professor, University of Madras, Chennai	Dr.S. Albert Antony Raj, Dy.Dean, FSH,SRMIST
Mr.M. Hemachandar, Tech Lead, Wipro Limited, Chennai		Dr.R. Mohanakrishnan, Director Sports, SRMIST
		Dr M. Senthilkumar, Head, Asso. Professor SRMIST

SEMESTER III

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23G01T	Organization and Administration in Physical Education	4	0	0	2	4

Course Code	UPE23G01T	Course Name	Organization and Administration in Physical Education	Course Category	G	Generic Elective Courses	L	T	P	O	C
							4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To Learn the Basics of organization	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 :	To Learnthe roots of Administration	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	PSO-3			
CLR-3 :	To learn the style of oganising tournament																					
CLR-4 :	Learn to Administrate Mass sports																					
CLR-5 :	Learn to Improvise the existng oragnising																					
CLR-6 :	Learnn to Implement ne Ideas																					
Course Learning Outcomes (CLO):		:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:			
CLO-1 :	To organize Sports at Grass root level	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLO-2 :	To Develop Sports in rural ideas	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLO-3 :	To Develop Sports for Mass	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-			
CLO-4 :	To Develop Sports for Dasabled	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLO-5 :	To organize Sports for Different Age Categoies	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-			
CLO-6 :	To Adminitrative Sports at International Level	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Meaning of organization	Swimming pool – construction	Maintain Discipline	Extent of participation
	SLO-2	Meaning of administration	Explain to learn Basics of Swimming	Explain about Student leader should role model of others	District & State level tournaments in each game
S-2	SLO-1	Nature of organization and administration	Train for Competition	Student leader should flexible	National & International
	SLO-2	Explain about nature and its uses	Explain about the techniques for competition	Time – Table: Physical Education classes	Explain about Selection of team and conditioning of teams
S-3	SLO-1	Concept of organization and administration	Avoid injuries through techniques	Fitness	Merits and demerits of sports management
	SLO-2	List of concepts in organisation administration and explanations	Explain about Skin Diseases	Factors affecting time-table and required periods	Training team management
S-4	SLO-1	Scope of organization	Supervision of swimming pool	List the factors and influences	Camp & Fitness
	SLO-2	Scope of administration	Explain about the role of supervisor	Explain about weather Conditions	Explain about conduction of Sports tours
S-5	SLO-1	Steps of Administration	Equipment in Physical Education	Instruction period, practice period	Open Competition
	SLO-2	Preparation of Organization Chart	Explain about equipments and encourage physical activity	Explain to know about Sports & Games	Participation of Invitational Competition
S-6	SLO-1	Aim of organization and administration	Need and importance of equipment's	Explain to know about Rules & Regulations	Office Managements: Setting up and management of office correspondence

	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
	SLO-2	Explain about the regulation of organization	Permanent & Perishable	Games period	Need and importance of filing	Explain to Promote sports through evaluation
S-8	SLO-1	Principles of administration	Criteria for selection procedure of purchase	Need of period-Weekly two hours	Relationship with superior officer and assistants	Explain to access students learning
	SLO-2	Explain about the regulation of administration	Preparation of comparative	Participation period	Explain about Good Relation with higher officers	Explain to access Teaching
S-9	SLO-1	Scheme of organisation	Preparation of purchase order	Explain about tournament period	Smooth Functioning of Department	Importance of Evaluation
	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
S-10	SLO-1	Facilities and Infrastructure	Maintain Stock Register	Explain about mass drills	Relationship with parents, pupils	learning process
	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
S-11	SLO-1	Play field location	Maintenance of stoke room	List the importance and its uses	Financial Budget	Systematic determination of a subject's merit
	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
	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
S-13	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
	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
S-14	SLO-1	Gymnasium – construction	Values of student leadership	Extra murals: Educational emphasis	Fund IMP rest	palpation
	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
	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	1. Voltmer and Essliger – Organization and Administration, Times of India Press, Bombay 1964.	4. Bennett, Bruce L. Mapwell L. Howell and Vriel Simri Comparative Physical Education and Sports Lea and Fabiger Pub, Philadelphia, 1983
	2. P.M. Joseph, Organization of Physical Education O.S: A.T.I.P.E. Kaudivali (Bombay), 1956.	5. Bucher, Administration of School Health and Physical Education Programmes, C.V. Mosby Co., St. Louis. 1967.
	3. Hughes and French – Administration of Physical Education. Ronald Press Co., New York, 1954.	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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 R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, SRMIST

SEMESTER III

Code	Course Title						Hours/ Week				
							L	T	P	O	C
UPE23P01L	INTERNSHIP - I						4	0	0	2	4

Course Code	UPE23P01L	Course Name	INTERNSHIP - I	Course Category	IAPC	Internship/Apprenticeship/Project/Community Outreach	L	T	P	O	C
							4	0	0	2	4

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

Guidelines for Internship:

- 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.
- The School can either middle, higher secondary schools.
- Students can engage with sports department and conduct sports events morning health & fitness of the students.
- Students should submit an acceptance letter from the school for his/her Internship
- Students must submit a Teaching Plan Report-1 (Training Report) along with a training certificate Issued by the Institution.
- Teaching and Learning Method (Teaching Plan)
- 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
- Report will be evaluated by the Faculty in charge and Viva will be conducted at the end of the Semester
- 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
- Marks Will be awarded as follows – Internal Viva 50 Marks and End Semester Viva 50 Marks
- 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				
	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1 20%	Review – 2 30 %	Report 30 %	Viva-Voce 20 %
Internship-1				

SEMESTER III

Course Code	UCD23V02T	Course Name	Industry Oriented Employability Skills for Science	Course Category	V	Value Addition Course	L	T	P	O	C
							2	0	0	2	2

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			
CLR-1 :	Demonstrate various principles involved in solving mathematical concepts related to permutation and combination and probability and interpret data		1	2	3
CLR-2 :	Learn the basic mechanics of Grammar		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLR-3 :	Develop resume-building practice and presentation skills in students				
CLR-4 :	Prepare students for job interviews				
CLR-5 :	Instill confidence in students and develop the necessary skills to face interview				

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			
CLO-1 :	Understand the concepts of permutation and combinations, probability and approach questions in a simpler and innovative method		3	80	70
CLO-2 :	Understand the different parts of speech and use them in sentences appropriately		3	85	75
CLO-3 :	Understand the importance of resume preparation and building a resume		3	85	80
CLO-4 :	Face interviews confidently		3	85	80
CLO-5 :	Develop their domain skills to face the interview		3	85	80

Program Learning Outcomes (PLO)																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
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	ICT Skills	Professional Behaviour	Life Long Learning				
M	M	-	M	-	H	-	M	H	M	-	H	-	-	-				
M	-	-	M	-	H	-	-	-	-	H	-	-	L	H				
H	M	M	M	M	H	L	-	-	-	-	-	M	-	H				
M	M	H	M	M	H	L	-	-	-	-	-	M	-	H				
M	M	H	M	M	H	L	-	-	-	-	-	M	-	H				

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

Learning Resources	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition 2. Scott Bennett, The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work, AMACOM, 2014	3. Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007 4. Robert W. Bly, The Copywriter's Handbook, St. Martin's Griffin Press, 3rd Edition
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) #
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	30%
	Understand				
Level 2	Apply	50%	50%	40%	40%
	Analyze				
Level 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 Vidyapeedam, 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

SEMESTER IV

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23401T	Sports Psychology and Sociology	4	0	0	2	4

Course Code	UPE23401T	Course Name	Sports Psychology and Sociology	Course Category	C	Discipline Specific Core Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:		
CLR-1 :	Importance of psychology & Sports psychology			
CLR-2 :	To know the braches of Sports psychology			
CLR-3 :	How to motivate the players			
CLR-4 :	How to control aggression during matches			
CLR-5 :	Can learn about sports ethics			
CLR-6 :	Can learn group cohesion			

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	PSO -3

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 : Can become sports psychiatrist		2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 : Can assess the team failures		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 : Can assess the players mental strength		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 : Can help the players to come out of mental fatigue		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 : Can help the players to know about their own personality		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 : Can teach sports ethics		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12	12
S-1	SLO-1	Meaning of Psychology	Theories of perception	Meaning of reinforcement	Feedback	Self-Assessment pre-competition plan
	SLO-2	Explain about psychology and its uses in physical education	Explain about people determine their attitudes	Explain about strengthening or encouraging something	Explain about the behavioural response	Explain about self assessment and its uses
S-2	SLO-1	Definition of Psychology	Figural after effets of Perception	Definition of motivation	Servo mechanism	Event focus
	SLO-2	Explain about psychology and its types	Explain about the location of a figure following its inspection	Explain about motivation and its types	Explain about the mechanism and its uses	Explain about to give regular motivation for forth coming tournament
S-3	SLO-1	Meaning of Sports Psychology	Wrong perceptions	Extrinsic Motivation	Emotional effects	Pre and post competition
	SLO-2	Explain about sports psychology and its uses in physical education	Explain about wrong perception and its demerits	Explain about to competing in sports for trophies	Explain about increased anxiety	Explain about the importance of pre and post competition psychological boost
S-4	SLO-1	Branches of Sports Psychology	Définition of Motor Learning	Intrinsic motivation	Tension	Re-focusing with competition
	SLO-2	Explain about the branches and its uses	Explain about perception and its types	Explain about fundamental desire to learn and develop new skills	Explain about emotional strain	Explain about visualization Skills
S-5	SLO-1	Need Sports Psychology in the field of Physical Education and Sports	Types of Motor Learning	Reinforcement	Anxiety	Meaning physical education and sports
	SLO-2	Explain about the needs and awareness	Explain about the characteristics of effective practice and feedback	Explain about the better learning and skill development situations for athletes	Explain about the feeling of fear	Explain about the meaning and its benefits
S-6	SLO-1	Importance of Sports Psychology in the field of Physical Education and Sports	Definition of Personality	Success	Stress	Nature in physical education and sports
	SLO-2	Explain about the importance and awareness	Explain about personality and its types	Explain about the favourable or desired outcome	Explain about the physical tension	Explain about human development and performance

S-7	SLO-1	Meaning of Perception	Meaning of Personality	Failure	Meaning of Aggression	Scope of sociology in physical education and sports
	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
S-8	SLO-1	Definition of Perception	Factors of personality	Reward	Definition of Aggression	Social factors in sport
	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
S-9	SLO-1	Definition of Composition	Assessing the personality	Punishment	Types of Aggression	Leadership in sport
	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
S-10	SLO-1	Meaning of Composition	Aggression	Praise	Theory of aggression	Spectators and fans
	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
S-11	SLO-1	Description -Perception	Performance	Criticism	Theory of performance	Group cohesion
	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
S-12	SLO-1	Need of sports psychology	Meaning of motivation	Knowledge of result	Developing the mental plan	Sports Ethics
	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.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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, SRMIST
		Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST

SEMESTER – IV

Code		Course Title					Hours/ Week				
							L	T	P	O	C
UPE23402T		Scientific Principles of Coaching					4	0	0	2	4

Course Code	UPE23402T	Course Name	Scientific Principles of Coaching	Course Category	C	Discipline Specific Core Courses					L	T	P	O	C
											4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To learn biomechanics				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know about biomechanics in sports field							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	PSO-3
CLR-3 :	To learn the value of new tons law in sports							L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :	How lever is essential in sports							L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-5 :	How equilibrium is important in sports							L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-6 :	Fundamentals in biomechanics							L	H	H	H	H	M	-	M	M	L	-	H	-	-	-

Course Learning Outcomes (CLO):					2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :	Can become more knowledgeable in biomechanics				3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can become a trainer in national level training camp				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :	Can prevent injury				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can raise the standard of playing				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-5 :	Can apply biomechanics for musical building				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Using effective biomechanics for implementing forces				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Meaning of Biomechanics	Distance and Displacement	Linear Kinetics	Newton's Laws of Motion	Air resistance
	SLO-2	Explain about science of movement	Explain about physical length and action of moving with examples	Explain about branch of mechanics with suitable examples	Explain about the 3 laws with suitable examples	Explain with suitable examples
S-2	SLO-1	Definition of Biomechanics	Speed	Inertia and its types	Centripetal force	water resistance
	SLO-2	Explain about definition and elements	Explain about speed with suitable examples	Explain about same speed until a force acts on it and list the types and its uses	Explain about body follow a curved path with suitable examples	Explain about water resistance and its uses
S-3	SLO-1	Meaning & Defention of Sports Biomechanics	Velocity	Mass	Friction	Meaning and Definition of Lever
	SLO-2	Explain about the Physics and the laws of mechanics are applied to athletic performance	Explain about the rate of change of its position with suitable examples	Explain about resistance to acceleration when a net force is applied. with suitable examples	Explain about force resisting with suitable examples	Explain the liver and its elements
S-4	SLO-1	Need of Biomechanics in the field of Physical Education and Sports	Acceleration	Weight	Fricition types	Types of Lever
	SLO-2	Explain about to minimise the risk of injury and improve sports performance	Explain about net force acting on that object with suitable examples	Explain about force acting on the object due to gravity with suitable examples	Explain about types with suitable examples	Lists the types and its uses in physical education
S-5	SLO-1	Importance of Biomechanics in the field of Physical Education and Sports	Projectile	Work	Internal force	Need and importance of Lever
	SLO-2	Explain about how injuries originate and how to avoid	Explain about warfare and sports with suitable examples	Explain about force and energy with suitable examples	Explain about forces exchange with suitable examples	Explain about the uses of lever in the field of physical education
S-6	SLO-1	Meaning of Motion	Relative Velocity	Power	External force	Mechanical advantages of Lever

	SLO-2	Explain about the motion and its interpretation in sport	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
S-7	SLO-1	Definition of Motion	Angular Kinematics	Energy-Impact Elasty	Gravitational force	Application of levers in Physical education & Sports
	SLO-2	Explain about definition and its elements	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
	SLO-2	List the types and explain with suitable examples	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
S-9	SLO-1	Meaning of Linear	Displacement	Angular Kinetics	Factors affecting force	Walking, Pulling and Pushing
	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
S-10	SLO-1	Angular Motion	Angular Speed	Centre of gravity	Equilibrium	Throwing
	SLO-2	Explain about motion of a body about a fixed point with suitable examples	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
S-11	SLO-1	General Motion	Velocity	Centrifugal Force	Stages of equilibrium	Running
	SLO-2	Explain about linear and rotary motions. with suitable examples	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
S-12	SLO-1	Linear Kinematics	Angular acceleration	Angular Velocity	Factors affecting equilibrium	Jumping
	SLO-2	Explain about shape, form, pattern, and sequencing with suitable examples	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. Kreighbaum Basthels – Biomechanics (A qualitative approach for Studying human movement) 2006. 2. Greiremiller, 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
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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

SEMESTER – IV

Code		Course Title					Hours/ Week				
		L	T	P	O	C					
UPE23403T		Health Education					4	0	0	2	4

Course Code	UPE23403T	Course Name	Health Education			Course Category	c	Discipline Specific Core Courses					L	T	P	O	C
								4	0	0	2	4					

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)																						
CLR-1 : Importance of health							1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
CLR-2 : Can learn components of health							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	PSO-3								
CLR-3 : Factors influencing health																																
CLR-4 : Scope of health education																																
CLR-5 : Aim & objectives of health education																																
CLR-6 : How to develop immunity for better living																																

Course Learning Outcomes (CLO):		:					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	PSO-3
CLO-1 : Can implement the health conciseness in society							2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 : Can Tech the importance of health to students							3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 : Aims & objectives of health education to all citizens							3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 : The need of safety education in schools for children							3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 : Importance of safety education in schools for children							3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 : To prevent communicate diseases							3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Meaning and Definition of Health	Principles of Health Education	Definition of Immunity	Hypertension	WHO, UNICEF, IRCS, ILO
	SLO-2	Explain about the complete physical, mental, and social well-being	Lists the principles and its interpretation	Explain about the adequate biological defences to fight infection	Explain about high blood pressure and how to control or preventive measures	Explain about the organisations and its duty
S-2	SLO-1	Components of Health	Need of Health Education	Types of immunity	Stroke	Indian Red Cross Society, ICCW, IMA
	SLO-2	Explain about the list of components	Explain about to builds knowledge and attitudes about health	Explain about the active and passive immunities	Explain about the intreption of blood flow in brain and preventive measures	Explain about the Voluntary humanitarian organization and their involvement
S-3	SLO-1	Physical, Mental, Emotional and Spiritual	Scope of health education	Importance of immunity	Coronary heart disease	Meaning of safety education
	SLO-2	Explain and its uses in the field of physical education	Explain about structure & function of all external organ and its implementation in training period	Explain about the habits to help reduce the risk and impact of virus infections	Explain about heart's major blood vessels and preventive measures	Explain about responsibility for social and moral issues
S-4	SLO-1	Characteristics of physically healthy person	Health instruction	Communicable Diseases	AIDS awareness	Definition of accident safety education
	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, bacteria, fungi, and parasites	Explain about AIDS and preventive measures	Explain about bodily injury and first aid
S-5	SLO-1	Mental illness	Aim of Health Education	Prevention measures of CD	Causes of AIDS	Safety education in the field of Physical education
	SLO-2	Explain about symptom of anxiety disorders and safety precaution	Explain about to improve the health of the individual and community level	Explain about Practice good occupational hygiene	Explain about HIV and preventive measures	Explain about to create safe and supportive environments in an educational institution

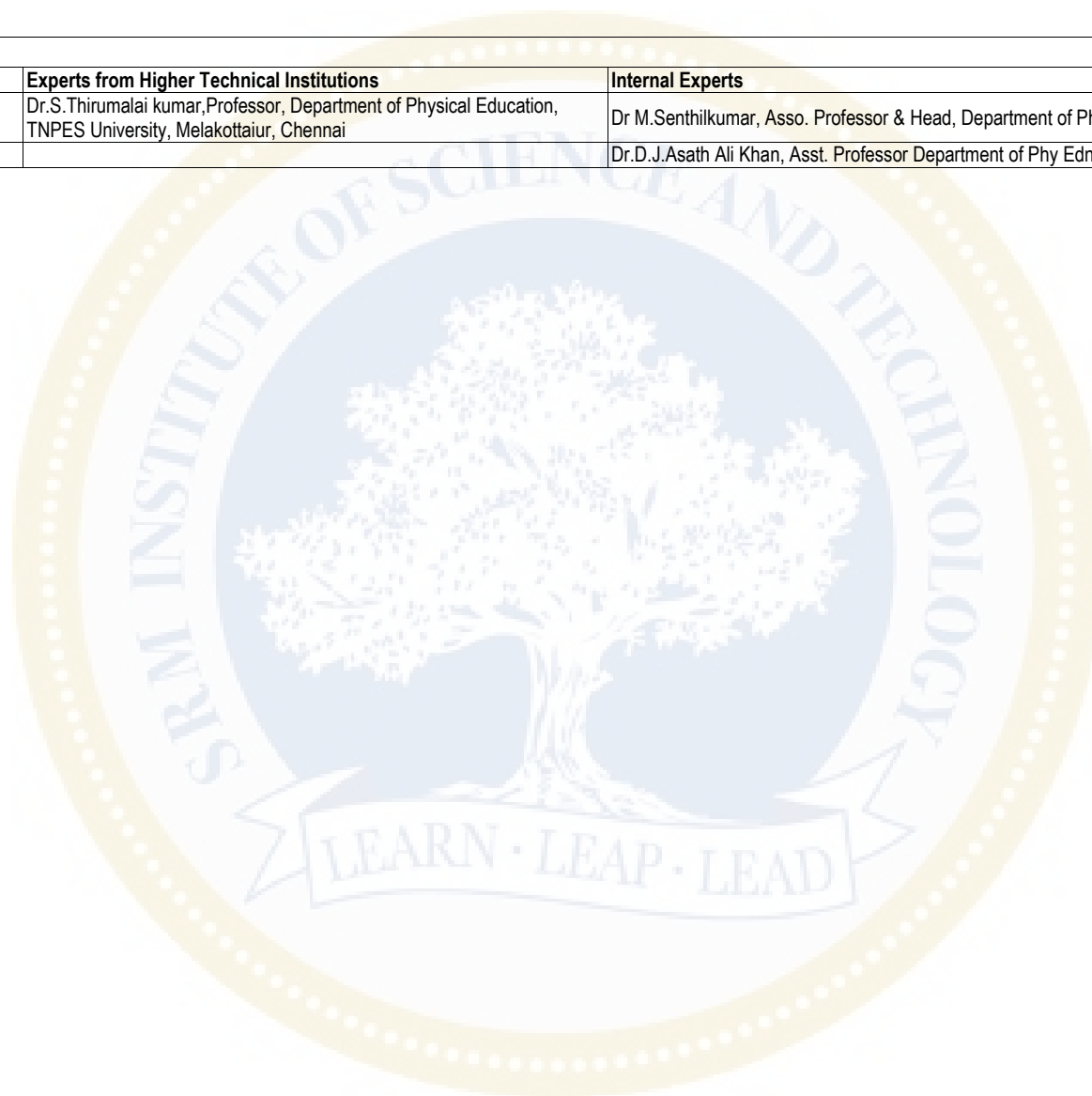
S-6	SLO-1	Characteristics of mentally healthy person	Objectives of health education	Tuberculosis	Symptoms of AIDS	Factors affecting Safety Education
	SLO-2	Explain about the mental health of person and how it corporate with in the field of physical education	Explain about to cultivate the desirable health 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
S-7	SLO-1	Characteristics of Emotionally healthy person	Health Education Programme	Malaria	Prevention of AIDS	Need of teaching safety education
	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
S-8	SLO-1	Meaning of wellness	Health services	Typhoid	Family Planning	Safety in school, physical education
	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
S-9	SLO-1	Definition of health education	Health supervisor	Cholera	Contemporary health problems	Playground
	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 instituon and safety measures
S-10	SLO-1	Meaning of Health education	Personal causes of diseases	Small pox	Ill effects of tobacco	Gymnasium
	SLO-2	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 instituon and safety measures
S-11	SLO-1	Nature of health education	Mode of spread -Hygiene	Non-Communicable Diseases	Alcohol and drugs	Swimming pool
	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 instituon and safety measures
S-12	SLO-1	Factors Influencing health	Meaning of Immunity	Diabetes	Role of voluntary health organizations	Safety on camps
	SLO-2	Lists the factors and its interpretation	Explain about immunity and ways to improve immunity	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	1. Foundation of Health Harper & Bros 2. Mangal S.K and Chndra P.C Health and Physical Education 3. Moss R and ET CD Tandon Broth – Ludiana-1979 AI Health Education ,National Educational Annual USA
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST



SEMESTER IV

Course Code	ULT23AE2J	Course Name	Applied Tamil – II	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	அகராதி, கலைச்சொல் குறித்த நுட்பங்களை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	நேர்காணல் செய்யும் திறனும் செய்தி வாசிப்பு முறைகளையும் தெரியச் செய்தல்																		
CLR-3 :	விமர்சனத்தின் தன்மைகளும் செய்தியறிக்கை தயாரிக்கும் முறையையும் அறியச் செய்தல்																		
CLR-4 :	பேச்சுக்கலையின் தனித்துவங்களைப் புரியச் செய்தல்																		
CLR-5 :	கணினித்தமிழின் பல்வேறு நுட்பங்களைத் தெரியச் செய்தல்																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)															
CLO-1 :	அகராதித்துறை, கலைச்சொல்லாக்கத் துறையைத் தெரிந்துகொள்ளுதல்	2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
CLO-2 :	ஊடகங்களில் மொழி ஆளுமையோடு செயல்படும் திறன் பெறுதல்	2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3 :	கலை, இலக்கிய விமர்சன முறைகளையும், செய்தியறிக்கை தயாரிக்கும் நுட்பங்களையும் தெரிந்துகொள்ளுதல்	2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4 :	பல்வேறு வடிவங்களைக் கொண்ட பேச்சுக்கலையை அறிவதன்வழி, சிறந்த மேடைப் பேச்சாளராக உருவாகும் தகுதியைப் பெறுதல்	2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5 :	தமிழைக் கணினி வழி, இணையம் வழி கொண்டுசேர்க்கும் உலகளாவிய செயல்பாடுகளை அறிந்துகொள்ளுதல்	2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1 தமிழில் அகராதிகள்	நேர்காணல் அறிமுகம்	விமர்சனம் – அறிமுகம்	பேச்சுக்கலை	கணினித்தமிழ்
	SLO-2 ஒரு மொழி/ இருமொழி அகராதி	ஆளுமைத்திறன்	விமர்சனத்தின் நோக்கம்	பேச்சின் அடிப்படைகள்	கணினி வழித் தட்டச்சு
S-2	SLO-1 பன்மொழி அகராதி	நோக்கம் – கண்டறிதல்	விமர்சன வகைகள்	தன்னம்பிக்கையும் பேச்சும்	தட்டச்சு செய்யும் மென்பொருட்கள்
	SLO-2 உயிர்/ மெய் எழுத்துகள்	நேர்காணல் முறைகள்	இலக்கிய விமர்சனம்	பேச்சின் வகைகள்	எழுத்துருக்கள்

S-3	SLO-1	உயிர்மெய் எழுத்துகள்	இனிய சொற்கள் பயன்பாடு	திரை விமர்சனம்	மேடைப் பேச்சு	யூனிகோடு எழுத்துருக்கள்/ பிற எழுத்துருக்கள்
	SLO-2	அகராதிக்கான அடிப்படைகள்	நேர்காணல் வகைகள்	கலை விமர்சனம்	பட்டிமன்றப் பேச்சு	குரல் வழி தட்டச்சு
S-4	SLO-1	அகராதி உருவாக்கப் பயிற்சி	நேரடியாக வினா விடை	விமர்சகர் தகுதிகள்	சொற்பொழிவு முறை	எழுத்து வழி தட்டச்சு
	SLO-2	அகராதி உருவாக்கப் பயிற்சி	அச்ச ஊடக நேர்காணல்	தேர்ந்த புலமை	பேச்சின் நுட்பங்கள்	தட்டச்சு செய்யும் பயிற்சி
S-5	SLO-1	கலைச்சொல் அறிமுகம்	காட்சி ஊடக நேர்காணல்	எழுத்துவடிவ விமர்சனம்	பேச்சாளர்களும் பேசும் முறைகளும்	தட்டச்சு செய்யும் பயிற்சி
	SLO-2	பிறமொழிச் சொற்களும் தமிழில் கலைச் சொற்களும்	கேட்பு ஊடக நேர்காணல்	காட்சி வடிவ விமர்சனம்	பேச்சு - எடுத்துரைப்பும் உடல்மொழியும்	பிழை திருத்திகள்
S-6	SLO-1	கலைச்சொல்லாக்க நெறிமுறைகள்	கள ஆய்வில் நேர்காணல்	விமர்சனம் செய்யும் பயிற்சி	நவீன தொழில்நுட்பங்களில் பேச்சு முறைகள்	தமிழில் பிழை திருத்தம் செய்யும் மென்பொருட்கள்
	SLO-2	கலைச்சொல் உருவாக்க உத்திகள்	நேர்காணல் செய்யும் பயிற்சி	விமர்சனம் செய்யும் பயிற்சி	பேச்சாளர்க்குரிய தகுதிகள்	வலைப்பூ உருவாக்கம்
S-7	SLO-1	துறைசார் சொற்கள்	நேர்காணல் செய்யும் பயிற்சி	செய்தியறிக்கை	பேச்சுப் பயிற்சி	வலைப்பூவில் எழுதும் முறைகள்
	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 நோக்கம்	தமிழ் இணைய நூலகங்கள்
	SLO-2	கலைச்சொல்லாக்கப் பயன்பாடுகள்	உச்சரித்தல்	உற்றுநோக்குதல்	கலந்துரையாடலின் தனித்தன்மைகள்	இணைய நூலகப் பயன்பாடுகள்
S-9	SLO-1	கலைச்சொல் உருவாக்கப் பயிற்சி	பிழையின்றி வாசித்தல்	சமநிலையில் எழுதுதல்	தம் கருத்தைத் தெளிவாக உரைத்தல்	தமிழ்த் தொடரடைவுகள்
	SLO-2	கலைச்சொல் உருவாக்கப் பயிற்சி	வாசித்தலும் உணர்வும்	செய்தியறிக்கை தயாரித்தல்	கலந்துரையாடல் பயிற்சி	தொடரடைவின் பயன்பாடுகள்

Learning Resources	<ol style="list-style-type: none"> 1. அகராதியியல், பெ. மாதையன், தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 1997. 2. பேச்சுக்கலை, ம. திருமலை, மீனாட்சி புத்தக நிலையம், மயூராவளாகம், மதுரை, 2009. 3. பேச்சாளராக, அ.கி.பரந்தாமனார், பாரி நிலையம், சென்னை, 1961 4. இணையத் தமிழ், சந்திரிகா சுப்பிரமணியன், சந்திரோதயம் பதிப்பகம், மதுரை, 2020. 5. நேர்காணல், மின்னூலகம், தமிழ் இணையக் கல்விக்கழகம், https://www.tamilvu.org/
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai - 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, 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.Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

SEMESTER IV

Course Code	ULH23AE2J	Course Name	APPLIED HINDI-II	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To find and analyze different types of Cinema	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To Discover the print Media in the present World																		
CLR-3 :	Writing report for Employability																		
CLR-4 :	Writing Reviews and Create Job Oriented learning																		
CLR-5 :	To Acquire technical words for various job Prospects																		

Course 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 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	PSO-3
CLO-1 :	To Understand the History and Documentary in Hindi Cinema	2	75	80	H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLO-2 :	To Comprehend Media Studies	2	80	90	H	H	H	M	L	H	H	M	L	L	H	M	-	-	-
CLO-3 :	To Evaluate report Writing	2	75	95	H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLO-4 :	Enhance their Writing Skills in Media Studies	2	80	90	H	H	L	H	M	H	L	H	H	M	H	H	-	-	-
CLO-5 :	To Understand and usage of technical words in Hindi	2	85	90	M	H	M	H	L	H	H	L	H	M	H	H	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1	HINDI CINEMA	MEDIA AUR HINDI BHASHA	REPORTARJ LEKHAN	FILM REVIEW& VIGYAPAN
	SLO-2	CINEMA KI AVDHARNA	AVDHARNA	AVDHARNA	ARTH
S-2	SLO-1	UDBHAV	SWARUP	SWARUP	PARIBHASHA
	SLO-2	VIKASH	MAHATVA	DDESHYA	WARUP
S-3	SLO-1	DOCUMENTRI MOVE KI AVDHARNA	MEDIA MEN BHASHA KA PRAYOG	MAHATVA	AWADHARNA
	SLO-2	COMERCIAL MOVE KI AVDHARNA	UTTARDAYITVA	REPORTARJ LEKHAN KE PRATI RUCHI JAGANA	FILM REVIEW KA MAHATTVA
S-4	SLO-1	PRAYOJAN	PRINT MEDIA	REPORTAJ KI BHUMIKA	VIGYAPAN AUR BAZAR
	SLO-2	UDDESHYA	ELECTRONIC MEDIA	PRAYOJAN	VIGYAPAN AUR ROZGAR
S-5	SLO-1	MAHATVA	MEDIA KI JIMMEDARI	PRAYOG	PRINT VIGYAPAN
	SLO-2	PRAKAR	SMACHAR LEKHAN	UTTARDAYITVA	VIGYAPAN KI BHASHA
S-6	SLO-1	PRISHTHBHUMI	REPORTER KE GUN	RIPOTARJ LEKHAN	AWADHARNA
	SLO-2	KARYASHALA	SAHAJTA	PUNRIKSHAN	ARTH

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

Learning Resources	Edited Book: "PRAYOJAN MULOK HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi.					
	1. Film Banti Hai aur Banati Bhi hai, Lekhika – Sonal, Neolit Publication					
	2. https://navbharattimes.indiatimes.com/entertainment/movie-review/articlelist/2325387.cms?curpg=3					
	3. https://epustakalay.com/book/4858-hindi-patrakarita-by-dr-krishnbihari-mishra/					
	4. https://hindisamay.com/					
	5. https://rajbhasha.gov.in/hi/hindi-vocabulary					

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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
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

SEMESTER IV

Course Code	ULF23AE2J	Course Name	French for Specific Purpose-II	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Strengthen the language of the students both in oral and written	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 :	Make them learn the basic rules of French Grammar.	Expected Proficiency (%)	Application of Concepts
CLR-4 :	Develop strategies of comprehension of texts of different origin	Expected Attainment (%)	Link with Related Disciplines
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French		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
			PSO-3

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Program Learning Outcomes (PLO)
CLO-1 :	o enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French	2	75	80	H M H H M H H L M M H L - - -
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	90	M H L H H M H M L L H M - - -
CLO-3 :	To develop content using the features in French language	2	75	80	H H L M H M L H M M H H - - -
CLO-4 :	To interpret the French language into other language	2	75	90	H L M H M H H M L H M L - - -
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	75	M H H L M M H H M L H M - - -

Duration (hour)	9	9	9	9	9
S-1	SLO-1	TOEIC	Les quantificateurs	Les prépositions de lieu	Les verbes irréguliers
	SLO-2	Qu'est-ce que c'est/	le génitif	Les activités	le futur et
S-2	SLO-1	À qui est-il destiné ?	Les adjectifs	Les prépositions de temps -	le conditionnel
	SLO-2	Les compétences évaluées	et pronoms possessifs	Les activités	les modaux
S-3	SLO-1	Le nom	les pronoms	les temps et	La suggestion
	SLO-2	Le pluriel des noms	Les pronoms personnels	Les activités	le conseil
S-4	SLO-1	Les indéterminables	les pronoms compléments	les aspects-	Les exemples
	SLO-2	Les noms composés	Les activités	Les activités	le reproche
S-5	SLO-1	L'adjectif	pronoms réfléchis	Le présent simple	Les activités
	SLO-2	Les comparatifs	Les activités	Les activités	L'obligation
S-6	SLO-1	les superlatifs	les adverbes	Le présent be+ing	la permission
	SLO-2	les articles définis (the)	Les activités	Les activités	l'interdiction
S-7	SLO-1	les articles indéfinis (a, an)	La place de l'adverbe dans la phrase	Les exemples	La capacité
	SLO-2	Les exemples	Les activités	Le prétérit simple - Le prétérit be+ V-ing	l'incapacité
S-8	SLO-1	Les adjectifs	L'ordre des adverbes	Les exemples	les verbes à particule

	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
	SLO-2	Les activités	Les exemples	Le past perfect be + ving -	Les exemples	Les activités

Learning Resources	Theory: 1. "Réussir le nouveau TOEIC" Détails des épreuves, méthodologie, grammaire, et vocabulaire, Studyrama. 2. https://www.fluentu.com/blog/french/french-grammar 3. https://www.elearningfrench.com/learn-french-grammar-online-free.html 4. https://www.lawlessfrench.com/grammar 5. https://blog.gymqlish.com/2022/12/15/basic-french-grammar
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		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	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	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	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	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

SEMESTER IV

Code		Course Title					Hours/ Week									
							L	T	P	O	C					
UPE23G02T		Design, Construction and Maintenance of Play Fields					4	0	0	2	4					
Course Code	UPE23G02T	Course Name	Design, Construction and Maintenance of Play Fields			Course Category	G	Generic Elective Courses			L	T	P	O	C	
											4	0	0	2	4	
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil						
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards		Nil									
Course Learning Rationale (CLR):		The purpose of learning this course is to:														
CLR-1 :	To learn ho to care Play fields															
CLR-2 :	How to make Play fields															
CLR-3 :	How to fence the play fields															
CLR-4 :	Learn to protech play fields from needs															
CLR-5 :	Learn to Grow natural tress & Grass around the Play fields															
CLR-6 :	Learn to Maintance the beauty of Play fields															
Course Learning Outcomes (CLO):		:														
CLO-1 :	To Play Fields without injuries															
CLO-2 :	To Prepare courts for Mass Particiaption															
CLO-3 :	To Prepare courts ith less Invesment															
CLO-4 :	To Prepare Indoor & Outdoor courts at world standard															
CLO-5 :	To Maintain Play fields & courts ithout damages															
CLO-6 :	To Construction lo level BudgetPlay Fields & Courts															
Duration (hour)		12		12		12		12		12		12		12		
S-1	SLO-1	Basket ball	Expalin about the development of game		Explain about marking of the court		Design the playing area		Throw ball		History about the game		Measurement of the court		Location spotting	
	SLO-2	History about the game	Measurement of the court		Location spotting		Ground Preparation		Marking		Maintenance		Design the playing area		Leveling	
S-2	SLO-1	Expalin about the development of game	Explain about marking of the court		Design the playing area		Leveling		Expalin about the development of game		Measurement of the court		Location spotting		Design the playing area	
	SLO-2	Measurement of the court	Location spotting		Ground Preparation		Marking		History about the game		Design the playing area		Leveling		Maintenance	
S-3	SLO-1	Expalin about marking of the court	Design the playing area		Leveling		Maintenance		Expalin about marking of the court		Design the playing area		Leveling		Marking	
	SLO-2	Location spotting	Ground Preparation		Marking		Tennis		Location spotting		Design the playing area		Leveling		Maintenance	
S-4	SLO-1	Design the playing area	Leveling		Maintenance		History about the game		Design the playing area		Leveling		Marking		Maintenance	
	SLO-2	Ground Preparation	Marking		Badminton		Court Preparation		Design the playing area		Leveling		Marking		Maintenance	
S-5	SLO-1	Leveling	Maintenance		History about the game		Leveling		Design the playing area		Leveling		Marking		Maintenance	
	SLO-2	Marking	Football		Expalin about the development of game		Marking		History about the game		Design the playing area		Leveling		Maintenance	
S-6	SLO-1	Maintenance	History about the game		Measurement of the court		Location spotting		Maintenance		Design the playing area		Leveling		Marking	
	SLO-2	Ball Badminton	Expalin about the development of game		Explain about marking of the court		Design the playing area		Handball		History about the game		Location spotting and		Design the playing area	
S-7	SLO-1	History about the game	Measurement of the court		Location spotting		Court Preparation		History about the game		Design the playing area		Leveling		Marking	
	SLO-2	Expalin about the development of game	Explain about marking of the court		Design the playing area		Leveling		Design the playing area		Leveling		Marking		Maintenance	
S-8	SLO-1	Measurement of the court	Location spotting		Court Preparation		Marking		Design the playing area		Leveling		Marking		Maintenance	
	SLO-2	Explain about marking of the court	Design the playing area		Leveling		Maintenance		Leveling, Marking and Maintenance		Design the playing area		Leveling		Marking	
S-9	SLO-1	Location spotting	Ground Preparation		Marking		Table Tennis		Expalin about the development of game		Design the playing area		Leveling		Marking	
	SLO-2	Design the playing area	Leveling		Maintenance		History about the game		Measurement of the court		Design the playing area		Leveling		Marking	
S-10	SLO-1	Ground Preparation	Marking		cricket		Location spotting		Expalin about marking of the court		Design the playing area		Leveling		Marking	
	SLO-2	Leveling	Maintenance		History about the game		Design the playing area		Kabaddi		Design the playing area		Leveling		Marking	
S-11	SLO-1	Marking	volleyball		Expalin about the development of game		Table Measurement		History about the game		Design the playing area		Leveling		Marking	

S-12	SLO-2	Maintenance	History about the game	Measurement of the court	Specification of Bat and Ball	Location spotting and
	SLO-1	Hockey	Explain about the development of game	Explain about marking of the court	Specifications of Play area	Design the playing area
	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
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER IV

Course Code	UCA23S11L	Course Name	OFFICE AUTOMATION	Course Category	S	Skill Enhancement Course										L	T	P	O	C		
						0	1	1	1	1	2											
Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil																	
Course Offering Department		Computer Applications		Data Book / Codes/Standards		Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Utilize the advantages of Office Automation Packages			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	Learn about document preparation using MS Word			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	ICT Skills	Professional Behavior	Life Long Learning	
CLR-3 :	Understanding about different Manipulations in MS Word																					
CLR-4 :	Utilize Power point application to prepare presentation																					
CLR-5 :	Use and Learn about MS Excel Spread sheets																					
CLR-6 :	Experiencing the application and advantages of Database Management																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	To develop the skills in using MS-Office software for administrative purposes.			2	80	70	H	H	H	H	H	M	L	M	H	M	M	H	H	H	M	
CLO-2 :	To practice day to day document creating using MS-Word			3	85	75	H	H	H	H	M	L	M	M	H	M	M	H	H	H	M	
CLO-3 :	Understand the need of Office Packages for Document Preparation with formatting options.			3	75	70	H	H	H	H	M	L	M	H	M	M	M	H	H	H	M	
CLO-4 :	Know the importance of Calculations in Spreadsheets			3	85	80	H	H	H	H	M	L	M	H	M	M	M	H	H	H	M	
CLO-5 :	Learning about preparing presentation			3	85	75	H	H	H	H	M	L	M	H	M	M	M	H	H	H	M	
CLO-6 :	Use and Learn about Data Processing and Handling			3	80	70	H	H	H	H	M	L	M	H	M	M	M	H	H	H	M	
Duration (hour)		06	06	06		06		06		06		06		06		06		06		06		
S-1	SLO-1	Intro to Office Automation	Table Formatting	Intro to Presentation Software		Intro to Spread Sheet		Intro to MS Access														
	SLO-2	Word Processing – Introduction	Using Formula in a table	Presentation Basics		Mathematical Calculations in Spread sheet		Data base basics and tables														
S-2	SLO-1	Typing in Saving in Word	Inserting shapes, Symbols	Design and Layouts		Addressing Modes in Spread Sheet		Introduction to Queries														
	SLO-2	Formatting in Word	Inserting headers and footers	Making Presentations		Logical and Statistical Calculations		Steps to create Queries using different ways														
S-3	SLO-1	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	Lab 7: Create a slide show presentation for a seminar (choose your own topic) I. Enter the text in outline view II. Create Non-Bulletd and Bulleted body Text III. Apply the appropriate Text attributes. IV. Insertion of New Slides		Lab : 10 Preparing simple spread sheets and Usage of formulate and Built – in – Functions		Lab 13: Simple data base creation														
	SLO-2																					
S-4	SLO-1	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	Lab 8: Create a slide preparation for an invitation. I. Insert an object from a Bitmap file II. Enter the text in the slide view. III. Apply appropriate text attribute IV. Rotate the object to 45 degree (approximately) V. Apply shadow to the object		Lab 11: Using Logical functions for a) Mark list preparation for a student. b) Individual Pay Bill preparation c) Electricity Bill preparation		Lab 14 : Query preparation in different ways														
	SLO-2																					
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		Steps for Drawing Charts		Steps for preparing Reports														
S-6	SLO-1	Lab3: Creation, Insertion,	Lab 6: Prepare an invitation to be sent to	c) Lab 9: Create a slide show presentation to display		Lab 12: Drawing Graphs.		Lab 15: Preparation of Reports														

	SLO-2	Deletion (Columns & Rows) and usage of Auto format Create a calendar and Auto format it	specific addresses, in the data source	percentage of marks in each semester for all students i. Use bar chart(X-axis: Semester, Y-axis: marks) ii. Use different presentation template and different transition effect for each slide. iii. Use different text attribute in each slide.	Bar Graph, Pie Graph, Line Graph and etc.	
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Learning Resources	1. Alexis Leon and Mathews Leon, "Fundamentals of Information Technology", Vikas, 1999 2. Alexis Leon & Mathews Leon – Computers Today 3. Fundamentals of Computers, V Rajaraman, V Edition, PHI Publications. 2010.	4. Peter Norton's Introduction to Computers –Second Edition 5. Cisco Systems Networking Academy: Ist Year Companion Guide – Vitp Amato – Techmedia Pub.
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Learning Assessment

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	30%	-	30%	-	30%	-	30%	-	30%
	Understand										
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze										
Level 3	Evaluate	-	30%	-	30%	-	30%	-	30%	-	30%
	Create										
	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.G.Muruganandam, Group Project Manager, HCL Technologies, Chennai	Dr.S.Gopinathan, Professor, University of Madras, Chennai	Dr.S.Albert Antony Raj, SRMIST
Mr.M. Hemachandar, Tech Lead, Wipro Limited, Chennai		Mr.J.Venkata Subramanian, SRMIST

SEMESTER IV

Course Code	UCD23V06T	Course Name	Career Readiness and Leadership Management	Course Category	V	Value Addition Course	L	T	P	O	C
							2	0	0	2	2

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1:		Enable students to understand reasoning skills and mathematical 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	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	ICT Skills	Professional Behavior	Life Long Learning
CLR-3:		Help learners to develop the vocabulary of a general kind by developing their reading skill				H	M	-	-	-	M	-	H	-	H	-	H	M	-	-
CLR-4:		Nurture a creative and professional mindset				-	-	M	-	M	-	-	-	L	-	H	-	-	H	H
CLR-5:		Develop life-long skills students can use to seek jobs, internships and make career changes				H	M	-	M	H	-	M	-	-	-	-	M	-	H	M
						H	-	M	M	-	H	-	-	-	M	-	H	-	H	M
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:				-	M	M	-	H	-	M	-	-	-	H	-	-	H	H
CLO-1:		Solve the problems on reasoning	3	80	75															
CLO-2:		Face interviews confidently	3	80	75															
CLO-3:		Develop comprehension and interpretation skills	3	75	70															
CLO-4:		Use design thinking as a strategy	3	75	70															
CLO-5:		Assist students in choosing a career path during their course	3	75	70															

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Partnership	Self-Image and Self-Presentation	Extempore Practice Session	Entrepreneurship - Introduction
	SLO-2	Partnership related solving problems	Etiquettes	Extempore Practice Session	Entrepreneurship - Vision, Value Proposition
S-2	SLO-1	Cryptarithmic	Interview Skills - Introduction	How to approach Virtual & In Person Interviews	Entrepreneurship - Business Model
	SLO-2	Cryptarithmic – solving problems	Do's and Don'ts During Interview	Tips & Tricks to Crash Interview	Entrepreneurship – Revenue Streams
					Leadership Skills - Ethics & Ethical Decision Making
					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 Resources	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition	4. Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016.
	2. Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition	5. Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018
	3. Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill, 6th Edition	6. Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018
		7. T V Rao, Managers who make a difference: Sharpening your management skill, Random House India, 2016

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	20%	10%	20%	20%
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyze				
Level 3	Evaluate	30%	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 Vidyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
		Ms. Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST

SEMESTER IV

Course Code	UMI23M01L	Course Name	My India Project	Course Category	M	Mandatory Course	L	T	P	O	C
							0	0	0	0	0

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Computer 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	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different industries based on chemistry and related areas	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
CLR-3 :	Enhance the skills in the system aspects																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	To get an inside view of an industry and organization/company	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of an industry and organization/company	3	85	75	H	H	M	H	L	M	M	M	M	L	M	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% weightage)		Final Evaluation (50% weightage)
internship	Review – 1	Review – 2	Project Report
	20%	30 %	20 %

Course Code	UCD23P05L	Course Name	Project Work – II	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	Level of Thinking (Bloom)	2	Expected Proficiency (%)	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different industries based on chemistry and related areas																			
CLR-3 :	Enhance the skills in the system aspects																			
CLR-4 :	Understanding the professional connections with the knowledge learnt																			
CLR-5 :	Applying the skills in problem solving																			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																		
CLO-1 :	To get an inside view of an industry and organization/company	3	80	70	L	H	M	H	L	M	L	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	M	H	M	L	L
CLO-5 :	To get an inside view of an industry and organization/company	3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	M	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			
internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	Viva-Voce
			20 %

Course Code	UCD23P06L	Course Name	Apprenticeship – II	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different industries based on chemistry and related areas	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
CLR-3 :	Enhance the skills in the system aspects																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	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 of an industry and organization/company	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of an industry and organization/company	3	85	75	H	H	M	H	L	M	M	M	M	L	M	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			
internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	Viva-Voce
			20 %

SEMESTER V

Code		Course Title							Hours/ Week																		
									L	T	P	O	C														
UPE23501T		Safety Education and First Aid							4	0	0	2	4														
Course Code	UPE23501T	Course Name	Safety Education and First Aid				Course Category	c	Discipline Specific Core Courses																		
										L	T	P	O	C													
										4	0	0	2	4													
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																	
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards			Nil																			
Course Learning Rationale (CLR):		The purpose of learning this course is to:							Learning			Program Learning Outcomes (PLO)															
CLR-1 :		To learn the meaning of safety education							1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :		To know about need of safety education							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	PSO-3	
CLR-3 :		To know about different poisons																									
CLR-4 :		To know about safety about swimming pool																									
CLR-5 :		First aid for different fracture																									
CLR-6 :		To know about safety in Roads																									
Course Learning Outcomes (CLO):		:																									
CLO-1 :		Can create a safety environment to society							2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-2 :		Can Give first aid for different fractures							3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-3 :		Can the students about safety education							3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-4 :		The importance of first aid to the society							3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-5 :		Can educate the society about Road safety							3	85	80	L	H	H	H	H	M	-	M	M	M	L	-	H	-	-	-
CLO-6 :		Educating safety in Swimming pool							3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
Duration (hour)		12		12		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-Management of Dislocation		Types of Bleeding		Management of Epilepsy																		
	SLO-2	Explain about safety in physical education	Explain the traffic rules and road safety knowledge through PPT		Precaution measures and first aid		List the types and its first aid		Precaution measures and first aid																		
S-2	SLO-1	Definition of Safety	Safety in Physical Education and Sports		Sprain		Forms-Symptoms- Bleeding Management		Stroke-Causes																		
	SLO-2	Concept of safety	Explain about safety for students with suitable examples		Precaution measures and first aid		Explain the causes,Precaution measures and first aid		Precaution measures and first aid																		
S-3	SLO-1	Meaning and Definition Safety Education	Safety in Play area, Gymnasium –Swimming		Causes-Symptoms		Fainting		Symptoms-Management of Stroke																		
	SLO-2	Explain about safety education for students	Explain about first aid in grounds		Explain the causes,Precaution measures and first aid		Precaution measures and first aid		Explain the causes,Precaution measures and first aid																		
S-4	SLO-1	Factors Contributing Safety Education	Meaning and Definition of First Aid. First aid kits		Management- RICE Technique		Causes of Fainting		Asthma																		
	SLO-2	Lists the factorsLists the teaching programme with suitable examples	Explain about the list things in first aid kit		List the management technique for RICE		Explain the causes,Precaution measures and first aid		Precaution measures and first aid																		
S-5	SLO-1	Objectives of teaching programme on Safety Education	Aims of first aid		Strain		Symptoms of Fainting		Causes of Asthma																		
	SLO-2	List the objectives with suitable examples	List the aims and its uses		Precaution measures and first aid		Explain the causes,Precaution measures and first aid		Precaution measures and first aid																		
S-6	SLO-1	Meaning and Definition of Accident	Responsibility of the First aider		Causes –Symptoms- Management of Strain		Management of Fainting		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	Artificial respiration
	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
S-8	SLO-1	Need of teaching Safety Education	Major first aid technique	Causes-Symptoms of Cramp	Causes of Heart Attack	FIRST AID for shock
	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	
S-9	SLO-1	Safety against Poisons- Animals	Rules of First aid – ABC Rule	Management of Cramp	Symptoms-Management of Heart Attack	Drowning-Poisoning
	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
	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
S-11	SLO-1	Safety at Home	Types- Symptoms- Management of Fracture	Causes-Types-Management of Wounds	Causes of Epilepsy	Snake bite
	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
S-12	SLO-1	Safety at School- Safety on camps	Dislocation-Causes	Bleeding	Symptoms of Epilepsy	Burn
	SLO-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 Resources	1. Anderson“School Health Practice”,2002. 2. BediYashpal “Social and Preventive medicine”.	3. Park and Park “Preventive and social medicine
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Learning Assessment

		Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
			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	30%	-	30%	-	30%	-	30%	-	30%	-	
	Understand											
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-	
	Analyze											
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-	
	Create											
	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.C.Suresh, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER – V

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23502T	Theories of Major Games-Part-II	4	0	0	2	4

Course Code	UPE23502T	Course Name	Theories of Major Games-Part-II	Course Category	C	Discipline Specific Core Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To learn about history &development of Sports	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know about National Level Organization				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	PSO-3			
CLR-3 :	To know about rules & Regulations				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLR-4 :	To know about layout of courts				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-			
CLR-5 :	How to organize tournaments				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-			
CLR-6 :	To learn about system of play				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-			
Course Learning Outcomes (CLO):		:																				
CLO-1 :	Can Teach the fundamental skills	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-	-	
CLO-2 :	Can Teach skill system of play	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-	-	
CLO-3 :	Can Teach the layouts of play courts	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	-	-	
CLO-4 :	Can Implement new rules	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-	-	
CLO-5 :	Can create new sports organization	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	-	-	
CLO-6 :	Can develop the status of the sport	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-	-	

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Kho-Kho Origin	Development of the game	Layout of the courts with specifications	History and development of the game
	SLO-2	Explain about origin	List the steps in development	Design the court area	Explain about the game history
S-2	SLO-1	History of Kho-Kho	Fundamental skills	Rules of the game and officiating techniques	Fundamental skills
	SLO-2	Explain about the game history	List the skills and explanation	Explain the implementation rules	List the skills and explanation
S-3	SLO-1	Development of the game Kho-Kho	Systems of play	International, National and State level organizations	Systems of play
	SLO-2	List the steps in development	Explanation about systems and playing skills	Explain about organisations in India and world	Explanation about systems and playing skills
S-4	SLO-1	Fundamental skills	Layout of the courts with kabaddi	HANDBALL Origin	Layout of the Field
	SLO-2	List the skills and explanation	Design the court area	Explain about origin	Design the court area
S-5	SLO-1	Systems of play	Kabaddi Specifications	History and development of the game	Football field Specification
	SLO-2	Explanation about systems and playing skills	Explanation about marking	Explain about the game history	Explanation about marking
S-6	SLO-1	Layout of the court	Rules of the game	Fundamental skills	Rules of the game
	SLO-2	Design the court area	Explain the implementation rules	List the skills and explanation	Explain the implementation rules
S-7	SLO-1	Kho-Kho Specifications	Officiating techniques	Systems of play	Officiating techniques

	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
	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
S-9	SLO-1	Officiating techniques	BASKETBALL Origin	Rules of the game	National and International	Fundamental skills-systems of play
	SLO-2	Explain the implementation rules	Explain about origin	Explain the implementation rules	Explain about organisations in India and world	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
	SLO-2	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
S-11	SLO-1	KABADDI Origin	Fundamental skills	International, National and State level organizations	Fundamental skills-systems of play	Rules of the game and officiating techniques
	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	Explain about origin	Design the court area	Explain about organisations in India and world

Learning Resources	1. Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore, 2006. 2. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore, 2006. 3. Dr. P. Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore, 2006. 4. Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972.	5. Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991. 6. Dr. Anil Sharma O.P. Sharma Rules of games sports publication 4264/3 7. Wein Horst. <i>The Science of Hockey</i> . London, Pelham Books, 1979
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Learning Assessment

	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate 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. 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

SEMESTER – V

Code	Course Title				Hours/ Week				
					L	T	P	O	C
UPE23503T	Research and Statistics in Physical Education				4	0	0	2	4

Course Code	UPE23503T	Course Name	Research and Statistics in Physical Education	Course Category	C	Discipline Specific Core Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	Importance of research	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	PSO-3
CLR-2 :	To know about differ Types of research																		
CLR-3 :	To know about implementation of statistics																		
CLR-4 :	Importance of statistics																		
CLR-5 :	To know the values of computation																		
CLR-6 :	To know about rank order correlation																		

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Research helps for further development	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Computation helps to maintain records	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Ranking system for Rating	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Statistics for clear data	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Research makes future bright for sports	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Statistics for further research	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Research and Statistics in Physical Education	Historical and case study research	Measures of Central Tendency	Measures of Variability
	SLO-2	Explanation about Research statistics	Meaning and definition	Meaning and definition	Explain the Meaning and implementation
S-2	SLO-1	Research- Meaning	Need and importance of research in Physical Education and Sports	Mean	Range
	SLO-2	Research in Physical Education	List the need and importance	Explain the Meaning	Explain the Meaning and implementation
S-3	SLO-1	Definition of Resesarch	Meaning of Statistics	Median	Quartile deviation
	SLO-2	Research concept	Explain about statistics	Explain the Meaning	Explain the Meaning and implementation
S-4	SLO-1	General Types of research	Definition of Statistics	Mode	Mean deviation
	SLO-2	List the types and explain about it	Concept of statistics	Explain the Meaning	Explain the Meaning and implementation
S-5	SLO-1	Basic Reasearch	History of Statistics	Definition of Mean	Standard deviation
	SLO-2	Meaning and definition	Origin of statistics	Concept of mean	Explain the Meaning and implementation
S-6	SLO-1	Action Research	Types of Statistics	Definition of Mode	Meaning of Computation of Standard deviation
	SLO-2	Meaning and definition	List the types	Concept of mode	Explain the Meaning and implementation
S-7	SLO-1	Applied research	Quantitative Data	Computation of Mean	Definitions of Computation of Standard deviation
	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation
S-8	SLO-1	Specific classification of research	Qualitative data	Computation of Median	Computation of Standard deviation
	SLO-2	List the specific research	Meaning and definition	Formula and explanation	Explain the Meaning and implementation
S-9	SLO-1	Comparative	Grouped Data	Mode from the Un-grouped data	Quartile deviation
					Computation of Product Moment Correlation

S-10	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
	SLO-1	Relationship	Un-Grouped data	Discrete data	Mean deviation	Correlation for Un-grouped data
S-11	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
	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
S-12	SLO-2	Meaning and definition	List the need of statistics	List the characteristics	Explain the Meaning and implementation	Explain the Meaning and implementation
	SLO-1	Experimental	Importance of Statistics in Physical Education 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 Resources	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 according to NCTE New Syllabus - 2019
	2. Barnwell B. And Gall ,B.Physical Therapy, London,1988.	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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 R. Mohanakrishnan, Director Sports, Dept of Phy Edu, SRMIST
		Dr M. Senthilkumar, Asso. Professor & Head, Dept of Phy Edu, SRMIST

SEMESTER – V

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23D01L	Athletics Practical - I	0	0	8	2	4

Course Code	UPE23D01L	Course Name	Athletics Practical – I	Course Category	D	Discipline Specific Elective Courses				
						L	T	P	O	C
						0	0	8	2	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To know about basics of athletics	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To learn correct running style	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	PSO-3
CLR-3 :	To learn about starting blocks																		
CLR-4 :	To learn about proper walking																		
CLR-5 :	To know rules of athletics																		
CLR-6 :	To learn new techniques in athletics																		

Course Learning Outcomes (CLO):	:	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	PSO-3
CLO-1 :	Can teach the basic of athletics to students	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can teach the importance of starting blocks	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can teach the correct running style	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can teach the correct walking style	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	New rules can be taught	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	New Techniques can be taught	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Sprints	Curve Running	starting block	Correct the running style	50 Km walking
	SLO-2 Explain about sprints	Explain about Curve running	Explain the starting Block Fixing	Proper body position	Explain about the walking & Techniques
S-2	SLO-1 100mts Run	Middle Distance Running	Stridings	Techniques	Correct Walking style emphasising
	SLO-2 Explain about the Run	Explain about Middle distance	Explain about Straights and curve striding	Explain about the techniques of 4X100 mtrs relay	Proper body positions
S-3	SLO-1 Correct running style emphasising	400 mts	Tactical Running	Long Jump	Tactical Walking
	SLO-2 Proper body position	Explain about the run	Finishing	Explain about long jump	Locking of knees
S-4	SLO-1 200mts Run	Techniques of 400 mtrs run	Long Distance Running	Practice of running and take off	Do not abuse other Athletes
	SLO-2 Explain about the Run	Explain about the techniques	Explain about Long Distance	Explain of running and take off	Over taking on Right Side of the Athletes
S-5	SLO-1 Correct running style emphasising	Correct running style	5000 mts	High Jump	Finishing
	SLO-2 Proper body position	proper body position	Explain about the run	Explain about long jump	General Warming – up
S-6	SLO-1 Crouch start	800 Mts	Correct the running style	Practice of running and take off	Stretching
	SLO-2 Explain about Crouch Start	Explain about the run	Proper body position	Explain of running and take off	Specific Warming – up
S-7	SLO-1 starting block	Techniques of 800 mtrs run	10,000mts Run	Triple Jump	Water in take
	SLO-2 Explain the starting Block Fixing	Explain about the techniques	Explain about the run	Explain about long jump	Adequate Rest
S-8	SLO-1 Stridings	Correct running style	Correct running style emphasising	Practice of running and take off	Proper Diet
	SLO-2 Explain about Straights and curve striding	proper body position	Proper body position	Explain of running and take off	Proper Dress Suit
S-9	SLO-1 Sprint Techniques	1500 mts Run	4X100 Mtrs relay	Proper style of Race walking	Proper Spikes
	SLO-2 Explain about Sprint techniques	Explain about the run	Explain about the relay	Explain about the walking competitions	Non use of Drugs

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
	SLO-2	Expalin about Practice of starts with blocks using proper command	Expalin about the techniques	Proper body position	Explain about the walking	Cooling Down
S-11	SLO-1	Practice of Starts without blocks using proper command	Correct running style	Techniques	Techniques of the walking	Warming Down
	SLO-2	Explain about Practice of Starts without blocks using proper command	proper body position	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
	SLO-2	New technique	Expalio about Crouch Start	Explain about the relay	Explain about the walking & Techniques	Record Note

Learning Resources	1. Anand , R.L.(1999) Play field Manual NIS ,Patiala 2. Bu JW .The Art of officiate, sports, prentice hall Engle wood cliff M.J.1981
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (15%)		CLA – 2 (15%)		CLA – 3 (20%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
Level 2	Understand	-	30%	-	30%	-	30%	-	30%
	Apply	-	40%	-	40%	-	40%	-	40%
Level 3	Analyze	-	40%	-	40%	-	40%	-	40%
	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100%	

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 Prof & Head(Yoga) Department of Phy Edn, FSH, SRMIST

SEMESTER – V

Code		Course Title				Hours/ Week				
						L	T	P	O	C
UPE23D02L		Games Practical - I				0	0	8	2	4

Course Code	UPE23D02L	Course Name	Games Practical – I		Course Category	D	Discipline Specific Elective Courses					L	T	P	O	C
								0	0	8	2	4				

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
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Course Offering Department	Physical Education and Sports Sciences	Data Book / Codes/Standards	Nil														
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Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Can Learn the importance & General warm up		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Can Learn fundamentals of specific Warm up		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	PSO-3
CLR-3 :	Can Learn Progressive teaching stages																			
CLR-4 :	Can Learn the basic exercise																			
CLR-5 :	Can learn preparatory																			
CLR-6 :	Can learn team tactics																			

Course Learning Outcomes (CLO):		:	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :	Can Teach the general and specific warm up	Can teach the fundamental skills	3	85	80	L	H	H	H	H	H	-	M <td>M<td>L</td><td>-</td><td>H<td>-</td><td>-</td><td>-</td></td></td>	M <td>L</td> <td>-</td> <td>H<td>-</td><td>-</td><td>-</td></td>	L	-	H <td>-</td> <td>-</td> <td>-</td>	-	-	-
CLO-2 :	Can teach new techniques		3	85	80	L	H	H	H	H	M	-	M <td>M<td>L</td><td>-</td><td>H<td>-</td><td>-</td><td>-</td></td></td>	M <td>L</td> <td>-</td> <td>H<td>-</td><td>-</td><td>-</td></td>	L	-	H <td>-</td> <td>-</td> <td>-</td>	-	-	-
CLO-3 :	Can teach the fundamentals skills		3	85	80	L	H	H	H	H	H	-	M <td>M<td>L</td><td>-</td><td>H<td>-</td><td>-</td><td>-</td></td></td>	M <td>L</td> <td>-</td> <td>H<td>-</td><td>-</td><td>-</td></td>	L	-	H <td>-</td> <td>-</td> <td>-</td>	-	-	-
CLO-4 :	Can teach Tactics and strategy		3	85	80	L	H	H	H	H	M	-	M <td>M<td>L</td><td>-</td><td>H<td>-</td><td>-</td><td>-</td></td></td>	M <td>L</td> <td>-</td> <td>H<td>-</td><td>-</td><td>-</td></td>	L	-	H <td>-</td> <td>-</td> <td>-</td>	-	-	-
CLO-5 :	Can teach preparatory and basic exercise		3	85	80	L	H	H	H	H	M	-	M <td>M<td>L</td><td>-</td><td>H<td>-</td><td>-</td><td>-</td></td></td>	M <td>L</td> <td>-</td> <td>H<td>-</td><td>-</td><td>-</td></td>	L	-	H <td>-</td> <td>-</td> <td>-</td>	-	-	-
CLO-6 :	Can teach progressive Teaching		3	85	80	L	H	H	H	H	H	-	M <td>M<td>L</td><td>-</td><td>H<td>-</td><td>-</td><td>-</td></td></td>	M <td>L</td> <td>-</td> <td>H<td>-</td><td>-</td><td>-</td></td>	L	-	H <td>-</td> <td>-</td> <td>-</td>	-	-	-

Duration (hour)	6		6		6		6		6	
S-1	SLO-1	Football	Lead up activities	Tactics for high performance	Fundamental Skills	Tactics and Strategy				
	SLO-2	Explain about football game	Explain about the activities	Explain about high performance	Explain about the topic in detail	Explain about the tactics & strategy				
S-2	SLO-1	History & development of football	Execution	Team Tactics	Ball Praticce	The skills of the sports / game will be taught with the help of the following exercise				
	SLO-2	Explain about the topic	Explain about the executionin match situation	Tactics explain to the students	Explain about the ball practice	explain about three heads				
S-3	SLO-1	Development of football in india	Follow Through	Team Attack	Skill & Leadup Activity	Proper Dress code				
	SLO-2	Explain about the topic	Teaching Stages	Explain about the attacking	Explain about the topic in detail	Explain about the proper uniforms				
S-4	SLO-1	Warming – Up	Progressive teaching stages of skills	Team Defence	Game Play	Individual Tactics				
	SLO-2	Expalin about the Warming up	Explain about the topic	Explain about the defence	Explain about the game playing situations	Explain about the topics				
S-5	SLO-1	General Warming – up	Basic exercise	Team Tactics for High performance	The skills of the game / sport are to be taught under the following heads	Attack Tactics				
	SLO-2	Explain about the general warming up	Explain about the basic exercise	Explain about the topic	explain about three heads	Explain about the tactics				
S-6	SLO-1	Specific Warming – up	Coaching of skills in relation to the situation	Selected Rules and their Interpretations	Stance / Approach	Defence Tactics				
	SLO-2	Explain about specific warming up	Explain about the topic	Explain about the rules and its interpretation	Explain the stance and approach to the players	Explain about the defence tactics				
S-7	SLO-1	Fundamental Skills	Technical / Skill Training	Badminton	Stance / Approach	Officiating Techniques				
	SLO-2	Explain about the topic in detail	Explain about the technical training and skill traning	Explain about football game	Execution of Style	Explain about the officiating				
S-8	SLO-1	Ball Praticce	The skills of the sports / game will be taught with the help of the following Exercise	History & development of football	Follow Through	Officiating Signals				

	SLO-2	Explain about the ball practice	Explain about the topic	Explain about the topic	Level of Performance	Explain about the signals and signs
S-9	SLO-1	Skill & Leadup Activity	Preparatory exercise	Development of football in india	Progressive teaching stages of skills	Gaming Experience
	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
S-10	SLO-1	Game Play	Supplementary exercise	Warming – Up	Coaching of skills in relation to the situation	Score sheet preparation
	SLO-2	Explain about the game playing situations	Explain about the topic	Explain 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 tactics and strategies	Explain about the general warming up	Preparatory exercise	Teach about the score sheet fill
S-12	SLO-1	Stance / Approach	Individual Tactics	Specific Warming – up	Basic exercise	Match Practice
	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
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (15%)		CLA – 2 (15%)		CLA – 3 (20%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
	Understand								
Level 2	Apply	-	40%	-	40%	-	40%	-	40%
	Analyze								
Level 3	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create								
	Total	100 %		100 %		100 %		100%	

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.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER – V

Code		Course Title					Hours/ Week				
							L	T	P	O	C
UPE23G03T		Sports Training Methods					4	0	0	2	4

Course Code	UPE23G03T	Course Name	Sports Training Methods		Course Category	G	Generic Elective Courses					L	T	P	O	C
							4	0	0	2	4					

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:									
CLR-1 :	To know about principles & Training										
CLR-2 :	To know about the practice & strength development										
CLR-3 :	To learn about characters of training										
CLR-4 :	To learn about mobility development										
CLR-5 :	To know about short term long term training										
CLR-6 :	To learn about passive mobility and negative mobility										

Course Learning Outcomes (CLO):		:									
CLO-1 :	To Evaluate load & Over load										
CLO-2 :	Can teach the theory of fitness										
CLO-3 :	Can Evaluate mobility classification										
CLO-4 :	Can differentiate between training methods										
CLO-5 :	Can implement foreleg Training for better performance										
CLO-6 :	To practice fitness training for better living										

Duration (hour)	6		6		6		6		6	
S-1	SLO-1	Principles of Training	Speed development	Muscular activity	Training for speed Development				Continuous method alternating pace method and fartlek	
	SLO-2	Explain about the principles	Explain about the speed development	Explain about the muscular activity	Explain about Training for speed Development				Demonstrate of Continuous method alternating pace method and fartlek	
S-2	SLO-1	Specificity	Maximum strength	Meaning of Development	High Intensity				Testing-Method	
	SLO-2	Explain about the specificity of training	Explain about the maximum strength	Explain about the topic	Explain about the High Intensity and its purpose				Explain about the topic	
S-3	SLO-1	Over load	Elastic strength	Define speed practice of speed development	Low Intensity				More than normal distance	
	SLO-2	Explain about over load	Explain about the elastic strength	Explain about the topic	Explain about the Low Intensity and its purpose				Explain the More than normal distance	
S-4	SLO-1	Reversibility	Strength endurance	Theory and practice of endurance development endurance	Theory of Density				Equal to normal distance	
	SLO-2	Explain about the reversibility	Explain about the strength endurance	Explain about the topic	Explain about the theory Intensity and its purpose				Explain the Equal to normal distance	
S-5	SLO-1	Basic Physical Characters	Absolute strength	Duration method –continues method alternating pace method and fartlek	Meaning of Density				Short-term endurance	
	SLO-2	Explain about the characters	Explain about the absolute strength	Explain about the topic	Explainthe menaing of density				Explain the Short-term endurance	
S-6	SLO-1	Speed	Relative strength	Repetition method ,Interval training circuit competition	Theory of endurance development				Medium term endurance	
	SLO-2	Explain about the speed	Explain about the relative strength	Explain about the topic	Explain about the topic				Explain about the Medium term endurance	
S-7	SLO-1	Strength	Static muscular activity	Testing less thannormal distance more than normal distance	Practice of endurance development				Long term endurance	
	SLO-2	Explain about the strength	Explain about the topic	Explain about the topic	Explain about the topic				Explain 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
S-9	SLO-1	Mobility	Activity eccentrics	Short-term endurance	Interval training, circuit Training	Mobility classification
	SLO-2	Explain about the mobility	Explain about the eccentric	Explain about the topic	Explain about Interval training , circuit Training	Explain about the topic
S-10	SLO-1	Theory of strength development	Meaning of Speed	Medium term endurance	Interval training, circuit Training	Active mobility, passive mobility
	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
	SLO-2	Explain about the topic	Explain about the theory of speed	Explain about the long term endurance and purpose	Testing- Less than normal distance	Explain about the topic
S-12	SLO-1	Training for Strength	Speed Endurance	Factor influencing speed	Duration method alternating pace method and fartlek	Mobility training
	SLO-2	Explain Training for Strength	Explain about the Speed Endurance	Explain about the Factor influencing speed	Testing-more than normal and Equal to normal	Explain about the Mobility training

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

Learning Assessment

	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

SEMESTER – V

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UCA23S13L	Statistical Package for Social Sciences (SPSS)	0	0	2	2	1

Course Code	UCA23S13L	Course Name	STATISTICAL PACKAGE FOR SOCIAL SCIENCES	Course Category	S	Skill Enhancement Course					L	T	P	O	C
											1	0	1	2	1

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-1 :	To define a variety of statistical variables	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	ICT Skills	Professional Behavior	Life Long Learning			
CLR-2 :	To enter basic data into SPSS				L	H	-	H	L	-	-	-	L	L	-	H	-	-	-			
CLR-3 :	To learn basic SPSS functions and its tools				M	H	L	M	L	-	-	-	M	L	-	H	-	-	-			
CLR-4 :	To Present data using relevant tables, graphical displays and summary statistics.				M	H	M	H	L	-	-	-	M	L	-	H	-	-	-			
CLR-5 :	To conduct descriptive and basic inferential statistics				H	H	M	H	L	-	-	-	M	L	-	H	-	-	-			
CLR-6 :	To carry out statistical analysis that can test hypotheses				L	H	-	H	L	-	-	-	L	L	-	H	-	-	-			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Understand the basic analyses workings of SPSS, and its tools	3	80	70																		
CLO-2 :	Summarize data using graphs and descriptive statistics,	3	85	75																		
CLO-3 :	Analyzing data to compare significance of difference between two or more groups: parametric and nonparametric methods.	3	75	70																		
CLO-4 :	Evaluating association between disease (outcome) and one or more exposures	3	85	80																		
CLO-5 :	Carry out inferential statistical analysis using SPSS	3	85	75																		
CLO-6 :	Use SPSS to produce scientifically sound research reports	3	80	70																		

Course Learning Outcomes (CLO):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 : Understand the basic analyses workings of SPSS, and its tools		3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLO-2 : Summarize data using graphs and descriptive statistics,		3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLO-3 : Analyzing data to compare significance of difference between two or more groups: parametric and nonparametric methods.		3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-4 : Evaluating association between disease (outcome) and one or more exposures		3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-5 : Carry out inferential statistical analysis using SPSS		3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-6 : Use SPSS to produce scientifically sound research reports		3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-

Duration (hour)		06	06	06	06	06
S-1	SLO-1	Introduction to SPSS	Introduction to Various Graphical representation of Data and Editing of Graphs	Introduction to Measures of Central Tendencies	Calculation of Regression Trend- Trend Line	Introduction to Non-Parametric Test
	SLO-2	Understanding Interface - Data View, Variable View and Output View				
S-2	SLO-1	Defining Variables in a New Data Set	Constructing Simple Bar diagram	Calculation of Mean, Median and Mode, Geometric mean	Introduction to Test of Significance for Single and two Sample	One –Way Chi-square test (test for Homogeneity)
	SLO-2	Entering Data in a New Data Set and Saving a New Data Set				
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 Attributes)
	SLO-2	Replacing Missing Values				
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				
S-5	SLO-1	Construction of Frequency tables	Constructing Histogram	Introduction to Correlation Coefficient:	Understanding Small Sample Test (t-Test, F-test)	One –Way ANOVA
	SLO-2	Univariate Frequency tables				
S-6	SLO-1	Bivariate Frequency tables	Constructing Pie Diagram	Calculation of Karl Pearson's Correlation Coefficient	Test of Mean & Test of Variances for Small sample	Two–Way ANOVA
	SLO-2	CrossTabulation		Calculation of Spearman's Rank Correlation Coefficient		

Learning Resources	1. "SPSS for Beginners", 1999 Vijay Gupta, Published by VJBooks Inc.	2. Levine's Guide to SPSS for Analysis of Variance".2nd Edition, Melanie C. Page, Sanford L. Braver and David P. MacKinnon, Lawrence Erlbaum Associates, Publishers 2003 Mahwah, New Jersey, London
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Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		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	20%	20%	15%	15%	15%	15%	15%	15%	-	30%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	-	40%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	-	30%
	Create										
	Total	100 %		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
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

SEMESTER – V

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23P02L	INTERNSHIP - II	0	0	0	2	1

Course Code	UPE23P02L	Course Name	INTERNSHIP – II	Course Category	IAPC	Internship/Apprenticeship/Project/Community Outreach	L	T	P	O	C
							0	0	0	2	1

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

Guidelines for Internship:

- 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.
- The School can either middle, higher secondary schools.
- Students can engage with sports department and conduct sports events morning health & fitness of the students.
- Students should submit an acceptance letter from the school for his/her Internship
- Students must submit a Teaching Plan Report-1 (Training Report) along with a training certificate Issued by the Institution.
- Teaching and Learning Method (Teaching Plan)
- 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
- Report will be evaluated by the Faculty in charge and Viva will be conducted at the end of the Semester
- 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
- Marks Will be awarded as follows – Internal Viva 50 Marks and End Semester Viva 50 Marks
- 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				
	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Report	Viva-Voce
Internship-1	20%	30 %	30 %	20 %

SEMESTER – VI

Code		Course Title					Hours/ Week																	
							L	T	P	O	C													
UPE23601T		Track and Field -Planning, Construction and Rules					4	0	0	2	4													
Course Code	UPE23601T	Course Name	Track and Field -Planning, Construction and Rules			Course Category	C	Discipline Specific Core Courses																
							L	T	P	O	C													
							4	0	0	2	4													
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses				Nil												
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 :		To learn about different running surfaces					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		How to lay a standard track					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	PSO-3
CLR-3 :		How to mark 400 mts track																						
CLR-4 :		How to mark sector marking																						
CLR-5 :		How to lay a mud track																						
CLR-6 :		How to mark Arc start marking																						
Course Learning Outcomes (CLO):		:					2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :		Can become a athletics administrator					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		Can lay a standard track					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :		Can construct a standard mud track					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		Can mark 110 hurdles marking					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :		Can mark sectors for throw events					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		Can marks runway for horizontal jumps					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
Duration (hour)		12		12		12		12					12											
S-1	SLO-1	Track and Field- Planning		Cleaning and leveling		Take off Board		Lay out and Markings of Standard Track 400 meters with 8 lanes with different RDR					Markings for 400 Mtrs Hurdles											
	SLO-2	Design the location		Explain about laying		Teaching about Take off board at university track		Teaching at university track					Teaching at university track											
S-2	SLO-1	Track and Field- Construction		Track Marking		High Jump		Lay out and Markings of Standard Track 400 meters with 8 lanes with different CDR					Relay Races – 4 x 100 Mtrs relay and 4 x 400 Mtrs relay											
	SLO-2	First-Audio Visual demonstration		Teaching about marking at university track		Explain the Methods		Teaching at university track					Teaching at university track											
S-3	SLO-1	Rules for construction of Track and field		Final check list		Run Way		Cleaning and Levelling of Standard Track 400 meters					Marking for Field Events											
	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 university track		Teaching at university track					Teaching at university track											
S-4	SLO-1	Type of Track- Standard Lay down		Different CDR and RDR		Jumping Bed		Need for Standard Track					Sectors And Runways											
	SLO-2	Explain about laydown		Explain about CDR &RDR		Teaching at university track		Explain the needs and importance					Teaching at university track											
S-5	SLO-1	Type of Track – Non-Standard Lay down		400 Mtr Marking		Marking-Shot put		Stagger Distance – 200 Mtrs					Sector Marking – Shot put											
	SLO-2	Explain about laydown		Teaching about 400 mtrs marking at university track		Teaching at university track		Teaching at university track					Teaching at university track											
S-6	SLO-1	Construction of mud track		Stagger Distance In 200 Meter Run		Marking – Discus		Stagger Distance – 400 Mtrs					Sector Markings –Discus											
	SLO-2	Explain about laydown		Teaching about marking at university track		Teaching at university track		Teaching at university track					Teaching at university track											
S-7	SLO-1	Types of running surface-mud		Markings - 800 Meter Run And 1500 Meter		Marking-Hammer		Arc start marking – 800 Mtrs					Sector Markings –Hammer											
	SLO-2	Explain about laydown of mud track		Teaching about marking at university track		Teaching at university track		Teaching at university track					Teaching at university track											
S-8	SLO-1	Cinder		Relay Markings 4 X 100 Relay		All Line Marking for Javelin		Marking for1500 Mtrs					Runway with Arc – Javelin											

	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
S-9	SLO-1	Synthetic	Long Jump	Runway with Arc – Javelin	Marking for 5000 Mtrs	Horizontal Jumps
	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
S-10	SLO-1	Polymeric rubber track	Triple Jump	Safety Measures in Track and Field	Break line and diagonal excess	Long jump
	SLO-2	Explain about laydown of polymeric rubber track	Explain the Methods	Explain about safety in competition	Teaching at university track	Explain the Methods
S-11	SLO-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
	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	Markings – 100 Mtrs Hurdles– 110 Mtrs Hurdles	Vertical Jumps – High jump and Pole vault
	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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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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 R.Mohanakrishnan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr D.J.Asath Ali Khan, Asst.Professor Department of Phy Edn, FSH, SRMIST

SEMESTER – VI

Code		Course Title					Hours/ Week				
							L	T	P	O	C
UPE23602T		Science of Sports Training					4	0	0	2	4

Course Code	UPE23602T	Course Name	Science of Sports Training			Course Category	C	Discipline Specific Core Courses					L	T	P	O	C
													4	0	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
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Course Offering Department		Physical Education Sports Sciences		Data Book / Codes/Standards		Nil									
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Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :		To know the meaning of Sports training			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		To know the principles of Training																				
CLR-3 :		To learn about training loads																				
CLR-4 :		To know about training & adaptations																				
CLR-5 :		To know about overload & remedies																				
CLR-6 :		To know about short-term & long Term plan																				

Course Learning Outcomes (CLO):		:			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	PSO-3
CLO-1 :		Can become a fitness trainer																				
CLO-2 :		Can overcome overload & Symptoms																				
CLO-3 :		Can implement adaptation in training																				
CLO-4 :		Can regulate long term & Shot term																				
CLO-5 :		Can prepare periodisoation chart																				
CLO-6 :		Can implement physical fitness components																				

Duration (hour)	12		12		12		12		12	
S-1	SLO-1	Science of Sports Training-Meaning	Extent Volume		Stages of Periodisation		Main competition		Speed – Important factors determining Speed	
	SLO-2	Explanation about Scientific trainings	Explanation about extended volume		List the stages		Explanation and group discussion		Explanation and list of factors	
S-2	SLO-1	Definition of Training	Types of Training Load		Need and Importance of Periodisation		Major competition		Training for improving Speed	
	SLO-2	Explanation about Major trainings	Explanation and implementation in training		Insist the knowledge		Explanation and group discussion		Explanation and list of types and its uses	
S-3	SLO-1	Meaning of Sports training	Principles of Training Load		Preparation period		Development of Important Motor Qualities		Speed barrier	
	SLO-2	Uses of Sports training	List of principles		Explain about preparation of training		Expalin -Development techniques		Eplain through training module	
S-4	SLO-1	Principles of Sports Training	Training and Adaptation		Competition period		Factors determining Flexibility		Flexibility – Types of Flexibility	
	SLO-2	List of principles	Explanation about adaptation in sessions		Explain about Competition time trainings		Explain the list ofndetermining factors		Explanation and list of types and its uses	
S-5	SLO-1	Physical Fitness components	Super compensation		Transition period		Improvement of Flexibility		Weight training	
	SLO-2	List of physical fitness components	Explain in Training situation		Explain about implementation in gained experience		Explain through students		Explanation and list of types and its uses	
S-6	SLO-1	Meaning Sports of Training Load	Overload		On Season		Strength		Circuit training	
	SLO-2	Explanation about loads and types of loads	Demerits of over load		Tournamnet time training		Importance of strength for training		Explanation and list of types and its uses	
S-7	SLO-1	Features of Sports Training Load	Causes of Over Load		Off Season		Types of Strength		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	Importance and remedies	Symptoms of Over Load		Types of Periodisation		Factors determining Strength		Fartlek training	
	SLO-2	Purpose for remedies	Explain the experience through gym Trainers		Explain about types for 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
	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
S-10	SLO-1	Meaning of Warm – down	Planning – Short term	Double Periodisation	Endurance – Types of Endurance	Hollow Sprints
	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
S-11	SLO-1	Intensity	Planning-Long term	Sports competitions	Factors determining Endurance	Acceleration Sprint
	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
S-12	SLO-1	Density	Periodisation	Build up competition	Methods of Endurance improvement	Continuous running
	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 Resources	1. <i>Hardhayalsingh .B. Traning Methods Practice Hall of India, New Delhi, 1998</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate 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.N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

SEMESTER – VI

Code		Course Title					Hours/ Week				
							L	T	P	O	C
UPE23603T		Care of Athletic Injuries					4	0	0	2	4

Course Code	UPE23603T	Course Name	Care of Athletic Injuries	Course Category	C	Discipline Specific Core Courses					L	T	P	O	C
											4	0	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
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Course Offering Department	Physical Education and Sports Sciences	Data Book / Codes/Standards	Nil		
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Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																							
CLR-1 :	To Know about Nutrition –DiET				Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	2	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	6	Ability to Utilize Knowledge	7	Skills in Modeling	8	Analyze, Interpret Data	Investigative Skills	9	Problem Solving Skills	10	Communication Skills	11	Analytical Skills	12	PSO -1	PSO -2	PSO-3
CLR-2 :	To Know Classification of Amino Acids																														
CLR-3 :	To Study About amino Acids																														
CLR-4 :	To know about classification of minerals																														
CLR-5 :	Value of nutrition																														
CLR-6 :	Important functions of vitamins																														

Course Learning Outcomes (CLO):					2	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :	Can Become sports nutritionist				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can become Dieticians in sports field				3	85	80	L	H	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :	Health Issues can be sorted in society				3	85	80	L	H	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Natural diet for healthy living				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Nutrive values for the sports man				3	85	80	L	H	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Planning menu for all				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Meaning of Physiotherapy	Bowleg	Massage	Percussion	Assistive
	SLO-2	Explain the History	Explanation with examples	Explanation with uses	Explanation about effects and its uses	Explanation about effects and its uses
S-2	SLO-1	Guiding Principles of Physiotherapy	Flat foot	History of Massage	Shaking Manipulations	Resistive Movements
	SLO-2	List the Guiding principles	Explanation with examples	Need of masage	Explanation about effects and its uses	Explanation about effects and its uses
S-3	SLO-1	Importance of Physiotherapy	Hydrotherapy	Swedish Massage System	Self Massage	Equipments used in Exercise Therapy (Pronator)
	SLO-2	Explain the needs	Explanation with uses	Explanation with uses	Explanation about effects and its uses	Explain about the equipment through SRM physio clinic
S-4	SLO-1	Posture – Meaning and Definition	Cryotherapy (Ice Towel, Ice water Immersion, Ice Packs, Ice Cube Massage, Spray Coolants)	Points to be considered in giving Massage	Manipulation Techniques	Equipments used in Exercise Therapy (Supinator)
	SLO-2	Expalin about good posture	Explanation with uses	Explanation with class room sources	List the techniques	Explain about the equipment through SRM physio clinic
S-5	SLO-1	Types of Posture – Values of Good Posture	Wave Diathermy	Contra - indication of Massage	Meaning of Therapeutic Exercises	Equipments used in Exercise Therapy (Wobble Board)
	SLO-2	List the types and its uses	Explanation with uses	Explanation with uses	Importance of therapeutic exercise	Explain about the equipment through SRM physio clinic
S-6	SLO-1	Drawbacks	Thermo therapy (Hot pack, Hot Water Bag, Hot water Bottle, Fomentation)	Physical Effects of Massage	Rehabilitation	Equipments used in Exercise Therapy (Wall bar, Pulley Circuits, Shoulder Wheel etc)
	SLO-2	List the demerits	Explanation with uses	Explanation with uses	Explain the need of rehabilitation	Explanation about effects and its uses
S-7	SLO-1	Causes of Poor Posture	Whirlpool Bath	Physiological Effects of Massage	Physiological Classifications of Movements	Types of Crutches

	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
S-8	SLO-1	Concepts of posture	Wax Bath	Psychological Effects of Massage	Voluntary Movements	Types of Traction
	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
	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
S-10	SLO-1	Corrective Exercise for Kyphosis, Lordosis	Electrotherapy	Manipulation	Therapeutic Movements	Types of Reconditioning Programmes
	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
S-11	SLO-1	Scoliosis	Infra – red rays irradiation therapy	Stroking	Passive Movement	Treatment of Patients in Individual
	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
S-12	SLO-1	Knock knee	Ultra – sound	Pressure	Active Movement	Treatment of patients in groups/Classes
	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 Resources	1. Anderson, J.R.(ED) Care of Athletic Injuries, 12 th Edition, Edward Arnold, London, 1985. 2. Barnwell B. And Gall, B. Physical Therapy, London, 1988.	3. Hanlon, Thomas W. London : Rodale, Injury-Free Running: How to Build Strength, Improve Form, and Treat/Prevent Injuries, 2013
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate 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. N.C. Jesus Rajkumar, Asso. Professor Department of Phy Edn, FSH, SRMIST
		Dr. M. Senthilkumar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

SEMESTER – VI

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23D03L	Athletics Practical – II	0	0	8	2	4

Course Code	UPE23D03L	Course Name	Athletics Practical – II	Course Category	D	Discipline Specific Elective Courses				
						L	T	P	O	C
						0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil																
Course Offering Department	Physical Education and Sports Sciences			Nil																	
Course Learning Rationale (CLR):	The purpose of learning this course is to:			Nil																	
CLR-1 :	Can Learn the techniques in hurdles			Learning			Program Learning Outcomes (PLO)														
CLR-2 :	Can learn the techniques relay races			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-3 :	Can learn the importance in hurdles Clearing			High Thinking () High Proficiency High Attainment			Knowledge	Application of Concepts	Health Related Issues	Personal Development	Specialization	Ability to Utilize Knowledge	Team Modeling	Communication, Interpret	Critical Skills	Problem Solving Skills	Communication Skills	Personal Skills			
CLR-4 :	Can learn the importance in running between hurdles																				
CLR-5 :	Can learn new rules																				
CLR-6 :	How to maintain record note																				

Course Learning Outcomes (CLO):	:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Can Tech the techniques in schools	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can coach the basics of hurdles to student	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can coach the strength of hurdles	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can teach the techniques of relay exchange	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Can interoperate new rules & regulation	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Can Maintain record note books for references	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Hurdles Run	Coaching of skill in relation to the situation	3 stride and 5 stride pattern	Execution
S-1	SLO-2	Explain about the Hurdles in details	Explain about the topic	Explain about 3 stride and 5 stride pattern	Explain about Execution
S-2	SLO-1	Warming- Up	Technical / Skill Training	Relay Exchange	Teaching Stages
S-2	SLO-2	Explain about the warming up	Explain about the technical /skill straining	Explain about Relay Exchange	Explain about Teaching Stages
S-3	SLO-1	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Visual Exchange	Progressive teaching stages of skills
S-3	SLO-2	Explain about the General Warming – up	Explain about the topic	Explain about Visual Exchange	Explain about Progressive teaching stages of skills
S-4	SLO-1	Specific Warming – up	Preparatory exercise	Non-Visual Exchange (Up Sweep	Lead up activities
S-4	SLO-2	Explain about the Specific Warming – up	Explain about the Preparatory exercise	Explain about the Non-Visual Exchange (Up Sweep	Explain about the Lead up activities
S-5	SLO-1	Fundamental Skills	Basic exercise	Down Sweep	Coaching of skill in relation to the situation
S-5	SLO-2	Explain about the Fundamental Skills	Explain about the Basic exercise	Explain about Down Sweep	Explain about Coaching of skill in relation to the situation
S-6	SLO-1	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Relay	Follow Through
S-6	SLO-2	Explain about the topic	Explain about the Supplementary exercise	Explain about Relay	Explain about Follow Through

S-7	SLO-1	Stance / Approach		Warming- Up	Technical / Skill Training	Learning Technique
	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
S-9	SLO-1	Follow Through	Individual Tactics	Specific Warming – up	Preparatory exercise	Fixing runners at different Zones
	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
	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	Explain about Supplementary exercise	Explain about Rules and its Interpretations
S-12	SLO-1	Lead up activities	Hurdle clearance	Stance / Approach	Tactics and Strategy	Preparation of Record Note
	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 Resources	1. ViswanathM.JTrack& Field Marking and Athletes officiating manual ,Sliver star publications Track & field planning &Construction,2002. 2. Prof.Thirunarayanan .C &Hariharan, Bhuvaneswari publication, Karaikudi. 2008.
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (15%)		CLA – 2 (15%)		CLA – 3 (20%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
Level 2	Understand	-	30%	-	30%	-	30%	-	30%
	Apply	-	40%	-	40%	-	40%	-	40%
Level 3	Analyze	-	40%	-	40%	-	40%	-	40%
	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100%	

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

SEMESTER – VI

Code			Course Title					Hours/ Week																	
UPE23D04L			Games Practical – II					L	T	P	O	C													
								0	0	8	2	4													
Course Code	UPE23D04L	Course Name	Games Practical – II			Course Category	D	Discipline Specific Elective Courses				L	T	P	O	C									
									0	0	8	2	4												
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil															
Course Offering Department		Physical Education and Sports Sciences		Data Book / Codes/Standards		Nil																			
Course Learning Rationale (CLR):		The purpose of learning this course is to:						Learning			Program Learning Outcomes (PLO)														
CLR-1 :		Can learn the importance of general warm up						1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		Can Learn importance of Specific Warm up						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	PSO-3
CLR-3 :		To learn lead up activities																							
CLR-4 :		Can learn coaching of skills																							
CLR-5 :		Can learn supplementary exercises																							
CLR-6 :		Can learn team tactics																							
Course Learning Outcomes (CLO):		:																							
CLO-1 :		Can teach the basis of skills						2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		Can teach team tactics						3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :		Can teach lead up activities						3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		Can teach skill training						3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :		New rules can be taught						3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		Can coach advance skills						3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
Duration (hour)		6		6		6		6		6		6													
S-1	SLO-1	Cricket	Coaching of skill in relation to the situation	Specific Warming – up		Basic exercise		Teaching Stages																	
	SLO-2	Explain cricket	Explain Coaching of skill in relation to the situation	Explain Specific Warming – up		Explain Basic exercise		Explain Teaching Stages																	
S-2	SLO-1	Warming- Up	Technical / Skill Training	The skills of the game / sport are to be taught under the following heads		Supplementary exercise		Progressive teaching stages of skills																	
	SLO-2	Explain Warming- Up	Explain Technical / Skill Training	Explain the skills of the game / sport are to be taught under the following heads		Explain Supplementary exercise		Explain Progressive teaching stages of skills																	
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		Tactics and Strategy		Lead up activities																	
	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		Explain Tactics and Strategy		Explain Lead up activities																	
S-4	SLO-1	Specific Warming – up	Preparatory exercise	Execution		Individual Tactics (Attack, Defense and high performance)		Coaching of skill in relation to the situation																	
	SLO-2	Explain Specific Warming – up	Explain Preparatory exercise	Explain Execution		Explain Individual Tactics (Attack, Defense and high performance)		Explain Coaching of skill in relation to the situation																	
S-5	SLO-1	Fundamental Skills	Basic exercise	Follow Through		Kho- Kho		Technical / Skill Training																	
	SLO-2	Explain Fundamental Skills	Explain Basic exercise	Explain Follow Through		Explain 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		Warming- Up		The skills of the sports / game will be taught with 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
	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)	Progressive teaching stages of skills	Specific Warming – up	Basic exercise
	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
	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
	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)
	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)
S-12	SLO-1	Lead up activities	General Warming – up	Preparatory exercise	Follow Through	Selected Rules and their Interpretations
	SLO-2	Explain Lead up activities	Explain General Warming – up	Explain Preparatory exercise	Explain Follow Through	Explain Selected Rules and their Interpretations

Learning Resources	1. Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore, 2006. 2. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore, 2006. 3. Dr. P. Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore, 2006. 4. Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972.	5. Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainoris, 1991. 6. Dr. Anil Sharma O.P. Sharma Rules of games sports publication 4264/3 7. Wein Horst. The Science of Hockey. London, Pelham Books, 1979.
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (15%)		CLA – 2 (15%)		CLA – 3 (20%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
	Understand								
Level 2	Apply	-	40%	-	40%	-	40%	-	40%
	Analyze								
Level 3	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create								
	Total	100 %		100 %		100 %		100%	

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

SEMESTER – VI

Code		Course Title					Hours/ Week																	
							L	T	P	O	C													
UPE23G04T		Recreation, Camping and Youth Leadership					4	0	0	2	4													
Course Code	UPE23G04T	Course Name	Recreation, Camping and Youth Leadership			Course Category	G	Generic Elective Courses			L	T	P	O	C									
											4	0	0	2	4									
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil														
Course Offering Department		Physical Education ans Sports Sciences			Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 :		Scope of recreation					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		Objectives of recreation					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	PSO-3
CLR-3 :		Agencies offering recreation																						
CLR-4 :		Significance of camping																						
CLR-5 :		Objectives of camping																						
CLR-6 :		Administration of leadership camp																						
Course Learning Outcomes (CLO):		:																						
CLO-1 :		To create awareness about recreations					2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		To eye cute leadership camps for youth					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :		To develop leaders in recreations					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		To develop leaders in rural areas					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :		To impart training for recreations leaders					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		To create awareness in home recreations					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
Duration (hour)		6		6		6		6		6		6		6										
S-1	SLO-1	Meaning of Recreation		Recreation-Games		Significance of camping selection		Importance of Camp		Leadership for new generation														
	SLO-2	Explain Meaning of Recreation		Explain Recreation-Games		Explain Significance of camping selection		Explain Importance of Camp		Explain Leadership for new generation														
S-2	SLO-1	Objectives of Recreation		Agencies of Recreation		layout of camp site		Camp programme		Youth Leadership														
	SLO-2	Explain Objectives of Recreation		Explain Agencies of Recreation		Explain layout of camp site		Explain Camp programme		Explain Youth Leadership														
S-3	SLO-1	Essential Characteristics of Recreation		leaders and their roles		Objectives of Camping		Evaluation of camp work		The need of rural children for play														
	SLO-2	Explain Essential Characteristics of Recreation		Explain leaders and their roles		Explain Objectives of Camping		Explain Evaluation of camp work		Explain The need of rural children for play														
S-4	SLO-1	Meaning of Philosophy		Agencies offering recreation		Selection of Camp site		Meaning of Youth Leadership		Training of recreation														
	SLO-2	Explain Meaning of Philosophy		Explain Agencies offering recreation		Explain Selection of Camp site		Explain Meaning of Youth Leadership		Explain Training of recreation														
S-5	SLO-1	Need of Philosophy		Facilities to the public Recreation		Organization		Need and Importance of Leadership in Camp		Preliminary training														
	SLO-2	Explain Need of Philosophy		Explain Facilities to the public Recreation		Explain Organization		Explain Need and Importance of Leadership in Camp		Explain Preliminary training														
S-6	SLO-1	Relationship between work and play		Facilities to the individual Recreation		Administration		Safety measures in Campsite		Courses in colleges														
	SLO-2	Explain Relationship between work and play		Explain Facilities to the individual Recreation		Explain Administration		Explain Safety measures in Campsite		Explain Courses in colleges														
S-7	SLO-1	Scope of Recreation		Facilities to the home recreation		Organization and administration of leadership training camp		Sélection of Groups		Universités														

	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
S-8	SLO-1	Leisure-objective of recreation	Government Agencies Qualities	Camp officers	Training for Camp life style	Recreation in schools
	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	SLO-1	Historical development of recreation in the Globe	Commercial agencies Qualities	Supervisor	Leadership Qualities in Camp	Camps in colleges
	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
	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
S-11	SLO-1	Historical development of recreation in UK	Meaning of Camping	Need of Camp	Leadership quality in Camp administration	Camp activity in schools and cooleges
	SLO-2	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
S-12	SLO-1	Historical development of recreation inU. S.A	Types of Camping	Concept of Camp	The nature of Play	Model Camp for Students
	SLO-2	Explain Historical development of recreation inU. S.A	Explain Types of Camping	Explain Concept of Camp	Explain The nature of Play	Explain Model Camp for Students

Learning Resources	1. Agarwal, K.C. 2001 “Environmental Biology”, Nidi Publ. Ltd. Bikaner. 2. De A.K., “Environmental Chemistry”, Wiley Eastern Ltd.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		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		
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

SEMESTER – VI

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23P03L	MINI PROJECT	0	0	4	2	2

Course Code	UPE23P03L	Course Name	MINI PROJECT	Course Category	IAPC	Internship / Apprenticeship / Project / Community Outreach	L	T	P	O	C
							0	0	4	2	2

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

SEMESTER – VII

Code		Course Title					Hours/ Week																	
							L	T	P	O	C													
UPE23701T		Applied Kinesiology					4	0	0	2	4													
Course Code	UPE23701T	Course Name	Applied Kinesiology			Course Category	C	Discipline Specific Core Courses				L	T	P	O	C								
												4	0	0	2	4								
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil														
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 :		Can learn the definitions of kinesiology					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		Can learn the role of kinesiology								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	PSO-3
CLR-3 :		To know about classification of joints								L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :		To know about functions of joints								L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-5 :		To know about fundamentals of movement								L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-6 :		To know about the application of kinesiological principles								L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
Course Learning Outcomes (CLO):		:					2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :		Effective use of kinesiology in sports					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		To develop different muscles to avoid injuries					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :		Kinesiology for effective movements					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		To use joints & Muscles for progress in sports					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :		Can prevent serve injuries					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		To joints fundamental movements can be taught					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
Duration (hour)		6		6		6			6			6			6									
S-1	SLO-1	Applied Kinesiology	Classification of Joints		Plantar Flexion			Ankle Joint			Trapezius													
	SLO-2	Explain Applied Kinesiology	Explain Classification of Joints		Explain Plantar Flexion			Explain Ankle Joint			Explain Trapezius													
S-2	SLO-1	Meaning Of Kinesiology	Mechanism of joints		Dorsi Flexion			Hip Joint			Rectus abdominis													
	SLO-2	Explain Meaning Of Kinesiology	Explain Mechanism of joints		Explain Dorsi Flexion			Explain Hip Joint			Explain Rectus abdominis													
S-3	SLO-1	Meaning of Applied Kinesiology	Terminology of Fundamental movements at the Joints –		Multi – Joint Muscles			Location of joints			Qudriceps groups													
	SLO-2	Explain Meaning of Applied Kinesiology	Explain Terminology of Fundamental movements at the Joints –		Explain Multi – Joint Muscles			Explain Location of joints			Explain Qudriceps groups													
S-4	SLO-1	Definition of Kinesiology	Flexion		Axes			Origin and insertion of joints			Pectoralis													
	SLO-2	Explain Definition of Kinesiology	Explain Flexion		Explain Axes			Explain Origin and insertion of joints			Explain Pectoralis													
S-5	SLO-1	Definition of Applied Kinesiology	Extension Abduction		Planes of motion			Wrist Joint			Application of Kinesiological principles													
	SLO-2	Explain Definition of Applied Kinesiology	Explain Extension Abduction		Explain Planes of motion			Explain Wrist Joint			Explain Application of Kinesiological principles													
S-6	SLO-1	Need and Importance of Applied Kinesiology	Adduction		Sagittal			Shoulder Joint			Fundamental movements													
	SLO-2	Explain Need and Importance of Applied Kinesiology	Explain Adduction		Explain Sagittal			Explain Shoulder Joint			Explain Fundamental movements													
S-7	SLO-1	Brief history of Kinesiology	Rotation		Frontal			Insertion of muscles Gastrocnemius			Walking													
	SLO-2	Explain Brief history of Kinesiology	Explain Rotation		Explain Frontal			Explain Insertion of muscles Gastrocnemius			Explain Walking													

S-8	SLO-1	Role of Kinesiology in Physical Educational	Circumduction	Transverse planes	Action of muscles Gastrocnemius	Running
	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
	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
	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
	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
	SLO-2	Explain Minor joints	Explain Eversion	Explain Knee Joint	Explain Triceps	Explain Pushing

Learning Resources	1. Broor , Efficiency of Human Movement Sounder & co,2008 . 2. Kolly D.L. Kinesiology and Fundamentals of Motion Description ,Practice Hall,2003.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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.S.J.Albert Chandrasekar, Asso. Professor & Head, Department of Phy Edn, FSH, SRMIST

SEMESTER – VII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23D05L	Athletics Practical - III	0	0	8	2	4

Course Code	UPE23D05L	Course Name	Athletics Practical - III	Course Category	D	Discipline Specific Elective Courses	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Physical Education an	Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	To learn various stages in Long jump	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	PSO-3
CLR-2 :	To learn different stages in Triple Jump				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-3 :	To learn techniques in high Jump				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :	To learn Rules & regulation				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-5 :	To know about maintaining records				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-6 :	To know about plyometric exercise to improve jumps				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-

Course Learning Outcomes (CLO):		1	2	3
CLO-1 :	To educate students in long jump	2	85	80
CLO-2 :	Can teach about different stages in triple jump	3	85	80
CLO-3 :	Can teach rules & Regulation	3	85	80
CLO-4 :	Can maintain records for injuries	3	85	80
CLO-5 :	Can use plyometric exercise for effective jumps	3	85	80
CLO-6 :	Can implement new techniques ,	3	85	80

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Long jump	Coaching of skills in relation to the situation	Stance / Approach	WARMING – UP	The skills of the sports / game will be taught with the help of the following exercise
	SLO-2	Explain about the jumping event-long jump	Explain about the Coaching of skills in relation to the situation	Explain about the Stance / Approach	Explain about the WARMING – UP	Explain about the topic
S-2	SLO-1	Demonstrate the various stages in – Long jump	Technical / Skill Training	Selected Rules and their Interpretations and Execution	General Warming – up	Basic exercise
	SLO-2	Explain about Demonstrate the various stages in – Long jump	Explain about Technical / Skill Training	Explain about Selected Rules and their Interpretations and Execution	Explain about General Warming – up	Explain about Basic exercise
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 Warming – up	Supplementary exercise
	SLO-2	Explain about warmin-up	Explain about the topic	Explain about Follow Through	Explain about Specific Warming – up	Explain about Supplementary exercise
S-4	SLO-1	General Warming – up	Basic exercise	Teaching Stages performance	The skills of the game / sport are to be taught under the following heads	Learning
	SLO-2	Explain about General Warming – up	Explain about Basic exercise	Explain about Teaching Stages performance	Explain about the topic	Explain about Learning
S-5	SLO-1	Specific Warming – up	Supplementary exercise	Progressive teaching stages of Skills	Stance / Approach	Coaching
	SLO-2	Explain about Specific Warming – up	Explain about Supplementary exercise	Explain about Progressive teaching stages of Skills	Explain about Stance / Approach	Explain about Coaching
S-6	SLO-1	The skills of the game / sport are to be taught	Learning	Lead up activities	Selected Rules and their Interpretations Execution	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
S-7	SLO-1	Stance / Approach	Coaching	Coaching of skills in relation to the situation	Follow Through action	Learning
	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
S-8	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
	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
S-9	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
	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-10	SLO-1	Teaching Stages-performance	General Warming – up	Basic exercise	Lead up activities	Demonstrate the various stages in – Triple jump
	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
S-11	SLO-1	Progressive teaching stages of Skills	Specific Warming – up	Supplementary exercise	Technical / Skill Training	Rules and their Interpretations
	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
S-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
	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 Resources	1. Anand , R.L Play field Manual NIS ,Patiala , 1999. 2. Rules of Games and Sports YMCA Publication, Masse Hall, New Delhi, 2008.
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (25%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
	Understand	-	30%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100%	

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 D.J.Asath Ali Khan, Asst.Professor Department of Phy Edn, FSH, SRMIST

SEMESTER – VII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23D06L	Games Practical - III	0	0	8	2	4

Course Code	UPE23D06L	Course Name	Games Practical - III	Course Category	D	Discipline Specific Elective Courses				
						L	T	P	O	C
						0	0	8	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To know about warming up	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 :	To learn fundamental skills	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	PSO-3			
CLR-3 :	To know about learning stages																					
CLR-4 :	To know about skill training																					
CLR-5 :	To learn about tactics & strategy																					
CLR-6 :	To know about preparatory exercise																					

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 : Can become a coach		2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 : Can teach fundamental Skills		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 : Can implement tactics & Strategy		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 : Learning stages can be modified		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 : Fundamental Skills can be upgraded		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 : Lead up activities for smooth learning		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)		6	6	6	6	6
S-1	SLO-1	BasketBall	Coaching of skills in relation to the situation	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Follow Through
	SLO-2	Explain about the game				
S-2	SLO-1	WARMING – UP	Technical / Skill Training	Specific Warming – up	Preparatory exercise	Teaching Stages-performance
	SLO-2	Explain about WARMING – UP	Explain about Technical / Skill Training	Explain about Specific Warming – up	Explain about Preparatory exercise	Explain about Teaching Stages-performance
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	Defence and Offense	Progressive teaching stages of Skills
	SLO-2	Explain about General Warming – up	Explain about the topic	Explain about Fundamental Skills	Explain about Defence and Offense	Explain about Progressive teaching stages of Skills
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	Lead up activities
	SLO-2	Explain about Specific Warming – up	Explain about Preparatory exercise	Explain about the topic	Explain about Basic exercise	Explain about Lead up activities
S-5	SLO-1	Fundamental Skills	Defence and Offense	Stance / Approach	Supplementary exercise	Coaching of skills in relation to the situation
	SLO-2	Explain about Fundamental Skills	Explain about Defence and Offense	Explain about Stance / Approach	Explain about Supplementary exercise	Explain about Coaching of skills in relation to the situation
S-6	SLO-1	The skills of the game / sport are to be taught under the following heads	Basic exercise	Selected Rules and their Interpretations Execution	Tactics and Strategy	Technical / Skill Training

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

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

SEMESTER – VII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23G05T	Nutrition and Diet	4	0	0	2	4

Course Code	UPE23G05T	Course Name	Nutrition and Diet	Course Category	G	Generic Elective Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To know about nutrition Diet	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 :	To know classification of Amino Acids	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	PSO-3			
CLR-3 :	To study about amino Acids																					
CLR-4 :	To know about classification minerals																					
CLR-5 :	Value of nutrition																					
CLR-6 :	Important functions of vitamins																					

Course Learning Outcomes (CLO):		1	2	3
CLO-1 : Can Become sports nutritionist		2	85	80
CLO-2 : Can Become Dieticians in sports field		3	85	80
CLO-3 : Health issues can be sorted in society		3	85	80
CLO-4 : Natural diet for healthy living		3	85	80
CLO-5 : Nutritive values for the sports man		3	85	80
CLO-6 : Planning menu for all		3	85	80

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Nutrition and Diet	Classification-monosaccharides, Disaccharides,	Cholesterol	Deficiency diseases	Copper
	SLO-2 Definition and Meaning	Classification tests	Types of cholesterol	Explanation and issues	Uses of copper
S-2	SLO-1 Introduction to Nutrition	Polysaccharides, Functions of Carbohydrates, Dietary Sources	Functions of Lipoproteins	Minerals	Importance of Minerals in body functions
	SLO-2 History of Nutrition	Examples and explanations	Uses of Lipoprotein	Uses of minerals	Examples
S-3	SLO-1 Definition-Health	Dietary Fiber-Classification	Functions of fats Dietary sources	Classification-Macro minerals	Dietary sources
	SLO-2 Explanation about Health	Examples and explanations	List of Dietary sources	Uses of Macro minerals	Examples and its uses
S-4	SLO-1 Definition-Nutrition	Classification of Amino acids	HDL	Sodium	Deficiency diseases
	SLO-2 Explanation about Nutrition	Examples and explanations	Factors Affecting HDL	Uses of Sodium	Explanation and Cautions
S-5	SLO-1 Definition-Malnutrition	Essential And Nonessential Amino acids	LDL	Potassium	Toxicity level
	SLO-2 Explanation about Mal nutrition	Examples and explanations	Factors Affecting LDL	Uses of Potassium	Normal and High level of toxicity
S-6	SLO-1 Balanced Diet, Of Fiber	Role of Proteins Classification of Proteins	Triglycerides	Calcium	Diet
	SLO-2 Uses of Balanced Diet	List of protein food	Symptoms and Causes	Uses of Calcium	Need of diet
S-7	SLO-1 Recommended Daily Allowances (RDA)	Functions of Proteins	Rancidity of fats	Phosphorous	Elements Food groups Recommended for Daily Allowance
	SLO-2 RDA Plan	Uses of proteins	Examples and explanations	Uses of Phosphorous	List of food groups for RDA
S-8	SLO-1 Basic 5 Food Group	Dietary Sources and Biological Value of Proteins	RDA	Magnesium	Nutritive value of foods
	SLO-2 Explanation	Examples and explanations	Examples and explanations	Uses of Magnesium	Examples and Explanations
S-9	SLO-1 Energy	Nitrogen Balance	Fat Soluble Vitamins	Microminerals	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
	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	Iodine	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 Resources	1. Bamji. M.S(2017) 4 th edition Text book of Human Nutrition. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd 2. Srilakshmi B. (2015). Nutrition Science. New Age International (P) Limited. Chennai.	3. Swaminathan M. 2015. Advanced textbook on food and nutrition. Chennai, Bappco publisher 4. Darshan sohi, “A comprehensive text book of Nutrition and Therapeutic diet-For B.sc and Post basic”, Jay pee Brothers medical publishers ,2013.
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Learning Assessment

		Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
			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	30%	-	30%	-	30%	-	30%	-	30%	-	
	Understand											
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-	
	Analyze											
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-	
	Create											
	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.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 – VII

Code		Course Title					Hours/ Week									
							L	T	P	O	C					
UPE23G06T		Anthropometry In Sports					4	0	0	2	4					
Course Code	UPE23G06T	Course Name	Anthropometry In Sports			Course Category	G	Generic Elective Courses				L	T	P	O	C
												4	0	0	2	4
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil						
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards			Nil								
Course Learning Rationale (CLR):		The purpose of learning this course is to:														
CLR-1 :		Importance of psychology & Sports psychology														
CLR-2 :		To know the braches of Sports psychology														
CLR-3 :		How to motivate the players														
CLR-4 :		How to control aggression during matches														
CLR-5 :		Can learn about sports ethics														
CLR-6 :		Can learn group cohesion														
Course Learning Outcomes (CLO):		:														
CLO-1 :		Can become sports psychiatrist														
CLO-2 :		Can assess the team failures														
CLO-3 :		Can assess the players mental strength														
CLO-4 :		Can help the players to come out of mental fatigue														
CLO-5 :		Can help the players to know about their own personality														
CLO-6 :		Can teach sports ethics														
Duration (hour)		12			12			12			12			12		
S-1	SLO-1	Definition of Anthropometry			Meaning of Musculoskeletal			Meaning and definition of Skinfold			Definition and meaning of length measurement			Meaning and definition of girth		
	SLO-2	Meaning of Anthropometry			Explain about basic anatomy of Musculoskeletal system			Explain about skinfold fitness			Example of length measurement			Explain about girth measurement		
S-2	SLO-1	History of Anthropometry			Explain about functions of Musculoskeletal system			Meaning of skinfold measurement with example			Aims of length measurement			Principle of girth measurement		
	SLO-2	Explain about anthropometric measurement			Explain about the muscles are in the Musculoskeletal			Explain skinfold measurement instruments			Objective of length measurement			Explain about Rules for girth measurement		
S-3	SLO-1	Explain about anthropometric data with example			Explain the components of Musculoskeletal			Explain about test for skinfold measurement			Explain about length measurement instruments			Explain about different tools for girth measurement		
	SLO-2	Explain about anthropometric assessment			Explain about Musculoskeletal fitness and its importance			Explain the procedure and chart for skinfold measurement			Purpose for length measurement			Advantages and disadvantages for girth measurement		
S-4	SLO-1	Explain about anthropometric design			Meaning of Musculoskeletal in sports			Purpose of skinfold test			Definition of arm length measurement			Meaning and definition for arm girth		
	SLO-2	Explain the concept of anthropometry in sports			Explain about Musculoskeletal screening in sports			Explain about Impediment for skinfold test			Aim and objective of arm length measurement			Explain about arm length relaxed and flexed		
S-5	SLO-1	Principle of anthropometry in sports			Explain about common Musculoskeletal injuries in sports			Meaning and definition about biceps and triceps skinfold			Explain about Techniques and Procedure for arm length measurement			Instrument and procedure for arm length girth		
	SLO-2	Theory of anthropometry in sports			Types of Musculoskeletal injuries			Explain Biceps and triceps skinfold thickness			Purpose of arm length measurement			Explain benefits for arm length girth measurements		

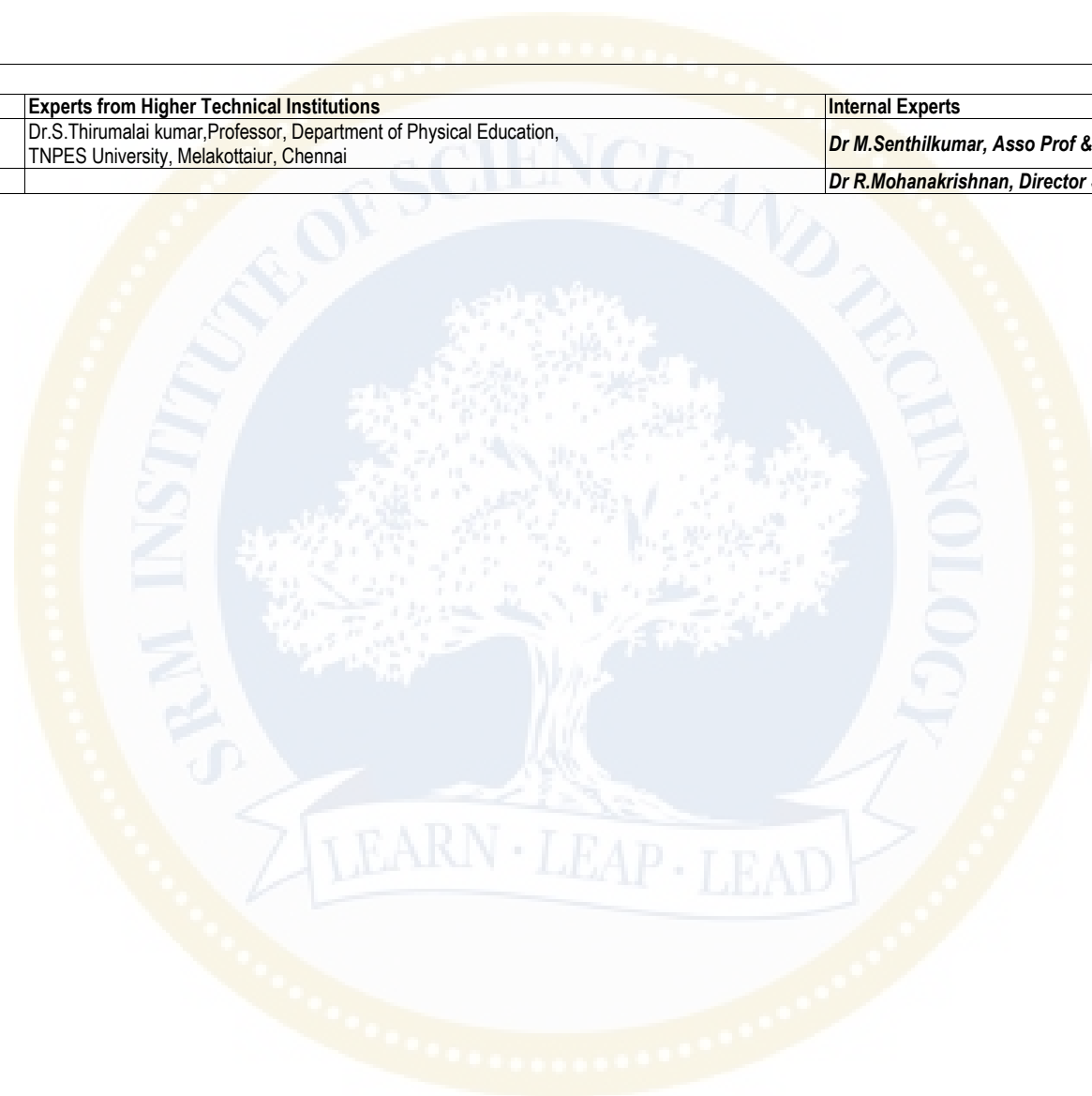
S-6	SLO-1	Scope for anthropometry in sports	Precautions for Musculoskeletal injuries	Explain about instrument and techniques for biceps and triceps skinfold measurements	Definition of palm length measurement	Meaning and definition for waist girth
	SLO-2	Impediment of anthropometry in sports	Explain about 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
	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
	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
	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 composition	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 Principles of Physical Education, Philadelphia W.B Saunder co 1989.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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
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		<i>Dr R.Mohanakrishnan, Director Sports, Department of Phy Edn, FSH, SRMIST</i>



SEMESTER – VII

Code	Course Title					Hours/ Week				
						L	T	P	O	C
UPE23P04L	INTERNSHIP - III					0	0	0	2	2

Course Code	UPE23P04L	Course Name	INTERNSHIP - III	Course Category	IAPC	Internship/Apprenticeship/Project/Community Outreach	L	T	P	O	C
							0	0	0	2	2

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

Guidelines for Internship:

- 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.
- The School can either middle, higher secondary schools.
- Students can engage with sports department and conduct sports events morning health & fitness of the students.
- Students should submit an acceptance letter from the school for his/her Internship
- Students must submit a Teaching Plan Report-1 (Training Report) along with a training certificate Issued by the Institution.
- Teaching and Learning Method (Teaching Plan)
- 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
- Report will be evaluated by the Faculty in charge and Viva will be conducted at the end of the Semester
- 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
- Marks Will be awarded as follows – Internal Viva 50 Marks and End Semester Viva 50 Marks
- 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				
	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Report	Viva-Voce
Internship-1	20%	30 %	30 %	20 %

SEMESTER – VII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23P05L	PROJECT WORK PHASE - I	0	0	8	2	4

Course Code	UPE23P05L	Course Name	PROJECT WORK PHASE - I	Course Category	IAPC	Internship/Apprenticeship/Project/Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	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 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 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 Learning Assessment(50% weightage)		Final Evaluation(50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
Project	20%	30 %	30 %	20 %

SEMESTER – VIII

Code		Course Title					Hours/ Week																	
							L	T	P	O	C													
UPE23801T		Exercise Physiology					4	0	0	2	4													
Course Code	UPE23801T	Course Name	Exercise Physiology			Course Category	C	Discipline Specific Core Courses																
							4	0	0	2	4													
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses				Nil												
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 :		To learn the scope of exercise Physiology					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		To know the function of sketal muscles					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	PSO-3
CLR-3 :		To know about muscular contraction								L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :		To know about the effect of exercise								L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-5 :		To know about energy metabolism								L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-6 :		To know about sources of energy								L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
Course Learning Outcomes (CLO):		:					2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :		Can use effectively Red & white Muscle fibers					3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :		Can use effectively isometric & I so kinetic contraindications					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :		Can use for effective respiratory functions					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :		Helpful for maintaining sketal muscles					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-5 :		Effective use of metabolism					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :		Usage of source of energy					3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
Duration (hour)		6		6		6		6		6		6												
S-1	SLO-1	Meaning and Definition of Exercise Physiology		Types of Muscular contraction		Diagram of Heart		Blood purifications in Lungs		Effect of exercise on Nervous system														
	SLO-2	Explain Meaning and Definition of Exercise Physiology		Explain Types of Muscular contraction		Explain Diagram of Heart		Explain Blood purifications in Lungs		Explain Effect of exercise on Nervous system														
S-2	SLO-1	Scope of Exercise Physiology		Isotonic		Systemic circulation		O2 and CO2 exchange		Central Nervous system														
	SLO-2	Explain about the Scope of Exercise Physiology		Explain about Isotonic		Explain Systemic circulation		Explain O2 and CO2 exchange		Explain Central Nervous system														
S-3	SLO-1	Need and Importance of Exercise Physiology		Explanation about Isometric		Valves in the Heart		Muscular and Nervous Systems		Autonomic Nervous system														
	SLO-2	Explain about the Need and Importance of Exercise Physiology		Explain Explanation about Isometric		Explain Valves in the Heart		Explain Muscular and Nervous Systems		Explain about the Autonomic Nervous system														
S-4	SLO-1	Role of Exercise Physiology in Physical education		Explanation about Isokinetic		Introduction-Respiratory System		Explain about Visceral Muscle		Somatic Nervous system														
	SLO-2	Explain about the Role of Exercise Physiology in Physical education		Explain about the Explanation about Isokinetic		Explain Introduction-Respiratory System		Explain Explain about Visceral Muscle		Explain Somatic Nervous system														
S-5	SLO-1	Definition of Physiology		Contra indications		Diagram of Lungs		Cardiac Muscle		Energy Metabolisms														
	SLO-2	Explain about the Definition of Physiology		Explanation about Contra indications		Explain Diagram of Lungs		Explain about Cardiac Muscle		Explain Energy Metabolisms														
S-6	SLO-1	Structure of Human body		Cardio – Vascular System		Effect of exercise on respiratory system		Skeletal Muscle		Anabolism														
	SLO-2	Explain about the Explain about the Structure of Human body		Explain Cardio – Vascular System		Explain Effect of exercise on respiratory system		Explain about the about Skeletal Muscle		Explain Anabolism														
S-7	SLO-1	Definition of Muscle		Effect of exercise on circulatory system		Breath holding time		Effect of exercise on Muscular system		Catabolism														
	SLO-2	Explain about the Definition of Muscle		Explain Effect of exercise on circulatory system		Explain Breath holding time		Explain Effect of exercise on Muscular system		Explain Catabolism														

S-8	SLO-1	Classification of Muscle	Pulse rate at exercise period	Respiratory rate	Hyper therapy	Sources of Energy
	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
	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
	SLO-2	Explain Types of Muscle fibers	Explain about the Stoke volume	Explain O2, debt	Explain Benefits of Hyper therapy	Explain Anaerobic Metabolism
S-11	SLO-1	Red (Slow twitch muscle fiber)	Cardiac output	Second wind	Benefits of hypo therapy	Fat metabolism
	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
	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 Resources	1. Jones,NL Clinical Exercise testing ,3rdedWb Sounder & co,2006.	3. Warren RJscience and medicine of Exercise & Sports 2ndEdition ,New York,2001.
	2. Reilly T Sports Fitness and sports Injuries, Faber and faber London,2008 .	4. William. S and rod ,W Nutrition and diet & Therapy ,II Edition ,WB Sander College publishing,2002.

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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.,

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

SEMESTER – VIII

Code		Course Title					Hours/ Week																																	
		L	T	P	O	C																																		
UPE23D07L		Athletcis Practical - IV					0	0	8	2	4																													
Course Code	UPE23D07L	Course Name	Athletcis Practical - IV			Course Category	D	Discipline Specific Elective Courses					L	T	P	O	C																							
								0	0	8	2	4																												
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																														
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards			Nil																																
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)																															
CLR-1 :	To learn about shot put				Level of Thinking (Bloom)	1	Expected Proficiency (%)	2	Expected Attainment (%)	3	1	Fundamental Knowledge	2	Application of Concepts	3	Link with Related Disciplines	4	Procedural Knowledge	5	Skills in Specialization	6	Ability to Utilize Knowledge	7	Skills in Modeling	8	Analyze, Interpret Data	9	Investigative Skills	10	Problem Solving Skills	11	Communication Skills	12	Analytical Skills	13	PSO -1	14	PSO -2	15	PSO-3
CLR-2 :	To learn various stages in Shot-put																																							
CLR-3 :	To learn the various grip in javelin																																							
CLR-4 :	To learn about discus throw																																							
CLR-5 :	To know rules & Regulations																																							
CLR-6 :	To maintain Records																																							
Course Learning Outcomes (CLO):		:				2	85	80	L	H	H	H	H	H	H	H	H	H	H	H	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-		
CLO-1 :	Can Tech the basic skills in shot-put				3	85	80	L	H	H	H	H	H	H	H	H	H	H	H	H	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-		
CLO-2 :	Can coach the advance skills in shot put				3	85	80	L	H	H	H	H	H	M	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-3 :	Can teach the various grips in javelin				3	85	80	L	H	H	H	H	H	M	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-4 :	Can implement new rules & Regulations				3	85	80	L	H	H	H	H	H	H	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-5 :	Can maintain records for better future				3	85	80	L	H	H	H	H	H	M	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-6 :	Can become a better coach				3	85	80	L	H	H	H	H	H	H	-	M	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Duration (hour)		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		
S-1	SLO-1	Shot put	Standing	Running	Standing	Specific Warming – up																																		
	SLO-2	Explain Shot put	Explain Standing	Explain Running	Explain Standing	Explain Specific Warming – up																																		
S-2	SLO-1	Explain the various stages	Standing	Throwing	Throwing	Fundamental Skills																																		
	SLO-2	Advantages of various stages	Explain Standing	Explain Throwing	Purpose of Throwing	Explain Fundamental Skills																																		
S-3	SLO-1	Standing	Throwing	Warming – Up	Styles	Follow through Action																																		
	SLO-2	Explain Standing	Advantage of Throwing	Explain Warming – Up	Explain Styles	Explain Follow through Action																																		
S-4	SLO-1	Throwing	Styles	General Warming – up	Grip	Explain the various stages																																		
	SLO-2	Techniques Throwing	Explain Styles	Explain General Warming – up	Explain Grip	techniques the various stages																																		
S-5	SLO-1	Demonstrate the various stages	Warming – Up	Specific Warming – up	Swing	Standing																																		
	SLO-2	Explain Demonstrate the various stages	Explain Warming – Up	Explain Specific Warming – up	Explain Swing	Explain Standing																																		
S-6	SLO-1	Warming – Up	General Warming – up	Fundamental Skills	Releasing	Throwing Styles																																		
	SLO-2	Explain Warming – Up	Explain General Warming – up	Explain Fundamental Skills	Explain Releasing	Explain Throwing Styles																																		
S-7	SLO-1	General Warming – up	Specific Warming – up	Follow through Action	Different Type of Style	Javelin																																		
	SLO-2	Explain General Warming – up	Explain Specific Warming – up	Explain Follow through Action	Explain Different Type of Style	Explain Javelin																																		
S-8	SLO-1	Specific Warming – up	Fundamental Skills	Explain and demonstrate the various stages	Shotput	Pen holder Grip																																		
	SLO-2	Explain Specific Warming – up	Explain Fundamental Skills	Explain Explain and demonstrate the various stages	Explain Shotput	Explain Pen holder Grip																																		
S-9	SLO-1	Fundamental Skills	Follow through Action	Grip	Obrien	Chinese Grip																																		
	SLO-2	Explain Fundamental Skills	Explain Follow through Action	Explain Grip	Explain Obrien	Explain Chinese Grip																																		

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

Learning Resources	1. <i>Wright gary (1990),a step guide Track & Field troll associates mahwan ,new jeysey</i>
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (25%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
	Understand								
Level 2	Apply	-	40%	-	40%	-	40%	-	40%
	Analyze								
Level 3	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create								
	Total	100 %		100 %		100 %		100%	

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

SEMESTER – VIII

Code		Course Title					Hours/ Week																
							L	T	P	O	C												
UPE23D08L		Practical Games - IV					0	0	8	2	4												
Course Code	UPE23D08L	Course Name	Practical Games - IV			Course Category	D	Discipline Specific Elective Courses			L	T	P	O	C								
											0	0	8	2	4								
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil																
Course Offering Department		Physical Education and Sports Sciences		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):			The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :			To learn basic warm up & Specific warm up			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :			To learn fundamental skills in throw ball			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	PSO-3
CLR-3 :			Can earn different teaching stages																				
CLR-4 :			Can learn lead up activities																				
CLR-5 :			Can learn effective skill training																				
CLR-6 :			Can learn tactics & Strategy																				
Course Learning Outcomes (CLO):						2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :			Can teach fundamental skills in table Tennis			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :			Can teach General & Specific warm up			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-3 :			Can Demonstration teaching stages in ball badminton			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :			Can effectively use supplementary exercise			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :			Can implement new Tactics & Strategy			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :			Can use lead up activities for effective learning			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
Duration (hour)		6		6		6			6			6			6								
S-1	SLO-1	WARMING – UP		For-Ball Badminton		For-Ball Badminton			For-Ball Badminton			For-Ball Badminton											
	SLO-2	Explain WARMING – UP		Explain Ball Badminton		Explain Ball Badminton			Explain Ball Badminton			Explain Ball Badminton											
S-2	SLO-1	General Warming – up		Teaching Stages and Progressive teaching stages of skills		Technical / Skill Training			Basic Exercise			Individual Tactics (Attack, Defence and high performance)											
	SLO-2	Explain General Warming – up		Explain Teaching Stages and Progressive teaching stages of skills		Explain Technical / Skill Training			Explain Basic Exercise			Explain Individual Tactics (Attack, Defence and high performance)											
S-3	SLO-1	Specific Warming – up		For-Throw ball		For-Throw ball			For-Throw ball			For-Throw ball											
	SLO-2	Explain Specific Warming – up		Explain For-Throw ball		Explain For-Throw ball			Explain For-Throw ball			Explain For-Throw ball											
S-4	SLO-1	Fundamental Skills		For-Table Tennis		For-Table Tennis			For-Table Tennis			For-Table Tennis											
	SLO-2	Explain Fundamental Skills		Explain For-Table Tennis		Explain For-Table Tennis			Explain For-Table Tennis			Explain For-Table Tennis											
S-5	SLO-1	The skills of the game / sport are to be taught under the following heads		For-Ball Badminton		For-Ball Badminton			For-Ball Badminton			For-Ball Badminton											
	SLO-2	Explain The skills of the game / sport are to be taught under the following heads		Explain For-Ball Badminton		Explain For-Ball Badminton			Explain For-Ball Badminton			Explain For-Ball Badminton											
S-6	SLO-1	Stance / Approach And Execution		Lead up activities		The Skills of The Sports / Game Will Be Taught with The Help of The Following Exercise			Supplementary Exercise			Team Tactics (Attack, Defence and high performance)											
	SLO-2	Explain Stance / Approach And Execution		Explain Lead up activities		Explain The Skills of The Sports / Game Will Be Taught with The Help of The Following Exercise			Explain Supplementary Exercise			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
	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
	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
S-9	SLO-1	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	Selected Rules and their Interpretations
	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
	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
	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
	SLO-2	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Table Tennis	Explain For-Ball Badminton

Learning Resources	1. Anand , R.L(1999) Play field Manual NIS ,Patiala
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Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (25%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	-	30%	-	30%	-	30%	-	30%
Level 2	Understand	-	30%	-	30%	-	30%	-	30%
	Apply	-	40%	-	40%	-	40%	-	40%
Level 3	Analyze	-	40%	-	40%	-	40%	-	40%
	Evaluate	-	30%	-	30%	-	30%	-	30%
	Create	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100%	

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.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

SEMESTER – VIII

Code		Course Title					Hours/ Week																
		L	T	P	O	C																	
UPE23D09L		Practical-Yoga and Gymnastics					0	0	8	2	4												
Course Code	UPE23D09L	Course Name	Practical-Yoga and Gymnastics		Course Category	D	Discipline Specific Elective Courses																
							L	T	P	O	C												
							0	0	8	2	4												
Pre-requisite Courses		Nil		Co-requisite Courses		Nil																	
Course Offering Department		Physical Education and Sports Sciences		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To know the value of yoga & Gymnastics				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	To know about different positions in yoga				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	PSO-3	
CLR-3 :	To learn about pranayama & Mudras																						
CLR-4 :	To Gain Knowledge about gymnastics																						
CLR-5 :	To learn Different skills in gymnastics																						
CLR-6 :	Importance of Surya namaskar																						
Course Learning Outcomes (CLO):		:				2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :	Can become yoga teacher				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can become gymnastics coach				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-3 :	To build strong nation through at yoga				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-4 :	Can create young generation the awareness in yoga				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-5 :	Can to eradicate different Diseases through yoga				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-6 :	Can educate the society for fitness				3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
Duration (hour)		12		12		12		12			12												
S-1	SLO-1	Surya namaskar	Tanasana	Karna-peedasana	Agnisar Kriya	Perfect swing on roman rings																	
	SLO-2	Explain about 12 powerful yoga poses	Explain about lay down on it with a straight back	Explain about- pida stands for pain and Asana means to pose	Yoga that each muscle should move at least once a day	Explain about rings should move forward and backward as you swing																	
S-2	SLO-1	Asanas	Anantasana or Krishnasana	Kriyas	Uddiyan Kriya	Inverted Hang																	
	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 organs	Bandha involves the contraction of the abdomen up	Explain about build muscle tension and isometric strength through the back and front of the body.																	
S-3	SLO-1	Long sitting position	Balasana	Kapalabhati (Stimulating the brain cells by purifying the brain)	Nauli Kriya	Hand Stand																	
	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 internal cleansing technique	Cleansing ritual that has been used by yogis for thousands of years	Explain about supporting the body in a stable, inverted vertical position by balancing on the hands																	
S-4	SLO-1	Prone position	Uttan-padasana or Padottanasana	Neti (Upper Nasal Track)	Tratak Kriya	Front Walkover																	
	SLO-2	Explain about Anatomical terms of location, the dorsal side is up, and the ventral side is down.	Explain about improve the circulation of blood to the lymph nodes and joints	Explain about pot to treat symptoms of nasal allergies, sinus problems or colds	Bring energy to the "third eye" and promote various psychic abilities	Explain about performer standing up straight with arms raised and positioned near to the ears																	
S-5	SLO-1	Supine position	Pad-chalanasana	Trataka (Eye Exercises)	Gymnastics	Back Walkover																	
	SLO-2	Explain about face upward asanas	Explain about improvement in the health of abdominal organs and digestive system	Explain about the method of meditation that involves staring at a single point such as a	Sport that includes physical exercises requiring balance, strength, flexibility, agility,	Explain about person transitions from a standing position to a back bridge and then back to a																	

				small object	coordination, and endurance	standing position again
S-6	SLO-1	Standing position	Naukasana	Nauli (Abdominal muscle and Viscera)	Forward roll	Handstand Forward Roll
	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
S-7	SLO-1	Kneeling position (Each pose contains of Five)	SuptaMatsyendrasana	Dhouti (Cleansing the intestine)	Backward roll	Splits
	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
	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
S-9	SLO-1	Mudras	Setubandhasana	Jalaneti Kriya	Jump forward roll	Back handspring
	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.
S-10	SLO-1	Asanas – Laying on the Back	Sarvangasana	Advanced Jalaneti	Perfect swing on parallel bar	Roundoff
	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
S-11	SLO-1	Shanti asana – Shavasana – Peace asana or Corpse asana	Padma-sarvangasana or Urdhvapadmasana	JalaVamanDhauti	Shoulder stand	Split leap
	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,
S-12	SLO-1	Supta Pavan muktasana	Halasana	VastraDhauti	Perfect swing on horizontal bar	Somersault
	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 Resources	1. B.K.S., Iyengar <i>Light on Yoga</i> , London : Unwin Paperbacks, 1989.	4. Yogeshwar, "Text Book of Yoga", Madras yoga centre.
	2. P. Mariayyah – "Pranayamas" Sports Publication, Coimbatore.	5. Bawa, Gurdial Singh 'Fundamentals of men's Gymnastics' Friends Publications (India) Delhi, 1994
	3. K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999.	

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

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	1. Dr N.C.Jesusraj Kumar, Asso. Professor, Department of Phy Edn, FSH, SRMIST
		2. Dr.C.Suresh Asst. Professor, Department of Phy Edn, FSH, SRMIST

SEMESTER – VIII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23D10L	Major Games-Practical	0	0	8	2	4

Course Code	UPE23D10L	Course Name	Major Games-Practical	Course Category	D	Discipline Specific Elective Courses				
						L	T	P	O	C
						0	0	8	2	4

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:		
CLR-1 :	To gain practical knowledge in Sports			
CLR-2 :	To know different skills major sports			
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			

Learning			
1	2	3	
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	PSO-3

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 : Can become coach		2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 : Can Invent men techniques		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 : Can implement new tactics during play		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 : Team discussion		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 : Accepting the facts during match		3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 : Change in behavioral pattern		3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	About the Game Volleyball	General Warming up	Conduction Matches	Rules and Regulations
	SLO-2	Origin and history of volleyball	Explain about the need of general warm up	Explain about budget preparation and implementation plan preparation	Specific Skills
S-2	SLO-1	Court Specifications	Padagogy	Organisations	Officiating Techniques
	SLO-2	Explain about the marking	Explain about the positive pedagogy	Explain about Hockey India	Teaching of Officating Signals
S-3	SLO-1	Basic Skills	Warm down	Specific Warming up	Duties of referees
	SLO-2	Explain about Dig pass, Volley pass ,Service skills	Explain about the need of general warm down	Expalin about game oriented warm up	Method of Play
S-4	SLO-1	Specific Skills	About the Game Hockey	General Warming up	Explain about the dutiesof one referee,two umpires, one scorer and two assistant scorers
	SLO-2	Explain about Libero position, spiking and blocking skills	Origin and history of Hockey	Explain about the need of general warm up	Explain about positional play
S-5	SLO-1	Positionwise Skills	Field Specifications	Padagogy	Conduction Matches
	SLO-2	Explain about defence,setting,offence skill	Explain about the marking	Explain about the positive pedagogy	Rules and Regulations
S-6	SLO-1	Method of Play	Basic Skills	Warm down	Explain about budget preparation and implementation plan preparation
	SLO-2	Explain about the game and rotation	Explain about Passing and Dribbling	Explain about the need of general warm down	List the rules and its interpretations
S-7	SLO-1	Rules and Regulations	Specific Skills	About the Game Kabaddi	Officiating Techniques
	SLO-2	List the rules and its interpretations	Explain about Stop and Hit skills	Origin and history of volleyball	Teaching of Officating Signals

S-8	SLO-1	Officiating Techniques	Positionwise Skills	Court Specifications	Padagogy	Organisation
	SLO-2	Teaching of Officiating Signals	Explain about First Touch, Leading ,Flat stick Tackle skills	Explain about the marking	Explain about the positive pedagogy	Explain about BWF
S-9	SLO-1	Duties of referees	Method of Play	Basic Skills	Warm down	Specific Warming up
	SLO-2	Explain about 1 st ,2 nd ,Table and line referees	Explain about positional play	Explain about Cant, Dodging while running skills	Explain about the need of general warm down	Explain about game oriented warm up
S-10	SLO-1	Conduction Matches	Rules and Regulations	Specific Skills	About the Game Ball Badminton	General Warming up
	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
	SLO-2	Explain about VFI and FIVB	Teaching of Officiating Signals	Explain about Raider, defender skills	Explain about the marking	Explain about the positive pedagogy
S-12	SLO-1	Specific Warming up	Duties of referees	Method of Play	Basic Skills	Warm down
	SLO-2	Explain 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	<ol style="list-style-type: none"> 1. Myerson, Roger B., Game Theory: Analysis of Conflict, Harvard (1991) (10) 2. Robinson, J., An iterative method of solving a game, Annals of Math. 54 (1951)
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Learning Assessment								
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)						Final Examination (50% weight age)
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (25%)#		
		Theory	Practice	Theory	Practice	Theory	Practice	Theory Practice
Level 1	Remember	-	30%	-	30%	-	30%	- 30%
	Understand							
Level 2	Apply	-	40%	-	40%	-	40%	- 40%
	Analyze							
Level 3	Evaluate	-	30%	-	30%	-	30%	- 30%
	Create							
	Total	100 %		100 %		100 %		100%

#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

SEMESTER – VIII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23G07T	Adapted Physical Education	4	0	0	2	4

Course Code	UPE23G07T	Course Name	Adapted Physical Education	Course Category	G	Generic Elective Courses				
						L	T	P	O	C
						4	0	0	2	4

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	Importance of psychology & Sports psychology	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	PSO -3
CLR-2 :	To know the braches of Sports psychology				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-3 :	How to motivate the players				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :	How to control aggression during matches				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-5 :	Can learn about sports ethics				L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-6 :	Can learn group cohesion				L	H	H	H	H	M	-	M	M	L	-	H	-	-	-

Course Learning Outcomes (CLO):		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Can become sports psychiatrist	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can assess the team failures	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can assess the players mental strength	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can help the players to come out of mental fatigue	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Can help the players to know about their own personality	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Can teach sports ethics	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Meaning of Adapted Physical Education	Theories of adaptive physical education	Meaning of disability	Definition of adapted games
	SLO-2	Explain about the term Adapted physical education	Explain about adaptation in physical education	Explain the term disability according to health and science	Example of adapted games
S-2	SLO-1	Definition of Adapted Physical Education	Example of adapted physical activity	Explain about disability in physical education	Rules of adapted games
	SLO-2	Explain about Adapted Physical Education and its types	Impediment of adapted physical education	Explain about categories of disabilities are included under adaptive physical education	Aims of adapted games
S-3	SLO-1	Purpose of Adapted Physical Education	Explain about the term and meaning of disability	Comparison of techniques for the person with and without disability	Objective of adapted games
	SLO-2	Explain about Background information of Adapted Physical Education	Explain about adapted physical education for disabled	Explain about classifications of disability	Benefits of adapted games
S-4	SLO-1	Branches of Adapted Physical Education	Meaning of handicap	Explain about Instructional program for a learner with disability	Definition of adapted volleyball
	SLO-2	Explain about the goals of adaptive physical education	Explain about adapted physical education for handicap	Scope of Instructional program for a learner with disability	Explain the techniques of adapted volleyball
S-5	SLO-1	Need of Adapted Physical Education	Explain about impaired	Effective strategies for Instructional program for a learner with disability	Explain volleyball adaptation for disabled
	SLO-2	Explain about the needs and awareness	Explain about adapted physical education for impaired	Explain about sub classifications of disability	Aims and objective of adapted volleyball

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
	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
	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
	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
S-11	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
	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
S-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
	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.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weight age)								Final Examination (50% weight age)	
		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	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	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

SEMESTER – VIII

Code	Course Title	Hours/ Week				
		L	T	P	O	C
UPE23P06L	PROJECT WORK PHASE - II	0	0	12	2	6

Course Code	UPE23P06L	Course Name	PROJECT WORK PHASE - II	Course Category	IAPC	Internship/Apprenticeship/Project/Community Outreach	L	T	P	O	C
							0	0	12	2	6

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

Guidelines:

- 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.
- 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 Assessment(50% weightage)		Final Evaluation(50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
Project	20%	30 %	30 %	20 %