

ACADEMIC CURRICULA

UNDERGRADUATE DEGREE PROGRAMME

**Bachelor of Science
(Physical Education)**

Three Years

Learning Outcome Based Education

Choice Based Flexible Credit System

Academic Year

2020 - 2021



SRM
INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University u/s 3 of UGC Act, 1956)

SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

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

Kattankulathur, Kancheepuram District 603203, Tamil Nadu,
India

// This page is intentionally left blank



Bachelor of Science in Physical Education

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

2. Department Mission Statement	
Stmnt - 1	To Gain Knowledge in recent Trends
Stmnt - 2	Methodologies to be implemented during Match situation
Stmnt - 3	To conducting workshop with legends in sports
Stmnt - 4	Fair play and good conduct during the game
Stmnt - 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. Program Specific Outcomes (PSO)	
PSO - 1	Leader in Physical Education and Sports
PSO - 2	Speaker in Physical fitness Programme
PSO - 3	Promoter of Sports and Games

5. Consistency of PEO's with Mission of the Department					
	Mission Stmnt. - 1	Mission Stmnt. - 2	Mission Stmnt. - 3	Mission Stmnt. - 4	Mission Stmnt. - 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

6. Consistency of PEO's with Program Learning Outcomes (PLO)															
	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
PEO - 1	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
PEO - 2	H	H	H	H	H	L	M	L	M	H	M	M	H	H	M
PEO - 3	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M
PEO - 4	H	M	M	H	H	H	M	H	H	H	H	L	M	M	H
PEO - 5	M	M	H	H	M	H	M	H	H	H	M	M	H	M	M

1. Professional Core Courses (C) (18Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20101T	Foundation and History of Physical Education	4	0	0	4
UPE20102T	Theories of Yoga and Gymnastics	4	0	0	4
UPE20103T	Methods in Physical Education	4	0	0	4
UPE20201T	Theories of Major Games Part-1	4	1	0	5
UPE20202T	Anatomy and Physiology	4	1	0	5
UPE20203L	Major Games-Practical	0	0	4	2
UPE20204T	Management in Physical Education	4	0	0	4
UPE20301T	Test Measurement and Evaluation in Physical Education	4	0	0	4
UPE20302T	Fitness Management	4	0	0	4
UPE20303T	Sports Psychology and Sociology	4	0	0	4
UPE20401T	Scientific Principles of Coaching	4	0	0	4
UPE20402T	Health Education	4	0	0	4
UPE20403T	Safety Education and First Aid	4	0	0	4
UPE20501T	Theories of Major Games-Part-2	4	0	0	4
UPE20502T	Research and Statistics in Physical Education	4	0	0	4
UPE20601T	Track & Field-Planning, Construction and Rules	4	0	0	4
UPE20602T	Science of Sports Training	4	0	0	4
UPE20603L	Specialization in Major Games-Project	0	0	8	4
Total Learning Credits					72

Course Code	Course Title	Hours/ Week			
		L	T	P	C
UPE20D01L	Practical-Yoga and Gymnastics	0	0	4	2
UPE20D02T	Sports Training Methods	1	1	0	2
UPE20D03L	Practical-I-Athletics	0	0	2	1
UPE20D04L	Practical-I-Games	0	0	2	1
UPE20D05L	Practical-II-Athletics	0	0	2	1
UPE20D06L	Practical-II-Games	0	0	2	1
UPE20D07T	Principles of Yoga Therapy Social Skills & Living Value Based Education	3	1	0	3
UPE20D08T	Care of Athletic Injuries	3	1	0	3
UPE20D09T	Recreation, Camping and Youth Leadership	2	0	0	2
UPE20D10L	Practical-III-Athletics	0	0	2	1
UPE20D11L	Practical-III-Games	0	0	2	1
UPE20D12L	Practical-IV-Athletics	0	0	2	1
UPE20D13L	Practical-IV-Games	0	0	2	1
UPE20D14T	Applied Kinesiology	2	0	0	2
UPE20D15T	Exercise Physiology	2	0	0	2
Total Learning Credits					24

Course Code	Course Title	Hours/Week			C
		L	T	P	
ULT20G01J	Tamil-I				
ULH20G01J	Hindi-I	2	0	2	3
ULF20G01J	French-I				
ULT20G02J	Tamil-II				
ULH20G02J	Hindi-II	2	0	2	3
ULF20G02J	French –II				
UPE20G01T	Organization, Administration in Physical Education	4	1	0	5
UPE20G02T	Design, Construction and Maintenance of Play Fields	2	1	0	3
UPE20G03T	Nutrition and Diet	4	0	0	4
Total Learning Credits					18

Course Code	Course Title	Hours/ Week			C
		L	T	P	
ULE20AE1T	English	4	0	0	4
UES20AE1T	Environmental Studies	3	0	0	3
Total Learning Credits					7

Course Code	Course Title	Hours/ Week			C
		L	T	P	
UNS20201L	NSS	0	0	0	0
UNC20201L	NCC				
UNO20201L	NSO				
UYG20201L	YOGA				
Total Learning Credits					0

Course	Course	Hours/Week			C
Code	Title	L	T	P	
UPE20S01J	Office automation	0	1	1	2
UPE20S02J	Web Design	0	1	1	2
UPE20S03J	Statistical Package for Social Sciences (SPSS)	0	1	1	2
UMI20S01L	My India Project	0	0	0	1
UCD20S01L	Soft Skills	0	0	2	1
UCD20S02L	Quantitative Aptitude and Reasoning	0	0	2	1
Total Learning Credits					9

Course	Course	Hours/ Week			
Code	Title	L	T	P	C
UJK20201L	Communication Skills	0	0	4	2
UJK20301T	Universal Human Values	2	0	0	2
UJK20401T	Professional Skills	2	0	0	2
UJK20501T	Leadership and Management Skills	2	0	0	2
Total Learning Credits					8

Total Learning Credits-138

8. Implementation Plan

Semester – I					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20101T	Foundation and History of Physical Education	4	0	0	4
UPE20102T	Theories of Yoga and Gymnastics	4	0	0	4
UPE20103T	Methods in Physical Education	4	0	0	4
ULT20G01J	Tamil-I	2	0	2	3
ULH20G01J	Hindi-I				
ULF20G01J	French-I				
UCD20S01L	Soft Skills	0	0	2	1
UPE20G01T	Organization, Administration in Physical Education	4	1	0	5
ULE20AE1T	English	4	0	0	4
Total Learning Credits					25
Total number of hours /weeks		30			

Semester – II					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D01L	Practical-Yoga and Gymnastics	0	0	4	2
UPE20201T	Theories of Major Games Part-1	4	1	0	5
UPE20202T	Anatomy and Physiology	4	1	0	5
UPE20203L	Major Games-Practical	0	0	4	2
UPE20204T	Management in Physical Education	4	0	0	4
ULT20G02J	Tamil-II	2	0	2	3
ULH20G02J	Hindi-II				
ULF20G02J	French – II				
UJK20201L	Communication Skills	0	0	4	2
UCD20S02L	Quantitative Aptitude and Reasoning	0	0	2	1
UNS20201L	NSS	0	0	0	0
UNC202011	NCC				
UNO20201L	NSO				
UYG20201L	YOGA				
Total Learning Credits					24
Total number of hours /weeks		30			

Semester – III					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20301T	Test Measurement and Evaluation in Physical Education	4	0	0	4
UPE20302T	Fitness Management	4	0	0	4
UPE20303T	Sports Psychology and Sociology	4	0	0	4
UMI20S01L	My India Project	0	0	0	1
UPE20D02T	Sports Training Methods	1	1	0	2
UPE20G02T	Design, Construction and Maintenance of Play Fields	2	1	0	3
UJK20301L	Universal Human Values	2	0	0	2
UPE20S01J	Office automation	0	1	1	2
Total Learning Credits		17	1	12	22
Total number of hours /weeks		30			

Semester - IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20401T	Scientific Principles of Coaching	4	0	0	4
UPE20402T	Health Education	4	0	0	4
UPE20403T	Safety Education and First Aid	4	0	0	4
UPE20D03L	Practical-I-Athletics	0	0	2	1
UPE20D04L	Practical-I-Games	0	0	2	1
UPE20D05L	Practical-II-Athletics	0	0	2	1
UPE20D06L	Practical-II-Games	0	0	2	1
UPE20D07T	Principles of Yoga Therapy Social Skills & Living Value Based Education	3	1	0	3
UPE20S02J	Web Design	0	1	1	2
UJK20401T	Professional Skills	2	0	0	2
Total Learning Credits					23
Total number of hours /weeks		30			

Semester –V					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20501T	Theories of Major Games-Part-2	4	0	0	4
UPE20502T	Research and Statistics In Physical Education	4	0	0	4
UPE20D08T	Care of Athletic Injuries	3	1	0	3
UPE20D09T	Recreation, Camping and Youth Leadership	2	0	0	2
UES20AE1T	Environmental Studies	3	0	0	3
UJK20501T	Leadership and Management Skills	2	0	0	2
UPE20G03T	Nutrition and Diet	4	0	0	4
Total Learning Credits					22
Total number of hours /weeks					30

Semester - VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20601T	Track & Field -Planning, Construction and Rules	4	0	0	4
UPE20602T	Science of Sports Training	4	0	0	4
UPE20603L	Specialization in Major Games- Project	0	0	8	4
UPE20D10L	Practical-III-Athletics	0	0	2	1
UPE20D11L	Practical-III-Games	0	0	2	1
UPE20D12L	Practical-IV-Athletics	0	0	2	1
UPE20D13L	Practical-IV-Games	0	0	2	1
UPE20D14T	Applied Kinesiology	2	0	0	2
UPE20D15L	Exercise Physiology	2	0	0	2
UPE20S03J	Statistical Package for Social Sciences (SPSS)	0	1	1	2
Total Learning Credits					22
Total number of hours /weeks					30

Total Learning Credits: 138

9. Program Articulation Matrix												
Course Code	Course Name	Programme Learning Outcomes										
		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
UPE20101T	Foundation and History of Physical Education	H	H	M	M	L	L	L	L	L	L	H
UPE20102T	Theories of Yoga and Gymnastics	H	H	M	M	M	L	L	L	L	L	H
UPE20103T	Methods in Physical Education	H	H	M	M	M	L	M	M	L	M	H
UPE20201T	Theories of Major Games Part-1	H	M	M	M	M	L	M	M	M	L	H
UPE20202T	Anatomy and Physiology	H	M	M	M	M	L	M	L	M	M	H
UPE20203L	Major Games-Practical	H	H	M	M	M	L	L	M	M	M	M
UPE20204T	Management in Physical Education	H	H	H	H	M	L	L	M	L	M	H
UPE20301T	Test Measurement and Evaluation in Physical Education	H	H	M	H	M	L	M	M	L	M	H
UPE20302T	Fitness Management	H	H	H	H	M	L	L	M	M	M	L
UPE20303T	Sports Psychology and Sociology	H	H	H	H	M	L	L	H	L	M	H
UPE20401T	Scientific Principles of Coaching	H	H	M	H	M	L	M	M	L	M	H
UPE20402T	Health Education	H	H	M	M	M	L	L	M	M	M	M
UPE20403T	Safety Education and First Aid	H	H	M	H	M	L	L	M	M	M	H
UPE20501T	Theories of Major Games-Part-2	H	H	M	H	M	L	L	M	M	M	H
UPE20502T	Research and Statistics in Physical Education	H	H	M	H	M	L	L	M	M	M	H
UPE20601T	Track & Field -Planning, Construction and Rules	H	H	M	M	H	H	H	M	M	L	H
UPE20602T	Science of Sports Training	H	H	M	M	M	L	L	M	M	M	M
UPE20603L	Specialization in Major Games-Project	H	H	M	M	M	L	L	M	M	H	M
UPE20D01L	Practical-Yoga and Gymnastics	H	H	M	H	M	L	L	M	M	M	H
UPE20D02T	Sports Training Methods	H	H	M	H	M	L	L	M	M	M	H
UPE20D03L	Practical-I-Athletics	H	H	M	H	M	L	L	M	M	M	M
UPE20D04L	Practical-I-Games	H	H	M	M	H	H	H	M	M	L	H
UPE20D05L	Practical-II-Athletics	H	H	M	M	L	L	L	L	L	L	H
UPE20D06L	Practical-II-Games	H	H	M	M	M	L	L	L	L	L	H
UPE20D07T	Principles of Yoga Therapy Social Skills & Living Value Based Education	H	H	M	M	M	L	M	M	L	M	M
UPE20D08T	Care of Athletic Injuries	H	M	M	M	M	L	M	L	M	L	H
UPE20D09T	Recreation, Camping and Youth Leadership	H	M	M	M	M	L	M	L	M	M	H
UPE20D10L	Practical-III-Athletics	H	H	M	M	M	L	L	M	M	M	M
UPE20D11L	Practical-III-Games	H	H	H	H	M	L	L	M	L	M	H
UPE20D12L	Practical-IV-Athletics	H	H	M	H	M	L	M	M	L	M	H
UPE20D13L	Practical-IV-Games	H	H	M	H	M	L	L	M	M	M	H
UPE20D14T	Applied Kinesiology	H	H	M	M	H	H	H	M	M	L	H
UPE20D15T	Exercise Physiology	H	H	M	M	L	L	L	L	L	L	H
ULT20G01J	Tamil-I	H	H	H	M	H	H	M	H	H	H	H
ULH20G01J	Hindi-I	H	H	H	M	H	H	M	H	H	H	H
ULF20G01J	French-I	H	H	H	H	H	H	M	H	H	H	H
ULT20G02J	Tamil-II	H	H	H	M	H	H	M	H	H	H	H

ULH20G02J	Hindi-II	H	H	M	H	H	H	H	M	H	H	H	M	H	H
ULF20G02J	French –II	H	H	M	H	H	H	H	M	H	H	H	M	H	H
UPE20G01T	Organization, Administration in Physical Education	H	H	M	H	M	L	M	M	L	L	M	H	M	L
UPE20G02T	Design, Construction and Maintenance of Play Fields	H	H	M	H	M	L	L	M	M	M	H	M	M	M
UPE20G03T	Nutrition and Diet	H	H	M	M	H	H	H	M	M	M	L	H	H	M
ULE20AE1T	English	H	H	H	H	H	M	H	H	H	H	H	H	H	H
UES20AE1T	Environmental Studies	H	M	M	M	M	L	M	L	M	M	M	H	H	H
UPE20S01J	Office automation	H	H	M	M	M	L	L	L	M	M	M	M	M	M
UPE20S02J	Web Design	H	H	H	H	M	L	L	L	M	L	M	H	L	H
UPE20S03J	Statistical Package for Social Sciences (SPSS)	H	H	M	H	M	L	M	M	L	L	M	H	M	L
UMI20S01L	My India Project	H	H	H	H	M	M	M	M	L	L	L	M	L	L
UCD20S01L	Soft Skills	H	H	H	H	M	L	L	L	H	L	M	H	H	L
UCD20S02L	Quantitative Aptitude and Reasoning	H	H	M	H	M	L	L	L	M	M	M	H	M	M
UNS20201L	NSS	H	H	M	H	M	L	L	L	M	M	M	H	M	M
UNC20201L	NCC	H	H	M	H	M	L	L	L	M	M	M	H	M	M
UNO20201L	NSO	H	H	M	H	M	L	L	L	M	M	M	H	M	M
UYG20201L	YOGA	H	H	M	H	M	L	L	L	M	M	M	H	M	M
UJK20201L	Communication Skills	H	H	M	H	H	H	H	M	H	H	H	H	H	H
UJK20301T	Universal Human Values	H	H	H	H	H	H	H	H	H	H	H	H	H	H
UJK20401T	Professional Skills	H	H	M	H	M	L	L	L	M	M	M	H	M	M
UJK20501T	Leadership and Management Skills	H	H	M	H	M	L	L	L	M	M	M	H	M	M
Program Average		H	H	M	H	M	L	L	L	M	M	M	H	M	M



Code		Course Title		Hours/ Week			C																		
				L	T	P																			
UPE20101T		Foundation and History of Physical Education		4	0	0	4																		
Course Code	UPE20101T	Course Name	Foundation and History of Physical Education			Course Category	C	Professional Core Courses				L	T	P	C										
													4	0	0	4									
re-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				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				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 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 valves of physical Culture																					
Course Learning Outcomes (CLO):																									
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	H	H	H	H	H	H	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:
	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.,
	4. Wellman and Cowell,Philosophy and Principles of Physical Education, AmarvatiSuyogPrakasan.
	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											
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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr. Jubilet, Asst. Professor, Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20102T	Theories of Yoga and Gymnastics	4	0	0	4

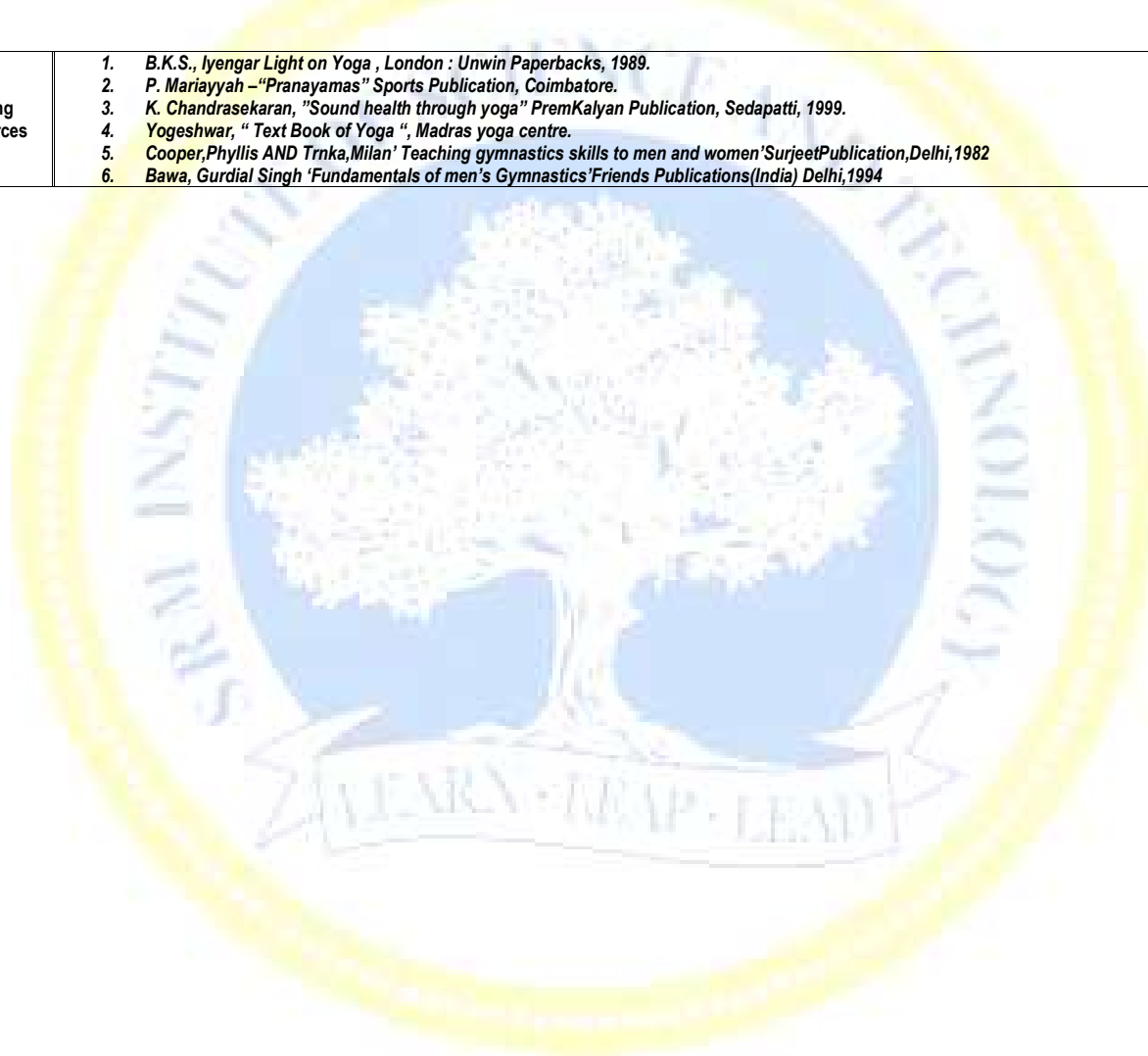
Course Code	UPE20102T	Course Name	Theories of Yoga and Gymnastics	Course Category	C	Professional Core Courses			
						L	T	P	C
						4	0	0	4

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 AIMS & Objectives of yoga	1	2	3	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 the concept of gymnastics					Fundamental Knowledge
CLR-3 : To know about the systems of yoga					Application of Concepts
CLR-4 : To know about the concept of Pranayam					Link with Related Disciplines
CLR-5 : To know about types of meditation					Procedural Knowledge
CLR-6 : To know about safety measures gymnastics					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 : 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)
					Object of Meditation

	SLO-2	Explain the Definition of Yoga	Explain how to develop concentration	Explain about Digestion Process	Explain the retention of the breath	Explain the most calming meditation practices involve focusing on a particular object
S-2	SLO-1	Aim of Yoga	Dhyana (Meditation)	Physiological Benefits of Asanas	Kriyas and its types	Breathing meditation
	SLO-2	Explain the Scope of Yoga	Explain about Meditation for Health and Living	Explain about to Enhance Internal Organs	6 Types of Kriyas & their significance to health	Explain the natural rhythm and flow and the way it feels on each inhale and Exhale.
S-3	SLO-1	Objectives of Yoga	Samadhi (Absorption)	Pranayama	Kapalabhati ((Stimulating the brain cells by purifying the brain)	Definition of Gymnastics
	SLO-2	Explain the Classification of Yoga	Explain the Shanthi stage	Explain about Breath Control	Explain the Internal cleansing technique	Explain the displaying physical agility and coordination.
S-4	SLO-1	Concept of Yoga	Asanas	Types of Pranayama	Neti (Upper Nasal Track)	Kinds of Gymnastics
	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	Explain about agility, balance and coordination
S-5	SLO-1	History of Yoga	Classification of Asanas	Concept of Pranayama	Trataka (Eye Exercises)	Various safety measure used in Gymnastics
	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	Explain about Guards, Grips, Footwear, And Spotting Belts
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)	Measurement of Various Apparatuses of Gymnastics
	SLO-2	Explain the Styles of Yoga	Explain the Changes & Development in body through asanas	Explain about to develop Lungs Capacity	Explain about the Cleaning of the abdominal region	Explain about equipment is collectively referred to as Gymnastics Apparatus
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. <i>B.K.S., Iyengar Light on Yoga , London : Unwin Paperbacks, 1989.</i> 2. <i>P. Mariayyah –“Pranayamas” Sports Publication, Coimbatore.</i> 3. <i>K. Chandrasekaran, “Sound health through yoga” PremKalyan Publication, Sedapatti, 1999.</i> 4. <i>Yogeshwar, “ Text Book of Yoga “, Madras yoga centre.</i> 5. <i>Cooper,Phyllis AND Trnka,Milan’ Teaching gymnastics skills to men and women’SurjeetPublication,Delhi,1982</i> 6. <i>Bawa, Gurdial Singh ‘Fundamentals of men’s Gymnastics’Friends Publications(India) Delhi,1994</i>
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	1. Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST
		2. Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST

Course Code	UPE20103T	Course Name	Methods in Physical Education	Course Category	C	Professional Core Courses				L	T	P	C
										4	0	0	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 Level of Thinking Remember Expected Proficiency 100% Expected Attainment 100%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
CLR-2 :	To learn about class management				Fundamental														
CLR-3 :	To know about lesson plan				Application or														
CLR-4 :	To learn about fixtures				Link with related														
CLR-5 :	To know about Intramurals				Procedural														
CLR-6 :	To know about group competitions				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														

Course Learning Outcomes (CLO):																			
CLO-1: <i>Neat presentation can be done</i>	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-
CLO-2: <i>Effective class management will take place</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-
CLO-3: <i>Clear lesson plan for excellent teaching</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	-
CLO-4: <i>To conduct Intramural competitions</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-
CLO-5: <i>To conduct external competitions</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	-
CLO-6: <i>Can conduct sports meet</i>	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 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	<ol style="list-style-type: none"> 1. B.K.S., Iyengar Light on Yoga , London : Unwin Paperbacks, 1989 2. K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999 3. Prabhu.C, Vivekanandan.P (2012), "The Essentials of Quantitative Aptitude and Verbal Aptitude", Enrich & Excell, BEACON, Chennai
---------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC, East Tambaram, Chennai	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST

SEMESTER I

Course Code	ULT20G01J	Course Name	Tamil-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	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 :	To enable them to learn the nuances of modern poetry in Tamil	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To explore New historicism through the works of art written in Tamil to enlighten the students to understand the changes in the modern society																		
CLR-3 :	Inculcate Ways of life, moralities and ethical factors as an essential part of learning Tamil literature																		
CLR-4 :	Develop strategies of comprehension of texts of different origin																		
CLR-5 :	Strengthen the language of the students both in oral and written																		
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																		
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 :	Extend and expand their savoir-faire through the acquisition of skills to cater the needs of the modern era.	2	75	60	H	H	H	-	H	H	M	H	H	-	H	H	H	H	H
CLO-2 :	Enable the students to appreciate their mother tongue and to Enhance their thinking capacity	2	80	70	H	H	-	H	-	-	H	-	-	H	H	-	H	H	H
CLO-3 :	Make them learn the basic rules of Language and make them communicate better	2	70	65	H	H	H	M	-	-	H	-	-	H	H	-	H	H	H
CLO-4 :	Develop strategies of comprehension of texts based on different culture and life styles	2	70	70	H	-	H	H	H	-	M	-	-	H	H	-	H	H	H
CLO-5 :	Strengthen spoken and written skills of the student	2	80	70	-	H	-	M	-	H	H	-	-	H	H	-	H	H	H
CLO-6 :	Will be able to clear government examinations	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12
S-1	SLO-1 தமிழ் இலக்கியப் போக்குகள்	நவீன கவிதைத் தோற்றம்	தமிழரின் வீரமரபு	சிறுநிலக்கியத் தோற்றம்	மொழி வரலாறு
	SLO-2 இலக்கிய ரூபங்கள்	நவீன கவிதை வரலாறு	போர் விழுமியங்கள்	சிறுநிலக்கிய வகைமை	மொழிப் பயிற்சி

S-2	SLO-1	தமிழ்க் கவிதை மரபு	நவீன கவிதை செல்நெறிகள்	பரணி அறிமுகம்	சிற்றிலக்கியங்கள்	தமிழும் அகராதியியலும்
	SLO-2	காலந்தோறும் கவிதை உள்ளடக்கம்	செல்நெறிகளில் கோட்பாடுகள்	பரணி இலக்கியங்கள்	முதன்மைச் சிற்றிலக்கியங்கள்	அகரவரிசைப்படுத்தல்
S-3	SLO-1	காலந்தோறும் கவிதை வடிவம் -	கவிதை மொழி	கலிங்கத்துப்பரணி (484)	புதுக்கவிதையும் இதழ்களும்	கலைச்சொல் அறிமுகம்
	SLO-2	தற்கால இலக்கியம்	நவீன கவி மொழியின் நுட்பங்கள்	தலைவனின் வீரம்	மணிக்கொடி இதழ்	கலைச்சொல் உருவாக்க நுட்பங்கள்
S-4	SLO-1	புதுக்கவிதை உருவாக்கம்	நவீன கவி ஆளுமைகள்	தமிழ் இலக்கிய மரபில் தூது	எழுத்து இதழ்	தமிழில் கலைச்சொற்கள்
	SLO-2	புதுக்கவிதை செல்நெறிகள்	நவீன கவி ஆளுமைகளின் கவித்துவம்	தூது இலக்கியங்கள்	வானம்பாடி இதழ்	நிலைபெற்ற கலைச்சொற்கள்
S-5	SLO-1	பாரதியார் - காலத்தின் அடையாளம்	விளிம்புநிலை மனிதர்கள்	அழகர் கிள்ளைவிடு தூது (கண்ணிகள்)	சிறுகதை தோற்றம்	மரபுத்தொடர்
	SLO-2	பாரதியார் - பன்முக ஆளுமை	விளிம்புநிலை இலக்கியம்	தூது மரபில் கிளியும் பாராட்டும்	சிறுகதை வளர்ச்சி	தமிழில் மரபுத்தொடர்கள்
S-6	SLO-1	பாரதியார் - கண்ணன் என் சேவகன்	ராஜா சந்திரசேகரரின் கைவிடப்பட்ட குழந்தை	செய்யுள் மரபில் கலம்பகம்	சிறுகதை - வரலாறு	நாட்டார் வழக்காறுகள்
	SLO-2	கண்ணன் என் சேவகன் கவிதை சொல்லும் வாழ்வியல்	புறக்கணிப்பும் வாழ்வியலும்	கலம்பக இலக்கியங்கள்	சிறுகதை ஆசிரியர்கள்	பழமொழி அறிமுகம்
S-7	SLO-1	20 ஆம் நூற்றாண்டுக் கவிதை மரபில் பாரதிதாசன்	புலம்பெயர்தல்	நந்திக் கலம்பகம் (77)	புதினம் தோற்றம்	தமிழில் பழமொழிகள்
	SLO-2	பாரதிதாசனும் தமிழும்	புலம்பெயர் வாழ்வியல்	மகள் மறுத்தலில் வீரம்	புதினம் வளர்ச்சி	பழமொழியும் பயன்பாடும்
S-8	SLO-1	பாரதிதாசன் - தமிழினி இனிமை,	அனார் - மேலும் சில இரத்தக் குறிப்புகள்	குறவஞ்சி அறிமுகம்	புதினத்தின் வகைமை	தமிழ் இலக்கண நுட்பங்கள்
	SLO-2	தமிழின் பெருமையும்	உள்நாட்டுப் போர்ச்சூழலும்	குறவஞ்சி இலக்கியங்கள்	புதின ஆசிரியர்கள்	இலக்கணமும் பயன்பாடும்

		வளமையும்	பெண் உளவியலும்			
S-9	SLO-1	வானம்பாடியில் அப்துல்ருகுமான்	காலந்தோறும் பெண்	குற்றாலக் குறவஞ்சி (9)	அச்ச ஊடக வரலாறு	தமிழில் சொல் வகைகள்
	SLO-2	அப்துல்ருகுமான் கவிதையின் தனித்தன்மைகள்	பெண் இலக்கியம்	மலையும் வாழ்வும்	அச்ச ஊடகமும் தமிழும்	சொல்லும் பயன்பாடும்
S-10	SLO-1	அப்துல்ருகுமான் - அவதாரம்	சுகிர்தராணியின் அம்மா	காப்பிய இலக்கணம்	அச்ச ஊடகமும் உரைநடை வளர்ச்சியும்	பெயர்ச்சொற்கள்
	SLO-2	அவதாரம் - நம்பிக்கையும் வெற்றியின் பாதைகளும்	பெண்மையும் தாய்மையும்	காப்பிய வகைமைகள்	தமிழில் உரைநடை	பெயர்ச்சொற்கள் அறிதல்
S-11	SLO-1	சுற்றுச்சூழலியல்	சமத்துவம்	தமிழில் பௌத்த இலக்கியங்கள்	சுவடிகள்	வினைச்சொற்கள்
	SLO-2	தமிழ்க் கவிதையில் சுற்றுச்சூழலியல்	பாலியல் சமத்துவம்	மணிமேகலை	சிவதருமோத்திரச் சுவடி பெற்ற வரலாறு	வினைச்சொற்கள் அறிதல்
S-12	SLO-1	நரசிம்மன் - மகனே என்னை மன்னித்து விடு	நா. முத்துக்குமாரின் தூர் கவிதை	பெண் சாபமும் காயசண்டிகையும்	புழங்குபொருள் பண்பாடும் தமிழர் வாழ்வியலும்	தமிழில் பெயரடை, வினையடை
	SLO-2	நவீன வாழ்வும் சுற்றுச்சூழலியல் அறிதலும்	தூர் கவிதை முன்வைக்கும் பெண் சமத்துவம்	பெண் வரலாற்றில் சாபங்களின் கதைகள்	கூஜாவின் கோபம்	பெயரடை, வினையடை அறிதல்

Learning Resources	<ol style="list-style-type: none"> குறிஞ்சித்தேன், தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020 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/
--------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	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%	30%	30%	30%	30%	-
	Understand										

Level 2	Apply	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Create										
Total		100 %	100 %	100 %	100 %	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. R..Srinivasan Associate Professor, Department of Tamil, Presidency College, Chennai,	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
		2. T.R.Hebzibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
		3.S.Saraswathy, Assistant Professor, FSH, SRMIST

Course Code	ULH20G01J	Course Name	HINDI-I	Course Category	G	Generic Elective Course			
						L	T	P	C
						2	0	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 :	To be able to converse well in the Hindi Language	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To read and write and clarity																		
CLR-3 :	To be willing listeners and translators –where need be																		
CLR-4 :	To acquire the values/thought contents of the writers and practice in it in life.																		
CLR-5 :	To find motivation through the various forms of literature and learn to overcome any challenges of life.																		
CLR-6 :	To discover the importance of the language in making education as a means of growth in life and not mere literacy.																		
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 appreciate the Hindi language in its various forms.	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2:	To understand the philosophy of life and living through stories.	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3:	To help the students learn and develop the fundamentals of life, through One-Act plays.	2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4:	To share the richness of thought and content presented in the Hindi language, into other languages so that the readers would stand to gain.	2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5:	To guide the students in the learning of the technical aspect of the Hindi language, this would help them in the field of administration.	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6:	To encourage the students to communicate with the public, on a large scale with the medium of Main stream and Documentary films.	2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Kahani kya Hai	Ekanki aur Natak kya hai	Patrkari ka arambh	Film Samiksha
	SLO-2	Jivan ka anubhav	Vidhyarthiyon dono ke antar ko smajhkar apne dwara use prastut kar sakta hai	Vidhyarthiyon ka apne samaj ke prti jagrukta	Film ka prabhav ko smajhna
S-2	SLO-1	Kahani ke Tatva	EKANKI KA ARTH	Aazdi aur Patrkari ka daiytava	SAMIKSHA KYA HAI
	SLO-2	Vishleshan karne ki Kshmta	Vidhyarthi ke bhtar vishkleshan ki kshamta jagrit	Vidhyarthiyon ko patrkari ka ithas smajkar samaj nirman ke liye sahyog dena	Tarkik vishleshan kshmta paida karta hai
S-3	SLO-1	Vo Tera Ghar Ye Mera Ghar Parivar me Buzargon ke Mahtav ko Samjhana	PARIBHASHA	PATRKARITA KA MAHTAVA	SAMIKSHA KE PRAKAR
	SLO-2	Bhartiya Sanskriti Se Vidhyarthiyon ko Jodna	Vidvano ke mat se parichay	Patrkari se bhut se sawal ka smadhan ho jata hai	Vidhyarthiyon ka un prkaro ka adhyaan karna jisse vidhyarthi us samiksha ko tayaar kar payenge
S-4	SLO-1	Mithaiwala Pyar Bantne se dukh kam hota hai	SWAROOP	PTRAKARITA KA ARTH	SAMIKSHA KA UDDESHYA
	SLO-2	Manavata ka Path	Vidhyarthiyon me iski samajh se lekhan kshmta badegi	Vibhinn vidhvono ko padhne se vidhyarthiyon ki tarkik kshmta badhti hai ,	Vidhyarthi ke andar smaj ke prati Kartavya bodh paida hoga
S-5	SLO-1	Bechadri Pal Chatro me Utsah Vardhan Karna	PATHYA VACHAN	PTRAKARITA KI PARIBHASHA	FILM KA SAMAJIK MAHTAVA
	SLO-2	Beta-beti ek saman ke mahtav ko smjhana.	Vidhyarthiyon ka path kaushal bdhega	K vidhvaono ki ukti ek smadhan bhi hota hai	Samajik uttar daiytav ko smjhana
S-6	SLO-1	Nadi aur Jeevan Paryavaran ke mahtav se awagat karana.	PRASTUTI	PRAMUKH SAMACHAR PATR	FILM KA VISHLESHAN

	SLO-2	Manav Jeevan me nadi ki upyogita aur Mahtav.	Natak khelne par bahut si takniki bate samajhenge	Vidhyarthiyon ki jankari badhegi	Vidhyarthi tarkik vishleshan sikhega	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pachees chauka Ded Sau Jamindari Pratha se awagat karana	MAHTVA	TV.PATRKARITA	DRISTIKON NIRMAN	ANGREZI SE HINDI ANUVAD
	SLO-2	Asprishya Vicharao ke Prati Sakaratamak Bnana.	Natak ka mahtav ko smajhr samaj ke hito ke sath judna.	TV patrkar ke daiytav ko smajkar vidhyarthi ise apne rozgar se jod sakta hai	Vidhyarthi ka drishtikon nirmmit hoga	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Kahani ka Uddeshya	PRASHAN-ABHYAS	PHOTO PATRKARITA	DOCUMENTRY FILM	HINDI SE ANGREZI ANUVAD
	SLO-2	Vidhyarthiyon ko Samaj se Jode rakhna	Vidhyarthiyon ka lekhan kshmeta Badhna	Vidhyarthiyon me photo patrkarita ke mahtav ka smajh paida hona	Vidhyarthi samajik dharatal ki kathinai ko smajhkar desh se judega	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Kahani Lekhan	UDDESHYA	PRASTUTIKARAN	MAIN STREAM FILM	EK DIN EK SHABD
	SLO-2	Vidhyarthi Ko likhne ki aur Prerit karna	Vidhyarthi ko smaj upyog hito ki jankari dena	Vidhyarthi apni baat rakhne ki kshmeta vikstikarta hai	Vidhyarthi ko jivan ke anchue pahluon se bhi sakshaktkar	Vidhyarthiyon ko rozgaar se jodna
S-10	SLO-1	Seminar	PARICHARCHA	BHASHA-SHAILI	FILM KE DARSHAK	ATI MAHTVAPURN SHABD
	SLO-2	Vidhyarthiyon dwara Prastuti karan	Vidhyarthi me vak-kaushal bdhana	Vidhyarthi ko apni report me bhasha-shaili ko sikh kar ek badhiya reporter ban sakta hai	Vidhyarthiyon ka samajik gyan	Shabdon ke mahtav ko smajhkar use yaad karna
S-11	SLO-1	Prashan Abhyas	BHASHA SHAILI	PATRKARITA KE NIYAM	FILM AUR BAZAAR	SAMANYA SHABD AUR PARIBHASHIK SHABDAVALI ME ANTAR
	SLO-2	Vidhyarthiyon me Lekhn Kaushal ki kshmeta Viksit karna.	Vidhyarthiyon ko bhasha ka mahtav smjhna	Vidhyarthi ise sikh kar ek nyay priya patrkar ban sakta hai	Vidhyarthiyon ko rozgaar se jodna	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-12	SLO-1	Path-Punravarti	EKANKI AUR RANGMANCH	PATRKAR KA DAIYTVA	FILM DARSHAK KA MAHTAVA	PARIBHASHIK SHABDAVALI KA MAHTAV
	SLO-2	Pariksha ke liye Saksham	Vidhyarthi isse rangmanch ke mahtav ko smajhenge	Vidhyarthiyon ko patrkar ka daiytva sikhkar smaj ke uttar daiytva ko nibhana hai	Vidhyarthiyon ko darshak ki ruchiyon se awagat karvana	Rozgaar se vidhyarthiyon ko jodna

Learning Resources	<i>The Prescribe Text Book Compiled and Edited by Department of Hindi</i> www.gadyakosh.com www.shabdkosh.com
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	Theory

Level 1	Remember	30%	30%	30%	30%	30%	30%	30%	30%	30%	-
Level 2	Understand	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Apply	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Analyze										
	Evaluate										
	Create										
	Total	100 %	100 %	100 %	100 %	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. 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

Course Code	ULF20G01J	Course Name	French-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	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																					
CLR-3 :	Make them learn the basic rules of French Grammar.																					
CLR-4 :	Develop strategies of comprehension of texts of different origin																					
CLR-5 :	Strengthen the language of the students both in oral and written																					
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			Level of Thinking (Bloom)																	
					Expected Proficiency (%)																	
CLO-1 :	To acquire knowledge about French language				2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French				2	80	70	-	H	-	H	-	H	-	-	-	M	-	-	-	-	-

CLO-3 :	<i>To develop content using the features in French language</i>	2	85	75
CLO-4 :	<i>To interpret the French language into other language</i>	2	70	80
CLO-5 :	<i>To improve the communication, intercultural elements in French language</i>	2	80	70
CLO-6 :				

H	-	-	H	-	H	-	-	-	-	M	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	H	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Bonjour, ça va ?	Salut ! Je m'appelle Agnès	Qui est –ce ?	Dans mon sac, j'ai...
	SLO-2	Salut	Paul, Valérie, Manish	Les exemples	Dans ton sac
S-2	SLO-1	Les pays	Les pronoms personnels sujets	Les professions	La formation du féminin (3)
	SLO-2	Les nationalités	Je, Tu, Il/Elle Nous, vous, Ils/Elles	Les exemples	Les féminins
S-3	SLO-1	Les animaux domestiques	Les verbes être et avoir	Quelques objets	La phrase interrogative
	SLO-2	Les animaux	Les verbes auxiliaires	Objets	Les interrogatives
S-4	SLO-1	Les jours de la semaine	Les articles définis et indéfinis	La fiche d'identité	qu'est – ce que.. ?
	SLO-2	Les mois de l'année	Les exemples	La carte d'identité	Les exemples
S-5	SLO-1	Les nombres de 0 à 69	La formation du féminin (1)	La liaison	Qu'est – ce que C'est
	SLO-2	Les nombres	Les féminins	Les activités	Les objets
S-6	SLO-1	La famille (1)	La formation du pluriel (1)	L'élision	Qui est – ce ?
	SLO-2	Ses parents	Les exemples	Les activités	Les personnes
S-7	SLO-1	L'accent	Les adjectifs possessifs	Intonation descendre	la phrase négative
	SLO-2	L'accent tonique	Les exemples	Les descendre	La négation
S-8	SLO-1	Les articles définis	Entrer en contact : salut	Intonation montante	C'est
	SLO-2	Les articles indéfinis	Entrer en contact : demander	Les montantes	Il est
S-9	SLO-1	Bonjour, - Salut !	Dire comment ça va	Dans mon sac	Les verbes du premier group
	SLO-2	Ca va	Comment allez-vous ?	Des objets	Les exemples
S-10	SLO-1	Je m'appelle Agnès	Se présenter	Les Mots	Les verbes aller
	SLO-2	Quel est votre nom	Présenter quelqu'un	Les expressions	Le verbe venir
S-11	SLO-1	Les Mots	Demander	Demander poliment	Demander et répondre poliment
	SLO-2	Les Expressions	Demander le temps	Répondre poliment	Les exemples
S-12	SLO-1	Entrer en contact	Demander la date	Demander des informations personnelles	Demander des informations personnelles
	SLO-2	Se présenter.	Dire la date	Les exemples	Les activités

Learning Resources	Theory:
	1. "Génération-AI" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. <i>Cahier d'activités avec deux discs compacts.</i>

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%	40%	50%	50%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	30%	20%	20%	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. C. Thirumurugan Associate Professor, Department of French, Pondicherry University	1. Kumaravel K. Assistant Professor & Head, SRMIST
		2. Ponrajadurai M Assistant Professor, SRMIST

Course Code	UCD20S01L	Course Name	Soft Skills	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Expose students to right attitudinal and behavioral aspects and to build the same through activities	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Develop and nurture interpersonal skills of the students through individual and group activities.																		
CLR-3 :	Increase efficiency and leadership skills and to improve team results.																		
CLR-4 :	Acquire time management skills and develop creative skills																		
CLR-5 :	Understand intercultural communication and etiquettes required in a professional environment																		
CLR-6 :	Instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements																		
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 :	Re-engineer their attitude and understand its influence on behavior	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-2 :	Acquire inter personal skills and be an effective goal oriented team player	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-3 :	Understand the importance of time management and creativity	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-4 :	Build confidence during any presentation	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-5 :	Develop interpretation skills and intercultural communication	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-6 :	Help the students succeed in competitive exams and placements	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 IKIGAI	Interpersonal Skills	Creating brands – activity (posters, flyers, business cards)	Value of Time	Intercultural communication – beliefs, customs and attitude of people in different countries (US, UK, Japan, West Asia, China, Russia)
	SLO-2 IKIGAI	Emotional Intelligence	Creating brands – activity (posters, flyers, business cards)	Diagnosing Time Management	Social and cultural etiquettes
S-2	SLO-1 Attitude	Importance of Team Work	Causes of Stress and Its Impact	Weekly Planner, To do list, Prioritizing work	Communication etiquettes
	SLO-2 Factors influencing Attitude	Team Building Activity	How to Manage Stress and Distress?	Time management activity	Telephone etiquettes
S-3	SLO-1 SWOT Analysis	Leadership skills	Understanding the Circle of Control	Creativity – think out of the box	Dinning etiquettes
	SLO-2 Individual SWOT Analysis - activity	Leadership skills based Activity	Stress Busters	Creativity Activity	Grooming etiquettes

S-4	SLO-1	Extempore Practice Session	Networking skills	Conflicts in Human Relations – reasons	Creativity Assessment Activity	Ice breaking
	SLO-2	Extempore Practice Session	Networking skills based Activity	Approaches to conflict resolution	Creativity Assessment Activity	Designing ice breaker games
S-5	SLO-1	Extempore Practice Session	Negotiation skills	Conflict resolution – case studies	Brainstorming, use of groups and individual brainstorming techniques to promote idea generation	Ice breaker activity
	SLO-2	Extempore Practice Session	Negotiation skills based Activity	Conflict resolution – case studies	Brainstorming session activities	Ice breaker activity
S-6	SLO-1	Extempore Practice Session	Entrepreneurial Skills	Importance and necessity of Decision Making	Brainstorming session	Introduction to resume building
	SLO-2	Extempore Practice Session	Entrepreneurial knowledge, Focus, Investment, Risk tolerance, Resilience, Negotiation, Ethics, Networking	Process of Decision Making, Practical Way of Decision Making, Weighing Positives and Negatives	Brainstorming session	Introduction to resume building

Learning Resources	1. Jeff Butterfield, Soft Skills for Everyone, CENGAGE, India, 2015	4. Carnegie Dale, How to win friends and influence people, Simon and Schuster, New York, 2016
	2. Dr. K. Alex, Soft Skills, S.Chand Publishing & Company, India, 2014	
	3. Covey Sean, Seven habits of highly effective teens, Simon & Schuster, New York, 2014	5. Thomas A Harris, I am ok, you are ok, Arrow, London, 2012
		6. Daniel Coleman, Emotional Intelligence, Bloomsbury, 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	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-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
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST
		2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST
		3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20G01T	Organization, Administration in Physical Education	4	1	0	5

Course Code	UPE20G01T	Course Name	Organization, Administration in Physical Education	Course Category	G	Professional Core Courses	L	T	P	C
							4	1	0	5

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 Learn the 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 organising tournament																				
CLR-4 :	Learn to Administrate Mass sports																				
CLR-5 :	Learn to Improvise the existng oragnising																				
CLR-6 :	Learn 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 Categeioes			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	To Adminintrative 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	Need of Public relations in physical education
	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	Lists the needs and its uses

S-2	SLO-1	Nature of organization and administration	Train for Competition	Student leader should flexible	National & International	Principles of public relations in physical education
	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	Explain to Spread & Creating awareness
S-3	SLO-1	Concept of organization and administration	Avoid injuries through techniques	Fitness	Merits and demerits of sports management	Techniques of Media- Relation with the public
	SLO-2	List of concepts in organisation administration and explanations	Explain about Skin Diseases	Factors affecting time-table and required periods	Training team management	Nee of News Papers & Televisions for sports
S-4	SLO-1	Scope of organization	Supervision of swimming pool	List the factors and influences	Camp & Fitness	Need of Media - Relation for parents
	SLO-2	Scope of administration	Explain about the role of supervisor	Explain about weather Conditions	Explain about conduction of Sports tours	Explain the need Mentioning in Students Dairies
S-5	SLO-1	Steps of Administration	Equipment in Physical Education	Instruction period, practice period	Open Competition	Techniques and Media of Relation with the pupils
	SLO-2	Preparation of Organization Chart	Explain about equipments and encourage physical activity	Explain to know about Sports & Games	Participation of Invitational Competition	Explain about the need of Notice Board
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	Techniques and Media of Relation with other agencies
	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	Nee 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 injuries	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	<ol style="list-style-type: none"> 1. Voltmer and Esslinger – Organization and Administration, Times of India Press, Bombay 1964. 2. P.M. Joseph, Organization of Physical Education O.S: A.T.I.P.E. Kaudivali (Bombay), 1956. 3. Hughes and French – Administration of Physical Education. Ronald Press Co., New York, 1954. 4. Bennett, Bruce L. Mapwell L. Howell and Vriel Simri Comparative Physical Education and Sports Lea and Fabiger Pub, Philadelphia, 1983 5. Bucher, Administration of School Health and Physical Education Programmes, C.V. Mosby Co., St. Louis. 1967.
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Head,Asst. Professor SRMIST
		Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Course Code	ULE20AE1T	Course Name	English	Course Category	A	Ability Enhancement Course				L	T	P	C										
										4	0	0	4										
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil																
Course Offering Department		English		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 the integrity in an individual which shall never allow him/her to compromise upon a noble way of living				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 enable them to think through a foreign language.				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 communicate an unbiased way of thinking in a better manner																						
CLR-4 :	Develop strategies of comprehension of texts based on different culture and life styles																						
CLR-5 :	Strengthen spoken and written skills of the student in English																						
CLR-6 :	Help them express their sentiments, emotions and opinions, and reactions to information and situations in a civilized, cultured and humane manner.																						
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 acquire knowledge of becoming better beings through the tools of Language and Literature				2	75	60	H	H	H	-	-	H	-	H	-	H	H	H	-	-	-	
CLO-2 :	To acquire a strong knowledge on concept, culture, civilization through English Literature				2	80	70	-	H	-	H	-	H	-	H	-	H	H	-	-	-		

CLO-3 :	To develop own content and to be able to translate using the features in English Language	2	70	65	H	-	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-4 :	To interpret the contents in the texts presented in English Language	2	70	70	H	-	H	H	H	-	H	-	-	H	-	-	-	-	-
CLO-5 :	To present an improved and healthier communication and intercultural elements acquired through English Literature	2	80	70	-	H	-	H	-	H	-	-	H	-	-	-	-	-	-
CLO-6 :	To participate in any level of conversation and discussion presented in English with both proficiency in the language and positive caliber in the content of speech	2	75	70	H	H	-	H	M	H	M	H	H	H	H	H	H	H	H

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Introduction to the art of poetry writing will be done	Post-colonial impacts in India as observed in their language and culture will be discussed.	Story through images is explained to the students	The definition and purpose of monologue is explained	Homophones and Homonyms are to be explained in the class along with examples of usage.
	SLO-2	The rationale behind this unit will be discussed.	The students will be encouraged to impart their views	The students are asked to create their own stories from those images	the sample monologues are to be provided to the learners	How where and when these as vocabulary can be used is to be explained
S-2	SLO-1	Feminism through Kamaladas' poem 'In Kindergarten' is explained	Mathrabootheran and the mother tongue influence in English – a discussion	Every day the students are made to bring their own cartoons to tell stories related to social issues and political issues.	The learners are made to create their own monologue contents.	Cross word puzzles are to be given to the students to make them understand the differences and usage of homophones and homonyms
	SLO-2	feminist critique's stand through poets like Meena Kandasamy is discussed	Students from different regions are asked to talk. The peculiarity in their pronunciation is to be identified by them	How to identify irony and sarcasm is taught	The contents are assessed and the lacuna is informed	The students are evaluated by making them use homophones and homonyms on their own
S-3	SLO-1	The writer Meena Kandasamy is invited to read her poems on women.	Enjoy within limits, says Mr Mathrubootham taught and discussed	International Political memes to be created in the class	Discuss the contents created by the students and reiterate the idea that a monologue should mimic a story and has to have a proper beginning middle and an end.	How exactly to decide a proper word at a given situation is to be practically explained in the class.
	SLO-2	Questions on her perspectives are to be posed by the students	Every mistake found in the text is analysed	Memes on popular issues to be created in the class	The created monologues are to be assessed by the students themselves	Mundane situations are to be given to the students to check their ability to use those words

S-4	SLO-1	Gender inequality is discussed through A K Ramanujam and his poetry	The structure of sentence in English and the distortion of the sentence is verified	Autobiography and biography differences are explained	To ask the students to bring newspaper to class and make them select a column and read it loudly.	To give all the parts of speech not according to the grammar book order but according to a method which would easily make one understand correlation of one with the other. For instance – Noun, Pronoun, Adjective, Verb, Adverb... will have to be the order
	SLO-2	Different legal situations where both the genders suffer is explained in the class	Different sentences are given and tested	Certain Classic autobiographies and biographies are presented	No meanings to be explained. Just the flow is to be checked.	The students are made to use as many adjectives as possible for describing their friends
S-5	SLO-1	Kalki the poet is invited to conduct a guest lecture on her own poem.	Nobel? What Nobel, asks Mr Mathrubootham is discussed	How to give voice to an inanimate object.	Another reading loud session of the same passages are to be conducted along with dictionary checking for meanings are to be done.	The parts of speech must be used in different sentences
	SLO-2	Questions on her perspectives are to be posed by the students	The attitudes of people in a ludicrous manner is discussed	Different objects are given to the students and they are asked to give autobiographical notes to them	The new meanings that the students get must be compared with the given word and the distance between the meanings are to be explained	the teacher ought to use the board to draw a situation to make one understand each part's usage.
S-6	SLO-1	Seminar to generate discussion to enhance gender sensitivity is conducted	The Text is analyzed in detail	Practically test the students in class by giving them different concrete objects.	To make them compare and realize how they had overcome their fear for English	Along with parts of speech particularly when Verb is being taught Tenses ought to be taught with same methodology mentioned above.
	SLO-2	Case studies are to be incorporated by the students in their seminar	More insights into Indian English is given	Ask the students to evaluate each other's autobiography on concrete objects	The comprehensive techniques are taught	The students are asked to create a lighter vein situation and asked to use all the tenses
S-7	SLO-1	Human interest columns in news papers - tragedies on women men and transgender documented is read aloud and discussed in the class room.	Neutral accent is taught along with right pronunciation	Caption writing is taught	To develop the ability to pick up a conversation is taught	The rules of Tenses are taught with live examples in the classes.
	SLO-	. how much are the students	Test is to be conducted to	The purpose of the caption	to engage in conversations	Ability to use all the rules in

	2	able to relate with or able to feel emotionally for those situations is to be checked and analysed	check how far a student is able to understand neutral accent	writing is to be instilled	and be able to interrupt and end conversation appropriately will be taught	tenses is taught.
S-8	SLO-1	Case studies to be given to the students to document their reactions	Mr Mathrubootham is fully supporting all new technologies – discussion	Different examples for captions are given	Different situations to be given to the students to engage in a conversation.	The basic way to pick an error is by already knowing the rules of grammar thoroughly.
	SLO-2	Find out if there is any student finding it hard to emoter or is insensitive toward the moment	Humor and sarcasm is skimmed from the text	The students are asked to create captions similar to the ones shown in the class	The students are asked to find errors in each others' monologue	Hence all the rules are to be brushed up
S-9	SLO-1	Students are to make to create their own enactable content on the prevailing gender inequalities	How to write a statement and question is to be taught with reference to the text.	The students are made to give captions different news articles, products and situations	To test how much one is able to use irony humor and sarcasm in one's conversation	Exercises on all sorts of possible errors are given to the students and asked to rectify.
	SLO-2	The students are asked to improvise on dialogue on their own	The way sentences are constructed according to the regional impact is discussed	The best is appreciated for its qualities of being best	Natural usage of pun is explained	Mathrubootham's passages are given to the students again to check the errors.
S-10	SLO-1	Feminism vs Gender inequality a test for the students to chart out the existing gulf	Pizza maavu : Welcome to Mr Mathrubootham food recipe web site is discussed	Public Speaking examples since Julius Caesar to Martin Luther is given	To teach different kinds of reading. -skimming scanning and intensive reading extensive reading is taught	Defines synonym and antonym. Ask the students to identify synonyms and antonyms in text.
	SLO-2	False allegations and Legal situations sometimes created by women to corner men only degrades the freedom struggle of women – discuss	The students are made to explain the text themselves	The techniques used by different leaders since ages is discussed	The students are practically asked to use those methodology to understand a text	Demonstrate their understanding of synonyms and antonyms in active learning. Introduce thesaurus reference.
S-11	SLO-1	A detailed discussion on the 4 poets is done in the class through comparative method	Identify the errors and make students to rewrite first two texts	The Ted X talks are played in the class, different political leader's canvassing is presented	The students are made to read the passages loudly	Demonstrate understanding of words by relating them to their opposites (antonyms)
	SLO-2	While comparison the students are able to get a deeper analytical way of thinking and are able to present an all encompassed points	Check if they are able to retain the humor in the text after correcting the sentences	What makes a talk impressive is identified and discussed	The students are asked questions from the passages to check their retention capacity	Demonstrate understanding of words with similar but not identical meanings (synonyms)
S-12	SLO-1	The comprehension and retention and application of all the acquired knowledge	Identify the errors and make the students to rewrite the last two texts	The students are given different topics to give impromptu	The learner is made to select phrases and words from the given passages and	With the students brainstorm shortlist of commonly used words

		of the student is checked by initiating an informal discussion in the class.			is asked to use it in own sentences	
	SLO-2	The overall development in the student's EQ pertaining to gender oriented issues will be sensible and objective.	Check if they are able to retain the humor in the text after correcting the sentences. Explain the result to them	The best talk is recorded and made available for other's references	The ability to converse with humor sarcasm or deep thoughts and with the capacity to emote the desired emotion in the other is checked	Ask them to rapidly give synonyms and antonyms to those words

Learning Resources	Theory: 3. Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2020 4. <i>English Grammar in Use by Raymond Murphy</i>
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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%	-	30%	-
	Understand										
Level 2	Apply	30%	-	30%	-	30%	-	30%	-	30%	-
	Analyze										
Level 3	Evaluate	40%	-	40%	-	40%	-	40%	-	40%	-
	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
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Semester – II					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D01L	Practical-Yoga and Gymnastics	0	0	4	2

Course Code	UPE20D01L	Course Name	Practical-Yoga and Gymnastics	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	4	2

re-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 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):																						
CLO-1 :	Can become yoga teacher				2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can become gymnastics coach				3	85	80	L	H	H	H	H	H	-	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	H	-	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 meats 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 small object	Sport that includes physical exercises requiring balance, strength, flexibility, agility, coordination, and endurance	Explain about person transitions from a standing position to a back bridge and then back to a 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	<ol style="list-style-type: none"> 1. B.K.S., Iyengar <i>Light on Yoga</i>, London : Unwin Paperbacks, 1989. 2. P. Mariyiah –“Pranayamas” Sports Publication, Coimbatore. 3. K. Chandrasekaran, “Sound health through yoga” PremKalyan Publication, Sedapatti, 1999. 4. Yogeshwar, “ Text Book of Yoga “, Madras yoga centre. 5. Bawa, Gurdial Singh 'Fundamentals of men's Gymnastics' Friends Publications (India) Delhi, 1994
--------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 – 1, CLA-2 can be in the form of performance based review, ## CLA-3 can be in the form of Record Note, ### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy, Retd. SAI Football Coach	Dr. James Zachariah	1. Dr N.C. Jesusraj Kumar, Asst. Professor, Department of Phy Edn, FSH, SRMIST
	Prof & Head, Department of Physical Education MCC, East Tambaram, Chennai	2. Dr. C. Suresh Asst. Professor, Department of Phy Edn, FSH, SRMIST
		Dr. Y. C. Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – II					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20201T	Theories of Major Games Part-1	4	1	0	5

Course Code	UPE20201T	Course Name	Theories of Major Games Part-1	Course Category	C	Professional Core Courses				
						L	T	P	C	
						4	1	0	5	

re-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			Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know the Development of all sports																						
CLR-3 :	To Know the fundamental skills																						
CLR-4 :	To know the advances skills																						
CLR-5 :	To know the Rules and regulations																						
CLR-6 :	To understand officiating																						
Course Learning Outcomes (CLO):	:																						
CLO-1 :	To Evaluate the development of each sports			2	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-2 :	To differentiate among major sports			3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-3 :	To develop techniques			3	85	80	L	H	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-4 :	To Eradicate old Tactics			3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-5 :	To Introduce new officiating techniques			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-		
CLO-6 :	To in event new equipments			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	Origin of Volleyball	Officiating signal of volleyball	Rules of the game - Ball badminton	System of play-Hockey	Development of the Game Kabaddi
	SLO-2	Explain about FIVB	Explain about the signals with suitable situations	Explain about rally system with one Time out	Explain about 1/2/3/5 system	Explain about National level development
S-2	SLO-1	VFI	First Referee Duties & Second Referee Duties	Officiating techniques- Ball badminton	Explain about 1/3/3/4 system	Explain about International Level
	SLO-2	Explain about history of Volleyball	Table Referee Duties	Explain about Foot fault & over hand	Explain about 1/2/4/4system	School Level & University Level
S-3	SLO-1	History of Volleyball in India & USA	Line Referee Duties	Officiating signal of Ball badminton	Position of the players- Hockey	Origin of Kabaddi

	SLO-2	Development of the Game Volleyball	District level Competitions	Explain about Out, Right & Ball Rolled	Explain about Forwards, Deffence	Explain about origin in India
S-4	SLO-1	National level Development	Explain about Zonal, Inter Zonal & School RDS	Layout of the court with specifications	Half lines & Goal Keeper	Fundamental skills - Kabaddi
	SLO-2	International Level Development	Explain about State level Competitions	Explain about Mud Court	Explain about Rules of the game - Hockey	Explain about Riding, Catching & Attaching
S-5	SLO-1	School Level & University Level Development	Explain about BDS, State Championship	Explain about Indoor Court	Match duration	System of play-Kabaddi
	SLO-2	Theories of Skills	Explain about National level Competitions	Explain about Synthetic Court	Explain about 4 quarters 15/2/15/5/15/2/15	Explain about Defensive Playing
S-6	SLO-1	Explain about Coaching & Playing	Explain about Sub Junior Junior, & Senior championship	Position of the Player- Ball badminton	Officiating techniques- Hockey	Explain about offensive Playing
	SLO-2	Officiating Techniques of Volleyball	Explain about International level Competitions	Explain about right back, left Back,	Control the game during the Match (Field Referee)	Rules of the game - Kabaddi
S-7	SLO-1	Explain about Techniques of officiating	World Cup, Asian Games & Olympics & Common wealth	Explain about right front, left front & centre	Officiating Signals	Explain about the game rule and no of players in the team
	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 Champuiohsip
S-11	SLO-1	Explain about 5 – 1 system	Origin of Ball badminton	Asian Championsip	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)
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.C.Jubilet, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – II					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20202T	Anatomy and Physiology	4	1	0	5

Course Code	UPE20202T	Course Name	Anatomy and Physiology	Course Category	C	Professional Core Courses				
						L	T	P	C	
						4	1	0	5	

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 basis of human body	Level of Thinking (Bloom's) Expected Proficiency (%) Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CLR-2 :	To know the functions of different systems		Fundamental Knowledge	Application of Knowledge	Concepts Link with Related Disciplines	Procedural Skills in Specialized Knowledge	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving	Communication Skills	Analytical Skills	PSO -1	PSO -2				
CLR-3 :	To know the functions of selection																		
CLR-4 :	To know the functions of muscles																		
CLR-5 :	To know the functions of skin																		
CLR-6 :	To know the regulations of body functions																		

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 of 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											
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. Narayana Moorthy	Dr. James Zachariah Prof & Head, Department of Physical Education	Dr M.Senthilkumar, Head, Asst. Professor SRMIST

Retd.SAI Football Coach	MCC,EastTambaram,Chennai	
		Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST

Semester – II					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20203L	Major Games-Practical	0	0	4	2

Course Code	UPE20203L	Course Name	Major Games-Practical	Course Category	C	Professional Core Courses			
						L	T	P	C
						0	0	4	2

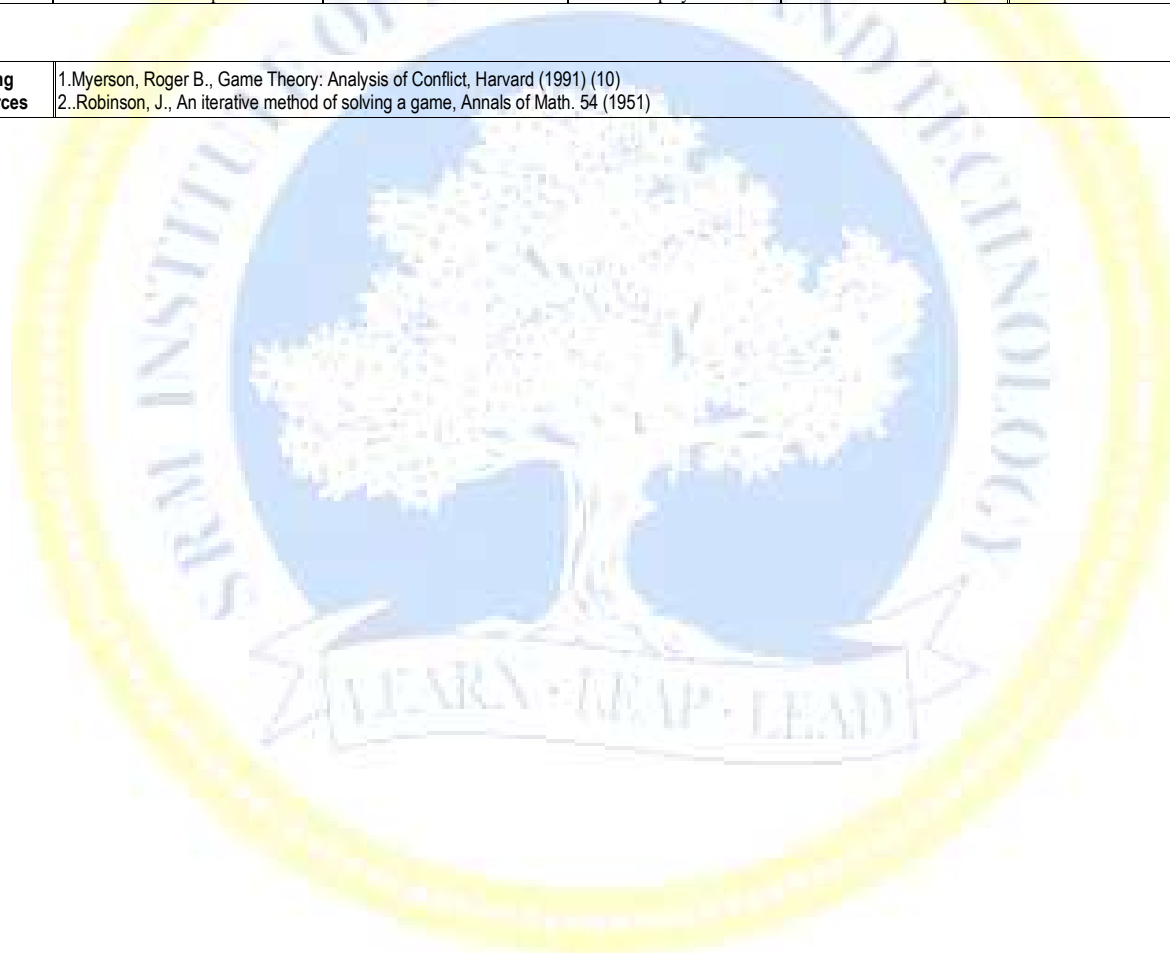
re-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Course Offering Department		Physical Education and Sports Sciences			Data Book / Codes/Standards																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
CLR-1 :		To gain practical knowledge in Sports				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Course Learning Outcomes (CLO):						Level of Thinking (Bloom)			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 coach				2	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CLO-3 : <i>Can implement new tactics during play</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 : <i>Team discussion</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 : <i>Accepting the facts during match</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 : <i>Change in behavioral pattern</i>	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	Explain about Serve, Drop Shot, Smashing
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 Officiating 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	Explain about game oriented warm up	Explain about the duties of one referee, two umpires, one scorer and two assistant scorers
S-4	SLO-1	Specific Skills	About the Game Hockey	General Warming up	Conduction Matches
	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 budget preparation and implementation plan preparation
S-5	SLO-1	Positionwise Skills	Field Specifications	Padagogy	Organisation
	SLO-2	Explain about defence, setting, offence skill	Explain about the marking	Explain about the positive pedagogy	Explain about AKFI
S-6	SLO-1	Method of Play	Basic Skills	Warm down	Specific Warming up
	SLO-2	Explain about the game and rotation	Explain about Passing and Dribbling	Explain about the need of general warm down	Explain about game oriented warm up
S-7	SLO-1	Rules and Regulations	Specific Skills	About the Game Kabaddi	General Warming up
	SLO-2	List the rules and its interpretations	Explain about Stop and Hit skills	Origin and history of volleyball	Explain about the need of general warm up
S-8	SLO-1	Officiating Techniques	Positionwise Skills	Court Specifications	Padagogy
	SLO-2	Teaching of Officiating Signals	Explain about First Touch, Leading, Flat stick Tackle skills	Explain about the marking	Explain about the positive pedagogy
S-9	SLO-1	Duties of referees	Method of Play	Basic Skills	Warm down
	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
S-10	SLO-1	Conduction Matches	Rules and Regulations	Specific Skills	About the Game Ball Badminton

	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	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)
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------



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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in the form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – II						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20204T	Management in Physical Education	4	0	0	4	

Course Code	UPE20204T	Course Name	Management in Physical Education	Course Category	C	Professional Core Courses				L	T	P	C
						4	0	0	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	2	3	Thinking Proficiency Attainment	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 : To know the functions of sports management					
CLR-3 : To know the schemes of phy-edn in schools					
CLR-4 : To create syllabus					

[illegible]

Duration (hour)		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	Specification of Swimming pool	Stock Verification	Need and importance of camping
	SLO-2	<i>Explain about administration and setup.</i>	Explain about the Effective supervision during the student teaching	Explain about the planning 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 poll 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	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
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

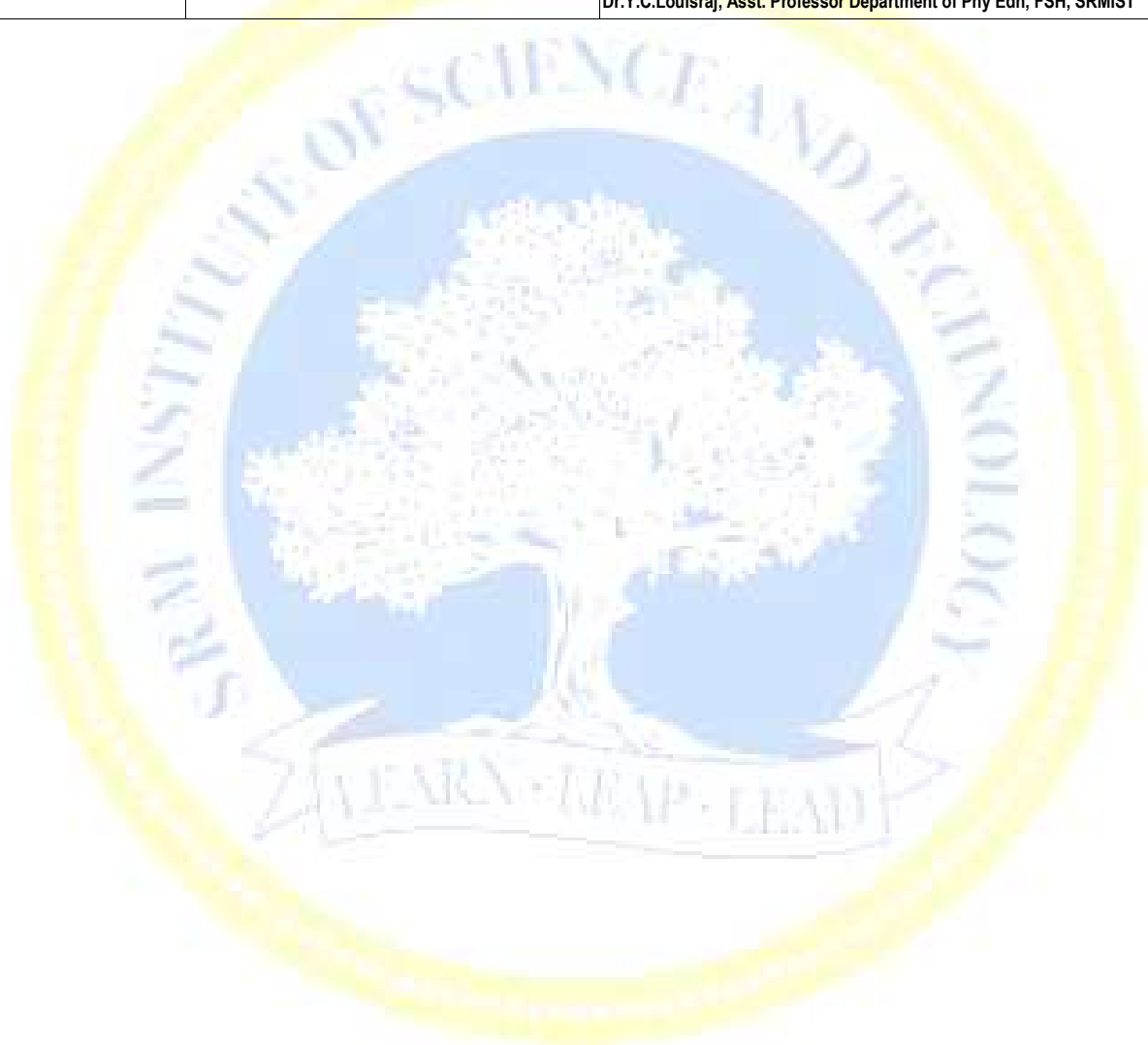
Learning Assessment

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr M.Senthilkumar, Head,Asst. Professor SRMIST
		Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST



SEMESTER II

Course Code	ULT20G02J	Course Name	Tamil-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	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 : <i>To generate in students a sensitivity to gender marginalization and Eco sensitivity.</i>		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 : <i>An evolved consciousness in the minds to accommodate all is developed</i>																				
CLR-3 : <i>The ability to accept all and to co- exist is initiated</i>																				
CLR-4 : <i>To create community connectivity and interdependence is initiated</i>																				
CLR-5 : <i>To instill language skills</i>																				
CLR-6 : <i>To give them all the historical insights</i>																				
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																		
CLO-1 :	To acquire knowledge about Tamil Language	2	75	60	H	H	H	-	-	H	H	H	H	H	H	H	H	H	H	
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of Tamil	2	80	70	-	H	-	H	H	H	H	-	-	H	H	H	H	H	H	
CLO-3 :	To develop content using the features in Tamil language	2	70	65	H	-	-	H	-	H	H	H	-	H	H	H	H	H	H	
CLO-4 :	To use Tamil Language and Literature to enhance their creativity	2	70	70	H	-	H	M	H	-	-	-	H	H	H	H	H	H	H	
CLO-5 :	To improve communication and creative expression in Tamil language	2	80	70	-	H	-	H	-	H	H	-	-	H	H	H	H	H	H	
CLO-6 :	To enable the students to speak and write in chaste Tamil	2	75	70	H	H	H	H	-	H	H	H	H	H	H	H	H	H	H	

Duration (hour)	12	12	12	12	12
S-1	SLO-1	தமிழில் காலந்தோறும் அகமரபு	களப்பிரர் காலம்	பல்லவர் காலம்	சங்ககால வரலாறு
	SLO-2	அக இலக்கியப் போக்குகள்	அறமும் வாழ்வியலும்	பல்லவர் கால இலக்கியம்	சங்ககால மக்களின் வாழ்வியல்
S-2	SLO-1	எட்டுத்தொகை நூல்களும் பெயர்களும்	திருக்குறள் உலகப்பொதுமறை	பக்தியும் தமிழும்	முச்சங்கம் - அறிமுகம்
					புதுமைப்பித்தன் - அகல்யை

	SLO-2	எட்டுத்தொகையில் அக நூல்கள்	திருக்குறள் கட்டமைப்பு	பக்தி இலக்கியங்கள்	முச்சங்க வரலாறு	தொன்மம் - கட்டுடைப்பு
S-3	SLO-1	ஐங்குறுநூறு (203)	தமிழில் வினை	சைவ சமய இலக்கியங்கள்	செம்மொழி இலக்கியங்கள்	அகிலன் - ஒருவேளைச் சோறு
	SLO-2	தலைவனின் நாட்டுப் பெருமை	திருக்குறள் - வினைத்திட்டம் (67)	தேவார மூவர்	பாட்டும் தொகையும்	தொழிற்புரட்சியும் விவசாயமும்
S-4	SLO-1	குறுந்தொகை (130)	உழவும் தமிழர் வாழ்வும்	தேவாரம் - திருஞான சம்பந்தர் பாடல்	எட்டுத்தொகை உருவாக்கப் பின்புலம்	ஆண்டாள் பிரியதர்ஷினி - மாத்திரை
	SLO-2	அகவாழ்வில் நம்பிக்கை வேர்கள்	திருக்குறள் - உழவு (104)	தேவாரம் - திருநாவுக்கரசர் பாடல்	எட்டுத்தொகையும் தமிழர் வாழ்வியலும்	குடும்பம் - கட்டமைப்பு
S-5	SLO-1	பண்டைத் தமிழரின் வாழ்வியல்	சமண சமய இலக்கியங்கள்	திருவாசகம் அறிமுகம்	பத்துப்பாட்டு உருவாக்கப் பின்புலம்	பாரததேவி - மாப்பிள்ளை விருந்து
	SLO-2	பண்டைத் தமிழர் உணர்வியல்	நாலடியார்	மாணிக்கவாசகர் பாடல்	பத்துப்பாட்டும் தமிழர் வாழ்வியலும்	எளிய மனிதர்களின் கதை
S-6	SLO-1	அகநானூறு (44)	இலக்கியங்களில் நட்பு	வைணவ சமய வளர்ச்சிப் போக்கு	பதினெண் கீழ்க்கணக்கு நூல்கள்	சிங்கார வடிவேலு - தவிப்பு
	SLO-2	புறவாழ்வோடு கூடிய அகம்	நட்பில் பிழை பொறுத்தல் (221)	வைணவ சமய இலக்கியங்கள்	பதினெண் கீழ்க்கணக்கும் தமிழர் அற மரபும்	புறக்கணிப்பின் வலி
S-7	SLO-1	கற்றறிந்தார் ஏத்தும் கலி	தமிழர் மருத்துவம்	நாலாயிரத் திவ்யப் பிரபந்தம்	நீதி இலக்கியங்கள்	செய்தி அறிக்கை அறிமுகம்
	SLO-2	கலித்தொகை கட்டமைப்பு	நீதி இலக்கியத்தில் மருத்துவ நூல்கள்	பெரியாழ்வார் பாடல்	நீதி இலக்கியங்களின் பன்முகத் தன்மைகள்	செய்தி அறிக்கை தயாரித்தல்
S-8	SLO-1	கலித்தொகை (149)	திரிகடுகம்	ஆண்டாள் பாடல்	காப்பிய இலக்கணம்	விமர்சனம்
	SLO-2	வாழ்வியல் அறமும் அகமும்	செங்கோல் அரசு	தொண்டரடிப்பொடி ஆழ்வார் பாடல்	காப்பியப் போக்குகள்	இலக்கியம், கலை விமர்சனம்
S-9	SLO-1	தமிழர் புறமரபு	இனியவை நாற்பது அறிமுகம்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	ஐம்பெருங்காப்பியங்கள்	நேர்காணல் அறிமுகம்
	SLO-2	புற இலக்கியங்கள்	இனியவை நாற்பதின் தனித்தன்மைகள்	இஸ்லாமிய இலக்கியங்களின் கொடை	ஐம்பெருங்காப்பியங்களின் சிறப்புகள்	நேர்காணல் - நுட்பங்கள்
S-10	SLO-1	புறநானூறு (235)	இனியவை நாற்பது (14)	சீறாப்புராணம்	தமிழ்ச் சமூகமும் சமயத் தத்துவங்களும்	நேர்காணல் கேள்வி தயாரிப்பு
	SLO-2	கையறுநிலை	இனிமையும் அழகும்	மானுக்குப் பிணைநின்ற படலம் (5 பாடல்கள்)	சமயத் தத்துவங்களும் வாழ்வியல் விழுமியங்களும்	நேர்காணல் பதிவும் எழுது முறையும்
S-11	SLO-1	ஆற்றுப்படை அறிமுகம்	பண்டைக்காலப் போரும் வாழ்வும்	கிறித்தவ சமய இலக்கியங்கள்	பன்னிரு திருமுறை - அறிமுகம்	பேச்சுக்கலை அறிமுகம்
	SLO-2	ஆற்றுப்படை மரபுகள்	போர் இலக்கியங்கள்	கிறித்தவ இலக்கியங்களின் கொடை	பன்னிரு திருமுறை - வரலாறு	தமிழரின் பேச்சுக்கலை
S-12	SLO-1	சிறுபாணாற்றுப்படை	களவழி நாற்பது (14)	ஆதிநந்தாவனப் பிரளயம்	நாலாயிரத் திவ்யப் பிரபந்தம் - அறிமுகம்	பேச்சுக்கலையின் வகைகள்
	SLO-2	நல்லியக்கோடனும்பாணர் வாழ்வியலும்	தமிழர் வீரம்	ஏதேன் தோட்ட வருணனை	பன்னிரு ஆழ்வார்கள் வரலாறு	பேச்சுப் பயிற்சி

Learning Resources	<ol style="list-style-type: none"> மௌவல், தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2017 மு. அருணாசலம், தமிழ் இலக்கிய வரலாறு, நூற்றாண்டு முறை (9ஆம் நூ. முதல் 16 வரை), தி பார்க்கர், சென்னை, 2005 தமிழ் இணையக் கல்விக்கழகம் - http://www.tamilvu.org/ 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%	30%	30%	30%	30%	30%	-
	Understand										
Level 2	Apply	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	30%	20%	20%	20%	20%	20%	20%	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. R..Srinivasan, Associate Professor, Department of Tamil, Presidency College, Chennai.	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
		2. T.R.Hebzibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
		3.S.Saraswathy, Assistant Professor, FSH, SRMIST

Course Code	ULH20G02J	Course Name	HINDI-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	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 : To be able to converse well in the Hindi Language			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : To read and write and clarity																				
CLR-3 : To be willing listeners and translators –where need be																				
CLR-4 : To acquire the values/thought contents of the writers and practice in it in life.																				
CLR-5 : To find motivation through the various forms of literature and learn to overcome any challenges of life.																				
CLR-6 : To discover the importance of the language in making education as a means of growth in life and not mere literacy.																				
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														
CLO-1 :	To acquire knowledge about Medieval and Modern Poetry.		2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To consider the relevance of the present trends in Hindi and their contemporary relevance.		2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	To help develop better understanding of the Hindi language by studying the stories with reference to current reality.		2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	To understand the usage of the present Advertising trends and its creative angles with the varied skills of Hindi Language.		2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 :	To make translation of good literature and any relevant document from the Hindi Language to English and Vice-versa.		2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :	To help the learner to tackle Administrative terminologies, help them use Idioms and Phrases in their daily life, with ease.		2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Kavye ke guno se awagat karana - Jaysi	Kahani Idkiyan	VIGYAPAN	ANUVAD	Takniki Shabdavali
	SLO-2	Ishk hakiki evam moksh bhava se awagat karana	Nari Shakti ki sarthakata	Srijnatamak kshmata jagrit karna	Vidhyarthiyon ko sikhaya jayega anuvad kitna upyogi hai	Vaignik tarike se bhashaon ka avishkaar karna
S-2	SLO-1	Surdas – Vatsalya ras se awagat karana	Kahani gunda Prem ki prakashtha se awagat karvana	VIGYAPAN KYA HAI	ARTH	ARTH
	SLO-2	Bhakti Bhavna se vidhyarthiyon ko jodna	Prtantr bharat ki samajik vyavstha se awagat karvana	Shabdavali evam chitratamakta se awagat karvana	Vidhyarthiyon dwara arth smajkar samaj ke liye mahtavpurn karya kar payenge	Vidhyarthi uske arth dwara hi uske mahtav smjhenge
S-3	SLO-1	Tulsidas-Manav mulyon ki prabal bhavna jagrit karna	KAHANI KE TATVA	VIGYAPAN KI BHASHA	PARIBHASHA	PARIBHASHA
	SLO-2	Dharmik Parvarti se awagat karana	Kahani ke tatva ki mahatta se awagat karvana	Bhasha ki abhivyakti ke pryog ko smjhana	Vibhinn vidwano dwara di gai paribhasha se us baat ko smihenge vidhyathi	Vibhinn vidwano dwara di gai paribhasha se us baat ko smihenge vidhyathi

S-4	SLO-1	Tiruvalluvar – naitik mulyon ko jagrit karna	KAHANI KE AAYAM	VIGYAPAN KA PRBHAV	MAHATVA	SHABDAVALI KI AVSHYAKTA
	SLO-2	Vidhyarthiyon ko nitivaan bnana	Vidhyarthiyon ko kahani ke vidhinn ayam se awagat karvana	Shravaya-drishya samgri ke prbhav ki upyogita	Samijik jan-jeevan ke liye anuvad ke mahtav ko smjhana.	Vaignikon ka awiskar kitna mahtavpurn
S-5	SLO-1	Desh prem ki bhavna bharna	LEKHAK PARICHAY	VIGYAPAN AUR BAZAR	UDDESHYA	BHASHA VAIGYANIK
	SLO-2	Krantikari vicharon se Awagat karana	Lekhako ke jivan se awagat karvana	Vidhyarthiyon ko vigyapan se bazar me kaise sthapit kiya ja skata hai batana	Vidhyarthi anuvad ke uddeshya ko smajhkar samaj upyogi karya krne me apni sarthak bhumika nibhayenge	Bhasha vaignikon ki jankari
S-6	SLO-1	Badal Raag- Desh prem ki bhavna bhrna	KAHANI PATH	VIGYAPAN AUR ROZGAR	HINDI-ENGLISH	KARYALYN SHABD
	SLO-2	Krantikari vicharo se awagat karana	Vidhyarthiyon ko kahani path ke dwara unka vak kausal majbut karna	Vidhyarthi savam ka ad-agency bhi bna paye	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pret ka Byaan -Bhukhmari evam akaal se awagat karana	KAHANI KA SARANSH	VIGYAPAN KI NIYAM	ENGLISH-HINDI	ANGREZI SE HINDI ANUVAD
	SLO-2	Samajik samanta banaye rkhe ki pravarti jagana	Lekhan kshmat ka vikash hona	Vigyapan ka ek hi niyam bhasha ka kashav jo vidhyarthiyon me viksit kiya jayega	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Lahro se dark a nauka paar nhi hoti –chatro ko sahashi bnana	KAHANI KA UDDESHYA	VIGYAPAN KA MAHTVA	ANUVAD KI UPYOGITA	HINDI SE ANGREZI ANUVAD
	SLO-2	Karmaththa purn bhavna ko jagrit karna	Kahani ke uddeshy unke jivan ke mahtav ko smjhne me sahayk banna	Vartman me uski prasangikta vidhyarthiyon ko smjhana	Vidhyarthiyon ko vibhin karyalaya me hindi adhikarai pad ki jankari prapt	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Javani –rashtr prem ki bhavna jagrit karna	KAHANI KA VISHELESHAN	PRINT VIGYAPAN	ANUVADK KI BHUMIKA	EK DIN EK SHABD
	SLO-2	Vir ras evam virta ki pravarti se awagat karana	Vishleshan kshmat viksit hota	Vidhyarthi iski bhasha sikhenge	Vidhyarthiyon ko anuvadak ki bhumika ka mahtav smajh aayega jiske adhar par vo kaam karenge	Vidhyarthiyon ko rozgaar se jodna
S-10	SLO-1	Dhool- saman vyavhar ki pravarti jagana	KAHANI PARICHARCHA	RADIO, TV.VIGYAPAN	SAHITYIK ANUVAD	PRYOJANMULAK SHABD KA MAHTAVA
	SLO-2	Satah se jude rahne ke perna dena.	Vaad-vivad se vidhyarthiyon me apni baat ko rkhe ki योग्यता banna	Vidhyarthiyon ko abhyas karvaya jayega	Vibhin bhashaon ke sahitya ka anuvad kaise kiya jane ki chunouti ko samajh payenge	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-11	SLO-1	KAVYA BIBM	KAHANI ANDOLAN	Ad agency	ANUVAD KE NIYAM	VIBHINN KSHETRO ME PRYOJANMULAK SHABDO KA MAHATAV
	SLO-2	Vidhyarthiyon ko naye-naye	Vibhin kahani andolan se	Ad agency aur swarozgar	Anuvad ke niyamo ko	Hindi adhikarai pad par

		bibm ki jankari prapt hona	bhi awagat karana	se jodna	vidhyarthi smajh payenge	karyarat
S-12	SLO-1	SAMUHIK PARICHARCHA	KAHANI KA BADLTA SWAROOP	VIGYAPAN KA SWARUP	SHABDO KA MAHATAV	VAIGYANIK SHABDAVALI KI AVSHYAKATA
	SLO-2	Vidhyarthiyon ki bolne ki kaushal kshamta ko bdhana	Smay ke sath unke swarup ke bdlav ka bhi vidyarthi me samajh paida hona	Vidhyarthiyon ko vigyapan lekha ki barikayon ki samajh utpann hona	Shabda anuvad ke mahtva ko vidhyarthi smajhenge	Vidhyarthiyon ko shabdo ki vaignikta se jodna

Learning Resources	The Prescribe Text Book Compiled and Edited by Department of Hindi www.kavitakosh.org www.shabdkosh.com
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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										
	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply										
	Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate										
	Create	30%	30%	20%	20%	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. 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

Course Code	ULF20G02J	Course Name	French-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	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 :	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																										
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																										
CLR-6 :	Extend and expand their savoir-faire through the acquisition of current scenario																										
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 acquire knowledge about French language				2	75	60	H	H	H	-	-	-	-	-	-	-	M	-	-	-	-					
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French				2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-					
CLO-3 :	To develop content using the features in French language				2	70	65	H	-	-	H	-	-	-	-	-	-	H	-	-	-	-					
CLO-4 :	To interpret the French language into other language				2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-					
CLO-5 :	To improve the communication, intercultural elements in French language				2	80	70	-	H	-	H	-	-	-	-	-	-	H	-	-	-	-					
CLO-6 :	To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French				2	75	70	H	-	M-	H	H	-	-	-	-	-	-	-	-	-	-					

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Les loisirs	La routine	Où faire ses courses ?	Découvrez et dégustez	Tout le monde s'amuse
	SLO-2 Les activités	Les exemples	Les courses	Dégustez	Le monde
S-2	SLO-1 Les activités quotidiennes	Les adjectifs interrogatifs	Les aliments	Les articles partitifs	Les sorties
	SLO-2 Les quotidiennes	Les trois formes	Les exemples	Du, De la, De l', Des	Les exemples
S-3	SLO-1 Les matières	Les nombres ordinaux	Les quantités	Le pronom en (la quantité)	Situer dans le temps
	SLO-2 Les exemples	Les nombres	Les exemples	Le bon quantité	Les activités
S-4	SLO-1 Le temps	L'heure	Les commerces	Très ?	Les vêtements
	SLO-2 L'heure	Quelle heure est-il ?	Les activités	Beaucoup ?	Les accessoires
S-5	SLO-1 Les fréquences	Le pronom personnel COD	Les commerçants	La phrase négative (2)	Les ados au quotidien
	SLO-2 Les activités	Les exemples	Les exemples	Les négations	La vie quotidienne

S-6	SLO-1	Les sons [u]	Les pronominaux	Demander le prix	C'est /Il est	Les adjectifs démonstratifs
	SLO-2	Les sons [y]	Se promener, se coucher etc...,	Dire le prix	Les activités	Ce, Cet, Cette, Ces
S-7	SLO-1	Les loisirs	Les verbes du premier groupe	Les services	L'impératif	La formation du féminin
	SLO-2	Les exemples	Parler, Demander, Poser	Les exemples	Les exemples	Les exemples
S-8	SLO-1	La routine	groupe en –e_er,é_er,-eler,-eter	Les moyens de paiement	Les verbes devoir, pouvoir	Le pronom indéfini on
	SLO-2	Les activités	Appeler, Jeter etc.,	La carte de crédits	Les verbes savoir, vouloir	Les activités
S-9	SLO-1	Les Mots	Le verbe prendre	les sons [ā]	Il faut	Le futur proche
	SLO-2	Les expressions	Les exemples	Les sons [an]	Le verbe impersonnel	S+Aller+Infinitif du verbe
S-10	SLO-1	Exprimer ses goûts	Parler de ses goûts	Découvrez !	Au restaurant : Commander et commenter	Le passe composé
	SLO-2	Les exemples	Des goûter	Dégustez !	Les restaurant	Les exemples
S-11	SLO-1	Exprimer ses préférences	Parler de ses préférences	Au restaurant : commander	Inviter à une invitation	Les verbes voir et sortir
	SLO-2	Les activités	Les exemples	Au restaurant : commenter	Répondre à une invitation	Décrire une tenue
S-12	SLO-1	Décrire sa journée	Décrire sa journée	Inviter à une invitation	Les Mots	écrire un message amical
	SLO-2	Les exemples	Les activités	Répondre à une invitation	Les expressions	Lire un message

Learning Resources	Theory:
	1. “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.

Learning Assesment											
	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 Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	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. Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University	1. Kumaravel K. Assistant Professor & Head, SRMIST
		2. Ponrajadurai M Assistant Professor, SRMIST

SEMESTER II

Course Code	Course Name	Communication Skills	Course Category	JK	Life Skill Course	L	T	P	C
UJK20201L				JK		0	0	4	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English	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 make the students learn the native speakers' accent.	1	2	3
CLR-2 :	To educate them about word stress of English			
CLR-3 :	The enable them to participate in group discussion and debates			
CLR-4 :	To improve their participation and participation skills			
CLR-5 :	To improve the listening and speaking abilities in English			
CLR-6 :	LSRW skills all together is developed in every student			

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 native speakers' exact pronunciation	2	75	60	H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLO-2 :	Master the sound systems of English	2	80	70	H	H	H	-	-	-	H	H	H	H	H	H	-	-	-
CLO-3 :	Have a better Word stress, Rhythm and Intonation	2	70	65	H	H	H	-	H	H	-	-	H	H	H	H	-	-	-
CLO-4 :	Develop Neutral Accent	2	70	70	H	H	H	-	H	-	-	-	-	H	H	H	-	-	-
CLO-5 :	Participate in any conversation with any native speaker	2	80	70	H	H	-	H	-	H	-	H	H	H	H	H	-	-	-
CLO-6 :	Clear any standardized tests conducted to measure the English language ability like IELTS and TOEFL	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Introduction to Digital language lab - helps in the listening skills by providing an interactive environment to the students	Learners are enabled to record their speech and listen to it in order to correct their lacuna	Reading software is used to facilitate reading exercises for the students	To enable the students to familiarize with word processor blogging	Students are enabled to learn and pronounce stressed and unstressed words
	SLO-2	The students will be able to converse fluently	One will know himself where he/ she has gone wrong	Flow in reading will be improved	online publishing. Will be learnt by the students	The practice will lead them to acquire neutral accent and understand foreign accent
S-2	SLO-1	Students are exposed to functional language	Fluency and Pronunciation to be evaluated	The usage of phonetics will be mandated.	Enable the students in learning situational language	Common topics in IELTS speaking test and TOFEL will be provided to assess the students.
	SLO-2	This exposure will help them pick up fluency	Their standard will be measured	reading will be done in the class	Create imaginary situations and students are allowed to engage in conversations	Assessments will be provided for self scrutiny
S-3 - S-4	SLO-1	Lab 1 In the wall of Pink Floyd to be played for the students	Lab 4 Students are given a situation, they need to write a respond for it by writing a letter requesting information or explaining the situation	Lab 7 Introduction to the conversation of a native speaker/ interview of a native speaker	Lab 10 learners are asked to describe some visual information(table/charts/nature) in their own word	Lab 13 students will listen to a passage and they need to give a suitable title
	SLO-2	The students will be able to understand the isolation of a wall. It helps them to enhance their pronunciation	This will lead to understand the English letter conventions	Learners will prove the fluency by listening	They need to have a well organized thought of it using language accurately in a academic style.	Assessment on their language competency and vocabulary
S-5	SLO-1	They get familiarized with pronunciation styles	Learners to record and repeat new words again and again	New words are to be referred in the reading passages and checked with the help of dictionaries	Familiarize the students with e-journals , e-guidance, e-magazines, e-Books, e-Library	Listening topics in the IELTS listening test and TOFEL will be provided
	SLO-2	American and British styles are differentiated	Until right pronunciation is acquired is not allowed to go to the Next session	Those new words are to be used in different contexts and sentences	Help students to access them as much as possible	Assessment on their listening capacity is to be provided
S-6	SLO-1	Listening to news bulletins and songs will be enabled to help them to understand use of vocabulary	Learners can speak English and compare the notes and exchange ideas	Comprehensive skills are enhanced and checked the level	Enable the students to versatile writing	Reading topics in the IELTS reading test and TOFEL will be provided to assess the students.
	SLO-2	Will be enabled to imitate the exact accent and pronunciation	From the exchanged ideas comprehensive questions will be asked by the other students	The levels are informed to the students and lacuna is explained	Difference in writing and reading is explained	Assessment on their capacity is explained
S-7	SLO-1	Lab 2 TedX will be played	Lab 5 introduction to semi-	Lab 8 television news will	Lab 11 learners are given	Lab 14 students will listen

S-8		for the student	formal/ neutral discursive essay will be taught.	be broadcasted to them	with a set of images where they need to write a story from it	to the great monologues of the time
	SLO-2	It will help them to improve their fluency	It will teach them to write coherently and cohesively.	It will help them to understand the usage of words and the fluency of speaker	It helps them to keen on observation as well as to know their creativity.	They will learn the importance of pronunciation, stress and pause in a speech
S-9	SLO-1	To enable to listen to authentic sounds of the target language	Give different topics to debate to enable them talk fluently	The right pronunciation is checked with an access to articles fiction verses and speeches	Focus on writing is done	writing topics in the IELTS writing test and TOFEL will be provided to assess the students.
	SLO-2	To enable them imitate the different sounds and accents and make them repeat it	To check the pace of their speech	Minute details and differences are marked and rectified	Conversational skills are enhanced	Writing skills are assessed and tested
S-10	SLO-1	To enable to practice different accents focusing on intonation and voice modulation	Dialogue delivery be checked by asking them to prepare for their own e- learning materials	Read and repeat passages	Help in professional writing	Model IELTS and TOFEL test will be conducted for the students
	SLO-2	The differences between intonation stress and modulations are explained	Make the students speak and record	Check the ability to repeat the exact pronunciation	Check and asses their writings	Assessment will be provided to the learners
S-11 - S-12	SLO-1	Lab3 After listening to TedX, students need to jot down set of question.	Lab 6 learners will be taught to write a review for a film after watching	Lab 9 conversation between two people in every day context will be played for the studetns	Lab 12 students will listen to the writers note on publishing a novel/ short story	Lab 15 they will listen to grammar usage in the form of visual image and song
	SLO-2	This will help them to identify the key information in listening text.	Leaner will need to think for the apt word. Through this language competency will be evaluated	It Will help them to understand the target language	It will helps them to enhance their creativity also the language compétence	They will the foreign language easily and it enhances their competency of it

Learning Resources	Theory:
	1. Horizon- English Text Book – Compiled and Edited by the faculty of English Departement, FSH, SRMIST, 2020 2. <i>English Grammar in Use</i> by Raymond Murphy 3. Raymond Murphy, <i>Intermediate English Grammar</i> , Cambridge University Press, 2007 4. R.P. Bhatnagar, <i>English for Competitive Examinations</i> , Trinity Press, 3 rd Edition, 2016 5. http://www.apitudetests.org/verbal-reasoning-test 6. 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%)#	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice

CLA – 4 can be from any combination of Short Talks, Mini-Projects, Case-Studies, Certifications, Conf. Paper etc.,

Level 1	Remember	-	30%	-	30%	-	30%	-	30%
	Understand	-	30%	-	30%	-	30%	-	30%
Level 2	Apply	-	30%	-	30%	-	30%	-	30%
	Analyze	-	30%	-	30%	-	30%	-	30%
Level 3	Evaluate	-	40%	-	40%	-	40%	-	40%
	Create	-	40%	-	40%	-	40%	-	40%
	Total	100 %		100 %		100 %		100 %	

these: Assignments, Seminars, Self-Study, MOOCs,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Course Code	UCD20S02L	Course Name	Quantitative Aptitude and Reasoning	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)																
The purpose of learning this course is to:		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-1 :	Demonstrate various principles involved in solving mathematical concepts	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	CT Skills	Professional Behavior	Life Long Learning		
CLR-2 :	Develop interest and awareness in students regarding profit/ loss, interest calculations and average																				
CLR-3 :	Critically evaluate basic mathematical concepts related to mixtures and alligations, permutation and combination, time and work																				
CLR-4 :	Provide students with skills necessary to generate and interpret data and concepts related to time, speed and distance and blood relation.																				
CLR-5 :	Enable students to understand reasoning skills																				
CLR-6 :	Create awareness in students regarding the various concepts in quantitative aptitude and reasoning skills and also its importance in various competitive exams																				

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1 :	Understand, analyze and solve questions based on numbers, logarithms.	3	80	70	H	H	M	H	L	M	-	H	-	H	-	H	M	-	H
CLO-2 :	Create, solve, interpret and apply basic mathematical models which are applicable in our day to day life	3	80	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-3 :	Understand the concepts of mixtures and alligations, permutation and combinations, probability, time and work and to approach questions in a simpler and innovative method	3	85	70	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-4 :	Understand the concept in time ,speed and distance	3	85	80	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-5 :	Ability to solve the problems on reasoning	3	85	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-6 :	Able to face different competitive exams	3	80	70	M	H	M	H	-	M	-	H	-	M	-	H	M	-	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Classification of numbers	Profit and Loss-Introduction	Mixtures and Alligations-Introduction	Time, Speed and Distance-Problems onTrains	Direction Sense-Introduction
	SLO-2 Test of divisibility	Profit and Loss- Basic Problems	Mixtures and Alligations-Problems	Time, Speed and Distance-Boats&Streams	Direction Sense-Problems
S-2	SLO-1 Unit digit	Statistics-Introduction	Permutation –Introduction& Basics	Data Interpretation – Bar chart	Number Series
	SLO-2 Tailed zeroes	Statistics-Mean,Median,Mode	Combination-Introduction& Basics	Data Interpretation – Pie chart	Word Series
S-3	SLO-1 HCF, LCM	Simple Interest-Introduction,Formulas &Problems	Probability-Introduction &Basics	Data Interpretation – Table	Seating Arrangements - Linear
	SLO-2 HCF, LCM - Solving problems	Compound Interest-Introduction,Formulas &Problems	Probability-Problems	Data Interpretation – Line graph	Seating Arrangements - Circular
S-4	SLO-1 Logarithm –Introduction of log rules	Word problems on Line equations-Introduction	Time and work-Introduction	Data sufficiency-Introduction and Basics	Puzzles-Concepts
	SLO-2 Logarithm –Applications of log rules	Word problems on Line equations-Basic problems	Time and work-Men and Work	Data sufficiency-Problems	Puzzles-Problems
S-5	SLO-1 Percentage -Introduction	Averages-Introduction & Basics	Time and work-Pipes &Cisterns(Introduction)	Blood relation-Introduction	Clocks-Concepts Discussion
	SLO-2 Percentage- Basic problems	Averages-Tricky Problems	Time and work-Pipes &Cisterns(Problems)	Blood relation-Problems	Clocks-Problems
S-6	SLO-1 Percentage-Increasing & Decreasing functions	Ratio and Proportions-Introduction	Time, Speed and Distance-Introduction	Coding – Decoding-Introduction	Calendars-Introduction of basic concept
	SLO-2 Percentage- Miscellaneous problems	Ratio and Proportions-Basics & problems	Time, Speed and Distance-Basic problems	Coding – Decoding-Different types	Calendars-Problems

Learning Resources	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5 th Edition	4. Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 6 th Edition
	2. Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition 3. Archana Ram, PlaceMentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018	5. Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive examinations, Pearson, 3 rd Edition 6. P A Anand, Quantitative Aptitude for competitive examinations, Wiley publications, e book, 2019

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%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	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
1. Ajay Zener, Director, Career Launcher	-	1. Dr P Madhusoodhanan, HoD, CDC, E&T, SRMIST
		2. Dr M Snehalatha, Assistant. Professor, CDC, E&T, SRMIST

Semester – III					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20301T	Test Measurement and Evaluation in Physical Education	4	0	0	4

Course Code	UPE20301T	Course Name	Test Measurement and Evaluation in Physical Education	Course Category	C	Professional Core Courses			
						L	T	P	C
						4	0	0	4

re-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 test & Measurement in Phy-Edn				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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):					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 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 anthrometrical 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	Resting Pulse Rate
	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	Explain about the RPR and its value
S-2	SLO-1	Meaning and Definition of the Terms- Measurement	Components of Physical fitness	Speed-50mts-Stride length	Motor Educability	Respiratory Rate
	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	Explain about the RR and its value

S-3	SLO-1	Meaning and Definition of the Terms- Evaluation	Health Related Physical fitness	Stride frequency	Methny Johnson Test	Breath
	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	Explain the process of breath and its functions
S-4	SLO-1	Need and Importance Test Measurement and Evaluation in Physical Education	Performance Related Physical fitness	Balance	Posture test	Breath Holding Time
	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	Explain through the test and its benefits
S-5	SLO-1	Criteria of Test Selection	Strength test-Dip Strength	Stork stand	Newyork Posture test	Vital Capacity
	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	Explain through 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 aboutn the extent to which a concept, conclusion	Explain about the benefits of bent knee situp	Explain about the maximum force for any type of muscle action	Explain about the test and its benefits	Explain about aerobic energy-generating process
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 bebenefits 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/m2)
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
	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.

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.S.J.Albert Chandrasekar, Asst. Professor 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			C	
		L	T	P		
UPE20302T	Fitness Management	4	0	0	4	

Course Code	UPE20302T	Course Name	Fitness Management	Course Category	C	Professional Core Courses			
						L	T	P	C
						4	0	0	4

re-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)														
CLR-1 : To Know the values of Physical fitness		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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																			
Course Learning Outcomes (CLO):		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)															
CLO-1 : Can become fitness trainer		2	85	80	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-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	Skipping	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 skipping 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 differs in various sports	Explain about callisthenics and its uses	Explain about the increased blood flow raises the oxygen	Explain about the nutritious food types

		fitness			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	Explain about nutrients and its 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) <i>Scientific Principles of Coaching</i> Prentice hall Engle wood cliff M.J 2. Dr. AlhayN. Buchha . (2010) <i>management of Physical Education</i> Furatia Publishing House, New Delhi.
--------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.C.Suresh, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – III					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20303T	Sports Psychology and Sociology	4	0	0	4

Course Code	UPE20303T	Course Name	Sports Psychology and Sociology	Course Category	C	Professional Core Courses	L	T	P	C
							4	0	0	4

re-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 psychology & Sports psychology				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know the braches of 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-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):	:				2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-1 :	Can become sports psychiatrist				3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can assess the team failures																					

CLO-3 :	<i>Can assess the players mental strength</i>	3	85	80
CLO-4 :	<i>Can help the players to come out of mental fatigue</i>	3	85	80
CLO-5 :	<i>Can help the players to know about their own personality</i>	3	85	80
CLO-6 :	<i>Can teach sports ethics</i>	3	85	80

L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)		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 cohésion

	SLO-2	Explain about the narrative development	Explain about progressive of the	Explain about variety of criticism	Explain about studies issues, concepts, and methodologies	Explain about the multi-faceted process in group sport
	SLO-1	Need of sports psychology	Meaning of motivation	Knowledge of result	Developing the mental plan	Sports Ethics
S-12	SLO-2	Explain the importance of sports psychology	Explain about motivation and its uses in physical education	Explain about psychology of learning	Explain about the Skill Performance Plan	Explain about the ethics and its importance for participation in sports
Learning Resources		1. Williams.IFThe Principles of Physical Education, Philadelphia W.B Saunder co 1989.				



Learning 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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	<i>Dr M.Senthilkumar, Head,Asst. Professor SRMIST</i>
		<i>Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST</i>

Semester – III						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20D02T	Sports Training Methods	1	1	0	2	

Course Code	UPE20D02T	Course Name	Sports Training Methods	Course Category	E	Discipline Specific Elective Course	L	T	P	C
							1	1	0	2

re-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 principles & Training			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know about the practice & strength development			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 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):				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 Evaluate load & Over load			2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can teach the theory of fitness			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can Evaluate mobility classification			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can differentiate between training methods			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Can implement foreleg Training for better performance			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	To practice fitness training for better living			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Principles of Training	Maximum strength	Muscular activity	Training for speed Development
	SLO-2	Specificity	Elastic strength	Meaning of Development	High Intensity
S-2	SLO-1	Over load	Strength endurance	Define speed practice of speed development	Low Intensity
	SLO-2	Reversibility	Absolute strength	Theory and practice of endurance development endurance	Theory of Density

Continuous method alternating pace method and fartlek

Testing-Method

More than normal distance

Equal to normal distance

S-3	SLO-1	Basic Physical Characters	Relative strength	Duration method –continues method alternating pace method and fartlek	Meaning of Density	Short-term endurance
	SLO-2	Speed	Static muscular activity	Repetition method ,Interval training circuit competition	Theory of endurance development	Medium term endurance
S-4	SLO-1	Strength	Concentric muscular	Testing less than normal distance more than normal distance	Practice of endurance development	Long term endurance
	SLO-2	Endurance	Activity eccentrics	Equal to normal distance	Repetition method	Theory and practice of mobility development
S-5	SLO-1	Mobility	Meaning of Speed	Short-term endurance	Interval training ,circuit Training	Mobility classification
	SLO-2	Theory of strength development	Theory of Speed	Medium term endurance	Testing- Less than normal distance	Active mobility, passive mobility
S-6	SLO-1	Practice of strength development	Speed Endurance	Long term endurance	Duration method alternating pace method and fartlek	Kinetic mobility –role of mobility
	SLO-2	Training for Strength	Speed development	Factor influencing speed	Testing-more than normal and Equal to normal	Mobility training

Learning Resources	<ol style="list-style-type: none"> 1. Frank W.Dick sports Training Principles, London:Lepus Book Co., 1997. 2. Frances wakefield, BerothyHarikins and John M.Cooper, Make and Field Fundamentals for Girls and Women London C V. Mosby Co., 1990. 3. Hardayal Sing, “Sports Training General theory and methods” NSNISPatiala 2004.
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – III					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20G02T	Design, Construction and Maintenance of Play Fields	2	1	0	3

Course Code	UPE20G02T	Course Name	Design, Construction and Maintenance of Play Fields	Course Category	G	Generic Elective Courses			
						L	T	P	C
						2	1	0	3

re-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 ho to care Play fields				Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	How to make Play fileds																							
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):					Expected Proficiency (%)	Expected Attainment (%)																		
CLO-1 :	To Play Fields without injuries				2	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-2 :	To Prepare courts for Mass Particiaption				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-3 :	To Prepare courts ith less Invesment				3	85	80	L	H	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-4 :	To Prepare Indoor & Outdoor courts at world standard				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-5 :	To Maintain Play fields & courts ithout damages				3	85	80	L	H	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-6 :	To Construction lo level BudgetPlay Fields & Courts				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	Basket ball	Location spotting	Ground Preparation	Marking	Throw ball
	SLO-2	History about the game	Design the playing area	Leveling	Maintenance	History about the game
S-2	SLO-1	Location spotting	Ground Preparation	Marking	Tennis	Location spotting
	SLO-2	Design the playing area	Leveling	Maintenance	History about the game	Design the playing area
S-3	SLO-1	Ground Preparation	Marking	Badminton	Location spotting	Court Preparation
	SLO-2	Leveling	Maintenance	History about the game	Design the playing area	Leveling
S-4	SLO-1	Marking	Football	Location spotting	Court Preparation	Marking
	SLO-2	Maintenance	History about the game	Design the playing area	Leveling	Maintenance
S-5	SLO-1	Ball Badminton	Location spotting	Court Preparation	Marking	Handball
	SLO-2	History about the game	Design the playing area	Leveling	Maintenance	History about the game
S-6	SLO-1	Location spotting	Ground Preparation	Marking	Table Tennis	Location spotting and
	SLO-2	Design the playing area	Leveling	Maintenance	History about the game	Design the playing area
S-7	SLO-1	Ground Preparation	Marking	cricket	Location spotting	Leveling, Marking and Maintenance
	SLO-2	Leveling	Maintenance	History about the game	Design the playing area	Kabaddi
S-8	SLO-1	Marking	volleyball	Location spotting	Table Measurement	History about the game
	SLO-2	Maintenance	History about the game	Design the playing area	Specification of Bat and Ball	Location spotting and
S-9	SLO-1	Hockey	Location spotting	Ground Preparation	Specifications of Play area	Design the playing area
	SLO-2	History about the game	Design the playing area	Leveling	Maintenance	Leveling, Marking and Maintenance

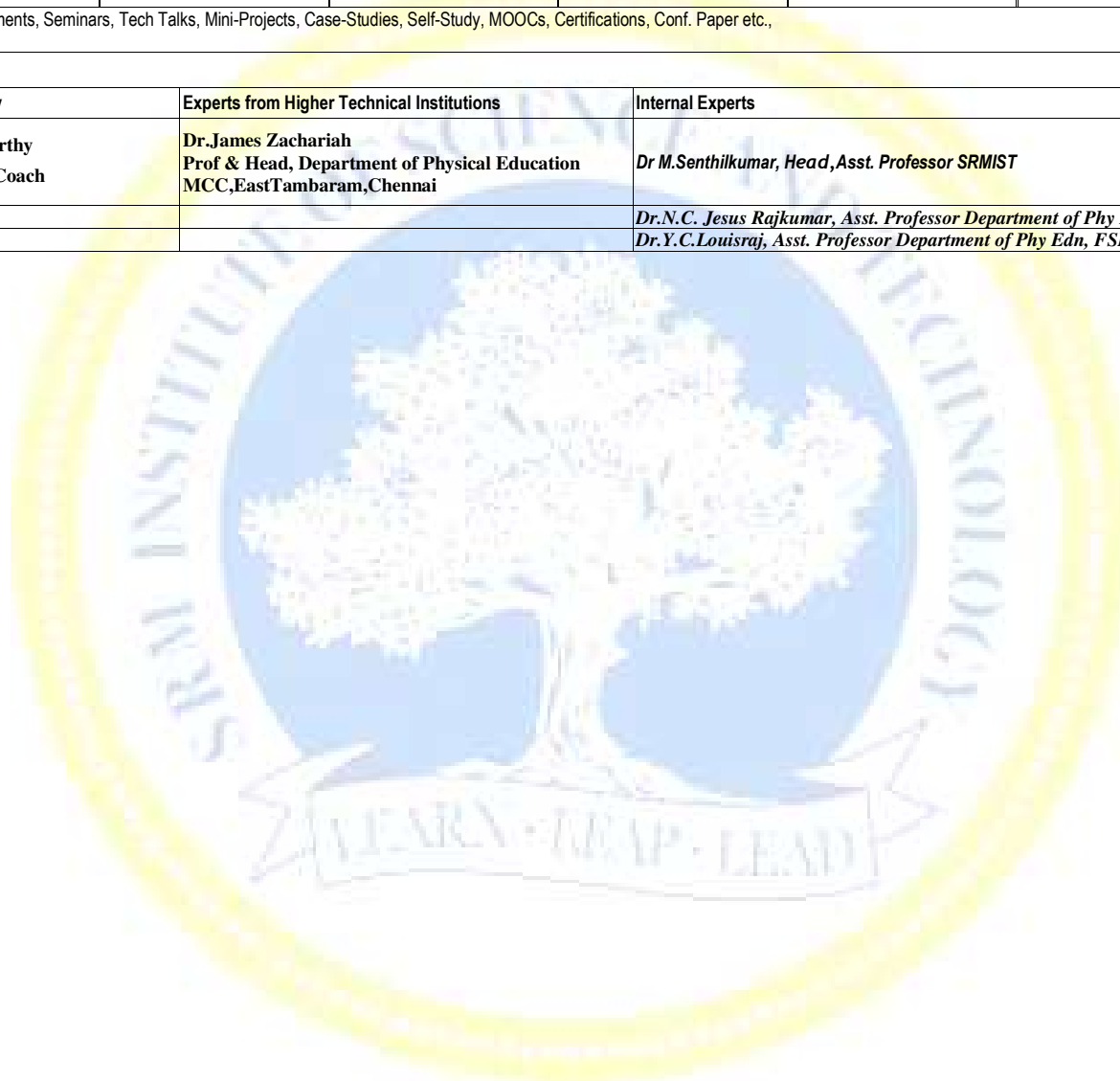
Learning Resources	.1.Design, Construction, and Maintenance, 3rd Edition,James C. Puhalla, Jeffrey V. Krans, J. Michael Goatley Jr., 2020
---------------------------	------------------------------------------------------------------------------------------------------------------------

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 %	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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr M.Senthilkumar, Head,Asst. Professor SRMIST
		Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST



Course Code	UJK20301T	Course Name	Universal Human Values	Course Category	JK	Life Skill Course	L	T	P	C
							2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English	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 generate in students a sensitivity to current regional and national issues such as gender marginalization Eco sensitivity, vision for the Nation and general humanness	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	An expanded consciousness with a mind to accommodate all is developed																		
CLR-3 :	The ability to accept all and to co-exist is initiated																		
CLR-4 :	To create community connectivity and interdependence																		
CLR-5 :	To instill intrinsic link between freedom and responsibility for both individuals and communities																		
CLR-6 :	Make them learn the basic nature of human beings																		

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 :	Become sensitive toward every living life and be able to respect every religion recognizing the universal values	2	75	60	H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLO-2 :	Every way of life and culture will kindle the curiosity in them to know them and will be able appreciate the beauty in it	2	80	70	H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLO-3 :	The presumptuous or prejudiced mentality will be overcome by them	2	70	65	H	H	H	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	Critical thinking and accommodative nature will become so natural way of thinking for them	2	70	70	H	H	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 :	They will become aware of the social inequalities and justice	2	80	70	H	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :	Will be able to explore their own emotions, hopes & fear and be able to describe them verbally	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	06	06	06	06	06
S-1	<p>SLO-1</p> <p>What is love? Forms of love. For self, parents, family, friends, spouse, community, nation, humanity and other beings, both for living and non living</p>	<p>Love compassion empathy sympathy and non violence</p> <p>Individuals who are remembered in history for practicing compassion and love</p>	<p>Narratives and anecdotes from history, literature including local folklore</p> <p>Practicing Love and Compassion: what will they gain if they practice compassion?</p>	<p>What will learners lose if they don't practice love and compassion?</p> <p>Simulated situations</p>	<p>Sharing learners' individual and/or group experiences</p> <p>Case studies</p>

S-2	SLO-1	What is Truth ?	Universal truth, truth as value, as fact,	Veracity, sincerity, honesty among others	Individuals who are remembered in the history who have practiced these values	Practicing truths
	SLO-2	: what will they gain if they practice truth	What will learners lose if they don't practice truth?	Sharing learners' individual and/ or group experiences	Simulated situations	Case studies
S-3	SLO-1	What is non violence – its need, love compassion,	empathy sympathy for others as pre-requisites for non- violence	Ahimsa as non violence and non killing	Individuals and their organizations which are known for their commitment for non violence	Narratives and anecdotes about non violence from history and literature including local folklore
	SLO-2	Practicing non violence	What will they gain if they practice non violence	What will learners lose if they don't practice non violence?	Simulated situations	Case studies
S-4	SLO-1	What is righteousness ?	Righteousness and Dharma	Righteousness and priority	Individuals who are remembered in the history who have practicing righteousness.	Narratives and anecdotes about Righteousness from history and literature including local folklore
	SLO-2	Practicing Righteousness	: Sharing learners' individual and/ or group experiences	what will learners lose if they don't practice Righteousness	Simulated situations	Case studies
S-5	SLO-1	What is peace?	Need of peace in Relation with harmony and balance	Narratives and anecdotes about peace from history and literature including local folklore	Individuals who are remembered in the history who have practicing peace	Practicing peace
	SLO-2	: what will they gain if they practice peace	what will learners lose if they don't practice peace	Sharing learners' individual and/ or group experiences	Simulated situations	Case studies
S-6	SLO-1	What is service and renunciation	Forms of service , & renunciation Individuals who have recommended service in history	Practicing service and renunciation	Narratives and anecdotes about Service & renunciation from history and literature including local folklore	Individuals who are remembered in the history who have practicing renunciation
	SLO-2	Sharing learners' individual and/ or group experiences on renunciation	Sharing learners' individual and/ or group experiences on service	what will learners lose or gain if they do/don't practice Renunciation and service	Simulated situations	Case studies

Learning Resources

Theory:

1. "Universal Human Values: Text Book"– Compiled and Edited by the Faculty of Science and Humanites, SRMIST, 2020.

Learning Assessment

	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)							
		CLA – 1 (20%)		CLA – 2 (20%)		CLA – 3 (30%)		CLA – 4 (30%) #	
		Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory
Level 1	Remember	-	40%	-	40%	-	40%	-	40%
	Understand	-	40%	-	40%	-	40%	-	40%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%

Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%
	Create								
	Total	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
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Course Code	UCA20S01J	Course Name	OFFICE AUTOMATION	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	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				Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :	Learn about document preparation using MS Word																									
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:			Level of Thinking (Bloom)	2	80	70	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	To develop the skills in using MS-Office software for administrative purposes.																									
CLO-2 :	To practice day to day document creating using MS-Word																									
CLO-3 :	Understand the need of Office Packages for Document Preparation with formatting options.																									
CLO-4 :	Know the importance of Calculations in Spreadsheets																									
CLO-5 :	Learning about preparing presentation																									

CLO-6 : Use and Learn about Data Processing and Handling	3	80	70	H	H	H	H	H	M	L	M	H	M	M	H	H	H	M
----------------------------------------------------------	---	----	----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Duration (hour)	06	06	06	06	06
S-1	SLO-1	Intro to Office Automation	Table Formatting	Intro to Presentation Software	Intro to Spread Sheet
	SLO-2	Word Processing – Introduction	Using Formula in a table	Presentation Basics	Mathematical Calculations in Spread sheet
S-2	SLO-1	Typing in Saving in Word	Inserting shapes, Symbols	Design and Layouts	Addressing Modes in Spread Sheet
	SLO-2	Formatting in Word	Inserting headers and footers	Making Presentations	Logical and Statistical Calculations
S-3	SLO-1	Lab1 : a) Prepare a Bio-data	Lab 4:a) Create a mark sheet using table and find out the total marks.	Lab 7: Create a slide show presentation for a seminar (choose your own topic) I. Enter the text in outline view II. Create Non-Bulleted 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
	SLO-2	b) Prepare a Letter	b) Picture insertion and alignment		Lab 13: Simple data base creation
S-4	SLO-1	Lab 2 : Prepare a document in newspaper format	Lab 5: Prepare a greeting card	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
	SLO-2	Prepare a document with bullets, footers and Headers	Prepare simple invitations		Lab 14 : Query preparation in different ways
S-5	SLO-1	Table Handling	Advanced Features of Word	Adding Sounds	Different Types of Charts
	SLO-2	Table manipulations	Mail Merge operation	Making Automated Presentation	Steps for Drawing Charts
S-6	SLO-1	Lab3: Creation, Insertion, Deletion (Columns & Rows) and usage of Auto format	Lab 6: Prepare an invitation to be sent to specific addresses, in the data source	c) Lab 9: Create a slide show presentation to display 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.	Lab 12: Drawing Graphs. Bar Graph, Pie Graph, Line Graph and etc.
	SLO-2	Create a calender and Auto format it			Lab 15: Preparation of Reports

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.	1. Peter Norton's Introduction to Computers –Second Edition 2. Cisco Systems Networking Academy: 1st Year Companion Guide – Vitp Amato – Techmedia Pub.
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

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					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20401T	Scientific Principles of Coaching	4	0	0	4

Course Code	UPE20401T	Course Name	Scientific Principles of Coaching	Course Category	C	Professional Core Courses			
						L	T	P	C
						4	0	0	4

re-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			1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	To know about biomechanics in sports field			1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

86

			examples	configuration of a material with suitable examples	things with mass or energy with suitable examples	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.KreighbaumBasthels – 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
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Head, Asst. Professor SRMIST

Semester – IV						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20402T	Health Education	4	0	0	4	

Course Code	UPE20402T	Course Name	Health Education	Course Category	c	Professional Core Courses	L	T	P	C
							4	0	0	4

re-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			1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-3 :	Factors influencing health			1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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 intrepion 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	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

		education				
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 instituion 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 instituion 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 spreading sources and hygienic procedures	Explain about the Chronic diseases with non communal and precautions	Explain about the variety of drugs and its demerits	Explain about the need and importance of swimming pool in an educational instituion and safety measures
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

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 Al Health Education ,National Educational Annual USA

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr M.Senthilkumar, Head,Asst. Professor SRMIST
		Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – IV						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20403T	Safety Education and First Aid	4	0	0	4	

Course Code	UPE20403T	Course Name	Safety Education and First Aid	Course Category	c	Professional Core Courses	L	T	P	C
							4	0	0	4

re-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				
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):				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 :	<i>Can create a safety environment to society</i>	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	<i>Can Give first aid for different fractures</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	<i>Can the students about safety education</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	<i>The importance of first aid to the society</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	<i>Can educate the society about Road safety</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	<i>Educating safety in Swimming pool</i>	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 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	<ol style="list-style-type: none"> 1. Anderson“School Health Practice”,2002. 2. BediYashpal “Social and Preventive medicine”. 3. Park and Park “Preventive and social medicine
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.C.Jubilet, Asst. Professor Department of Phy Edn, FSH, SRMIST

	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
--	----------------------------------------------------------------------------

Semester – IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D03L	Practical-I-Athletics	0	0	2	1

Course Code	UPE20D03L	Course Name	Practical-I-Athletics	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Physical Education and Sports Sciences	Data Book / Codes/Standards			
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				
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 H - 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 H - 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	Bunch Start	Proper style of Race walking	Water in take
SLO-2	100mts & 200mts Run	Middle Distance Running	Proper body positions	10 Km,20 Km & 50 Km walking	Adequate Rest
S-2 SLO-1	Correct running style emphasising	400 mts, 800 Mts & 1500 mts Run	Correct running style emphasising	Correct Walking style emphasising	Proper Diet

	SLO-2	Proper body position	Correct running style emphasising	Proper body position	Proper body positions	Proper Dress Suit
S-3	SLO-1	Crouch start	proper body position	Straights and curve Striding	Tactical Walking	Proper Spikes
	SLO-2	Fixing the starting block	Bunch Start	Correct running style emphasising	Locking of knees	Non use of Drugs
S-4	SLO-1	Straights and curve Striding	Fixing the starting block	4X100 Mtrs relay	Do not abuse other Athletes	Obeying Rules & Regulation
	SLO-2	Sprint Techniques	Straights and curve Striding	4X400 Mtrs relay	Over taking on Right Side of the Athletes	Cooling Down
S-5	SLO-1	Practice of starts with blocks using proper command	Tactical Running	Long Jump	Finishing	Warming Down
	SLO-2	Practice of Starts without blocks using proper command	Finishing	High Jump	General Warming – up	Practice of standing start using proper command
S-6	SLO-1	Orthodox	Long Distance Running	Triple Jump	Stretching	Rules and its Interpretations
	SLO-2	New technique	5000 mts, 10,000mts Run	Practice of standing start using proper command	Specific Warming – up	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
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in thr form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr K.Vaithianathan, Director Sports , Department of Phy Edn FSH, SRMIST
		Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST

Semester – IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D04L	Practical-I-Games	0	0	2	1

Course Code	UPE20D04L	Course Name	Practical-I-Games	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-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 & 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):				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 general and specific warm up Can teach the fundamental skills			2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can teach new techniques			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can teach the fundamentals skills			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-

CLO-4 : <i>Can teach Tactics and strategy</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 : <i>Can teach preparatory and basic exercise</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 : <i>Can teach progressive Teaching</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Football	Follow Through	Tactics for high performance	Stance / Approach	Tactics and Strategy
	SLO-2	Warming – Up	Teaching Stages	Team Tactics	Execution of Style	The skills of the sports / game will be taught with the help of the following exercise
S-2	SLO-1	General Warming – up	Progressive teaching stages of skills	Team Attack	Follow Through	Proper Dress code
	SLO-2	Specific Warming – up	Basic exercise	Team Defence	Level of Performance	Individual Tactics
S-3	SLO-1	Fundamental Skills	Coaching of skills in relation to the situation	Team Tactics for High performance	Progressive teaching stages of skills	Attack Tactics
	SLO-2	Ball Praticce	Technical / Skill Training	Selected Rules and their Interpretations	Lead up activities	Defence Tactics
S-4	SLO-1	Skill & Leadup Activity	The skills of the sports / game will be taught with the help of the following Exercise	Badminton	Coaching of skills in relation to the situation	Officiating Techniques
	SLO-2	Game Play	Preparatory exercise	Warming – Up	Technical / Skill Training	Officiating Signals
S-5	SLO-1	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	General Warming – up	Teaching Stages	Gaming Experience
	SLO-2	Stance / Approach	Tactics and Strategy	Specific Warming – up	Preparatory exercise	Score sheet preparation
S-6	SLO-1	Lead up activities	Individual Tactics	Fundamental Skills	Basic exercise	Score sheet fill up training
	SLO-2	Execution	Individual Attack, Defence	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Match Practice

Learning Resources	1.Rules of Games and Sports YMCA Publishing house, Masse hall, New Delhi,2008
---------------------------	--------------------------------------------------------------------------------------

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in thr form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – IV						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20D05L	Practical-II-Athletics	0	0	2	1	

Course Code	UPE20D05L	Course Name	Practical-II-Athletics	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-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 techniques in hurdles			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 techniques relay races						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 the importance in hurdles Clearing						L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-4 :		Can learn the importance in running between hurdles						L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLR-5 :		Can learn new rules						L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLR-6 :		How to maintain record note						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 :		Can Teach the techniques in schools			3	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	M	-	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	-	-	-
3CLO-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	Stance / Approach
	SLO-2	Warming- Up	Technical / Skill Training	Relay	Follow Through	Execution
S-2	SLO-1	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Relay Exchange	Teaching Stages	Preparatory exercise
	SLO-2	Specific Warming – up	Preparatory exercise	Visual Exchange	Progressive teaching stages of skills	Basic exercise
S-3	SLO-1	Fundamental Skills	Basic exercise	Non-Visual Exchange (Up Sweep	Lead up activities	Supplementary exercise
	SLO-2	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Down Sweep	Coaching of skill in relation to the situation	Tactics and Strategy
S-4	SLO-1	Stance / Approach	Tactics and Strategy	Warming- Up	Technical / Skill Training	Learning Technique
	SLO-2	Execution	Individual Tactics	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Push Technique
S-5	SLO-1	Follow Through	High level	Specific Warming – up	Preparatory exercise	Fixing runners at different Zones
	SLO-2	Teaching Stages	Low level	Fundamental Skills	Basic exercise	Starting Positions
S-6	SLO-1	Progressive teaching stages of skills	Hurdle clearance	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Rules and its Interpretations
	SLO-2	Lead up activities	Running between the	Stance / Approach	Tactics and Strategy	Preparation of Record Note

			Hurdles			
--	--	--	---------	--	--	--

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.
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in thr form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthi Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	<i>Dr K.Vaithianathan, Director Sports, Department of Phy Edn FSH, SRMIST</i>
		<i>Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST</i>

Semester – IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D06L	Practical-II-Games	0	0	2	1

Course Code	UPE20D06L	Course Name	Practical-II-Games	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-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					
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):				Level of Thinking (Bloom)	
CLO-1 : Can teach the basis of skills				Expected Proficiency (%)	
CLO-2 : Can teach team tactics				Expected Attainment (%)	
CLO-3 : Can teach lead up activities					
CLO-4 : Can teach skill training					
CLO-5 : New rules can be taught					
CLO-6 : Can coach advance skills					

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Cricket	Coaching of skill in relation to the situation	Specific Warming – up	Teaching Stages
	SLO-2	Warming- Up	Technical / Skill Training	The skills of the game / sport are to be taught under the following heads	Progressive teaching stages of skills
S-2	SLO-1	General Warming – up	The skills of the sports / game will be taught with the help of the following exercise	Stance / Approach	Lead up activities
	SLO-2	Specific Warming – up	Preparatory exercise	Execution	Coaching of skill in relation to the situation
S-3	SLO-1	Fundamental Skills	Basic exercise	Follow Through	Technical / Skill Training
	SLO-2	The skills of the game / sport are to be taught under the following heads	Supplementary exercise	Teaching Stages	The skills of the sports / game will be taught with the help of the following exercise

S-4	SLO-1	Stance / Approach	Tactics and Strategy	Progressive teaching stages of skills	General Warming – up	Preparatory exercise
	SLO-2	Execution	Individual Tactics (Attack, Defense and high performance)	Progressive teaching stages of skills	Specific Warming – up	Basic exercise
S-5	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	Teaching Stages	Tennis	Technical / Skill Training	Stance / Approach	Tactics and Strategy
S-6	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	Lead up activities	General Warming – up	Preparatory exercise	Follow Through	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, Sainsoris, 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.
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 – 1, CLA-2 can be in the form of performance based review, ## CLA-3 can be in the form of Record Note, ### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts

Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.D.J.Asath Ali Khan, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – IV						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20D07T	Principles of Yoga Therapy Social Skills & Living Value Based Education	3	1	0	3	

Course Code	UPE20D07T	Course Name	Principles of Yoga Therapy Social Skills & Living Value Based Education	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							3	1	0	3

e-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 yoga						1	2	3																		
CLR-2 : Yogic concepts of human body						Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)																		
CLR-3 : To overcome psychological problems																										
CLR-4 : To improve personality development																										
CLR-5 : To know about value education																										
CLR-6 : Tp know about power of mind																										
Course Learning Outcomes (CLO):		:																								
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) 2.Ananda :The complete book of yoga harmony of body and mind(orient paper backs: vision book Pvt. Ltd., 1982). 3.G.Ravindran: Management Science conflict (Manivasakar publication 2008 Chidambaram.)
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.C. Suresh, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20S02J	Web Design	0	1	1	2

Course Code	UPE20S02J	Course Name	Web Design	Course Category	G	Discipline Specific Elective Courses	L	T	P	C
							0	1	1	2

re-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Computer Applications		Data Book / Codes/Standards	Nil	
Course Learning Rationale	The purpose of learning this course is to:			Learning	Program Learning Outcomes (PLO)

[illegible]

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	TABLES: Table Creation- ColSpan, RowSpan
	SLO-2	History	Anatomy of an Email Message	History of HTML	Title – Prologue – Links	Cell Spacing, Cell Padding- Nested Tables
S-2	SLO-1	Lab 1 : Understanding about Internet Understanding about host machines and names, client and server	Lab 4 : Sending electronic mails Receiving electronic mails	Lab 7 : Design web page 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	Lab 13 : Design web page using Table tag. Design web page with Nested Tables.
	SLO-2					
S-3	SLO-1	Host Machines and Host Names	Viewing- Sending	HTML Document	Comment – Heading	FRAMES: Frameset Definition – Frame Definition
	SLO-2	Client / Server Model	Replying	Anchor Tags	Horizontal Rule – Paragraph	Nested Frames
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	Lab 14 : Design web page using Frame tag Program to divide a page into Frames
	SLO-2					
S-5	SLO-1	Domain Names	Search Engines	Hyper Links	Images and Pictures	FORMS: Action Attribute – Method Attribute
	SLO-2	Protocols- IP Address	Meta Search Engine	Sample HTML Documents	Ordered and Unordered List	Drop Down List – Sample Forms
S-6	SLO-1	Lab 3 : Describe the stages of creating e-mail id. Creating a mail account	Lab 6 : Using Search Engines. Describe the chatting components on the Internet	Lab 9 : Create HTML document using Heading and Paragraph tag Design web page using Hyper Link tag	Lab 12 : Design web page using Ordered List and Unordered tag. Design web page using Image tag	Lab 15 : Design web page using Form tag to accept BIODATA from user. Design LOGIN web page using Form tag
	SLO-2					
Learning Resources		<ol style="list-style-type: none"> Wendy G. Lehnert, “Internet 101 - A Beginners Guide to Internet and the World Wide Web”, Addison Wesley. UNITS I & II Xavier.C,World “Wide Web design with HTML”, Tata McGraw Hill Publishing Limited, New Delhi. UNITS III, IV & V 			REFERENCE 1. Bryan Pfaffenberger and Bill Karow, “HTML 4 Bible”, 2nd Edition, IDG Books Worldwide, Inc	

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		Dr.R. Mohanakrishnan, Head&Asst.ProfSRMIST
		Dr M. Senthilkumar, Head, Asst. Professor SRMIST

Course Code	UJK20401T	Course Name	Professional Skills	Course Category	JK	Life Skill Course	L	T	P	C
							2	0	0	2

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

Course Learning Rationale (CLR):		<i>The purpose of learning this course is to:</i>			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	expose students to the requirements of job market				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	develop resume building practice				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 :	increase efficiency in speaking during group discussions																					
CLR-4 :	prepare students for job interviews																					
CLR-5 :	instill confidence in students and develop skills necessary to face audience																					
CLR-6 :	develop speaking and presentation skills in students																					
Course Learning Outcomes (CLO):		<i>At the end of this course, learners will be able to:</i>																				
CLO-1 :	understand the importance of resume preparation and build resume				3	80	70	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-2 :	acquire group discussion skills				3	85	75	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-3 :	face interviews confidently				3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-4 :	Ask appropriate questions during an interview				3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-5 :	understand various types of presentation and use presentation skills in projects				3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-6 :	build confidence during any presentation				3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Introduction of resume and its importance	Meaning and methods of group discussion	Meaning and types of interview (face to face, telephonic, video)	Types - Informative, Instructional, Arousing, Persuasive, Decision-making
	SLO-2	Difference between a CV, Resume and Bio Data	Procedure of group discussion	Dress code, background research	Structure of a presentation - Introduction of the event, Introducing the speaker, vote of thanks
S-2	SLO-1	Essential components of a good resume, common errors people make while preparing a resume	Group discussion – simulation	STAR Technique (situation, task, approach and response) for facing an interview	Working with audience - ice-breaking, Creating a 'Plan B',

	SLO-2	Resume building format	Group discussion – common errors	Interview procedure (opening, listening skills, closure, asking questions)	Getting the audience in the mood, working with emotions,	PowerPoint presentation-practice session
S-3	SLO-1	Resume building using templates	Group discussion - types - Topic based	Important questions generally asked in an interview	Improvisation and unprepared presentations, man-woman view, feedback - appreciation and critique	PowerPoint presentation-practice session
	SLO-2	Resume building using templates	Group discussion - types - Case study based	Important questions generally asked in an interview	Improvisation and unprepared presentations, man-woman view, feedback - appreciation and critique	PowerPoint presentation-practice session
S-4	SLO-1	Resume building activity	Group discussion - practice session- Topic based	Mock interview – face to face	Power point presentation, skit, drama, dance, mime, short films and documentary - Dos and Don'ts	PowerPoint presentation-practice session
	SLO-2	Resume building activity - Feedback	Group discussion - Feedback	Mock interview- Feedback	Power point presentation, skit, drama, dance, mime, short films and documentary - Dos and Don'ts	PowerPoint presentation-practice session
S-5	SLO-1	Video resume - Tips and tricks	Group discussion - practice session- Topic based	Mock interview - face to face	PowerPoint presentation - content preparation	PowerPoint presentation-practice session
	SLO-2	Video resume - Do's and Don'ts	Group discussion - Feedback	Mock interview - Feedback	PowerPoint presentation-logical arrangement of content	PowerPoint presentation-practice session
S-6	SLO-1	Video resume - Templates	Group discussion - practice session- Case study based	Mock interview - face to face	PowerPoint presentation-using internet source, citations, bibliography	PowerPoint presentation-practice session
	SLO-2	Video resume - Templates	Group discussion - Feedback	Mock interview- Feedback	PowerPoint presentation-using internet source, citations, bibliography	PowerPoint presentation-practice session
Learning Resources		1. Scott Bennett, <i>The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work</i> , AMACOM, 2014 2. David John, <i>Tricks and Techniques of Group Discussions</i> , Arihant, 2012 3. Singh O.P., <i>Art of Effective Communication in Group Discussion and Interview</i> , S Chand & Company, 2014 4. Paul Newton, <i>How to deliver a presentation</i> ; e-book 5. Eric Garner, <i>A-Z of Presentation</i> , Eric Garner and Ventus Publishing ApS, 2012, bookboon.com				

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%	15%
	Understand				

Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	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
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST 2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST 3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

Semester – V					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20501T	Theories of Major Games-Part-2	4	0	0	4

Course Code	UPE20501T	Course Name	Theories of Major Games-Part-2	Course Category	C	Professional Core Courses			
						L	T	P	C
						4	0	0	4

re-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 Expected Proficiency (%) Expected Attainment (%)	1 2 3	Fundamental Application or Link with related Procedural Knowledge Skills in Specialization Ability to Utilize Knowledge Skills in Modeling Analyze, Interpret Data Investigative Skills Problem Solving Skills Communication Skills Analytical Skills	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know about National Level Organization																					
CLR-3 :	To know about rules & Regulations																					
CLR-4 :	To know about layout of courts																					
CLR-5 :	How to organize tournaments																					
CLR-6 :	To learn about system of play																					

Course Learning Outcomes (CLO):	:																		
CLO-1 :	<i>Can Teach the fundamental skills</i>	2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	<i>Can Teach skill system of play</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	<i>Can Teach the layouts of play courts</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	<i>Can Implement new rules</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	<i>Can create new sports organization</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	<i>Can develop the status of the sport</i>	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	Rules of the game and officiating techniques
	SLO-2	Explain about origin	List the steps in development	Design the court area	Explain about the game history	Explain the implementation rules
S-2	SLO-1	History of Kho-Kho	Fundamental skills	Rules of the game and officiating techniques	Fundamental skills	International, National and State level organizations
	SLO-2	Explain about the game history	List the skills and explanation	Explain the implementation rules	List the skills and explanation	Explain about organisations in states ,India and world
S-3	SLO-1	Development of the game Kho-Kho	Systems of play	International, National and State level organizations	Systems of play	CRICKET Origin, History and development of the game
	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	Explain about origin
S-4	SLO-1	Fundamental skills	Layout of the courts with kabaddi	HANDBALL Origin	Layout of the Field	Fundamental skills-systems of play
	SLO-2	List the skills and explanation	Design the court area	Explain about origin	Design the court area	List the skills and explanation
S-5	SLO-1	Systems of play	Kabaddi Specifications	History and development of the game	Football field Specification	Layout Cricket oval with specification
	SLO-2	Explanation about systems and playing skills	Explanation about marking	Explain about the game history	Explanation about marking	Design the court area
S-6	SLO-1	Layout of the court	Rules of the game	Fundamental skills	Rules of the game	Rules of the game and officiating techniques
	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	International, National and State level organizations
	SLO-2	Explanation about marking	Explain the implementation rules	Explanation about systems and playing skills	Explain the implementation rules	Explain the implementation rules
S-8	SLO-1	Rules of the game	National and state level organizations	Layout of the courts with specifications	State level organizations	VOLLEYBAL Origin, History and development of the game
	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	Volley ball court with specification

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

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.S.J.Albert Chandrasekar, Asst. Professor 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			C
		L	T	P	
UPE20502T	Research and Statistics in Physical Education	4	0	0	4

Course Code	UPE20502T	Course Name	Research and Statistics in Physical Education	Course Category	C	Professional Core Courses				L	T	P	C
										4	0	0	4

re-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 research			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	To know about differ Types 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-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):	:			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:	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	Normal Curve Properties – Homogeneous group
	SLO-2	Explanation about Research statistics	Meaning and definition	Meaning and definition	Explain the Meaning and implementation	Explain the Meaning and implementation
S-2	SLO-1	Research- Meaning	Need and importance of research in Physical Education and Sports	Mean	Range	Normal Curve Properties – Heterogeneous groups
	SLO-2	Research in Physical Education	List the need and importance	Explain the Meaning	Explain the Meaning and implementation	Explain the Meaning and implementation
S-3	SLO-1	Definition of Resesarch	Meaning of Statistics	Median	Quartile deviation	Divergence from Normality
	SLO-2	Research concept	Explain about statistics	Explain the Meaning	Explain the Meaning and implementation	Explain the Meaning and implementation
S-4	SLO-1	General Types of research	Definition of Statistics	Mode	Mean deviation	Skewness and Kurtosis
	SLO-2	List the types and explain about it	Concept of statistics	Explain the Meaning	Explain the Meaning and implementation	Explain the Meaning and implementation
S-5	SLO-1	Basic Reasearch	History of Statistics	Definition of Mean	Standard deviation	Percentiles
	SLO-2	Meaning and definition	Origin of statistics	Concept of mean	Explain the Meaning and implementation	Explain the Meaning and implementation
S-6	SLO-1	Action Research	Types of Statistics	Definition of Mode	Meaning of Computation of Standard deviation	Deciles
	SLO-2	Meaning and definition	List the types	Concept of mode	Explain the Meaning and implementation	Explain the Meaning and implementation
S-7	SLO-1	Applied research	Quantitative Data	Computation of Mean	Definitions of Computation of Standard deviation	Quartiles
	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
S-8	SLO-1	Specific classification of research	Qualitative data	Computation of Median	Computation of Standard deviation	Correlation and its types
	SLO-2	List the specific research	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	List the types and its uses
S-9	SLO-1	Comparative	Grouped Data	Mode from the Un-grouped data	Quartile deviation	Computation of Product Moment Correlation
	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
S-10	SLO-1	Relationship	Un-Grouped data	Discrete data	Mean deviation	Correlation for Un-grouped data
	SLO-2	Meaning and definition	Meaning and definition	Formula and explanation	Explain the Meaning and implementation	Explain the Meaning and implementation
S-11	SLO-1	Predictive	Need of Statistics in Physical Education and Sports	Specific Characteristics of Central Tendency	Standard deviation from the Un-grouped data	Rank Order Correlation
	SLO-2	Meaning and definition	List the need of statistics	List the characteristics	Explain the Meaning and implementation	Explain the Meaning and implementation
S-12	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.
	2.Barnwell B. And Gall ,B.Physical Therapy, London,1988.
	3,Research and Statistics in Physical Educatio, <u>Prof. Dr. Srikant Mishra (Author)</u> , Based on B.P.Ed. Syllabus according to NCTE New Syllabus - 2019

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC, EastTambaram, Chennai	<i>Dr K. Vaithianathan, Director Sports,FSH, SRMIST</i>
		<i>Dr R. Mohanakrishnan, HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST</i>
		<i>Dr M. Senthilkumar, Head, Asst. Professor SRMIST</i>

Semester – V					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D08T	Care of Athletic Injuries	3	1	0	3

Course Code	UPE20D08T	Course Name	Care of Athletic Injuries	Course Category	E	Discipline Specific Elective Courses			
						L	T	P	C
						3	1	0	3

re-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Physical Education and Sports			Data Book /	Nil

		Sciences	Codes/Standards																			
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 of minerals																					
CLR-5 :	Value of nutrition																					
CLR-6 :	Important functions of vitamins																					
Course Learning Outcomes (CLO):		:																				
CLO-1 :	Can Become sports nutritionist				2	85	80	L	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	L	-	H	-	-	-
CLO-3 :	Health Issues can be sorted in society				3	85	80	L	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	-	M	M	L	-	H	-	-	-
CLO-5 :	Nutrive values for the sports man				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Planning menu for all				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 Physiotherapy	Bowleg	Massage	Percussion
	SLO-2	Explain the History	Explanation with examples	Explanation with uses	Explanation about effects and its uses
S-2	SLO-1	Guiding Principles of Physiotherapy	Flat foot	History of Massage	Shaking Manipulations
	SLO-2	List the Guiding principles	Explanation with examples	Need of masage	Explanation about effects and its uses
S-3	SLO-1	Importance of Physiotherapy	Hydrotherapy	Swedish Massage System	Self Massage
	SLO-2	Explain the needs	Explanation with uses	Explanation with uses	Explanation about effects and its uses
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
	SLO-2	Expalin about good posture	Explanation with uses	Explanation with class room sources	List the techniques
S-5	SLO-1	Types of Posture – Values of Good Posture	Wave Diathermy	Contra - indication of Massage	Meaning of Therapeutic Exercises
	SLO-2	List the types and its uses	Explanation with uses	Explanation with uses	Importance of therapeutic exercise
S-6	SLO-1	Drawbacks	Thermo therapy (Hot pack, Hot Water Bag, Hot water Bottle, Fomentation)	Physical Effects of Massage	Rehabilitation
	SLO-2	List the demerits	Explanation with uses	Explanation with uses	Explain the need of rehabilitation
S-7	SLO-1	Causes of Poor Posture	Whirlpool Bath	Physiological Effects of Massage	Physiological Classifications of Movements

	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	<ol style="list-style-type: none"> 1. Anderson, J.R.(ED) Care of Athletic Injuries, 12th 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
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr M. Senthilkumar, Head , Asst. Professor SRMIST

Semester – V					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D09T	Recreation, Camping and Youth Leadership	2	0	0	2

Course Code	UPE20D09T	Course Name	Recreation, Camping and Youth Leadership	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							2	0	0	2

re-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																							
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):					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 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
S-1 SLO-1	Meaning of Recreation	Recreation-Games	Significance of camping selection	Importance of Camp	Leadership for new generation

	SLO-2	Objectives of Recreation	Agencies of Recreation	layout of camp site	Camp programme	Youth Leadership
S-2	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	Meaning of Philosophy	Agencies offering recreation	Selection of Camp site	Meaning of Youth Leadership	Training of recreation
S-3	SLO-1	Need of Philosophy	Facilities to the public Recreation	Organization	Need and Importance of Leadership in Camp	Preliminary training
	SLO-2	Relationship between work and play	Facilities to the individual Recreation	Administration	Safety measures in Campsite	Courses in colleges
S-4	SLO-1	Scope of Recreation	Facilities to the home recreation	Organization and administration of leadership training camp	Sélection of Groups	Universités
	SLO-2	Leisure-objective of recreation	Government Agencies Qualities	Camp officers	Training for Camp life style	Recreation in schools
S-5	SLO-1	Historical development of recreation in the Globe	Commercial agencies Qualities	Supervisor	Leadership Qualities in Camp	Camps in colleges
	SLO-2	Historical development of recreation in India	Qualifications of recreation leaders	Camp Activities	Concept of Leadership	Youth leadership camps in Universities
S-6	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	Historical development of recreation inU. S.A	Types of Camping	Concept of Camp	The nature of Play	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.
---------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy	Dr.James Zachariah	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn,

Retd.SAI Football Coach	Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	FSH, SRMIST
		Dr.S.J.Albert Chandrasekar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Course Code	UES20AE1T	Course Name	ENVIRONMENTAL STUDIES	Course Category	A	Ability Enhancement Courses	L	T	P	C
							3	0	0	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 teach the importance of environment	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To impart the knowledge about ecosystem	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 teach about Biodiversity				H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4 :	To create awareness about environmental pollution				-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLR-5 :	To understand about Environment Protection				H	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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 gain knowledge on the importance of natural resources and energy	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To understand the structure and function of an ecosystem	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	To imbibe an aesthetic value with respect to biodiversity, understand the threats and its conservation and appreciate the concept of interdependence	2	70	65	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	To understand the causes of types of pollution and disaster management	2	70	70	H	-	H	H	H	-	-	-	-	-	-	-	-	-	-
CLO-5 :	To observe and discover the surrounding environment through field work	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Environmental Studies- Concept	Concept of an ecosystem	Environmental Pollution- Definition	Social Issues and the Environment	Climate change & Global warming
	SLO-2 Scope and Importance of Environmental Studies	Ecosystem degradation and Resource utilization		From Unsustainable to Sustainable Development	
S-2	SLO-1 Need for public awareness.	Structure and Functions of an ecosystem	Causes, Effects and Control Measures of Air Pollution	Water Conservation	Acid rain & Ozone layer depletion
	SLO-2 Institutions in Environment	Producers, consumers and decomposers			

S-3	SLO-1	People in Environment	Energy flow in the ecosystem	Causes, Effects and Control Measures of Water Pollution	Rain Water Harvesting	Nuclear Accidents and Nuclear Holocaust
	SLO-2	Awareness about Environmental Studies	The water cycle , The Carbon cycle , The Oxygen cycle , The Nitrogen cycle , The energy cycle and, Integration of cycles in nature		Watershed	
S-4	SLO-1	Introduction to natural resources-Associated Problems	Ecological succession	Causes, Effects and Control Measures of Soil Pollution	Environmental Ethics: Issues and Possible Solutions	Environment Protection Act (any 2)
	SLO-2	Renewable and Nonrenewable resources	Food chains, Food webs and Ecological pyramids		Resource consumption patterns	
S-5	SLO-1	Forest resources	Ecosystem, Introduction, Types, Characteristic features, Structure and functions	Causes, Effects and Control Measures of Marine pollution	Need for equitable utilisation	Environment Protection Act (any 2)
	SLO-2	Water Resources	Forest ecosystem		Equity – Disparity	
S-6	SLO-1	Mineral Resources	Grassland ecosystem	Causes, Effects and Control Measures of Noise Pollution	Urban – rural equity issues	Student to visit to a hospital/ industry/ canteen for solid waste management
	SLO-2	Food Resources	Desert ecosystem			
S-7	SLO-1	Energy Resources	Aquatic ecosystems (ponds, lakes, streams, rivers, estuaries, oceans)	Causes, Effects and Control Measures of Thermal Pollution	The need for Gender Equity	Student to visit to a chemical industry to study about the practices followed there for waste disposal
	SLO-2	Land Resources				
S-8	SLO-1	Renewable and non-renewable resources- Wind	Value Of Biodiversity	Causes, Effects and Control Measures of Nuclear hazards	Preserving resources for future generations	Student to visit to Vandalur zoo for study of animal conservation/plants-flora and fauna
	SLO-2	Renewable and non-renewable resources- geothermal	Consumptive Value And Productive Value			
S-9	SLO-1	Renewable and non-renewable resources- Solar	Social Value and Ethical Value	Solid Waste Management	The rights of animals	Study of simple ecosystems-lake/hill slopes
	SLO-2	Renewable and non-renewable resources- Biomass	Aesthetic Value and Option Value			
S-10	SLO-1	Nuclear fission	Biodiversity at Global, National And Local Levels	Role of Individuals In Pollution Prevention	The ethical basis of environment education and awareness	Naming the trees in the campus at SRM
	SLO-2	Nuclear fusion	India as a Mega Diversity Nation			
S-11	SLO-1	Nuclear energy- I	Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts	Disaster management- Nature	The conservation ethic and traditional value systems of India	Study of common plants, insects, birds in the neighbourhood
	SLO-2			Floods, Earthquakes		
S-12	SLO-1	Nuclear energy- II	Endangered and endemic species of India	Cyclones	Wasteland Reclamation	Study of common diseases and their prevention
	SLO-2			Landslides		

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. Dr.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
1. Mr. Suresh S, Program Head, Hello FM	1. Dr. G Balasubramania Raja, Prof & Head, Manonmaniam Sundranar University Mail- gbs_raja@yahoo.com	1. Dr. Rajesh R, Head, SRM IST
		2.Dr.S.Albert Antony Raj, Associate Professor and Head, SRMIST

Course Code	UJK20501T	Course Name	Leadership and Management Skills	Course Category	JK	Life Skill Courses	L	T	P	C
							2	0	0	2

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	help students to develop essential skills to influence and motivate others	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Inculcate emotional and social intelligence and integrative thinking for effective leadership																		
CLR-3 :	create and maintain an effective and motivated team to work for the society																		
CLR-4 :	nurture a creative and entrepreneurial mindset																		
CLR-5 :	make students understand the personal values and apply ethical principles in professional and social contexts																		
CLR-6 :	manage competency-mix at all levels for achieving excellence with ethics																		
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 :	examine various leadership models and understand / assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision	3	80	75	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-2 :	learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc	3	80	75	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-3 :	understand the basics of entrepreneurship and develop business plan	3	75	70	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-4 :	apply the design thinking approach for leadership	3	75	70	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-5 :	appreciate the importance of ethics and moral values for making of a balanced personality	3	75	70	L	H	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-6 :	be an integral human being	3	75	70	L	H	H	-	M	M	-	-	-	M	H	L	-	H	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Leadership - definition	Team building	Management – definition	Women in management	Entrepreneurship
	SLO-2 Leadership – qualities	Team dynamics	Manager – traits	Global gender perspective in business. Do women make good managers? - discussion	Entrepreneurship
S-2	SLO-1 Leadership – styles	Work delegation	Scheduling work	Confronting problems faced by women managers – case study	Successful Indian entrepreneurs – case study
	SLO-2 Leadership – styles	Work delegation – activity	Scheduling work – activity	Confronting problems faced by women managers – case study	Successful Indian entrepreneurs – case study
S-3	SLO-1 Difference between leader and boss	Decision making	Strategic planning	Successful women managers – documentary screening	Successful women entrepreneurs – case study

	SLO-2	Case study (based on leadership styles)	Decision making - activity	Strategic planning	Successful women managers – documentary screening	Successful women entrepreneurs – case study
S-4	SLO-1	Case study (based on leadership styles)	Motivation	Change management	Women labour force in work place	Ethics – definition
	SLO-2	Case study (based on leadership styles)	Motivating for results	Change management – activity	Problems faced by women labour force in work place - case study	Corporate ethics
S-5	SLO-1	Leadership in diverse organizational structures, cultures and communications	Argumentation, Persuasion	Energy management	Sexual harassment of women at workplace (prevention, prohibition, and redressal) Act, 2013	Essential elements of business ethics
	SLO-2	Leadership in diverse organizational structures, cultures and communications	Negotiation , Networking	Novel ways to manage energy in work place – activity	Documentary screening - Sexual harassment of women at workplace	Activity (students formulate ethical code of their business organization)
S-6	SLO-1	Leading the organisation through stability and turbulence	Budget planning	Work force management	Transgender persons protection of rights act, 2019	Ethical dilemma
	SLO-2	Case study	Taking risk	Grievance redressal policy in organisations	Documentary screening –based on inclusiveness of the third gender in workplace	Ethical dilemma - case study

Learning Resources	<ol style="list-style-type: none"> 1. Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018 2. Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018 3. T V Rao, Managers who make a difference: Sharpening your management skill, Random house India, 2016 4. Alexander Osterwalder, Business Model Generation, Wiley, 2013 5. Deborah Tannen, Talking from nine to five: Women and men in the workplace, Harper Collins publishers, 2010 6. Amish Tandon, Law of sexual harassment at workplace: Practice and procedure, Niyogi books, 2017 7. Rashmi Bansal, Connect the dots, Westland books, 2012
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (25%)	CLA – 2 (25%)	CLA – 3 (25%)	CLA – 4 (25%)
		Theory	Theory	Theory	Theory
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-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

1. Ajay Zener, Director, Career Launcher	-	1. Ms Sindhu Thomas B, Assistant Professor & Head in Charge, CDC, FSH, SRMIST
		2. Mr Rajsekar, Assistant Professor, CDC, FOM, SRMIST

Semester – V						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20G03T	Nutrition and Diet	4	0	0	4	

Course Code	UPE20G03T	Course Name	Nutrition and Diet	Course Category	G	Generic Elective Courses			
						L	T	P	C
						4	0	0	4

re-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																								
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):				Level of Thinking (Bloom)			Expected Proficiency (%)			Expected Attainment (%)															
CLO-1 :	Can Become sports nutritionist			2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	PSO -1	-	PSO -2	-	PSO -3	-
CLO-2 :	Can Become Dieticians in sports field			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	-	-	-	-

CLO-3 :	<i>Health issues can be sorted in society</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	<i>Natural diet for healthy living</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	<i>Nutritive values for the sports man</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	<i>Planning menu for all</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Nutrition and Diet	Classification-monosaccharides, Disaccharides,	Cholesterol	Deficiency diseases
	SLO-2	Definition and Meaning	Classification tests	Types of cholesterol	Uses of copper
S-2	SLO-1	Introduction to Nutrition	Polysaccharides, Functions of Carbohydrates, Dietary Sources	Functions of Lipoproteins	Importance of Minerals in body functions
	SLO-2	History of Nutrition	Examples and explanations	Uses of Lipoprotein	Examples
S-3	SLO-1	Definition-Health	Dietary Fiber-Classification	Functions of fats Dietary sources	Classification-Macro minerals
	SLO-2	Explanation about Health	Examples and explanations	List of Dietary sources	Uses of Macro minerals
S-4	SLO-1	Definition-Nutrition	Classification of Amino acids	HDL	Sodium
	SLO-2	Explanation about Nutrition	Examples and explanations	Factors Affecting HDL	Uses of Sodium
S-5	SLO-1	Definition-Malnutrition	Essential And Nonessential Amino acids	LDL	Potassium
	SLO-2	Explanation about Mal nutrition	Examples and explanations	Factors Affecting LDL	Uses of Potassium
S-6	SLO-1	Balanced Diet, Of Fiber	Role of Proteins Classification of Proteins	Triglycerides	Calcium
	SLO-2	Uses of Balanced Diet	List of protein food	Symptoms and Causes	Uses of Calcium
S-7	SLO-1	Recommended Daily Allowances (RDA)	Functions of Proteins	Rancidity of fats	Phosphorous
	SLO-2	RDA Plan	Uses of proteins	Examples and explanations	Uses of Phosphorous
S-8	SLO-1	Basic 5 Food Group	Dietary Sources and Biological Value of Proteins	RDA	Magnesium
	SLO-2	Explanation	Examples and explanations	Examples and explanations	Uses of Magnesium
S-9	SLO-1	Energy	Nitrogen Balance	Fat Soluble Vitamins	Microminerals
	SLO-2	Energy Distributions	Nitrogen unbalance	List of soluble vitamins	Uses of macro minerals
S-10	SLO-1	Basal Metabolic Rate (BMR)	Fat and Fat Soluble Vitamins	Vitamins A, D, E, K	Iron
	SLO-2	Explanation	Examples and explanations	Foods for vitamins A, D,E,K	Uses of iron
S-11	SLO-1	Factors Affecting BMR	Classifications of Fat	Important Functions of vitamins	Iodine
	SLO-2	List affecting Factors	List of Fatty Food	Uses of Vitamins	Uses of iodine
S-12	SLO-1	Carbohydrates	Simple, Compound and Derived	Dietary sources	Zinc
	SLO-2	Converted Energy	Examples and explanations	Uses of Dietary foods	Uses of zinc

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.
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.C.Jubilet, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST Dr.S.J.Albert Chandrasekar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20601T	Track & Field -Planning, Construction and Rules	4	0	0	4

Course Code	UPE20601T	Course Name	Track & Field -Planning, Construction and Rules	Course Category	C	Professional Core Course	L	T	P	C
							4	0	0	4

re-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):				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 athletics administrator			2	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	H	-	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
	SLO-2	Design the location	Explain about laying	Teaching about Take off board 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
	SLO-2	First-Audio Visual demonstration	Teaching about marking at university track	Explain the Methods	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
	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
S-4	SLO-1	Type of Track- Standard Lay down	Different CDR and RDR	Jumping Bed	Need for Standard Track
	SLO-2	Explain about laydown	Explain about CDR &RDR	Teaching at university track	Explain the needs and importance
S-5	SLO-1	Type of Track – Non-Standard Lay down	400 Mtr Marking	Marking-Shot put	Stagger Distance – 200 Mtrs

	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 for 1500 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
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr K.Vaithianathan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST

Semester – VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20602T	Science of Sports Training	4	0	0	4

Course Code	UPE20602T	Course Name	Science of Sports Training	Course Category	C	Professional Core Course	L	T	P	C
							4	0	0	4

re-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil																	
Course Offering Department	Physical Education 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 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)			Fundamental Knowledge														
					Expected Proficiency (%)			Application of Concepts														
					Expected Attainment (%)			Link with Related Disciplines														
CLO-1 :					2			Procedural Knowledge														
CLO-2 :					3			Skills in Specialization														
					85			Ability to Utilize Knowledge														
					80			Skills in Modeling														
								Analyze, Interpret Data														
								Investigative Skills														
								Problem Solving Skills														
								Communication Skills														
								Analytical Skills														
								PSO -1														
								PSO -2														
								PSO-3														

CLO-3 :	<i>Can implement adaptation in training</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	<i>Can regulate long term & Shot term</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	<i>Can prepare periodisation chart</i>	3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	<i>Can implement physical fitness components</i>	3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Science of Sports Training-Meaning	Extent Volume	Stages of Periodisation	Main competition
	SLO-2	Explanation about Scientific trainings	Explanation about extended volume	List the stages	Explanation and group discussion
S-2	SLO-1	Definition of Training	Types of Training Load	Need and Importance of Periodisation	Major competition
	SLO-2	Explanation about Major trainings	Explanation and implementation in training	Insist the knowledge	Explanation and group discussion
S-3	SLO-1	Meaning of Sports training	Principles of Training Load	Preparation period	Development of Important Motor Qualities
	SLO-2	Uses of Sports training	List of principles	Explain about preparation of training	Explain -Development techniques
S-4	SLO-1	Principles of Sports Training	Training and Adaptation	Competition period	Factors determining Flexibility
	SLO-2	List of principles	Explanation about adaptation in sessions	Explain about Competition time trainings	Explain the list of determining factors
S-5	SLO-1	Physical Fitness components	Super compensation	Transition period	Improvement of Flexibility
	SLO-2	List of physical fitness components	Explain in Training situation	Explain about implementation in gained experience	Explain through students
S-6	SLO-1	Meaning Sports of Training Load	Overload	On Season	Strength
	SLO-2	Explanation about loads and types of loads	Demerits of over load	Tournament time training	Importance of strength for training
S-7	SLO-1	Features of Sports Training Load	Causes of Over Load	Off Season	Types of Strength
	SLO-2	List of features and its uses	Give Awareness for over load	Resting time training	List the types and its uses
S-8	SLO-1	Importance and remedies	Symptoms of Over Load	Types of Periodisation	Factors determining Strength
	SLO-2	Purpose for remedies	Explain the experience through gym Trainers	Explain about types for training	List the factors for strength
S-9	SLO-1	Meaning of Warm – up	Planning and Periodization	Single Periodisation	Methods of Strength improvement
	SLO-2	Explanation and need for Warm-up	Prepare a chart for periodisation	Explanation and preparation of chart	List the method
S-10	SLO-1	Meaning of Warm – down	Planning – Short term	Double Periodisation	Endurance – Types of Endurance
	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
S-11	SLO-1	Intensity	Planning-Long term	Sports competitions	Factors determining Endurance

	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.Hardhayalsingh .B. Traning Methods Practice Hall of India, New Delhi, 1998
---------------------------	------------------------------------------------------------------------------

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.N.C. Jesus Rajkumar, Asst. Professor Department of Phy Edn, FSH, SRMIST
		Dr M.Senthilkumar, Head,Asst. Professor SRMIST

Semester – VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20603L	Specialization in Major Games- Project	0	0	8	4

Course Code	UPE20603L	Course Name	Specialization in Major Games- Project	Course Category	C	Professional Core Course			
						L	T	P	C
						0	0	8	4

re-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:				Program Learning Outcomes (PLO)														
CLR-1 : To know elaborately skill of Major Games					1	2	3												
CLR-2 : To know about rules & Regulation																			
CLR-3 : To know Teaching of Skills																			
CLR-4 : To know about Tactics & startegy																			
CLR-5 : To Execute ib Extranural Completion																			
CLR-6 : To know about history & Vakue of Major Sport																			
Course Learning Outcomes (CLO):					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)												
CLO-1 : Students will be come a Specialist in one Major Sport					2	85	80	H	H	M	H	L	M	-	H	-	H	M	-
CLO-2 : Students will become a Expert in one Major Sport					3	85	80	M	H	M	H	-	M	-	H	-	H	M	-
CLO-3 : Students can become a Teacher or Coach					3	85	80	M	H	M	H	-	M	-	H	-	H	M	-
CLO-4 : Students can become a Sports Competion Director					3	85	80	M	H	M	H	-	M	-	H	-	H	M	-
CLO-5 : Students can improvise to ne situation					3	85	80	M	H	M	H	-	M	-	H	-	H	M	-
CLO-6 : Students can teach train Pedagogy					3	85	80	M	H	M	H	-	M	-	H	H	M	-	H

Students can choose one Major Sport of their own interest to prepare a project note in that the Students will describe about the history, orgin, development, skills, Rules & regulation, officiating Signals, tactics, strategy and training pedagogy. 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				
Project Work	Continuous Learning Assessment (50% weightage)			Final Evaluation (50% weightage)
	Review – 1	Review – 2		Project Report
	20%	30 %		Viva-Voce
				20 %

Semester – VI

Course Code	UPE20D10L	Course Name	Practical-III-Athletics	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-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):	The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To learn various stages in Long jump			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To learn different stages in Triple 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-3 :	To learn techniques in high Jump																				
CLR-4 :	To learn Rules & regulation																				
CLR-5 :	To know about maintaining records																				
CLR-6 :	To know about plyometric exercise to improve jumps																				
Course Learning Outcomes (CLO):	:																				
CLO-1 :	To educate students in long jump			2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can teach about different stages in triple jump			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can teach rules & Regulation			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-4 :	Can maintain records for injuries			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-5 :	Can use plyometric exercise for effective jumps			3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-
CLO-6 :	Can implement new techniques .			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Explain the various stages in – Long jump	Coaching of skills in relation to the situation	Stance / Approach	WARMING – UP
	SLO-2	Demonstrate the various stages in – Long jump	Technical / Skill Training	Selected Rules and their Interpretations and Execution	General Warming – up
S-2	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
	SLO-2	General Warming – up	Basic exercise	Teaching Stages performance	Learning
S-3	SLO-1	Specific Warming – up	Supplementary exercise	Progressive teaching stages of Skills	Coaching
	SLO-2	The skills of the game / sport are to be taught	Learning	Lead up activities	Teaching
S-4	SLO-1	Stance / Approach	Coaching	Coaching of skills in relation to the situation	Learning
	SLO-2	Selected Rules and their Interpretations and Execution	Explain the various stages in – Triple jump	Technical / Skill Training	Follow Through action
S-5	SLO-1	Follow Through	WARMING – UP	The skills of the sports / game will be taught with the help of the following exercise	Teaching Stages performance

	SLO-2	Teaching Stages-performance	General Warming – up	Basic exercise	Lead up activities	Demonstrate the various stages in – Triple jump
	SLO-1	Progressive teaching stages of Skills	Specific Warming – up	Supplementary exercise	Technical / Skill Training	Rules and their Interpretations
S-6	SLO-2	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

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.
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in the form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr K.Vaithianathan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST

Semester – VI						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20D11L	Practical-III-Games	0	0	2	1	

Course Code	UPE20D11L	Course Name	Practical-III-Games	Course Category	E	Discipline Specific Elective Courses				L	T	P	C
										0	0	2	1

re-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	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 learn fundamental skills					
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):					
CLO-1 : Can become a coach	2	85	80		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-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 H - 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 H - 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
	SLO-2	WARMING – UP	Technical / Skill Training	Specific Warming – up	Preparatory exercise
S-2	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
	SLO-2	Specific Warming – up	Preparatory exercise	The skills of the game / sport are to be taught under the following heads	Basic exercise
S-3	SLO-1	Fundamental Skills	Defence and Offense	Stance / Approach	Supplementary exercise
					Coaching of skills in relation to the situation

	SLO-2	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
S-4	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	Selected Rules and their Interpretations Execution Follow Through	Tactics And Strategy	Teaching Stages-performance	Attack	Preparatory exercise
S-5	SLO-1	Follow Through	Individual Tactics (Attack, Defence and high performance)	Progressive teaching stages of Skills	Defence and Offense	Defence and Offense
	SLO-2	Teaching Stages-performance	Team Tactics	Lead up activities.	The skills of the game / sport are to be taught under the following heads	Basic exercise
S-6	SLO-1	Progressive teaching stages of Skills	Handball	Coaching of skills in relation to the situation	Stance / Approach	Supplementary exercise
	SLO-2	Lead up activities	Warming – up	Technical / Skill Training	Selected Rules and their Interpretations Execution	Tactics and Strategy

Learning Resources

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

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in the form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr.S.J.Albert Chandrasekar, Asst. Professor 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			C
		L	T	P	
UPE20D12L	Practical-IV-Athletics	0	0	2	1

Course Code	UPE20D12L	Course Name	Practical-IV-Athletics	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-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				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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):					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 Tech the basic skills in shot-put				2	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-2 :	Can coach the advance skills in shot put				3	85	80	L	H	H	H	H	H	H	-	M	M	L	-	H	-	-	-
CLO-3 :	Can teach the various grips in javelin				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-4 :	Can implement new rules & Regulations				3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	
CLO-5 :	Can maintain records for better future				3	85	80	L	H	H	H	H	M	-	M	M	L	-	H	-	-	-	
CLO-6 :	Can become a better coach				3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-	

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Shot put	Standing	Running	Specific Warming – up

	SLO-2	Explain the various stages	Standing	Throwing	Throwing	Fundamental Skills
S-2	SLO-1	Standing	Throwing	Warming – Up	Styles	Follow through Action
	SLO-2	Throwing	Styles	General Warming – up	Grip	Explain the various stages
S-3	SLO-1	Demonstrate the various stages	Warming – Up	Specific Warming – up	Swing	Standing
	SLO-2	Warming – Up	General Warming – up	Fundamental Skills	Releasing	Throwing Styles
S-4	SLO-1	General Warming – up	Specific Warming – up	Follow through Action	Different Type of Style	Javelin
	SLO-2	Specific Warming – up	Fundamental Skills	Explain and demonstrate the various stages	Shotput	Pen holder Grip
S-5	SLO-1	Fundamental Skills	Follow through Action	Grip	Obrien	Chinese Grip
	SLO-2	Follow through Action	Demonstrate the various stages	Releasing	Disco put	Proper Release for All Throwing Events
S-6	SLO-1	Discus throw	Javelin throw	Hammer Throw	Different Type of Style	Rules and their Interpretations
	SLO-2	Explain the various stages	Explain the various stages	Explain the various stages	General Warming – up	Record Note

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

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in the form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts

Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr K.Vaithianathan, Director Sports, Department of Phy Edn FSH, SRMIST
		Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST

Semester – VI						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20D13L	Practical-IV-Games	0	0	2	1	

Course Code	UPE20D13L	Course Name	Practical-IV-Games	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	2	1

re-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):	:																						
CLO-1 :	Can teach fundamental skills in table Tennis			2	85	80	L	H	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	H	H	-	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	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
S-1	SLO-1	WARMING – UP	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton
	SLO-2	General Warming – up	Teaching Stages and Progressive teaching stages of skills	Technical / Skill Training	Basic Exercise	Individual Tactics (Attack, Defence and high performance)

S-2	SLO-1	Specific Warming – up	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball
	SLO-2	Fundamental Skills	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis
S-3	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	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)
S-4	SLO-1	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball
	SLO-2	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis and Ball Badminton
S-5	SLO-1	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	For-Ball Badminton	Selected Rules and their Interpretations
	SLO-2	Follow Through	Coaching of Skills in Relation to the Situation	Preparatory Exercise	For-Tactics and Strategy	For-Throw ball
S-6	SLO-1	For-Throw ball	For-Throw ball	For-Throw ball	For-Throw ball	For-Table Tennis
	SLO-2	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Table Tennis	For-Ball Badminton

Learning Resources	1.Anand , R.L(1999) Play field Manual NIS ,Patiala
--------------------	----------------------------------------------------

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 – 1,CLA-2 can be in the form of performance based review,## CLA-3 can be in the form of Record Note,### CLA-4 can be in the form of Viva Voce

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Mr. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,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 – VI						
Code	Course Title	Hours/ Week			C	
		L	T	P		
UPE20D14T	Applied Kinesiology	2	0	0	2	

Course Code	UPE20D14T	Course Name	Applied Kinesiology	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							2	0	0	2

re-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				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : Can learn the role of kinesiology				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 classification of joints																					
CLR-4 : To know about functions of joints																					
CLR-5 : To know about fundamentals of movement																					
CLR-6 : To know about the application of kinesiological principles																					
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 :	Effective use of kinesiology in sports			2	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	H	-	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
S-1	SLO-1	Applied Kinesiology	Classification of Joints	Plantar Flexion	Ankle Joint	Trapezius
	SLO-2	Meaning Of Kinesiology	Mechanism of joints	Dorsi Flexion	Hip Joint	Rectus abdominis
S-2	SLO-1	Meaning of Applied Kinesiology	Terminology of Fundamental movements at the Joints –	Multi – Joint Muscles	Location of joints	Qudriceps groups
	SLO-2	Definition of Kinesiology	Flexion	Axes	Origin and insertion of joints	Pectoralis

S-3	SLO-1	Definition of Applied Kinesiology	Extension Abduction	Planes of motion	Wrist Joint	Application of Kinesiological principles
	SLO-2	Need and Importance of Applied Kinesiology	Adduction	Sagittal	Shoulder Joint	Fundamental movements
S-4	SLO-1	Brief history of Kinesiology	Rotation	Frontal	Insertion of muscles Gastrocnemius	Walking
	SLO-2	Role of Kinesiology in Physical Educational	Circumduction	Transverse planes	Action of muscles Gastrocnemius	Running
S-5	SLO-1	Definition of joints	Pronation	Structure of joints	Major Deltoid	Jumping
	SLO-2	Actions of joints	Supination	function of joints	Minor Deltoid	Throwing
S-6	SLO-1	Major joints	Inversion	Elbow Joint	Biceps	Pulling
	SLO-2	Minor joints	Eversion	Knee Joint	Triceps	Pushing

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

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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr M.Senthilkumar, Head,Asst. Professor SRMIST
		Dr.S.J.Albert Chandrasekar, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – VI

Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20D15T	Exercise Physiology	2	0	0	2

Course Code	UPE20D15T	Course Name	Exercise Physiology	Course Category	E	Discipline Specific Elective Courses			
						L	T	P	C
						2	0	0	2

re-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			Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To know the function of sketal muscles																						
CLR-3 :	To know about muscular contraction																						
CLR-4 :	To know about the effect of exercise																						
CLR-5 :	To know about energy metabolism																						
CLR-6 :	To know about sources of energy																						
Course Learning Outcomes (CLO):				Expected Proficiency (%)	Expected Attainment (%)			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 use effectively Red & white Muscle fibers			2	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-		
CLO-2 :	Can use effectively isometric & Iso kinetic contraindications			3	85	80	L	H	H	H	H	H	-	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	H	-	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 enervay			3	85	80	L	H	H	H	H	H	-	M	M	L	-	H	-	-	-		

Duration (hour)		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	Scope of Exercise Physiology	Explanation about Isotonic	Eplain about Systemic circulation	O2 and CO2 exchange	Central Nervous system
S-2	SLO-1	Need and Importance of Exercise Physiology	Explanation about Isometric	Valves in the Heart	Muscular and Nervous Systems	Autonomic Nervous system
	SLO-2	Role of Exercise Physiology in Physical education	Explanation about Isokinetic	Introduction-Respiratory System	Explain about Visceral Muscle	Somatic Nervous system
S-3	SLO-1	Definition of Physiology	Explanation about Contra indications	Diagram of Lungs	Explain about Cardiac Muscle	Energy Metabolisms
	SLO-2	Structure of Human body	Cardio – Vascular System	Effect of exercise on respiratory system	Explain about Skeletal Muscle	Anabolism
S-4	SLO-1	Definition of Muscle	Effect of exercise on circulatory system	Breath holding time	Effect of exercise on Muscular system	Catabolism

	SLO-2	Classification of Muscle	Pulse rate at exercise period	Respiratory rate	Hyper therapy	Sources of Energy
S-5	SLO-1	Function of skeletal muscles	Heart Rate	Vital capacity	Hypo therapy	Aerobic Metabolism
	SLO-2	Types of Muscle fibers	Stoke volume	O ₂ , debt	Benefits of Hyper therapy	Anaerobic Metabolism
S-6	SLO-1	Red (Slow twitch muscle fiber)	Cardiac output	Second wind	Benefits of hypo therapy	Fat metabolism
	SLO-2	White(fast twitch muscle fibers)	Blood pressure	Vo ₂ Max	Definition of Nervous system	Protein Metabolism

Learning Resources	Jones,NL Clinical Exercise testing ,3rdedWb Sounder & co,2006. Reilly T Sports Fitness and sports Injuries, Faber and faber London,2008 . Warren RJs science and medicine of Exercise & Sports 2ndEdition ,New York,2001. William. S and rod ,W Nutrition and diet & Therapy ,II Edition ,WB Sander College publishing,2002.
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning 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. Narayana Moorthy Retd.SAI Football Coach	Dr.James Zachariah Prof & Head, Department of Physical Education MCC,EastTambaram,Chennai	Dr R.Mohanakrishnan,HOD, Asst.Professor Department of Phy Edn, FSH, SRMIST
		Dr.Y.C.Louisraj, Asst. Professor Department of Phy Edn, FSH, SRMIST

Semester – VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
UPE20S03J	Statistical Package for Social Sciences (SPSS)	1	0	1	2

Course	UPE20S03J	Course	STATISTICAL PACKAGE FOR SOCIAL SCIENCES	Course	S	Skill Enhancement Course			L	T	P	C
---------------	-----------	---------------	-----------------------------------------	---------------	---	--------------------------	--	--	----------	----------	----------	----------

Code	Name	Category	1	0	1	2
------	------	----------	---	---	---	---

Course Learning Rationale (CLR):		The purpose of learning this course is to:		Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To define a variety of statistical variables	Level of Thinking (Bloom)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	To enter basic data into SPSS		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 :	To learn basic SPSS functions and its tools																				
CLR-4 :	To Present data using relevant tables, graphical displays and summary statistics.																				
CLR-5 :	To conduct descriptive and basic inferential statistics																				
CLR-6 :	To carry out statistical analysis that can test hypotheses																				
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:		Expected Proficiency (%)	Expected Attainment (%)																
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
	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
	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)
	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
	SLO-2	Opening a data file and viewing its contents			
					Introduction to Non-Parametric Test
					One –Way Chi-square test (test for Homogeneity)
					Two–Way Chi-square test (test for Attributes)
					Introduction to Test of Homogeneity of Means for more than 2 samples

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		

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	Mrs.S.Chandrakala, SRMIST
Mr.M. Hemachandar, Tech Lead, Wipro Limited, Chennai		Mr. J. Venkata Subramanian