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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **15PE3002** | **Duration** | **3hrs** |
| **Course Name** | **ADVANCED STATISTICS IN PHYSICAL EDUCATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | |
| 1. | Define statistics and explain the need and importance of statistics in physical education. | CO1 | An | 20 |
|  | **(OR)** |  |  |  |
| 2. | What is data? Explain different types of data collection. | CO2 | R | 20 |
|  |  |  |  |  |
| 3. | Explain the measure of central tendency advantages and disadvantages in statistics. | CO3 | U | 20 |
|  | **(OR)** |  |  |  |
| 4. | Find out mean, median and mode from the given data  Class interval - 0.5 5-10 10-15 15-20 20-25 25-30 30-35 35-40  Frequency - 10 13 15 20 23 19 13 8 | CO4 | A | 20 |
|  |  |  |  |  |
| 5. | Discuss the advantages of hull scale in physical education. | CO5 | U | 20 |
|  | **(OR)** |  |  |  |
| 6. | Explain the quartile deviation, mean deviation and standard deviation. | CO5 | R | 20 |
|  |  |  |  |  |
| 7. | Discuss the importance of line diagram, bar diagram and histogram graphics. | CO3 | U | 20 |
|  | **(OR)** |  |  |  |
| 8. | What are the characteristics of a normal probability curve? | CO6 | U | 20 |
| **COMPULSORY QUESTION** | | | | |
| 9. | Define correlation and explain co-efficient of correlation. | CO6 | E | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Application of statistical techniques in research |
| CO2 | Ability to interpret the data |
| CO3 | Students will be able to calculate the central tendency of statistical data |
| CO4 | Students will be able to measure the strength of relationship between variables using correlation and regression analysis |
| CO5 | Students will be able to test the hypothesis for large and small samples |
| CO6 | Constrict design of experiment and analysis the data |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / BL | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  | 20 |  |  | 40 |
| CO2 |  | 20 | 20 |  |  |  | 40 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 20 |  |  | 20 |  | 40 |
|  | | | | | | | **180** |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **15PE3003** | **Duration** | **3hrs** |
| **Course Name** | **SPORTS TRAINING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | **CO/BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | |
| 1. | Define- training. Explain the basic principles of sports training. | CO1/U | 20 |
|  | **(OR)** |  |  |
| 2. | Examine the difference between aerobics and anaerobic. | CO1/U | 20 |
| 3. | Elaborate the different phases of load and symptoms of over load. | CO2/An | 20 |
|  | **(OR)** |  |  |
| 4. | Explain the formulation of periodization cycle and its type periodization. | CO3/A | 20 |
| 5. | Summarize the phases of fartlek training and explain its merits. | CO3/A | 20 |
|  | **(OR)** |  |  |
| 6. | Differentiate between plyometric training and circuit training. | CO5/R | 20 |
| 7. | Explain various types of periodization. | CO4/R | 20 |
|  | **(OR)** |  |  |
| 8. | Briefly explain the training cycles. | CO5/R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | |
| 9. | Explain strength. Write down the factors effecting strength, and the methods of developing strength. | CO5/R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Ability to interpret the data. |
| CO2 | Students will be able to understand the concepts of sports Training. |
| CO3 | To prepare to develop the sports performance for high level competition. |
| CO4 | To develop technical tactical and physiological preparation. |
| CO5 | To understand effect of training physiological system. |
| CO6 | Students will be able to test the hypothesis for large and small samples. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | - | 40 | - | - | - | - | 40 |
| CO2 | - | - | - | 20 | - | - | 20 |
| CO3 | - | - | 40 | - | - | - | 40 |
| CO4 | 20 | - | - | - | - | - | 20 |
| CO5 | 60 | - | - | - | - | - | 60 |
| CO6 | - | - | - | - | - | - | - |
|  | | | | | | | **180** |