



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES



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Melakottaiyur, Chennai-127

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7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens:

List of Supportive Documents

Certified that the following documents are attached in support of Measures Initiated by the Institution for Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens:

1. Courses on Human Values
2. Celebration of 125th Birth Anniversary of Babasaheb Dr. B.R. Ambedkar
3. Awareness programme on “Indian Flag Code”
4. Programme on “INDIA” formed by students
5. Pivotal Role of Physical Education in National Integration
6. Voting Awareness Programme
7. Photos for Clean India, Babasaheb Dr. B.R. Ambedkar day, Marathon, Food providing camp, Human Rights Day.



V. R. S.

Registrar

Registrar
Tamilnadu Physical Education
and
Sports University
Chennai



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Melakottaiyur, Chennai-127

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1. Courses on Human Values

AE02: DISASTER MANAGEMENT

Course Objectives:

Students will be able to:

1. learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.
2. critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
3. develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
4. critically understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the countries they work in.

Syllabus

Units	Content	Hrs
1	Introduction Disaster: Definition, Factors And Significance; Difference Between Hazard And Disaster; Natural And Manmade Disasters: Difference, Nature, Types And Magnitude.	4
2	Repercussions Of Disasters And Hazards: Economic Damage, Loss Of Human And Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.	4



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

3	Disaster Prone Areas In India Study Of Seismic Zones; Areas Prone To Floods And Droughts, Landslides And Avalanches; Areas Prone To Cyclonic And Coastal Hazards With Special Reference To Tsunami; Post-Disaster Diseases And Epidemics	4
4	Disaster Preparedness And Management Preparedness: Monitoring Of Phenomena Triggering A Disaster Or Hazard; Evaluation Of Risk: Application Of Remote Sensing, Data From Meteorological And Other Agencies, Media Reports: Governmental And Community Preparedness.	4
5	Risk Assessment Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global And National Disaster Risk Situation. Techniques Of Risk Assessment, Global Co-Operation In Risk Assessment And Warning, People's Participation In Risk Assessment. Strategies for Survival.	4
6	Disaster Mitigation Meaning, Concept And Strategies Of Disaster Mitigation, Emerging Trends In Mitigation. Structural Mitigation And Non-Structural Mitigation, Programs Of Disaster Mitigation In India.	4

SUGGESTED READINGS:

1. R. Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies" New Royal book Company.
2. Sahni, Pardeep Et.Al. (Eds.), "Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi.
3. Goel S. L. , Disaster Administration And Management Text And Case Studies" ,Deep &Deep Publication Pvt. Ltd., New Delhi.



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Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2	COURSE OUTCOMES: Students are able to										
	CO-1	Understand key concepts in disaster risk reduction and humanitarian response.									
	CO-2	Evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.									
	CO-3	Understand the strengths and weaknesses of disaster management approaches.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	2								2	1
	2		2							3	2
	3		3						2		1

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		3
2	2	
3		2



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

AE03 SANSKRIT FOR TECHNICAL KNOWLEDGE

Course Objectives :

- 1.To get a working knowledge in illustrious Sanskrit, the scientific language in the world
- 2.Learning of Sanskrit to improve brain functioning
- 3.Learning of Sanskrit to develop the logic in mathematics, science & other subjects enhancing the memory power
- 4.The engineering scholars equipped with Sanskrit will be able to explore the huge knowledge from ancient literature

Syllabus

Units	Content	Hrs
1	<ul style="list-style-type: none">• Alphabets in Sanskrit,• Past/Present/Future Tense,• Simple Sentences	8
2	<ul style="list-style-type: none">• Order• Introduction of roots• Technical information about Sanskrit Literature	8
3	<ul style="list-style-type: none">• Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics	8

Suggested reading

1. “Abhyaspustakam” – Dr.Vishwas, Samskrita-Bharti Publication, New Delhi
2. “Teach Yourself Sanskrit” Prathama Deeksha-Vempati Kutumbshastri, Rashtriya Sanskrit Sansthanam, New Delhi Publication



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

3. “India’s Glorious Scientific Tradition” Suresh Soni, Ocean books (P) Ltd., New Delhi.

2	COURSE OUTCOMES: Students are able to										
	CO-1	Understanding basic Sanskrit language									
	CO-2	Ancient Sanskrit literature about science & technology can be understood									
	CO-3	Being a logical language will help to develop logic in students									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1								2		2
	2								2	2	
	3						2				1

MAPPING (CO’s and PSO’s)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2		3
3		



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

AE04: VALUE EDUCATION

Course Objectives

Students will be able to

1. Understand value of education and self- development
2. Imbibe good values in students
3. Let the should know about the importance of character

Syllabus

Units	Content	Hrs
1	<ul style="list-style-type: none">• Values and self-development –Social values and individual attitudes. Work ethics, Indian vision of humanism.• Moral and non- moral valuation. Standards and principles.• Value judgements	4
2	<ul style="list-style-type: none">• Importance of cultivation of values.• Sense of duty. Devotion, Self-reliance. Confidence, Concentration. Truthfulness, Cleanliness.• Honesty, Humanity. Power of faith, National Unity.• Patriotism. Love for nature ,Discipline	6
3	<ul style="list-style-type: none">• Personality and Behavior Development - Soul and Scientific attitude. Positive Thinking. Integrity and discipline.• Punctuality, Love and Kindness.	6



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Melakottaiyur, Chennai-127

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	<ul style="list-style-type: none">• Avoid fault Thinking.• Free from anger, Dignity of labour.• Universal brotherhood and religious tolerance.• True friendship.• Happiness Vs suffering, love for truth.• Aware of self-destructive habits.• Association and Cooperation.• Doing best for saving nature	
4	<ul style="list-style-type: none">• Character and Competence –Holy books vs Blind faith.• Self-management and Good health.• Science of reincarnation.• Equality, Nonviolence, Humility, Role of Women.• All religions and same message.• Mind your Mind, Self-control.• Honesty, Studying effectively	6

Suggested reading



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Melakottaiyur, Chennai-127

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1 Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi

2	COURSE OUTCOMES: Students are able to										
	CO-1	Knowledge of self-development									
	CO-2	Learn the importance of Human values									
	CO-3	Developing the overall personality									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1								3	1	1
	2						1			2	2
	3								2		3

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	
2		2
3		2

AE05: CONSTITUTION OF INDIA



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Melakottaiyur, Chennai-127

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Course Objectives:

Students will be able to:

1. Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
2. To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
3. To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

Syllabus

Units	Content	Hrs
1	History of Making of the Indian Constitution: <ul style="list-style-type: none">• History• Drafting Committee, (Composition & Working)	4
2	Philosophy of the Indian Constitution: <ul style="list-style-type: none">• Preamble• Salient Features	4
3	Contours of Constitutional Rights & Duties: <ul style="list-style-type: none">• Fundamental Rights• Right to Equality• Right to Freedom• Right against Exploitation• Right to Freedom of Religion• Cultural and Educational Rights• Right to Constitutional Remedies• Directive Principles of State Policy• Fundamental Duties.	4



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Melakottaiyur, Chennai-127

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4	Organs of Governance: <ul style="list-style-type: none">• Parliament• Composition• Qualifications and Disqualifications• Powers and Functions• Executive• President• Governor• Council of Ministers• Judiciary, Appointment and Transfer of Judges, Qualifications• Powers and Functions	4
5	Local Administration: <ul style="list-style-type: none">• District's Administration head: Role and Importance,• Municipalities: Introduction, Mayor and role of Elected Representative, CEO of Municipal Corporation.• Pachayati raj: Introduction, PRI: Zila Pachayat.• Elected officials and their roles, CEO Zila Pachayat: Position and role.• Block level: Organizational Hierarchy (Different departments),• Village level: Role of Elected and Appointed officials,• Importance of grass root democracy	4
6	Election Commission: <ul style="list-style-type: none">• Election Commission: Role and Functioning.• Chief Election Commissioner and Election Commissioners.• State Election Commission: Role and Functioning.• Institute and Bodies for the welfare of SC/ST/OBC and women.	4

Suggested reading

- 1.The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. S. N. Busi, Dr. B. R. Ambedkar framing of Indian Constitution, 1st Edition, 2015.
3. M. P. Jain, Indian Constitution Law, 7th Edn., Lexis Nexis, 2014.
4. D.D. Basu, Introduction to the Constitution of India, Lexis Nexis, 2015.



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Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2	COURSE OUTCOMES: Students are able to										
	CO-1	Acquire knowledge about <ul style="list-style-type: none">fundamental of Indian constitutionConstitutional Rights & Duties:									
	CO-2	Understand civil and economic rights and social justice in India									
	CO-3	Acquire knowledge about <ul style="list-style-type: none">Local AdministrationElection commission									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1							2	3		
	2									3	2
	3									3	1

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	
2		2
3	2	



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

AE06: PEDAGOGY STUDIES

Course Objectives:

Students will be able to:

1. Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers.
2. Identify critical evidence gaps to guide the development.

Syllabus

Syllabus

Units	Content	Hrs
1	Introduction and Methodology: <ul style="list-style-type: none">• Aims and rationale, Policy background, Conceptual framework and terminology• Theories of learning, Curriculum, Teacher education.• Conceptual framework, Research questions• Overview of methodology and Searching.	4
2	Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries. <ul style="list-style-type: none">• Curriculum, Teacher education.	2
3	<ul style="list-style-type: none">• Evidence on the effectiveness of pedagogical practices• Methodology for the in depth stage: quality assessment of included studies.• How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?• Theory of change.• Strength and nature of the body of evidence for effective pedagogical practices.• Pedagogic theory and pedagogical approaches.	4



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

	<ul style="list-style-type: none">Teachers' attitudes and beliefs and Pedagogic strategies.	
4	<ul style="list-style-type: none">Professional development: alignment with classroom practices and follow-up supportPeer supportSupport from the head teacher and the community.Curriculum and assessmentBarriers to learning: limited resources and large class sizes	4
5	Research gaps and future directions <ul style="list-style-type: none">Research designContextsPedagogyTeacher educationCurriculum and assessmentDissemination and research impact.	2

Suggested reading

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2): 245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.
3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272-282.
5. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. Chavan M (2003) Read India: A mass scale, rapid, 'learning to read' campaign.
7. www.pratham.org/images/resource%20working%20paper%202.pdf

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Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2	COURSE OUTCOMES: Students are able to										
	CO-1	What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?									
	CO-2	What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?									
	CO-3	How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	1									2
	2		2					1			
	3								2	2	

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	
2		2
3	2	3



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

AE07: STRESS MANAGEMENT BY YOGA

Course Objectives:

1. To achieve overall health of body and mind
2. To overcome stress

Syllabus

Units	Content	Hrs
1	<ul style="list-style-type: none">• Definitions of Eight parts of yog. (Ashtanga)	8
2	<ul style="list-style-type: none">• Yam and Niyam. Do`s and Don`t`s in life. i) Ahinsa, satya, astheya, bramhacharya and aparigraha ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan	8
3	<ul style="list-style-type: none">• Asan and Pranayam i) Various yog poses and their benefits for mind & body ii)Regularization of breathing techniques and its effects- Types of pranayam	8

Suggested reading

1. ‘Yogic Asanas for Group Tarining-Part-I’ : Janardan Swami Yogabhyasi Mandal, Nagpur
2. “Rajayoga or conquering the Internal Nature” by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2	COURSE OUTCOMES: Students are able to										
	CO-1	Develop healthy mind in a healthy body thus improving social health also.									
	CO-2	Improve efficiency.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
		1			2				2	3	1
		2			2		2				

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		3
2	3	



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

AE08 PERSONALITY DEVELOPMENT THROUGH LIFE

ENLIGHTENMENT SKILLS

Course Objectives:

1. To learn to achieve the highest goal happily
2. To become a person with stable mind, pleasing personality and determination
3. To awaken wisdom in students

Syllabus

Units	Content	Hrs
1	<ul style="list-style-type: none">• Neetisatakam-Holistic development of personality• Verses- 19,20,21,22 (wisdom)• Verses- 29,31,32 (pride & heroism)• Verses- 26,28,63,65 (virtue)• Verses- 52,53,59 (don't's)• Verses- 71,73,75,78 (do's)	8
2	<ul style="list-style-type: none">• Approach to day to day work and duties.• Shrimad Bhagwad Geeta : Chapter 2-Verses 41, 47,48,• Chapter 3-Verses 13, 21, 27, 35, Chapter 6-Verses 5,13,17,• 23, 35,• Chapter 18-Verses 45, 46, 48.	8
3	<ul style="list-style-type: none">• Statements of basic knowledge.• Shrimad Bhagwad Geeta: Chapter2-Verses 56, 62, 68• Chapter 12 -Verses 13, 14, 15, 16,17, 18• Personality of Role model. Shrimad Bhagwad Geeta:• Chapter2-Verses 17, Chapter 3-Verses 36,37,42,• Chapter 4-Verses 18, 38,39• Chapter18 – Verses 37,38,63	8

Suggested reading

1. “Srimad Bhagavad Gita” by Swami Swarupananda Advaita Ashram (Publication Department), Kolkata
2. Bhartrihari's Three Satakam (Niti-sringar-vairagya) by P.Gopinath,Rashtriya Sanskrit Sansthanam, New Delhi.



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2	COURSE OUTCOMES: Students are able to										
	CO-1	Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life .									
	CO-2	The person who has studied Geeta will lead the nation and mankind to peace and prosperity .									
	CO-3	Study of Neetishatakam will help in developing versatile personality of students.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1								2	2	2
	2								1	2	3
	3								2	2	3

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2	3	
3		3



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

AE09: PROFESSIONAL ETHICS IN ENGINEERING

COURSE OBJECTIVES

- Provide basic knowledge about engineering Ethics, Variety of moral issues and Moral dilemmas, Professional Ideals and Virtues
- To provide knowledge about Engineers as responsible Experimenters, Research Ethics, Codes of Ethics, Industrial Standards, Exposure to Safety and Risk, Risk Benefit Analysis
- To Have an idea about the Collegiality and Loyalty, Collective Bargaining, Confidentiality, Occupational Crime, Professional, Employee
- To Have an adequate knowledge about MNC's, Business, Environmental, Computer Ethics, Honesty, Moral Leadership, sample Code of Conduct.

UNIT I HUMAN VALUES

Concepts on morals, values and Ethics – Integrity – Work ethic – Service learning – Civic virtue – Respect for others – Living peacefully – Caring – Sharing – Honesty – Courage – Valuing time – Cooperation – Commitment – Empathy – Self confidence – Character – Spirituality – Introduction to Yoga and meditation for professional excellence and stress management.

UNIT II ENGINEERING ETHICS

Senses of 'Engineering Ethics' – Variety of moral issues – Types of inquiry – Moral dilemmas – Moral Autonomy – Kohlberg's theory – Gilligan's theory – Consensus and Controversy – Models of professional roles - Theories about right action – Self-interest – Customs and Religion – Uses of Ethical Theories.

UNIT III ENGINEERING AS SOCIAL EXPERIMENTATION

Engineering as Experimentation – Engineers as responsible Experimenters – Codes of Ethics – A Balanced Outlook on Law.

UNIT IV COMMERCIAL AWARENES

Commercial awareness and business acumen, Planning ahead and future proofing, Professional self-awareness, Data analysis and manipulation



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Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

UNIT V GLOBAL ISSUES

Multinational Corporations – Environmental Ethics – Computer Ethics – Weapons Development – Engineers as Managers – Consulting Engineers – Engineers as Expert Witnesses and Advisors – Moral Leadership – Code of Conduct – Corporate Social Responsibility.

REFERENCES :

1. Mike Martin and Roland Schinzinger, “Ethics in Engineering”, McGraw Hill, New York (2005).
2. Charles E Harris, Michael S Pritchard and Michael J Rabins, “Engineering Ethics – Concepts and Cases”, Thompson Learning, (2000).
3. Charles D Fleddermann, “Engineering Ethics”, Prentice Hall, New Mexico, (1999).
4. John R Boatright, “Ethics and the Conduct of Business”, Pearson Education, (2003)
5. Edmund G Seebauer and Robert L Barry, “Fundamentals of Ethics for Scientists and Engineers”, Oxford University Press, (2001)
6. Prof. (Col) P S Bajaj and Dr. Raj Agrawal, “Business Ethics – An Indian Perspective”, Biztantra, New Delhi, (2004)
7. David Ermann and Michele S Shauf, “Computers, Ethics and Society”, Oxford University Press, (2003)



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2	COURSE OUTCOMES: Students are able to										
	CO-1	The students will understand the basic perception of profession, professional ethics, various moral & social issues, industrial standards, code of ethics and role of professional ethics in engineering field.									
	CO-2	The students will aware of professional rights and responsibilities of an engineer, responsibilities of an engineer for safety and risk benefit analysis.									
	CO-3	The students will acquire knowledge about various roles of engineers in variety of global issues and able to apply ethical principles to resolve situations that arise in their professional lives.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1						1	2	3		
	2								3	2	
	3								3	2	

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2	3	2
3	1	3



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Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

2. Celebration of 125th Birth Anniversary of Babasaheb Dr. B.R. Ambedkar

125th Birth Anniversary of Babasaheb Dr. B.R. Ambedkar was celebrated on 13.04.2016 in the Syndicate Hall of the University in the Academic Building. The staff members and Students participated in the celebrations. Dr. V.Mankarkarasi Professor in Sports Sociology welcomed the gathering. Dr. A.M. Moorthy, Vice- Chancellor presided over the function. **Hon. Justice K. Chandru**, Chief Guest for the celebration gave the celebration speech on the Vision of Babasaheb Dr. B.R. Ambedkar.. Dr. T.Radha Krishnan , Registrar felicitated the celebration. Dr. P.K Senthil Kumar proposed the vote of thanks.



Hon. Justice K. Chandru, Chief Guest





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Melakottaiyur, Chennai-127

CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES





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CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

3. Awareness programme on “Indian Flag Code”

Tamil Nadu Physical Education and Sports University
Department of Physical Education

Awareness Programme on “Indian Flag Code”

Date : 24.01.2019

Venue : Old Library Hall

Ref : . Under Secretary to Government - No. 15/1/2019-Public, Government of India Ministry of Home Affairs Public Section New Delhi — 01. Dated the 7" January, 2019 - Strict compliance of the provisions contained in the ‘Flag Code of India, 2002’ and ‘The Prevention of Insults to National Honour Act, 1971’.

Indian National Flag represents hopes and aspirations of the people of our country and hence should occupy a position of honour. There is universal affection and respect for, and loyalty to, the National flag. Yet, a perceptible lack of awareness is often noticed amongst people as well as organizations/agencies of the Government.

In this regard an awareness programme is organized by the Department of Physical Education to make them aware about acts and codes such as ‘The Prevention of Insults to national Honour Act, 1971’ and ‘Flag Code of India, 2002’ which governs display of National Flag were explained to the students of the Department of Physical education. Physical Education Teachers working in educational institutions are responsible person for the flag hoisting in various functions, they must know the do’s and don’ts related to the national flag.

Dr. P.Kumarvelu, Assistant Professor in Physical Education explained the act ‘The Prevention of Insults to national Honour Act, 1971’ and

Dr. S.Thirumalai Kumar Professor and Head explained the ‘Flag Code of India, 2002’ and insisted upon not to uses flags made of plastic papers as they are not biodegradable. Participants were the staff and students of Department of Physical Education.

Hard and soft copies of the above acts and code were given to the staff and students for their reference.





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22.01.2019

Circular

Ref : . Under Secretary to Government - No. 15/1/2019-Public, Government of India Ministry of Home Affairs
Public Section New Delhi — 01. Dated the 7" January, 2019 - Strict compliance of the provisions contained in
the 'Flag Code of India, 2002' and 'The Prevention of Insults to National Honour Act, 1971'.

This is to inform you that there will be an Awareness Programme on “Indian Flag Code” on
24.01.2019 at 10.30 am.

Dr. S.Thirumalai Kumar, Professor and Head and Dr. P.Kumarvelu Assistant Professor will explain
'Flag Code of India, 2002' and 'The Prevention of Insults to national Honour Act, 1971' respectively to the
teacher trainees in Physical Education.

All the staff and students of the department of physical education are asked to assemble in the Old
Library Hall, Academic Building 24.01.2019 at 10.30 am.

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4. Programme on “INDIA” formed by students

Tamil Nadu Physical Education and Sports University

Chennai- 600127

Department of Physical Education

“ INDIA” formed by Students ”

Venue: Football Field, TNPESU

Date : 03 .04.2019

“Unity in Diversity” is a phrase implying unity among people with diverse cultural, religious and other demographic differences. The origin of phrase dates back to ancient times and has since been used by various political and social groups to demonstrate unity among different individuals or community. People of varying cultures, religious beliefs and social status, living together in peace and harmony is a perfect example of “Unity in Diversity”.

Two hundred and Twenty Two (222) students with diverse cultural, religious and other demographic difference studying various courses in the Department of Physical Education, Tamil Nadu Physical Education and Sports University formed “**INDIA**” . This human formation was formed to show our strength of Unity in Diversity. Students also formed “**TNPESU**” and “**DPE**” to show their integrity to the Tamil Nadu Physical Education and Sports University and Department of Physical Education.

The programme was coordinated by the Dr. S.Velkumar and Dr. C.Lakshmanan, Assistant Professors, Department of Physical Education under the guidance of practical convener Professor Dr.S.Manikandan and Dr. S. Thirumalai Kumar Professor and Head Department of Physical Education.





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02.04.2019

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This is to inform you that there will be a “INDIA” formation by the students of Department of Physical Education to show their Unity and they will also form TNPESU and DPE to show their Integrity on 03.04.2019 12.15 pm.

All the students of the department of physical education are asked to assemble in the University Football field/ 400m Standard Track on 03.04. 2019 at 12.15 pm (Immediately after the practical examination).

The above programme will be coordinated by the Dr. S.Velkumar and Dr. C.Lakshmanan Assistant Professors, Department of Physical Education under the guidance of practical convener Professor Dr.S.Manikandan and Dr. S. Thirumalai Kumar Professor and Head Department of Physical Education.

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5. Pivotal Role of Physical Education in National Integration

International Journal-NAPESS-ISSN NO.2229-7049, Vol-11, 2012

PIVOTAL ROLE OF PHYSICAL EDUCATION IN NATIONAL INTEGRATION

*N. Rama Chandra Rao, Asst. Professor in Physical Education
Viswanadha Institute of Technology and Management (VITAM)
Visakhapatnam, A.P.*

Physical Education is integral to education process. It results in holistic development of personality physically fit, mentally sharp, emotionally balanced and socially well adjusted. J.P. Thomas defines: “physical Education as form of Physical activity for the development of total personality of the child and its fulfillment and perfection in body, mind and Spirit”.

Physical education and sports is a media through which integration process shall take place. The term integration consists of co-operation. Co-operation is an integrated action of individuals or groups towards the achievement of some common purpose or goal. Sports competitions, group competitions, inter-community sports contests, intramural sports competitions, special programmes in the schools and at home play a predominant role in developing the concept of national integration. The spirit of brotherhood and friendship is fostered through games and sports. Ideas, actions, reactions, behaviours and human movements acquire a unity of colour and flavor at the sports field. The ideal of oneness springs up through play. Physical education and sports create the principle of give and take policy among the individuals. Education cannot be a happy affair unless the teachers and the students co-operate or integrate with one another. Similarly no game can be owned without the co-operation or integration of all the members of the team. It can be fairly said that physical education and national integration go hand in hand. Further, physical education and sports develop the basic components of integration such as co-operation, attitude, sympathy, friendliness, fellow feeling, willingness, respect to others, co-ordination, motivation, tolerance, trust-worthiness, integrity, oneness, and identification. Etymologically, the term integration means, “unify and made into one whole”.

Physical education in the context of national integration absorbs elements such as cooperation, discipline, judicious use of leisure, competitive spirit, democratic values, socialization, culture, national spirit, ideal citizenship, cordial relationships, removal of social evils, employment and peace.

Co-operation

Etymologically, the term co-operation means “working jointly or in unity”. In other words, co-operation generally means, “working together for the pursuit of a common goal”.

“Co-operation and competition are both natural human activities. Knowingly and unknowingly, competition has always been going on. Competition, on the other hand, is an integrated action of individual or groups towards the achievement of some common purpose or goal. Every organisation (a club, a team, an association) has some goals to achieve. Until and unless, all the individuals comprising such an organisation work in unison, those goals cannot be achieved. Similarly no match can be won without the co-operation of all the members of the team. In physical education, co-operation and competition co-exist. Team play is impossible without cooperation. Besides, the co-operation between the team and the coach is an important factor. Infact, the total concept of physical education and sports competition is based on the spirit of co-operation.



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Discipline

The role of physical education in shaping up of national integration is pivotal. Discipline is the most important component of national integration. To construct national integration among the community and society, discipline of the citizens is important. Discipline means, order, or good training or restraint.

Physical education and sports make the man disciplined. Virtues like decent behavior, initiative, sincerity, conduct and character, interest, patience, loyalty, integrity, neatness and efficiency are inculcated through sports and games. To achieve national integration discipline of the citizens is essential.

Judicious use of leisure

Another important aspect of national integration is the judicious use of leisure. Physical education and sports mould the individual to make use of the leisure time. The worthwhile leisure time activity enables individuals to make the best use of his extra time and energy and also to regain energy which is lost in daily routine. This creative activity will have an educational value. It brings them closer to the realization of the objectives of physical education. Recreation clubs in schools, colleges, universities cater to the need of the students. It keeps the individual away from unwanted and undesirable areas. Thus judicious use of leisure time activity develops national integration.

Competitive spirit

The spirit of competition will bring a real national integration. Sports without competitive spirit is like a mansion without inhabitants. Sports competitions are organised in such a way that each young boy or girl gets an opportunity to show his or her spirit of competition. This idea develops national integration. This is another facet of physical education in national integration.

Democratic values

Physical education must inculcate true democratic values in the participants. Democracy is developed among the team and players by allowing equal chances to all and by respecting others rights and by fulfilling ones own responsibilities.

Socialization

Socialization is another important aspect of national integration. Socialization means 'social training'. Every society prescribes its own ways and means of giving social training to its new born members so that they may develop their own personality. Socialization is often referred to as the "transmission of culture" Socialization is social learning. Sports develops socialization and socialization develops sports. Physical education and sports change amoral, asocial, and uncultured behavior into moral, social, and cultured behaviours. Strictly speaking, physical education and sports socialize and humanize the individual. A society which is strong in socialization can develop national integration.

Culture

Culture is often called "learned ways of behavior". One of the aims of culture is to grow interconnectedly and consistently. Physical education is "integration". Integration plays a predominant role in physical education and sports. This social quality is cultured through sports. As long as sports exist, the idea of integration envelops. In fact, sport is a cultural activity. People meet together in sports field from various cultural backgrounds and habits. In the process differences will be washed away and new born qualities will have a chance to take birth. After having achieved this quality, the ideal of oneness can be realized. "This cultural quality has been acquired only through playing games and sports. Man is not only a social animal but also a cultural being. Man's social life has been made possible because of culture. In this way, the cultural aspect of national integration and sports are thickly related to each other.



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The role of physical education in national integration is unlimited. Physical education inculcates culture. Sports is a cultural activity. Culture influences and makes the citizens develop national integration. Culture is a unique possession of man. Culture does not exist at sub-human level. Man is born and brought-up in a cultural environment. Thus it can be said that physical education under the umbrella of culture can develop national integration.

National Spirit

One of the most important roles of physical education in national integration is its cultivation of nationalism. Nationalism means patriotism. To develop national integration, nationalism is the important component. A good programme of physical education provides an opportunity to the individuals or players to think and feel a sense of belonging to the country or nation or to the community as a whole. The patriotism or love of one's own country is also developed through sport.

Ideal Citizenship

The goal of physical education is to prepare worthy citizens. Worthy citizens are shaped by customs, beliefs, public opinion, social suggestions, family, values, religious tenets social ideals, legal standards, ceremonies, education, leadership, codes art, intellectual unity, administration, physical education and sports etc. Physical education and sports take more pains and strains to cultivate national integration. By administering ideal type of physical education worthy citizenship can be cultured.

Cordial relationship

One of the most important components of national integration is the cordial relationship between individuals and groups. Physical education stands for establishment of a truly democratic society. The individual must learn to bear responsibilities. Group competitive and co-operative living lead the participant to a life of mutual give and take and a life of co-existence. Physical education should endeavor to inculcate such qualities as co-operation, friendship,

sympathy, honesty, fair play, sportsmanship and respect for authority. Modern physical education aims to develop the cordial relationship between the countries and continents too. 'Cordial relationships in sports and physical education is passed on from one generation to other by way of imitation and initiative. Cordial relationship is one of the values of democracy which is formed among the individual through team play. Cordial relationship is impossible without team play and co-operation.

Removal of Social Evils

Play is a media through which all social evils can be washed away. Untouchability and group discrimination stem from prejudices and narrow mind set. The evils like castesim, communalism, colourism, can be eliminated through sports and physical education and pave way for national integration. Physical education and sports is the only means through which these types of social evils or crimes can be nullified.

Employment

A number of openings are created by physical education and sports as far as employment opportunity is concerned. All top level or top class athletes and players are holding jobs in various private and public sectors. Almost everywhere in the world, there are institutions of physical education and sports sciences and coaching centers where professional workers offer their services for specialized jobs. It can be concluded that physical education is a job-oriented activity.

Peace

Peace means freedom from war, 'anxiety and disorder. In other words, peace means 'satisfaction' or 'quiet' or 'calm'. Man deserves peace. Sometimes man tries to seek peace and pleasure, but could not achieve it. Physical education and sports is the only source through which peace can be cultivated among the population. The plethora of national and international sports competitions and tournaments are aims at that objective. It can be said comprehensively that



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peace is the most important aspect of national integration that is achieved through sports and Physical education.

Conclusion

Physical education and national integration are two sides of the same coin. Education which can bring about a unity of approach and harmony of peace can establish national integration. In these days of turmoil physical education has a pivotal role to play in assembling national integration.

References:

1. *Physical Education Guide* - Shakunthala Nayak
2. *sports sociology* Dr. A.Yobu. 2003



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6. Voting Awareness Programme

Tamil Nadu Physical Education and Sports University

Chennai- 600127

Department of Physical Education

“Voting Awareness Programme ”

Venue: Conference Hall, Admn. Block, TNPESU

Date : 15.04.2019

Voting is a fundamental right of any citizen that enables them to choose the leaders of tomorrow. In many countries, the minimum age for voting is 18 years. Voting not only enables the citizens to vote for political parties, but it also helps them to realize the importance of citizenship. Many people do not vote thinking one vote will not make a change, but as a matter of fact, it does. A nation's political foundations are built using elections.

In view of Parliament Election 2019 and on the eve of Election in Tamilnadu on 18.04.2019, the Department of Physical Education organized Voting Awareness Programme for the benefit of staff and students on 15.04.2019.

Dr. P. Kumarvelu Assistant Professor, Department of Physical Education welcomed the gathering.

Dr. S. Thirumalai Kumar Professor and Head, Department of Physical Education explained the importance of voting through power point slides with images and slogans from the Election Commission of India and Tamil Nadu Election Commission, it was followed by the question and answer session.

Dr C. Lakshmanan, Assistant Professor, Department of Physical Education proposed the vote of thanks. Students of the Department of physical Education attended the awareness programme.





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10.04.2019

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This is to inform you that there will be a ‘Voting Awareness Programme’ for the staff and students on 15.04. 2019 at 11.30 am.

All the staff and students of the department of physical education are asked to assemble in the Conference hall, Administrative Building on 15.04. 2019 at 11.30 am.

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VOTING AWARENESS PROGRAMME



Tamil Nadu Election Day
on
18.04.2019





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Vote,
it's your
RIGHT AND RESPONSIBILITY

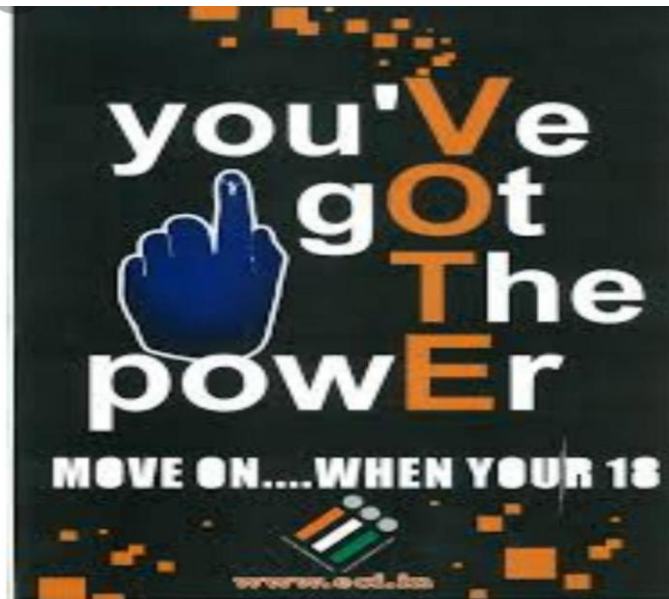
THE
POWER
TO CHANGE
YOUR OWN
FUTURE
AT THE
TIP OF YOUR
FINGER
VOTE



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VOTE FOR INDIA

**LARGEST DEMOCRACY IN THE
WORLD BUT LOWEST VOTING**
WE HAVE AN OPPORTUNITY TO CHANGE THE SCENARIO





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ये है सबकी जिम्मेदारी ।
डालें वोट सभी नर-नारी ।।



**EVERY INDIAN
VOTES COUNTS**





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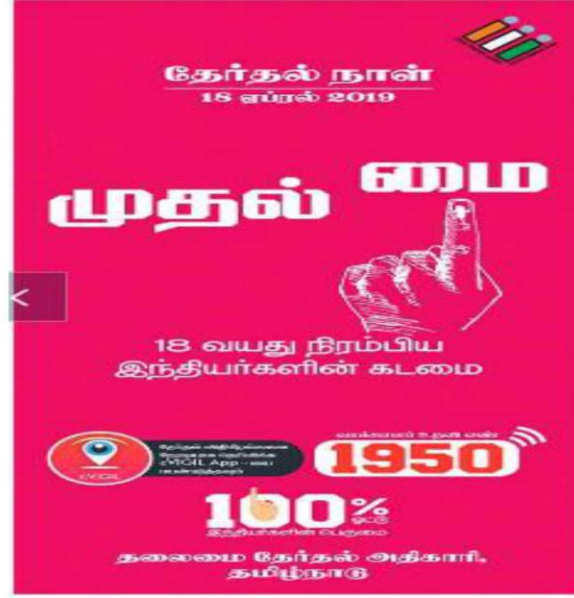




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7.Photos for Clean India, Babasaheb Dr. B.R. Ambedkar day, Marathon, Food providing camp, Human Rights Day.

Clean India





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Dr. Abdul Kalam Day -2016





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Dr.Abdul Kalam day -2017





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Dr.Ambedkar -2018





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Food Providing Camp:





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Human Rights Day:





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Marathon

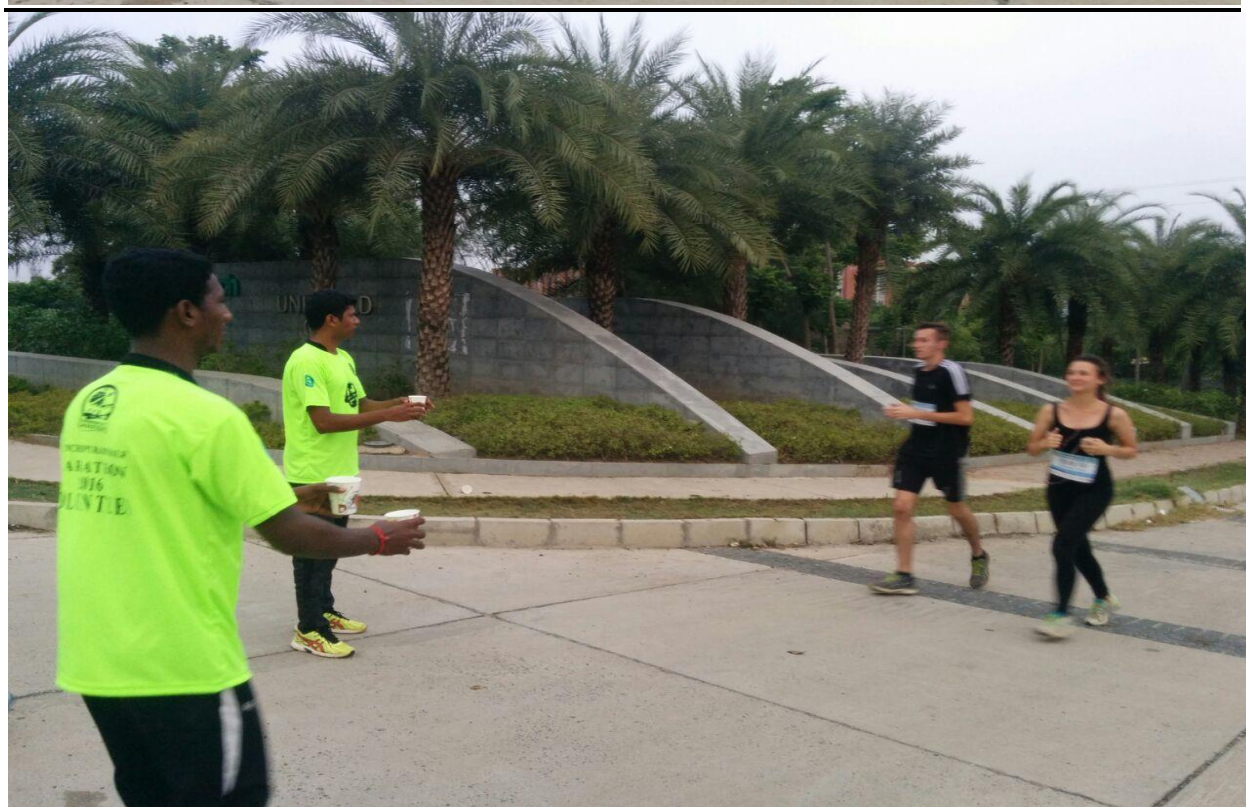




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