



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences,**  
**Sports Education Masters Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																												
Evaluation of Sports Education learning	8510108079		T=2	P=0	ECTS=4.48	2	February 1, 2023																																																												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																													
	Dr. Advendi Kristiyandaru, M.Pd.		Dr. Advendi Kristiyandaru, M.Pd.			Dr. Taufiq Hidayat, S.Pd., M.Kes.																																																													
<b>Learning model</b>	Project Based Learning																																																																		
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																																		
	Program Objectives (PO)																																																																		
	PO - 1	Have good morals, ethics and personality in completing assignments in the Sports Education Learning Evaluation course																																																																	
	PLO-PO Matrix																																																																		
		<table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="6"></td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td colspan="6"></td> </tr> </table>						P.O							PO-1																																																				
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																		
		<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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PO-1																																																																			
<b>Short Course Description</b>	The Sports Education Learning Evaluation course discusses the basic concepts of PJOK, issues and challenges, evaluation principles, the meaning of Sports Education Learning Evaluation, the position and benefits of sports education learning evaluation, various tests and evaluation steps, forms of evaluation measuring tools, analysis of suitability of learning objectives with assessment forms as well as criteria, rubrics and scoring in learning evaluation. Sports Education Learning Evaluation Lectures use the case method and PjBL which are implemented through theoretical material and field observations.																																																																		
<b>References</b>	<b>Main :</b>																																																																		
	<ol style="list-style-type: none"> <li>Achmad Noor Fatirul, dkk. 2014. Evaluasi Dan Pengukuran. Surabaya: Adi Buana University Press.</li> <li>Zainuddin. 2021. Pengembangan dan Evaluasi Pendidikan.</li> </ol>																																																																		
	<b>Supporters:</b>																																																																		
	<ol style="list-style-type: none"> <li>National Research Council. (2008). Assessing Accomplished Teaching: Advanced-Level Certification Programs. Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards. Washington, DC: The National Academies Press.</li> <li>Dickson Adom et all. 2020. Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE). Vol. 9, No. 1, March 2020, pp. 109-119.</li> </ol>																																																																		
<b>Supporting lecturer</b>	Prof. Dr. I Made Sri Undy Mahardika, M.Pd. Dr. Advendi Kristiyandaru, S.Pd., M.Pd.																																																																		
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [References]</b>	<b>Assesment Weight (%)</b>																																																												
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																														
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																												

1	Analyze the basic concepts of PJOK	Students are able to analyze the basic concepts of PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer Basic concepts of PJOK Implementation of basic concepts of PJOK 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Basic concepts of PJOK Implementation of basic concepts of PJOK 2x50' / 3.18 ECTS	<b>Material:</b> Basic concepts of PJOK <b>Reader:</b> <i>Zainuddin. 2021. Educational Development and Evaluation.</i>	5%
2	Analyzing issues and challenges in PJOK	Students are able to analyze issues and challenges in PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers Issues and challenges 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Issues and challenges in PJOK 2x50' / 3.18 ECTS	<b>Material:</b> Issues and challenges in PJOK <b>Library:</b> <i>National Research Council. (2008). Assessing Accomplished Teaching: Advanced-Level Certification Programs. Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards. Washington, DC: The National Academies Press.</i>	5%
3	Analyze evaluation principles and evaluation principles in PJOK	Students are able to analyze the principles of evaluation and evaluation principles in PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer Principles of evaluation and principles of evaluation in PJOK 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Evaluation principles and evaluation principles in PJOK 2x50' / 3.18 ECTS	<b>Material:</b> Evaluation principles <b>Reader:</b> <i>Zainuddin. 2021. Educational Development and Evaluation.</i>  <b>Material:</b> <b>Literature</b> Evaluation : <i>Dickson Adom et all. 2020. Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE). Vol. 9, no. 1, March 2020, pp. 109-119.</i>	5%

4	Analyze evaluation principles and evaluation principles in PJOK	Students are able to analyze the principles of evaluation and evaluation principles in PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer Principles of evaluation and principles of evaluation in PJOK 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Evaluation principles and evaluation principles in PJOK 2x50' / 3.18 ECTS	<b>Material:</b> Evaluation principles <b>Reader:</b> <i>Zainuddin. 2021. Educational Development and Evaluation.</i>  <b>Material:</b> Learning evaluation <b>Reference:</b> <i>Dickson Adom et all. 2020. Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE). Vol. 9, no. 1, March 2020, pp. 109-119.</i>	5%
5	Analyzing the position and benefits of sports education learning evaluation	Students are able to analyze the position and benefits of evaluating sports education learning	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers Position and benefits of sports education learning evaluation 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Position and benefits of sports education learning evaluation 2x50' / 3.18 ECTS	<b>Material:</b> Position and benefits of evaluation <b>Library:</b> <i>National Research Council. (2008). Assessing Accomplished Teaching: Advanced-Level Certification Programs. Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards. Washington, DC: The National Academies Press.</i>	5%

6	Analyzing the position and benefits of sports education learning evaluation	Students are able to analyze the position and benefits of evaluating sports education learning	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers Position and benefits of sports education learning evaluation 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Position and benefits of sports education learning evaluation 2x50' / 3.18 ECTS	<b>Material:</b> Position and benefits of evaluation <b>Library:</b> <i>National Research Council. (2008). Assessing Accomplished Teaching: Advanced-Level Certification Programs. Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards. Washington, DC: The National Academies Press.</i>	5%
7	Analyze various tests and evaluation steps	Students are able to analyze various tests and evaluation steps	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning: Face-to-face lecture  Learning method: Discussion & question and answer various tests and evaluation steps 2x50' / 3.18 ECTS	2x50' / 3.18 ECTS	<b>Material:</b> Various tests and evaluation steps <b>Reference:</b> <i>Achmad Noor Fatirul, et al. 2014. Evaluation and Measurement. Surabaya: Adi Buana University Press.</i>	5%
8	Analyze various tests and evaluation steps in PJOK	Students are able to analyze various tests and evaluation steps in PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning: Face-to-face lecture  Learning method: Discussion & question and answer various tests and evaluation steps in PJOK 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer various tests and evaluation steps in PJOK 2x50' / 3.18 ECTS	<b>Material:</b> Various tests and evaluation steps <b>Reader:</b> <i>Zainuddin. 2021. Educational Development and Evaluation.</i>	5%
9	Mastering material 1-8	Students master the material from meetings 1-8	<b>Criteria:</b> UTS assessment criteria rubric  <b>Form of Assessment :</b> Participatory Activities	UTS 2x50' / 3.18 ECTS	UTS 2x50' / 3.18 ECTS	<b>Material:</b> <b>Literature</b> Evaluation : <i>Dickson Adom et all. 2020. Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE). Vol. 9, no. 1, March 2020, pp. 109-119.</i>	15%

10	Analyze the suitability of learning objectives with assessment forms and criteria	Students are able to analyze the suitability of learning objectives with assessment forms and criteria	<b>Criteria:</b> 1.Participation assessment rubric 2.Performance assessment rubric <b>Form of Assessment :</b> Participatory Activities	Learning: Face-to-face lecture  Learning method: Discussion & questions and answers Conformity of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Conformity of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	<b>Material:</b> Suitability of learning objectives with assessment forms <b>Reference:</b> Achmad Noor Fatirul, et al. 2014. <i>Evaluation and Measurement.</i> Surabaya: Adi Buana University Press.	5%
11	Analyze the suitability of learning objectives with assessment forms and criteria	Students are able to analyze the suitability of learning objectives with assessment forms and criteria	<b>Criteria:</b> 1.Participation assessment rubric 2.Performance assessment rubric <b>Form of Assessment :</b> Participatory Activities	Learning: Face-to-face lecture  Learning method: Discussion & questions and answers Conformity of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Conformity of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	<b>Material:</b> Suitability of learning objectives with assessment forms <b>Reference:</b> Achmad Noor Fatirul, et al. 2014. <i>Evaluation and Measurement.</i> Surabaya: Adi Buana University Press.	5%

12	Analyze the suitability of learning objectives with assessment forms and criteria	Students are able to analyze the form of evaluation measuring tools and analyze the suitability of learning objectives with assessment forms and criteria	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation assessment rubric</li> <li>2. Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using LMS Vlearning: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS</p>	<p><b>Material:</b> Conformity of objectives with assessment and assessment criteria</p> <p><b>References:</b> <i>Achmad Noor Fatirul, et al. 2014. Evaluation and Measurement. Surabaya: Adi Buana University Press.</i></p> <p><b>Material:</b> Assessment criteria</p> <p><b>Reader:</b> <i>Zainuddin. 2021. Educational Development and Evaluation.</i></p>	5%
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13	Analyze the suitability of learning objectives with assessment forms and criteria	Students are able to analyze the form of evaluation measuring tools and analyze the suitability of learning objectives with assessment forms and criteria	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation assessment rubric</li> <li>2. Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using LMS Vlearning: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS</p>	<p><b>Material:</b> Conformity of objectives with assessment and assessment criteria</p> <p><b>References:</b> <i>Achmad Noor Fatirul, et al. 2014. Evaluation and Measurement. Surabaya: Adi Buana University Press.</i></p> <p><b>Material:</b> Assessment criteria</p> <p><b>Reader:</b> <i>Zainuddin. 2021. Educational Development and Evaluation.</i></p>	5%
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14	Analyze evaluation measuring tools and analyze the suitability of learning objectives with the assessment forms and criteria in PJOK	Students are able to analyze evaluation measuring tools and analyze the suitability of learning objectives with the assessment forms and criteria in PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer Evaluation measuring tool and analyzing the suitability of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Evaluation measuring tool and analyzing the suitability of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	<b>Material:</b> Learning evaluation measuring tools <b>Reference:</b> <i>Achmad Noor Fatirul, et al. 2014. Evaluation and Measurement. Surabaya: Adi Buana University Press.</i>	5%
15	Analyze evaluation measuring tools and analyze the suitability of learning objectives with the assessment forms and criteria in PJOK	Students are able to analyze evaluation measuring tools and analyze the suitability of learning objectives with the assessment forms and criteria in PJOK	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer Evaluation measuring tool and analyzing the suitability of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & question and answer Evaluation measuring tool and analyzing the suitability of learning objectives with assessment forms and criteria 2x50' / 3.18 ECTS	<b>Material:</b> Learning evaluation measuring tools <b>Reference:</b> <i>Achmad Noor Fatirul, et al. 2014. Evaluation and Measurement. Surabaya: Adi Buana University Press.</i>	5%
16	Mastering material 1-15	Students master the material from meetings 1-15	<b>Criteria:</b> UTS assessment criteria rubric  <b>Form of Assessment :</b> Test	UAS 2x50' / 3.18 ECTS	UAS 2x50' / 3.18 ECTS	<b>Material:</b> UAS material <b>Reader:</b> <i>Dickson Adom et al. 2020. Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE). Vol. 9, no. 1, March 2020, pp. 109-119.</i>	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	80%
2.	Practice / Performance	5%
3.	Test	15%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.



12. TM=Face to face, PT=Structured assignments, BM=Independent study.