

Sardar Patel University, Mandi (H.P.)-175001

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Department of Physical Education



Scheme & Syllabus
of
Bachelor of Arts (Honours / Honours with
Research)
in
Physical Education
[Three Years and Four Years Multidisciplinary
Programme]

Based on NEP 2020

Effective from 2026-27 onwards

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Programme: B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education (PEOs, PSOs and Pos)

Program Educational Objectives (PEOs)

The PEOs will enable students to

PEO-1: Develop a comprehensive understanding of the theoretical foundations, scientific principles, and historical evolution of Physical Education and Sports, fostering a holistic appreciation of human movement and physical fitness.

PEO-2: Equip students with practical skills in sports coaching, officiating, training methods, biomechanics, kinesiology, and sports science to enable effective participation in physical education and sports management.

PEO-3: Foster critical thinking, leadership qualities, team spirit, sportsmanship, ethical values, and social responsibility to develop well-rounded professionals capable of contributing meaningfully to sports, education, and community development.

PEO-4: Prepare graduates for diverse career opportunities and higher education in Physical Education, sports coaching, sports management, fitness industry, health promotion, sports journalism, adventure sports, yoga, and government services including teaching and sports administration.

PEO-5: Promote lifelong physical activity, wellness, health education, environmental awareness, and innovation in sports technology to contribute meaningfully to national development, public health, and sustainable sports culture.

Program Specific Outcomes (PSOs)

The B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education programme is designed to

PSO-1: Apply core concepts of human anatomy, physiology, kinesiology, and biomechanics to understand human movement, physical performance, and sports skill development.

PSO-2: Demonstrate proficiency in sports coaching, officiating, training methodology, fitness assessment, sports psychology, and first aid management through systematic practical experience.

PSO-3: Analyze sports performance data, apply appropriate statistical and research methodologies, and use measurement and evaluation tools to assess and enhance physical fitness and athletic performance.

PSO-4: Evaluate the sociological, psychological, and health dimensions of sport and physical activity, including issues of sports for all, gender equity, inclusive physical education, sports sociology, and community health promotion.

PSO-5: Conduct independent research and dissertation in a chosen specialization area of Physical Education or Sports Science, communicating findings effectively while adhering to ethical and professional standards of the discipline.

Program Outcomes (POs):

After successfully completing B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education programme the students will be able to

PO1: Disciplinary Knowledge

Demonstrate comprehensive knowledge of fundamental concepts, principles, and applications of Physical Education and Sports Science, including anatomy, physiology, kinesiology, sports psychology, and sports sociology.

PO2: Critical Thinking and Problem Solving

Apply analytical thinking, evidence-based reasoning, and innovative approaches to identify, formulate, and solve problems related to sports performance, physical fitness, and health promotion.

PO3: Research Competency

Design and conduct research in Physical Education and Sports, collect and analyze data using appropriate statistical tools, interpret results, and communicate scientific findings through dissertation and technical reports.

PO4: Practical and Technical Skills

Demonstrate proficiency in sports coaching, track and field, fitness conditioning, yoga, gym training, officiating, athletic care, rehabilitation, and the use of sports technology and modern training equipment.

PO5: Health and Wellness Awareness

Evaluate health-related physical fitness, modern lifestyle challenges, corrective physical education, sports nutrition, and safety education to promote overall wellness, injury prevention, and healthy living in individuals and communities.

PO6: Digital and Technological Competence

Utilize sports technology, educational technology, digital tools, statistical software, and information and communication technologies for performance analysis, sports management, and effective teaching and learning in Physical Education.

PO7: Communication Skills

Communicate ideas and findings in Physical Education and Sports effectively through oral presentations, technical reports, sports journalism, coaching instructions, and collaborative academic and professional discussions.

PO8: Ethics and Professional Responsibility

Apply ethical principles, sportsmanship values, fair play, anti-doping regulations, and professional standards in Physical Education teaching, sports coaching, research, and administration.

PO9: Leadership and Teamwork

Work effectively as an individual and as a member or leader of sports teams, coaching units, and multidisciplinary groups in academic, sports management, community, and professional settings.

PO10: Lifelong Learning

Engage in self-directed and continuous learning to keep pace with emerging trends in sports science,

modern training techniques, sports technology, adventure sports, and global developments in Physical Education.

PO11: Multidisciplinary Integration

Integrate knowledge from physical education, health sciences, sports psychology, sociology, yoga, environmental education, and management sciences to address complex challenges in sports and physical activity promotion.

PO12: Employability and Entrepreneurship

Develop competencies required for careers in Physical Education teaching, sports coaching, sports management, fitness training, yoga instruction, sports journalism, adventure sports, sports tourism, government sports services, and entrepreneurial ventures in the sports and wellness industry.

Break-Down of Credits-Semester wise

Course Type/ Semester	DSC	DSE	MDC	SEC	AEC	VAC	INP/APT/PRT/COM or Vocational Course	DIS	Total
I	12	-	3	3	2	-	-	-	20
II	12	-	3	3	-	2	4	-	24
Exit option with UG Certificate after securing 44 credits along with entry option to second year or third semester									
III	8 (MJ)+4 (MN)	-	3	3	2	2	-	-	22
IV	8 (MJ)+4 (MN)	4	-	-	2	2	-	-	20
Exit option with UG Diploma after securing 86 credits along with entry option to third year or fifth semester									
V	8 (MJ)+4 (MN)	8	-	-	2	-	-	-	22
VI	8 (MJ)+4 (MN)	8	-	-	-	-	-	-	20
Award of 3-Year Bachelor's Degree after completion of 128 credits									
VII	12(MJ)	4	-	-	-	-	-	4	20
VIII	8(MJ)	8	-	-	-	-	-	4	20
Bachelor's Degree (Honours with Research) after completion of 168 credits									
Total Credits	92 (76MJ+16MN)	28	9	9	8	6	4	12	168

Abbreviations: DSC-Discipline Specific Core, DSE- Discipline Specific Elective, MDC-Multidisciplinary Course, SEC-Skill Enhancement Course, AEC-Ability Enhancement Course, VAC-Value Added Course, MJ-Major, MN-Minor, INP/APT/PRT/COM-Internship / Apprenticeship/ Project/ Community Outreach, DIS-Dissertation

Important Notes

- In the first semester, students will be offered three different subjects within the same stream: A, B, and C
- The student will be required to give his/her Major and Minor at the end of the second semester. Such choices, including DSCs made at the end of the second semester, shall remain in effect until the VI semester
- The DSCs of another discipline for the first two semesters of students who opt for Major programmes will be treated as Minors.
- MDCs must be selected from a broad discipline/pool of MDCs other than Major and Minor disciplines/subjects
- AEC/VAC/SEC-3 should be chosen from a pool of courses. Every discipline shall provide these courses, some of which will be offered discipline-specific, while the rest can be open to students of all other disciplines. However, the two SECs (SEC-1 & SEC-2) must be chosen from the discipline-specific (Core and Minor).
- Internship / Apprenticeship/ Project/ Community Outreach will be determined at the end of the first semester to enable students to carry out some INP/APT/PRT/COM activities during winter vacation.
- To pursue an Honours & Honours with research in the 4th year, students will have to successfully complete 3-year UG Degree and choose only one discipline in both semesters, in which he / she has studied 6 DSCs and 5 DSEs in the first three years.
- A student who secures 75% or more marks in aggregate till semester 6 (up to a 3-year degree) shall be eligible for a 4-year degree Honours with Research, provided SPU has approved the college to offer it.
- The Dissertation and Project will start in the VII semester. However, the evaluation and assessment will be conducted in both the VII and VIII semesters.
- As permitted under the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions, students will be allowed to enter/re-enter in the odd semesters and after even semesters, provided they fulfill the minimum requirements for entry and exit
- A student shall be eligible to appear in the end-semester examination only if he/she has a minimum of 75% attendance. The terms and rules governing condoning can be found in the Examination Section of the Ordinance.
- As this scheme is being introduced for the first time, it is subject to modifications. Any changes applied in subsequent years after admission to the 1st Year will be retrospectively applicable.

Semester wise Scheme

SEMESTER-I

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A1	PED101	Introduction to Physical Education & Sports	3	-	1	4	75	25	50	-	25	100
2.	DSC-B1	-	Second Core Discipline	-	-	-	4	-	-	-	-	-	100
3.	DSC-C1	-	Third Core Discipline	-	-	-	4	-	-	-	-	-	100
4.	MDC -1	PED103	Corrective Physical Education	3	-	-	3	45	25	50	-	-	75
5.	SEC-1	PED102	Fitness and Conditioning	2	-	1	3	60	-	50	-	25	75
6.	AEC-1	-	English / Hindi/ Sanskrit	-	-	-	2	-	-	-	-	-	50
Total Credits (1 st Semester)							20	-	-	-	-	-	500

SEMESTER-II

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A2	PED201	Olympic Movement	3	-	1	4	75	25	50	-	25	100
2.	DSC-B2	-	Second Core Discipline	-	-	-	4	-	-	-	-	-	100
3.	DSC-C2	-	Third Core Discipline	-	-	-	4	-	-	-	-	-	100
4.	MDC-2	PED203	Physical Education and Sports for Recreation	3	-	-	3	45	25	50	-	-	75
5.	SEC-2	PED202	First Aid	2	-	1	3	60	-	50	-	25	75
6.	I/A/P/C	-	I/A/P/C	-	-	-	4	-	-	-	-	-	100
7.	VAC-1	-	Environmental Education	-	-	-	2	-	-	-	-	-	50
Total Credits (2 nd Semester)							24	-	-	-	-	-	600

SEMESTER-III

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A3	PED301	Human Anatomy & Physiology	3	-	1	4	75	25	50	-	25	100
2.	DSC-A3(1)	PED302	Health Education	-	-	-	4	-	-	-	-	-	100
3.	MC-3	-	To be chosen from unrelated discipline	4	-	-	4	60	25	75	-	-	100
4.	MDC -3	PED304	Modern Lifestyle and Physical Education	3	-	-	3	45	25	50	-	-	75
5.	SEC-3	PED303	Fundamental of Track & Field	2	-	1	3	60	-	50	-	25	75
6.	AEC-2	-	English / Hindi/ Sanskrit	-	-	-	2	-	-	-	-	-	50
7.	VAC-2	PED305	Yoga	2	-	-	2	30	15	35	-	-	50
Total Credits (3rdSemester)							22	-	-	-	-	-	550

SEMESTER-IV

S.N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A4	PED401	Sports Psychology	3	-	1	4	75	25	50	-	25	100
2.	DSC-A4 (1)	PED402	Sports Sociology	3	1	-	4	60	25	75	-	-	100
3.	MC-4	-	To be chosen from unrelated discipline	4	-	-	4	60	25	75	-	-	100
4.	DSE 1(A) OR DSE 1(B)	PED403	Education Technology	3	1	-	4	60	25	75	-	-	100
		PED404	Officiating and Coaching										

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5.	AEC-3	-	English / Hindi/ Sanskrit	2	-	-	2	30	15	35	-	-	50
6.	VAC-3	PED405	Sports for All	2	-	-	2	30	15	35	-	-	50
Total Credits (4th Semester)							20	-	-	-	-	-	500

SEMESTER-V

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A5	PED501	Fundamental of Sports Training	3	-	1	4	75	25	50	-	25	100
2.	DSC-A5(1)	PED502	Yog for Health	-	-	-	4	-	-	-	-	-	100
3.	MC-5	-	To be chosen from unrelated discipline	4	-	-	4	60	25	75	-	-	100
4.	DSE 2(A) OR DSE 2(B)	PED503	Test and Measurement	3	1	-	4	60	25	75	-	-	100
		PED504	Athletic Care and Rehabilitation										
5.	DSE 3(A) OR DSE 3(B)	PED505	Movement Education	3	1	-	4	60	25	75	-	-	100
		PED506	Management of Physical Education and Sports										
6.	AEC-4	-	English / Hindi/ Sanskrit	-	-	-	2	-	-	-	-	-	50
Total Credits (5th Semester)							22	-	-	-	-	-	550

SEMESTER-VI

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A6	PED601	Pedagogical Techniques in Physical Education	3	-	1	4	75	25	50	-	25	100
2.	DSC-A6 (1)	PED602	Kinesiology	4	-	-	4	60	25	75	-	-	100

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3.	MC-6	-	To be chosen from unrelated discipline	4	-	-	4	60	25	75	-	-	100
4.	DSE 4(A) OR DSE 4(B)	PED603	Fitness and Facility Management	3	1	-	4	60	25	75	-	-	100
		PED604	Adventure Sports										
5.	DSE 5(A) DSE 5(B)	PED605	Management of Sports Injuries	3	1	-	4	60	25	75	-	-	100
		PED606	Health and Safety Education										
Total Credits (6 th Semester)							20	-	-	-	-	-	500
Total Course Credit up to 6 th Semester (20+24+22+20+22+20)							128						

SEMESTER-VII

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A7	PED701	Fundamental of Biomechanics	3	1	-	4	60	25	75	-	-	100
2.	DSC-A8	PED702	Statistical Application in Physical Education	3	1	-	4	60	25	75	-	-	100
3.	DSC-A9	PED703	Research Methodology	3	1	-	4	60	25	75	-	-	100
4.	DSE 6(A) OR DSE 6(B)	PED704	Sports Nutrition	3	1	-	4	60	25	75	-	-	100
		PED705	Sports Journalism										
5.	DSE 7(A) OR DSE 7(B) OR Dissertation	PED706	Specialization in Athletics (Track Events)	2	-	2	4	60	25	50	-	25	100
		PED707	Specialization in Games (Kabaddi/Football any one)										
		Dissertation-I (The dissertation will start in the VII Semester and the same will continue in the VIII Semester. However, the evaluation and assessment will be done in the VII Semester as well as in the VIII Semester)				Dissertation will be of 4 Credits comprising 100 marks (IA - 25 + End Semester Evaluation - 75)							
Total Credits (7 th Semester)							20						500

SEMESTER-VIII

S. N.	Course Type	Course Code	Course Title	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total Marks
									IA	ESE	IA	ESE	
1.	DSC-A10	PED801	Sports Technology	3	1	-	4	60	25	75	-	-	100
2.	DSC-A11	PED802	Modern Trends and Practices in Physical Education and Sports	3	1	-	4	60	25	75	-	-	100
3.	DSE 8(A) OR DSE 8(B)	PED803	Gym Training and Management	3	1	-	4	60	25	75	-	-	100
		PED804	Professional Preparation and Curriculum Design	3	1	-	4	60	25	75	-	-	100
4.	DSE 9 (A) OR DSE 9(B)	PED805	Specialization in Athletics (Field Events)	2	-	2	4	60	25	50	-	25	100
		PED806	Specialization in Games (Volleyball/Badminton any one)										
5.	DSE 10 (A) OR DSE 10 (B) OR Dissertation	PED807	Sports Tourism	3	1	-	4	60	25	75	-	-	100
		PED808	Management of Physical Education and Sports										
		Dissertation-II (The dissertation will start in the VII Semester and the same will continue in the VIII Semester. However, the evaluation and assessment will be done in the VII Semester as well as in the VIII Semester)				Dissertation will be of 4 Credits comprising 100 marks (IA - 25 + End Semester Evaluation - 75)							
Total Credits (8 th Semester)							20						500
Total Course Credit up to 8 ^h Semester (20+24+22+20+22+20+20+20)							168						

Note: As this scheme is being introduced for the first time, it is subject to modifications. Any changes applied in subsequent years after admission to the 1st Year will be retrospectively applicable.

Course Evaluation

Evaluation Pattern of Theory Examination

i) Subject wise description of marks

DSC

Components	Internal Assessment	End Semester Examination	End Semester Practical
Marks	25	50	25
Total Marks			100

MDC

Components	Internal Assessment	End Semester Examination	End Semester Practical
Marks	25	50	--
Total Marks			75

SEC

Components	Internal Assessment	End Semester Examination	End Semester Practical
Marks	--	50	25
Total Marks			75

DSE

Components	Internal Assessment	End Semester Examination	End Semester Practical
Marks	25	75	--
Total Marks			100

VAC

Components	Internal Assessment	End Semester Examination	End Semester Practical
Marks	--	50	--
Total Marks			50

ii) Format of End Semester Examination

Course	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
DSC /MDC/SEC/VAC	50	18	3 Hours
DSE	75	26	3 Hours

ii) Components of Internal Evaluation

S. No.	Type of Assessment	Marks
1	Assignments & Presentations	10 marks
2	Class Test/House Test	10 Marks
3	Attendance (The marks would be given in the following manner: (75%-79.9%:1 Mark: 1; 80%-84.9%: 2; 85%-89.9%: 3; 90%-94.9%: 4 and 95%-100%: 5).	5 marks

iii) Instructions for the Paper Setter:

1. Pattern of Mid Semester Examination

S. No.	Particulars	Details
1	Maximum Marks	10 Marks
2	Pattern of question Paper	Subject to the teacher

2. Pattern of End Semester Examination

Course	Section/ Part	Questions Set	Questions to be Attempted	Marks per Question	Marks to be Attempted
DSC /MDC/SEC/VAC	All Sections/Blocks (I, II, III & IV)	07 Short-Answer Questions	Any 5	2	10
	Section/Block I	2	Any 1	10	10
	Section/Block II	2	Any 1	10	10
	Section/Block III	2	Any 1	10	10
	Section/Block IV	2	Any 1	10	10
Total	—	15 Questions	—	—	50 Marks
DSE	All Sections/Blocks (I, II, III & IV)	12 Multiple Choice Questions	Any 10	1	10
	All Sections/Blocks (I, II, III & IV)	5 Short answer type (25-50 words)	5	5	5
	Section/Block I	2	Any 1	10	10
	Section/Block II	2	Any 1	10	10
	Section/Block III	2	Any 1	10	10

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	Section/Block IV	2	Any 1	10	10
Total	—	25 Questions	—	—	75 Marks

iv) Pass marks

S. No.	Requirement	Minimum Percentage
1	Pass in each individual component (IA, ESE)	35%
2	Pass in aggregate of the subject	40%

Syllabus

B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education programme

SEMESTER -I		
Course Title	INTRODUCTION TO PHYSICAL EDUCATION	
Course Type	Discipline Specific Course (DSC-A1)	
Course Code	PED101	
Course Objectives	- To provide students with a deep understanding of the Historical, Philosophical, and psycho-sociological basis of physical activity. - To understand the need of physical education and sports in modern era. - To impart Knowledge about history physical education and sports.	
Course Outcome	- Students will be able to learn about the importance of Physical Education and Sports. - Students will be able to know about the history of physical education and Sports in ancient times and modern era. - Students will be able to understand the contribution of physical education leaders and sports institute toward the growth of physical education and sports.	
Credits	4 (Theory - 3 and Practical - 1)	
Credit distribution	Lecture – 3 Tutorials – 0 Practical - 1	
Eligibility Criteria	Class XII pass	
Prerequisite of the course (if any)	Nil	
Marks	100 (End Semester Examination - 50, Internal Assessment – 25 and End Semester Practical - 25)	
Contact Hours	45 Hours (15 hours theory = 1 Credit) 30 Hours (30 hours practical = 1 Credit) 4 + 2 = 6 periods per week - One unit contains 60-80 students for theory and 30-40 students for practical. - Teacher who is preparing three teams for University Inter-college competitions, his/her workload shall be counted by including six periods per week in the teaching load.	
Paper Pattern	The question paper will consist of five sections in all (Section A, B, C, D and E). Section A will be compulsory and consist of seven short questions of 2 marks each covering the whole syllabus; students have to attempt any five. In addition, four more questions of 10 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one question, selecting at least one from each section.	
Unit	Topics	Contact Hours
I	INTRODUCTION - Meaning and concept of Physical Education, aim and objectives of Physical Education. - Scope and Importance of Physical Education and Sports in modern era. - Misconception about Physical Education. - Relationship of Physical Education with general education.	11

II	DEVELOPMENT OF PHYSICAL EDUCATION IN INDIA • Indus Valley Civilization Period (3250BC-2500BC) • Vedic Period (2500BC-600BC) • Early Hindu Period (600BC-320AD) • Later Hindu Period (320AD-1000AD) • British Period (Before 1947) • Post-Independence (After 1947)	11
III	BIOLOGICAL BASIS OF PHYSICAL EDUCATION • Growth and Development, Differences between growth and development, • Factors affecting growth and development. • Anatomical and Physiological Differences between Male and Female.	12
IV	EMERGING TRENDS IN PHYSICAL EDUCATION AND SPORTS • Career avenues and aspects in physical Education and Sports. • Fast growing profession and emerging trends in Physical Education and Sports. • Role of media in the promotion of physical education and sports.	11
Practical	Kho-Kho/ Table Tennis (Any one) Introduction and history of the game. Measurement and preparation of the playfield. Equipment required for the game. Basic skills and techniques of the game Fundamental rules and regulations of the game	30
Suggested Readings	• Barrow, Harold M., "Man and Movement: Principal of Physical Education", Lea and Febiger, Philadelphia, 1983. • Bucher, Charles a. & Wuest, Deborah A., "Foundations of Physical Education and Sports", 11th Edition, the CV Mosby Co., St. Louis, 1991. • Singh, A., Bains, J., Gill, J. S., & Brar, R. S. Essentials of Physical Education. Kalyani Publishers, 2025. • Krishna Murthy V. & Paramesara Ram, N., "Educational Dimensions of Physical Education", 2nd revised edition, Print India, New Delhi, 1990.	

SEMESTER -I	
Course Title	CORRECTIVE PHYSICAL EDUCATION
Course Type	Multi-Disciplinary Course (MDC-1)
Course Code	PED102
Course Objectives	• To understand the fundamental principles of body alignment, balance, structure and biomechanics of the human spine. • To provide students with a deep understanding of common structural problems and applying their specific corrective measures. • To impart knowledge about techniques to build targeted muscular support and physical resilience.
Course Outcome	• The students will be able to understand and analyze the concept of posture and its impact on overall health. • The learners will be able to comprehend and correlate the significance of good posture

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	and the risks associated with poor posture. • The learners will be able to better their posture in the workplace and in everyday life.	
Credits	3 (Theory)	
Credit distribution	Lecture – 3 Tutorials – 0 Practical - 0	
Eligibility Criteria	Class XII pass	
Prerequisite of the course (if any)	Nil	
Marks	75 (End Semester Examination - 50, Internal Assessment – 25)	
Contact Hours	45 Hours (15 hours theory = 1 Credit) 6 periods per week - One unit contains 60-80 students for theory - Teacher who is preparing three teams for University Inter-college competitions, his/her workload shall be counted by including six periods per week in the teaching load.	
Paper Pattern	The question paper will consist of five sections in all (Section A, B, C, D and E). Section A will be compulsory and consist of seven short questions of 2 marks each covering the whole syllabus; students have to attempt any five. In addition, Four more questions of 10 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one question selecting at least one from each section.	
Unit	Topics	Contact Hours
I	Introduction to Corrective Physical Education - Meaning, definition and objectives of corrective physical education - Scope of corrective physical education in today's modern era - Principles of corrective physical education - Need and importance of corrective physical education	10
II	Fundamentals of Posture and Alignment - Meaning, definition and concept of a good posture - Significance of good posture - Factors affecting a posture - Posture and Body Mechanics - sitting, standing, walking, and sleeping, lifting	10
III	Postural Deformities of Spine - Kyphosis – Meaning, causes, prevention methods and corrective Exercises - Lordosis - Meaning, causes, prevention methods and corrective Exercises - Scoliosis - Meaning, causes, prevention methods and corrective Exercises	13
IV	Other Common Postural Deformities - Knock Knee - Meaning, causes, prevention methods and corrective Exercises - Bow Leg - Meaning, causes, prevention methods and corrective Exercises - Flat Foot - Meaning, causes, prevention methods and corrective Exercises	12
Suggested	Agarwal M., Arora S., Gupta B, (2018). Posture; athletic care and first aid, Vivechan	

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Readings	Publications (INDIA) ISBN: 978-9-38391-490-6. • Bhandari, P. (2021). Athletics care and rehabilitation. New Delhi: KSK Publishers. • Bindal, V.D. (2010). Corrective physical education, therapeutic exercise and rehabilitation. Associated Publishing House. • Charles Leroy Lowman Alpha (2020). Corrective physical education for groups: a text book of organization, theory and practice, Alpha Edition. • George T. Stafford (1928). Preventive and corrective physical education, New York A.S. Barnes and Company. • Ghildyal S., (2007). Methods of preventive and corrective physical education. Friends Publication, New Delhi. • Shaw D. (2021). Athletic care and rehabilitation. Sports Publication, ISBN: 978-81-951044-9-9.
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SEMESTER -I		
Course Title	FITNESS AND CONDITIONING	
Course Type	Skill Enhancement Course (SEC-1)	
Course Code	PED103	
Course Objectives	• To understand the concept of fitness, and conditioning. • To highlight the benefits of fitness and conditioning. • To impart knowledge about different protocols of fitness and conditioning.	
Course Outcome	• Understanding and execution of fundamental movement patterns, exercise techniques, and safe use of training equipment. • Developing and maintaining health enhancing levels of physical fitness, cardiovascular endurance, and muscular strength. • Perform efficiently the health and skill related fitness test.	
Credits	3 (Theory)	
Credit distribution	Lecture – 2 Tutorials – 0 Practical - 1	
Eligibility Criteria	Class XII pass	
Prerequisite of the course (if any)	Nil	
Marks	75 (End Semester Examination - 50, Practical – 25)	
Contact Hours	• 30 Hours (15 hours theory = 1 Credit) • 30 Hours (30 hours practical = 1 Credit) • 4 + 2 = 6 periods per week • One unit contains 60-80 students for theory and 30-40 students for practical. • Teacher who is preparing three teams for University Inter-college competitions, his/her workload shall be counted by including six periods per week in the teaching load.	
Paper Pattern	The question paper will consist of five sections in all (Section A, B, C, D and E). Section A will be compulsory and consist of ten short questions of 1 mark each covering the whole syllabus. In addition, Four more questions of 10 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one question selecting at least one question from each section.	
Unit	Topics	Contact Hours

Scheme and Syllabi of B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education for the
Session 2026-27 onwards

I	Introduction • Meaning and concept of physical fitness and conditioning. • Importance of physical fitness and conditioning. • Basic principles of physical fitness and conditioning.	6
II	Warming up and Cooling Down • Meaning and concept of warming up • Physical, physiological and psychological benefits of warming-up • Principles of warming up • Meaning and concept of cooling down • Physical, physiological and psychological benefits of cooling down • Principles of cooling down	9
III	Health Related Physical Fitness Test • Fitness Testing: Understanding the purpose of testing prior to physical activity. • Resting Heart Rate, Maximum Heart Rate and Target Heart Rate Zone. • Health Related Fitness: meaning and its components. • Cardio-Respiratory Training, FITT Principles	8
IV	Introduction of conditioning • Introduction and meaning of conditioning • Importance of conditioning • Training Load: components of load, principles of load. • Overload – Symptoms and causes of overload.	7
Practical	Testing of Basic Fitness Components • Endurance – Coppers 1Mile Run/ Walk Test • Speed - 30 mtr. Dash and 50 mtr. Dash • Agility - Shuttle run (4 x 10m) • Balance - Stork test • Reaction time - Hand reaction time and foot reaction time. • Power - Standing broad jump	30
Suggested Readings	• Arora S., Agarwal M Gupta B. (2018), “Fitness; Wellness and Nutrition”, Vivechan Publications. India, ISBN: 978-93-83914-89-0 • Caliendo, M. A. (1981). “Nutrition and preventive health care”. Macmillan. • Aurelien, B.D., Ganneau, S. (2019). “The Modern Art and Science of Mobility”. Human Kinetics • Gordon, E. and Golanty E. (2004), Health and Fitness, 8th ed, • Jones and Bartlett Publishers, Massachusetts • Human Kinetics (2010). Health and Fitness for Life, Human Kinetics Publisher, United States. • Kansal, D. K. (2012), A Practical Approach to Test Measurement and Evaluation, SSS Publication, New Delhi • S.J Brian (1997) Fitness and Health, 4th ed, Human Kinetics • Thygerson AL and Thygerson SM (2009), Fit to be Well, 2nd ed, • Jones and Bartlett Publishers, Massachusetts • Open education resources	

SEMESTER -II

Scheme and Syllabi of B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education for the
Session 2026-27 onwards

Course Title	Olympic Movement	
Course Type	Discipline Specific Course (DSC-A2)	
Course Code	PED201	
Course Objectives	- To teach about the origin, religious significance, and rules of the Ancient Olympic Games. - To give facts about the revival of the Games and the historical milestones of the Modern Olympics. - To impart knowledge in relation to various institution of physical education and sports and their roles. - To teach about the organization and management of tournaments	
Course Outcome	- Learners will have in depth understanding of Ancient Olympic Games - Learners will thoroughly able to understand the revival and significance of Modern Olympic Games. - The learners will be able to analyze the organizational structure, regulatory mandates, and operational functions of national physical education and sports institutions. - Learners will be able to design comprehensive tournament structures, including selecting appropriate formats based on participant numbers, time constraints, and facility availability.	
Credits	4 (Theory)	
Credit distribution	Lecture – 3 Tutorials – 0 Practical - 1	
Eligibility Criteria	Earned 20 credits in I Semester and admission on roll on basis	
Prerequisite of the course (if any)	Nil	
Marks	100 (End Semester Examination - 50, Internal Assessment – 25 and End Semester Practical - 25)	
Contact Hours	45 Hours (15 hours theory = 1 Credit) 30 Hours (30 hours practical = 1 Credit) 4 + 2 = 6 periods per week - One unit contains 60-80 students for theory and 30-40 students for practical. - Teacher who is preparing three teams for University Inter-college competitions, his/her workload shall be counted by including six periods per week in the teaching load.	
Paper Pattern	The question paper will consist of five sections in all (Section A, B, C, D and E). Section A will be compulsory and consist of seven short questions of 2 marks each covering the whole syllabus; students have to attempt any five. In addition, Four more questions of 10 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one question selecting at least one from each section.	
Unit	Topics	Contact Hours
I	Introduction to Olympics Games - Historical Background of Ancient Olympic Games - Revival of Modern Olympics Games - Objectives and importance of Modern Olympics Games - Olympic Motto, Emblem, Flag, Olympic Torch and Awards, Opening and Closing Ceremonies.	11
II	Promotion of Physical Education and Sports in India Functions, role and contribution of leading Indian institution of	12

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	physical education sports: - Indian Olympic Association - Sports Authority of India - Netaji Subhash National Institute of Sports - Lakshmibai National Institute of Physical Education • Sports Schemes in India – TOPS, Khelo India and Fit India Movement	
III	Intramurals and Extramural • Intramurals: - Objectives and importance of intramurals - Events of competitions - Time and facility factors • Extramural: - Planning and conduct - Outcomes of participations (Educational) - Limitations in participations - Selection and training of teams - Participation, finance and other aspects	10
IV	Organization of Tournaments • Concept and definition of tournament • Types of Tournaments - Knock-Out and League Tournament • Process of Draw of Fixture • Merits and Demerits of various kinds of Tournaments • Protocols to organize College Annual Athletic Meet.	11
Practical	Athletics - Shot put and Long jump • Introduction and brief history • Basic skills and techniques. • IAAF rules and regulations • Equipment required for the event. • No. of officials required and duties of officials. • Marking of the arena	30
Suggested Readings	• Carto, J.E.L. And Calif, S.D. [ed], “Medicine & Sport Science: Physical Structure of Olympic Athletes”, London: Karger, 1984. • Cliw, Gifford, “Summer Olympic”, 2004. • Daw, Anderson, “The Story of the Olympics”, 2008. • Maranirs, David, “Rome 1960: The Olympics that Changed the World”, 2008. • Osbome, Manpoppe, “Ancient Greece and the Olympic”, 2004. • Perrottet, Tony, “The Naked Olympics: The True Story of the Ancient Games”, 2004. • Singh, M.K., “Indian Women and Sports”, Rawat Publication, 1991. • Open education resources	

SEMESTER -II	
Course Title	PHYSICAL EDUCATION AND SPORTS FOR RECREATION

Scheme and Syllabi of B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education for the
Session 2026-27 onwards

Course Type	Multi-Disciplinary Course (MDC-2)	
Course Code	PED203	
Course Objectives	- Clarify the core distinctions and overlapping areas between play, leisure, recreation, and physical education. - Recognize the importance of constructive use of leisure time. - Inculcate learners for active participation in physical activities with varying physical abilities, promoting teamwork and mental well-being..	
Course Outcome	- Students will gain basic knowledge of recreation. - Students will able to utilize the constructive utilization of leisure time. - Students will discover firsthand how outdoor adventures build resilience, confidence, and well-rounded personalities	
Credits	3 (Theory)	
Credit distribution	Lecture – 3 Tutorials – 0 Practical - 0	
Eligibility Criteria	Earned 20 credits in I Semester and admission on roll on basis	
Prerequisite of the course (if any)	Nil	
Marks	100 (End Semester Examination - 50, Internal Assessment – 25)	
Contact Hours	45 Hours (15 hours theory = 1 Credit) 6 periods per week - One unit contains 60-80 students for theory - Teacher who is preparing three teams for University Inter-college competitions, his/her workload shall be counted by including six periods per week in the teaching load.	
Paper Pattern	The question paper will consist of five sections in all (Section A, B, C, D and E). Section A will be compulsory and consist of seven short questions of 2 marks each covering the whole syllabus; students have to attempt any five. In addition, Four more questions of 10 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one question selecting at least one from each section.	
Unit	Topics	Contact Hours
I	Introduction - Meaning, definition and nature of recreation - Aims and objectives of Recreation. - Need and importance of recreation in modern age.	10
II	Recreation and Health - Introduction and concept of active recreation - Role of active recreation in maintaining health of a person - Relationship between recreation and personal well-being - Leisure and Recreation for stress, depression, and mental Health	12
III	Outdoor Activities - Concept, meaning and types of camp - Aims and objectives of camp. - Meaning and importance of picnic - Educative values of picnic.	12
IV	Risk Taking Activities	11

Scheme and Syllabi of B.A. 3-Years and 4- Years (Hons. / Hons. with Research) in Physical Education for the
Session 2026-27 onwards

	• Introduction and importance of risk taking activities • Recreational and Adventurous Avenues in Himachal Pradesh - Water Games - Paragliding, - Winter Games - Mountaineering - Trekking	
Suggested Readings	• Administration of Physical Education and Athletics Program. Charles, A. Bucher. • Butter, George. Introduction to Community Recreation, McGraw Hill Book Company Inc, New York. 3rd edition, 1959. • Kraus R. (2001), "Recreation & leisure in Modern society" Jones and Bartlett Publishers. • Organisation and Administration & Recreation in Physical Education, Tandon Publication: Ludhiana. • Vanaik Dr. A, (2010) "Fundamentals of Recreational Activities", Friends Publication.	

SEMESTER -II	
Course Title	FIRST AID
Course Type	Skill Enhancement Course (SEC-2)
Course Code	PED203
Course Objectives	• To perceive the concept of First aid. • To understand the need and value of first aid in physical education sports. • To teach basic life support skills.
Course Outcome	• Students will understand the basic concept of first aid. • Students will learn about the need of first aid in sports. • Students will learn the basic life support skills.
Credits	3 (Theory)
Credit distribution	Lecture – 2 Tutorials – 0 Practical - 1
Eligibility Criteria	Earned 20 credits in I Semester and admission on roll on basis
Prerequisite of the course (if any)	Nil
Marks	75 (End Semester Examination - 50, Practical – 25)
Contact Hours	• 30 Hours (15 hours theory = 1 Credit) • 30 Hours (30 hours practical = 1 Credit) • 4 + 2 = 6 periods per week • One unit contains 60-80 students for theory and 30-40 students for practical. • Teacher who is preparing three teams for University Inter-college competitions, his/her workload shall be counted by including six periods per week in the teaching load.
Paper Pattern	The question paper will consist of five sections in all (Section A, B, C, D and E). Section A will be compulsory and consist of ten short questions of 1 mark each covering the whole syllabus. In addition, Four more questions of 10 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one question selecting at least one question from each section.

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Unit	Topics	Contact Hours
I	Introduction • Meaning and definition of first aid • Objectives of first aid • Importance of first aid in the field of physical education and sports • Essential components of a reliable first aid kit.	8
II	Basics of First Aid • Essential qualities of a first aider • Legal responsibilities of a first aider • Basic principles of first aid • Understanding the "Three Ps" - Preserve life, Prevent worsening, Promote recovery.	7
III	First aid in Common Injuries • First aid in case of the common sports injuries: - Sprain - Strain - Dislocations - Fractures • First aid in case of common injuries: - Burns - Open wounds - Electric shock - Heat Illness	9
IV	Basic First Aid Techniques • Airway Management and Breathing • Circulation and Bleeding Control • Application of PRICE • Basic Life Support - CPR	6
Practical	• Practice of safety management of first – aider in emergency situations. • Observe responsiveness & consciousness (look, listen, feel). • Practice of Cardiopulmonary Resuscitation (CPR). • Practice of first aid in head injury and nose bleeding. • Dressing & bandages. • First aid in case of burns and of electric shock	30
Suggested Readings	• David, R. M. (2005). Drugs in Sports, (4th Ed). Routledge Taylor and Francis Group. • Hunter, M. D. (1979). A Dictionary for Physical Educators. In H. M. Borrow & R. McGee,(Eds.), • Khanna, G.L., (1990). Exercise Physiology & Sports Medicine. Delhi:Lucky Enterprises. • Mathew, D.K. & Fox, E.L, (1971). Physiological Basis of Physical Education and Athletics.Philadelphia: Saunders Co. • Pandey, P.K., (1987). Outline of Sports Medicine, New Delhi: J.P. Brothers Pub. • Williams, J. G. P. (1962). Sports Medicine. London: Edward Arnold Ltd. • Open education resources	