

**1<sup>st</sup> Semester Subject: Health & Physical Education (According to NEP 2020  
implemented from Session 2023 -24)**

**Core Course–1 & Major Core Course–1**

<b>Part A-Introduction</b>			
Subject:	Health & Physical Education		
Semester	1 <sup>st</sup> Semester		
Name of the Course	History and Foundation of Physical Education		
Course Code	B23-PED-101		
Course Type:	Core Course-1 Major Core Course- 1		
Level of the Course	100-199		
Pre-requisite (if any)	12 <sup>th</sup> pass from any streams (Arts/Science/Commerce) preferable with Sports Background. It is open for all.		
Course Learning Outcomes(CLOs):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the Aims, Objectives and scope of Physical Education.</li> <li>2. Explain the historical development of Physical Education in India</li> <li>3. Illustrate the basic knowledge of biological aspects of Physical Education</li> <li>4. Tell the various Career opportunities in Physical Education and Sports.</li> <li>5. Know the basic specifications of court/ ground, general rules and demonstrate the basic skills of Kho Kho and Badminton.</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 hours per week	2 hours per week (Size of practical group=20 students)	5
<b>Max. Marks: 100</b> <b>Part I-Theory=70</b> <b>(Internal Assessment- 20 Marks + End Term Exam–50Marks)</b> <b>Part II-Practical=30</b> <b>(Internal Assessment- 10 Marks +End Term Exam–20Marks)</b>			<b>Time:3Hours</b>  <b>For End Term Exam</b>

## Part B-Content of the Course

### Instructions for Paper-Setter:

The question paper will consist of Five Units I, II, III, IV and V. Units I, II, III & IV will have two questions

From their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

Unit	Topics	Contact Hours
I	<b>Introduction of Physical Education:</b> <ul style="list-style-type: none"><li>• Meaning and definition of Physical Education</li><li>• Relationship of Physical Education with Health and General Education</li><li>• Aim and Objectives Physical Education</li><li>• Scope of Physical Education.</li><li>• Need of Physical Education in modern society.</li><li>• Misconceptions regarding Physical Education.</li><li>• Physical Education as Arts or Science</li></ul>	12

II	<b>History of Physical Education in India:</b> <ul style="list-style-type: none"><li>• Physical Education during Indus Valley Civilization(3250BC–2500BC)</li><li>• Physical Education during Vedic period (2500BC–600BC)</li><li>• Physical Education during Early Hindu Period (600BC–320A.D)</li><li>• Physical Education during Later Hindu Period (320A.D–1000A.D)</li><li>• Physical Education during Medieval Period (1000A.D–1757A.D)</li><li>• Physical Education during British Period (Till1947)</li><li>• Physical Education during After Independence</li></ul>	12
III	<b>Biological Basis of Physical Education:</b> <ul style="list-style-type: none"><li>• Meaning of Growth and Development</li><li>• Meaning of Chronological Age, Anatomical age, Physiological age and Mental age</li><li>• Principles of Growth and development</li><li>• Difference between Growth and development</li><li>• Factor affecting Growth and development</li></ul>	11

	<ul style="list-style-type: none"> <li>Growth and Development at various Levels of Childhood: Pre-Adolescence – Adolescence – Adulthood.</li> </ul>	
IV	<p><b>Career opportunities in Physical Education and Sports:</b></p> <ul style="list-style-type: none"> <li>Qualifications and responsibilities of Physical Education and Sports professionals at various levels of educational institutions.</li> <li>Qualifications and responsibilities as Coach, Fitness Trainers, Yoga Instructors and others</li> <li>Qualifications and responsibilities as sports Event Managers, Technical Officials, Researcher and others</li> <li>Qualifications and responsibilities in Health Clubs and Fitness Centers, Aerobics, Dance &amp; Recreation Clubs in Corporate Sectors and others.</li> <li>Qualifications and responsibilities Sports Journalists, Commentators, Sports Photographers and Video Analysts</li> <li>Career opportunities in various Central Govt., State Govt., Private Organizations and others</li> <li>Career opportunities in Manufacturing and Marketing sectors.</li> <li>Entrepreneurs opportunities in Physical Education and Sports.</li> </ul>	11

**Suggested Evaluation Methods:**

**Maximum Marks:70 (Internal Assessment -20 Marks + End Term Exam–50 Marks)**

<p><b>Internal Assessment: 20 Marks</b></p> <p>Continuous Comprehensive Evaluation(CCE):20 Marks  Class presentation = 5  Seminar/Assignment/Quiz/class test, etc.=5  Mid Term Test = 10</p>	<p><b>End Term Exam: 50 Marks Time=3 hrs.</b></p> <p>Onequestionof10marksfrom each Units I to IV =40 Marks.  Five Questions short answer from entire syllabus  =5×2 Marks=10 Marks.</p>
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**Part II– Practical**  
**(Internal Assessment- 10 Marks + External–20Marks)**

Unit	Topics	Marks distribution	Contact Hours
I	<b>Kho-Kho:</b> Court specifications, general rules and basic skills	15 Marks	15
II	<b>Badminton:</b> Court specifications, general Rules and basic skills	15 Marks	15

<p><b>Internal Assessment:10 Marks</b></p> <p>Evaluation through Skill Test/Assignments/ Quiz/ Viva Voce/ Practical Record File (5 Marks for Each Game)</p>	<p><b>End Term Exam: 20 Marks</b></p> <p>Evaluation through performance in Skill Test/ Demonstration/Viva Voce/Practical Record File (10 Marks for Each Game)</p>
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**Part C-Learning Resources**

- Suggested Readings:
- Baljit Singh (2009). Principles of Physical Education. New Delhi: Sports Publication.
- Bevinson Perinbaraj. S (2002). History of Physical Education. Karaikudi: Vinsi Publications. Bucher A.
- Charles. (1983). Foundations of Physical Education. St. Louis: Mosbyco.
- Charles A. Bucher. (1982). Foundations of Physical Education. USA: The C.V. Mosby company.
- Charles C. Cowell & William L. France. (1963). Philosophy and Principles of Physical Education. New Jersey: Prentice-Hall.
- Singh Ajmeret. al. Modern Text Book of Physical Education, Health and Sports, Kalyani Publishers, Ludhiana, (2010).
- Sharma, V.K, Health &Physical Education, Saraswati House Pvt. Ltd. Daryaganj, New Delhi. (2013).
- Singh Ajmeret. al. Olympic Movement, Kalyani Publishers, Ludhiana, (2000).
- Kamlesh & Sangral, Principles & History of Physical Education, Parkash Brothers, Ludhiana. (2000).
- Bucher, C.A.(n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014).
- Mohan, V.M. Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E.E.& Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
- Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore.
- Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
- Anand, R.L (1987) Play Field Manual, Patiala: NIS Publication.

**1<sup>st</sup> Semester Subject: Health & Physical Education (According to NEP 2020  
implemented from Session 2023 -24)  
Major Core Course-2**

<b>Part A-Introduction</b>			
Subject:	<b>Health &amp; Physical Education</b>		
Semester	1 <sup>st</sup> Semester		
Name of the Course	Health Education		
Course Code	B23-PED-102		
Course Type	MajorCoreCourse-2		
Level of the Course	100-199		
Pre-requisite(if any)	Course only for students studying Physical Education as Major subject		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> <li>1. Describe the concept of Health and Health Education.</li> <li>2. Explain the concept of Occupational Health</li> <li>3. Illustrate the basic knowledge of various Communicable Diseases</li> <li>4. Acquire basic knowledge about the Communicable Diseases</li> </ol>		
	5.Able to calculate and analyze Blood pressure, BMI, Peak Expiratory Flow and Oxygen saturation level		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3hoursperweek	2hoursperweek (Size of practical group=20students)	5
<b>Max. Marks: 100</b> <b>Part I-Theory=70</b> <b>(Internal Assessment – 20 Marks + End Term Exam – 50 Marks)</b> <b>Part II-Practical= 30</b> <b>(Internal Assessment – 10 Marks + End Term Exam–20 Marks)</b>			Time:3Hours  <b>For End Term Exam</b>

**Part B – Content of the Course**

**Instructions for Paper - Setter:**

The question paper will consist of Five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<b>Introduction of Health and Health Education:</b> <ul style="list-style-type: none"><li>• Meaning and definition of Health</li><li>• Meaning and definition of Health Education</li><li>• Objectives of Health Education</li><li>• Dimensions of Health Education</li><li>• Scope of Health Education</li><li>• Principles of Health Education.</li><li>• Need of Health Education in modern society.</li></ul>	12
II	<b>Occupational Health</b> <ul style="list-style-type: none"><li>• Meaning and definition of Occupational Health</li><li>• Scope of Occupational Health</li></ul>	12

	<ul style="list-style-type: none"> <li>Principles of Occupational Health.</li> <li>Scope of Occupational Health</li> <li>Factors responsible for Occupational Health Hazards and Diseases: Physical Hazards, Chemical Hazards, Biological Hazards, Mechanical Hazards, Psycho – Social Hazards.</li> <li>Occupational diseases caused by Physical and Chemical factors</li> </ul>	
III	<b>Communicable Diseases</b> <ul style="list-style-type: none"> <li>Meaning of Communicable Diseases</li> <li>Name of various Communicable Diseases</li> <li>Meaning, Causes, symptoms and Treatment of HIV/AIDS</li> <li>Meaning, Causes, symptoms and Treatment of Hepatitis A, B and C</li> <li>Meaning, Causes, symptoms and Treatment of Tuberculosis and Chicken Pox</li> <li>Meaning, Causes, symptoms and Treatment of COVID-19</li> </ul>	11
IV	<b>Non-Communicable Diseases</b> <ul style="list-style-type: none"> <li>Meaning of Non-Communicable Diseases</li> <li>Name of various Non-Communicable Diseases</li> <li>Meaning, Causes, symptoms and Treatment of various types cardiovascular disease</li> <li>Meaning, Causes, symptoms and Treatment of various types of Typhoid and Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>Meaning, Causes, symptoms and Treatment of Type I and Type II Diabetes</li> <li>Meaning, Causes, symptoms and Treatment of Arthritis</li> </ul>	10

**Suggested Evaluation Methods:**

**Maximum Marks: 70 (Internal Assessment-20 Marks + End Term Exam-50 Marks)**

**Internal Assessment:**

Continuous Comprehensive Evaluation (CCE): 20Marks  
 Class presentation = 5  
 Seminar/Assignment/Quiz/ class test, etc.=5  
 Mid Term Test = 10

**End Term Exam: 50 Marks Time=3hrs**

One question of 10 marks from each Units I to IV = 40 Marks.  
 Five Questions short answer from entire syllabus = 5 x 2 Marks = 10 Marks.

**Part II-Practical  
 (Internal Assessment-10 Marks + External – 20 Marks)**

Unit	Topics	Marks distribution	Contact Hours
I	BMI: Calculation of BMI, Categories of BMI	5-Marks	8
II	Calculation of Peak Expiratory Flow with Spirometer, Analysis of Peak Expiratory Flow	5-Marks	8
III	Measurement of Pulse Rate and Blood Pressure	5-Marks	7
IV	Measurement of Oxygen Saturation level, its interpretation	5-Marks	7

	<p><b>Internal Assessment: 10 Marks</b> Evaluation through Assignments/ Quiz/ Viva Voce/ Practical Record File (2.5 Marks for Each Unit)</p>	<p><b>University Exam (UE): 20 Marks</b> Evaluation through Skill of handling the instrument/ Demonstration/ Viva Voce/ Practical Record File (5 Marks for Each Unit)</p>
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**Part C- Learning Resources**

Suggested Readings:

- Sharma, V.K, Health & Physical Education Saraswati House Pvt.Ltd. Daryaganj, New Delhi. (2013).
- Bucher Olsen and Willgoose; The Foundation of Health Prentice Hallinc. Englewood Fliffs, New Jersey, (1976).
- Turner S and Smith, SchoolHealth and Health Education, The C.V. Mosby Company St. Loius (1961).
- Singh Ajmeret. al. Modern Text Book of Physical Education, Health and Sports, Kalyani Publishers, Ludhiana, (2010).
- Kang G.S. Deol N.S. An introduction to Health and Physical Education 21st century. Patiala (2008).
- Verma, K.K., “Health & Physical Education” Parkash Brothers, Ludhiana, 2015



**1<sup>st</sup> Semester Subject: Health & Physical Education (According to NEP  
2020 implemented from Session 2023 -24) Minor Core Course - 1**

<b>Part A-Introduction</b>			
Subject:	<b>Health &amp; Physical Education</b>		
Semester	1 <sup>st</sup> Semester		
Name of the Course	<b>Olympic Movement</b>		
Course Code	B23-PED-103		
Course Type	Minor Core Course -1		
Level of the Course	100-199		
Pre-requisite(if any)	Course only for students studying Physical Education as Major subject		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> <li>1. Describe the concept of Olympic Movement and Ancient Olympics.</li> <li>2. Acquired basic knowledge about Modern Olympics.</li> <li>3. Describe the various Types of Olympics.</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	2	Nil	2
Contact Hours	2 hours per week	Nil	2
Max. Marks: 50 (Internal Assessment-15 Marks + End Term Exam – 35 Marks)		Time:3 Hours <b>For</b>	
<b>Part B- Content of the Course</b>			
<b><u>Instructions for Paper- Setter:</u></b>			
<p>The question paper will consist of Four Units I, II, III&amp;IV. Unit I, II and III will have two questions from their respective Units of the Syllabus and will carry 10markseach. Unit IV will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question.</p>			

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<b>Origin of Olympic Movement</b> <ul style="list-style-type: none"> <li>• Philosophy of Olympic movement</li> <li>• The significant stages in the development of the Ancient Olympic movement</li> <li>• Politics and Religion of Ancient Olympics, Opening ceremony, Different Events of Ancient Olympics, Participants of Various events, Prizes for winners,</li> <li>• Decline and Termination of the ancient Olympics</li> </ul>	10
II	<b>Modern Olympic Games</b> <ul style="list-style-type: none"> <li>• Revival of Olympic Games</li> <li>• Olympic Symbols: Motto, Rings, Flag, Medals, Flame, Torch Relay and Anthem</li> <li>• Opening ceremony, Closing ceremony, medal ceremony</li> <li>• Olympic Protocol for member countries</li> <li>• Indian Performance in Modern Olympics</li> </ul>	10

III	<b>Different Olympic Games</b> <ul style="list-style-type: none"> <li>• Paralympics Games: Brief History and symbols. Its relation with other Olympics</li> <li>• Winter Olympics: Brief History and symbols. Its relation with other Olympics</li> <li>• Youth Olympic Games: Brief History and symbols. Its relation with other Olympics</li> <li>• Indian Performance in Modern Paralympics, Winter and Youth Olympics.</li> </ul>	10
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**Suggested Evaluation Methods:**

**Maximum Marks:50 (Internal Assessment-15 Marks + End Term Exam–35 Marks)**

**Internal Assessment:**

Continuous Comprehensive

Evaluation(CCE):15Marks

Class presentation=4

**End Term Exam: 35 Marks Time= 3 hrs**

Onequestionof10marksfromeach Units I to III

Seminar/Assignment/Quiz/ class test, etc.=4 Mid Term Test = 7	=30 Marks. Five Questions short answer from entire syllabus = 5 × 1 Marks = 10 Marks.
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**Part B-Learning Resources**

Suggested Readings:

- Ajmer Singh, Jagdish Bans, Jagtar Singh Gill, Rachpal Singh Brar and Nirmaljit Kaur Rathee (2004) Essentials of Physical Education, New Delhi: Kalyani Publishers.
- Burbank, J. M., Andranovich, G. D. & Cheyng Boulder, C. H. (2001). Olympic dreams: the impact of mega – events on local politics: Lynne Rienner Osborne, M.P. (2004).
- Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion To Magic Tree House: Hour of the Olympics. New York: random house books for young readers.

**1<sup>st</sup> Semester Subject: Health & Physical Education**  
**(According to NEP 2020 implemented from Session 2023 -24)**  
**Multidisciplinary Course - 1**

<b>Part A-Introduction</b>			
Subject:	<b>Health &amp; Physical Education</b>		
Semester	1 <sup>st</sup> Semester		
Name of the Course	<b>Fundamentals of Physical Education</b>		
Course Code	B23-PED-104		
Course Type	Multidisciplinary Course-1		
Level of the Course	100-199		
Pre-requisite(if any)	12 <sup>th</sup> pass from any streams (Arts/Science/Commerce). It is Open for all.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the Aims, Objectives and scope of Physical Education.</li> <li>2. Illustrate the basic knowledge biological aspects of Physical Education</li> <li>3. Tell the various Carrier support unities in Physical Education and Sports.</li> <li>4. Know the basic specifications of court/ ground, general Rules and demonstrate the basic skills of Kho-Kho and Badminton.</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	2	1	3
Contact Hours	2 hours per week	2 hours per week (Size of practical group=20 students)	4
<b>Max. Marks: 75</b> <b>Part I-Theory=50</b> (Internal Assessment -15 Marks + End Term Exam –35 Marks) <b>Part II-Practical= 25</b> (Internal Assessment - 5 Marks + End Term Exam –20 Marks)			Time: 3 Hours  For End Term Exam
<b>Part B – Content of the Course</b>			
<b><u>Instructions for Paper- Setter:</u></b>			
<p>The question paper will consist of Four Units I, II, III &amp; IV. Unit I, II and III will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit IV will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question.</p>			

Unit	Topics	Contact Hours
I	<p><b>Introduction of Physical Education:</b></p> <ul style="list-style-type: none"> <li>• Meaning and definition of Physical Education</li> <li>• Relationship of Physical Education with Health and General Education</li> <li>• Aim and Objectives of Physical Education</li> <li>• Professional Courses in Physical Education and Sports.</li> <li>• Need of Physical Education in modern society.</li> <li>• Misconceptions regarding Physical Education.</li> <li>• Physical Education as Arts or Science</li> </ul>	10
II	<p><b>Biological Basis of Physical Education:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Growth and Development</li> </ul>	10

	<ul style="list-style-type: none"> <li>• Meaning of Chronological Age, Anatomical age, Physiological age and Mental age</li> <li>• Principles of Growth and development</li> <li>• Difference between Growth and development</li> <li>• Factors affecting Growth and development</li> <li>• Growth and Development at various Levels of Childhood: Pre - Adolescence – Adolescence – Adulthood.</li> </ul>	
III	<p><b>Career opportunities in Physical Education and Sports:</b></p> <ul style="list-style-type: none"> <li>• Qualifications and responsibilities of Physical Education and Sports professionals at various levels of educational institutions.</li> <li>• Qualifications and responsibilities as Coach, Fitness Trainers, Yoga Instructors and others</li> <li>• Qualifications and responsibilities as sports Event Managers, Technical Officials, Researchers and others</li> <li>• Qualifications and responsibilities in Health Clubs and Fitness Centers, Aerobics, Dance &amp; Recreation Clubs in Corporate Sectors and others.</li> <li>• Qualifications and responsibilities of Sports Journalists, Commentators, Sports Photographers and Video Analysts</li> <li>• Career opportunities in various Central Govt, State Govt., Private Organizations and others</li> </ul>	10

	<ul style="list-style-type: none"> <li>• Career opportunities in Manufacturing and Marketing sectors.</li> <li>• Entrepreneur opportunities in Physical Education and Sports.</li> </ul>		
<b>Suggested Evaluation Methods:</b> Maximum Marks:50 (Internal Assessment-15 Marks + End Term Exam–35 Marks)			
<b>Internal Assessment:15</b> Continuous Comprehensive Evaluation (CCE):15Marks Class presentation = 4 Seminar/Assignment/Quiz/class test, etc. = 4 Mid Term Test = 7	<b>End Term Exam:35Marks</b> <b>Time =3hrs.</b> One question of 10 marks from each Units I to III = 30 Marks. Five Questions short answer from entire syllabus = 5 × 2 Marks = 10 Marks.		
<b>Part II – Practical</b> <b>MaximumMarks:25(Internal Assessment-5Marks+External–20Marks)</b>			
<b>Unit</b>	<b>Topics</b>	<b>Marks distribution</b>	<b>Contact Hours</b>
I	<b>Kho-Kho</b> :Court specifications, general rules and basic skills	10 Marks	15
II	<b>Badminton:</b> Court specifications, General rules and basic skills	10 Marks	15
	<b>Internal Assessment: 5 Marks</b> Demonstration of Skill/Viva-Voce/ Practical Record File	<b>University Exam (UE): 20 Marks</b> Evaluation through performance in Skill Test/ Demonstration/ Viva Voce/ Practical Record File: (10 Marks for each Sports)	
<b>Part C- Learning Resources</b>			
Suggested Readings:			

- **Baljit Singh (2009). Principles of Physical Education. New Delhi: Sports Publication.**
- **Bevins on Perinbaraj. S (2002). History of Physical Education. Karaikudi: Vinsi Publications. Bucher A.**
- **Charles. (1983). Foundations of Physical Education. St. Louis: Mosbyco.**
- **Charles A. Bucher. (1982). Foundations of Physical Education. USA: The C.V. Mosby company.**
- **Charles C. Cowell & William L. France. (1963). Philosophy and Principles of Physical Education. New Jersey: Prentice-Hall.**
- **Singh Ajmeret. al. Modern Text Book of Physical Education, Health and Sports, Kalyani Publishers, Ludhiana, (2010).**
- **Sharma, V.K, Health & Physical Education, Saraswati House Pvt. Ltd. Daryaganj, New Delhi. (2013).**
- **Singh Ajmeret.al. Olympic Movement, Kalyani Publishers, Ludhiana (2000).**
- **Kamlesh & Sangral, Principles & History of Physical Education, Parkash Brothers, Ludhiana. (2000).**
- **Bucher, C.A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014).**
- **Mohan, V.M. Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.**
- **Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore.**
- **Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi**
- **Anand, R.L (1987) Play Field Manual, Patiala: NISPublication.**

**2<sup>nd</sup> Semester Subject: Health & Physical Education**  
**(According to NEP 2020 implemented from Session 2023-24)**  
**Core Course – 2 & Major Core Course – 3**

<b>Part A-Introduction</b>			
Subject:	Health & Physical Education		
Semester	2 <sup>nd</sup> Semester		
Name of the Course	<b>Basic Anatomy and Physiology</b>		
Course Code	B23-PED-201		
Course Type:	Core Course - 2 Major Core Course - 3		
Level of the Course	100-199		
Pre-requisite(if any)	Student who has opted Core Course –1 in 1 <sup>st</sup> Semester		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the Anatomy, Physiology and structure of Cells.</li> <li>2. Explain the structure of Joints and Muscular System</li> <li>3. Illustrate the basic knowledge about Anatomy, Physiology of Circulatory and Digestive Systems of human body</li> <li>4. Explain the Anatomy, Physiology of Respiratory and Excretory Systems of human body</li> </ol> <p>5. Identify name and locations of bones, muscles and organs of various systems of human body.</p>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 hours per week	2 hours per week (Size of practical group=20 students)	5
<b>Max. Marks: 100</b> <b>Part I-Theory = 70</b> <b>(Internal Assessment-20 Marks + End Term Exam–50 Marks)</b> <b>Part II-Practical= 30</b> <b>(Internal Assessment – 10 Marks + End Term Exam – 20 Marks)</b>			Time:3 Hours  <b>For End Term Exam</b>
<b>Part B-Content of the Course</b>			



**Instructions for Paper-Setter:**

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<b>Introduction of Anatomy and Physiology</b> <ul style="list-style-type: none"><li>• Meaning and Definition of Anatomy and Physiology.</li><li>• Importance of Anatomy and Physiology in Physical Education and sports</li><li>• Cell: Structure, Properties and functions</li><li>• Meaning of Cell, Tissues, Organs and System.</li><li>• Bone: Meaning and types</li><li>• Skeletal System: Structure and functions of Skeletal System.</li><li>• Axial and Appendicular Skelton</li></ul>	12

II	<b>Joints and Muscular System</b> <ul style="list-style-type: none"><li>• Meaning of Joints, Types of Joints</li><li>• Types of Synovial Joints present in human body</li><li>• Meaning of Muscle, Types of muscles present in human body</li><li>• Gross Structure of Skeletal Muscle,</li><li>• Structural Classification of Skeletal muscles.</li></ul>	10
III	<b>Circulatory System and Digestive System</b> <ul style="list-style-type: none"><li>• Constituents of blood and Function of blood</li><li>• Structure of the heart</li><li>• Types of Blood Circulation: Systemic, Pulmonary and Coronary,</li><li>• Organs of Digestive System</li><li>• Structure and functions of the digestive system,</li><li>• Process of Food absorption, Name and functions of various digestive juices and enzymes</li></ul>	12
IV	<b>Respiratory System and Excretory System</b> <ul style="list-style-type: none"><li>• Organs of Respiratory system and their functions.</li><li>• Structure of Respiratory system</li></ul>	11

	<ul style="list-style-type: none"> <li>• Exchange of gases in the lungs and tissues,</li> <li>• Organs of Excretory System kidneys and skin</li> <li>• Parts and Functions of the urinary system</li> <li>• Structure and functions of Skin.</li> </ul>		
<b>Suggested Evaluation Methods:</b>			
<b>Maximum Marks:70 (Internal Assessment-20 Marks + End Term Exam–50 Marks)</b>			
<b>Internal Assessment:20Marks</b> Continuous Comprehensive Evaluation (CCE): 20 Marks Class presentation = 5 Seminar/Assignment/Quiz/class test, etc.=5 Mid Term Test = 10	<b>End Term Exam: 50 Marks Time= 3 hrs</b> One question of10 marks from each Units I to IV =40 Marks. Five Questions short answer from entire syllabus =5×2 Marks=10 Marks.		
<b>Part II–Practical</b> <b>(Internal Assessment -10 Marks+ External–20 Marks)</b>			
<b>Unit</b>	<b>Topics</b>	<b>Marks distribution</b>	<b>Contact Hours</b>
I	Identification of Name and location of Human Bones on Skelton and Chart	10 Marks	10
II	Identification of Name and location of Major Muscles of Human Body on Model and Chart	10 Marks	10
III	Identification of Name and Location of organs of various systems: Circulatory, Digestive, Respiratory and Excretory on Models and Charts	10 Marks	10
	<b>Internal Assessment :10 Marks</b> Evaluation through Assignments/Quiz/ Viva Voce/ Practical Record File	<b>University Exam (UE): 20 Marks</b> Evaluation through Viva Voce/Practical Record File:	

## Part C- Learning Resources

- Singh Ajmeret.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana, (2010).
- Gupta, A.P. (2010). Anatomy and physiology. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M.C. (1980). Body and anatomical science. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). Text book of Medical Physiology, 9<sup>th</sup> edition. Philadelphia: W.B. Saunders.
- Karpovich, P.V. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.
- Lamb, G.S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.
- Moorthy, A.M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications.
- Morehouse, L.E.& Miller, J. (1967). Physiology of exercise. St. Louis: The C.V. Mosby Co.
- Pearce, E.C. (1962). Anatomy and physiology for nurses. London: Faber & Faber Ltd.
- Sharma, R.D. (1979). Health and physical education, Gupta Prakashan.
- Singh, S.(1979).Anatomy of physiology and health education. Ropar: Jeet Publications

**2<sup>nd</sup> Semester Subject: Health & Physical Education**  
**(According to NEP 2020 implemented from Session 2023-24)**  
**Core Course Minor -2**

<b>Part A- Introduction</b>			
Subject:	Health & Physical Education		
Semester	2 <sup>nd</sup> Semester		
Name of the Course	<b>Asian and Common wealth Games</b>		
Course Code	B23-PED-202		
Course Type:	<b>Core Course Minor-2</b>		
Level of the Course	100-199		
Pre-requisite(if any)	Course only for students studying Physical Education as Major subject		
Course Learning Outcomes(CLOs):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> <li>1. Describe the concept of Common Wealth Games.</li> <li>2. Acquire basic knowledge about Asian Games.</li> <li>3. Describe the Indian's performance in Various Commonwealth and Asian Games</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	2	0	2
Contact Hours	2 hours per week	0	2
<b>Max. Marks: 50</b> <b>(Internal Assessment – 15 Marks + End Term Exam –35 Marks)</b>			<b>Time:3 Hours</b> <b>For End Term Exam</b>
<b>Part B- Content of the Course</b>			
<b><u>Instructions for Paper-Setter:</u></b>			
<p>The question paper will consist of Four Units I, II, III &amp; IV. Units I, II and III will have two questions from their respective Units of the Syllabus and will carry 10 marks each.</p> <p>UnitIVwillconsistof5shortanswertype questions, which will cover the entire syllabus and will carry 1 mark for each question.</p>			

Unit	Topics	Contact Hours
I	<b>Commonwealth Games</b> <ul style="list-style-type: none"> <li>• Meaning of Common Wealth Games</li> <li>• Brief History of Common Wealth Games</li> <li>• Symbol of Common Wealth Games, Mascots of Common Wealth Games</li> <li>• Countries that participate in the Commonwealth Games</li> <li>• Queen's Baton Relay, Opening and closing ceremony ,Anthems of Commonwealth Games</li> </ul>	10
II	<b>Asian Games</b> <ul style="list-style-type: none"> <li>• Meaning of Asian Games</li> <li>• Brief History of Asian Games</li> <li>• Symbol of Asian Games, Mascots of Asian Games</li> <li>• Countries that participate in the Asian Games</li> <li>• Opening and closing ceremony</li> <li>• Indian Performance in the Commonwealth Games</li> </ul>	10

III	<b>Different Olympic Games</b> <ul style="list-style-type: none"> <li>• Main features of Common wealth games organized in India</li> <li>• Main features of Asian games organized in India</li> <li>• Indian Performance in the various Common Wealth Games</li> <li>• Indian Performance in the various Asian Games</li> </ul>	10
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**Suggested Evaluation Methods:**

**Maximum Marks: 50 (Internal Assessment – 15 Marks + End Term Exam – 35 Marks)**

**Internal Assessment:**

Continuous Comprehensive

Evaluation(CCE):15Marks Class presentation = 4

Seminar/Assignment/Quiz / class test, etc.=4

Mid Term Test = 7

**End Term Exam :35 Marks Time = 3 hrs**

Onequestionof10marksfromeachUnitsI to III  
= 30 Marks.

Five Questions short answer from entire syllabus

=5×1Marks=5 Marks.

## Part B-Learning Resources

- Ajmer Singh, Jagdish Bans, Jagtar Singh Gill, Rachpal Singh Brar and Nirmal jit Kaur Rathee (2004) Essentials of Physical Education, New Delhi: Kalyani Publishers.
- Zeigler EF (2007). History and Status of Physical Education and Educational Sports. Sports Education. New Delhi.
- Gupta, Rakesh (2013), Health and Physical Education, Pinnacle India Education Publisher, New Delhi.
- Kamlesh ML (2013). Physical Education and Exercise Sciences: An Objective Approach. Friends Publication. Delhi.

**2<sup>nd</sup> Semester Subject: Health & Physical Education**  
**(According to NEP 2020 implemented from Session 2023-24)**  
**Discipline Specific Elective Course-1**

<b>Part A- Introduction</b>			
Subject:	Health & Physical Education		
Semester	2 <sup>nd</sup> Semester		
Name of the Course	<b>Athletics Track Events</b>		
Course Code	B23-PED-203		
Course Type:	<b>Discipline Specific Elective Course- 1</b>		
Level of the Course	100-199		
Pre-requisite(if any)	Candidate have taken Physical Education as Major Course		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> <li>1. Describe the Athletics Events and Governing Bodies of Athletics</li> <li>2. Illustrate the basic knowledge about Sprints, Hurdles and Relay race events.</li> <li>3. Describe the rules and regulations of Middle and Long Distance races and 3,000m Steeplechase.</li> <li>4. Explain the rules and regulations of Marathon and Walking Events</li> <li>5. Demonstrate the techniques of crouch start and Baton Exchange.</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 hours per week	2 hours per week (Size of practical group=20 students)	5
<b>Max. Marks: 100</b> <b>Part I-Theory=70</b> <b>(Internal Assessment - 20 Marks + End Term Exam–50 Marks)</b> <b>Part II-Practical= 30</b> <b>(Internal Assessment – 10 Marks + End Term Exam– 20 Marks)</b>			Time:3 Hours  <b>For End Term Exam</b>
<b>Part B-Content of the Course</b>			

**Instructions for Paper-Setter:**

The question paper will consist of Five Units I, II, III, IV & V. Unit I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<b>Introduction of Athletics</b> <ul style="list-style-type: none"><li>• Brief History of Athletics</li><li>• National and International Governing bodies of Athletics</li><li>• Events of Athletics for Men and Women</li><li>• Marking of Athletics track 200m</li><li>• Marking of Athletics Track 400m</li></ul>	12

II	<b>Sprints, Hurdles and Relay race events</b> <ul style="list-style-type: none"><li>• Basic Rules of Sprints events: 100m, 200m and 400m</li><li>• Basic Rules of Hurdle events: 100m, 110m and 400m</li><li>• Basic Rules of Relay races: (4×100) and (4×400)</li><li>• Specification of starting blocks, Baton and Shoes used athletes in these events.</li><li>• Famous Indian Athletes of Sprint and Hurdle events</li></ul>	11
III	<b>Middle and Long Distance races and 3,000 m Steeplechase</b> <ul style="list-style-type: none"><li>• Basic Rules of Middle distance races: 800m and 1500m.</li><li>• Basic Rules of Long Distance Races: 3000m, 5000m and 10000m</li><li>• Basic Rules of Steeple chase: 3000m</li><li>• Specifications of Hurdle and water jumps in steeple chase</li><li>• Famous Indian Athletes of Middle &amp; Long Distance races and 3,000m Steeplechase</li></ul>	11



IV	<b>Marathon and Walking Events</b> <ul style="list-style-type: none"> <li>• Distance of Marathon, Walking and other road races,</li> <li>• Basic rules of Marathon Race</li> <li>• Basic Rules of Walking Events:20 km and 50km</li> <li>• Basic technique of walking.</li> <li>• Basic rules of Cross-Country races organized at university level.</li> <li>• Famous Indian Athletes of Marathon and walking events</li> </ul>	11
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**Suggested Evaluation Methods:**

**Maximum Marks:70 (Internal Assessment - 20 Marks + End Term Exam –50 Marks)**

<b>Internal Assessment: 20</b> Continuous Comprehensive Evaluation (CCE):20 Marks Class presentation = 5 Seminar/Assignment/Quiz/class test, etc.=5 Mid Term Test = 10	<b>End Term Exam:50 Marks      Time = 3 hrs.</b> One question of10 marks from each Units I to IV = 40 Marks. Five Questions short answer from entire syllabus =5×2 Marks=10 Marks.
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**Part II–Practical**

**Maximum Marks: 30 (Internal Assessment-10 Marks+ End Term Exam–20 Marks)**

Unit	Topics	Marks distribution	Contact Hours
I	Technique Crouch Start	10 Marks	10
II	Techniques of Baton Exchange	10 Marks	10
III	Basics of Track Marking (200m/ 400m)	10 Marks	10
	<b>Internal Assessment:10Marks</b> Evaluation through Demonstration of Skill/ Assignments/ Quiz/ Viva Voce/ Practical Record File	<b>End Term Exam: 20 Marks</b> Practical demonstration of skill of crouch start and Baton exchange: 5 Marks for each Evaluation through Viva Voce/Practical Record File:10 Marks	

## Part C- Learning Resources

- Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.
- ArnheimD., & William E Prentice. (1978). Athletic Training. St. Louis: Mosby Year Book.
- Authors Guide (2018) IAAF Competition Rules 2018-2019, Monaco Cedex: IAAF Publishing.
- George Immanuel. (1997). Track and Field Event layout and Marking. Chennai:
- Chauhan VS (1999). Khel Jagat Mein Athletics. A. P .Pub, Jalandhar.

- **Evans DA (1984). Teaching Athletics. Hodder, London**
- **FoxEL (1998). Physiological Basis of Physical Education and Athletics Brown Pub.**
- **GothiE (2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.**
- **Josse,P, Moprtensen. , &John ,M, Copper. (1998). Track and Field for Coach and Athlete. St. Louis: C.V. Mosphy Company.**
- **Kumar Pardeep. (2008). Historical Development of Track and Field. Friends Publication. New Delhi**
- **RenwickGR (2001). Play Better Athletics. Sports Pub, Delhi.**
- **Shri vastav AK. Abhay Kumar (1997). Athletics. S & SParkashan.**
- **Singh Granth (1998). Track and Field Athletics. Ashoka, Delhi.**
- **Thani Lokesh (1995). Skills and Tactics -Track Athletics. Sports Pub. Delhi.**
- **ThaniY. (1991). Encyclopedia of Athletics. Gian Pub., Delhi.**

**2<sup>nd</sup> Semester Subject: Health & Physical Education**  
**(According to NEP 2020 implemented from Session (2023 -24)**  
**Multidisciplinary course - 2**

<b>Part A-Introduction</b>			
Subject:	Health & Physical Education		
Semester	2 <sup>nd</sup> Semester		
Name of the Course	<b>Fundamentals of Yoga</b>		
Course Code	B23-PED-205		
Course Type:	<b>Multidisciplinary Course-2</b>		
Level of the Course	100-199		
Pre-requisite (If any)	It is open for all.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> <li>1. Describe the aims, objectives and principles of Yoga.</li> <li>2. Illustrate the basic knowledge various types of yoga</li> <li>3. Explain principles of various types of Asanas and Paranyams.</li> <li>4. Perform various types of basic Asanas and Paranyams</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	2	1	3
Contact Hours	2 hours per week	2 hours per week (Size of practical group=20 students)	4
<b>Max. Marks: 75</b>		Time: 3 Hours	
<b>Part I-Theory = 50</b>		<b>For End Term Exam</b>	
<b>(Internal Assessment- 15Marks+ End Term Exam–35 Marks)</b>			
<b>Part II-Practical= 25</b>			
<b>(Internal Assessment – 5 Marks + End Term Exam –20 Marks)</b>			
<b>Part B- Content of the Course</b>			

**Instructions for Paper-Setter:**

The question paper will consist of Four Units I, II, III & IV. Unit I, II and III will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit IV will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question.

Unit	Topics	Contact Hours
I	<b>Introduction of Yoga</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of Yoga</li> <li>• Aims and Objectives of Yoga</li> <li>• Traditional &amp; Historical Development of Yoga</li> <li>• The Yoga Sutra: General Consideration</li> <li>• Need and Importance of Yoga in Modern Society</li> <li>• Misconceptions about Yoga</li> </ul>	10
II	<b>Foundation of Yoga</b> <ul style="list-style-type: none"> <li>• The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi</li> <li>• Yogain the Bhagavad gita- Karma Yoga, Raj Yoga, Jnana Yoga and Bhakti Yoga</li> <li>• Brief introduction of Hath Yoga.</li> </ul>	10

III	<b>Asanas and Paranayam</b> <ul style="list-style-type: none"> <li>• Meaning of Asanas, Classifications of Asanas</li> <li>• Principles of Asanas</li> <li>• Meaning of Paranayam , Different Types of Paranayams</li> <li>• Principles of Paranayams.</li> <li>• Meaning of Shatkarm and types of Shatkarms</li> </ul>	10
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**Suggested Evaluation Methods:**

**Maximum Marks:50 (Internal Assessment-15 Marks + End Term Exam–35 Marks)**

<p><b>Internal Assessment:</b></p> <p>Continuous Comprehensive Evaluation (CCE):15  Marks Class presentation = 4  Seminar/Assignment/Quiz/class test, etc.=4  Mid Term Test = 7</p>	<p><b>End Term Exam:35 Marks Time = 3 hrs</b></p> <p>One question of10 marks from each Units I to III  =30 Marks.</p> <p>Five Questions short answer from entire syllabus  =5 ×1 Marks=5 Marks.</p>
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**Part II – Practical****Maximum Marks : 25 (Internal Assessment -5 Marks + End Term Exam – 20 Marks)**

<b>Unit</b>	<b>Topics</b>	<b>Marks distribution</b>	<b>Contact Hours</b>
I	<b>Asanas:</b> Ten Basic Asanas	10 Marks	15
II	<b>Paranayams:</b> Anulom vilom, Suryabehadan, Bhastrika, Shitali and Shitkari.	10 Marks	15
	<b>Internal Assessment: 5 Marks</b> Demonstration of Skill/Viva-Voce/ Practical Record File	<b>End Term Exam: 20 Marks</b> Demonstration of Asana and Paryanama =5 Marks for each Evaluation through performance in Viva Voce/ Practical Record File:10 Marks	

**Part C- Learning Resources**

- Iyengar, B.K.S. (1995). Lighton Yoga: The Bible of Modern Yoga. Schocken Publishers, USA.
- Kamin off, L.etal(2007).Yoga Anatomy. Human Kinetics, USA.
- Kirk,M.(2005).The Hatha Yoga Illustrated. Human Kinetics, USA.
- Mukerji ,A.P.(2010).The Doctorine and Practice of Yoga .General Books ,LLC ,New Delhi.
- Norton,W.W.(2010).Yoga for Osteoporosis: The Complete Guide. W.W.Norton & Company,USA.
- SarinN (2003).Yoga Dawara Rogoon KaUpchhar. Khel Sahitya Kendra
- Sri Swa miRama,(2001).Breathing. Rishikesh Sadhana Mandir Trust.
- SwamiRam(2000).Yoga &Married Life. Rishikesh Sadhana Mandir Trust

**2<sup>rd</sup> Semester (Health & Physical Education)****(According to NEP 2020)****Discipline Specific Elective Course-1**

<b>Part A-Introduction</b>			
Subject:	Health & Physical Education		
Semester	2 <sup>rd</sup> Semester		
Name of the Course	<b>First Aid</b>		
Course Code	B23-PED-204		
Course Type:	<b>Discipline Specific Elective Course -1</b>		
Level of the Course	100-199		
Pre-requisite(if any)	Students who have opted Health and Physical Education as core/major subject.		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"><li>1. Understand the concept of First Aid and role of First Aider.</li><li>2. Manage an Incident and Assessing the Casualty</li><li>3. Explain First Aid management for Respiratory problem, Bone, Joint and Muscle Injuries.</li><li>4. Describe First Aid measures for Wounds, Foreign objects, poisoning, bites and medical conditions.</li><li>5. Provide First Aid through CPR and Dressings.</li></ol>		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 hours per week	2 hours per week (Size of practical group=20 students)	5
<b>Max. Marks: 100</b> <b>Part I-Theory=70</b> <b>(Internal Assessment - 20 Marks + End Term Exam-50 Marks)</b> <b>Part II-Practical= 30</b> <b>(Internal Assessment-10 Marks + End Term Exam-20 Marks)</b>			<b>Time: 3 Hours</b> <b>For End Term Exam</b>

## Part B-Content of the Course

### Instructions for Paper-Setter:

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks

For each question.

Unit	Topics	Contact Hours
I	<b>Introduction of First Aid</b> <ul style="list-style-type: none"> <li>• Meaning and definition of First Aid</li> <li>• Purpose of First Aid</li> <li>• Prerequisite personal qualities sofa First Aider</li> <li>• Principles of First Aid</li> <li>• Material/Articles of First Aid Box</li> </ul>	10
II	<b>Managing an Incident and Assessing the Casualty</b> <ul style="list-style-type: none"> <li>• Action at an emergency: Traffic accidents, Fires, Electrical incidents, Water incidents, Major incident/Mass casualties.</li> <li>• Assessing the Casualty: Primary survey ,Secondary survey, Head-to-toe examination, Monitoring vital signs</li> </ul>	11

	<ul style="list-style-type: none"> <li>• Meaning and Technique of Cardiopulmonary Resuscitation CPR</li> </ul>	
III	<b>First Aid for Respiratory problem, Bone, Joint and Muscle Injuries</b> <ul style="list-style-type: none"> <li>• First Aid for Respiratory Problems: Airway obstruction, Choking, Hanging and strangulation, Drowning and Asthma Attack.</li> <li>• First Aid for Bone, Joint and Muscle Injuries: Fractures, Dislocated joint, Strains, Sprains and Cramps</li> </ul>	12
IV	<b>First Aid for Wounds, Foreign objects, poisoning, bites and Medical conditions:</b> <ul style="list-style-type: none"> <li>• First Aid for Wounds: Simple Bleeding, Severe external bleeding and Blisters,</li> <li>• First Aid for Foreign objects: Swallowed foreign object, foreign object in the eye, foreign object in the ear and Foreign object in the nose.</li> <li>• First Aid for poisoning and bites: Swallowed poisons, human bites, and Snake bite.</li> </ul>	12

	<ul style="list-style-type: none"> <li>First Aid for Medical conditions: Heart attack, Stroke, Seizures and Allergy.</li> </ul>		
<b>Suggested Evaluation Methods:</b> <b>Maximum Marks:70 (Internal Assessment – 20 Marks + End Term Exam–50 Marks)</b>			
<b>Internal Assessment:</b> Continuous Comprehensive Evaluation (CCE): 20 Marks Class presentation = 5 Seminar/ Assignment/ Quiz/ class test, etc.=5 Mid Term Test = 10	<b>End Term Exam: 50 Marks Time = 3hrs</b> Onequestionof10marksfromeachUnitsI to IV =40 Marks. Five Questions short answer from entire syllabus =5×2 Marks=10 Marks.		
<b>Part II–Practical</b> <b>(Internal Assessment-10 Marks + End Term Exam–20 Marks)</b>			
Unit	Topics	Marks distribution	Contact Hours
I	Technique of CPR	15 Marks	15
II	Technique of Dressings, Roller bandages, Tubular gauze and ages, square knots and Arms ling,	15 Marks	15
	<b>Internal Assessment: 10 Marks</b> Evaluation through Skill Test/ Assignments/ Quiz/ Viva Voce/ Practical Record File (5 Marks for Each)	<b>End Term Exam: 20 Marks</b> Evaluation through performance in Skill Test/ Demonstration /Viva Voce/ Practical Record File (10 Marks for Each)	
<b>Part C- Learning Resources</b>			
<ul style="list-style-type: none"> <li>The authorized manual of St. John Ambulance, St. Andrew's Ambulance association and the British redcross society, First Aid manual, 9th edition, Dorling Kindersley, London</li> <li>American college of emergency physicians, First Aidmanual,5<sup>th</sup> edition, Dorling Kindersley, London</li> <li>Clement Text book on First Aid &amp; Emergency Nursing, First edition, J P brothers, 2012</li> <li>Philip Jevon, Emergency care and First Aid for Nurses, A practical guide, Churchill Living Stone,2007</li> </ul>			



**Scheme of Examination for Undergraduate Programme**

**Subject: Health & Physical Education**

**As per NEP 2020 Curriculum Frame work for Undergraduate Programme (Multiple Entry-Exit,  
Internships and Choice Based Credit System implemented form session 2024-25**

YEAR/ PROGRAMME	SEMESTER	Type of Course	COURSE CODE	PAPER/TITLE	CREDITS			Conta ct Hours (T+P)	Max. Marks				
					Theory	Practical	Total		Theory		Practical		Total
									External	Internal	External	Internal	
1/BACHELOR' SCERTIFICATE	1	Core Course - 1Major Core Course-1	B23-PED-101	History and Foundation of Physical Education	3	1	4	5 (3+2)	50		20		100
		Major Core Course- 2	B23-PED-102	Heath Education	3	1	4	5 (3+2)	50		20		100
		Core Course Minor -1	B23-PED-103	Olympics Movement	2	-	2	2	35		-		50
		Multidisciplinar y course - 1	B23-PED-104	Fundamentals of Physical Education	2	1	3	4 (2+2)	35		20	5	75
	2	Core Course - 2MajorCoreCou rse-3	B23-PED-201	Basic Anatomy and Physiology	3	1	4	5 (3+2)	50	20	20		100
		Core Course Minor -2	B23-PED-202	Asian and Commonwealth Games	2	-	2	2	35		-		50
		Discipline Specific ElectiveCourse-1	B23-PED-203	Athletics - Track Events and Road races	3	1	4	5 (3+2)	50		20		100
B23-PED-204	First Aid		3	1	4	5 (3+2)	50		20		100		
		Multidisciplinar y course - 2	B23- PED- 205	Fundamentals of Yoga	2	1	3	4 (2+2)	35	15	20	5	75

## **PROGRAMME LEARNING OUT COMES (PLOs)**

**PLO–1. Knowledge and Understanding:** Acquire knowledge about the various aspects of human body and effect of exercise on the it. Develop understanding for holistic development through participation in physical activities and sports.

**PLO–2. Skills/Technical Skills:** Acquire basic skills/techniques of various sports & games, fitness activities, yoga and self-defense. Ability to analyze the local and global impact of sports, games & physical activities on individuals, organizations and society.

**PLO–3. Application of Knowledge and skills:** Apply the knowledge and skill in evaluation of posture, general health& wellness, general fitness and administration of various physical education and sport programs.

**PLO–4. Communication Skills:**  
Ability to communicate effectively among a range of audiences/stakeholders.

**PLO–5. Critical thinking:** Ability to Identify, define the actual requirements, formulate, and analyze complex physical education and sports related problems to reaching substantiated conclusions.

**PLO–6. Ethics:** Understanding of professional, ethical, legal, security, social issues and responsibilities in teaching, learning and evaluation of physical education and sports.

**PLO–7. Life-long Learning:** Ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings to accomplish a common goal of the society.

**PLO–8. Creativity:** Acquire the ability to design, implement and evaluate process or program to meet desired needs in the field of physical education and sport at local, national and international level.

**PLO–9. Research Aptitude:** Participation in sports and physical activity develops analytical skills, logical reasoning, and problem-solving abilities, which are crucial for research aptitude.

**PLO–10. Problem Solving:** Apply the knowledge of basic sciences that is relevant and appropriate to physical education and sports leading to solution of complex sports related issues and problems.

