ہائیر ایجوکیشن کمیشن
HIGHER EDUCATION COMMISSION
Government of Pakistan, Islamabad

Sector H-8
Islamabad, Pakistan
Phone : +92-51-90402126
www.hec.gov.pk
isheeraz@hec.gov.pk

Deputy Director (Academics)

No. 5-2/FS (NCRC)/Acad/HEC/2024/7067
23rd January, 2025

Subject: **Revised Curriculum for Degree Programs in Physical Education**

The Higher Education Commission (HEC) of Pakistan, as mandated by its charter, provides strategic guidance to Higher Education Institutions (HEIs) on curricula for tertiary education, ensuring alignment with the National Qualifications Framework (NQF). To keep pace with evolving academic trends and market demands, HEC has revised the curricular standards for Physical Education degree programs at NQF levels 5, 6 and 7. These updates are fully aligned with HEC Undergraduate Education Policy V 1.1 (2023) and HEC Graduate Education Policy (2023)**,** reflecting national priorities and meeting global standards.

2. The revised curricula for Physical Education degree programs (enclosed) are hereby officially notified. Universities offering these programs are instructed to update their Physical Education curricula in compliance with these standards at the earliest. The updated document is also available for download on HEC official website.

3. Through the effective implementation of these standards, HEC envisions a transformative future where Pakistani graduates in physical education become leaders in the diverse and expanding job market includes physical education teachers, coaching, training and fitness specialists, sports managers, sports nutritionists, and organizers of mega events. Their contributions will foster the development of an elite athlete, physically active and healthy society while driving meaningful progress both nationally and internationally.

4. Previously issued letter No. 5-2/FS(NCRC)/Acad/HEC/2024/7067 dated 22nd January 2025 of this office stands cancelled due to pagination order.

Regards,

Muhammad Irfan Sheeraz*, Ph. D*

Vice Chancellors/Rectors/Heads
All Public/Private Sector Universities/DAIs

Copy for information to:

i. ES to Chairman, Higher Education Commission, Islamabad
ii. ES to Executive Director, Higher Education Commission, Islamabad
iii. PS to Consultant, Quality Assurance, Higher Education Commission, Islamabad
iv. PS to Managing Director, NAHE, Higher Education Commission, Islamabad
v. PS to Advisor, Human Resource Development Division, Higher Education Commission, Islamabad
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CURRICULUM FOR
PHYSICAL EDUCATION

ASSOCIATE DEGREE | BACHELOR |
MASTER OF STUDIES

2024

HIGHER EDUCATION COMMISSION
GOVERNMENT OF PAKISTAN

CURRICULUM FOR

PHYSICAL EDUCATION

DEGREE PROGRAMS

2024

Prepared by:
SUBJECT EXPERTS
Different Universities

Designed, Composed and Edited by:
Dr. MUHAMMAD IRFAN SHEERAZ
Deputy Director (Academics) | Academics Division
Higher Education Commission, Islamabad

Coordinated by:
Tanveer Ali
IT Administrator (Curriculum) | Academics Division
Higher Education Commission, Islamabad

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Contributions

DR. MUHAMMAD ZAFAR IQBAL BUTT Convener
Professor & Chairman
Department of Sports Sciences & Phsyical Education
University of the Punjab, Lahore
Phone: +92-333-4211210

DR. BASIT ANSARI
Professor & Chairman
Department of Health Physical Education & Sports Sciences
University of Karachi, Karachi
Phone: +92-322-2279221

DR. SAEED JAVED
Associate Professor & Chairman
Department of Physical Education & Sports Sciences
Government College University, Faislabad
Phone: +92-300-5308486

DR. MUHAMMAD BADAR HABIB
Associate Professor
Department of Physical Education & Sports Sciences
The Islamia University of Bahawalpur
Phone: +92-333-9999896

MR. RASHID MUSHTAQ
Associate Professor & HoD
Department of Physical Education
Govt. Graduate College for Boys, Gulberg Lahore
Phone: +92-321-8477073

MISS. ZULAIKHA KARIM
Associate Professor & Principal
Govt. College of Physical Education Balochistan
Quetta
Phone: +92-333-7841466

MS. MARIYYAH SAMIN
HOD
Department of Health & Physical Education
Shaheed Benazir Bhutto Women University
Peshawar
Phone: +92-300-9021287

DR. SAFDAR ALI
Director Sports
Quaid i Azam University, Islamabad
Phone: +92-333-6359863

DR. AMMARA RUBAB
HOD
Department of Sports & Physical Education
Kinnaird College for Women, Lahore
Phone: +92-332-4114807

DR. SYED MUHAMMAD BILAL GILLANI
Assistant Professor & HOD
Department of Sports Sciences & Physical Education
The University of Lahore, Lahore
Phone: +92-334-9949945

DR. EJAZ ASGHAR Co-Convener
Professor & Chairman
Department of Sports Sciences
Health Services Academy, Islamabad
Phone: +92-301-8207673

DR. MUHAMMAD ZIA UL HAQ
Associate Professor & Chairman
Department of Physical Education & Sports Sciences
The Islamia University of Bahawalpur
Phone: +92-301-4713411

DR. SYED ZIA UL ISLAM
Associate Professor & Chairman
Department of Sports Sciences
University of Haripur, Haripur
Phone: +92-346-9574645

DR. FAROOQ HUSSAIN
Associate Professor & Chairman
Department of Physical Education and Sports
Abdul Wali Khan University, Mardan
Phone: +92-333-9192912

DR. SHAHZAMAN KHAN
Assistant Professor & HOD
Department of Physical Education & Sports Sciences
Sukkur Institute of Business Administration
Phone: +92-300-3056140

DR. SUMERA SATTAR
Incharge
Department of Physical Education
Lahore College for Women University, Lahore
Phone: +92-334-3287015

Ms. SUMBAL KAYNAT
Lecturer
Department of Educational Sciences
National University of Modern Languages, Islamabad
Phone: +92-313-5199089

Mr. SHAHBAZ IBARHIM
Lecturer
Department of Sports Sciences & Physical Education
University of Okara, Okara
Phone: +92-333-9973388

DR. MUHAMMAD IRFAN SHEERAZ Secretary
Deputy Director (Academics)
Academics Division
Higher Education Commission, Islamabad
Phone: +92-300-4609903

Preface

It is a matter of immense pride and commitment that we present the curriculum for the Associate Degree, Bachelor of Studies (BS) and Master of Studies (MS) programs in Physical Education. In an era where physical education, sports, health, fitness, and overall well-being are of paramount importance, the development of a robust curriculum serves as a foundational pillar in cultivating knowledgeable and skilled professionals in this vital field.

This curriculum has been meticulously crafted to align with contemporary educational standards, global best practices, and the evolving needs of Pakistani society. It integrates scientific principles with practical application, aiming to foster critical thinkers, educators, and leaders capable of advancing physical education and promoting lifelong fitness habits. The program emphasizes a blend of theoretical knowledge, research-driven insights, practical and experiential learning, ensuring holistic development for students.

I commend the dedicated educators, professionals from the field, and curriculum developers who have contributed to this endeavor. Their collaborative effort and commitment to academic excellence are commendable and will benefit students and the broader community.

We are confident that this curriculum will set a new benchmark in physical education and contribute significantly to our student's personal and professional growth, empowering them to inspire and lead in various educational and athletic settings.

Dr. Amjad Hussain
Director General
Academics Division

Guiding Principles

MINIMUM STANDARDS

The curricular standards and guidelines prescribed in this policy are mandatory at minimum level only. Universities or the concerned departments may however set higher standards provided that the standards prescribed herein are not reduced or compromised.

COURSE SEQUENCE, TITLES & CREDITS

For Bachelor of Studies (BS) and Master of Studies (MS) in Physical Education, the sequence of courses prescribed in this policy is logically arranged and is suggestive only. The concerned department may rearrange the sequence and alter the course titles and credits provided that the essence of the courses prescribed in this policy remains intact. The department may add more courses as and when required in accordance with HEC guidelines and subject to approval of university's relevant statutory body.

COURSE LEARNING OUTCOMES

Course learning outcomes (CLOs) are the bare minimum standards of learning that students must achieve upon completing a specific course, ensuring consistency in the quality of education across institutions. The CLOs prescribed in this policy represent the minimum level of competency and understanding expected from students. While these standards must not be compromised, departments are encouraged to enhance the rigor of the CLOs by incorporating additional learning outcomes, provided these do not alter the essence of the prescribed standards. In this policy, CLOs are exclusively developed for major and interdisciplinary courses. CLOs for elective courses are not prescribed here, as these are advanced or specialized courses. The development of CLOs for electives is the responsibility of the concerned department, taking into account the course's advanced nature and relevance to the program. For general education courses as required under the HEC Undergraduate Education Policy V 1.1. including the course of Pakistan Studies, departments may adopt the CLOs prescribed in the HEC-developed model courses, as available on its website.

COURSE SYLLABUS

This document serves as a comprehensive guideline delineating the CLOs for each course offered in the Bachelor of Studies (BS) and Master of Studies (MS) in Physical Education as minimum standards. The concerned department may prepare, modify, and tailor the syllabus of each course, ensuring alignment with the given learning outcomes in this policy. It is in this regard imperative that the department utilizes instructional, reference, and reading materials that it deems appropriate to effectively meet the learning outcomes.

GENERAL EDUCATION

For Bachelor of Studies (BS) in Physical Education, the courses for General Education component must mandatorily be offered with the same titles and credits as prescribed in the HEC Undergraduate Education Policy V 1.1. including the course of Pakistan Studies. The concerned department may adopt and follow the learning outcomes and study contents developed by HEC for these courses as available on its website. The requirement of general education is not applicable for Master of Studies (MS) in Physical Education.

REQUIREMENT OF INTERNSHIP

It is a mandatory degree award requirement of three (03) credit hours for Bachelor of Studies (BS) in Physical Education. Internship of six (06) to eight (08) weeks (preferably undertaken during semester or summer break) must be graded by a faculty member in collaboration with the supervisor in the field. This requirement cannot be substituted with additional course work, capstone or project work.

REQUIREMENT OF CAPSTONE PROJECT

It is a mandatory degree award requirement of three (03) credit hours for Bachelor of Studies (BS) in Physical Education. A capstone project is multifaceted body of work that serves as a culminating academic and intellectual experience for students. The capstone project must be supervised and graded by a faculty member as per the protocols prescribed by the concerned department. This requirement cannot be substituted with additional course work or internship.

ASSOCIATE DEGREE IN PHYSICAL EDUCATION

In the best interest of students and the discipline, the NCRC of Physical Education has decided to recommend launch of Associate Degree in Physical Education. Starting an associate degree in Physical Education could provide foundational knowledge and skills for students, preparing them for entry-level roles in the field. It would also serve as a stepping stone for further education, allowing graduates to pursue advanced degrees or certifications. The eligibility criteria and the first-four semester of the Bachelor of Studies (BS) in Physical Education as prescribed in this document guide the admission requirement and the structure of Associate Degree in Physical Education. Field Experience/ internship is not a mandatory requirement for the Associate Degree in Physical Education.

LABORATORY REQUIREMENTS

Universities / departments offering degree programs in physical education may establish dedicated laboratories to ensure the delivery of quality education in this field as mentioned in this policy for quality Physical Education program. Universities / departments are expected to develop/enhance the laboratory and maintain /upgrade the same to ensure quality education and research in the field of Physical Education and sports.

ENTRY & EXIT PROVISIONS

Pathway for Graduates with Associate Degree

a) Students having completed Associate Degree in any discipline related to the field of Physical Education shall be required to complete deficiency courses up-to a maximum of eighteen (18) credit hours as determined by the admitting university / department.

b) Relevance of the prior qualification in this regard will also be determined by the concerned department. In case where the deficiency courses are more than eighteen (18) credit hours, the university may decide not to offer admission in accordance with the screening, admission and merit calculation criteria approved by its statutory bodies.

c) The minimum eligibility for admission in the fifth semester in the above case is 2.00/4.00 CGPA in the prior qualification i.e., Associate Degree. The admitting university may, however, set higher eligibility criteria for admission in the fifth semester of Bachelor of Studies (BS) in Physical Education.

Pathway for Graduates with Conventional B.A/BSc/Equivalent Degree Programs

a) Students having completed two-year conventional B.A/BSc/equivalent degree programs are allowed admission in the fifth semester of Bachelor of Studies (BS) in Physical Education in which case, the students shall be required to complete deficiency courses up-to a maximum of twenty-one (21) credit hours as determined by the admitting university.

b) In case where the deficiency courses are more than twenty-one (21) credit hours, the university may decide not to offer admission, in accordance with the screening, admission and merit calculation criteria approved by its statutory bodies.

c) The minimum eligibility for admission in the fifth semester in the above case is 45% cumulative score in the prior qualification i.e., two-year conventional B.A/BSc/equivalent degree programs. The admitting university may however set higher eligibility criteria for admission in the fifth semester of Bachelor of Studies (BS) in Physical Education.

Exiting from Bachelor of Studies (BS) in Physical Education with the Associate Degree

Exit from Bachelor of Studies (BS) in Physical Education with Associate Degree is allowed in accordance with the provisions of HEC Undergraduate Education Policy V 1.1.

CURRICULUM FOR
BACHELOR OF STUDIES (BS)
PHYSICAL EDUCATION

BS Physical Education

PROGRAM DESCRIPTION

The Bachelor of Studies in Physical Education program is designed to provide students with a comprehensive understanding of the principles, theories, and practices of physical education, sports, and fitness. This program focuses on equipping students with the knowledge and skills necessary to promote physical activity, health, and wellness across diverse communities.

Throughout the course, students will engage in a blend of theoretical coursework and practical experiences, covering topics such as human anatomy, sports & exercise physiology, biomechanics, sports psychology, talent identification, AI in physical education, rules and techniques of games, sports nutrition and pedagogy. The curriculum is designed to develop students' abilities to design, implement, and assess physical education programs that cater to various age groups and skill levels.

In addition to core physical education subjects, students will have the opportunity to specialize in areas such as adapted physical education, sports nutrition and dietetics, sports rehabilitation, e-sports, sports management, sports coaching, sports analytics and health & fitness, allowing them to tailor their education to their career goals. The program also emphasizes the development of leadership, communication, and critical thinking skills, essential for success in the field.

Graduates of the Bachelor of Studies (BS) in Physical Education program will be well-prepared for careers in teaching, coaching, sports administration, fitness training, and other related fields. They will also be equipped to pursue further studies or professional certifications in physical education, sports science, or related disciplines.

STANDARD NOMENCLATURE

The scheme of study prescribed for the four-year undergraduate degree in Physical Education is based on seven (07) electives. Where the electives are adopted from within a single specialization domain, the degree will be offered as a Bachelor of Studies (BS) in Physical Education (with the name of specialization) in accordance with the National Qualifications Framework (2015). Where the seven courses are adopted from more than one specialization domain, the degree will be awarded as a **Bachelor of Studies (BS) in Physical Education** in its generic form and without specialization.

PROGRAM LEARNING OUTCOMES

By the end of a degree in physical education, a graduate shall be able to

- Demonstrate comprehensive knowledge of physical education and sports science theories, principles, and practices.
- Exhibit advanced motor skills and movement patterns essential for sports performance.
- Promote physical, mental, and social health by implementing evidence-based strategies for lifelong wellness.
- Demonstrate leadership and collaborative skills to effectively manage teams, foster positive relationships, and create an inclusive environment in physical education and sports settings.
- Maintain ethical standards and professional behavior in physical education teaching, coaching, and administration.
- Design physical education programs to meet the diverse needs of individuals, including those with disabilities and varying levels of physical ability.
- Leverage technology to enhance physical education teaching, learning, and evaluation.
- Conduct and apply research to solve problems, use evidence-based practices, and innovate in physical education and sports.
- Demonstrate a deep comprehension of human anatomy, physiology, and biomechanics, applying this knowledge to analyze and optimize athletic performance and physical activity.
- Develop the ability to design evidence-based exercise programs tailored to individual needs, considering fitness goals, age, and health conditions.
- Apply nutritional knowledge to formulate appropriate dietary recommendations for athletes and individuals engaged in physical activity, promoting optimal health and performance.

ELIGIBILITY & ADMISSION CRITERIA

Higher Secondary School Certificate (involving 12 years of schooling) or an IBCC equivalent qualification in any subject group is the basic eligibility requirement for admission in the BS in Physical Education.

PROGRAM STRUCTURE

The Bachelor of Studies in Physical Education follows HEC Undergraduate Education Policy 2023 V 1.1 provisions and comprises a minimum of 08 regular semesters (04 years). Universities may offer courses consisting of a maximum of 144 credit hours provided that the total number of credit hours are reasonably set to achieve the Program Leaning Outcomes.

Minimum Credit Hours	128
General Education Courses	32 credit hours (13 courses)
Discipline Related Courses / Major	72 credit hours (26 courses)
Interdisciplinary Courses	18 credit hours (8 courses)
Internship	3 credit hours
Capstone Project	3 credit hours
Program Duration	Minimum: 4 Years Maximum: 6 Years (Further extendable to another year subject to the approval of the university's statutory body following the provisions of HEC Undergraduate Education Policy 2023 V 1.1)
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	15-18 credit hours for regular semesters Up to 8 credit hours for summer semesters (For remedial/deficiency/failure/repetition courses only)
3 Credit Hours (Theory)	3 classes (1 hour each) OR 2 classes (1.5 hours each) OR 1 class (3 hours) per week throughout the semester.
1 Credit Hours (Lab/Field Work)*	1 Credit hour in laboratory or practical work requires lab/field contact of three hours per week throughout the semester.

MINIMUM LAB REQUIREMENT

*Here are some minimum lab requirements for a BS Physical Education Level 6 degree:

Biomechanics and Movement Analysis Lab

1. Motion capture systems (e.g., Vicon, Qualisys)
2. Force plates (e.g., AMTI, Kistler)
3. Electromyography (EMG) systems
4. 3D motion analysis software (e.g., Visual3D, OpenSim)

Exercise Physiology Lab

1. Treadmills (e.g., Bruce protocol, VO2 max testing)
2. Cycle ergometers (e.g., Wingate testing)
3. Blood lactate analyzers (e.g., Accusport, Lactate Pro)
4. Heart rate and blood pressure monitoring systems

Sports Nutrition Lab

1. Nutrition analysis software (e.g., Nutritionist Pro, FoodWorks)
2. Food frequency questionnaires (FFQs)
3. 24-hour dietary recall software
4. Body composition analysis equipment (e.g., DEXA, skinfold calipers)

Motor Control and Learning Lab

1. Reaction time and motor control testing equipment (e.g., BATAK, FITLIGHT)
2. Balance and proprioception assessment tools (e.g., Biodex Balance System)
3. Eye-hand coordination and dexterity testing equipment
4. Motor learning and cognitive training software

Research and Statistics Lab

1. Statistical analysis software (e.g., SPSS, R)
2. Research design and methodology textbooks
3. Survey and questionnaire development software
4. Data visualization and presentation tools (e.g., Tableau, Power BI)

These labs should provide students with hands-on experience in various aspects of physical education, including biomechanics, exercise physiology, sports nutrition, motor control, and research methods.

Note:

It is recommended that the labs mentioned above may be established in the Physical Education departments of HEIs for quality education.

SCHEME OF STUDIES

The standard scheme of studies for BS in Physical Education is given as under

SEMESTER I			
SN.	Course	Credits	Category
1	Quantitative Reasoning-I**	3 (3-0)	General Education
2	Functional English**	3 (3-0)	General Education
3	Applications of Information & Communication Technologies**	3 (2-1)	General Education
4	Rules & Techniques of Games-I (Hockey, Football & Table Tennis)	3 (1-2)	Major
5	Rules & Techniques of Athletics-I (Track Events)	3 (1-2)	Major
Total Credits: 15			

SEMESTER II			
SN.	Course	Credits	Category
1	Quantitative Reasoning-II**	3 (3-0)	General Education
2	Social Science*	2 (2-0)	General Education
3	Expository Writing**	3 (3-0)	General Education
4	Rules & Techniques of Games-II (Volleyball, Basketball & Badminton)	3 (1-2)	Major
5	Rules & Techniques of Athletics-II (Jumps)	3 (1-2)	Major
6	Natural Science* (Everyday Science)	3 (2-1)	General Education
Total Credits: 17			

SEMESTER III			
SN.	Course	Credits	Category
1	Arts & Hummanities*	2 (2-0)	General Education
2	Islamic Studies (Religious Education/ Ethics for non- Muslim students)**	2 (2-0)	General Education
3	Pakistan Studies**	2 (2-0)	General Education
4	Science of Sports Training & Coaching	3 (2-1)	Major
5	Rules & Techniques of Games-III (Handball, Tennis & Cricket)	3 (1-2)	Major
6	Rules & Techniques of Athletics-III (Throws)	3 (1-2)	Major
Total Credits: 15			

SEMESTER IV			
SN.	Course	Credits	Category
1	Civics & Community Engagement**	2 (2-0)	General Education
2	Ideology & Constitution of Pakistan**	2 (2-0)	General Education
3	Entrepreneurship**	2 (2-0)	General Education
4	Sports Nutrition & Dietetics	3 (2-1)	Major
5	Rules & Techniques of Games-IV (Study Trip/Hiking, Scouting/Girlguiding, Kabaddi, Squash & Boxing)	3 (1-2)	Major
6	Rules & Techniques of Gymnastics	3 (1-2)	Major
Total Credits: 15			

SEMESTER V			
SN.	Course	Credits	Category
1	Philosophical Basis of Physical Education	2 (2-0)	Major
2	Human Anatomy & Physiology	3 (2-1)	Interdisciplinary
3	Introduction to Sports Biomechanics & Kinesiology	3 (2-1)	Major
4	Sports Medicine & Rehabilitation	3 (2-1)	Major
5	Introduction to Statistics	2 (1-1)	Interdisciplinary
6	Sports Sociology	2 (1-1)	Interdisciplinary
Total Credits: 15			

SEMESTER VI			
SN.	Course	Credits	Category
1	Elective - I ***	3 (3-0)	Major
2	Artificial Intelligence (AI) in Physical Education	2 (1-1)	Interdisciplinary
3	Sports & Exercise Physiology	3 (2-1)	Major
4	Research Methodology in Physical Education	3 (3-0)	Major
5	Talent Identification in Sports	2 (1-1)	Major
6	Elective - II ***	3 (3-0)	Major
Total Credits: 16			

SEMESTER VII			
SN.	Course	Credits	Category
1	Elective - III ***	3 (3-0)	Major
2	Adapted Physical Education	2 (2-0)	Major
3	Sports Law and Ethics	2 (2-0)	Interdisciplinary
4	Elective - IV ***	2 (1-1)	Major
5	Sports & Exercise Psychology	3 (1-2)	Interdisciplinary
6	Specialization in one Game	2 (1-1)	Major
7	Sports Marketing and Media	2 (1-1)	Interdisciplinary
Total Credits: 16			

SEMESTER VIII			
SN.	Course	Credits	Category
1	Elective - V ***	3 (3-0)	Major
2	Elective - VI ***	3 (3-0)	Major
3	Capstone	3 (3-0)	Capstone
4	Physical Education Pedagogy	2 (2-0)	Major
5	Elective - VII ***	3 (3-0)	Major
6	Sports Administration & Management	2 (2-0)	Interdisciplinary
Total Credits: 16			

* The university/offering department may offer any course within the broader subject domain/cluster to meet the given credits.

** The university may use HEC-designed model courses.

*** The university/offering department may offer any advanced course in Physical Education as an elective based on available academic and physical resources, depending on its geographical location and program objectives.

Degree Award Requirements

The following minimum requirements are prescribed for the award of a Bachelor of Studies (BS) in Physical Education:

a) All courses in the General Education category must be completed as prescribed by HEC Undergraduate Policy 2023 V 1.1.

b) As prescribed in this policy, a minimum of 128 credit hours must be completed in a minimum of 08 semesters spread over a minimum of four years.

c) The capstone project (03 credit hours) must be completed following HEC-prescribed guidelines for the degree award. This requirement cannot be substituted with additional coursework.

d) Internships of three (03) credit hours must be completed in accordance with HEC Undergraduate Education Policy V 1.1. This requirement cannot be substituted with additional coursework, capstone, research, or project work.

e) CGPA must not be below 2.00/4.00 at the time of completion of the degree program. The university may, however, set a higher standard in this regard.

f) The minimum duration to complete the degree is eight (08) regular semesters spread over four (04) years. The maximum duration may be extended to two (02) more semesters / one (01) year in extraordinary circumstances, subject to the approval of the university's relevant statutory body. The summer semester is not considered a regular semester.

Fields of Specializations

Below is the recommended list of courses within the given specialization. The concerned department may offer any seven (07) elective courses from the following list or any other course relevant to the given specialization, as per the availability of academic resources:

Sports Management

1. Sports and Politics
2. Sports Organizations: Structure and Application
3. Sports Finance and Accounting
4. Sports Event Management
5. Human Resource Management in Sports
6. Sports Facilities and Operations Management
7. Sports Team Management
8. Sports Governance and Policy
9. Sports Analytics and Research Methods
10. Strategic Management of Sports Events

Sports Coaching

1. Principles of Sports Coaching
2. Sports Pedagogy
3. Athlete Development and Performance
4. Sports Psychological Analysis
5. Athlete Injury Prevention and Management
6. Sports Training and Conditioning
7. Coaching Philosophy and Ethics
8. Team and Group Dynamics
9. Sports Technology and Innovation
10. Coach Development and Mentorship

Sports Analytics

1. Introduction to Sports Analytics
2. Data Management and Visualization in Sports
3. Statistical Modeling in Sports
4. Sports Performance Analysis
5. Injury Risk Management and Prediction
6. Sports Marketing and Fan Analytics
7. Advanced Machine Learning in Sports Analytics
8. Sports Economics and Finance
9. Geospatial Analysis in Sports
10. Capstone Project in Sports Analytics

Health and Fitness

1. Exercise Physiology
2. Advanced Nutrition for Health and Fitness
3. Health Promotion and Disease Prevention
4. Fitness Assessment and Exercise Prescription
5. Group Fitness Instruction
6. Personal Training and Coaching
7. Sports Fitness Program Marketing
8. Mind-Body Fitness and Wellness
9. Health and Fitness for Special Populations
10. Health and Fitness Program Management

Fields of Specializations

Adapted Physical Education

1. Introduction to Adapted Physical Education
2. Adapted Sports and Games
3. Inclusive Fitness and Recreation
3. Motor Development and Learning Disabilities
4. Assessment and Evaluation in Adapted Physical Education
5. Physical Activity and Health for Individuals with Disabilities
6. Behavior Management in Adapted Physical Education
7. Technology in Adapted Physical Education
8. Adapted Physical Education for Individuals with Severe Disabilities
9. Program Development and Implementation in Adapted Physical Education

Sports Nutrition and Dietetics

1. Introduction to Human Nutrition
2. Nutrition and Health
3. Sports Nutrition and Performance
4. Energy Systems and Nutrition
5. Nutrition for Endurance Sports
6. Nutrition for Strength and Power Sports
7. Sports Supplements and Ergogenic Aids
8. Pediatric and Geriatric Nutrition
9. Nutrition Counseling and Education
10. Nutrition Assessment and Planning

Sports Rehabilitation

1. Musculoskeletal Rehabilitation
2. Sports Physiotherapy
3. Athletic Training and Conditioning
4. Manual Therapy and Soft Tissue Rehabilitation
5. Sports Psychology and Mental Performance
6. Rehabilitation Technology and Management Biomechanics
7. Pediatric and Adolescent Sports Rehabilitation
8. Geriatric Sports Rehabilitation
9. Sports Biomechanics
10. Sports Medicine
11. Pain Management and Massage
12. Rehabilitation for Special Population
13. Human Performance Analysis in Sports
14. Sports and Exercise Physiology

E-Sports

1. E-Sports Industry and Career Paths
2. E-Sports Marketing and Sponsorship
3. E-Sports Finance and Revenue Streams
4. E-Sports Performance Psychology
5. E-Sports Data Analytics and Visualization
6. E-Sports Cybersecurity and E-Sports Safety
7. E-Sports Law and Ethics
8. E-Sports Media and Broadcasting
9. E-Sports Entrepreneurship and Business
10. E-Sports and Society: Social and Cultural Impacts

Guidelines

1. The listed specializations and courses are not exhaustive. Higher Education Institutions (HEIs) are encouraged to offer additional specializations and/or courses, if available. It's essential to note that all BS Physical Education degrees, regardless of specialization, are considered equivalent under this scheme of studies. There is no inherent difference between them. However, employers may prefer specific specializations, depending on their requirements.
2. The following degrees with varying nomenclature are deemed equivalent to a 16-year schooling BS in Physical Education:

I. Health and Physical Education
II. Physical Education and Sports Sciences
III. Physical Education, Health and Sports Sciences
IV. Sports Science
V. Physical Education and Sports Sciences
VI. Sports and Rehabilitation Sciences

Regardless of the degree title, all these qualifications are considered equal in value and have the same academic standing. This equivalence applies to BSc (Hons), BS, and defunct MSc/MA degrees with the aforementioned titles.

3. It is noteworthy that universities can redistribute courses across the first four and last four semesters. This adjustment can be made based on factors such as teaching staff availability and other facilities. The course distribution outlined is not rigid and is subject to modification by the concerned universities.
4. All universities are directed to implement this revised scheme of studies and align their degree programs accordingly, effective Fall 2025. As of this date, degrees with previous nomenclatures will no longer be recognized or accepted for attestation; only Bachelor of Studies in Physical Education will be acceptable.

CURRICULUM FOR
MASTER OF STUDIES (MS)
PHYSICAL EDUCATION

MS Physical Education

PROGRAM DESCRIPTION

The Master of Studies (MS) in Physical Education is designed in alignment with the HEC Graduate Education Policy 2023, aiming to provide students with a comprehensive and advanced understanding of Physical Education. The program focuses on deepening students' knowledge of Physical Education disciplines, including sports, exercise physiology, health, and fitness, while emphasizing the latest research methodologies and technological advancements in sports sciences. Through this program, students will be equipped to conduct independent research, addressing contemporary issues in Physical Education in 21st century such as mass participation, sponsorship, coaching, elite sports development, sports manufacturing, athlete life, and sporting career. Advanced elective courses in Physical Education are incorporated into the curriculum, allowing students to specialize in emerging areas and tailor their studies to align with career goals. Upon completion, graduates will be well-prepared to contribute to advancing Physical Education and develop innovative solutions to critical challenges related to sports sciences, health, and fitness experiences.

STANDARD NOMENCLATURE

To ensure uniformity, the standard nomenclature of all graduate degree programs (NQF-7) in Physical Education must be "Master of Studies (MS) in Physical Education."

NOTE

In line with future academic reforms in Pakistan, all universities will adopt the uniform title of 'Master of Studies in Physical Education' for their postgraduate programs.

To ensure parity and equity, it is clarified that previously awarded MPhil degrees in Physical Education, with 18 years of schooling, will be considered equivalent to the MS degree. No discrimination will be made against holders of either degree title, and both will be recognized as having equal academic standing."

PROGRAM LEARNING OUTCOMES

By the completion of a Master of Studies (MS) in Physical Education, the graduates will be able to:

a) Critically analyze and synthesize advanced concepts and current research in various fields of physical education, including physical education pedagogy, sports physiology, sporting career, sports organizations, and organization of mega-events.

b) Apply advanced techniques and methodologies to conduct independent research and solve complex problems in physical education and sports science.

c) Demonstrate the ability to effectively communicate skills, techniques, and theoretical concepts in physical education and sports.

ELIGIBILITY & ADMISSION CRITERIA

a) An undergraduate degree (involving 16 years of education) in Physical Education or equivalent is the basic eligibility requirement for admission to the Master of Studies (MS) in Physical Education.

b) Candidates having undergraduate degrees (involving 16 years of education) in any discipline relevant to the field of Physical Education (the university relevance committee will determine relevancy) are also eligible for admission to the Master of Studies (MS) in Physical Education subject to completion of deficiency courses up-to 12 credit hours to be determined by the offering department. The offering department will also determine the relevance of the prior qualification in this regard.

c) In addition to the basic eligibility, the admitting university is further required to conduct a rigorous admission test as an eligibility condition for admission to the program, with a passing score of 50% (OR) accept the GRE/HAT General/equivalent tests, with a passing score of 50%. The admitting university may also set minimum eligibility scores (above 50%) as per the screening, admission, and merit calculation criteria approved by its statutory bodies.

PROGRAM STRUCTURE

The Master of Studies (MS) in Physical Education is structured in accordance with the provisions of the HEC Graduate Education Policy (GEP-2023). The standard structure of the program is as under.

Minimum Credit Hours	30
Course Work	Minimum 24 credit hours (08 courses)
Research Work / Thesis/Course Work	Minimum 06 credit hours
Program Duration	Minimum: 1.5 Years (3 regular Semesters) Maximum: 4 Years (8 regular Semesters) **Note:** If a student cannot secure an MS within the prescribed timeframe and claims an extension in duration, the university may constitute an appropriate authority to determine the causes of the delay. In the event of force majeure (i.e., delay on account of circumstances beyond the control of the student), the university may grant an extension in the period of award of the MS degree in accordance with the duration limiting factor(s) and shall also take corrective measures in case the delay is caused by process or administrative reasons.
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	09-12 credit hours for regular semesters Up to 8 credit hours for summer semesters (For remedial/deficiency/failure/repetition courses only)
3 Credit Hours (Theory)	3 Classes (1 hour each) OR 2 Classes (1.5 hours each) OR 1 Class (3 hours) per week throughout the semester.
1 Credit Hours (Lab/Field Work)	1 Credit hour in laboratory or practical work requires lab/field contact of three hours per week throughout the semester.

SCHEME OF STUDIES

The standard scheme of studies for Master of Studies (MS) in Physical Education is as under

SEMESTER I			
SN.	Course	Credits	Category
1	Contemporary Issues in Physical Education*	3	Core
2	Sports Finance and Economics*	3	Core
3	Elective - I **	3	Elective
4	Elective - II **	3	Elective
Total Credits: 12			

SEMESTER II			
SN.	Course	Credits	Category
1	Research Methodology in Physical Education*	3	Core
2	Elective - III **	3	Elective
3	Elective - IV **	3	Elective
4	Elective - V **	3	Elective
Total Credits: 12			

SEMESTER III			
SN.	Course	Credits	Category
1	Thesis ***/ Course Work	6 ****	Research

SEMESTER IV			
SN.	Course	Credits	Category
1	Thesis ***/ Course Work	Continued	Research

* These are core mandatory courses for the program.

** The university/offering department may offer any advanced course in Physical Education as an elective, where required, as per its program objectives, the university's geographical location, and available academic and faculty resources. Credit combination (reflecting a balance of theory and lab/field work) must be arranged in accordance with the nature of the course.

*** Research work for a thesis must be performed by students individually as per the university's policy, including but not limited to the protocols for topic selection, allocation of supervisor and co-supervisor (where required), thesis submission, defense, and evaluation as approved through its statutory bodies.

**** Credit hours for research work/thesis/course work may be increased (above 6 credit hours) subject to the approval of the university's relevant statutory body.

DEGREE AWARD REQUIREMENTS

The following minimum requirements are prescribed for the award of a Master of Studies (MS) in Physical Education

a) A minimum of twenty-four (24) credit hours, including nine (9) credit hours for core courses and fifteen (15) credit hours for elective courses as prescribed in this policy document, must be completed.

b) In addition to the twenty-four (24) credit hours of coursework, research work/thesis of a minimum of six (06) credit hours must also be completed individually as partial fulfillment of the degree program.

c) A 6-credit hour coursework can be substituted for research as per HEC Graduate Education Policy 2023. However, students who graduated with coursework and wish to pursue a Ph.D. must complete 6 credit hours of research in the first year of Ph.D. classes.

d) CGPA must not be below 2.50/4.00 at the time of completion of the degree program. The university may, however, set higher standards in this regard.

e) The minimum duration required to complete the degree is three (03) regular semesters, which may be extended to eight (08) regular semesters. The summer semester is not considered a regular semester.

RECOMMENDATIONS FOR THE HEC

a) The NCRC for Physical Education highlighted that the recommendations made by the 2014 NCRC regarding the establishment of the Council for Health, Physical Education, and Sports Sciences (NCPESS) remain unaddressed. The committee unanimously called on the HEC to prioritize the establishment of the National Accreditation Council for Physical Education (NACPE) to ensure and enhance the quality of Physical Education programs offered by HEIs.

b) The NCRC also recommended that HEC to organize courses on Physical Education Pedagogy, Leadership, and organization of sports events/trips and other allied areas.

COURSE LEARNING OUTCOMES

FOR ASSOCIATE DEGREE | BS & MS

PHYSICAL EDUCATION

Course Learning Outcomes

Rules & Techniques of Games-I (Hockey, Football & Table Tennis)

By the end of this course, the students will be able to:

- Explain hockey, football, and table tennis fundamental rules, regulations, officiate, and structure.
- Analyze the key techniques, strategies, and skills required for effective performance in each game.
- Evaluate the tactical element and decision-making processes influencing gameplay and success in hockey, football, and table tennis.
- Apply rules and techniques to design training sessions that enhance technical proficiency and understanding of each sport.

Rules & Techniques of Athletics-I (Track Events)

By the end of this course, the students will be able to:

- Explain the fundamental rules, regulations, officiate, and structure of athletic track events, including sprints, middle-distance, and long-distance races.
- Analyze the key techniques, strategies, and skills required for optimal performance in various track events.
- Evaluate the physiological and psychological factors influencing performance in track events and their impact on training and competition.
- Apply rules and techniques to design training sessions that enhance speed, endurance, and race tactics for track athletes.

Rules & Techniques of Games II (Volleyball, Basketball & Badminton)

By the end of this course, the students will be able to:

- Explain the fundamental rules, regulations, officiate, and structure of volleyball, basketball, and badminton.
- Analyze the key techniques, strategies, and skills required for effective performance in each game.
- Evaluate the tactical elements and decision-making processes influencing gameplay and success in volleyball, basketball, and badminton.
- Apply rules and techniques to design training sessions that enhance technical proficiency and game understanding for athletes in each sport.

Rules & Techniques of Athletics-II (Jumps)

By the end of this course, the students will be able to:

- Explain the fundamental rules, regulations, officiate, and structure of the various athletic jumping events, including long, high, triple, and pole vault jumps.
- Analyze the key techniques, strategies, and skills required for optimal performance in each jumping event.
- Evaluate the biomechanical and physiological factors influencing performance in jumping events and their impact on training and competition.
- Apply rules and techniques to design training sessions that enhance jumping technique, strength, and coordination for athletes.

Rules & Techniques of Games-III (Handball, Tennis & Cricket)

By the end of this course, the students will be able to:

- Explain handball, tennis, and cricket fundamental rules, regulations, officiate, and structure.
- Analyze the key techniques, strategies, and skills required for effective performance in each game.
- Evaluate the tactical elements and decision-making processes influencing gameplay and success in handball, tennis, and cricket.
- Apply rules and techniques to design training sessions that enhance technical proficiency, game awareness, and performance in each sport.

Rules & Techniques of Athletics-III (Throws)

By the end of this course, the students will be able to:

- Explain the fundamental rules, regulations, officiate, and structure of the athletic throwing events, including shot put, discus throw, javelin throw, and hammer throw.
- Analyze the key techniques, strategies, and skills required for optimal performance in each throwing event.
- Evaluate the biomechanical and physiological factors influencing performance in throwing events and their impact on training and competition.
- Apply rules and techniques to design training sessions that enhance strength, technique, and coordination for athletes in throwing events.

Rules & Techniques of Games-IV (Study Trip/ Hiking, Scouting/Girlguiding, Kabaddi, Squash & Boxing)

By the end of this course, the students will be able to:

- Explain the fundamental rules, regulations, officiate, and structure of hiking/girl guiding, Scouting, kabaddi, squash, and boxing.
- Analyze the key techniques, strategies, and skills required for effective performance in each activity or sport.
- Evaluate the tactical elements and decision-making processes influencing success in hiking, kabaddi, squash, and boxing.
- Apply rules and techniques to design training sessions or activities that enhance performance, safety, and understanding in each sport or physical activity.

Rules & Techniques of Gymnastics

By the end of this course, the students will be able to:

- Explain gymnastics' fundamental rules, regulations, officiate, and structure, including artistic and rhythmic disciplines.
- Analyze the key techniques, skills, and movements required for optimal performance in various gymnastics events.
- Evaluate the biomechanical and physiological factors influencing performance in gymnastics and their impact on training and competition.
- Apply rules and techniques to design training sessions that enhance flexibility, strength, balance, and coordination for gymnasts.

Artificial Intelligence (AI) in Physical Education

By the end of this course, the students will be able to:

- Explain the fundamental concepts of artificial intelligence (AI) and its applications in physical education and sports.
- Analyze how AI and E-sports technologies can enhance teaching methodologies, performance analysis, and personalized training in physical education.
- Evaluate the ethical considerations and challenges of integrating AI into physical education practices.
- Develop innovative strategies for utilizing AI tools to improve learning outcomes, athletic performance, and program management in physical education.

Talent Identification in Sports

By the end of this course, the students will be able to:

- To explain the key principles and methodologies used in identifying potential talent in various sports.
- Analyze physical, psychological, and technical indicators to assess athletes' potential for high-performance sports.
- To apply scientific techniques and tools for evaluating motor skills, fitness levels, and specific sports aptitude.
- Design athlete-centric identification programs that ensure long-term development and ethical practices.

Human Anatomy & Physiology

By the end of this course, the students will be able to:

- Explain the structure and function of the human body's organ systems and their role in maintaining homeostasis.
- Analyze the interrelationship between anatomy and physiology to understand movement and performance in physical activities.
- Apply human anatomy and physiology knowledge to design exercise programs that promote health and fitness.
- Evaluate the effects of physical activity and exercise on the body's systems to enhance athletic performance and recovery.

Sports Nutrition & Dietetics

By the end of this course, the students will be able to:

- Explain the significance of nutrition and the essential nutrients obtained from food for maintaining overall health and enhancing sports performance.
- Analyze the different human energy systems and their relevance to various physical activities, demonstrating an understanding of the body's energy requirements.
- Evaluate the roles, sources, and metabolism of carbohydrates, lipids, proteins, vitamins, minerals, and water in the body, and apply this knowledge to develop dietary strategies for athletes.
- Formulate appropriate diet plans for athletes, encompassing pre, during, and post-contest meals, considering energy needs, hydration, and nutrient timing.

Introduction to Sports Biomechanics & Kinesiology

By the end of this course, the students will be able to:

- Explain the fundamental principles of biomechanics and kinesiology and analyze human movement to assess performance and reduce injury risks.
- Apply biomechanical and kinesiological concepts to optimize athletic performance and improve physical efficiency.
- Evaluate sports techniques and recommend improvements using biomechanical analysis and kinesiological principles.
- Communicate findings effectively and design exercise programs to enhance movement mechanics and athletic conditioning.

Sports Medicine & Rehabilitation

By the end of this course, the students will be able to:

- Explain the fundamental principles of sports medicine and rehabilitation, including injury prevention and recovery strategies.
- Assess and manage common sports injuries using evidence-based practices to promote recovery and performance.
- Develop and implement rehabilitation programs tailored to individual needs for optimal physical and functional outcomes.
- Collaborate effectively with healthcare professionals and athletes to ensure holistic care and support during rehabilitation.

Introduction to Statistics

By the end of this course, the students will be able to:

- To explain the fundamental concepts and principles of statistics, including data types, variables, and measurement scales.
- Analyzing and interpreting basic statistical methods such as mean, median, mode, variance, and standard deviation.
- To apply statistical techniques to organize, summarize, and present data in physical education and sports contexts.
- Utilize statistical tools and software for data analysis and visualization and critically interpret statistical results to support evidence-based sports decision-making.

Sports Sociology

By the end of this course, the students will be able to:

- Describe the influence of sports on societal values, culture, and community development.
- Analyze the impact of social factors such as class, gender, race, and ethnicity on sports participation and access.
- Evaluate the role of sports in addressing social issues, promoting inclusion, and fostering social justice.
- Examine the interactions between sports, media, and commercialization and their effects on societal perceptions and trends.

Philosophical Basis of Physical Education

By the end of this course, the students will be able to:

- Analyze and articulate the diverse philosophical perspectives that underpin physical education, recognizing their implications for values, ethics, and the purpose of physical activity.
- Develop the ability to critically assess ethical issues within physical education and sports and apply ethical principles to make informed decisions that prioritize fairness, sportsmanship, and the well-being of participants.
- Demonstrate an understanding of how different philosophical viewpoints influence teaching methods and pedagogical approaches in physical education, fostering a deeper alignment between philosophy and practice.
- Possess the skill to critically reflect on the historical, cultural, and societal influences that shape the field of physical education, allowing them to envision and propose future directions based on philosophical insights.

Science of Sports Training & Coaching

By the end of this course, the students will be able to:

- Explain the scientific principles and methodologies underlying effective sports training and coaching practices.
- Analyze performance data to design and implement training programs tailored to individual and team needs.
- Evaluate the physiological, psychological, and biomechanical factors influencing athletic performance and recovery.
- Apply modern coaching techniques and strategies to enhance skill development, teamwork, and competitive success.

Sports and Exercise Physiology

By the end of this course, the students will be able to:

- Explain the human body's physiological responses and adaptations/alterations to sports and exercise.
- Analyze the role of energy systems and muscle function in athletic performance and physical activity.
- Evaluate the impact of exercise intensity, duration, and environmental factors on physiological performance.
- Apply exercise physiology principles to design training programs that enhance fitness, health, and athletic performance.

Research Methodology in Physical Education

By the end of this course, the students will be able to:

- Explain the key principles and methodologies used in conducting research in physical education.
- Analyze different research designs and techniques for studying physical education challenges, including quantitative and qualitative methods.
- Evaluate the ethical considerations and challenges involved in physical education research.
- Apply research findings to improve practices and policies in physical education and sports programs.

Adapted Physical Education

By the end of this course, the students will be able to:

- Explain the principles and importance of adapted physical education for differently abled persons.
- Analyze the physical, cognitive, and emotional needs of individuals with disabilities to design inclusive physical education programs.
- Develop and implement strategies to modify physical activities, equipment, and environments to ensure accessibility and participation.
- Evaluate the effectiveness of adapted physical education programs in promoting physical, social, and emotional development.

Sports Laws and Ethics

By the end of this course, the students will be able to:

- Explain the fundamental principles of sports law and ethics, including legal rights, responsibilities, and regulations.
- Analyze ethical dilemmas and legal issues in sports, such as doping, contracts, and athlete rights.
- Evaluate the role of sports organizations, governing bodies, and laws in promoting fair play, safety, and justice.
- Apply sports law and ethical frameworks to resolve conflicts and ensure integrity in sports management and administration.

Sports & Exercise Psychology

By the end of this course, the students will be able to:

- Explain the key concepts and theories in sports and exercise psychology, including motivation, arousal, and mental skills.
- Analyze the psychological factors influencing athletic performance, exercise adherence, and recovery.
- Evaluate the role of mental preparation and psychological strategies in enhancing performance and well-being in sports and exercise.
- Apply psychological principles to design interventions that improve mental resilience, focus, and team dynamics in sports and exercise settings.

Specialization in One Game

By the end of this course, the students will be able to:

- Explain the chosen sport's fundamental rules, strategies, and techniques, focusing on key gameplay elements.
- Analyze the sport's physical, technical, and tactical aspects to improve performance and enhance player development.
- Evaluate the biomechanics and physiological demands specific to the sport and their impact on training and competition.
- Apply specialized coaching and training methods to optimize skills, team dynamics, and competitive success in the chosen sport.

Sports Marketing and Media

By the end of this course, the students will be able to:

- Explain and demonstrates understanding of Sports Media Nexus.
- Application of the knowledge of Sports Marketing Mix.
- Able to exhibit an understanding of utilizing technology to increase sports outreach.
- Demonstrates understanding of the sports industry and fan engagement strategies.

Physical Education Pedagogy

By the end of this course, the students will be able to:

- Explain the key principles and approaches to teaching and learning in physical education, focusing on curriculum design and instructional strategies.
- Analyze the role of physical education in promoting lifelong physical activity, health, and social development.
- Evaluate various teaching methods and assessment techniques to meet the diverse needs of students in physical education settings.
- Apply pedagogical theories to design and implement effective, inclusive, and engaging physical education programs.

Sports Administration & Management

By the end of this course, the students will be able to:

- Demonstrate understanding of the concept of athletes' entourage.
- Demonstrates understanding of types of sports organizations and structures at national and international levels.
- Demonstrates key understanding of types of human resources in sports organizations
- Demonstrate understanding of sports management functions.

Sports Finance and Economics

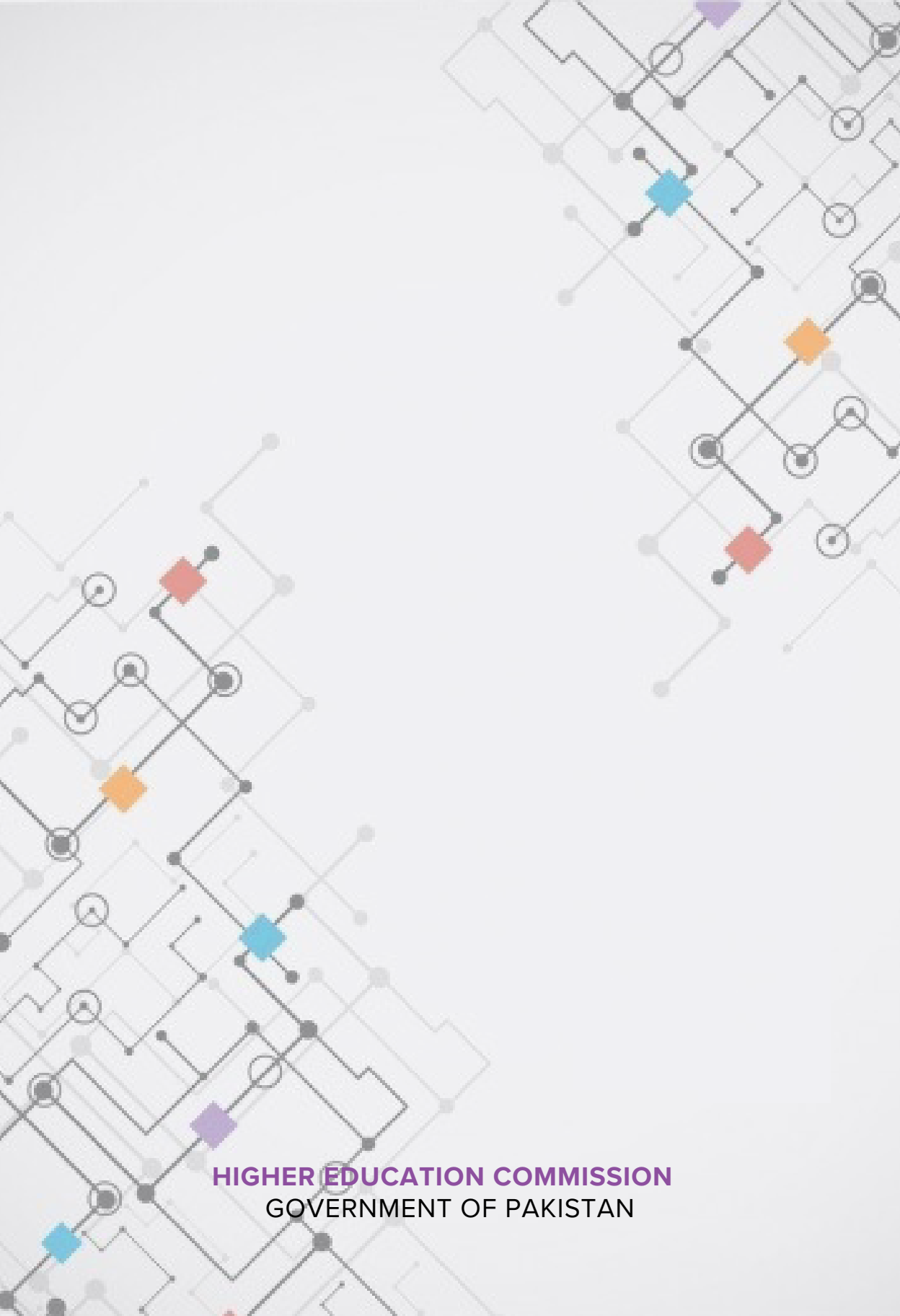
By the end of this course, the students will be able to

- To examine the historical, economic development and globalization of the sport industry.
- To identify and examine the role and scope of global sports organizations and events and their influence on shaping the sports marketplace.
- To analyze the commercialization and professionalization of global sports organizations and associated professional leagues and clubs that transcend national boundaries.
- To identify the impact of sports broadcasting and sponsorship on the commercialization and professionalization of global sports organizations and events.

Contemporary Issues in Physical Education

By the end of this course, students will be able to:

- Evaluate and critically analyze contemporary issues, trends, and challenges in physical education, including their impact on educational policies, practices, and societal well-being.
- Synthesize current research to propose evidence-based solutions for addressing challenges in contemporary physical education and sports sciences.
- Develop strategies to advocate for policies and practices that promote inclusivity, diversity, and sustainability in physical education and sports programs.
- Demonstrate ethical decision-making and cultural competence in addressing global and local challenges, including technological advancements, health disparities, and environmental concerns in physical education.



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