



Far Western University
Faculty of Education
Bachelor of Health and Physical Education Program

Course Title: Management in Health and Physical Education

Course No.: HP.Ed. 367

Level: .B.Ed.

Semester: Sixth

Nature: Theoretical

Credit: 3

Teaching Hours: 48

1. Course Introduction

The course Management in Health and Physical Education is designed to provide students with comprehensive knowledge essential for effectively planning, organizing, directing, and evaluating health and physical education programmes. It introduces the fundamental concepts, principles, and theories of administration and management, while emphasizing their specific application in educational and organisational settings related to health, sports, and physical activity. The course explores office and facility management, financial management, resource acquisition and utilisation, programme evaluation, public relations, communication strategies, human resource management, and risk management in the context of HPE. Special attention is given to contemporary approaches such as systems theory, contingency theory, total quality management, and the integration of digital technologies in administrative practices.

By engaging with theoretical frameworks, students will develop the ability to critically analyze administrative challenges, make evidence-based decisions, and apply innovative solutions to enhance the effectiveness, sustainability, and inclusivity of HPE programmes. This course aims to prepare future educators, administrators, and health professionals to assume leadership roles and contribute to the promotion of health, physical fitness, and overall well-being in diverse institutional and community settings.

2. General Objectives

The general objective of this course is to enable students to:

1. Analyse the fundamental concepts, principles, and theoretical foundations of administration and management in HPE.
2. Explain the role, scope, and importance of administration in effectively managing health and physical education programmes.
3. Apply office management skills, record-keeping systems, and ICT/digital tools in the administration of HPE programmes.
4. Plan, design, and manage indoor and outdoor facilities in an eco-friendly, inclusive, and safe manner.
5. Apply the principles of financial management, including budgeting, income and expenditure analysis, fundraising, and internal control in HPE settings.
6. Manage the processes of resource acquisition, purchase, maintenance, storage, and disposal effectively.
7. Conduct programme evaluation and monitoring using appropriate techniques, tools, performance indicators, and outcome measures.
8. Utilize public relations strategies and effective communication principles to promote and strengthen HPE programmes.
9. Apply the principles and functions of human resource management, including recruitment, selection, performance management, and staff motivation, within HPE organisations.
10. Identify potential risks and adopt legal, ethical, and practical strategies for effective risk management in HPE

3. Contents in Detail with Specific Objectives

<ul style="list-style-type: none"> • Define and explain the concept and meaning of administration and management in the context of HPE • Justify the importance of administration in effectively running HPE programmes. • Identify and discuss the scope of administrative management in HPE institutions. • Describe and analyze the principles, processes, and elements of management applicable to HPE. • Compare and contrast the basic concepts of major management theories (Systems, Contingency, and TQM) and relate them to HPE. • Explain the roles and responsibilities of administrators in managing HPE programmes. 	<p>Unit I: Foundations of Administration and Management in HPE (8 Hrs)</p> <p>1.1 Concept and meaning of Administration and Management</p> <p>1.2 Importance of Administration in HPE</p> <p>1.3 Scope of Administrative Management in HPE</p> <p>1.4 Principles, processes, and elements of Management</p> <p>1.5 Major theories of management in HPE (Systems, Contingency, and Total Quality Management (TQM)</p> <p>1.6 Roles and Responsibilities of Administrators in HPE</p>
<ul style="list-style-type: none"> • Define office management and explain its importance and types in HPE. • Illustrate the organisational structure of HPE offices and specify job responsibilities. • Demonstrate record-keeping methods and communication systems for office efficiency. • Apply ICT and digital tools for effective office management in HPE. • Identify the principles and components of indoor and outdoor HPE facilities. • Design eco-friendly and inclusive teaching stations for HPE programmes. • Develop strategies for maintenance, safety, and accessibility of HPE facilities. 	<p>Unit II: Office and Facility Management (12 Hrs)</p> <p>2.1 Office Management</p> <p>2.1.1 Meaning, importance, and types of office management</p> <p>2.1.2 Organisational structure and job responsibilities</p> <p>2.1.3 Record keeping and communication systems</p> <p>2.1.4 Use of ICT and digital tools in office management</p> <p>2.2 Facility Planning and Management</p> <p>2.2.1 Principles and components of indoor and outdoor facilities</p> <p>2.2.2 Design of eco-friendly and inclusive teaching stations in HPE</p> <p>2.2.3 Maintenance and safety management of facilities and accessibility</p>
<ul style="list-style-type: none"> • Explain the importance and principles of financial management in HPE. • Demonstrate the budgeting process including planning, preparation, implementation, and evaluation. • Identify sources of income and areas of expenditure in HPE programme. • Apply fundraising techniques and internal control practices in financial management. • Develop procedures for selection, purchase, and portfolio management of resources. 	<p>Unit III: Financial Management and Resource Acquisition, Maintenance, and Disposal in HPE (10Hrs)</p> <p>3.1 Financial Management</p> <p>3.1.1 Concept and Meaning of Financial Management</p> <p>3.1.2 Importance and principles of financial management</p> <p>3.1.3 Budgeting process: planning, preparation, implementation, evaluation</p> <p>3.1.4 Sources of income and areas of expenditure in HPE</p>

<ul style="list-style-type: none"> • Apply procurement procedures and establish effective supplier relations. • Plan repair, storage, and disposal practices for HPE resources • Explain the concept and purpose of programme evaluation and monitoring. • Apply monitoring techniques and tools to assess programme implementation. • Use performance indicators and outcome measures to evaluate HPE programmes. 	<p>Programme.</p> <p>3.1.5 Fundraising techniques and Internal control practices</p> <p>3.2 Resource Acquisition, Maintenance, and Disposal Management</p> <p>3.2.1 Selection, purchase, and portfolio management</p> <p>3.2.2 Procurement procedures and supplier relations</p> <p>3.2.3 Repair, storage, and disposal practices</p> <p>3.3 Programme Evaluation and Monitoring</p> <p>3.3.1 Concept and purpose of programme evaluation</p> <p>3.3.2 Monitoring techniques and tools</p> <p>3.3.3 Performance indicators and outcome measures</p>
<ul style="list-style-type: none"> • Define public relations and explain its scope and significance in HPE. • State the objectives and Importance of public relations and develop strategies for HPE programmes. • Apply the principles of effective communication in managing HPE. • Analyse the role of media in promoting HPE programmes and design media-based promotional activities. 	<p>Unit IV: Public Relations and Communication in HPE (8 Hr)</p> <p>4.1 Concept and Meaning of Public Relations in HPE</p> <p>4.2 Objectives and Importance of Public Relations Programs in HPE</p> <p>4.3 Scope and Strategies of Public Relations in HPE</p> <p>4.4 Principles of Effective Communication in HPE</p> <p>4.5 Role of Media and ICT in Promoting HPE Programs</p>
<ul style="list-style-type: none"> • Define human resource management and explain its meaning in HPE. • Describe the principles and functions of HRM in HPE settings. • Discuss the scope of HRM in HPE institutions. • Demonstrate the processes of recruitment, selection, performance management, and staff motivation in HPE. • Identify potential risks and propose strategies for risk management in HPE. • Explain the legal and ethical responsibilities of administrators in risk management. • Apply legal and ethical compliance in human resource practices. 	<p>Unit V: Human Resource and Risk Management in HPE (7Hr)</p> <p>5.1 Concept and Meaning of Human Resource Management in HPE</p> <p>5.2 Principles and Functions of Human Resource Management</p> <p>5.3 Scope of Human Resource Management in HPE</p> <p>5.3 Recruitment, selection, performance management, and Staff Motivation in HPE</p> <p>5.4 Risk management, including legal and ethical responsibilities in HPE</p>

4. Methods and Techniques

Mode of Instruction:

- Lectures, interactive discussions, group work, project assignments, workshops, case studies, simulation, and presentations.

Learning Activities:

- Participation in lectures and discussions,

- Preparation of reflective notes and class presentations,
- Practical exercises in budgeting, ICT use, and facility design,
- Case analysis on resource management and risk management, and
- Project work on program evaluation or facility planning.

Teaching–Learning Strategies (Unit-wise):

Unit I: Lecture, group discussion, concept mapping, and role play of administrators.

Unit II: Interactive lecture, case study, workshop on facility design, and ICT practice in office management.

Unit III: Demonstration of financial software, budgeting exercises, and project work on fundraising.

Unit IV: Seminar on communication strategies, media analysis, and simulation of advocacy campaigns.

Unit V: Group discussion, debate on HR issues, case study on risk management, and role play on staff motivation.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

An internal evaluation will be conducted by the course teacher based on the following activities.

a) **Attendance and Participation in class activities:** **5+5= 10 marks**

b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**

(Reflective notes on 2 to 4 questions/issues given by the teacher at the end of every unit and presentation on any two questions among them)

c) **Assignment II: one Term paper/ Essay/Project and Interview:** **5+5=10 marks**

(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

d) **Mid-term exam:** **10 marks**

5.2 External Evaluation (Final Examination) 60%

The Controller of Examination office will conduct the final examination at the end of the semester.

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple-choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' question	2×10	20

6. References

Unit I: Foundations of Administration and Management in HPE

- Fayol, H. (2016). *General and industrial management*. Ravenio Books.
- Robbins, S. P., & Coulter, M. (2017). *Management* (13th ed.). Pearson Education.
- Adhikari, D. R. (2010). *Human resource management*. Buddha Academic Enterprises.
- Bhattarai, G. R. (2012). *Educational administration and management*. Asmita Books.

Unit II: Office and Facility Management

- Chandan, J. S. (2016). *Management: Concepts and strategies*. Vikas Publishing House.
- Gupta, C. B. (2018). *Management theory and practice*. Sultan Chand & Sons.
- Bhandari, K. (2014). *Educational administration*. Sunlight Publication.
- Aryal, S. (2019). *School administration and supervision*. Ekata Books.

Unit III: Financial Management and Resource Acquisition, Maintenance, and Disposal in HPE

- Pandey, I. M. (2015). *Financial management* (11th ed.). Vikas Publishing House.
- Horngren, C. T., Sundem, G. L., & Elliott, J. A. (2013). *Introduction to financial accounting* (10th ed.). Pearson.
- Paudel, K. P. (2016). *Financial administration*. M.K. Publishers.
- Gautam, B. (2011). *Education finance and management*. Ekata Books.

Unit IV: Public Relations and Communication in HPE

- Cutlip, S. M., Center, A. H., & Broom, G. M. (2011). *Effective public relations* (11th ed.). Pearson Education.
- Sharma, S. R. (2014). *Communication and educational technology*. Surya Publication.
- Koirala, K. (2015). *Educational communication and technology*. Heritage Publishers.
- Dahal, K. P. (2013). *Public relations in education*. Ekata Books.

Unit V: Human Resource and Risk Management in HPE

- Dessler, G. (2020). *Human resource management* (16th ed.). Pearson.
- Mathis, R. L., & Jackson, J. H. (2017). *Human resource management* (15th ed.). Cengage Learning.
- Joshi, D. R. (2018). *Human resource management in education*. Buddha Publications.
- Shrestha, M. K. (2014). *Risk management in education*. Ekta Books.



Far Western University
Faculty of Education
B.Ed. in Health and Physical Education

Course Title: **Sexual and Reproductive Health and Rights**

Nature : Theoretical

Course No.: Hp. Ed. 368

Credit: 3

Level: Undergraduate

Total periods:48

Semester: Sixth

1. Course Description

This course is designed to provide students with a comprehensive understanding of the concepts of sexual and reproductive health and rights. It also aimed to foster positive attitudes and behaviour related to human sexuality, safe sexual behaviours, and address common sexual health issues and their management. Furthermore, the course enables students to critically review and analyse existing SRH policies and programs, enhancing their capacity to engage in informed dialogue, advocacy, and decision-making in the field of SRH.

2. General outcomes

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

- Explain the key concept and importance of sexual and reproductive health, including components, comprehensive sexuality education and sexual and reproductive health rights
- Demonstrate a comprehensive understanding of human sexuality from biological, psychological, behavioural, clinical and socio-cultural perspectives.
- Recognise and critically analyse the high-risk sexual behaviours and their consequences, while promoting safe, sexy and responsible sexual practices.
- Critically review SRH policies and programs in national and global contexts.
- Develop informed, respectful attitudes and ethical behaviours concerning SRH.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define SRH and identify its key components as outlined by WHO and UNFPA• Explain the importance of ASRH• Discuss the concept and guiding principles of CSE• Identify and explain the components and importance of CSE for adolescents• Analyze the current status of CSE in the school curriculum in Nepal• Define and explain the concepts of sex, sexuality and gender, and their interrelationship	<p>Unit:1 Introduction to Sexual and Reproductive Health (9 Hrs)</p> <p>1.1 Concept and core components of sexual and reproductive health</p> <p>1.2 Importance of adolescent sexual and reproductive health</p> <p>1.3 Comprehensive sexuality education (CSE)</p> <ul style="list-style-type: none">• Definition of CSE• Importance of CSF for adolescents and youth• components of comprehensive sexuality education• Current status of comprehensive sexuality education in school curriculum in Nepal <p>1.4 Concept of sex, sexuality and gender and their interrelationship</p>
<ul style="list-style-type: none">• Describe the stages of sexual development across the human lifespan, including physical, emotional and psychological aspects	<p>Unit 2: Development of Human Sexuality and Reproductive Process (8 Hrs)</p> <p>2.1 Stages of human sexual development</p>

<ul style="list-style-type: none"> • Explain the biological processes of menstruation, fertilization, pregnancy and childbirth • Reflect the importance of understanding sexuality as a natural and lifelong aspect of human development 	<ul style="list-style-type: none"> • Prenatal stage • Infancy and childhood • Sexuality in adolescence, adulthood, and old age <p>2.2 The human Reproductive process</p> <ul style="list-style-type: none"> • Menstrual cycle and fertilisation • Pregnancy stages and childbirth
<ul style="list-style-type: none"> • Identify and describe various forms of sexual behaviour • Evaluate the psycho-social and health impacts of premarital and extramarital sexualities • Identify sexual and gender diversity (LGBTIQ+) and challenges • Identify the rights and inclusive practices for sexual and gender minorities • Recognize abnormal and high-risk sexual behaviours, their consequences and preventive measures • Discuss the ways of responsible and safe sexual behaviour and effectively communicate these measures to individuals and the community 	<p>Unit 3 Sexual Behaviour (10 Hrs)</p> <p>3.1 Forms of sexual behaviour:</p> <ul style="list-style-type: none"> • Solitary sexual behaviour, • Heterosexuality, homosexuality and bisexuality • Premarital and extramarital relationships and their consequences <p>3.2 Sexual orientation:</p> <ul style="list-style-type: none"> • Definition of LGBTIQ+ and associated challenges • Rights and inclusive practices for sexual and gender minorities <p>3.3 Abnormal and high-risk sexual behaviour</p> <ul style="list-style-type: none"> • Paraphilic behaviours: causes and types • Hypersexuality and High-risk sexual behaviour • Promoting responsible and safe sex
<ul style="list-style-type: none"> • Explain the concept, causes and available treatment for both male and female sexual dysfunction • Discuss the causes and management of subfertility and infertility • Differentiate between safe and unsafe sexual abortion and understand the health consequences of unsafe abortion practices • Analyze the key provisions, goals and intended outcomes of Nepal's National Safe abortion policy (2002) 	<p>Unit 4: Sexual Disorders and Other Reproductive Health Problems (9 Hrs)</p> <p>4.1 Sexual dysfunction</p> <ul style="list-style-type: none"> • Causes and treatment of male sexual dysfunction • Causes and treatment of female sexual dysfunction <p>4.2 Subfertility and infertility</p> <ul style="list-style-type: none"> • Definition of subfertility and infertility • Causes in males and females, and their management <p>4.3 Abortion</p> <ul style="list-style-type: none"> • Causes and types of abortion • Impact of unsafe abortion and ways of safe abortion • National safe abortion policy (2002)
<ul style="list-style-type: none"> • Critically analyze the traditional beliefs and taboos about sexuality in the Far Western province of Nepal and discuss their impacts on women's wellbeing, including related challenges and management strategies • Identify the forms of sexual violence and their physical and psychological consequences • Discuss the community-based approaches for preventing and responding to sexual violence • Summarize the ICPD Goals related to SRH • Discuss the key WHO strategies and guidelines for SRH 	<p>Unit 5 Social and Policy Dimensions of Sexuality(12 Hrs)</p> <p>5.1 Traditional beliefs and taboos about sexuality in the Far Western Province and their impact on women's health (challenges and management)</p> <p>5.2 Forms of sexual violence and their consequences: rape (marital, dating and other contexts) and sexual harassment</p> <p>5.3 Goals of the International Conference on Population and Development (ICPD)</p> <p>5.4 WHO strategies and guidelines on reproductive health</p> <p>5.5 Sexual and reproductive health rights of women in Nepal</p> <p>5.6 National Adolescent Development and Health Policy, 2018</p>

<ul style="list-style-type: none"> • Critically analyze the current status of sexual and reproductive health rights of women in Nepal • Evaluate the National adolescent development and health policy, 2075, highlighting its strengths, gaps and opportunities to enhance ASRH • Review Nepal's legal provisions on sexual violence • Analyze the barriers to access adolescent and youth-friendly health services in Nepal and identify practical solutions for improvements 	5.7 Legal Provisions on sexual violence in Nepal 5.8 Barriers to access to adolescent and youth-friendly health Services in Nepal and their practical solution.
---	--

4. Instructional Techniques

4.1 General Techniques

Lectures, interactive discussions, group work, project work, home assignments, workshops, case studies, presentations, self-study, library visits, critical thinking, question-and-answer, brainstorming.

4.2 Learning Strategies and Evaluation Techniques

Units	Teaching-Learning Strategies	Evaluation Techniques
1	Lecture and Discussion: The concept and components of SRH Brainstorming: Importance of ASRH Lecture and Discussion: The concept, Importance, and components of CSE Case Study: Status of CSE in the school curriculum in Nepal Panel Discussion: The concept and interrelationship between sex, sexuality and gender	Short Answer Question: Concept and components of SRH & CSE Group Assignment: Importance of ASDR Essay: The concept, Importance and components of CSE Case Study Report presentation: Status of CSE in the school curriculum in Nepal Class Presentation after Panel Discussion: Interrelationship between sex, sexuality and gender
2	Lecturer and Discussion: Development of human sexuality at different stages of life Guest Speaker (Lecture and Discussion): Reproductive Process	Short-Answer test: Development of human sexuality in different stages of life Quiz and Reflection Note: Reproductive Process
3	Debate: Forms of sexual behaviour Guest Speaker (Representative from LGBTIQ+ or related NGO): LGBTIQ+, their rights and inclusion challenges Group Discussion and Role-playing: Abnormal and high-risk sexual behaviours Group Discussion: Responsible and safe sexual behaviour	Peer Evaluation: Performance in debate (Forms of sexual behaviour) Reflection Note: Rights and inclusion of LGBTIQ+ Group Presentation: Abnormal and high-risk sexual behaviours Interview: Responsible and safe sexual behaviour
4	Lecture and Discussion: Sexual disorders in males and females Brain Storming: Infertility and subfertility Documentary/Videos: Unsafe abortion in Nepal Lecture and Discussion and Review Policy: Safe abortion Policy, 2002	Class Test (Short Answer Questions): Sexual disorders in males and females Class Presentation: Infertility and sub-fertility Reflection Note: Ethical Issues in unsafe abortion and Ways of safe abortion Assignment: Policy analysis (Safe abortion policy)
5	Panel Discussion: Taboos about sexuality and their impacts on Women's Health Lecture and Class discussion: forms of sexual violence	Term paper: Taboos about sexuality and their impacts on Women's Health Interview: Forms of sexual violence

Workshop: Review of ICPD, WHO strategy and national policies on RH Lecture and Discussion: Sexual and reproductive health rights Field visit: Barriers to access adolescent-friendly health service Key speaker: Legal provision on sexual violence	Essay Question: Women's SRHR in Nepal Field Visit Report: Barriers to access to adolescent-friendly health services in Nepal Interviews: Legal provision on sexual violence
--	--

5. Evaluation Scheme

5.1 Internal Evaluation 40%

An internal evaluation will be conducted by the course teacher based on the following activities.

a) **Attendance and Participation in class activities:** **5+5= 10 marks**

b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**
(Reflective notes on 2 to 4 questions/issues given by the teacher at the end of every unit and presentation on any two questions among them)

c) **Assignment II: one Term paper/ Essay/Project and Interview:** **5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

d) **Mid-term exam:** **10 marks**

5.2 External Evaluation (Final Examination) 60%

The Controller of Examination office will conduct the final examination at the end of the semester.

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple-choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

Recommended Books and References

Bolin, A., & Whelehan, P. (2009). Human sexuality: biological, psychological, and cultural perspectives.

Routledge Taylor and Francis Group. (Units II)

Bruess, C. E. and Greenberg, J. S. (2004). *Sexuality education: Theory and practice* (4th ed.). Sudbury: Jones and Bartlett Publishers. (Units I, II, & III).

Budhathoki, C. & Bagle, B. (2068). Human Sexuality and Reproductive Health. Pinacal Publication. (units I-V)

Carroll, J. L. (2010). Sexuality now: Embracing diversity (Third edition). Belmont: Wadsworth. (For Units II, III, IV)

- Forum for Women, Law and Development. (2019). Safe Motherhood and Reproductive Health Act, 2075. Forum for Women, Law and Development. (For Unit V)
- Hyde, J.S. & DeLamater, J D. (2017). Understanding Human Sexuality. (Thirteenth edition). McGraw-Hill Education. (Unit II & III)
- Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (5th ed.) New Delhi: Pearson Education. (For Units I-V)
- Ministry of Health and Population. (2018). National adolescent development and health policy, 2075. Ministry of Health and Population. (For units II-IV)
- Maharjan, S.K. (2065). Sexuality and Reproductive Health. Sunlight Publication. (For units I-V)
- Ministry of Health and Population. (2018). National Adolescent Development and Health Policy, 2075. Ministry of Health and Population. (For Unit V)
- Ministry of Health. (2002). National safe abortion Policy. Ministry of Health, Department of Health Services. (For unit IV)
- Shrestha, D. R. (2008). Reproductive health: National and international perspectives. Mrs. Narayan Devi Shrestha. (For unit V)
- WOREC, Nepal. (nd.). Sexual and reproductive health and rights of women in Nepal (SRHR). WOREC, Nepal. <https://worecnepal.org/uploads/publication/document/2100324676srhr-policy-brief.pdf> (For unit IV)

References

- Department of health Services, family health Division (1998). National Reproductive Health Strategy. DOHS.
- FPAN, Youth Section (2001). Sexual abuse and all about (Youn shoshan ra yas bare thaha paunu parne kuraharu). FPAN, Youth Section.
- Forum for Women, Low and Development (2023). Policy paper on addressing sexual violence in Nepal
- Herdt, G. and Howe, C. (ed) (2008). 21st-century sexualities: Contemporary issues in health, education, and rights. USA: Routledge.
- Masters, W. H., & Johnson, V. (1996). Human sexual response. Little, Brown.
- Park K. (2023). Textbook of Preventive and Social Medicine. (27th edition). M/s Banarsidas Bhanot Publishers.
- United Nations Population Fund. (1994). International conference on population and development. UNFPA.
- United Nations Population Fund. (2014). Operational guidelines for comprehensive sexuality education: A focus on human rights and gender. UNFPA
- United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. United Nations.
- Updety, S., & Humagain, B. (2020). Integration of CSE in the education curriculum of Nepal: A review report. YUWA.
- UNFPA (2014). Review of curricula in the context of Comprehensive sexuality education in Nepal. UNFPA.
- World Health Organization. (2008). Integrating poverty and gender into Health Programs: A Sourcebook for health professionals. World health Organization.
- World health Organization. (2004). Reproductive Health Strategy. World health Organization.
- World Health Organization. (2006). Defining sexual health: Report of a technical consultation on sexual health. WHO.



Far Western University
Faculty of Education
B.Ed. in Health and Physical Education

Course Title: **Field Games (Football and Basketball)**
Course No.: Hp. Ed. 369
Level: Undergraduate
Semester: Sixth

Nature of course: Practical
Credit: 3
Total periods: 48
Time per period: 2 hours

1. Course Introduction

This course is designed to provide student-teachers with comprehensive practical knowledge and skills in football and basketball. Furthermore, it seeks to enhance their professional competencies by offering structured experiences in coaching and officiating these sports.

2. General Objectives

The general objectives of this course are as follows:

1. To make the students familiar with the required skills in football and basketball.
2. To provide practical knowledge on coaching and officiating football.
3. To provide practical knowledge on coaching and officiating basketball.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none">• To explain the introduction and history of football.• To list the basic requirements of the football game.• To make the essential measurements and layouts for the game• To describe the rules and regulations of the game	Unit I. Introduction to Football (Th.) [8 Hrs] 1.1 Introduction to the football game 1.2 History of the football game 1.3 Basic Requirements of the Game 1.4 Measurement and layouts 1.5 Basic skills of football (Passing, dribbling, tackling, trapping, and goalkeeping) 1.6 Play formation: 2-3-5, 4-2-4, 4-4-2 1.7 Rules and regulations of conducting and officiating the tournament
<ul style="list-style-type: none">• To demonstrate different skills in a football game.• To adopt different coaching strategies for different football skills.• To apply the rules and regulations of a football game in a match situation.• To officiate a football match.	Unit II. Practical skills in football (Pr.) [16 Hrs] 2.1 Basic skills of football 2.1.1 Passing (long and short pass, triangular and rectangular form) 2.1.2 Dribbling and tackling (zigzag dribbling, feinting and tackling) Kicking (roll kick and high kick: instep, inside and outside kick) 2.1.3 Trapping (chest, abdomen, thigh, leg, and sole trap); Heading and throw in) 2.1.4 Goal keeping (punching, fisting, catching, diving, diverting) 2.2 System of play (2-3-5, 4-2-4, 4-4-2). 2.3 Coaching strategies in football

	2.4 Officiating the matches	
<ul style="list-style-type: none"> To explain the introduction and history of basketball. To list the basic requirements of the basketball game. To make the essential measurements and layouts for the game To describe different strategies in the games. To describe the rules and regulations of the game 	Unit III. Introduction to Basketball (Th.) [8 Hrs] 3.1 Introduction to the basketball game 3.2 History of basketball games 3.3 Basic requirements for the game 3.4 Measurements and layouts 3.5 Basic skills of basketball (Holding and handling, dribbling, shooting, passing, pivoting) 3.6 Defensive and offensive strategy 3.7 Rules and regulations of conducting and officiating basketball	
<ul style="list-style-type: none"> To demonstrate different passing and dribbling in basketball. To perform different shots in basketball. To apply different coaching strategies in basketball. To officiate a basketball tournament. 	Unit IV. Practical Skills in Basketball (Pr.) [16 Hrs] 4.1 Basic skills of basketball 4.1.1 Holding and handling the ball 4.1.2 Shooting (set shot, free shot, lay-up shot, jump shot, and hook shot) 4.1.3 Passing (chest pass, bounce pass, hook pass, overhead pass, underhand pass) 4.1.4 Dribbling (high, low, and zigzag) 4.1.5 Pivoting 4.2 Defensive strategy (zone and man-to-man defence) 4.3 Offensive strategy (fast break, zone, and man-to-man press) 4.4 Coaching strategies of basketball Officiating the matches	

4. Methodology and Techniques

This course is a practical one. Therefore, all the activities will be performed in the field and ground. Demonstration, drill, and practice methods will be adopted to teach and train football and basketball games. However, *some theoretical classes need lecture methods as well*. The specific instructional techniques are as follows:

Unit	Suggested Instructional Techniques and Activities
I and II	Lecture, demonstration, drill, practice, and observation
III and IV	Lecture, demonstration, drill, practice, and observation

5. Evaluation Scheme

Students will be assessed both through internal and external evaluation systems. Formative evaluation will be used in internal evaluation, whereas in external evaluation, a practical examination will be conducted at the end of the semester by an external examiner appointed by the Dean of the Faculty of

Education, FWU. The full marks composition of both internal and external evaluation will be 40% and 60% respectively. The internal and external evaluation consists of the following tasks:

5.1 Internal Evaluation 40%

Activity	Marks
• Attendance	5 marks
• Participation in Class Activities	5 marks
• Notebook Preparation	10 marks
• Competency in Practical Activity	20 marks
Total	40 marks

5.2 External Evaluation (Final Examination) 60%

Activity	Marks
• Football	15 marks
• Basketball	15 marks
• Notebook Preparation	10 marks
• Viva	20 marks
Total	60 marks

Note: *Theoretical parts of the course will be evaluated through notebook prepared by students and viva (oral examination).*

References

- Baruwal, et al. (2010). *Sports Science and Games*. Pinnacle Publication. (Unit I, II, III, & IV)
- Coleman, Brian (NM). *Take up basketball*. Learners Press. (Unit III & IV)
- Coleman, Brian and Ray, Peter (1987). *Basketball technique*. A & C Black. (Unit III & IV)
- Goel, R. G. and Goel, Veena (1990). *Encyclopaedia of sports and games*. Vikas Publishing House Pvt. Ltd. (Unit I, II, III, & IV)
- Jha, Ashok Kumar (2003). *Lay-out of games and sports*. Ratna Pustak Bhandar. (Unit I, II, III, & IV)
- Sengupta, Shyamul (NM). *How to play football*. Indica Publishers. (Unit I & II)
- Sherchan, L. (2010). *Sports Science*. Quest Publication. (Unit I, II, III, & IV)
- www.fifa.com (Unit I & II)
- www.fiba.com (Unit III & IV)