



Far Western University
Faculty of Education

Course Title: **Professional Development in Health and Physical Education**

Course No. : Hp.Ed. 476

Nature of course: Theory

Level: B. Ed.

Total periods: 48

Semester: Seventh

Time per period: 1 Hour

1. Course Introduction

This course is designed for students who specialise in health and physical education. The main purpose of this course is to provide a broader understanding of the professional development and status of health and physical education in Nepal. This course is designed to help students develop an understanding of the conceptualisation of professionalisation in health and physical education, build a supportive environment, engage in action research, and practise appreciative leadership for professional development.

2. General Objectives

The general objectives of this course are as follows:

- Delineate need, qualities, competencies, standards and code of ethics for health education professionals.
- Identify supportive culture for increasing efficiency of health education professionals.
- Show the relationship action research with professional development.
- Discuss concept and principles of appreciative leadership and its role in HPE professional development.
- Identify professional status and role of various organizations for professional development of HPE in Nepal

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept, meaning and characteristics of health and physical education profession. • Describe the meaning of professionalization in HPE • Identify the need for and importance of professionalization in health and physical education. • Discuss the various stage of profession. • Elucidate professional qualities essential for health and physical educators. • Identify the role and functions of health and physical education professionals • Explore the professional organizations related to HPE. • Internalize code of ethics for HPE professionals. 	<p>Unit I: Professionalization in Health Education (12 hours)</p> <p>1.1 Concept and meaning of profession</p> <p>1.2 Characteristics of profession</p> <p>1.3 Meaning and definition of professional preparation in health education</p> <p>1.4 Need and importance of professionalization in health education</p> <p>1.5 Stages of professional preparation</p> <p>1.6 Professional qualities of health educators</p> <p>1.7 Identifications of competencies for health and physical education professionals</p> <p>1.8 Role and functions of health and physical education professionals</p> <p>1.9 Professional organizations in health in physical education (HEAN, AAHE, SOPHES)</p> <p>1.10 Code of ethics for HPE professionals</p>
<ul style="list-style-type: none"> • Describe the concept and characteristics of supportive environment for professional development. • Explore supportive culture for increasing professional efficiency. • Discuss the role of research on HPE professional development. • Evaluate professional development of health and physical educators 	<p>Unit II: Building Supportive Environment for Professional Development (10 hours)</p> <p>2.1 Concept and characteristics of supportive environment for professional development</p> <p>2.2 Supportive culture for increasing efficiency (Feasibility, goals, supportive supervisors, supportive peers, supportive students)</p> <p>2.3 Role of research on HPE professional development</p> <p>2.4 Evaluating and assessing professional development</p>

<ul style="list-style-type: none"> Identify essential skills for HPE professionals. 	<p>(Formative and summative approach)</p> <p>2.5 Essential skills of HPE professionals (Reflection, goal setting, decision making)</p>
<ul style="list-style-type: none"> Define action research Explain the characteristics and importance of action research for professional development of HPE Discuss approaches to action research Explain the basic process and steps of action research. Connect action research in teaching HPE. 	<p>Unit III: Action Research for Professional Development (8 hours)</p> <p>3.1 Introduction, definition and characteristics of action research</p> <p>3.2 Importance of action research for professional development of HPE</p> <p>3.3 Approaches to action research</p> <p>3.4 Basic process and steps of action research</p> <p>3.5 Connecting action research in teaching health and physical education</p>
<ul style="list-style-type: none"> Explain the concept of appreciative leadership. Define appreciative leadership Explore 5 "D" cycle of appreciative leadership. Describe core principles of appreciative leadership. Describe the model of appreciative leadership Explore traits of a good leader. Discuss the role of appreciative leadership for HPE professional development. 	<p>Unit IV: Appreciative Leadership for Professional Development (8 hours)</p> <p>4.1 Concept and definition of appreciative leadership</p> <p>4.2 5 "D" cycle of appreciative leadership</p> <p>4.3 Core principles of appreciative leadership</p> <p>4.4 Appreciative leadership model</p> <p>4.5 Traits of a good leader</p> <p>4.6 Role of appreciative leadership for HPE professional development</p>
<ul style="list-style-type: none"> Analyze the preparation of health and physical education teachers and their status in Nepal. Discuss the role of various agencies for the professional preparation in HPE in Nepal. Describe the concept, need, types and planning of training in HPE Discuss the ways to improve teacher performance in the HPE classroom. 	<p>Unit V: Professional Preparation of HPE in Nepal (10 hours)</p> <p>5.1 Preparation of health and physical education teachers in Nepal</p> <p>5.2 Status of health and physical education teachers in Nepal</p> <p>5.3 Role of agencies for the professional preparation in health and physical education in Nepal (Ministry of Education, Ministry of Health, Institute of Medicine and Faculty of education)</p> <p>5.4 Training in health and physical education (concept, need, types and planning)</p> <p>5.5 Ways to improve teacher performance in the health and physical education classroom</p>

4. Methodology and Techniques

Unit I: Professionalization in Health Education (12 Hours)

- Interactive Lecture Method – To explain fundamental concepts such as profession, professionalization, competencies, and ethics.
- Seminar and Discussion Method – To critically examine professional qualities, competencies, and stages of preparation.
- Case Study Method – To analyze ethical dilemmas and professional misconduct scenarios.
- Collaborative Learning Method – For group exploration of roles and functions of HPE professionals.
- Document Analysis Method – To review policy documents and guidelines of professional organizations.
- Reflective Learning Method – To develop personal professional identity and ethical awareness.

Unit II: Building Supportive Environment for Professional Development (10 Hours)

- Participatory Learning Method – To engage learners in building a supportive professional culture.
- Workshop Method – For developing essential skills such as reflection, goal setting, and decision-making.
- Problem-Solving Method – To address barriers in professional development.
- Research-Based Learning Method – To understand the role of research in professional growth.
- Formative and Summative Evaluation Method – For assessing professional development processes.

Unit III: Action Research for Professional Development (8 Hours)

- Experiential Learning Method – Hands-on development of action research proposals.
- Project-Based Learning Method – Designing and implementing mini action research.
- Collaborative Inquiry Method – Group-based identification of classroom or field problems.
- Demonstration Method – Showing data collection tools and techniques.
- Field-Based Learning Method – Conducting small-scale classroom or playground research.

Unit IV: Appreciative Leadership for Professional Development (8 Hours)

- Transformative Learning Method – To shift leadership perspectives toward strengths-based approaches.
- Interactive Lecture Method – To explain the 5D cycle and core principles.
- Narrative Inquiry Method – Sharing success stories and best practices.
- Group Facilitation Method – Practicing appreciative dialogue.
- Simulation Method – Leadership scenario-based exercises.

Unit V: Professional Preparation of HPE in Nepal (10 Hours)

- Policy Review Method – Examination of national policies and institutional frameworks.
- Comparative Analysis Method – Comparing preparation status with international standards.
- Seminar Presentation Method – Student presentations on institutional roles.
- Field Exposure Method – Observation of training institutions and schools.
- Reflective and Critical Analysis Method – Evaluating current teacher performance and preparation systems.

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

References

- Baidya, P. C., Budhathoki, C. B., Wagley, B. P. and Bhandari, K. (2066 BS). *Principles and foundations of health education (2nd Ed.)*. Kathmandu: Pinnacle Publication.
- Chapagain, C.P. (2009). *Appreciative inquiry*. Kathmandu: Appreciative Learning and Development Management. Kirtipur: Jupiter Publishers & Distributors (P.) Ltd.
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- Diana Whitney, Amanda Trosten-Bloom, Kae Rader (2010). *Appreciative leadership: focus on what works to drive winning performance and build a thriving organization*. NY: Tata MacGraw Hill Companies.
- Lee Haroun (2011). *Career development for health professionals: success in school and on the job (3rd Ed.)*. Canada: Saunders Elsevier.
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- Patricia, Cranton (1996). *Professional development as Transformative learning: New perspectives for teachers of adults*. San Francisco: Jossey-Bass Publishers.
- Sally J. Zepeda (2011). *Professional development: what works*. NY: Eye On Education Publishers.



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

Course Title: Research in Health Promotion
 Course No.: HP.Ed.477
 Semester: Seventh
 Level: B.Ed.

Nature of Course: Theory
 Total Periods: 48
 Time per Period: 1 Hour

6. Course Introduction

This course provides students with a thorough understanding of health promotion, combining theoretical foundations with practical applications. It covers the meaning, importance, characteristics, and principles of health promotion, including the Ottawa Charter, social determinants of health, social responsibility, and Health in All Policies (HiAP). Students will learn about core strategies and approaches to health promotion, including building healthy public policy, creating supportive environments, strengthening community action, developing personal skills, reorienting health services, and using health education to promote health.

The course also emphasises planning and implementation, including health needs assessment, priority setting, resource mobilisation, community participation, and the monitoring and supervision of programs. Additionally, students will gain skills in research and evaluation, learning the research process, data collection and analysis, and ethical considerations. Field-based evaluation provides hands-on experience, allowing students to select programs, conduct assessments, analyze findings, prepare reports, and present results effectively.

By completing this course, students will be able to design, implement, and evaluate health promotion programs using evidence-based approaches, apply ethical principles, engage communities, and contribute effectively to improving individual and public health in diverse settings.

7. General Objectives

Upon completion of this course, students will be able to:

- Define health promotion and explain its importance, principles, and strategies in both global and Nepalese contexts.
- Apply the social model of health and concepts such as social responsibility and Health in All Policies (HiAP) to health promotion practice.
- Analyze health promotion policies, programs, and interventions for effectiveness and relevance to communities.
- Conduct health needs assessments, plan, prioritize, and mobilize resources for health promotion programs.
- Implement and monitor health promotion programs using participatory and evidence-based approaches.
- Apply research principles, including quantitative, qualitative, and mixed methods, to evaluate health promotion interventions.
- Prepare, present, and disseminate research and evaluation findings ethically to guide community and public health decision-making.

8. Contents in Detail with Specific Objectives

Specific Objectives	Contents
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<ul style="list-style-type: none"> • Define health promotion and differentiate it from health education. • Explain the importance of health promotion in improving individual and community health. • Identify and describe the key characteristics and principles of health promotion. • Explain the Ottawa Charter for Health Promotion (1986) and its five action areas. • Examine the policies, programs, and practical approaches of health promotion within Nepal's health services system. • Describe the social determinants of health and their influence on health outcomes. • Explain the social model of health promotion and compare it with the biomedical model. • Assess the concept of social responsibility for health and the roles of stakeholders. • Explain the basic concept of HiP and describe its importance in integrating health considerations into policies of different sectors. 	<p>Unit I: Foundations of Health Promotion (10 Hours)</p> <p>1.1 Meaning and Definition of Health Promotion 1.2 Importance of Health Promotion 1.3 Characteristics and Principles of Health Promotion 1.4 Ottawa Charter for Health Promotion (1986) 1.5 Health Promotion in Nepal's Health Services 1.6 Social Determinants of Health Promotion 1.7 Social Model of Health Promotion 1.8 Social Responsibility for Health 1.9 Concept of Health in All Policies (HiP)</p>
<ul style="list-style-type: none"> • Explain the core strategies of health promotion as outlined in the Ottawa Charter. • Apply the principles of each approach to practical health promotion scenarios. • Explain the role of health education as a tool for promoting health in communities and schools. • analyse the relationship between health education and health promotion for effective program planning. 	<p>Unit II: Strategies and Approaches in Health Promotion (10 Hours)</p> <p>2.1 Core Strategies of Health Promotion</p> <ul style="list-style-type: none"> • Building Healthy Public Policy • Creating Supportive Environments • Strengthening Community Action • Developing Personal Skills • Reorienting Health Services <p>2.2 Approaches to Health Promotion</p> <ul style="list-style-type: none"> • Medical Approach • Behavioural Change Approach • Educational Approach • Empowerment Approach • Social Change Approach <p>2.3 Health Education for Health Promotion</p>
<ul style="list-style-type: none"> • Define health needs and identify their various types in the context of health promotion. • Explain the purpose and importance of assessing health needs for effective program planning. • Describe the methods and tools used for health needs assessment. • Explain the concept of planning in health promotion and its significance in improving community health. • Describe the steps and process of health promotion planning. • Analyse the role of community participation in planning and implementing health promotion intervention. • Explain methods of monitoring and supervision to ensure the effectiveness of health promotion 	<p>Unit 3: Planning and Implementation of Health Promotion Programs (10 Periods)</p> <p>3.1 Concept and Types of Health Needs 3.2 Methods of Health Needs Assessment 3.3 Concept of Planning in Health Promotion 3.4 Health Promotion Planning Process 3.5 Concept and Types of Health Promotion Intervention 3.6 Community Participation in Health Promotion Intervention 3.7 Setting Priorities in Health Promotion</p>

<p>interventions.</p> <ul style="list-style-type: none"> • Explain the concept of priority setting in health promotion Intervention. • Describe the types of resources required for health promotion Intervention (human, financial, material, technological). 	<p>Intervention</p> <p>3.8 Resource Mobilization for Health Promotion Intervention</p>
<ul style="list-style-type: none"> • Define research in the context of health promotion and explain its purpose. • Identify and differentiate between quantitative, qualitative, and mixed methods research. • Describe the major steps of the research process in health promotion. • Explain how to identify and formulate a research problem and objectives. • Describe the process of reviewing literature and developing research questions or hypotheses. • Explain the selection of research paradigms, approaches, and study designs. • Describe population determination, sampling techniques, and data collection methods. • Explain data analysis, interpretation, and discussion of research findings. • Describe how to draw conclusions, make recommendations, and prepare a research report or thesis. • Explain the importance of disseminating research findings for evidence-based health promotion. • Identify and analyses ethical considerations in health promotion research. 	<p>Unit 4: Research and Evaluation in Health Promotion (8 Periods)</p> <p>4.1 Meaning and Purpose of Research in Health Promotion</p> <p>4.2 Types of research based on Methodology: Quantitative, Qualitative & Mixed</p> <p>4.3 Overview of the Research Process</p> <ul style="list-style-type: none"> • Identifying the Research Problem • Reviewing the Literature • Defining Research Objectives and Questions/Hypotheses • Selecting the Research Paradigm and Approach • Choosing the Research Design • Determining the Population and Sampling Technique • Designing Data Collection Methods • Collecting the Data • Analyzing the Data • Interpreting and Discussing the Findings • Drawing Conclusions and Making Recommendations • Preparing the Research Report or Thesis • Disseminating the Research <p>4.4. Ethical Considerations in HPE Research</p>
<ul style="list-style-type: none"> • Identify and select a suitable health promotion program for the evaluation of research conducted by GO, NGO, CBO, school, or community. • Develop a clear and structured evaluation research proposal. • Conduct field visits using appropriate tools and techniques. • analyse and interpret the data to assess the effectiveness of the health promotion program. • Prepare a comprehensive report. • Present research findings effectively. • Apply ethical principles throughout the evaluation research process. 	<p>Unit 5: Field-Based Evaluation Research in Health Promotion (Practical- 10 Periods)</p> <p>5.1 Identification and Selection of Health Promotion Program for Study (Programs implemented by GO, NGO, CBO, schools, or communities)</p> <p>5.2 Preparation of Evaluation Research Proposal</p> <p>5.3 Field Visit and Data Collection</p> <p>5.4 Data Analysis and Interpretation</p> <p>5.5 Report Writing and Presentation, and Reflection</p>

4. Methodology and Techniques

An internal assessment will be conducted by evaluating students' papers on their critical analysis of various management issues. Students will also be asked to present their papers in class. The final evaluation will be conducted based on the set examination at the end of the semester.

Teaching–Learning Strategies

Unit I: Foundations of Health Promotion (10 Hours)

- **Lecture with Interactive Discussion:** Present definitions, principles, and key concepts of health promotion. Pause to ask students about their understanding and real-life examples.
- **Case Study Analysis:** Examine health promotion policies and practices in Nepal; students identify successes and challenges.
- **Group Work & Presentation:** Students analyse the Ottawa Charter's five action areas and present examples from local or national programs.
- **Question–Answer Sessions:** Discuss social determinants of health and compare biomedical vs social models through guided Q&A.

Unit II: Strategies and Approaches in Health Promotion (10 Hours)

- **Interactive Lecture:** Explain core strategies and approaches using visual aids, diagrams, and real-life examples.
- **Problem-Based Learning (PBL):** Present a community health problem; students propose strategies using Ottawa Charter's five strategies.
- **Small Group Discussions:** Compare medical, behavioral, educational, empowerment, and social change approaches; students discuss suitability in different contexts.
- **Demonstration & Video Analysis:** Show health education sessions; students identify strategies and evaluate effectiveness.

Unit III: Planning and Implementation of Health Promotion Programs (10 Periods)

- **Lecture with Examples:** Explain types of health needs, assessment methods, and planning concepts.
- **Stepwise Planning Exercise:** Students create a plan for a hypothetical health promotion program including objectives, strategies, and evaluation.
- **Resource Mapping Exercise:** Students identify human, financial, material, and technological resources for program implementation.
- **Peer Review & Feedback:** Groups present their program plan; other students provide constructive feedback.
- **Reflection & Discussion:** Discuss challenges in planning and implementing health promotion programs in Nepal.

Unit IV: Research and Evaluation in Health Promotion (8 Periods)

- **Lecture & Concept Mapping:** Introduce research types, steps, and objectives with visual diagrams.
- **Literature Review Workshop:** Students practice searching, reviewing, and summarizing relevant literature.
- **Data Collection Demonstration:** Show sampling techniques and data collection tools (questionnaire, interview, observation).
- **Group Work on Research Design:** Groups design mini research proposals including methodology, sample, and data collection methods.
- **Class Discussion:** Ethical considerations in health promotion research, including case studies of ethical dilemmas.

Unit V: Field-Based Evaluation Research in Health Promotion (Practical – 10 Periods)

- **Field Visit & Observation:** Students visit GO/NGO/CBO/school health promotion programs to collect firsthand data.
- **Data Collection Exercise:** Use structured questionnaires, interviews, or observation checklists in the field.
- **Group Data Analysis:** Students analyze collected data using basic quantitative or qualitative methods.
- **Report Writing Practice:** Draft structured evaluation reports including findings, interpretation, and recommendations.
- **Presentation & Peer Feedback:** Students present their findings to the class; receive constructive feedback.
- **Reflective Discussion:** Discuss lessons learned, challenges faced, and ethical considerations in field-based research.

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

- Aryal, B. (2011). *Theories and practices in health promotion*. Kathmandu: Sunlight Publishers.
- Green, L.W. & Kreuter, M.W. (1999). *Health promotion planning; an educational and environmental approach* (3rd ed.). London: Mayfield Publishing Company.
- Katz, J., Peberdy, A., & Douglas, J. (2000). *Promoting health: knowledge and practice* (2nd ed.). London: The Open University.
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Far Western University
Faculty of Education

Course Title: **Approaches to Teaching Health and Physical Education**

Course No.: HP.Ed.478

Level: Bachelor

Semester: 7th

Nature of course: Theory

Credit: 3

Total periods: 48

Time per period: 1 Hour

1. Course Introduction

This course is designed to widen students' knowledge and practice regarding teaching approaches, communication process and media and materials and its application in HPE. It enables the students to be competent in designing, selecting and using appropriate teaching materials and media in health education. This course is also intended to equip them with the knowledge and skills to practise various approaches to teaching HPE.

2. General Objectives

After the completion of this course, the students will be able to:

- Explain the fundamental concepts, principles, and communication processes related to various approaches to teaching HPE.
- Apply participatory and learner-centered approaches in teaching HPE effectively.
- Utilize modern and innovative teaching approaches in HPE classrooms.
- Develop instructional plans using Revised Bloom's Taxonomy and integrate theory with practice in HPE.
- Select, prepare, and effectively use appropriate teaching materials, media, and digital tools in teaching HPE.
- Demonstrate practical competency in implementing selected teaching approaches through group practicum, presentation, and report writing in HPE.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the meaning and nature of approaches to teaching HPE. • Explain the principles and maxims of teaching HPE. • Describe communication process and use communication models in teaching HPE. • Explain the determining factors in selection of teaching approaches in HPE. • Explain the concept and importance of integrating theory and practice in HPE. 	<p>Unit I: Introduction of Approaches to Teaching HPE (5 hours)</p> <p>1.1 Meaning and nature of approaches to teaching HPE</p> <p>1.2 Principles and maxims of teaching</p> <p>1.3 Communication process and models in teaching HPE.</p> <p>1.4 Factors determining choice of approaches to teaching HPE</p> <p>1.5 Integration of Theory and Practice in teaching HPE</p>
<ul style="list-style-type: none"> • Organize and conduct a workshop in HPE. • Plan and present a seminar on selected HPE topics • Design and implement simulation activities in HPE contexts. • Apply the project method in HPE by guiding students • Analyze HPE related cases to develop analytical and reflective skills among learners. • Facilitate a panel discussion on contemporary HPE issues • Apply value clarification strategies and develop positive health-related attitudes and values. • Apply principles of critical pedagogy to empower the learners. 	<p>Unit II: Application of Participatory Approaches in Teaching HPE (10 hours)</p> <p>2.1 Workshop</p> <p>2.2 Seminar</p> <p>2.3 Simulation</p> <p>2.4 Project method</p> <p>2.5 Case study</p> <p>2.6 Panel discussion</p> <p>2.7 Value clarification</p> <p>2.8 Critical Pedagogy</p>

<ul style="list-style-type: none"> • Demonstrate effective teaching skills in HPE micro-teaching session. • Design inclusive HPE lessons Universal Design for Learning (UDL) framework. • Apply the system approach in HPE • Develop and implement a blended learning plan in HPE. • Design a flipped classroom model in HPE. • Utilize interactive video labs or virtual field trips in HPE • Plan collaborative online international learning (COIL) activities in HPE. 	<p>Unit III: Application of Modern Approaches in Teaching HPE (8 hours)</p> <p>3.1 Micro teaching 3.2 Universal Design for Learning 3.3 System approach 3.4 Blended Learning 3.5 Flipped Classroom 3.6 Interactive Video Labs / Virtual Field Trips 3.7 Collaborative Online International Learning (COIL)</p>
<ul style="list-style-type: none"> • Write different learning outcomes and behavioural objectives following the revised Bloom’s Taxonomy • Describe the concept and needs of plan for teaching HPE in schools • Identify and discuss the components of daily lesson plan • Prepare a model of daily lesson plan using components. • Prepare various models of daily lesson plans that can be used in HPE 	<p>Unit IV: Instructional Planning in Health and Physical Education (7 Hrs)</p> <p>4.1 Concept and Formulation of Instructional and Behavioural Objectives Using the Revised Bloom’s Taxonomy 4.2 Meaning and importance of instructional planning in health and physical education. 4.3 Concept and components of work plan, annual plan, and unit plan in HPE. 4.4 Concept, components and characteristics of daily lesson plan 4.5 Different models of daily lesson plans for HPE</p>
<ul style="list-style-type: none"> • Justify the use of suitable teaching materials and media in diverse HPE contexts. • Describe the basic steps in the selection the appropriate teaching materials. • Differentiate various media and aids used in teaching HPE. • Compare and contrast audio-visual and multimedia tools and justify the selection of the most pedagogically effective medium HPE class. • Design and prepare appropriate instructional materials in HPE class. • Develop multimedia instructional tools. • Write a script and produce an instructional video for HPE lesson. • Use media for teaching HPE in schools. • Use digital tools to plan and deliver HPE lessons. 	<p>Unit V: Preparation and Use of Teaching Materials and Media in HPE (10 hours)</p> <p>5.1 Principles of selecting teaching materials and media 5.2 Basic steps in selection and designing of teaching materials 5.3 Types of media and aids a. Audio Aids: Audiotape and radio b. Visual Aids: Printed materials, two-dimensional (flat picture, posture, comics and cartoon books), non-projected three-dimensional (diagram, puppet, specimens), projected-still (slides, filmstrip, microfilms) c. Audio-visual aids: Film, video, television, closed-circuit television d. Multimedia 5.4 Preparation and use of materials and media for the school classroom a. Chalkboard, whiteboard, display board, flannel board b. Non-projected material and media: Charts, graphs, posters, flip charts, models, specimens. c. Projected still (non-motion) media: PPT slides d. Projected (motion) media: Video, film, documentary 5.5 Use of Media in Teaching HPE In Schools a. Newspaper b. Radio/FM</p>

	<p>c. Instructional TV</p> <p>5.6 Use of Digital tools in Teaching HPE in school</p> <p>5.7 Application of Edgar Dale’s cone of experience in teaching HPE</p>
<ul style="list-style-type: none"> • Form and organize a functional group (5–8 members) demonstrating effective teamwork. • Select an appropriate teaching approach for HPE • Conduct and demonstrate the selected teaching approach effectively in a simulated or real classroom setting. • Prepare and submit a comprehensive practicum report documenting all components. .. 	<p>Unit - VI: Practicum in Approaches to Teaching HPE (8 hours)</p> <p>6.1 Group formation (5 to 8 students)</p> <p>6.2 Selection of any one of the approaches</p> <p>6.3 Preparation (review of literature, collection of materials, development of guidelines, etc.)</p> <p>6.4 Conducting the practical session/demonstration/presentation (i.e. workshop, seminar, micro teaching, panel discussion, value clarification, group discussion, focus group discussion, etc.)</p> <p>6.5 Report writing and submission</p>

4. Methodology and Techniques

This is a theory cum practical course so the teacher will adopt the following techniques:

Unit I: Introduction of Approaches to Teaching HPE (5 Hours)

- Concept Mapping Activity- Students prepare a visual map linking meaning, nature, and factors influencing teaching approaches.
- Case-triggered Discussion – Present a classroom scenario and ask students to justify the choice of teaching approach.
- Communication Model Analysis – Analyze classical communication models (e.g., Shannon-Weaver model) and relate them to HPE teaching situations.
- Theory–Practice Bridge Task – Students redesign a theoretical topic into a practical HPE activity.
- Group Reflection – Short reflective writing on integration of theory and practice.

Unit II: Application of Participatory Approaches in Teaching HPE (10 Hours)

- Workshop Simulation – Students conduct a mini-workshop on a health topic.
- Role Play & Simulation – Simulate school-based health emergencies or ethical dilemmas.
- Mini Project Work – Groups conduct small field-based HPE activity projects.
- Panel Discussion Practice – Organize a mock panel on “School Health Policy Challenges.”
- Critical Pedagogy Debate – Debate issues like gender bias, access to sports facilities, etc.

Unit III: Application of Modern Approaches in Teaching HPE (8 Hours)

- UDL Lesson Redesign Task – Modify a lesson using UDL principles (multiple means of representation, engagement, expression).
- System Approach Flowcharting – Students develop instructional flowcharts (Input–Process–Output–Feedback).
- Blended Module Creation – Design one online + one face-to-face session.
- Flipped Classroom Trial – Students watch pre-class material and conduct in-class activity.
- Virtual Field Trip Review – Use online virtual labs/videos and evaluate learning impact.

Unit IV: Instructional Planning in HPE (7 Hours)

- Objective Writing Workshop – Develop instructional objectives using Revised Bloom’s Taxonomy.
- Annual & Unit Plan Development Task – Groups prepare structured plans.
- Lesson Plan Critique – Analyze sample lesson plans and identify strengths/weaknesses.
- Model Comparison Activity – Compare Herbartian, RCEM, and Constructivist lesson plan models.
- Peer Evaluation – Exchange lesson plans and provide structured feedback.

Unit V: Preparation and Use of Teaching Materials and Media in HPE (10 Hours)

- Teaching Aid Development Workshop – Create charts, models, or flip charts.

- PPT Design Task – Develop projected still media slides for HPE topics.
- Video Analysis Session – Critically evaluate an instructional health video.
- Media Selection Exercise – Choose appropriate media for specific HPE objectives.
- Application of Edgar Dale Cone of Experience – Match HPE topics with levels of experiential learning.

Unit VI: Practicum in Approaches to Teaching HPE (8 Hours)

- Group Contract Method – Define roles and responsibilities clearly.
- Approach Justification Presentation – Groups defend their selected approach.
- Mock Teaching/Demonstration – Conduct full practical session.
- Peer & Instructor Feedback Rubric – Structured evaluation criteria.
- Reflective Report Writing – Include objectives, process, challenges, outcomes, and recommendations.

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	5 with 1 'or' questions	5 ×6	30
Group C: Long answer questions	2 with 1 'or' question	2×10	20

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