



Far Western University
Faculty of Education
Health and Physical Education

Course Title: Community Health
Course No.: HP. Ed. 485
Level: Undergraduate
Semester: Eighth

Nature of Course: Theory
Credits: 3
Total Periods: 48
Time Per Period: 1 Hour

1.Course Introduction

This course is designed to build students' knowledge and understanding of community health by integrating both national priorities and international standards. It begins with the foundations of community health, covering its history, scope, and major health problems in Nepal, along with the role of national policies and global organizations. Students will then examine group dynamics and community organization, gaining insight into how communities mobilize and sustain health initiatives. The course also addresses occupational health, focusing on workplace hazards and prevention strategies, and mental health, emphasizing psychosocial wellbeing, stigma reduction, and integration into primary care. Finally, students will acquire practical skills in conducting community surveys and project planning, enabling them to assess health needs, design interventions, and evaluate outcomes. By combining theoretical knowledge with participatory approaches, the course prepares students to critically analyze, organize, and implement effective community health programs.

2.General Objectives

The general objectives of this course are as follows:

- i. To introduce students to the foundations of community health, including its history, scope, and major health problems in Nepal.
- ii. To develop students' understanding of group dynamics and community organization for effective health promotion.
- iii. To develop knowledge of occupational health and workplace hazard management.
- iv. To enhance awareness of mental health and psychosocial wellbeing, focusing on stigma reduction and integration into primary care.
- v. To equip students with practical skills in community surveys and project planning for evidence-based interventions.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
• Explain the Concept and Historical Development of Community Health. • Describe the Scope of Community Health. • Identify the Major Health Problems in Nepal.	Unit I: Foundations of Community Health (10 hrs) 1.1 Concept and Historical Development of Community Health 1.2 Scope of Community Health 1.3 Major Health Problems in Nepal (Communicable and Non-communicable Diseases, Lack of Environmental

• Describe Community-based Health Programs in Nepal. • Explain the Roles of WHO, UNICEF, UNFPA, and NGOs in Community Health Development. • Analyze National Health Policies and Programs Related to Community Health in Nepal.	Sanitation, Maternal & Child Mortality, Road Traffic Accidents) 1.4 Community-based Health Programs in Nepal (Community- Lead Total Sanitation-CLTS, Community-Based Integrated Management of Childhood Illness-CBIMCI, Primary Health Care-PHC) 1.5 Role of Different Organizations in Community Health Development (WHO, UNICEF, UNFPA, NGOs) 1.6 Review of National Health Policy and Programs Related to Community Health
• Explain the Concept, Elements, and Importance of Group Dynamics. • Explain the Types and Roles of Groups. • Analyze Different Leadership Styles and Approaches to Conflict Resolution. • Describe the Concept of Community Organization. • Explain the Philosophy and Basic Assumptions of Community Organization. • Describe the Principles of Community Organization. • Apply the Basic Steps and Processes of Community Organization. • Analyze Participatory Approaches Used in Nepal through case studies of Female Community Health Volunteers, Mothers' Groups, and Youth Clubs. • Evaluate the Challenges and Sustainability of Community Organizations.	Unit II: Group Dynamics and Community Organization (12 hrs) 2.1 Concept, Elements and Importance of Group Dynamics 2.2 Types and Roles of Groups (Formal, Informal, Peer, and Community based) 2.3 Leadership Styles and Conflict Resolution 2.4 Concept of Community Organization 2.5 Philosophy and Basic Assumptions of Community Organization 2.6 Principles of Community Organization 2.7 Basic Steps/Process of Community Organization 2.8 Participatory Approaches: Case Studies from Nepal (Female Community Health Volunteers-FCHV, Mothers' Groups, Youth Clubs) 2.9 Challenges and Sustainability of Community Organizations
• Explain the Concept of Occupational Health. • Describe the Importance of Occupational Health. • Summarize the Historical Development of Occupational Health. • Explain the Occupational Health Hazards. • Apply Appropriate Management and Prevention Strategies for Occupational Hazards. • Explain the Major Provisions of the Labor Act related to Occupational	Unit III Occupational Health (8hrs) 3.1 Concept of Occupational Health 3.2 Importance of Occupational Health 3.3 History of Occupational Health 3.4 Occupational Health Hazards • Physical Hazards • Biological Hazards • Psychological Hazards • Chemical Hazards • Mechanical Hazards 3.5 Management and Prevention Strategies of Occupational Hazards 3.6 Labor Act of Nepal (Health and Safety, Welfare Provision and Insurance)

Health and Safety.	
• Explain the Concept and Importance of Mental Health. • Describe Mental health Issues in Nepal and the global Context. • Discuss the common Mental Health conditions and Disorders. • Analyze the Effects of Stigma and Discrimination on Mental Health. • Apply Appropriate Approaches to Suicide Prevention and Counseling. • Evaluate the Integration of Mental Health Services into Primary Health Care.	Unit IV: Mental Health and Psychosocial Wellbeing (6 hrs) 4.1 Concept and Importance of Mental Health 4.2 Mental Health Issues in Nepal and the Global Context 4.3 Common Mental Health Conditions and Disorders: (Depression, Schizophrenia and Other Psychotic Disorders, Substance Use Disorder, Trauma and Stressor related Disorders) 4.4 Stigma and Discrimination in Mental Health 4.5 Suicide Prevention and Counseling Approaches 4.6 Integration of Mental Health into Primary Health Care
• Explain the Concept and Purpose of Community Health Survey. • Differentiate the Types of Community Health Surveys. • Demonstrate Appropriate Approaches to Community Entry and Community Participation. • Select Appropriate Data Collection Tools and Methods. • Analyze and Interpret Data Collected from the Community Health Survey. • Prepare and Present a Community Health Survey Report. • Prioritize Community Health Needs Based on the findings of a Community Health Needs Assessment. • Develop a Community Health Project Plan.	Unit V: Community Health Survey and Project Planning (12 hrs) 5.1 Concept and Purpose of Community Health Survey 5.2 Types of Community Health Survey (Household Surveys, Community Surveys, Health Facility Surveys, and Rapid Assessments) 5.3 Community Entry and Community Participation • Concept and importance of community entry • Strategies for community entry • Community participation and stakeholder engagement 5.4 Data Collection Methods and Tools • Questionnaire • Interview (including Key Informant Interview-KII) • Focus Group Discussion (FGD) • Observation and Observation Checklist 5.5 Data Processing, Analysis, Interpretation, Report Writing, and Presentation • Data editing, coding, and entry • Data analysis (Quantitative and Qualitative) • Data interpretation • Report writing • Presentation and dissemination of findings 5.6 Community Health Needs Assessment and Priority Setting 5.7 Steps of Project Planning (Problem Identification, Objectives, Strategies, Activities, Resource Mobilization and Budget Planning, Implementation, Monitoring & Evaluation)

4. Methodology and Techniques

Unit I: Foundations of Community Health (10 Hours)

- **Interactive Lecture Method:** To explain the concept, historical development, scope, and basic foundations of community health.

- **Case Study Method:** To analyze community-based health programs in Nepal, such as Community-Led Total Sanitation (CLTS), Community-Based Integrated Management of Childhood Illness (CB-IMCI), and Primary Health Care.
- **Collaborative Learning Method:** For group exploration of the roles and contributions of WHO, UNICEF, UNFPA, NGOs, and other organizations in community health development.
- **Document Analysis Method:** To review and analyze the National Health Policy and relevant national health programmes related to community health.
- **Problem-Based Learning Method:** To develop solutions for selected community health problems through group-based problem identification and intervention planning.
- **Presentation Method:** For student group presentations on major community health issues and programmes in Nepal.

Unit II: Group Dynamics and Community Organization (12 Hours)

- **Interactive Lecture Method:** To explain the concept, elements, importance, types, and roles of group dynamics and the concept of community organization.
- **Group Discussion Method:** To explore formal, informal, peer, and community-based groups and their roles in community development.
- **Role-Playing Method:** To practice different leadership styles, interpersonal communication, negotiation, and conflict resolution skills.
- **Case Study Method:** To analyze the philosophy, assumptions, principles, and processes of community organization using real or hypothetical community situations.
- **Participatory Learning Method:** To examine participatory approaches through case studies of Female Community Health Volunteers (FCHVs), Mothers' Groups, and Youth Clubs in Nepal.
- **Problem-Solving Method:** To identify challenges faced by community organizations and develop strategies for their sustainability.
- **Field-Based Learning Method:** To observe and interact with a local community organization and reflect on its leadership, participation, functioning, and sustainability.

Unit III: Occupational Health (8 Hours)

- **Interactive Lecture Method:** To explain the concept, importance, and historical development of occupational health.
- **Brainstorming Method:** To identify common occupational health hazards experienced by workers in different occupations and workplaces.
- **Case Study Method:** To analyze real-life workplace accidents, occupational diseases, and hazard exposure scenarios.

- **Group Work and Classification Activity:** To classify occupational hazards according to their types and identify their possible health effects.
- **Problem-Solving Method:** To develop appropriate management and prevention strategies for selected occupational hazards.
- **Field Observation Method:** To conduct workplace observation and identify potential occupational health hazards and safety practices.
- **Document Analysis Method:** To review relevant provisions of the Labour Act and discuss workers' rights, occupational safety, and employer responsibilities.

Unit IV: Mental Health and Psychosocial Wellbeing (6 Hours)

- **Interactive Lecture Method:** To explain the concept, importance, and dimensions of mental health and psychosocial wellbeing.
- **Discussion and Brainstorming Method:** To explore mental health issues in Nepal and compare them with global mental health challenges.
- **Case Study Method:** To identify and analyze common mental health conditions and disorders, including depression, schizophrenia and other psychotic disorders, substance use disorders, and trauma- and stressor-related disorders.
- **Debate and Group Discussion Method:** To critically examine stigma, discrimination, myths, misconceptions, and social barriers related to mental health.
- **Problem-Based Learning Method:** To develop strategies for suicide prevention, early identification, psychosocial support, and appropriate referral.
- **Simulation Method:** To practice basic counseling and psychosocial support skills through simulated mental health scenarios.
- **Reflective Learning Method:** To encourage students to reflect on personal attitudes, social perceptions, and misconceptions related to mental health and psychosocial wellbeing.
- **Case Discussion Method:** To explore how mental health services can be integrated into Primary Health Care settings.

Unit V: Community Health Survey and Project Planning (12 Hours)

- **Interactive Lecture Method:** To explain the concept, purpose, types, and steps of community health surveys and project planning.
- **Workshop Method:** To develop practical skills in community entry, community participation, questionnaire preparation, observation checklist development, key informant interviews, and focus group discussions.
- **Demonstration Method:** To demonstrate different data collection tools and techniques through practical examples and mock exercises.

- **Field-Based Learning Method:** To engage students in community entry, rapport building, participation, data collection, and interaction with community members.
- **Collaborative Learning Method:** To analyze and interpret collected data in groups and identify major community health needs and problems.
- **Problem-Solving and Priority-Setting Method:** To identify community health needs, prioritize problems, and develop appropriate interventions based on available evidence and resources.
- **Project-Based Learning Method:** To prepare a community health project covering problem identification, objectives, strategies, activities, resources, budget, implementation, monitoring, and evaluation.
- **Data Analysis and Interpretation Activity:** To organize, tabulate, analyze, and interpret community health survey data.
- **Report Writing Method:** To develop structured community health survey and project reports based on field findings.
- **Reflective Learning Method:** To reflect on students' experiences, challenges, learning outcomes, and lessons gained from community survey and project planning activities.

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)
- b). Assignment II: one Term paper/ Essay/Project and Interview: 5+5= 10 marks
(Logical essay/ One Term Paper, Essay, Project, and Interview approved by the teacher, followed by an interview.)
- b). 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

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

Course Title: Training, Officiating, and Coaching
Course No: Hp. Ed. 486
Level: Undergraduate
Semester: Eighth

Nature of the Course: Theoretical
Credit : 3
Teaching Hours: 48
Time per Period: 1 Hour

1. Course Introduction

Training, Officiating, and Coaching is a fundamental course in Physical Education that equips prospective teachers, coaches, and sports professionals with the theoretical knowledge and practical competencies required for effective participation in sports, games, and physical education. The course introduces the scientific principles of sports training, physical conditioning, coaching, officiating, and performance evaluation, enabling students to understand the systematic process of athlete development and sports administration and management.

The course emphasizes evidence-based training methods, coaching principles, leadership, ethical conduct, and officiating skills required to organize and conduct sports activities at the school and community levels. It also familiarizes students with the rules, responsibilities, decision-making processes, and modern technological advancements used in sports officiating to ensure fairness, accuracy, and professionalism in competitions.

In addition, the course provides practical knowledge of standardized physical fitness, athletic ability, and sports skill tests used to assess and monitor the physical and technical performance of individuals. Students will develop the ability to administer, score, interpret, and utilize various tests for educational, coaching, and talent identification purposes.

Upon successful completion of the course, students will be able to apply scientific principles of training, demonstrate effective coaching and officiating competencies, administer standardized tests, and organize sports activities in educational institutions and community settings. The course also aims to foster professionalism, ethical values, leadership, communication skills, sportsmanship, inclusiveness, and lifelong participation in physical activity, thereby contributing to the development of quality physical education and sports programs.

2. General Objectives

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

1. Explain the concepts, principles, and scientific foundations of sports training, coaching, officiating, and physical fitness testing
2. Apply appropriate training methods and physical conditioning techniques to improve sports performance while promoting safety and injury prevention.
3. Demonstrate effective coaching competencies by applying coaching principles, leadership skills, ethical values, and communication strategies in educational and sports settings.
4. Perform officiating duties by applying the rules, regulations, ethical standards, and decision-making skills required in various sports and games.
5. Administer standardized physical fitness, athletic ability, and sports skill tests using appropriate testing procedures and protocols.

6. Interpret the results of physical fitness and sports skill tests to assess performance, monitor progress, and support athlete development.
7. Plan and organize sports training sessions, coaching activities, officiating assignments, and sports competitions effectively.
8. Evaluate training programs, coaching practices, officiating performance, and testing outcomes using scientific and professional standards.
9. Promote fair play, sportsmanship, inclusiveness, teamwork, and lifelong participation in physical activity through responsible professional practice.
10. Develop professional competencies, including critical thinking, problem-solving, leadership, communication, and ethical decision-making required for careers in physical education and sports.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
- Define the meaning, aims, objectives, and characteristics of sports training. - Describe the principles and process of sports training. - Analyze the components and determinants of sports performance. - Apply the fundamental principles of sports training in physical education and sports settings.	Unit I: Foundations of Sports Training (9 hrs) 1.1 Meaning, aims and objectives of sports training 1.2 Characteristics and forms of sports training 1.3 Principles of sports training 1.4 Training process 1.5 Components of sports performance
- Explain the concepts of training load, recovery, and physical conditioning. - Differentiate various methods of sports training and their appropriate applications. - Analyze the importance of warm-up, cool-down, and injury prevention during training. - Select appropriate training methods to improve physical fitness and sports performance.	Unit II: Training Methods and Conditioning (9 hrs) 2.1 Concept of physical conditioning 2.2 Training load and recovery 2.3 Methods of training a. Interval training b. Circuit training c. Fartlek training d. Isometric training e. Isotonic training 2.4 Warm-up and Cool-down 2.5 Injury prevention during training
- Explain the meaning, objectives, and importance of sports coaching. - Apply the fundamental principles of effective coaching in different sports settings. - Analyze the roles, responsibilities, and ethical obligations of a coach. - Demonstrate leadership qualities and effective communication skills required for successful coaching.	Unit III: Sports Coaching (8 hrs) 3.1 Meaning, objectives, and importance of sports coaching 3.2 Principles of coaching 3.3 Role and importance of a coach 3.4 Qualities of a coach 3.5 Duties and responsibilities of a coach 3.6 Coaching ethics 3.7 Leadership styles in coaching

• Explain the meaning, objectives, and importance of officiating in sports. • Apply the principles and ethical standards of sports officiating. • Demonstrate the duties, responsibilities, and officiating signals of referees, umpires, and judges. • Evaluate officiating decisions by applying the rules and regulations of various sports. • Examine the application of modern technologies in sports officiating.	Unit IV: Sports Officiating (10 hrs) 4.1 Meaning, Objectives, and Importance of sports officiating 4.2 Principles of sports officiating 4.3 Ethics in officiating 4.4 Duties of referees, umpires and judges 4.5 Signals as language of officiating 4.6 Decision-Making 4.7 Conflict management 4.8 Modern technologies and their role in officiating (VAR, Hawk-Eye, Electronic timing, Photo-Finish Technology etc.)
• Describe the procedures, administration, and scoring of the AAHPER Youth Physical Fitness Test, JCR Test, and Cozen's Athletic Ability Test. • Demonstrate the administration of selected physical fitness tests, including push-ups, modified push-ups, trunk extension (forward and backward), and the Cooper run/walk test. • Administer appropriate sports skill tests such as the Russell-Lange Volleyball Test and Johnson Basketball Ability Test using standardized procedures. • Interpret test results to evaluate physical fitness, athletic ability, and sports skill performance.	Unit V: Tests in Physical Education (12 hrs) 5.1 AAHPER Youth Physical Fitness Test 5.2 JCR Test 5.3 Cozen's Athletic Ability Test 5.4 Push-Ups and Modified Push-Ups 5.5 Forward and Backward Trunk Extension Test 5.6 Cooper run/walk test 5.7 Sports skill tests • Russell-Lange Volleyball Test • Johnson Basketball Ability Test

4. Methodology and Techniques

The course will be delivered through interactive, learner-centered, and competency-based teaching approaches that integrate theoretical knowledge with practical experiences. A variety of instructional methods and techniques will be employed to promote active participation, critical thinking, and professional skill development. These include:

- Interactive lecture method supported by multimedia presentations.
- Classroom discussions, seminars, and group work.
- Demonstration of selected training methods, coaching techniques, and officiating procedures.
- Field visits to schools, sports clubs, and sports organizations.
- Observation and analysis of coaching sessions and sports competitions.
- Case studies and problem-solving activities.
- Simulation and role-play of coaching and officiating situations.
- Project work, assignments, and student presentations.
- Organization and management of sports events and competitions.
- Guest lectures and workshops conducted by experienced coaches, referees, sports administrators, and subject experts.

- Self-directed learning through library resources, online databases, and digital learning platforms.
- Reflective learning and peer feedback to enhance professional competencies.

5. Evaluation Scheme

Students will be assessed through both internal and external evaluation systems. Internal evaluation will be continuous and formative in nature, focusing on students' participation, academic engagement, and achievement of the course learning outcomes. External evaluation will be conducted through a written theoretical examination at the end of the semester by the Office of the Controller of Examinations, Far Western University.

The overall evaluation will comprise **40% Internal Assessment** and **60% External (Final) Examination**.

5.1 Internal Evaluation (40%)

Activities	Marks
Attendance	5
Class participation and classroom activities	5
Reflective Notes and class presentation	5 + 5 = 10
Assignment/Term paper/Case study	5 + 5 = 10
Mid-Term Examination	10
Total	40

Note: Students will prepare reflection notes on the topics assigned by the course instructor and present selected topics individually or in groups. They will also complete a term paper, assignment, or case study related to sports training, coaching, officiating, or sports event management. The mid-term examination will assess students' understanding of the course contents covered during the first half of the semester.

5.2 External Evaluation (Final Examination) (60%)

Types of Questions	Total Questions to be Asked	Questions to be Answered and Marks Allotted	Total Marks
Group A: Multiple-choice Questions	10	10 × 1 mark	10
Group B: Short-answer Questions	8	Attempt any 6 × 5 marks	30
Group C: Long-answer Questions	2	Attempt any 2 × 10 marks	20
Total			60

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