

**Mid-West University
Graduate School of Education
Surkhet, Nepal**



**B.Ed. in Health & Physical Education
First Semester Curriculum
2025**

B.Ed. in Health & Physical Education

First Semester

1. English Grammar and Comprehension (COM411)	C.H. – 3
2. Aniwarya Nepali I (COM412)	C.H. – 3
3. Foundation of Education (EDU413)	C.H. – 3
4. Introduction to Health Education (HPE414)	C.H. – 3
5. Introduction to Physical Education and Sports I (HPE415)	C.H. - 3

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B.Ed. in Health & Physical Education

Course Title: English Grammar and Comprehension
 Level: B.Ed.
 Semester: First

Course code: COM411
 Nature of Course: Theoretical
 Credit Hours: 3

1. Course Description

This course aims to develop foundational skills in English grammar, vocabulary, reading, and writing for undergraduate education students. It offers both theoretical knowledge and practical application of grammatical rules, sentence structures, and vocabulary, allowing students to create clear and meaningful communication in academic and professional settings. The course also boosts learners' comprehension abilities through the critical reading of various literary and informational texts. Additionally, it improves their writing skills for different purposes, such as essays, letters, and reports. This program aligns with the broader B.Ed. objectives, which focus on equipping future educators with strong language skills and effective communication—essential for classroom teaching and academic achievement.

2. Competencies

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

- **Comp 1:** Identify and explain fundamental grammatical structures, vocabulary forms, and conventions of English writing.
- **Comp 2:** Apply grammatical rules, vocabulary, and reading strategies to construct coherent sentences, paragraphs, and interpret texts with critical awareness.
- **Comp 3:** Evaluate the accuracy and effectiveness of language use in written and spoken forms, and create academic and professional texts demonstrating grammatical precision and communicative clarity.

3. Course Content

Unit/Content/Teaching Hours	Specific Learning Outcomes	Detailed contents/Depth of content
Unit 1: Basic English Grammar (16 Hrs.)	1. Identify and explain the fundamental sentence structures. 2. Apply and construct grammatically correct sentences, dialogues, and short texts using appropriate English grammar. 3. Analyze and evaluate grammatical features in written and spoken texts, detecting common errors in English. 4. Compose and create coherent academic, creative, and professional writing in English.	1.1 Introduction to English Grammar 1.2 Reasons for Learning English Grammar 1.3 Use of English Grammar 1.3.1 Use of Article 1.3.2 Use of Preposition 1.3.3 Use of Conjunction 1.3.4 Tense 1.3.5 Conditional Sentence 1.3.6 Subject-Verb Agreement 1.3.7 Clause 1.3.8 Causative Verbs 1.3.9 Voice 1.3.10 Reported Speech 1.3.11 Transformations
Unit 2: Basic English Vocabulary (10 Hrs)	1. Distinguish literal, figurative, and contextual meanings of words, and recognize various vocabulary forms such as synonyms, antonyms, homonyms, hyponyms, and homophones in spoken and written texts. 2. Apply and construct appropriate vocabulary by using single words for expressions, phrasal verbs, idioms, and derivatives in sentences, dialogues, and short texts.	2.1 Meaning of the Words 2.1.1 Literal meaning 2.1.2 Figurative meaning 2.1.3 Contextual meaning 2.2 Single Word for Expressions 2.3 Synonyms 2.4 Antonyms 2.5 Phrasal Verbs 2.6 Idioms 2.7 Derivatives 2.8 Homonyms 2.9 Hyponyms

	3. Compose and create coherent academic, creative, and professional writing pieces by integrating the vocabulary items in English.	2.10 Homophones
Unit 3: Reading Comprehension (10 Hrs.)		3.4 Reading Actively (Previewing and Annotating) 3.5 Nancy Mairs Disability (Annotated Essay) 3.6 Developing an Understanding (Summarizing and Thinking Critically) 3.7 Analyzing Written Works (Meaning, Writing Strategies and Language) 3.8 Examining Visual Images (Seeing the Big Picture and Taking a Critical Look) 3.9 Reading for Pleasure 3.9.1 Solitary Reaper William Wordsworth 3.9.2 A Poison Tree William Blake 3.9.3 The road not Taken (Poem) Robert Frost 3.9.4 'Baisakh' (Poetry) Madhav Prasad Ghimire 3.9.5 'Chasing Dreams' (Poetry) Abhi Subedi 3.9.6 'Teacher' (Short Story) - Vishnu S. Rai 3.9.7 Reminiscing of Childhood Days (Essay) – Govind Raj Bhattarai
Unit 4: Basic Writing in English		4.1 Basic Use of Punctuation in English 4.1.1 Capitalization 4.1.2 Full Stops 4.1.3 Comma 4.1.4 Colons 4.1.5 Semi-Colons 4.1.6 Question Marks 4.1.7 Apostrophes 4.1.8 Hyphens 4.2 Basic Writings in English 4.2.1 Paragraph Writing 4.2.2 Letter Writing 4.2.3 Email Writing 4.2.4 Essay Writing 4.2.5 CV Writing 4.2.6 Job Application Writing 4.2.7 Report Writing

4. Teaching Learning Strategies

- **Communicative Language Teaching (CLT):** Encourages interaction through real-life communication tasks (e.g., dialogues, interviews, classroom debates).
- **Task-Based Learning (TBL):** Students complete meaningful tasks such as writing a short story, summarizing a poem, or drafting a job application.

- **Blended Learning Approach:** Integration of digital platforms (YouTube, Grammarly, BBC Learning English, Kahoot) for grammar and vocabulary practice.
- **Reflective Learning:** Learners maintain personal reflection logs to record their grammatical progress and reading comprehension development.
- **Collaborative and Cooperative Learning:** Pair/group work, peer assessment, and collaborative projects promote teamwork and communication.
- **Differentiated Instruction:** Activities are designed for varied proficiency levels—extra grammar drills for weaker learners and creative writing tasks for advanced ones.
- **Problem-Based Learning (PBL):** Students identify honest communication or writing issues and find grammatical or stylistic solutions.

5. Assessment and Evaluation

The assessment and evaluation system for this course is designed to promote continuous learning, active participation, and academic integrity. It integrates both internal (40%) and external (60%) components to ensure a balanced measurement of students' knowledge, skills, and performance. The internal evaluation emphasizes students' regularity, discipline, engagement in classroom activities, and consistent academic progress through unit tests, assignments, project work, and presentations.

Internal Evaluation Scheme (40%)

Evaluation Component	Weightage
Attendance & Discipline	10%
Mid-Term	10%
Assignments /Project Work	10%
Presentation	10%

External Evaluation – 60%

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6.

7. References

- Alam, S. (2024). *Exploring English phrasal verbs: Navigating the versatility of phrasal verbs*. Saiful Alam (Unit 2)
- Bailey, S. (2014). *Academic writing: A handbook for international students*. Routledge. (Unit 4)
- Huddleston, R., Pullum, G. K., & Reynolds, B. (2022). *A student's introduction to English grammar*. Cambridge University Press. (Unit 1)
- Kennedy, L. et al. (2020). *The Bedford Reader (14th eds.)*. Bedford/St. Martin's. (Unit 3)
- Ordway, E. B. (2024). *Synonyms and Antonyms: An Alphabetical List of Words in Common Use, Grouped with Others of Similar and Opposite Meaning*. Sully and Kleinteich. (Unit 2)
- Osmond, A. (2024). *Academic writing and grammar for students*. (Units 1 and 4)
- Rai, V.S. (2016). *Martyr and other stories*. Oriental Publication.
- Stewart, L. K. (2025). *English grammar*. American Book Company (Unit 1)
- The Royal Nepal Academy. (2005). *Nepalese Literature*. Royal Nepal Academy
- Xavier, C., & Chia, A. (2025). *Teaching English grammar in Asian contexts: Making meaning with grammar*. Taylor & Francis. (Unit 1)

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पाठ्यांश शीर्षक : अनिवार्य नेपाली- १
तह : वि. एड.
सत्र : पहिला

पाठ्यांश सङ्ख्या : नेपा ४१२
पाठ्यांश प्रकृति : सैद्धान्तिक/प्रायोगिक
क्र.आ. : ३

यो पाठ्यक्रम मध्यपश्चिमाञ्चल विश्वविद्यालय, ग्याजुएट स्कुल अफ एजुकेसन अन्तर्गत चार बर्से सेमेस्टर प्रणालीमा आधारित स्नातक (ब्याचलर्स इन एजुकेसन) मा अध्ययन गर्ने विद्यार्थीहरूलाई नेपाली भाषामा विशिष्ट बोध, अभिव्यक्ति र रचना कौशलको विकास गर्न तयार पारिएको हो । यस पाठ्यक्रममा शब्दभण्डार, वाक्यतत्त्वपरक रचना, नेपाली वाङ्मयका विभिन्न क्षेत्रका गद्यांशको पठनबोध, सूचनाको रूपान्तर, बुँदाटिपोट, व्यावहारिक लेखन तथा निबन्ध लेखनका साथै निर्धारित साहित्यिक कृतिहरूको पठन, आस्वादन र अभिव्यक्ति क्षमताको विकास गर्ने पाठ्यसामग्रीहरू समावेश गरिएका छन् ।

२. साधारण उद्देश्य

- नेपाली वाङ्मयका विविध क्षेत्रमा प्रयुक्त शब्दहरूको स्रोत, वर्ग र बनोट पहिचान गरी वाक्यमा तिनको शुद्ध रूपको सन्दर्भपूर्ण प्रयोग गर्ने,
- नेपाली वाक्यतत्त्वको स्वरूप पहिचान गरी निर्देशित रचना (वाक्यान्तरण) र वाक्यसंश्लेषण गर्ने,
- वाङ्मयका विविध क्षेत्रका गद्यांशहरू पढी तिनमा आधारित बोधप्रश्नहरूको उत्तर दिने,
- तालिका, चित्राकृति (डायग्राम) को सूचनालाई अनुच्छेदमा रूपान्तर गर्न तथा अनुच्छेदमा रहेका सूचनालाई तालिका र चित्राकृतिमा रूपान्तर गर्ने,
- सम्बद्ध गद्यांशको बुँदा टिपोट गर्ने र बुँदाका आधारमा अनुच्छेदको रचना गर्ने,
- पाठ वा पाठांशका विषयवस्तुमा आधारित भई निर्देशित अनुच्छेद रचना गर्ने,
- निर्धारित ढाँचामा आधारित भई व्यावहारिक लेखन तयार गर्ने,
- विभिन्न विषयमा आत्मपरक तथा वस्तुपरक निबन्ध लेख्ने,
- निर्धारित कविता, गीत, गजल, निबन्ध, कथा तथा एकाङ्की/नाटक रचनाको अध्ययन तथा तिनको आस्वादन र प्रतिक्रियात्मक अभिव्यक्ति दिने ।

विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> ● नेपालीका विभिन्न स्रोतका शब्दको पहिचान गर्न, ● नेपालीका विभिन्न शब्दवर्गबारे परिचित हुन, ● शब्दवर्ग छुट्ट्याई शब्दको बनोट देखाउन । ● वर्णविन्यासको सही प्रयोग गर्न ● निर्देशित रचना तयार गर्न 	<p>एकाइ एक : शब्द, शब्दनिर्माण र वाक्यतत्त्वपरक रचना (१० घण्टा)</p> <p>१.१ शब्दस्रोत १.२ शब्दवर्ग १.३ शब्दबनोट १.४ वर्णविन्यास १.५ निर्देशित रचना (वाक्यान्तरण : लिङ्ग, पुरुष, काल, पक्ष)</p>
<ul style="list-style-type: none"> ● नेपाली वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धित दृष्टांश र अदृष्टांश पाठ/पाठांशबाट सामान्य बोधात्मक प्रश्नको उत्तर दिन । 	<p>एकाइ दुई : पठनबोध (५ घण्टा)</p> <p>नेपाली वाङ्मयका शिक्षा, अर्थव्यवस्था, भूगोल तथा ऊर्जा, वातावरण तथा जैविक विविधता, विज्ञान तथा प्रविधि सम्बन्धी दृष्टांश र अदृष्टांश पाठ वा पाठांशमा आधारित अनुमानात्मक, निष्कर्षात्मक, तथ्यात्मक तथा समीक्षात्मक प्रकृतिका प्रतिक्रियामूलक सामान्य बोध प्रश्नहरूको अभ्यास ।</p>
<ul style="list-style-type: none"> ● तालिका र चित्राकृति (डायग्राम) को सूचनालाई अनुच्छेदमा र अनुच्छेदमा रहेका सूचनालाई तालिका र चित्राकृति (डायग्राम) मा रूपान्तर गर्न । 	<p>एकाइ तीन : सामान्य सूचनाको रूपान्तर (६ घण्टा)</p> <p>३.१ तालिकाको अनुच्छेदमा रूपान्तर ३.२ सूचनाको तालिकीकरण ३.३ चित्राकृति (वृत्ताकार र स्तम्भ) को अनुच्छेदमा रूपान्तर ३.४ अनुच्छेदका सूचनाको चित्राकृति (वृत्ताकार र स्तम्भ) मा रूपान्तर</p>
<ul style="list-style-type: none"> ● विभिन्न अनुच्छेदबाट बुँदा टिपोट गर्न । ● बुँदाका आधारमा अनुच्छेदको रचना गर्न । ● विभिन्न प्रकृतिका निर्देशित अनुच्छेद रचना गर्न । 	<p>एकाइ चार : बुँदा टिपोट र अनुच्छेद रचना (५ घण्टा)</p> <p>४.१ अनुच्छेदबाट बुँदा टिपोट ४.२ बुँदाका आधारमा अनुच्छेदको रचना ४.३ निर्देशित अनुच्छेद लेखन</p>

<ul style="list-style-type: none"> ● विज्ञापन, शुभकामना, बधाई ज्ञापन, व्यक्तिवृत्त र प्रतिवेदनका नमुना तयार गर्न ● विभिन्न विषयसँग सम्बद्ध आत्मपरक र वस्तुपरक निबन्ध सिर्जना गर्न । 	<p>एकाइ पाँच : व्यावहारिक र निबन्ध लेखन (८ घण्टा)</p> <p>५.१ व्यावहारिक</p> <p>५.१.१ विज्ञापन लेखन ५.१.२ शुभकामना, बधाई ज्ञापन</p> <p>५.१.३ व्यक्तिवृत्त लेखन ५.१.४ प्रतिवेदन लेखन</p> <p>५.२ निबन्ध लेखन</p> <p>५.२.१ आत्मपरक र वस्तुपरक, निबन्ध सिर्जना</p>
<ul style="list-style-type: none"> ● कविता, गीत, गजल, निबन्ध, कथा र नाटकको सरसर्ती अध्ययन गरी तिनको आस्वादन गर्न । 	<p>एकाइ छ : साहित्यिक कृतिको अध्ययन (१४ घण्टा)</p> <p>६.१ कविता/गीत/गजल (४ घण्टा)</p> <p>६.१.१ माधव घिमिरे : सगरमाथा महान हेर</p> <p>६.१.२ विमल निभा : टोल</p> <p>६.१.३ अमर गिरी : साधारण सपना</p> <p>६.२ नेपाली निबन्ध (३ घण्टा)</p> <p>६.२.१ लक्ष्मीप्रसाद देवकोटा : भलादमी</p> <p>६.२.२ राजेन्द्र सुवेदी : खाली बोटल</p> <p>६.३ नेपाली कथा (४ घण्टा)</p> <p>६.३.१ भवानी भिक्षु : सावित्रीको बाखो</p> <p>६.३.२ भूमक घिमिरे : पर्दा, समय र मान्छेहरू</p> <p>६.३.३ महेश विक्रम शाह : गाउँमा गीतहरू गुन्जिँदैनन्</p> <p>६.४ नेपाली नाटक (३ घण्टा)</p> <p>६.४.१ विजय मल्ल : मानिस र मुखुण्डो</p>

४. शिक्षण प्रक्रिया

प्रत्येक पाठ्य एकाइमा पाठ्यवस्तुको प्रकृति र आवश्यकता अनुसार व्याख्यान, प्रश्नोत्तर, छलफल, उदाहरण, प्रदर्शन, गृहकार्य, सामूहिक कार्य, अभ्यास र प्रस्तुतीकरण विधिहरूको उपयोग गरिनेछ। व्याख्यान विधिलाई कमभन्दा कम उपयोग गरी विद्यार्थी सहभागितामूलक शिक्षण कार्यकलापहरूलाई बढी महत्त्व दिइनेछ। यसै गरी पाठ्यपुस्तक, सन्दर्भपुस्तक, पाठपत्र, आरेख, तालिका, सूची आदि समेतको उपयोग गरेर योजनाबद्ध शिक्षण गर्नमा जोड दिइने छ।

५. मूल्याङ्कन प्रक्रिया

मूल्याङ्कन दुई प्रकारले गरिनेछ : (१) आन्तरिक मूल्याङ्कन, यसका निम्ति ४० प्रतिशत अङ्क निर्धारण गरिएको छ, (२) बाह्य मूल्याङ्कन, यसका निम्ति ६० प्रतिशत अङ्क निर्धारण गरिएको छ। आन्तरिक मूल्याङ्कन कक्षा शिक्षण सँगसँगै गरिनेछ र बाह्य मूल्याङ्कन सेमेस्टरका अन्त्यमा विश्वविद्यालय परीक्षा प्रणालीले निर्धारण गरेअनुसार हुनेछ। यसका लागि निम्नानुसारको प्रश्नयोजना रहनेछ :

आन्तरिक मूल्याङ्कन (४० प्रतिशत)

कार्य	अङ्क
हाजिरी उपस्थिति	५%
गृहकार्य (पटकपटक)	१०%
कक्षा प्रस्तुतीकरण	१०%
परियोजना कार्य	५%
लिखित परीक्षा	१०%

१० अङ्क शिक्षकले कक्षा कार्यकलापभित्र लिखित, मौखिक, प्रयोगात्मक, गृहकार्य, कक्षाकार्य वा परियोजना कार्यका रूपमा सञ्चालन गर्न सक्नेछन्।

बाह्य परीक्षा (६० प्रतिशत)

वस्तुगत प्रश्न	७×१=७	७ वटा प्रश्न	वस्तुगत प्रश्न : समग्र पाठयांशबाट
बोधात्मक प्रश्न	४×२=८	४ वटा प्रश्न	बोधात्मक प्रश्न : पठनबोधबाट र
सङ्क्षिप्त उत्तरात्मक प्रश्न	५×५=२५	२ विकल्पसहित ६ वटा प्रश्न	सङ्क्षिप्त उत्तरात्मक प्रश्न : समग्र पाठबाट
विवेचनात्मक प्रश्न	२×१०=२०	१ विकल्पसहित ३ वटा प्रश्न	विवेचनात्मक प्रश्न : साहित्यिक पाठ र निबन्ध लेखनबाट

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Mid-West University
Graduate School of Education
B.Ed. in Health & Physical Education

Course Title: Foundation of Education
 Level: B.Ed.
 Semester: First

Course code: EDU413
 Nature of Course: Theoretical
 Credit Hours: 3

1. Course Description

This course is a core course designed for the students of Bachelor in Education .The course categorized into two parts. The first part of this course is philosophical-foundation which deals with the concept and fields of philosophy and importance of philosophy in education. Along with this philosophical part also incorporates basic and educational philosophies with their concept, major principles and educational implication. The second part of this course is sociological foundation which attempts to develop sociology of education and their implication in education. Similarly, this part also deals with concept of socialization, different agencies and modes of socialization. And education for national integration .Thus the overall focus of this course is to inform students about how the philosophy and society is the foundations of education.

2. Competencies

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

1. Introduce the concept and the fields of philosophy in brief.
2. Explain the relationship between philosophy and education.
3. Introduce the western educational philosophies and its educational methods in education.
4. Apply the educational implications of educational philosophies.
5. Clarify the concept of religious philosophy in education
6. Discuss role of religious philosophy in curriculum development
7. Illuminate the meaning and importance of socialization
8. State the different agencies of socialization
9. Explain the modes of socialization and their impact in education
10. Describe the meaning of national integration and its importance in education
11. Elaborate the measures and obstacles of national integration.

3. Course Content

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents/Depth of content
Unit 1: Introduction to Philosophy (7 Hrs) 1.1 concept of philosophy 1.2 Fields of philosophy 1.3 Relationship between philosophy and education.	-Explain concept and fields of philosophy. -Show the relationship between philosophy and education.	1.1. concept of philosophy 1.2 Fields of philosophy - Ontology - Epistemology - Axiology 1.3 Relationship between philosophy and education.
Unit 2: Introduction to Western Educational Philosophies (16 Hrs) 2.1- Idealism in education 2.2- Naturalism in education 2.3- Realism in education 2.4- Pragmatism in education 2.5- Progressivism in education 2.6- Reconstructionism in education	Explain the meaning of idealism and discuss its principles. -Discuss the concept of naturalism and its methods of teaching. -Explain the concept of progressivism and reconstructionism.	2.1- Idealism in education - Idealism and methods of teaching - Idealism and curriculum 2.2- Naturalism in education - Naturalism and methods of teaching - Naturalism and curriculum 2.3- Realism in education - Realism and methods of teaching

	<ul style="list-style-type: none"> - Discuss the role of progressivism in curriculum. - 	<ul style="list-style-type: none"> - Realism and curriculum 2.4- Pragmatism in education <ul style="list-style-type: none"> -Pragmatism and methods of teaching Pragmatism and curriculum. 2.5- Progressivism in education <ul style="list-style-type: none"> - Progressivism and methods of Teaching - Progressivism and curriculum 2.6- Reconstructionism in education <ul style="list-style-type: none"> - Reconstructionism and methods of teaching - Reconstructionism and curriculum
<p>Unit 3: Religious philosophy (10 Hrs)</p> <p>3.1- Introduction to Hindu philosophy</p> <p>3.2- Introduction to Buddhist philosophy</p>	<ul style="list-style-type: none"> -Clarify the concept of Hindu and Buddhist philosophy. - Discuss the educational implication of Hindu philosophy in education. - 	<p>3.1-Introduction to Hindu philosophy</p> <ul style="list-style-type: none"> - Aims of Hindu philosophy - Educational implication of Hindu philosophy - Hindu philosophy and curriculum <p>3.2-Introduction to Buddhist philosophy</p> <ul style="list-style-type: none"> - Aims of Buddhist philosophy - Educational Implication of Buddhist Philosophy - Buddhist philosophy and curriculum
<p>Unit 4: Socialization of the Learners (8 Hrs)</p> <p>4.1 Concept of socialization</p> <p>4.2 Main process of socialization</p> <p>4.3 Agencies of socialization</p> <p>4.4 modes of socialization and their impact on education</p>	<p>Explore the concept of socialization.</p> <p>List out the main process of socialization.</p> <ul style="list-style-type: none"> -Discuss the agencies of socialization. 	<p>4.1 Concept of socialization</p> <p>4.2 Main process of socialization</p> <p>4.3 Agencies of socialization</p> <p>4.4 modes of socialization and their impact on education</p>
<p>Unit 5: National Integration (7 Hrs)</p> <p>5.1 Concept of national integration</p> <p>5.2 measures of national integration</p> <p>5.3 Obstacles of national integration</p> <p>5.4 Role of education for national integration</p>	<p>Elaborate the concept of national integration.</p> <ul style="list-style-type: none"> -Point out the measures of national integration. <p>Discuss the role of education for national integration.</p>	<p>5.1 Concept of national integration</p> <p>5.2 measures of national integration</p> <p>5.3 Obstacles of national integration</p> <p>5.4 Role of education for national integration</p>

6. Teaching Learning Strategies

Discussion, Lecture, Project method, presentation, note making, individual study, demonstration, and seminar session will be used to clarify the suggested contents with this course.

7. Assessment and Evaluation

40% Internal and 60% External

Reference:

Brannigan,M.C.(2002).The pulse of wisdom: The philosophies of India,China,and Japan (2nd ed.).Belmont,CA.Thomson Learning,Inc.

Chaube, S.P. and Chaube.A. (2002).Foundations of education (2nded.).New Delhi: Vikas publishing House pvt. Ltd.

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Ozmon,A.H.and craver,S.M. (1999).Philosophical Foundation of Education (6th ed.) New Jersey: Prentice Hall,Inc.

Purkait,B.R. (2004).Principles and practices of education.India:New Central Book Agency(P.) Ltd.

Mid-West University
Graduate School of Education
B.Ed. in Health & Physical Education

Course Title: Introduction to Health Education
 Level: B.Ed.
 Semester: First

Course code: HPE414
 Nature of Course: Theoretical
 Credit Hours: 3

1. Course Description

This course introduces the foundational principles, concepts, and philosophies of health education, examining the relationship between health, disease, and human well-being. It explores traditional and contemporary perspectives, determinants of health, and key models that shape health-related behaviors. Students learn about communication, motivation, learning, perception, and group dynamics as critical factors in health education. Emphasis is placed on health education philosophies, and planning processes, preparing students to design and implement effective health education programs in schools and communities.

2. Course Objectives

The main objectives of this course are to:

1. Introduce foundational concepts of health and disease from both traditional and modern perspectives, including holistic approaches.
2. Develop an understanding of the principles and foundations of health education, with emphasis on its historical evolution, scientific basis, and socio-cultural contexts.
3. Enhance students' knowledge of the psycho-behavioral and educational factors, such as perception, motivation, learning, communication, and group dynamics, that influence health education practices.
4. Familiarize students with the major philosophies of health education, their implications for teaching, learning, and behavior change, and their limitations in practice.
5. Equip students with knowledge and skills for planning and implementing health education programs, including needs assessment, goal setting, content development, resource mobilization, and implementation strategies.

3. Course Details

Specific objectives	Unit/Contents/Instructional Hours	Specific Pedagogical Strategies
<ul style="list-style-type: none"> • Define traditional and contemporary concepts of health, disease, sickness, and illness. • Explain determinants of health and the spectrum of health and disease. • Compare ancient and modern theories of health and disease. • Differentiate between medical, holistic, biopsychosocial, social models of health. • Analyze the significance of holistic approaches in promoting health. 	<p>Unit One: Concept of Health and Diseases (12 hours)</p> <p>1.1 Concept of health</p> <p>1.1.1 Traditional concept of health</p> <p>1.1.2 Contemporary views of health</p> <p>1.2 Dimensions of health</p> <p>1.3 Concept of illness, sickness and disease</p> <p>1.4 Concept, scope and significance of digital health</p> <p>1.5 Theories of disease: Demonic and divine theory, Miasmatic theory, Humoral theory, Germ theory, Ecological theory</p> <p>1.6 Determinants of health and disease</p> <p>1.7 Health and disease spectrum</p> <p>1.8 Models of health and illness: Medical model, Holistic model, Biopsychosocial model, Social model</p> <p>1.9 Concept & significance of Holistic Approaches to Health: One health, Eco-health, Planetary health</p>	<ul style="list-style-type: none"> • Interactive Lecture and Multimedia Support: Visualize concepts of health and disease using infographics and WHO resources. • Group Discussion / Literature Review: Analyze classical and modern theories of disease. • Case-Study Analysis: Determinants of health at individual and community levels. • Concept-Mapping Workshop: Connect ecological, biopsychosocial, and holistic models. • Guided Self-Study / Reflective Note: Evaluate holistic health frameworks such as One Health and Planetary Health.

<ul style="list-style-type: none"> • Describe the meaning, aims, and objectives of health education. • Trace the historical development of health education in Nepal across different periods. • Identify the key principles and foundations of health education. • Discuss the significance of various settings in health education. 	<p>Unit Two: Principles and Foundations of Health Education (8 hours)</p> <p>2.1 Meaning, aims and objectives of health education</p> <p>2.2 Historical development of health education in Nepal: Ancient, medieval, and modern period</p> <p>2.3 Principles of health education</p> <p>2.4 Eclectic nature of health education</p> <p>2.5 Foundation of health education</p> <p>2.5.1 Scientific foundation</p> <p>2.5.2 Psycho-behavioural foundation</p> <p>2.5.3 Educational foundation</p> <p>2.5.4 Socio-cultural foundation</p> <p>2.5.5 Legal foundation</p> <p>2.6 Settings for health education</p>	<ul style="list-style-type: none"> • Lecture and Interactive Timeline Activity: Digital creation of Nepal's health-education milestones. • Collaborative Discussion: On principles and foundations (scientific, psycho-behavioral, socio-cultural). • Reflective Journaling: Personal understanding of guiding principles. • Technology-Enhanced Learning: Infographic poster on settings for health education.
<ul style="list-style-type: none"> • Define perception, motivation, learning, communication, and group dynamics in the context of health education. • Illustrate Maslow's hierarchy of needs and its implications for motivation in health education. • Apply theories of learning to health education practices. • Demonstrate effective communication and group interaction skills through simulation and role play. • Evaluate the role of motivation, perception, and learning in health-related behavior change. 	<p>Unit Three: Fundamental Factors of Health Education (12 hours)</p> <p>3.1 Perceptions: Meaning, determinants and significance in health education</p> <p>3.2 Motivation: Meaning, types, basic principles, Maslow's theory and significance in health education</p> <p>3.3 Learning:</p> <p>3.3.1 Definition and classification of learning</p> <p>3.3.2 Principles and characteristics of learning</p> <p>3.3.3 The learning process: key phases and elements</p> <p>3.3.4 Factors affecting learning</p> <p>3.3.5 Application of theories of learning in health education</p> <p>3.4 Communication: Meaning, elements, types, significance, and effective communication strategies for health education</p> <p>3.5 Group dynamic: Meaning, elements, significance, and application in health education</p>	<ul style="list-style-type: none"> • Simulation/ Role Play: Communication and group-interaction scenarios. • Problem-Based Learning (PBL): Apply motivation or learning theories to solve real health-behavior problems. • Peer Learning/ Micro-Teaching: Short demonstrations of communication strategies. • Case Study: Barriers to health communication in schools or communities. • Visual Model Construction: Students diagram Maslow's hierarchy and learning processes.

<ul style="list-style-type: none"> • Define philosophy and its relation to health education. • Explain how different branches of philosophy inform health education. • Compare dominant health education philosophies. • Critically analyze the strengths and limitations of each philosophy in contemporary practice. 	<p>Unit Four: Philosophies of Health Education (8 hours)</p> <p>4.1 Concept of philosophy and health education philosophy</p> <p>4.2 Branches of Philosophy and their explanation of health education</p> <p>4.3 Dominant health education philosophies (Goal, role of educator and learner, educational strategies, limitations):</p> <p>4.3.1 Cognitive-based philosophy</p> <p>4.3.2 Decision-making philosophy</p> <p>4.3.3 Behaviour change philosophy</p> <p>4.3.4 Functioning/Freeing philosophy</p> <p>4.3.5 Social change philosophy</p>	<ul style="list-style-type: none"> • Comparative Lecture and Debate: Contrast cognitive-based, behavior-change, decision-making, and social-change philosophies. • Reflective Journaling: Develop a personal philosophy of health education. • Group Presentation: Contemporary relevance of each philosophy in school and community settings. • Short Self-Study Presentation: Summarize key philosophical perspectives.
<ul style="list-style-type: none"> • Define the concept and importance of planning in health education. • Describe the health education planning cycle and processes. • Develop a step-by-step health education plan. • Design and present a small-scale health education project proposal. 	<p>Unit Five: Planning and Implementing Health Education (8 hours)</p> <p>5.1 Concept of health education planning</p> <p>5.2 Health education planning cycle</p> <p>5.3 Health Education Planning process</p> <p>5.3.1 Collecting data and information</p> <p>5.3.2 Identifying health and health education needs</p> <p>5.3.3 Setting goal and objectives</p> <p>5.3.4 Deciding contents of health education</p> <p>5.3.5 Selecting appropriate methods and media of health education</p> <p>5.3.6 Identifying and obtaining necessary materials and resource</p> <p>5.3.7 Developing detailed plan of action</p> <p>5.4 Implementing process</p>	<ul style="list-style-type: none"> • Project-Based Learning (PBL): Design a mini health-education plan addressing local need. • Field-/Experiential Learning: Short visits or observations in schools or communities. • Peer Review & Presentation: Critique and improve each group's plan. • Problem-Solving Workshop: Identify challenges in implementation and propose innovative solutions.

4. General Pedagogical Strategies

- Lecture and Interactive Discussion
- Group Discussion and Peer Learning
- Case Study and Problem-Based Learning (PBL)
- Project Work and Presentations
- Self-Study and Reflective Journaling
- Simulation and Role Play
- Experiential/Field-Based Learning
- Technology-Enhanced Learning

5. Assessment Methods

5.1 Internal Assessment: 40% (40 Marks)

Internal assessment will be based on the following criteria:

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|--|----------|
| 1. Attendance and class participation | 5 Marks |
| 2. Take Home Assignments | 5 Marks |
| 3. Thematic Presentations (Individual/Group) | 5 Marks |
| 4. Case Studies (Individual/Group) | 5 Marks |
| 5. Project Works & Presentations | 10 Marks |
| 6. Mid-term exam | 10 Marks |

5.2 External Assessment/Examination: 60% (60 Marks)

External Evaluation will be based on the following criteria

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 1 'Or' Question	2 x 10 marks	20 marks
Total			60 Marks

6. Prescribed References

- Adhikar, S. K., & Koirala, P. (2019). *A textbook of health education*. Samiksha Publication Pvt. Ltd. (Unit I, II, III & V)
- Budhathoki, C. B., Wagle, B. P., Bhandari, K., & Acharya, D. R. (2081). *Foundations of Health Education*. Pinnacle Publication Pvt. Ltd. (Unit I & II)
- Cottrell, R. R., Girvan, J.T., McKenzie, J.F., & Seaber, D. (2017). *Principles and foundations of health promotion and education* (7th ed.). Pearson Education. (Unit II & IV)
- Dahal, A. R. (2013). *A textbook of health education*. Makalu Publication. (Unit I, II, III & V)
- Galli, N. (1978). *Foundations and principles of health education*. New York: John Wiley & Sons Inc. (Unit I & II)
- Pahadi, T. N. (2073 B.S.). *Foundations and principles of health education*. Quest Publication Pvt. Ltd. (Unit I-V)
- Pahadi, T. N. (2076 B.S.). *Foundation of Health Education*. Quest Publication Pvt. Ltd. (Unit I-V)
- Pradhan, H.B. (2008). *A textbook of health education*. Educational Publishing House
- Ramachandran, L. & Dharmalingam, T. (2000). *Health education: A new approach*. Vikas Publishing House. (Unit I-IV)
- Rüegg, S. R., Buttigieg, S. C., Goutard, F. L., Binot, A., Morand, S., Thys, S., & Keune, H. (Eds.). (2019). *Integrated approaches to health: Concepts and experiences in framing, integration and evaluation of One Health and EcoHealth* (1st ed.). Frontiers Media SA. <https://doi.org/10.3389/978-2-88963-086-8> (Unit I)
- Sherchan, L., & Upreti, Y. R. (2081 B.S.). *Foundation of health education*. Quest Publication Pvt. Ltd. (Unit I & II)
- Shrestha, R. (2021). *A textbook of educational science in Nursing* (3rd ed.). Vidyarthi Pustak Bhandar. (Unit III)
- Singh, A. (2020). *Models of health and illness*. Indira Gandhi National Open University (IGNOU), School of Social Sciences. <https://egyankosh.ac.in/bitstream/123456789/73144/1/Unit-2.pdf> (Unit I)
- Walker, M.D. (2023). *Digital health: How modern technology is changing medicine and healthcare*. <https://www.researchgate.net/publication/378547929> (Unit I)
- World Health Organization. (2019). *WHO guideline: Recommendations on digital interventions for health system strengthening*. <https://iris.who.int/bitstream/handle/10665/311941/9789241550505-eng.pdf?sequence=31> (Unit I)
- World Health Organization. (2023). *One Health: A holistic approach to health and well-being*. *Weekly epidemiological record*, 98(48/49), 621–652. <https://www.who.int/wer> (Unit I)
- Yáñez-Moreta, P., & Loaiza-Ramírez, B. (2023). The learning process: Key phases and elements. In A. R. Uribe, A. R. Peñaherrera, & F. L. Menéndez (Eds.) *Development and its applications in scientific knowledge* (7th ed.) (pp. 255–264). <https://doi.org/10.56238/devopinterscie-061> (Unit III)

Mid-West University
Graduate School of Education
B.Ed. in Health & Physical Education

Course Title: Introduction to Physical Education and Sports I
 Level: B.Ed.
 Semester: First

Course code: HPE415
 Nature of Course: Theoretical & Practical
 Credit Hours: 3 (Th. 1.5 + Pr. 1.5)

1. Course Description

This course provides foundational knowledge and practical skills required to teach physical training, drill, yoga, and volleyball in schools. It integrates theoretical foundations of physical education with applied pedagogical practice to promote health, discipline, teamwork, and holistic development. Students learn philosophical, biological, psychological, and sociological principles underpinning physical education while engaging in structured practical sessions to enhance motor skills, coordination, and leadership. Students will also study the International Charter of Physical Education and Sports, preparing them to design, implement, and evaluate effective physical education programs in educational and community settings.

2. Course Objectives

The main objectives of this course are to enable students to:

1. Explain the meaning, scope, and significance of physical education and its role in fostering health, discipline, and holistic development.
2. Interpret the philosophical, biological, psychological, and sociological foundations that guide physical education and sports.
3. Develop pedagogical and practical competencies for teaching physical training, drill, yoga, and volleyball in school settings.
4. Apply principles of growth, motor learning, and motivation in planning and conducting physical activities.
5. Demonstrate teamwork, leadership, and ethical professionalism in organizing and evaluating school-level physical education programs.

3. Course Details

Specific objectives	Unit/Contents/Instructional Hours	Specific Pedagogical Strategies
Part I: Theoretical (24 hours)		
<ul style="list-style-type: none"> • Define key concepts and terminologies related to physical education, sports, and movement sciences. • Explain the aims, scope, and importance of physical education in individual and societal development. • Differentiate among key terms such as physical training, sports culture, athletics, and gymnastics in applied contexts. • Interpret the provisions of the International Charter of Physical Education and Sports and the National Sports Development Act (2077 B.S.). 	<p>Unit One: Introduction to Physical Education (6 hours)</p> <ol style="list-style-type: none"> 1.1 Concept, aims and objectives of physical education 1.2 Need and importance of physical education 1.3 Role of physical education in general education 1.4 Misconceptions about physical education 1.5 Career opportunities in physical education and sports 1.6 Major terms related to physical education: sports culture, physical training, athletics, drill, gymnastics, locomotion, Athlon, 	<ul style="list-style-type: none"> • Interactive Lecture with Visual Aids: Use multimedia slides, concept videos, and infographics to introduce definitions, aims, and the scope of physical education and sports. • Guided Group Discussion: Facilitate discussion on the relevance of physical education in national development and holistic health. • Document Analysis: Review the International Charter of Physical Education and Sports and National Sports Development Act (2077 B.S.) through collaborative reading and summary tasks. • Case Illustration / Mini-Projects: Analyze examples of physical

<ul style="list-style-type: none"> • Evaluate career opportunities and professional pathways within the field of physical education and sports. 	<p>kinesiology, aerobic, anaerobic, games and sports</p> <p>1.7 International Charter of Physical Education and Sports</p>	<p>education careers and community sports initiatives.</p> <ul style="list-style-type: none"> • Reflective Writing / E-Portfolio: Students prepare short reflections on personal experiences in sports and their future professional roles.
<ul style="list-style-type: none"> • Describe the philosophical bases of physical education and the contributions of major philosophical schools (idealism, realism, pragmatism, naturalism, existentialism). • Analyze how philosophical thought informs the aims, content, and pedagogy of physical education programs. • Explain the biological principles underlying human growth, motor development, and physical performance. • Apply physiological knowledge to improve physical training outcomes and program design. • Evaluate the implications of human variation and body types for individualized physical education practices. • Illustrate how learning theories, motivation, and reinforcement influence skill acquisition in physical activities. • Analyze factors affecting perceptual-motor learning, individual differences, and performance. • Assess the role of psychological principles in promoting positive attitudes and motivation in physical education. • Explain the social and cultural values developed through physical education and sport participation. • Analyze the role of play, games, and sports as socializing forces within communities. • Evaluate the contribution of 	<p>Unit Two: Foundations of Physical Education (18 hours)</p> <p>2.1 Philosophical Foundations</p> <p>2.1.1 Meaning of philosophy</p> <p>2.1.2 Philosophy and physical education</p> <p>2.1.3 Some major philosophies and their guiding premises in designing PE curriculum: Idealism, realism, pragmatism, naturalism, existentialism</p> <p>2.1.4 Suggestions from philosophical foundations for designing the physical education programme</p> <p>2.2 Biological and physiological Foundations</p> <p>2.2.1 Human potential and performance</p> <p>2.2.2 Evolution</p> <p>2.2.3 Biological basis of life</p> <p>2.2.4 Physical and motor growth and development</p> <p>2.2.5 Principles of physical and motor growth and development</p> <p>2.2.6 Body types</p> <p>2.2.7 Suggestions from biological and physiological foundations for designing the physical education programme</p> <p>2.3 Psychological Foundations</p> <p>2.3.1 Types of learning</p> <p>2.3.2 Perceptual motor learning</p> <p>2.3.3 Elements of learning</p> <p>2.3.4 Motivation and learning</p> <p>2.3.5 Maturation and learning</p> <p>2.3.6 Individual difference and learning</p> <p>2.3.7 Reinforcement and learning</p> <p>2.3.8 Intelligence and learning</p> <p>2.3.9 Theories of learning</p> <p>2.3.10 Suggestions from psychological foundations for designing the physical education programme</p> <p>2.4 Sociological Foundations</p> <p>2.4.1 Values</p>	<ul style="list-style-type: none"> • Lecture–Discussion Method: Explain major philosophical schools and their educational implications. • Comparative Concept Mapping: Students create visual charts comparing philosophical approaches (idealism, realism, pragmatism, etc.). • Critical Reflection Exercise: Reflect on how philosophical principles influence modern physical education programs. • Demonstration and Interactive Models: Use anatomical charts or 3D simulations to illustrate growth and motor development. • Laboratory-Based Observation: Measure physiological responses (e.g., heart rate, pulse) during light physical activity. • Applied Group Task: Connect biological principles to lesson design in school physical education. • Problem-Based Learning (PBL): Explore motivational or learning scenarios in sports and analyze their psychological roots. • Role Play/ Simulation: Demonstrate how reinforcement, feedback, and individual differences affect performance. • Collaborative Learning Circles: Discuss theories of learning and their implications for coaching and instruction. • Seminar and Debate: Examine play theories and the role of sport as a socializing force. • Case Study Method: Investigate social inclusion, teamwork, and leadership development through sports. • Community Engagement Reflection: Encourage observation of local sporting events and reflection on social values and behaviors learned.

<p>physical education to character formation, leadership, and social integration.</p> <ul style="list-style-type: none"> • Design strategies to integrate sociological insights into inclusive physical education programs. 	<p>2.4.2 Human nature: Human characteristics, human needs</p> <p>2.4.3 Modes of social learning</p> <p>2.4.4 Theories of play</p> <p>2.4.5 Role of play in life and education</p> <p>2.4.6 Sport as a socializing force</p> <p>2.4.7 Social traits developed through physical education</p> <p>2.4.8 Suggestions from sociological foundations for designing the physical education programme</p>	
<p>Part II: Practical (48 hours)</p>		
<ul style="list-style-type: none"> • Demonstrate fundamental physical training exercises for major body parts with correct techniques. • Execute drill commands with precision and coordination. • Perform selected yoga asanas, pranayama, and dhyamudra for improving flexibility, concentration, and balance. • Analyze the physiological and psychological benefits of yoga and drills in promoting holistic fitness. • Design a brief routine combining physical training and yoga for personal or group practice. 	<p>Unit Three: Physical Training, Drill and Yoga (24 hours)</p> <p>3.1 Physical training: Exercise of neck, trunk, waist, arms and legs</p> <p>3.2 Drill</p> <p>3.2.1 Phase of drill: Instruction, command and action</p> <p>3.2.2 Command on: Attention, stand at ease, mark time, halt, slow march, quick march, right turn, left turn, about turn, right wheel, left wheel, eyes right, flag holding, salute, fall in, close up, cover up and dismiss</p> <p>3.3 Yoga</p> <p>3.3.1 Surya Namaskar</p> <p>3.3.2 Asan: Bajrasana, Buddhasana, Bakrasana, Halasana, Baktasana, Dhanurasana, Bhujangasana, Salabhasana, Sheershasana, Savasana, Padmasana, Sarvangasana</p> <p>3.3.3 Pranayama: Bhastrika, Kapalbhati, Bhramari</p> <p>3.3.4 Dhyamudra: Nabhi Chaitanya dhyam, Bindukendrit dhyam, Yogmudra</p>	<ul style="list-style-type: none"> • Demonstration and Guided Practice: Instructor demonstrates each exercise, drill, and yoga pose followed by student replication. • Progressive Skill Training: Move from simple to complex motor tasks (e.g., basic standing postures to Surya Namaskar sequences). • Command and Response Method: Use standard drill instructions to develop precision, coordination, and discipline. • Peer Observation and Feedback: Students observe each other’s form and provide constructive feedback using performance checklists. • Reflective Journaling: Maintain individual records of physical progress, perceived benefits, and self-evaluation. • Integration Session: Combine physical training and yoga into short routines promoting physical, mental, and emotional balance.
<ul style="list-style-type: none"> • Describe the history, rules, and fundamental principles of volleyball. • Demonstrate basic volleyball skills—serving, volleying, setting, spiking, digging, and blocking—with correct form. 	<p>Unit Four: Volleyball (24 hrs.)</p> <p>4.1 A brief history of volleyball</p> <p>4.2 Court measurement and other requirements</p> <p>4.3 Skills and tactics of volleyball: volleying, digging; servicing-underhand</p>	<ul style="list-style-type: none"> • Demonstration and Imitation: Instructor demonstrates core volleyball skills followed by guided student practice. • Station-Based Skill Development: Divide students into skill-specific stations (e.g., serving, receiving, setting) for focused drills.

<ul style="list-style-type: none"> • Apply offensive and defensive strategies during gameplay. • Analyze team coordination, communication, and tactical decision-making in match situations. • Officiate volleyball games following standard rules and signals. • Develop a short training session plan focusing on skill development and team tactics. 	<p>and overhead, setting, spiking and blocking</p> <p>4.4 Game tactics: offensive and defensive strategy</p> <p>4.5 Rules and officiating</p>	<ul style="list-style-type: none"> • Small-Sided Games: Organize mini-matches to promote real-time decision-making, coordination, and tactical understanding. • Video-Assisted Analysis: Record and review gameplay to analyze technique, teamwork, and rule compliance. • Role Assignment and Rotation: Assign students as referees, line judges, and scorers to develop officiating and leadership skills. • Peer Coaching: Encourage peer-to-peer instruction to enhance collaborative learning and critical observation. • Reflective Performance Review: Students evaluate their own and peers' performance, identifying strengths and areas for improvement.
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4. General Pedagogical Strategies

- Interactive Lecture and Discussion
- Demonstration and Guided Practice
- Simulation and Role Play
- Problem- and Case-Based Learning (PBL)
- Collaborative and Experiential Learning
- Reflective and Portfolio-Based Learning
- Technology-Enhanced Learning
- Peer-Supported Learning
- Experiential and Field-Based Learning
- Project Work and Presentation

5. Assessment Methods

5.1 Internal Assessment: 40% (40 Marks)

Internal assessment will be based on the following criteria:

- | | |
|---|----------|
| 1. Attendance | 5 Marks |
| 2. Take Home Assignments/ presentations | 5 Marks |
| 3. Preparing notebook for games and sports | 10 Marks |
| 4. Participation in practical activities/ tournaments | 10 Marks |
| 5. Mid-term exam | 10 marks |

Note: Components of notebook- Introduction of the selected game/sport, historical development, basic requirements, basic skills, rules and regulations, method of organizing competition, national and international tournaments of the game/sport & their results, signs and signals used by officials, references.

5.2 External Assessment/Examination: 60% (60 Marks)

External Evaluation will be based on the following criteria:

Semester-End Examination: Theoretical (30 Marks)

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	5	5 x 1 mark	5 marks
Short answer questions	3 with 1 'Or' question	3 x 5 marks	15 marks

Long answer questions	1 with 1 'Or' Question	1 x 10 marks	10 marks
Total			30 Marks

External Evaluation: Practical (30 Marks)

Activities	Weightage
Practical performance:	20 Marks
Physical training and drill	5 marks
Yoga	5 marks
Volleyball	10 marks
Viva voce	10 Marks
Total	30

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