



**Programme Handbook  
For  
Bachelor of  
Sports and Health Sciences**

**Faculty of Health Sciences  
Royal Thimphu College  
2022**

**Khesar Gyalpo University of Medical Sciences of  
Bhutan**

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## **1. Program Information**

- a. Name of the Institute: Faculty of Health Science, Royal Thimphu College
- b. Title of the programme: Bachelor of Sports and Health Sciences (BSHS)
- c. Duration and Mode of Study: 4 years, full time

## **2. Aims of the program**

The Royal Thimphu College (RTC), Bhutan's first private college established in 2009, currently offers eight general degree programmes under the auspices of the Royal University of Bhutan (RUB) and a professional 4-year undergraduate in Bachelor of Nursing & Midwifery under the Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB). The broad aim of the College is to contribute to educational excellence in Bhutan and to become an institute of international repute attracting outstanding students from Bhutan and abroad.

In its need assessment, the college discovered that there is a substantial gap in the field of sports education and training, especially a lack of a higher education degree in sports, even though there is increased sporting enthusiasm nationwide, as well as a significant increase and improvement in the sports infrastructure. The survey conducted with potential employing agencies like RCSC, Ministry of Labour and Human Resources, Ministry of Education as well as Bhutan Football Federation clearly showed that this programme will have high demand and employability (see Annexure 1: Proposal Document for the BSHS Programme). Bhutan is also making its name in the region in some of the popular sporting events such as football, cricket, athletics, and few combat games like boxing, taekwondo and karate. Keeping in mind these positive developments, it is apt to have more qualified coaches and instructors for physical fitness and sports and games, both in the established institutions and the community facilities.

In brief, this one and the first undergraduate degree programme in Sports and Health Science in the country aims to provide a heretofore unavailable, relevant choice of study to the young aspiring sports professionals from high schools. The programme not only aims to improve the health and physical wellbeing of the learners, but also aspires to enhance the role that sports can play in boosting social cohesion, in enriching the educational system, and in diversifying the economy. Only through a systematic higher education degree in Sports will a clear understanding of the value of sports be gained, which in turn will determine ways of improving the services in this sector. This degree course will equip students with the necessary skills to address the challenges of delivering quality sport and physical activities and their benefits to individuals, communities and societies, and will contribute to the overall sporting culture of Bhutan in a professional manner.

## **3. General Objectives**

The programme focuses on the integration of exercise and physical activities into healthcare, sports performance, injury prevention and rehabilitation. It draws upon knowledge and techniques from biomedical science, physiology, biomechanics, nutrition, psychology and sport assessments.

This programme of study will provide the theoretical knowledge along with practical skills that the managers, coaches, trainers and instructors of the sports and games need in order to scientifically manage, teach and train the future youth in sports and games, especially those promoted in Bhutan. The programme is expected to attract sports professionals as well as other sporting enthusiasts who wish to build their career in sports. The programme will prepare these professionals with knowledge, understanding and skills related to sports science with adequate knowledge of its relevance to health science. They will subsequently be able to apply the knowledge in producing a healthy sporting culture in general as well as promoting sporting careers in the country. The students will be able to demonstrate the reciprocity between the health and the sports through basic empirical data and necessary scientific knowledge.

In addition, through several general education modules included in the programme of study, the graduates with this 4-years undergraduate degree will have the relevant skills such as good communication and analytical skills and problem-solving abilities, and will be ready to compete with other general graduates for employment and also for higher education in the relevant fields.

#### **4. Graduate Attributes**

Upon completion of the 4-year degree programme in Bachelor of Sports and Health Sciences, the graduates will be able to:

- Develop an in-depth understanding of the relationship between physical activity and health.
- Explain the impact of sport and physical activity in the context of a healthy lifestyle.
- Apply basic knowledge of biological, social and medical sciences relevant to sports to excel in the performance on the sporting field.
- Develop a broad range of communication skills and an ability to work as a member and a leader of a team with good inter-personal skills.
- Become an effective professional in sport and physical activity careers, gaining necessary knowledge base in the areas including basic health, nutrition, institutions, sports management, disability and entrepreneurship.
- Promote opportunities in sports, fitness, wellness, recreation and facility management.
- Explore various needs of the changing world toward enjoyable physical activity and sports experience for a better quality life of the community.
- Provide evidence-based advice and education to athletes and other sports professionals regarding the optimal outcome in the sport, including the ways in which they can minimize risk of injury, achieve higher performances and promote overall health.
- Evaluate their practice in relation to new information, promote the appropriate application of new knowledge and innovations in the practice of sports and engage in life-long learning.

- Demonstrate advanced problem solving skills and a capacity for critical thinking and informed decision-making.
- Demonstrate training, coaching and motivational team building skills.
- Relate healthy living with entrepreneurship and economic pursuits.

## 5. Module Structure

The four year Bachelor in Sports and Health Science program consists of eight semesters with two semesters in each year. Each semester has five modules. Each module has twelve credits and each credit is equivalent to ten notional hours of theory, fifteen notional hours for laboratory/practical and twenty notional hours for clinical practice/field practice.

### 5.1 Curriculum Map:

Modules are as follows:

*(Note: Few modules have Laboratory practice, a number of modules have field practice but none of the modules have clinical practice)*

**TY = Theory (1 credit = 10 Hours); FP = Field Practice (1 credit = 20 Hours); LP = Laboratory Practice (1 credit = 15 Hours)**

#### Year 1, Semester 1

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Historical Development of Sports and Physical Education	HDS101	12 (12-0-0)	120	0	0
Structure and Function of Human Body	SFH101	12 (11-1-0)	110	20	0
Game Sense Approach to Teaching and Coaching	GAT101	12 (8-4-0)	80	80	0
Foundation Learning in Football	FLF103	12 (6-6-0)	60	120	0
IT and Basic Problem Solving	IPS101	12 (6-0-6)	60	0	90

#### Year 1, Semester 2

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Fitness and Wellness	FAW101	12 (7-0-5)	70	0	75
Motor Learning and Skill Acquisition	MLS101	12 (9-0-3)	90	0	45

Foundation Learning in Volleyball	FLV101	12 (6-6-0)	60	120	0
Intermediate English for Academic Purposes	EAP101	12 (12-0-0)	120	0	0
Analytical Skills	GSE101	12 (12-0-0)	120	0	0

Year 2, Semester 3

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Kinesiology and Biomechanics	KAB201	12 (9-0-3)	90	0	45
Bhutanese Indigenous Games	BIG201	12 (6-6-0)	60	120	0
Foundation Learning in Badminton	FLB205	12 (6-6-0)	60	120	0
Upper-Intermediate English for Academic Purposes	EAP102	12 (12-0-0)	120	0	0
Dzongkha Communication	DZG101	12 (12-0-0)	120	0	0

Year 2, Semester 4

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Sports and Exercise Physiology	SEP201	12 (9-1-2)	90	20	30
Leadership in Sport	LED201	12 (12-0-0)	120	0	0
Sports Specific Skills Tests	SST201	12 (6-6-0)	60	120	0
Foundation Learning in Basketball	FLB201	12 (6-6-0)	60	120	0
Global/ Bhutan Studies Elective (either of the following)					
Elective 1: Contemporary World Politics	PCP302	12 (12-0-0)	120	0	0
Elective 2: Introductory Ethics	ETH101	12 (12-0-0)	120	0	0

Year 3, Semester 5

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Basic Concepts on Sports and Exercise Medicine	BSM301	12 (8-1-3)	80	20	45
Periodization Training for Sports	PTS301	12 (12-0-0)	120	0	0
Sports Operations and Facilities Management	SOM301	12 (12-0-0)	120	0	0

Foundation Learning in Table Tennis	FLT301	12 (6-6-0)	60	120	0
Entrepreneurship	EDP101	12 (12-0-0)	120	0	0

Year 3, Semester 6

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Sports Psychology	SPS301	12 (12-0-0)	120	0	0
Foundation Study on National and International Sports Agencies	NIS301	12 (12-0-0)	120	0	0
Sports Safety and First Aid	SFA301	12 (9-1-2)	90	20	30
Research Methods	REM301	12 (10-0-2)	120	0	30
Foundation Learning in Athletics	FLA301	12 (6-6-0)	60	120	0

Year 4, Semester 7

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
*Field Practical Immersion	FPI401	60 (0-60-0)	0	1200	0

\*It will be in one of the chosen sports/games specialization for a full semester. This will comprise of internship, research and a dissertation, supervised and endorsed by a professional trainer/ coach in the chosen field.

Year 4, Semester 8

Module Name	Module Code	Credit	Total Hours		
			TY	FP	LP
Risks, Rehabilitation and Resilience in Sports	RRR401	12 (10-2-0)	100	40	0
Drugs and Doping in Sports	DDS401	12 (12-0-0)	120	0	0
Adapted Physical Education and Sports	APE401	12 (12-0-0)	120	0	0
Foundation of Nutrition in Sports	FNP401	12 (11-0-1)	110	0	15
Financial Literacy	FLT101	12 (12-0-0)	120	0	0

## **5.2 Module Groupings:**

### **Health Science Focus**

<b>Module Code</b>	<b>Module Name</b>
SFH101	Structure and Function of Human Body
MLS101	Motor Learning and Skill Acquisition
KAB201	Kinesiology and Biomechanics
SEP201	Sports and Exercise Physiology
BSM301	Basic Concepts on Sports and Exercise Medicine
SFA301	Sports Safety and First Aid
FNP401	Foundation of Nutrition in Sports

### **Sports Science Focus**

<b>Module Code</b>	<b>Module Name</b>
HDS101	Historical Development of Sports and Physical Education
GAT101	Game Sense Approach to Teaching and Coaching
FLF101	Foundation Learning in Football
FLV101	Foundation Learning in Volleyball
BIG201	Bhutanese Indigenous Games
FLB205	Foundation Learning in Badminton
LED201	Leadership in Sports
FLB201	Foundation Learning in Basketball
PTS301	Periodization Training for Sports
SOM301	Sports Operations and Facilities Management
FLT301	Foundation Learning in Table Tennis
NIS301	Foundation Study on International and National Sports Agencies
FLA301	Foundation Learning in Athletics
DDS401	Drug and doping in Sports
APE401	Adapted Physical Education and Sports

### **Health and Sports Integrated Modules**

<b>Module Code</b>	<b>Module Name</b>
FAW101	Fitness and Wellness
SST201	Sports Specific skills Tests
SPS301	Sports Psychology
RRR401	Risks, Rehabilitation and Resilience in Sports
REM301	Research Methods



**General Skill Modules (Adapted from existing programmes of RTC)**

<b>Module Code</b>	<b>Module Name</b>
IPS101	IT and Basic Problem Solving
EAP101	Intermediate English for Academic Purposes
EAP102	Upper-Intermediate English for Academic Purposes
DZG101	Dzongkha Communication
EDP101	Entrepreneurship
GSE101	Analytical Skills

**Electives/ Breadth Modules (Adapted from existing programmes of RTC)**

<b>Module Code</b>	<b>Module Name</b>
PCP302	Contemporary World Politics
ETH101	Introductory Ethics

**6. Entry Requirement of the Candidates**

Class XII pass in Science, Arts or Commerce with minimum 50% aggregate marks in 4 best subjects. Admissions will be confirmed on merit, based on following three criteria, with their weightings as indicated below:

Academics- 40%

Sport/Games certificates from recognized Sport agencies such as BOC, BAAF, BFF, etc.,- 40%

Aptitude Test (Written/ physical endurance): 20%

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## **Module Descriptions**

**Module Title:** Historical Development of Sports and Physical Education

**Module Code:** HDS101

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### **Objectives of the Module:**

This module is designed to examine the field of Sport and Physical Education (PE) from a historical and contemporary viewpoint and its evolution into the Olympic Movement. The students will develop a deeper understanding of the history, foundations and philosophies of sport and PE. Opportunities will be also provided to explore the ever-expanding career options that were traditionally based on only teaching and coaching professions, personal philosophy, coaching philosophy, and ethics and values in sport and PE. Furthermore, this module will help students develop an understanding of PE and its importance for maintaining a healthy lifestyle through exploration of interrelationships between sport and PE and its allied fields. This foundational knowledge on sport and PE is crucial for students to set a tone for other modules of the programme.

### **Learning Outcomes:**

On completion of the module, students will be able to:

1. Know the history, origin, and evolution of sports and physical education (PE).
2. Identify the relationship of sport and PE with allied fields of study.
3. Discuss historical perspectives on emergence of Bhutanese sports.
4. Identify career opportunities and set potential goals in sports and PE.
5. Set potential goals for themselves that can be developed by the end of this study.
6. Know about ethics and values in sports and PE.
7. Explain the structures and organization of sport and PE in Bhutanese context.
8. Explore Olympic Movement and its significance for all nations including Bhutan.

### **Assessment**

<b>Assessment mode</b>	<b>Quantity</b>	<b>Weighting</b>
Assignments	2	20%
Class Tests	1	10%
Class presentation	1	10%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

## Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(8 Hrs)	<b>Unit I: Physical Education: A broad field of interests</b> <ol style="list-style-type: none"> <li>1.1. Concept and definition of PE</li> <li>1.2. The unity of body and mind (dualism Vs monism)</li> <li>1.3. Historical terms for PE</li> <li>1.4. The PE-sport relationship</li> <li>1.5. Allied areas (Health education, Recreation, and Dance)</li> </ol>	Lecture and discussion	Assignment
2(12 Hrs)	<b>Unit II: Profession Vs Discipline</b> <ol style="list-style-type: none"> <li>2.1. PE as a profession</li> <li>2.2. PE as a discipline</li> <li>2.3. Sport and PE as a legitimate scholarly field               <ol style="list-style-type: none"> <li>2.3.1. Popular names/personalities in sports</li> <li>2.3.2. Career in sports globally and in Bhutan</li> </ol> </li> </ol>	Lecture, discussion and student presentation	Presentation
3(20 Hrs)	<b>Unit III: Origin and evolution of sports and physical education (PE)</b> <ol style="list-style-type: none"> <li>3.1. Primitive times and survival sport</li> <li>3.2. Sport and PE in ancient times (China, India, Egypt, Middle East, Greece and Rome)</li> <li>3.3. Medieval Sport: Bowls, Colf, Gameball, Hammer-throwing, Shinty, Horseshoes, Jousting at tournaments, Skittles, Stoolball and Wrestling.</li> <li>3.4. Industrial revolution and Sports</li> <li>3.5. Sport in the 20th Century</li> <li>3.6. Brief historical perspectives on emergence of Bhutanese sport and PE</li> <li>3.7. Issues and challenges of sport and PE in Bhutan</li> <li>3.8. Current status and trends in health and physical activity in Bhutanese society</li> </ol>	Lecture, discussion, video session on content and medieval sport gallery walk	Class test
4(16Hrs)	<b>Unit IV: Philosophy in sports and PE</b> <ol style="list-style-type: none"> <li>4.1. Meaning of philosophy</li> </ol>	Lecture, discussion	Assignment

	<p>4.2. Branches of philosophy: Axiology, Ethics, Aesthetics, Epistemology and Ontology or Metaphysics</p> <p>4.3. Issues in sport philosophy: The nature of sport, Sport and metaphysical speculation, The body and being, Sport as a meaningful experience, Sport versus physical education, Sport and aesthetics, Sport and values, The concept of fair play and sportsmanship</p> <p>4.4. Contemporary philosophies of sport and PE (Naturalism, Idealism, Realism, Pragmatism, Existentialism)</p>	and Pollev responses	
5(16Hrs)	<p><b>Unit V: Ethics and values in sport and PE</b></p> <p>5.1. Meaning of ethics in sport and PE</p> <p>5.2. Justice and equality</p> <p>5.3. Self-respect, Respect and consideration for others</p> <p>5.4. Respect for rules and authority</p> <p>5.5. A sense of perspective or relative values</p>	Lecture, class discussion and VLE discussion	Mid-term Exam
6(16 Hrs)	<p><b>Unit VI: Ethical Problems in Sports and PE</b></p> <p>6.1. Issues in sport and PE</p> <p>6.1.1. Abuses of sport</p> <p>6.1.2. Overemphasis on school sports</p> <p>6.1.3. Overemphasis on competitive sports in PE</p> <p>6.1.4. Poor sportsmanship</p> <p>6.1.5. The supreme importance of victory</p> <p>6.1.6. The drug culture in sport</p> <p>6.1.7. Lack of joy in sport</p> <p>6.1.8. The place of education in sport</p> <p>6.1.9. Sports as money</p>		Presentation
7(32 Hrs)	<p><b>Unit VII: The Olympic Movement</b></p> <p>7.1. Fundamental Principles of Olympism</p> <p>7.2. The Ancient Olympic Games</p> <p>7.3. The Founder of Modern Olympic Games</p> <p>7.4. The structures and organization of Sport and PE in Bhutan</p>	Lecture, discussion, and video presentation	Assignment

	7.4.1. The Bhutan Olympic Committee 7.4.2. National Sports 7.4.3. Youth and Sports/School Sports in Bhutan 7.4.4. Women and Sport		
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## Reading List

### Mandatory

Freeman W. H. (2012). *Physical Education, Exercise, and Sport Science in a Changing Society* (7<sup>th</sup> ed.). Jones and Bartlett Learning, ISBN 978-0-7637-8157-6 (pbk.)  
Walton-Fisette, J.L. & Wuest, D.A. (2018). *Foundations of Physical Education, Exercise Science, and Sport* (19<sup>th</sup> ed.). McGraw Hill Education, ISBN 978-1-259-92240-4

### Additional readings

Choden, U., Namdel, U., & Sherab, K. (2019). Upper Primary School Student Attitude Towards Health and Physical Education Programme in Bhutan. *Rabsel – the CERD Educational Journal*, 20(1), 42–66.  
Lumpkin, A. (2017). *Introduction to Physical Education, Exercise Science, & Sport* (10<sup>th</sup> ed.).  
Lumpkin, A. (2017). *Modern Sport Ethics* (2<sup>nd</sup> ed.).  
Mechikoff, R.A. (2019). *A history and philosophy of sport and physical education: From Ancient Civilizations to the Modern World*.  
Walton-Fisette, J.L. & Wuest, D.A. (2018). *Foundations of Physical Education, Exercise Science, and Sport* (19<sup>th</sup> ed.). McGraw Hill Education, ISBN 978-1-259-92240-4

**Module Title:** Structure and Function of Human Body

**Module Code:** SFH101

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the Module

This module is designed to provide the basic concepts and principles of human biology, anatomy and physiology which can be applied in various clinical settings. It will help students to understand the normal parts of human body and their relationship with one part to another, nature of the injuries/diseases and their effect on normal body functions.

### Learning Outcomes

On completion of the module, the student will be able to:

1. Understand the human biology and its importance.
2. Explain basic concepts of human anatomy & physiology.
3. Explain the key terminologies of anatomical positions and physiological functions of the body.

4. Describe the structures, functions, types and attachments of the Integument, muscular, skeletal and joint systems.
5. Identify key human organs on the models and drawings.
6. Map the injuries and illness with specific body parts.
7. Manage, treat & rehabilitate minor sports illnesses and injuries at sites.
8. Develop the management, treatment and rehabilitation protocols of the illnesses and injuries.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	1	10%
Class Tests	1	10%
Group work & Presentation	1	10%
Spotting tests	1	10%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(10 Hrs)	<b>Unit I: Introduction to Human Anatomy and Physiology</b> 1.1. Introduction to Human Biology: Definition and history of Human Biology 1.2. Introduction to Human Anatomy and Physiology and different systems in the body 1.3. Anatomical positions in the body and Terminologies used.	Lecture, discussion, Explain using charts & models,	Assignment
2(10 Hrs)	<b>Unit II: The Integument System</b> 2.1. Structure of the skin Nail: definition, function Lecture, discussion 2.2. Regulation of body temperature	Lecture, discussion Group work, explain using charts	Group assignment
3(10 Hrs)	<b>Unit II: The Muscular System</b> 3.1. Muscles: types and attachments 3.2. Functions - movements, tones, contractions and levels 3.3. Maintenance of posture	Lecture, discussion, group work, explain using charts & self-study	Presentations

	3.4. Management aspects of injuries.		
4(40 Hrs)	<b>Unit IV: The Skeletal System</b> 4.1. Definitions of common anatomical terms 4.2. Skeleton and its composition 4.3. Bones: types, composition, formation & growth 4.4. Functions, movements, healing, etc 4.5. The Joints: structure, types, functions, attachments, tendons, ligaments, muscles 4.5.1. Illnesses & injuries 4.5.2. The treatment & management modalities for injuries	Lecture, discussion, group work, self-study Explain using charts/videos Field visit to Hospital (Orthopedic and Physiotherapy Departments)	Spotting test, Field study report
5(20 Hrs)	<b>Unit V: Cardiovascular System</b> 5.1. Heart: structure, location, layers and chambers 5.2. Blood: formation and composition 5.3. Circulation: systemic, pulmonary and coronary 5.4. Functions of heart and haemoglobin, 5.5. Pulse and blood pressure	Lecture, discussion, group work, explain using charts, videos Laboratory demonstration	Class Test
6(10 Hrs)	<b>Unit VI: Respiratory System</b> 6.1. Structure of the lungs and trachea 6.2. Mechanism of respiration 6.3. Gaseous exchange in lungs and tissues and the role of circulatory system	Lecture, discussion, group work, explain using charts and videos	Presentation
7(15 Hrs)	<b>Unit VII: Nervous &amp; Endocrine System</b> 7.1. Central, peripheral and autonomic nervous system 7.2. Brain: structure, location and functions including spinal cord 7.3. Mechanism of sympathetic and parasympathetic nervous system	Lecture, discussion, group work, explain using charts and PPTs and videos	Class test, spotting

	7.4. Control of posture and movement 7.5. Sensory organs: skin, ear, nose and tongue		
8(15 Hrs)	<b>Unit VIII: Urogenital system</b> 8.1. Structure and function of kidney 8.2. Mechanism of urine formation 8.3. Fluid and electrolyte balance 8.4. male & female reproductive system 8.5. Hormones, puberty, bodily changes	Lecture, discussion, group work, explain using charts and videos	Assignment
9(20 Hrs)	<b>Unit IX:</b> Field study to Orthopaedic and Physiotherapy Departments in hospital	2 days in the semester (block)	Field report

### **Reading List**

#### **Mandatory Reading**

Prentice, W. & Arnheim, D. (2016). *Essentials of Athletic Injury Management* (10th Edition). McGraw-Hill Education

Wilson, K.J. W. & Waugh, A. (201). , P.R. (2007). *Anatomy and Physiology in Health and illness* (9<sup>th</sup> ed.). London: Churchill Livingstone.

### **Module Title: Game Sense Approach to Teaching and Coaching**

**Module Code:** GAT101

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

#### **Objectives of the module**

This module introduces students to the concepts, theories and principles underpinning games and games education. The module provides students with a deeper understanding of the nature and broad spectrum of games and their classification. Students acquire lesson ideas, progressions and instructional strategies for teaching target, net-barrier, striking-fielding, invasion games and Teaching Games for Understanding (TGfU) model as an approach to teaching of the games.

#### **Learning Outcomes**

On completion of the module, students will be able to:

1. Explain the Teaching Games for Understanding (TGfU) and Games Concept Approach (GCA) models.
2. Differentiate teaching games concepts and the traditional technique/skill acquisition model.
3. Develop instructional strategies to help sports enthusiast develop thinking and decision-making skills during game play.
4. Describe and demonstrate the pedagogical principles for teaching different games.



5. Design a game with modified rules for the four game categories.
6. Demonstrate a conceptual understanding of fundamental movement skills while playing striking-fielding games.
7. Apply the concepts and principles of the TGfU/GCA while planning lessons.
8. Explain the Teaching Games for Understanding (TGfU) and Games Concept Approach (GCA) models.
9. Demonstrate ability to organise and manage the participants.
10. Use equipment safely in a game lesson.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments (Games Modification)	4	20%
Class Tests	2	10%
Class participation		5%
Modified Games Festival	1	15%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)		50%

### Subject matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(16 Hrs)	<b>Unit I: Introduction to the Teaching Games for Understanding (TGfU) Model</b> 1.1. Brief history of the teaching of games 1.2. Issues with the traditional technique/skill development model 1.3. The TGfU model (philosophy, advantages/benefits) and the modified GCA model 1.4. Pedagogical Principles advocated by the TGfU model 1.5. Sampling 1.6. Modification Representation 1.7. Modification Exaggeration 1.8. Tactical Complexity	Lecture, discussion, peer discussion, demonstration	Class Test (Quiz)
2(14 Hrs)	<b>Unit II: Games Classification &amp; Games Categories</b> 2.1. Target games 2.2. Net-Barrier Games 2.3. Striking-fielding Games 2.4. Invasion Games	Lecture, discussion, video lesson, VLE discussion and demonstration	Class test (Written)
3(16 Hrs.)	<b>Unit III: Target Games (Theory &amp; Practical)</b> 3.1. Unopposed Target Games Concepts	Practical, demonstration	Practical Demonstration

	3.2. Sampling of Unopposed Target Games (Modified) 3.3. Bowling 3.4. Golf 3.5. Khuru 3.6. Archery 3.7. Opposed Target Games Concepts 3.8. Bocce 3.9. Sampling of Opposed Target Games 3.10. Strategies, tactics & skills development for Target Games	and video lesson	and teaching assessment
4(14 Hrs)	<b>Unit IV: Net-Barrier Games (Theory &amp; Practical)</b> 4.1. Net-Barrier Games Concepts 4.2. Sampling of racket-based net barrier games 4.3. Badminton 4.4. Mini-tennis / Pickle ball 4.5. Table Tennis 4.6. Sampling of non-racket based net barrier games 4.7. Volleyball 4.8. Strategies, tactics & skills development for net barrier games	Practical, demonstration and video lesson	Practical Demonstration and teaching assessment
5(16 Hrs)	<b>Unit V: Striking-Fielding Games (Theory &amp; Practical)</b> 5.1. Striking-Fielding games concepts 5.2. Sampling of striking-fielding games 5.3. Bases games (Cricket & Modified Rounders) 5.4. Modified Rounders, Tee-ball & Softball 5.5. Modification-Representation Principles (e.g. ways to start the game) 5.6. Strategies, tactics & skills development for striking-fielding games 5.7. Understanding the basic rules of Softball	Practical, demonstration and video lesson	Practical Demonstration and teaching assessment
6(14 Hrs)	<b>Unit VI: Invasion Games (Theory &amp; Practical)</b> 6.1. Invasion Games concepts 6.2. Offensive & Defensive concepts 6.3. Focused & Unfocused goal	Practical, demonstration and video lesson	
7(14 Hrs)	<b>Unit VII: Sampling of dribbling-type (using body part / using implement) Invasion Games</b> 7.1. Basketball		Practical Demonstration and teaching assessment

	7.2. Soccer (Football) 7.3. Hockey 7.4. Netball (Sampling of non-dribbling type Invasion games). 7.5. Touch Rugby 7.6. Ultimate Frisbee 7.7. Strategies, tactics & skills development for invasion games		
8(16 Hrs)	<b>Unit VIII: Games Modification Festival</b> 8.1. Modified Target Games 8.2. Modified Net and Wall Games 8.3. Modified Striking and Fielding Games 8.4. Modified Invasion Games		Class Presentation on games festival
9(80 Hrs)	<b>Field Demonstration and Practice</b>		Organization of games festival- report

#### Reading List:

##### Mandatory Reading

Butler, J, Griffin, L, Lombardo, B & Nastasi, R (2003). *Teaching Games for Understanding in Physical Education and Sport*. RestonAAHPERD (NASPE) Publications  
Mitchell, S.A, Griffin, L.L., & Oslin, J.L. (2006). *Teaching sport concepts and skills: A tactical games approach* (2nd Ed). Champaign, IL: Human Kinetics

##### Supplementary Reading

Lauder, A.G. (2001). *Play practice*. Champaign, IL: Human Kinetics.

#### Module Title: Foundation Learning in Football

**Module Code:** FLF103

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

#### Objectives of the module

This module is designed to provide students with technical, tactical and game knowledge to teach and coach football. Emphasis is also placed on rules/terminologies, team offense/defense and situational team strategies. Students continue to strengthen their skills in football as well be able to effectively officiate the game of football.

#### Learning Outcomes

On completion of the module, students will be able to

1. Identify all the tactical problems relate to football based on the Game Based model.
2. Plan and execute lessons based on the problems identified through the Game based model

3. Demonstrate offensive and defensive strategies during the game situations.
4. Officiate full-sided football games.
5. Develop essential content and pedagogical content knowledge to teach and coach football
6. Plan appropriate unit plans for football.
7. Perform the skills and techniques necessary in the game.
8. Demonstrate a basic to advanced tactical conceptual understanding of football.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignment on coaching through demonstration & Practice	2	20%
Assignments on officiating through demonstration & Practice	2	20%
Class Tests Coaching (Quiz)	1	20%
Class Test Officiating (Quiz)	1	20%
Class participation		10%
Coaching & Officiating Engagement	1	10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1 (10 Hrs)	<b>Unit I: COACHING COMPONENT A</b>  1.1. Keeping possession of the ball 1.2. Off the ball movement 1.3. On the ball skills 1.4. Penetrating the defense and attacking the goal 1.5. Off the ball movement 1.6. On the ball skills 1.7. Transitioning from defense to offense 1.8. Off the ball movement 1.9. On the ball skills	Lecture, demonstration, practical, video session and coaching practical	Assignment on coaching through demonstration & Practice
2 (10 Hrs)	<b>Unit II : COACHING COMPONENT B</b>  2.1. Defending space 2.2. Off the ball movement 2.3. On the ball skills 2.4. Defending the goal 2.5. Off the ball movement 2.6. On the ball skills 2.7. Winning the ball 2.8. Off the ball movement 2.9. On the ball skills	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice
3 (10 Hrs)	<b>Unit III: COACHING COMPONENT C</b> 3.1. Beginning the game	Lecture, demonstration, practical, video	

	3.2. Off the ball movement 3.3. On the ball skills 3.4. Restarting from the sideline 3.5. Off the ball movement 3.6. On the ball skills 3.7. Restarting from end line 3.8. Off the ball movement 3.9. On the ball skills 3.10. Restarting from violations 3.11. Off the ball movement 3.12. On the ball skills	session and coaching practical sessions	Class test (Quiz)
4 (10 Hrs)	<b>UNIT IV: OFFICIATING COMPONENT A</b> 4.1. The Field of Play 4.2. The Ball 4.3. The Players 4.4. The Players' Equipment 4.5. The Referee 4.6. The Other Match Officials	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignments on officiating through demonstration & Practice
5 (10 Hrs)	<b>UNIT V: OFFICIATING COMPONENT B</b> 5.1. The Duration of the Match 5.2. The Start and Restart of Play 5.3. The Ball in and out of Play 5.4. Determining the Outcome of a Match 5.5. Offside 5.6. Fouls and Misconduct	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignments on officiating through demonstration & Practice
6 (10 Hrs)	<b>UNIT VI: OFFICIATING COMPONENT C</b> 6.1. Free Kicks 6.2. The Penalty Kick 6.3. The Throw-in 6.4. The Goal Kick 6.5. The Corner Kick	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Class Test (Quiz)
7(120 Hrs)	<b>Field Practice</b>	In addition to above classroom teaching learning strategies, students will spend these hours in field for practical demonstration and training simultaneously.	As indicated above in specific units

**Reading List:**  
**Mandatory Reading**

Butler, J, Griffin, L, Lombardo, B & Nastasi, R. (2003). *Teaching Games for Understanding in Physical Education and Sport*. Reston American Alliance for Health, Physical Education, Recreation, and Dance, NASPE Publications

FIFA Laws of the Game:

<https://digitalhub.fifa.com/m/5371a6dcc42fbb44/original/d6g1medsi8jrrd3e4imp-pdf.pdf>

**Supplementary Reading**

Mitchell, S.A, Griffin, L.L., & Oslin, J.L. (2006). *Teaching sport concepts and skills: A tactical games approach* (2nd Ed). Champaign, IL: Human Kinetics

**Module Code and Title:**      **IPS101 IT and Basic Problem Solving**  
**Programme:**                      BSc in Environmental Management (borrowed)  
**Credit:**                              12

**General objective:** This module aims to develop a working facility with Office productivity tools (e.g., Microsoft Word, Excel, and PowerPoint) including online tools such as Google suite and Google docs. The module will also develop skill in basic structuring of problems, applying common sense logic and reasoning to problem solving, using appropriate tools to solve problems, and presenting findings in a clear and concise manner.

**Learning outcomes** – On completion of the module, students will be able to:

1. Create typed documents using word processing software with proper formatting, style, spacing, and pagination.
2. Create slide presentations that include text, graphics, and transitions applying good design practices
3. Effectively present information through slideshows.
4. Organize tabular data in spreadsheet software.
5. Generate basic charts (line graphs, bar graphs, pie charts, scatter plots) appropriate for different kinds of data in spreadsheet software.
6. Find data relevant to a problem.
7. Assess the quality and reliability of data.
8. Structure common mathematical problems.
9. Solve common mathematical problems on spreadsheet software using formulas.
10. Approximate quantitative answers.
11. Judge reasonableness for computed answers.
12. Structure more complex problems, including asking the relevant questions, gathering appropriate data, analysing that data, and presenting findings.

**Assessment Approach:**

- A. Written class test (theory): 10%

Students will take a written class test of 50 min duration covering approximately 2 weeks of subject matter on basic aspects of computer usage and internet usage for accessing information.

- 3% Introduction to computers (types of computers, types of digital communications, input and output devices, memory and storage, etc.)
- 4% Introduction to Windows (Launching software; Navigating, managing, and creating files and folders, shortcut keys), and basic internet concepts
- 3% Basic online tools - Google sheets, google docs, google drive, etc.

B. Practical class tests: 40%

Students will undertake 4 x 1 hr in-class practical tests incorporating small elements of Units I-III (e.g., data searches, re-write letter, short Excel problems, presenting findings), each worth 10% and focusing on different tools (1 test with Word, 2 tests with Excel, 1 test with Powerpoint).

C. Practical assignments: 20%

Students will do 1 word processing (10%) and 1 spreadsheet (10%) assignment achieving interrelated tasks throughout Units I-III.

Written report using Word (500 words) – 10%

- 1% Cover Page
- 2% Content: Reliability, effectiveness, and accuracy of the content
- 6% Document guidelines incorporation: Instructions for completing the assignment are followed along with incorporating all required elements, such as formatting, style, spacing, etc.
- 1% Conclusion and References

Preparation of a calculation spreadsheet using Excel – 10%

- 1% Data Entry
- 5% Identifying and solving the problem using appropriate formulas. Summarizing the data and exploring more complex data with Pivot Tables/charts, etc.
- 3% Using functions for decision-making and validating data, and visually presenting the output
- 1% Organization/ Formatting

D. Midterm examination: 15%

Students will take a written exam of 1.5-hr duration covering topics up to the mid-point of the semester. The exam will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended essay questions.

E. Project: 15%

Each student will identify a more complex problem he/she wants to analyse, and then follow a standard workflow: Identify the issues to be addressed; Structure questions to highlight these issues and draw conclusions; Determine the process and limitations for obtaining survey answers (if relevant); Compile data while ensuring accuracy; Structure the data analysis in Excel; Interpret quantitative results and draw conclusions; Assess the reliability and limitations of results.

Students will then prepare a written report in Word/Google docs (400-600 words) incorporating spreadsheet tables and charts, and presentation of 10 min duration using PowerPoint or Google slides (~10 slides).

- 6% Documentation Format
  - Cover Page and Introduction – 1%
  - Problem analysis – 2%
  - Structure of document and formatting – 3%

- 4% Presentation  
Slides include text, graphics, and transitions applying good design practices - 2%  
Effective delivery of content – 2%
- 5% Spreadsheet work  
Solution – An appropriate response to a challenge or a problem - 2%  
Computation and Execution – Aspects of the student's solution are accurate without logical errors – 2%  
Techniques – Students select a variety of appropriate techniques and tools to analyse and generalize the problem, using formulas, graphs, data validation, grouping, etc. - 1%

#### Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written class test (theory)	1	10%
B. Practical class tests	4	40%
C. Practical assignments	2	20%
D. Midterm examination	1	15%
E. Final project	1	15%
Total Continuous Assessment (CA)		100%

**Pre-requisites: None**

**Subject matter:**

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(30 Hrs)	<b>Unit I: Basics of IT for communication and information</b> 1.1. Computer basics: types of computers, types of digital communications, input and output devices, memory and storage 1.2. Introduction to the Windows operating system environment: launching software; navigating, managing, and creating files and folders, common shortcut keys 1.3. Computer tools for written communications 1.3.1. Basics of word processing (Word and Google docs) 1.3.2. Basics of Internet 1.3.3. File folders; search 1.3.4. Basics of using online tools and applications for productivity, e.g., Google suite (using e-mail, storing files, google docs) 1.4. Finding and assessing information: Internet search (e.g., Google); Sifting through / assessing quality of information; quality of the source; Categories of information/issues with each	Lecturer Discussion Lab Practice Written-Test Lab-Assignment Practical-test	Individual assignment and Class Test



	<p>1.4.1. Facts: Reliability of the source; crosschecking different sources</p> <p>1.4.2. Data: Varies with the question being asked; different perspectives</p> <p>1.4.3. Opinion: No single answer; varies with source and perspective; different uses in different contexts</p> <p>1.5. Presenting findings</p> <p>1.5.1. Written reports using Word or Google docs (introduction, key issues, analysis, conclusions, actions)</p> <p>1.5.2. Presentation using Powerpoint or similar online tools: Powerpoint basics (clear concise slides; text indicating major points only, effective use of graphics)</p>		
2(50 Hrs)	<p><b>Unit II: Organizing data and solving problems using spreadsheets</b></p> <p>2.1. Introduction to Excel: types of basic problems that can be solved</p> <p>2.1.1. Calculation of a specific answer to a narrow problem (e.g., average and weighted averages, Min/Max, Count, Present value, IRR)</p> <p>2.1.2. Statistical overview of a dataset</p> <p>2.2. Basic workflow for problem solving: Identifying different types of problems; setting up problem/data on Excel; Assessing the correctness of results</p> <p>2.2.1. Sample types of problems that can be solved with basic math of general relevance</p> <p>2.2.1.1. Budgeting and basic finance (money and consumer math): Account balances, savings and loan repayment calculations based on simple interest; estimating returns on investment, doubling time</p> <p>2.2.1.2. Percentages: % increases, decreases, commissions, discounts</p>	<p>Lecturer</p> <p>Discussion</p> <p>Lab Practice</p> <p>Lab-Assignment</p> <p>Practical-test</p>	<p>Individual assignment and class test</p>

	<p>2.2.1.3. Weighted averages, e.g., marks calculation</p> <p>2.2.1.4. Quantitative trends over time</p> <p>2.2.1.5. Basic probability</p> <p>2.2.2. Assessing the correctness of the answer (i.e., comparing quick estimations with calculated answers as a way of finding mistakes and approximating answers)</p> <p>2.2.2.1. Basic “reasonableness”: identifying answers which are clearly out of the possible range of answers</p> <p>2.2.2.2. Doing rough calculations to get approximate answers</p> <p>2.2.2.3. Relating calculated values to the type of possible answers (e.g., for an average, checking that the answer is within the range of numbers in the data).</p>		
3(30 Hrs)	<p><b>Unit III: More complex problem-solving</b></p> <p>3.1. Introduction to structuring a complex problem, asking the right questions, analysing the data, drawing conclusions. Examples in various subject areas:</p> <p>3.1.1. Business: Market/Customer data regarding demand for competing products</p> <p>3.1.2. Economics: Price vs. Demand</p> <p>3.1.3. Environment: Correlation of an environmental hazard with a health issue</p> <p>3.1.4. Social sciences: Types of people for/against a particular issue</p>	<p>Lecturer</p> <p>Discussion</p> <p>Lab Practice</p> <p>Practical-test</p>	Individual assignment
4(40 Hrs)	<p><b>Unit IV: Final Project</b></p> <p>4.1. Student identifies a more complex problem he/she wants to analyse, and</p>	<p>Lecturer</p> <p>Discussion</p>	Group Work assignment and

	<p>then structures the basic data collection, data analysis, and conclusions</p> <p>4.1.1. Identify the issues to be addressed</p> <p>4.1.2. Structure questions to highlight these issues and draw conclusions</p> <p>4.1.3. Process and limitations for obtaining survey answers (if relevant)</p> <p>4.1.4. Accuracy and compiling data</p> <p>4.1.5. Structuring the data analysis in Excel</p> <p>4.1.6. Interpreting quantitative results and drawing conclusions</p> <p>4.1.7. Assessing reliability, limitations of answers</p> <p>4.2. Student prepares a written report in Word and a presentation in PowerPoint (presentation given to student audience; other students critique the presentation)</p>	<p>Lab Practice Documentation</p> <p>Project-Implementation</p> <p>Project-Presentation</p>	individual presentation
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### List of practical work:

- a) Basics of computing in the digital age:
  - i. Brief demonstration of key elements of desktop computers; Navigating the Windows operating system environment
  - ii. Browsing the internet; use of internet office productivity tools and e-mail
- b) Word Processing:
  - i. Document/File Formatting: Table of Content, Table of Figure, Page No., Cover Page, Referencing/Citation, and Table of reference
  - ii. Mail Merge: Create letters for multiple recipients with the same content of file
  - iii. Organogram: using Smart art feature
- c) Spreadsheets:
  - i. Simple Bill Creation: Fill series, introduction of formula, currency conversation, and graph/chart
  - ii. Salary calculation and payslip generation (using mail merge): concept of allowances and deduction, individual TA and Leave calculation
  - iii. Result/Mark sheet (using mail merge) Preparation: total marks, % of marks, weightage wise calculation, Pass/Fail determination by If formula, conditional formatting to highlight data
  - iv. Attendance Calculation: introduction of count, counta, countif formula, calculate attend class, missed class, % of attendance and Allowed/ Debarred by using IF formula
  - v. Count/Sum product: sumif/sumifs countif/countifs
  - vi. Data Validation: Restrict users to enter wrong data.
  - vii. Lookup, Vlookup, Hlookup
  - viii. Pivot Table, Pivot Chart, Slicer, Filter

- ix. Consolidated data from different sheet and file
- d) Presentation software:
  - i. Basics of placing elements on slides.
  - ii. Explore some creative and less standard ways of creating an interactive presentation.
  - iii. Slide transition, Text Animation
  - iv. Action Button, Smart art, Custom animation, Handout
  - v. Slide masters

## Reading List:

### Mandatory Reading

Frye, C. (2014). *Microsoft Excel 2013 Step by Step*. Microsoft Press.

Training resources on Google G Suite, available at <https://gsuite.google.com/training/>

Training resources on Microsoft Office, available at <http://office.microsoft.com/en-us/training/>

### Supplementary Reading

Swinford, E., Melton, B., & Dodge, M. (2013). *Microsoft Office Professional 2013 step by step*. Sebastapol, CA: Microsoft Press.

Weverka, P. (2013). *Microsoft Office 2013: All-in-one for dummies*. Delhi: Wiley India.

**Date:** June 2021

## Module Title: Fitness and Wellness

**Module Code:** FAW101

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the Module

This module will provide an overview of the lifestyle necessary for fitness and wellness. Students will participate in closely aligned theoretical orientation and application sessions conducted in the laboratory or the sports gymnasium. Students will also have an opportunity to assess, experience and develop all the components of fitness and wellness by learning and experiencing.

### Learning Outcomes

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

1. Identify health problems related to lifestyles in Bhutan.
2. Describe behaviours that promote wellness.
3. Implement behaviour modification strategies to successfully overcome barriers and make lasting lifestyle changes.

4. Provide guidelines for creating a successful fitness programme.
5. Enlist safety concerns in implementation of exercise programme.
6. Identify health risks and costs associated with overweight and obesity.
7. Measure body composition using both direct and indirect assessment methods.
8. Identify the benefits of cardiorespiratory fitness.
9. Design a Cardio Respiratory fitness programme using the SPORT-FITT principle of fitness.
10. Assess the muscular strength and endurance of an individual.
11. Implement a muscular strength and endurance fitness programme.
12. Execute a comprehensive flexibility increasing program Create an effective stretching programme to enhance the flexibility.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments (Practical)	2	20%
Assignments (Theory)	2	10%
Class Test	1	10%
Class Participation	1	10%
Continuous Assessments		50%
Semester End Examination	1	50%
Total		100%

### Subject matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(10 Hrs)	<b>Unit 1. Healthy behaviour and Wellness</b> 1.1. Introduction 1.2. Dimensions of Wellness (SPECIES-OF) 1.3. Common Health Problems in Bhutan 1.4. Behaviour that promotes wellness	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion	Assignment (individual)
2(10 Hrs)	<b>Unit II Lifestyle Modification</b> 2.1. The process of behaviour modification 2.2. Lifestyle modification barrier 2.3. Fostering Wellness in your life 2.4. Lifestyle Evaluation	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion	Assignment (group)

3(10 Hrs)	<b>Unit III Fitness Principles</b> 3.1. Introduction 3.2. What are Physical Activity and Exercise? 3.3. Components of Health-Related Fitness 3.4. Skill Related Fitness	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion, demonstration, practice and execution	Group work presentation
4(10 Hrs)	<b>Unit IV Fitness Principles Contd...</b> 4.1. Principles of Fitness (SPORT-FITT) 4.2. Rest recovery and periodisation 4.3. Individual difference in relation to somatotypes 4.4. Creating a successful fitness programme 4.5. Safety concerns in exercise	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion	Class Test
5(20 Hrs)	<b>Unit V Body Composition</b> 5.1. Body weight versus body composition 5.2. Diseases associated with excessive body fat 5.3. How much fat is needed? 5.4. Body Fat Distribution 5.5. How to measure body composition?	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion, demonstration, practice and execution	Practical demonstration
6(15 Hrs)	<b>Unit VI Body Composition Assessment</b> 6.1. Anthropometric measures (Height/ Weight) 6.2. Using the Skinfold calipers to measure Body Fat 6.3. Body Mass Index 6.4. Waist Hip Ratio	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion, demonstration, practice and execution	Practical demonstration
7(10 Hrs)	<b>Unit VII Body Composition Contd...</b> 7.1. Bia Electrical Impedance Analysis Orientation 7.2. Bia Electrical Impedance Analysis Practical Orientation	Lecture, discussion (Peer, group, and class), presentation,	

	7.3. Bio Electrical Impedance Analysis Application	video clips, VLE Discussion, demonstration, practice and execution	
8(10 Hrs)	<b>Unit VIII Cardiorespiratory Fitness</b> 8.1. What is cardiovascular and respiratory system? 8.2. Benefits of good cardiorespiratory health 8.3. How the CR system work 8.4. The CR system and Energy Production	Lecture, discussion (Peer, group, and class), presentation, video clips and VLE Discussion	Practical demonstration test
9(20 Hrs)	<b>Unit IX Cardio respiratory fitness Contd...</b> 9.1. Assessing the CR Fitness 9.2. How to check your pulse 9.3. Measuring the Heart Rate 9.4. Measuring the exercise intensity 9.5. Using HR Monitors in exercise 9.6. CR Fitness testing for Health-Related Fitness 9.7. Cardiac muscle structure and function	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion, demonstration, practice and execution	
10(10 Hrs)	<b>Unit X Muscular Strength and Endurance</b> 10.1. Muscular Physiology 10.2. Skeletal Muscle Structure and Function 10.3. How muscles contract 10.4. Benefits of good cardiorespiratory health	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion	Assignment
11(5 Hrs)	<b>Unit XI Flexibility</b> 11.1. What is flexibility? 11.2. Types of flexibility 11.3. Benefits of flexibility 11.4. Flexibility and ageing 11.5. How the CR system works	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion, demonstration, practice and execution	Class test

12(15 Hrs)	<b>Unit XII Flexibility Contd...</b> 12.1. Stretching for flexibility 12.2. Static Stretching 12.3. Ballistic Stretching 12.4. Dynamic Stretching 12.5. Proprioceptive Neuromuscular Facilitation (PNF) 12.6. Stretching Safety 12.7. Flexibility testing for upper body 12.8. Flexibility testing for lower body 12.9. Improving the Range of Motion 12.10. Creating an effective stretching programme	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion, demonstration, practice and execution	Lab test
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### Reading List:

#### Mandatory Reading:

Flynn, S., Jellum, L., Howard, J., Moser, A., Mathis, D., Collins, C., Henderson, S., & Watjen, C. (2018). *Concepts of Fitness and Wellness (2nd Edition)*. Nursing and Health Sciences Open Textbooks. 4. <https://oer.galileo.usg.edu/health-textbooks/4>

#### Supplementary Readings:

American College of Sports Medicine, Retrieved January 2021, ACSM: Body Composition <http://www.acsm.org/public-information/articles/2016/10/07/measuring-and-evaluating-body-composition>

Arthritis Foundation; arthritis.org, retrieved January 2021; <https://www.arthritis.org/aboutarthritis/understanding-arthritis/arthritis-statistics-facts.php>

Bringing Together Top Strength and Fitness Professionals. (n.d.). Retrieved January 2021, from <https://www.nsc.com/>

Center for Disease Control and Prevention, Retrieved January 2021, CDC: Physical Activity, Data and Statistics, <https://www.cdc.gov/physicalactivity/data/facts.htm>.

Center for Disease Control and Prevention, Retrieved January 2021, CDC: Quick Stats: Number of Heat-related Deaths, by Sex-National Vital Statistics System-United States, 1999-2010, <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6136a6>.

Covey, S, R. (2003). Habit 2. *Habits of Highly Effective People*, p.40-61. New York, Franklin Covey Co.

Fitness Products Council/IHRSA/American Sports Data, Inc.,2005, Reprinted in SGMA's "Tracking the fitness movement" reports

Gummelt, D, The Impact of Flexibility Training on Performance, 2015, ACE Fitness; <https://www.acefitness.org/education-and-resources/professional/expertarticles/5598/the-impact-of-flexibility-training-on-performance>

Hindle, K. B., Whitcomb, T. J., Briggs, W. O., & Hong, J. (2012). Proprioceptive Home. (n.d.). Retrieved January 2021, from <https://www.livestrong.org/>

Knight, J.A. (2011). *Diseases and Disorders Associated with Excess Body Weight*; Annals of Clinical Laboratory Science, 41 (2), p. 107-121.

Kraemer, W. J., Adams, K., Cafarelli, E., Dudley, G. A., Dooly, C., Feigenbaum, M. S., & American, M. E. (2002). American College of Sports Medicine position stand. Progression models in resistance training for healthy adults. Retrieved January 2021, from <https://www.ncbi.nlm.nih.gov/pubmed/11828249>



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- Kruse, N.T., Sillete, C.R., & Scheuermann, B.W. (2016). Heart and Circulatory Physiology. *American Journal of Physiology*, 310 (9): H1210-21.
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**Module Title: Motor Learning and Skill Acquisition**

**Module Code:** MLS101

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**General Objectives**

The module would enable students to examine and understand how interactions of the developing and maturing individual happens with the environment, and the tasks that bring changes in a person's movements. The practical sessions related to the module would sharpen observation techniques, critical thinking through interactive questions and lab-based activities. The module also provides a wide range of contemporary developments with regard to growth, development, and motor skill acquisition to keep pace with the changing field.

**Learning Outcomes**

**By the end of this module the students will be able to:**

1. Discuss the constraints-led model.
2. Describe how development occurs over lifespan.
3. Explain how various theories describe changes in motor behaviour.
4. Outline the principles of motion and stability that lead to proficient motor performance.
5. Illustrate typical patterns of growth to recognize individual differences.
6. Discuss the external factors that influence the changes in the growth patterns.
7. Examine postural development and balance in children.
8. Differentiate individual constraints that affect development of locomotor patterns.
9. Identify the developmental changes in the execution of manipulative skills.
10. Review historical perspectives on the role of action in perceptual development.
11. Define the role of specific social agents, such as parents and schools, on individual development.
12. Examine the body's response to short-term and long-term rigorous exercises.
13. Develop a framework for charting constraints to enhance developmentally appropriate teaching.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Tests	1	5%
Lab work	1	10%
Class participation		5%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(10 Hrs)	<b>Unit I. Fundamental Concepts</b> 1.1. Defining Motor Development 1.2. Constraints: A model for studying motor development 1.3. How do we know it is a change? 1.4. A developmental paradox: Universality Versus Variability	Lecture Presentation Videos self-study	Assignment
2(5 Hrs)	<b>Unit II. Theoretical Perspectives in Motor Development</b> 2.1. Maturational perspective 2.2. Information processing perspective 2.3. Ecological perspective 2.4. Current interests	Lecture Presentation Videos self-study	Class test

3(10 Hrs)	<b>Unit III. Principles of Motion and Stability</b> 3.1. Understanding the principles of motion and stability 3.2. Using the principles of motion and stability to Detect and correct error part 3.3. Development of motor skills across the lifespan	Lecture Presentation Videos Demonstration self-study	Assignment
4(10 Hrs)	<b>Unit IV. Early Motor Development</b> 4.1. How do infants move? 4.2. Why do infants move? 4.3. The purpose of reflexes motor milestones: The pathway to voluntary movements 4.4. Development of postural control and balance in infancy	Lecture Presentation Videos Demonstration self-study	Mid-term examination
5(15 Hrs)	<b>Unit V. Development of Human Locomotion</b> 5.1. First voluntary locomotor efforts: Creeping and crawling 5.2. Walking across the lifespan 5.3. Running across the lifespan 5.4. Other locomotor skills 5.5. Development of ballistic skills 5.5.1. Overarm throwing 5.5.2. Kicking punting 5.5.3. Sidearm striking 5.5.4. Overarm striking 5.5.5. Interventions	Lecture Presentation Videos Demonstration self-study	Assignment and class presentation
6(10 Hrs)	<b>Unit VI. Development of Manipulative Skills</b> 6.1. Grasping and Reaching 6.2. Catching anticipation 6.3. Physical Growth, Maturation and Aging 6.4. Prenatal development 6.5. Postnatal development - childhood and adolescence 6.6. Development of physical fitness (Review from Fitness and wellness)	Lecture Presentation Videos Demonstration self-study	Class test

7(10 Hrs)	<b>Unit VII. Physical and physiological Endurance</b> 7.1. Physiological responses to short-term exercise 7.2. Physiological responses to prolonged exercise 7.3. Development of Strength and Flexibility 7.3.1. Muscle mass and strength 7.3.2. Development of flexibility	Lecture Presentation Videos Demonstration self-study Exercise lab Field work	Lab presentation
8(10 Hrs)	<b>Unit VIII. Weight Status, Fitness, and Motor Competence</b> 8.1. Obesity 8.2. Motor competence, activity, fitness, and body composition 8.3. Sensory-Perceptual Development: sensory, auditory and kinesthetic 8.4. Postural control and balance	Lecture Presentation Videos Demonstration self-study	
9(10 Hrs)	<b>Unit IX. Social and Cultural Constraints in Motor Development</b> 9.1. Social and cultural influences as environmental constraints 9.2. Other sociocultural constraints: Race, ethnicity, and socioeconomic status 9.3. Psychosocial Constraints in Motor Development 9.4. Self-esteem: The link between perceived and actual motor competency motivation, summary and synthesis	Lecture Presentation self-study Assignment Class Discussion	Group work and Presentation
10(45 Hrs)	<b>Lab Demonstration (for relevant topics listed above)</b>	Lab practice	Demonstration and viva-voce

### Reading List

#### Mandatory Reading:

Haywood, K., & Getchell, N. (2020). *Lifespan motor development* (7th ed.). Human Kinetics.

#### Supplementary Readings:

Goodway, J., Ozmun, J. C., & Gallahue, D. L. (2021). *Understanding motor development: Infants, children, adolescents, adults* (8th ed.). Jones & Bartlett Learning

Payne, V. G., & Isaacs, L. D. (2020). *Human motor development: A lifespan approach*. Routledge.

**Module Title: Foundation Learning in Volleyball**

**Module Code:** FLV103

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**Objectives of the module**

This module is designed to provide students with technical, tactical and game knowledge to teach and coach volleyball. The module will help the students to take to the playing court with confidence. The module will also provide comprehensive instruction in a progressive manner that will prepare the students to perform the basic fundamentals of volleyball including digging, blocking, and racking up the skills. The later part of the module will also equip the students with the officiating component of volleyball, grounded on the Federation of International Volley Ball (FIVB).

**Learning Outcomes**

On completion of the module, students will be able to:

1. Demonstrate proper volleyball playing skills.
2. Execute basic offensive and defensive strategies during team play.
3. Design and perform appropriate warm-up, strength and conditioning activities.
4. Design a progressive unit plan and sequential lesson plans for teaching and coaching volleyball.
5. Demonstrate instructional and delivery techniques and skills for teaching volleyball
6. Organise a volleyball tournament in a systematic manner.
7. Adapt and modify playing space, equipment and rules and develop basic tactical understanding of the game.
8. Articulate basic knowledge of the volleyball game, and its rules, regulations and etiquette.

**Assessment Approach**

Assessment mode	Quantity	Weighting
Assignment on coaching through demonstration & Practice	2	20%
Assignments on officiating through demonstration & Practice	2	20%
Class Tests Coaching (Quiz)	1	20%

Class Test Officiating (Quiz)	1	20%
Class participation		10%
Coaching & Officiating Engagement	1	10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1 (10 Hrs)	<b>UNIT I: COACHING COMPONENT</b> 1.1. Posture and advanced movements 1.2. Diving/rolling digs 1.3. Volleyball skills & techniques 1.4. Different type of serves 1.5. Forearm passing: Dig ("Bump") 1.6. Setting 1.7. Attacking: Spike 1.8. Defending: Single & double block(s)	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice
2 (10 Hrs)	<b>Unit II : COACHING COMPONENT B</b> 2.1. Net barrier Concepts 2.2. Placement of ball in opponent's court, court coverage 2.3. Flight trajectory of ball 2.4. Three-touch rule in volleyball 2.5. Receive/pass-set-spike set plays & variations 2.6. Team Offensive & Defensive strategies 2.7. Libro in volleyball 2.8. Roles and positions of the libro 2.9. Small sided games (2 v 2, 3 v 3 etc)	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice
3 (10 Hrs)	<b>Unit: III COACHING COMPONENT C</b> 3.1. Warming up activities 3.2. Fitness, strength and conditioning for volleyball 3.3. Teaching & coaching volleyball 3.4. Teacher skill demonstrations 3.5. Adaptations: Play area, net height, ball, number of players, game conditions, scoring 3.6. Developing unit plans and sequential lesson plans 3.7. Instructional strategies	Lecture, demonstration, practical, video session and coaching practical sessions	Class test (Quiz)

	3.8. Organising a Volleyball tournament		
4 (10 Hrs)	<b>UNIT IV: OFFICIATING COMPONENT A</b> Chapter 1: Facilities and Equipment Chapter 2: Participants Chapter 3: Playing format	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignment on officiating through demonstration & Practice
5 (10 Hrs)	<b>UNIT V: OFFICIATING COMPONENT B</b> Chapter 4: Playing actions Chapter 5: Interruptions, delays and intervals Chapter 6: The libero player Chapter 7: Participants' conduct	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignment on officiating through demonstration & Practice
6 (10 Hrs)	<b>UNIT VI: OFFICIATING COMPONENT C</b> Part 2 - Section 2: The referees, their responsibilities and official hand signals Chapter 8: Referees Part 2 - section 3: diagrams	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Quiz/ test
7(120 Hrs)	<b>Field Practice</b>	In addition to above classroom teaching learning strategies, students will spend these hours in field for practical demonstration and training simultaneously.	As indicated above in specific units

#### Reading List:

#### Mandatory Reading

Federation Internationale de Volleyball

[http://www.fivb.org/EN/Refereeing-Rules/documents/FIVB-Volleyball\\_Rules2013-EN\\_V08\\_20130516.pdf](http://www.fivb.org/EN/Refereeing-Rules/documents/FIVB-Volleyball_Rules2013-EN_V08_20130516.pdf)

Kenny, B. & Gregory, C. (2006). *Volleyball: Steps to Success*. Champaign, IL: Human

<b>Module Code and Title:</b>	<b>EAP101 Intermediate English for Academic Purposes</b>
<b>Programme:</b>	BA in English Studies
<b>Credit Value:</b>	12
<b>Module Tutor:</b>	Dechen Pelden (Coordinator), Sangay C. Wangchuk, Mohan Rai, Palden Wangmo and Ruma Tamang.

**General objective:** EAP101 is the first part of a two-semester series that aims to develop abilities in reading, writing, listening, and speaking in an academic context to support students' learning through their degree studies. This module includes topics that are relevant to students' specific subject areas, which will help students apply the skills learned in context of their respective fields of study.

**Learning outcomes – On completion of the module, students will be able to:**

Reading Skills

1. Closely read key terms and guess meanings in context, key information, ideas and concepts.
2. Skim and scan relevant sources for essays.
3. Analyse information in more complex texts.
4. Parse essay questions to give answers.

Writing Skills

1. Outline an essay.
2. Organize ideas by using linkers, and signposts.
3. Draft and build arguments.
4. Paraphrase written texts.
5. Create a bibliography.

Listening and Speaking Skills

1. Listen for gist and details through scan listening and interactive listening.
2. Interview subjects to write short reports.
3. Express one's point of view in a discussion.
4. Describe the process narrated in a pre-recorded audio clip.
5. Participate in a panel discussion.

Grammar and Vocabulary

1. Explain targeted grammatical structures in both spoken and written forms.
2. Apply targeted grammatical structures appropriately in both written and oral production.
3. Self-correct while using targeted grammatical structures.

**Learning and Teaching Approach:**



Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture, discussions, and practice (2 x 2 hr). In-class time in each block is used in a workshop style with a review of prior topics and introduction to a new topic, at least one hour on practice, and debrief / reflection / assessment time at the end. Each major unit includes some assessment involving approximately 30 min of in-class time per week on average. Students are expected to use a significant portion of the total in-class time on practice with selected exercises.	4	60
Independent study	Writing assignments and Learning Journal VLE discussions	4	60
	Reading and review of class materials		
Total			120

### Assessment Approach:

#### A. Note-Taking Exercise 5%

Each student has to maintain class notes containing series of exercises from both within and outside the class. It will be assessed before the mid-semester.

'Note-Taking Exercise' will be assessed using the following rubric:

Relevance and Completeness: 10 marks

Coherence and Organisation: 10 marks

Language and clarity: 10 marks

#### B. VLE Discussion 10%

Students will participate in two VLE discussions on topics assigned by the tutor. It will be conducted one before mid-semester and one after mid semester.

Each task will be assessed on 5%, and will be based on the following rubric:

Quality of Discussion: 12 marks

Interaction with peers: 4 marks

Language and Grammar: 4 marks

#### C. Learning Journal: 20%

Students will have to maintain a journal incorporating two entries of 250-350 words each related to discipline-specific topics. Each of the two entries will be submitted as first and final drafts. The first will be assessed for a total weightage of 7%, and the second 13%.

The entries will be assessed as per the Learning Journal rubric based on the following rubric:

Critical Thinking: 10 marks

Personal Reflection: 10 marks

Language and Grammar: 10 marks

D. Panel Discussion: 20%

Each student will speak for 5-7 minutes in a panel discussion. Students will be assigned topics related to their discipline, or an evidence-based subject of their interest. This assessment will be divided into two components: one pre-discussion meeting and the final panel discussion. In the pre-discussion meeting, students will meet the tutor to update on the progress, confer on the direction of the presentation, and set goals if applicable.

The pre-discussion meeting will be evaluated on 3% and the final panel discussion will on 17%.

The pre-discussion rubric will be based on the following rubric:

Completion of task: 5 marks

Planning and preparedness: 10 marks

The final panel discussion will be based on the following rubric:

Relevance of argument: 30 marks

Coherence and logical flow of ideas: 30 marks

Language and grammar: 30 marks

Respect for the other panellists' views: 10 marks

E. Written assignment: 20%

The student will write a 750 – 1000-word reflective academic essay on the topics assigned by the tutor. This is not expected to be an extensively researched essay. The assignment will be written in two drafts: the first draft will be worth 5%; and the final draft will be worth 10% with 5% on the improvement on the first draft.

Both drafts will be evaluated using the following criteria:

Depth of reflection: 35 marks

Critical thinking: 25 marks

Use of sources: 20 marks

Language and grammar: 20 marks

Improvement on feedback will be evaluated using the following rubric:

Marginal improvement: 0 – 49 marks

Satisfactory improvement: 50 – 59 marks

Significant and appropriate improvement: 60 – 74 marks

Significant improvement beyond feedback given: 75 – 100 marks

F. Class Tests: 25%

Three class tests (5%+10%+10%) of 60 minutes will be held within class hours, each covering approximately 3-4 weeks of subject matter. These tests should be based on the four skills.

**Overview of assessment approaches and weighting**

Areas of assignments	Quantity	Weighting
A. Note-Taking Exercise	1	5%
B. VLE Discussion	2	10%

C. Learning journal	2	20%
D. Presentation	1	20%
E. Written assignment	1	20%
F. Class tests	3	25%
<b>Total Continuous Assessment (CA)</b>		<b>100%</b>

**Pre-requisites:** None

**Subject matter:**

<b>Session (Hours)</b>	<b>Topics</b>	<b>Teaching &amp; Learning Strategies</b>	<b>Mode of Assessment</b>
1(8 hours)	<b>Unit I: Academic orientation</b> 1.1. Setting study goals in academic English 1.2. Focusing on academic study 1.3. Reading and writing in academic English 1.4. Attending lectures 1.5. Studying independently on an academic English course 1.6. Thinking about the role of language in academic English 1.7. Plagiarism and how to avoid it	Powerpoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes.	Note-Taking Exercise.
2(12 hours)	<b>Unit II: Topic/context: Problems in the natural world</b> 2.1. Reading: Understanding essay questions; Identifying the relevance of the text; Grammar in context: noun phrases 2.2. Listening and speaking: Making sure you have understood 2.3. Writing: Paragraph building; Grammar in context: present perfect 2.4. Grammar and vocabulary practice: Word families; Quantifying expressions; Noun phrases; Clause structure; Present perfect and past simple	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	Note-Taking Exercise  VLE Discussion 1
3(12 hours)	<b>Unit III: Lecture Skills I (Lecture Skills A and B)</b> 3.1. Preparing for lectures: Talking about products; Vocabulary for the context 3.2. Preparing for lectures: Chemical elements; predicting information	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips),	Note-Taking Exercises  Class test 1.

	<p>from visuals; vocabulary for the context.</p> <p>3.3. Listening: Listening for gist and detail</p> <p>3.4. Language focus: If structures 1; Vocabulary: key expressions; Pronunciation: emphasising words</p> <p>3.5. Follow-up: Organising notes; Further listening</p>	<p>speaking and writing exercises). Class notes</p>	
4(8 hours)	<p><b>Unit IV: Topic/context: Indications and trends</b></p> <p>4.1. Reading: Deciding what to read for an essay; Approaches to note-taking 1; Grammar in context: past perfect</p> <p>4.2. Listening and speaking: Giving advice; Asking for help</p> <p>4.3. Writing: Planning the main paragraphs of an essay; Writing a short report; Vocabulary in context: language for describing trends</p> <p>4.4. Grammar and vocabulary practice: Corpus language; Past simple; Past perfect; Language to describe statistics; Words for economic graphs</p>	<p>Lecture and video clips. Class discussions. Individual exercises and group exercises (reading, listening, speaking and writing exercises). Class notes.</p>	<p>Note-Taking Exercise</p> <p>Learning Journal 1.1</p>
5(8 hours)	<p><b>Unit V: Topic/context: The information age</b></p> <p>5.1. Reading: Interactive reading Grammar in context: phrases of frequency Reading for the main ideas in a text; Grammar in context: prepositional phrases</p> <p>5.2. Listening and speaking: Outlining issues and putting forward your point of view</p> <p>5.3. Writing: Drafting and building arguments</p> <p>5.4. Grammar and vocabulary practice: Word building; Noun phrases; Phrases of frequency; Vocabulary families; Prepositional phrases; Reporting verbs</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes</p>	<p>Note-Taking Exercise</p> <p>VLE Discussion 2</p> <p>Class test II</p>

6(8 hours)	<p><b>Unit VI: Topic/context: On budget</b></p> <p>6.1. Reading: Reading for key information and concepts; Grammar in context: expressing different levels of certainty; Vocabulary in context: language to define terms</p> <p>6.2. Listening and speaking: Describing a process in a seminar presentation; Giving a presentation: describing a process</p> <p>6.3. Writing: Drafting and revising content</p> <p>6.4. Grammar and vocabulary practice: Words associated with planning; Language of possibility; Definitions; Language of presentations; Word families from the Academic Word List</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes.</p>	<p>Note-Taking Exercise</p> <p>Learning Journal 1.2.</p> <p>Panel Discussion</p>
7(12 hours)	<p><b>Unit VII: Topic/context: Being objective</b></p> <p>7.1. Reading: Close reading for key ideas; Analysing information in more complex texts; Grammar in context: modal expressions; Grammar in context: relative clauses</p> <p>7.2. Listening and speaking: Agreeing and disagreeing</p> <p>7.3. Writing: Paraphrasing information for essays; Avoiding plagiarism; Linking words 2</p> <p>7.4. Grammar and vocabulary practice: Verb and noun collocations; Language of agreement; Modal expressions; Relative clauses; Linking words and phrases</p>	<p>Lecture and video clips. Class discussions. Individual exercises and group exercises (reading, listening, speaking and writing exercises). Class notes.</p>	<p>Learning Journal 2.1</p>
8(8 hours)	<p><b>Unit VIII: Topic/context: Sensing and understanding</b></p> <p>8.1. Reading: Text organisation 1; Grammar in context: passive constructions; Vocabulary in context: word building</p> <p>8.2. Listening and speaking: Signposting in seminar</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips),</p>	

	<p>presentations; Giving a presentation</p> <p>8.3. Writing: Linking words 3; Grammar in context: using the passive to manage information in texts</p> <p>8.4. Grammar and vocabulary practice: Art and design vocabulary; Passive forms; Perceive word family; Signposting in seminar presentations; Linking words</p>	<p>speaking and writing exercises). Class notes.</p>	
9(28 hours)	<p><b>Unit IX: IT issues</b></p> <p>9.1. Reading: Text organisation 2; Grammar in context: hedging language</p> <p>9.2. Listening and speaking: Problem–solution patterns and repair strategies</p> <p>9.3. Writing: Generating ideas; Grammar in context: cohesive devices; In-text referencing (particular focus on APA)</p> <p>9.4. Grammar and vocabulary practice: Subordination; Crime vocabulary; Hedging language; Cohesion</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes.</p>	<p>Learning Journal 2.2 First Draft Submission</p>
10(8 hours)	<p><b>Unit X: Topic/context: Culture shock</b></p> <p>10.1. Reading: Text organisation 3; Grammar in context: reduced relative clauses</p> <p>10.2. Listening and speaking: Concluding a presentation</p> <p>10.3. Writing: Planning the overall shape of an essay; Reading for relevant information; Writing the conclusion; Creating a bibliography (APA style references list – basic rules and format for end-text references for different types of sources)</p> <p>10.4. Grammar and vocabulary practice: Word building; Reduced relative clauses; Participle clauses; Compound words</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes</p>	<p>Class test III</p>
11(8 hours)	<p><b>Unit XI Lecture Skills II</b></p>	<p>PowerPoint presentation.</p>	<p>Final Draft Submission</p>

	<p><b>(Lecture Skills C)</b></p> <p>11.1. Preparing for lectures: Thinking about the purposes of lectures</p> <p>11.2. Listening: Understanding evaluations; Understanding lists</p> <p>11.3. Language focus: Noticing differences in the language of lectures and academic writing; Noticing prominent words</p> <p>11.4. Follow-up: Taking notes: annotating; Reconstructing your notes</p> <p><b>(Lecture Skills D)</b></p> <p>11.5. Preparing for lectures: Building basic information</p> <p>11.6. Listening: Understanding the relationship between parts of the lecture; Understanding descriptions of processes</p> <p>11.7. Language focus: Understanding vague language</p> <p>11.8. Follow-up: Listening for a lecture summary; Comparing notes</p> <p><b>(Lecture Skills E)</b></p> <p>11.9. Preparing for lectures: Overcoming problems in listening to lectures</p> <p>11.10. Listening: Understanding specialised terms; Understanding reasons</p> <p>11.11. Language focus: Understanding signals of incomplete information; Understanding forward and backward reference</p> <p>11.12. Follow-up: Listening and annotating slides; Writing up your notes; Overcoming problems</p>	<p>Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes</p>	
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### Reading List:

#### Essential reading

- Paterson, K. & Wedge, R. (2013). *Oxford grammar for EAP*. Oxford University Press.
- Thaine, C. & McCarthy, M. (2014). *Cambridge academic English – An integrated skills course for EAP: B1+ (Intermediate) student's book*. Cambridge University Press.

#### Additional reading

Hacker, D. (2021). *Writer's reference* (10th ed.). Bedford/St. Martin's.  
Hyland, K. (2006). *English for academic purposes*. Routledge.

**Date:** June 2022

**Module Code and Title:**     **GSE101 Analytical Skills**  
**Programme:**                 RUB-wide module (Borrowed)  
**Credit:**                     12

**General objective:** This module aims at developing critical and analytical thinking skills of students to enhance their creativity and ability to think laterally that will aid problem solving and decision-making abilities. With these essential analytical thinking and problem-solving skills students gain an edge in a competitive world.

### **Learning outcomes**

On completion of the module, students will be able to

1. Articulate thinking paradigms.
2. Explain creativity and barriers to creative thinking.
3. Apply creative thinking skills to spot unnoticed opportunities.
4. Describe problem solving process.
5. Apply appropriate problem-solving tools to a given issue.
6. Evaluate issues to make informed decisions.
7. Generate creative solutions by using appropriate methods.

### **Assessment approach**

#### **A. Written Assignment: 20%**

Students will be required to complete one written assignment on the contemporary issue of a subject. The required data and contextual information will be provided to students. Students will be required to read, analyse and interpret the data and contextual information, and communicate the result to the intended audience. Wherever there is a need, students should substantiate the existing data with their own data collection. The length of the assignment should be anywhere between 1000 and 1500 words.

Criteria:

- 4% - Originality and creativity
- 2% - Clarity of the points and opinions
- 4% - Reliability of data and accuracy of data interpretation
- 8% - Analysis of the issue
- 2% - Overall effectiveness of writing style

#### **B. Class Participation: 10%**

Students will participate in class discussions, contributing their ideas and opinions about the methods and tools being taught in the module.

Criteria:

- 2% - frequency of participation in class



3% - quality of comments –involving critical thinking and analysis of information and reasoning

5% - contribution in a group discussion in class –understanding of group dynamics and processes

**C. Case Analysis and Presentation: 30%**

Students will solve one case study in a group which will be assessed in two components. The case can be related to any field of knowledge such as engineering, climate change, biotechnology, sustainable development, procurement, production, marketing, strategic management, human resource and current economic and social development.

1. Written

Criteria:

5% identifying the problem

10% choosing the right approach for the analysis and solving the problem

5% drawing the correct conclusion with a recommendation

2. Presentation

Criteria:

2% Creativity in delivery of the presentations;

2% Visual appeal

2% Confidence

4% Content analysis

**D. Panel Discussion: 20%**

A group of students will be required to discuss a topical issue such as climate change, green procurement, disruptive innovation, and big data moderated by a peer.

Criteria:

5% - Preparedness on the topic

5% - Relevance of the argument

5% - Respect for other panelists' views

5% - Coherent and logical flow of ideas

**E. Debate: 20%**

Students in groups of four or five will debate on a given topic against another group.

Criteria:

5% - Language Proficiency

5% - Intelligence, ability and competence

5% - Logical thinking and reasoning

5% - Ability to use appropriate information

**Overview of the assessment approaches and weighting**

Areas of Assignments	Quantity	Weighting
A. Written Assignment	1	20%
B. Class Participation	NA (non-definite/should participate in the class discussion at least 5 times)	10%
C. Case Analysis & Presentation	1 + 1	30%
D. Panel Discussion	1	20%
E. Debate	1	20%
TOTAL		100%

**Pre-requisite: None**

**Subject matter**

<b>Session (Hours)</b>	<b>Topics</b>	<b>Teaching &amp; Learning Strategies</b>	<b>Mode of Assessment</b>
1(18 hours)	<b>UNIT I: Thinking process &amp; Reflection</b>  1.1. Introduction to the Thinking Process & Reflection 1.2. Concept of mind mapping 1.3. Metacognition and thinking about thinking 1.4. Thinking Paradigms: Lateral and Vertical thinking 1.4.1. Whole brain (system 1 and system 2) 1.4.2. Analytical 1.4.3. Critical 1.4.4. Creative 1.4.5. Logical 1.4.6. Scientific 1.4.7. Statistical 1.4.8. Systems 1.4.9. Visual 1.4.10. Ethical	Tutor-led discussions  Class activities (individual and group)	Panel Discussion
2(27 hours)	<b>UNIT II: Overview of analytical thinking skills</b>  2.1. Concept of analytical skills 2.2. Competencies of analytical thinking 2.3. Benefits of analytical thinking 2.4. Analytical thinking process 2.5. Tools and techniques for analytical skills 2.6. Application of analytical thinking 2.7. Validity and strength in arguments	Tutor-led discussion  Class activities, Brainstorming sessions, short quizzes	Written Assignment (in 3 stages)
3(18 hours)	<b>UNIT III: Creative Thinking</b>  3.1. Definition of creativity 3.2. Creative thinking – Self-Assessment 3.3. Characteristics of a creative person 3.4. Barriers to creativity and overcoming the barriers 3.5. Ways to enhance creative thinking (e.g., brainstorming) 3.6. Methods of creativity	Tutor led discussion, class activities for group thinking and coming up with creative ideas	Debate (submission of plan document)

4(28 hours)	<b>UNIT IV: Problem solving process</b> 4.1. Understanding problem analysis 4.2. Conventional problem-solving process 4.2.1. Present the problems 4.2.2. Ask solutions 4.2.3. Shoot down ideas 4.2.4. Make consensus 4.3. Creative problem-solving process 4.3.1. Problem definition 4.3.2. Problem analysis 4.3.3. Generating possible solutions 4.3.3.1. Brainstorming process and rules 4.3.3.2. Fishbone Analysis 4.3.3.3. Mind mapping 4.3.4. Analysing the solutions 4.3.5. Selecting the best solution 4.3.6. Implementing the best solution 4.3.7. Planning the next course of action 4.4. Questioning techniques	Tutor led discussions  Class activities to understand the CPS method  Group case study project using the CPS method	Debate (Final)
5(29 hours)	<b>UNIT V: Decision making process</b> 5.1. Introduction to Decision making process 5.2. Six Thinking Hats 5.3. SWOT Analysis 5.4. Decision Tree analysis/what-if analysis 5.5. Pareto chart 5.6. Logical Framework Analysis	Tutor led discussion, class activities to practically use the decision making tools	Case Analysis (report) and Presentation

## Reading List

### Mandatory Reading

Bano, E. d. (2000). *Six Thinking Hats* (2nd ed.). New Delhi, India: Penguin India.

Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques* (2nd ed.). Ten Speed Press.

Puccio, G.J., Mance, M. & Switalski, L.B. (2017). *Creativity Rising Creative Thinking and Creative Problem Solving in the 21st Century*. ICSC Press, International Center for Creativity, US

Treffinger, D. J. (2006). *Creative Problem Solving: An introduction* (4th ed.). Prufrock.

### Supplementary Reading

Bano, E. d. (2008). *Creativity workout: 62 exercises to unlock your most creative ideas*. Ulysses Press.

Bano, E. d. (2009). *Lateral Thinking*. e-Penguin.

Bono, E. d. (2005). *Thinking course (Revised Edition)*. Bernes and Nobel

Chopra, R. (n.d.). *Logical Critical Analytical Reasoning*. Galgoba Publications Pvt Ltd.

Eiffert, S. D. (1999). *Cross-train your brain: a mental fitness program for maximizing creativity and achieving success*. Amacom.

Kahneman, D. (2015). *Thinking fast and slow*. New York: Farrar, Straus and Giroux.

Scott, J. W. (2016). *Critical Thinking: Proven strategies for improving your decision-making skills, retaining information longer and analyzing situations with simple logic ---- Logical thinking and critical thinking skills*. New Familiar Publishing.

**Date:** January, 2018

**Module Title:** Kinesiology and Biomechanics

**Module Code:** KAB201

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**General Objectives:**

This module provides students with the basic concepts of biomechanics and their applications in the field of sports and physical activities. It will further equip students with skills to improve human motion and locomotion by following the law of physics.

**Learning Outcomes:**

On completion of the module, students will be able to

1. Define biomechanics and relate biomechanics with physical exercise.
2. Explain the importance historic events in the development of biomechanics.
3. Differentiate and describe the concepts of kinematics and kinetics and their application in exercise and sports.
4. Distinguish clinical biomechanics from sport biomechanics.
5. Apply the knowledge of biomechanics on athletic training and techniques for improving sport performance.
6. Identify some of the important topics of study and research in the field of biomechanics.
7. Describe various ways to analyze the movements in exercise and sports
8. Explain the movement analysis helps affects athletic learning and performance enhancement.
9. Apply the basic principles of fluid biomechanics in sports.

**Assessment Approach**

Assessment mode		Quantity	Weighting	Subject Matter
Assignments		1	10%	
Class Tests		1	5%	
Lab sessions portfolio		1	20%	
Class participation			5%	
Midterm Examination		1	10%	
Total Continuous Assessment (CA)			50%	
Summative Assessment (2.5 Hours written examination)		1	50%	
Session (Hours)	Topics		Teaching & Learning Strategies	Mode of Assessment

1(15 Hrs)	<b>Unit I. Physics and basic body movements</b> 1.1. Definitions and Terminologies used in biomechanics 1.2. Types of motion 1.2.1. Linear motion 1.2.2. Angular motion 1.2.3. General motion 1.3. Various movements of the body 1.4. 1.4. Spatial reference system	Lecture  Video Demonstration	Assignment
2(20 Hrs)	<b>Unit II. Kinetics and the effect of loading on tissues</b> 2.1. Definitions related to kinetics 2.2. Mechanical loads on human body 2.2.1. Compression 2.2.2. Tension 2.2.3. Shear 2.2.4. Acute versus repetitive loads 2.3. Effects of loading 2.3.1. Acceleration 2.3.2. Deformation	Lecture  Video Demonstration  Lab session	Class test
3(10 Hrs)	<b>Unit III. Analysis of movements in sports</b> 3.1. Qualitative analysis of motion 3.1.1. Video analysis 3.1.2. Other measurement/analysis techniques (mention some of the techniques)	Lecture, Video Demonstration  Practical  Class discussion	
4(15 Hrs)	<b>Unit IV. Applied biomechanics</b> 4.1. Biomechanical characteristics of walking 4.2. Biomechanical characteristics of running 4.3. Biomechanical characteristics of jumping 4.4. Biomechanical characteristics of throwing	Lecture  Video  Field Demonstration	Midterm examinations
5(20 Hrs)	<b>Unit V. Sport biomechanics</b> 5.1. Factors increasing the risk of injury and pain 5.2. Ways to improve performance 5.2.1. Technique improvements 5.2.2. Equipment improvement 5.2.3. Training improvements	Lecture presentation  Video  Demonstration	Presentation

	5.2.4. Injury prevention 5.3. Projectiles 5.4. Kinetic Link Principle 5.5. Ergonomics in sport	Lab	
6(10 Hrs)	<b>Unit VI. Fluid biomechanics</b> 6.1. Propulsion through a fluid 6.2. Buoyancy 6.3. Drag 6.4. Swimming and fluid dynamics 6.5. The Bernoulli and Magnus effect 6.6. Aerodynamics in various sports	Lecture,  Video demonstration	Assignment
7(45 Hrs)	<b>Laboratory/field demonstrations (for relevant topics in all units above)</b>	Demonstrations of different movements and measurements	Portfolio

### Reading List

#### Mandatory Reading:

Potteiger, J. A. (2011). *ACSM's Introduction to Exercise Science*

Sewell, D., Watkins, P., & Griffin, M. (2014). *Sports and exercise science: an introduction*

#### Supplementary Reading:

Grimshaw, P., & Burden, A. (2007). *Sport and Exercise Biomechanics*

Payton, C. J., & Bartlett, R. M. (2008). *Biomechanical Evaluation of Movements in Sport and Exercise*

Watkins, J. (2018). *Laboratory and Field Exercise in Sports and Exercise Biomechanics*.

**Module Title:** Bhutanese Indigenous Games

**Module Code:** BIG201

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the module

This module is designed to provide the students with an introductory understanding of the various types of indigenous games that are unique to Bhutan. It is intended to highlight the cultural values and traditions attached to these games.

### Learning Outcomes

On completion of the module, students will be able to:

1. Explore Bhutan's rich cultural heritage in the field of traditional sports and pastimes in Bhutan.
2. Demonstrate basic skills of some of the popular indigenous games including the rules, and basic etiquettes needed while playing those games.
3. Organize few indigenous games and pastimes with proper planning and application of the rules.
4. Promulgate selective traditional games that are less popular today and support in the conservation efforts of the concerned agencies.
5. Disseminate knowledge of various indigenous games through inquiry/ project work.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Test	1	10%
Draft report	1	10%
Project report		40%
Report presentation	1	20%
Total Continuous Assessment		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(10 Hrs)	<b>UNIT 1</b> Introduction to the rich history of indigenous games in Bhutan	Lecture, discussion, Guest lecture	
2(20 Hrs)	<b>UNIT 2</b> 2.1. Archery 2.2. Khuru (Dart) 2.3. Degor 2.4. Sogsom 2.5. Jigdum 2.6. Pungdoo (Shotput)	Theory, Inquiry (project), Practice, and Discussion	Assignment 1 (Rules design report)
3(10 Hrs)	<b>UNIT 3</b> 3.1. Yugdoo 3.2. Jabdoo 3.3. Wurdoo 3.4. Kedshey	Theory, inquiry/ project Practice	Class test/ presentation

	3.5. Langthabni 3.6. Cockfight		
4(10 Hrs)	<b>UNIT 4</b> 4.1. Dongthu (Front pick) 4.2. Jabthu (Back pick) 4.3. Pungshug 4.4. Thabtheni 4.5. Kolokpa 4.6. Chijur logni	Theory, Demonstration, Practice, and Discussion	
5 (10 Hrs)	<b>UNIT 5</b> 5.1. Taag dang noor (Tiger and cow) 5.2. Taa yuuu Theni 5.3. Pari sheri 5.4. Chab doo (5 stones) 5.5. Chong tshel (Horizontal Jump) 5.6. Salam Drebu	Theory, Demonstration, Practice, and Discussion	Report (Organization)
6 (120 Hrs)	<b>UNIT 6</b> 6.1. Field Immersion and indigenous data collection 6.2. Organization of indigenous games samples 6.3. Modification of rules for indigenous games samples	Field visit, data collection, presentation, and discussion	Final Report and Presentation

### Reading List:

### Mandatory Reading

<https://manualzz.com/doc/36312548/the-traditional-games-of-bhutan-required-no-sophisticated>

**Module Title: Foundation Learning in Badminton**

**Module Code: FLB205**

**Programme Title: Bachelor of Sports and Health Sciences**

**Credit Value: 12**

### Objectives of the module



This module is designed to provide students with technical, tactical and game knowledge in badminton. The module will provide the knowledge and skills in badminton to play, teach and organize tournaments in a professional manner.

### Learning Outcomes

On completion of the module, students will be able to

1. Articulate basic knowledge of badminton, and its rules, regulations and etiquettes.
2. Demonstrate ability to execute basic badminton strokes and their application during game play.
3. Execute basic offensive and defensive strategies during singles and doubles play.
4. Design and perform appropriate warm-up and conditioning activities for badminton.
5. Design a progressive unit plan and sequential lesson plans for teaching and coaching badminton.
6. Demonstrate instructional and delivery techniques and skills in badminton
7. Organise badminton tournament on a professional manner.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignment on coaching through demonstration & Practice	2	20%
Assignments on officiating through demonstration & Practice	2	20%
Class Tests Coaching (Quiz)	1	20%
Class Test Officiating (Quiz)	1	20%
Class participation		10%
Coaching & Officiating Engagement	1	10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1 (10 Hrs)	<b>Unit I: COACHING COMPONENT A</b>  1.1. Essential badminton footwork skills around the court 1.2. Development of intermediate and advance strokes 1.3. Serves: High serve, low serve, flick serve, drive serve, backhand serve 1.4. Overhead clear, underhand clear, backhand overhead clear, overhead drop, round-the-head stroke 1.5. Net shot, cross-court net shot	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice
2 (10 Hrs)	<b>UNIT II: COACHING COMPONENT B</b>  2.1. Smash, half-smash, net smash, drive shot	Lecture, demonstration,	Assignment on coaching

	2.2. Offensive & Defensive strategies 2.3. Singles and doubles play strategies 2.4. Developing fitness for badminton 2.5. Warming up and strength & conditioning activities 2.6. Teaching & coaching badminton	practical, video session and coaching practical sessions	through demonstration & Practice
3 (10 Hrs)	<b>UNIT III: COACHING COMPONENT C</b>  3.1. Developing unit plans and sequential lesson plans for badminton 3.2. Instructional strategies 3.3. Organizing a badminton tournament 3.4. Tournament formats: single/double eliminations, round robins, ladders	Lecture, demonstration, practical, video session and coaching practical sessions	Class test (Quiz)
4 (10 Hrs)	<b>UNIT IV: OFFICIATING COMPONENT A</b>  4.1. Court And Court Equipment 4.2. Shuttle 4.3. Testing A Shuttle For Speed 4.4. Racket 4.5. Equipment Compliance 4.6. Toss	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignment on officiating through demonstration & Practice
5 (10 Hrs)	<b>UNIT V: OFFICIATING COMPONENT B</b>  5.1. Scoring System 5.2. Change Of Ends 5.3. Service 5.4. Singles 5.5. Doubles 5.6. Service Court Errors 5.7. Faults	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignment on officiating through demonstration & Practice
6 (10 Hrs)	<b>UNIT VI: OFFICIATING COMPONENT B</b>  6.1. Lets 6.2. Shuttle Not In Play 6.3. Continuous Play, Misconduct & Penalties 6.4. Officials And Appeals	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Officiating component quiz test

7(120 Hrs)	<b>Field Practice</b>	In addition to above classroom teaching learning strategies, students will spend these hours in field for practical demonstration and training simultaneously.	As indicated above in specific units
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**Reading List:**  
**Mandatory Readings**

- Badminton World Federation – [www.bwfbadminton.org/default.aspx](http://www.bwfbadminton.org/default.aspx)  
 Bloss, M. V. & Hales, R. S. (2001). *Badminton* (8th Edn.). New York: McGraw-Hill.  
 Grice, T. (2008). *Badminton: Steps to Success* (2<sup>nd</sup> Ed). Champaign, IL: Human Kinetics

**Module Code and Title:** EAP102 Upper-Intermediate English for Academic Purposes  
**Programme:** BA in English Studies  
**Credit Value:** 12  
**Module Tutor:** Dechen Pelden (coordinator), Sangay C. Wangchuk, Palden Wangmo, Mohan Rai and Ruma Tamang

**General objective:** EAP102 is the second part of a two-semester series that aims to develop abilities in reading, writing, listening, and speaking in an academic context to support students' learning through their degree studies. The second part builds on the skills learned in EAP101 and focuses on further helping students to improve their proficiency in English Language and communication.

**Learning outcomes – On completion of the module, students will be able to:**

Reading skills

1. Research texts for essays and apply skimming and scanning while doing so.
2. Identify the progression of ideas in a text.
3. Predict the content of a text and infer the meanings of words.
4. Read for detail, collect information for an essay and take notes for essay-writing and summarise what they have read.
5. Recognize and verify the detection of plagiarized text.

Writing skills

1. Write using discipline-specific language.
2. Defend claims by using evidence, paraphrase information and use quotations in their writing.
3. Identify language for academic writing.
4. Examine the structure and content of reports.
5. Take a stance and express disagreement.
6. Write text using and citing sources appropriately, incorporating summarization, paraphrasing, quotation, and synthesis as appropriate.

#### Listening and Speaking skills

1. Make and respond to suggestions in a group work.
2. Collaborate with peers to generate ideas.
3. Participate in tutorials and discussions to ask for and give information.
4. Deliver a well-structured formal oral presentation.

#### Grammar and Vocabulary

1. Explain targeted grammatical structures in both spoken and written forms.
2. Apply targeted grammatical structures appropriately in both written and oral production.
3. Self-correct while using targeted grammatical structures.

#### Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture, discussions, and practice (2 x 2 hr). In-class time in each block is used in a workshop style with a review of prior topics and introduction to a new topic, at least one hour on practice, and debrief / reflection / assessment time at the end. Each major unit includes some assessment involving approximately 30 min of in-class time per week on average. Students are expected to use a significant portion of the total in-class time on practice with selected exercises.	4	60
Independent study	Writing assignments, Learning journal, VLE discussions	2	30
	Reading and review of class materials	2	30
Total			120

#### Assessment Approach:

##### A. Note-Taking Exercise 5%

Each student has to maintain class notes containing series of exercises from both within and outside the class. It will be assessed before the mid-semester.

'Note-Taking Exercise' will be assessed using the following rubric:

Relevance and Completeness: 10 marks

Coherence and Organisation: 10 marks

Language and clarity: 10 marks

B. VLE Discussion 10%

Students will participate in two VLE discussions (5%+5%) on topics assigned by the tutor. It will be conducted one before mid-semester and one after mid semester for 5% each.

The task will be assessed based on the following rubric:

Quality of Discussion: 12 marks

Interaction with peers: 4 marks

Language and Grammar: 4 marks

C. Essay Writing Portfolio: 20%

Students will write a persuasive essay and an argumentative essay of 350-500 words each. These essays will be on discipline-specific topics, each submitted as first and final drafts. The two first drafts will be assessed out of 3% each and the final submission will be out of 7% each.

The first draft of the persuasive essay will be assessed on the following rubric:

Quality of persuasion: 60 marks

Organisation and Structure: 20 marks

Language and Grammar: 20 marks

The first draft of the argumentative essay will be assessed on the following rubric:

Quality of arguments: 60 marks

Organisation and Structure: 20 marks

Language and Grammar: 20 marks

The final drafts for both the (persuasive & argumentative) essays will be assessed on the following rubric:

Quality of persuasion/ arguments: 50 marks

Organisation and Structure: 15 marks

Language and Grammar: 20 marks

Improvement made on the first draft: 15 marks

D. Presentation: 20%

Each student will make a 7–10-minute presentation. with clear, systematically developed, detailed descriptions on a subject of their interest, expanding and supporting ideas with subsidiary points and relevant examples, and rounding off with an appropriate conclusion. The student can choose one presentation topic of their interest.

The presentations will be assessed based on the following criteria:

Content: 15 marks

Structure: 25 marks

Use of sources and citation: 10 marks

Use of visual aids: 5 marks

Language: 15 marks

Delivery: 25 marks

Time Management: 5 marks

E. Written assignment: 25%

Students will write a 1000-1250 word researched assignment in an academic style, incorporating at least 3 reference sources. The assignment will consist of an outline with an annotated bibliography, followed by the first and final drafts of the essay. The annotated bibliography will be worth 5%. The first draft will be worth 5%; improvement on the first draft will be 5%; and the final draft will be worth 10%.

The annotated bibliography will be assessed based on the following rubric:

Quality and reliability of sources: 15 marks

Quality of summary and evaluation: 20 marks

Citation: 5 marks

Language: 10 marks

The first and final drafts of the essay will be assessed using the following criteria:

Depth of reflection: 25 marks

Critical thinking: 25 marks

Use of sources: 20 marks

Language and Grammar: 20 marks

Use of annotated bibliography: 10 marks

Improvement on feedback will be evaluated using the following rubric:

Marginal improvement: 0 – 49 marks

Satisfactory improvement: 50 – 59 marks

Significant and appropriate improvement: 60 – 74 marks

Significant improvement beyond feedback given: 75 – 100 marks

#### F. Class Tests: 20%

Two class tests (10%+10%) of 45-50 minutes will be held within class hours, each covering approximately 3-4 weeks of subject matter. These tests should be based on the four skills. These will be marked out of 10 each.

#### Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Note-Taking Exercise	1	5%
B. VLE Discussion	2	10%
C. Essay Writing	2	20%
D. Written assignment	1	25%
E. Presentation	1	20%
F. Class tests	2	20%
<b>Total Continuous Assessment (CA)</b>		<b>100%</b>

**Pre-requisites:** EAP101 Intermediate English for Academic Purposes

**Subject matter:**

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
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1(8 hours)	<b>Unit I: Academic orientation</b> 1.1. Assessing one's academic skills 1.2. Thinking about academic culture 1.3. Thinking critically 1.4. Avoiding plagiarism 1.5. Recognising variation across academic subjects 1.6. Focusing on academic vocabulary	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	Exercises for Note-Taking Exercise
2(12 hours)	<b>Unit II: Topic/context: Choices and implications</b> 2.1. Reading: Researching texts for essays; Skimming and scanning; Identifying the sequence of ideas; Understanding implicit meanings; Inferring the meaning of words; Vocabulary building: adjectives 2.2. Listening and speaking: Introducing your presentation; Clarifying key terms 2.3. Writing: Understanding how essay types are organised; Drafting the introduction to an essay; Language for writing: common knowledge 2.4. Grammar and vocabulary practice: Avoiding repetition: that (of) and those (of); Word families: linking parts of texts; Verb-noun collocations	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	Exercises for Note-Taking Exercise VLE Discussion I
3(8 hours)	<b>Unit III: Topic/context: Language and communication</b> 3.1. Reading: Predicting the content of a text; Reading for detail; Scanning for information; Understanding implicit meanings; Vocabulary building: adjectives; Thinking about ways of taking notes 3.2. Listening and speaking: Making suggestions in group work; Pronunciation: stress in adjectives ending in -ic and -ical 3.3. Writing: Referring to other people's work; Using in-text references (particular focus on	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	Exercises for Note-Taking Exercise. Essay Writing 1.1

	<p>APA style); Language for writing: reporting verbs</p> <p>3.4. Grammar and vocabulary practice: Impersonal it-clauses: saying that something is important, interesting, etc.; Word families; Nouns with related adjectives ending in -ic and -ical; Reporting verbs</p>		
4(16 hours)	<p><b>Unit IV: Lecture Skills I</b> <b>(Lecture Skills A)</b></p> <p>4.1. Preparing for lectures: Lecturing styles; Revising basic information</p> <p>4.2. Listening: Understanding lecture aims; Understanding outlines; Identifying main and secondary points; Taking notes: annotating slides 1</p> <p>4.3. Language focus: Repetition and rephrasing</p> <p>4.4. Follow-up: Taking notes: annotating slides 2; Reviewing your notes</p> <p><b>(Lecture Skills B)</b></p> <p>4.5. Preparing for lectures: Using preparation strategies; Making predictions before a lecture starts</p> <p>4.6. Listening: Making predictions during a lecture; Identifying topic change; Following an argument</p> <p>4.7. Taking notes: using symbols and abbreviation in notes</p> <p>4.8. Language focus: Organising questions and topic changes</p> <p>4.9. Follow-up: Expanding your vocabulary</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes</p>	<p>Exercises for Note-Taking Exercise</p> <p>Class test I</p>
5(12 hours)	<p><b>Unit V: Topic/context: Difference and diversity</b></p> <p>5.1. Reading: Thinking about what you already know; Reading in detail; Taking notes; Vocabulary building 1: word families; Vocabulary building 2: adjective-noun collocations; Collecting information for an essay; Taking notes for essay writing</p> <p>5.2. Listening and speaking: Working with colleagues: generating ideas</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes</p>	<p>Exercises for Note-Taking Exercise</p> <p>VLE Discussion II</p>



	<p>and reporting; Pronunciation: dividing speech into units</p> <p>5.3. Writing: Language for writing 1: the grammar of reporting verbs; Language for writing 2: comparing and contrasting; Reporting from a reading</p> <p>5.4. Grammar and vocabulary practice: Linking parts of a text: conjunctions and sentence connectors; Single-word verbs and multi-word verbs; Word families</p>		
6(8 hours)	<p><b>Unit VI: Topic/context: The world we live in</b></p> <p>6.1. Reading: Recognising plagiarism; Getting started; Identifying the main ideas in a text; Summarising what you have read; Vocabulary building: single-word verbs and multi-word verbs; Vocabulary in context: hedging adverbs</p> <p>6.2. Listening and speaking: Reaching a consensus in group work; Pronunciation: contrasts</p> <p>6.3. Writing: Using paraphrases; Including quotations in writing</p> <p>6.4. Grammar and vocabulary practice: Articles: zero article and the; Complex prepositions; Person, people, peoples</p>	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	<p>Exercises for Note-Taking Exercise</p> <p>Essay Writing 1.2</p> <p>Presentation</p>
7(12 hours)	<p><b>Unit VII: Topic/context: Bringing about change</b></p> <p>7.1. Reading: Reading critically; Finding information and taking notes; Vocabulary in context 1: inferring the meaning of words; Vocabulary in context 2: hedges; Retelling what you have read</p> <p>7.2. Listening and speaking: Concluding your presentation; Pronunciation: linking words in speech units</p> <p>7.3. Writing: Using an academic style</p> <p>7.4. Grammar and vocabulary practice: Adding information about nouns: relative clauses; It-clauses: expressing personal opinions</p>	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	<p>Exercises for Note-Taking Exercise</p> <p>Essay Writing</p> <p>Presentation</p>

	impersonally; Abstract nouns + of + -ing/to-infinitive		
8(8 hours)	<b>Unit VIII: Topic/context: Work and equality</b> 8.1. Reading: Understanding figures and tables; Scanning for information; Taking notes; Understanding the significance of references; Vocabulary in context: avoiding repetition 8.2. Listening and speaking: Taking part in tutorials and joining in discussions; Pronunciation: stress in compound nouns 1 8.3. Writing: Looking at the structure and content of reports; Language for writing 1: describing events in a time sequence; Language for writing 2: cause and effect 8.4. Grammar and vocabulary practice: Passive voice; Past perfect; -ing nouns	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	Essay Writing 2.1
9(8 hours)	<b>Unit IX: Topic/context: Controversies</b> 9.1. Reading: Understanding the writer's opinion; Identifying main ideas and supporting information; Recognising general nouns; Understanding hedges; Vocabulary building 1: formal and informal verbs; Vocabulary building 2: opposites 9.2. Listening and speaking: Tutorials: asking for and giving more information; Pronunciation: intonation in wh-clefts 9.3. Writing: Describing information in figures and tables; Language for writing 1: referring to figures and tables; Language for writing 2: referring backwards and forwards; Writing practice 9.4. Grammar and vocabulary practice: Verbs followed by a noun phrase or that-clause; Non-finite relative clauses; Adverbials used to comment	PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes	First Draft Submission
10(12 hours)	<b>Unit X: Topic/context: Health</b>	PowerPoint presentation. Class	Essay Writing 2.2

	<p>10.1. Reading: Reading for evidence; Thinking about what you already know; Preparing for essay writing; Vocabulary in context: inferring the meaning of words; Understanding connections in texts: this/these; Developing hedging skills</p> <p>10.2. Listening and speaking: Summarising what has been said; Evaluating visual aids; Pronunciation: stress in compound nouns 2</p> <p>10.3. Writing: Contrasting information; Taking a stance: expressing disagreement; Writing practice</p> <p>10.4. Grammar and vocabulary practice: Referring to quantities; Evaluative adjectives and adverbs; Phrases connecting sentences: this/these; Non-finite relative clauses</p>	<p>discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes.</p>	
11(16 hours)	<p><b>Unit XI: Lecture Skills II</b></p> <p><b>(Lecture Skills C)</b></p> <p>11.1. Preparing for lectures: Thinking about the purposes of lectures</p> <p>11.2. Listening: Understanding evaluations; Understanding lists</p> <p>11.3. Language focus: Noticing differences in the language of lectures and academic writing; Noticing prominent words</p> <p>11.4. Follow-up: Taking notes: annotating; Reconstructing your notes</p> <p><b>(Lecture Skills D)</b></p> <p>11.5. Preparing for lectures: Building basic information</p> <p>11.6. Listening: Understanding the relationship between parts of the lecture; Understanding descriptions of processes</p> <p>11.7. Language focus: Understanding vague language</p> <p>11.8. Follow-up: Listening for a lecture summary; Comparing notes</p>	<p>PowerPoint presentation. Class discussions. Individual exercises and group exercises (reading, listening (audio clips), speaking and writing exercises). Class notes</p>	<p>Final Draft Submission</p> <p>Class test II</p>

	<p><b>(Lecture Skills E)</b></p> <p>11.9. Preparing for lectures: Overcoming problems in listening to lectures</p> <p>11.10. Listening: Understanding specialised terms; Understanding reasons</p> <p>11.11. Language focus: Understanding signals of incomplete information; Understanding forward and backward reference</p> <p>11.12. Follow-up: Listening and annotating slides; Writing up your notes; Overcoming problems</p>		
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## Reading List:

### Essential reading

Hewings, M. and McCarthy, M. (2014). *Cambridge academic English – An integrated skills course for EAP: B2 (Upper Intermediate) Student's Book*. Cambridge University Press.

Paterson, K. and Wedge, R. (2013). *Oxford grammar for EAP*. Oxford University Press.

### Additional reading

Hacker, D. (2021). *A writer's reference* (10th ed.). Bedford/St. Martin's.

Hyland, K. (2006). *English for academic purposes*. Routledge.

**Date:** June 2022

ཕྱོད་ཚན་གྱི་མིང་དང་ཕྱོད་ཚན་ཨང་

DZG101 རྫོང་ཁ་བད་དོན་སྤྱོད་ལེན།

ལས་རིམ་

གཞུག་ལག་སློབ་ཐེ་ཡོངས་ཁྱབ། (Borrowed)

ཕྱོད་འབྲས་

72

ཕྱོད་ཚན་སློབ་སྦྱོར་བ།

རྫོང་ཁའི་ལེགས་བཤད་བ།

ཕྱོད་ཚན་འགོ་འདྲན་བ།

ཕྱིར་བཏང་ལས་དོན།

ཕྱོད་ཚན་འདི་གི་དམིགས་ལུ་གཙོ་བོ་ར་ སློབ་ཕྱོད་པ་ཚུ་གིས་ རང་གི་མི་ཚེ་ནང་ ལཱ་གཡོག་དང་འབྲེལ་བའི་གནད་དོན་ ག་ཅིའི་ཐད་ལས་འབད་ཅུང་ རྫོང་ཁའི་ཐོག་ལུ་ བད་དོན་སྤྱོད་ལེན་ ཚུ་ལ་ དང་མཐུན་ཏོག་ཏོ་ཐེ་ འབད་ཚུགས་ནིའི་དོན་ལུ་ཨིན། དེ་མ་ཚད་ ཕྱོད་ཚན་འདི་གིས་ རྫོང་ཁའི་ཐོག་ལུ་ ཤེས་ཡོན་འབྲི་རྩལ་གྱི་ལམ་ལུགས་དང་འབྲེལ་ཏེ་ བེ་ཚུགས་ནི་ལུ་ཡང་ དམིགས་གཏད་ བསྐྱེད་པ་ཨིན།

སློབ་ཕྱོད་གྲབ་འབྲས།

ཕྱོད་ཚན་འདི་མཚུག་བསྐྱེད་ད་ སློབ་ཕྱོག་ཚུ་གིས་

1

རྫོང་ཁའི་སྐད་ཡིག་གི་འབྲུང་རབས་དང་ རྫོང་ཁ་རྩལ་དགོ་པའི་ཁྱད་སྤངས་དང་དགོས་པ་ སློབ་ཚུགས།

2

སློག་རིག་ནང་ལུ་ རྫོང་ཁའི་མཚུབ་སློན་ རྒྱུ་ཚུགས།

3

འབྲེལ་སྤྱོད་དང་ཐེད་སྤྱོད་ ལྷག་བཅས་ ཚོག་གྲོགས་ འབྲེལ་ཚོག་ ཚོག་ཤད་ཚུ་ དབྱེ་དབྱེད་འབད་དེ་ མ་འཇོལ་བར་ ལག་ལེན་འཐབ་ཚུགས།

4

ལུ་ལ་ ཏུས་ གནས་སྤངས་དང་བསྐྱེད་ཏེ་ རྫོང་ཁའི་ཐོག་ལུ་ ཉན་སླབ་འབད་ཚུགས།

- ཡ རྒྱུ་ལོ་ཐོག་ལྷན་ཁྲིའི་ཚུ་ ངག་གཤམ་དང་མཐུན་མེ་ལྷན་ཚུགས།
- ཧ གནས་སྤངས་དང་འབྲེལ་བའི་དབྱེ་གཏམ་ ལག་ལེན་འཐབ་ཚུགས།
- ཉ རྒྱུ་ཚུག་དང་དོན་མཚན་ ཚུལ་མཐུན་མེ་བེ་ཚུགས།
- ཏ གཞུང་སྐོར་གྱི་ཡིག་རིགས་བེ་ཚུགས།
- ཀ རྒྱུ་ལོ་ནང་ཡོད་པའི་འབྲེལ་གཏམ་ག་ཅི་ར་ཨིན་རུང་ བཀའ་ཚུགས།
- ག ཡིག་རིགས་ཚུ་ ལྷགས་མཐུན་དང་ལྷགས་ཡངས་གཉིས་ཆ་རའི་ཐོག་ལྷན་ཚུགས།
- གྲ ལུང་འདྲན་དང་རྒྱབ་རྟེན་གྱི་ཐོ་ འོས་འབབ་ཐུན་རྟེན་མེ་ ལག་ལེན་འཐབ་ཚུགས།

སློབ་སྟོན་ཐབས་ལམ།

དབྱེ་བ།	ཐབས་ལམ།	བདུན་ཕྲག་གཅིག་ནང་ཚུ་ཚོད།	སློབ་འཁུར་ཚུ་ཚོད།
དངོས་འབྲེལ།	གསལ་བཤད།	༩	༤༠
	སློབ་ལྷ།	༡	
	སྟོན་ལྷ།	༡	
རང་སློབ་།	ལས་འགུལ་བེ་ནི།	༩	༤༠
	དཔ་མཛོད། ལྷག་དབ་ལྷག་ནི།	༩	
སློབ་ཚན་འདི་གི་དོན་ལུ་ ཡོངས་བསྟོན་ ཚུ་ཚོད་			༡༩༠

དབྱེ་ཞིབ་ཐབས་ལམ།

སློབ་ཚན་འདི་གི་དོན་ལུ་ ཅུ་སྟུན་དབྱེ་ཞིབ་དང་སྤངས་སྟུགས་དབྱེ་ཞིབ་ གཉིས་ཆ་རའི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་དགོ་པ་ཨིན།

ག ལས་འགུལ་དང་བ། ཉན་ནིའི་རིག་ཆ་ལ་དབྱེ་ཞིབ། (སྟུགས་ ༩༠%)

སློབ་སྟོན་པ་གིས་འོས་འབབ་ཐུན་པའི་དོན་ཚན་ (སྟུ་བཟུང་ཡོད་མི་ཅིག་) གཤམ་ཁ་རྒྱབ་སྟེ་ རང་རྒྱུ་གི་ཐོག་ལས་ ལུ་མི་མ་མེ་ཉན་བཅུག་ དོ་རུང་ ཚར་ཅིག་ཉན་ཅིག་དང་གཅིག་ཁར་བེན་བྲིས་བཏབ་བཅུག་ཞིན་མ་ལས་ ཉན་མི་འདི་ ཚོགས་པ་འབད་དེ་ བེ་བཅུག་ དེ་གི་དམིགས་ལུ་ལ་གཙོ་བོ་ ཉན་རྟེ་ཉ་གོ་ནི་དང་ ཉན་རྟེ་བེ་ཚུགས་མི་ཚུགས་དབྱེ་ཞིབ་ འབད་ནིའི་དོན་ལུ་ཨིན།

སྟུགས་ཀྱི་ཚད་གཞི།

- གོ་དོན་ལེན་རྟེ་ རང་ཚོག་ནང་བཤད་པ་རྒྱབ་ཐངས། ༡༠%
- རྩོམ་སྦྱོར། ༩%
- ཉན་རྟེ་བྲིས་མི་དེ་གི་དབྱེ་དཔྱད་སྟུན་ལྷ། ༩%
- རང་གི་ཉན་ནིའི་རིག་ཆ་ལ་ཡར་རྒྱས་ཀྱི་གོ་སྐོར་འཆར། ༩%

བཟུགས་ཀྱི་ དབྱེ་དཔྱད་སྟུན་ལྷ་དང་ རྩོམ་འཆར་ བཟོ་མས་རྟེ་ གོ་ལེབ་གཅིག་བེ་དགོ།

ཁ ལས་འགུལ་གཉིས་པ། སློབ་ནིའི་རིག་ཆ་ལ་དབྱེ་ཞིབ། (སྟུགས་ ༩༠%)

སློབ་སྟོན་པ་གིས་ སྟུར་བཏང་མི་ཐེའི་ནང་ རྒྱུ་ལོ་བཟོ་དོན་ལེན་ནང་ལུ་ དཀའ་ངལ་ག་ཅི་ར་འབྱུང་དོ་ཡོད་པ་ཨིན་ན་གཤམ་ཁ་རྒྱབ་ཞིན་མ་ལས་ འཁུར་མི་ ༥ རེ་འབད་མིའི་ཐེ་ཚན་ རང་ཐོ་ སློབ་ཁང་ནང་ལུ་ ལྷན་མ་ ༡༥ འེ་རེ་ལུ་ སྟུན་ལྷ་འབད་བཅུག་དགོ། འཁུར་མི་རེ་གིས་ ལྷན་མ་ ༩ རེ་གསལ་བཤད་འབད་དགོ། དེ་གི་དམིགས་ལུ་ལ་གཙོ་བོ་ སློབ་ནིའི་རིག་ ཆ་ལ་ཀྱི་དབྱེ་ཞིབ་འབད་ནིའི་དོན་ལུ་ཨིན།

སྟུགས་ཀྱི་ཚད་གཞི།

- A. དོན་ཚན་དང་འབྲེལ་བ། ༩%
- B. ལྷན་ཡིག་སྦྱོར་བ། ༩%
- C. གསལ་བཤད་འབད་ཐངས་
  - C.1. ཐོགས་ཆགས་མེད་པ། ༩%
  - C.2. རྒྱུ་ལྷན་དག་པ། ༩%
  - C.3. ལྷན་གྱི་མང་པ། ༩%
  - C.4. གཞུགས་ཀྱི་རྣམ་འགྲུལ། ༡%

1. ཉན་མི་ཚུ་འབྲེལ་གཏོགས་འབད་ཐངས། 2%

ཚེས་འཕུལ་ ༡༥༠༠-༢༠༠༠ གི་བར་ན་ཡོད་པའི་རྩིས་ཐོས་ཅིག་ སློབ་དཔོན་དང་སློབ་ཚུགས་མཉམ་འབྲེལ་གྱི་ཐོག་ལས་      གདམས་ཀྱི་སྐབ་ཁྱིམ་ལས་      རང་རྒྱུད་གྱི་ཐོག་ལས་      དཔེ་དབྱེད་སྒྲུབ་  
 བྱ་བེད་ཀྱི་      དེ་གི་དམིགས་ཀྱི་ཀྱང་འདྲི་      སློབ་ཚུགས་ཚུ་      གིས་      སྤྱུག་སྤྱེ་གོ་དོན་ལེན་ཏེ་      བརྒྱད་དོན་དུ་གོ་ནི་དང་      དཔེ་དབྱེད་འབད་ཐངས་ཀྱི་རིག་རྩལ་ཐོབ་སྡེ་      ཡིག་ཐོག་ལུ་      བཀོད་རྒྱུགས་  
 རོའི་དོན་ལུ་དང་      ལུང་འདམན་དང་རྒྱབ་དྲེན་ལག་ལེན་འཐབ་ཐངས་ཚུ་      དཔེ་ཁྱིམ་འབད་མི་འཁྱེད་སློབ་      ཚུ་ལེ་གིས་      རྩིས་ཐོས་ཀྱི་བརྒྱུད་དོན་རེ་དང་      དཔེ་དབྱེད་སྒྲུབ་བྱ་རེ་བེད་གྲོལ་  
 ཡིན། དཔེ་དབྱེད་སྒྲུབ་བྱ་འདྲི་      ཚེས་འཕུལ་      ༢༠༠༠ གྱི་ནང་འཕྲོད་བེད་གྲོལ་ཡིན།  
 སྤྱུགས་ཀྱི་ཚད་གཤི།

1. ཚཱ་མེས་ཀྱི་བཅུད་དོན་གཙོ་བོ་ཚུ་མ་འཛོལ་བར་ བཏོད་ཐངས། 4%
2. དཔྱད་པ་གི་ཐོག་ལས་ དཔྱི་དཔྱད་འབད་ཐངས། 6%
3. གནད་དོན་ཚུ་གི་རིམ་སྒྲིག་ཐངས། 3%
4. འོས་འབབ་དང་འབྲེལ་བ་ཡོད་པ་རིམ་ཆེག་ལག་ལེན་འཐབ་ཐངས། 3%
5. ལྷགས་མཐུན་དང་འཁྲིལ་ཏེ་འབྲི་ཐངས། 6%
6. ཐེབ་ཚུར་དག་པ། 2%
7. ཆོག་ཚུར་ཚུལ་མཐུན་ལག་ལེན་འཐབ་ཐངས། 2%
8. ལང་འབྲེན་དང་རྒྱབ་རྟེན་ལག་ལེན་འཐབ་ཐངས། 3%
9. འབྲི་བཏོད། 2%

ལས་རིམ་འདི་ནང་བཅང་མང་གཏོགས་མི་ཚུ་གིས་ རྩོམ་ཁྲིམ་བཟུང་མཛད་ ཏུ་ཡུན་ཚུ་མིང་ ༢ རེང་ ༩་ རྒྱལ་ཁ་ ༥༠ རེ་འདི་རྒྱལ་ཁ་ལྷན་གྲོལ་ཞིན།

དང་གསལ། འཛིན་ཀླུ་མ་གྱི་སྐྱེ་གསལ་དང་དུས་ལྟན་རྩི་རྩི་ རང་སེའི་མཐོ་མཆོ་སྤོང་བྱའི་ལམ་ལུགས་དང་ འཛིན་ཏེ་ལེན་ཞིན་མ་ལམ་ སྐྱེ་གསལ་བརྒྱ་ཆ་ ༩༠ ཅད་ལ་  
ཕན་དགོས་ཡིན།

དཔྱེ་ཞིབ་ཐབས་ལམ་དང་སྒྲིང་ཆད་ཀྱི་བཀོད་རིས།

ཐབས་ལམ།	དཔྱད་ཞིབ་ཀྱི་དཔྱད་གྲགས།	གྲུངས་ཁ།	སྐྱེགས་ཀྱི་བརྒྱ་ཆ།
དྲམ་རྒྱན་དཔྱད་ཞིབ།	༡ ཉན་ནིཾ་རིག་ཆམ་དཔྱད་ཞིབ།	༡	༥༠%
	༢ སྒྲུབ་ནིཾ་རིག་ཆམ་དཔྱད་ཞིབ།	༡	༥༠%
	༣ ལྷན་ནིཾ་རིག་ཆམ་དཔྱད་ཞིབ།	༡	༥༠%
སྒྲོ་བ་དྲམ་རྒྱུགས།	ད་ འཁྱེད་རྒྱུགས།	༡	༥༠%
	སྐྱེགས་བཤྲོམས་ ༡༠༠		

ཕྱིན་ཚང་།      མེད།  
ནང་དོན།

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
3	<p>ལས་ཚན་དང་པ།      རྒྱ་ཡིག་གི་རྩོད།</p> <p>1.1      རྫོང་ཁའི་རྒྱ་ཡིག་གི་འབྱུང་རབས།</p> <p>1.2      ལྷིར་བཏང་ རྫོང་ཁ་རྩལ་དགོ་པའི་དགོས་པ།</p> <p>1.3      དཔྱགས་བསལ་ མཐོ་རིམ་རྩལ་གྱ་ནང་ལ། རྫོང་ཁའི་རྩོད་ཚན་འདི་ རྩལ་དགོ་པའི་དགོས་པ།</p>	གསལ་བཤད།	ལྟེ་ཚན།

༡	<p>ལས་ཚན་གཉིས་པ།    བརྒྱ་དོན་འབྲུལ་རིག</p> <p>༡.༡ རྒྱུ་རིག་ནང་ རྫོང་ཁ་བསྟགས་ཐངས།</p> <p>༡.༢ རྒྱུ་རིག་ནང་ལུ་ རྫོང་ཁ་འབྲི་ཐངས།</p>	རྫོང་ལྷ།	ལྷ་ཚན།
༢༠	<p>ལས་ཚན་གསུམ་པ།    ཡི་གེ་འབྲུལ་བ།</p> <p>༢.༡ རྫོག་གྲོགས།</p> <p>༢.༢ འབྲེལ་ཚིག་ལག་ལེན་འཐབ་ཐངས།</p> <p>༢.༣ འབྲེལ་སྒྲ་</p> <p>༢.༤ ཕྱད་སྒྲ།</p> <p>༢.༥ རྒྱག་བཅས།</p> <p>༢.༦ རྫོག་ཤད་ལག་ལེན་འཐབ་ཐངས།</p>	ལས་འགུལ།	རང་རྒྱང་།
༣༤	<p>ལས་ཚན་བཞི་པ།    རྫོང་ཁའི་དག་གཤེས་དང་འབྲེལ་ཏེ་སྒྲུབ་ཐངས།</p> <p>༤.༡ ཁ་བཟང་།</p> <p>༤.༢ སལ་སྐད་ཞེས།</p> <p>༤.༣ མིང་ཚིག་དང་བྱ་ཚིག་ཁྱད་ཚིག་ཚུ་འོས་འབབ་ལྡན་སྒྲུབ་ལག་ལེན་འཐབ་ཐངས།</p> <p>༤.༤ དཔྱེ་གཏམ།</p> <p>༤.༥ རྫོང་ཁ་ཉག་རྒྱང་གི་མིང་ཚིག་ལག་ལེན་འཐབ་ཐངས།</p>	འཁལ་རྫོན།	ལྷ་ཚན།
༤	<p>ལས་ཚན་ལྔ་པ།    རྫོང་ཁའི་དག་གཤེས་དང་འབྲེལ་ཏེ་རྒྱག་ཐངས།</p> <p>༥.༡ རྫོག་མཚམས་བཅད་དེ་རྒྱག་ཐངས།</p> <p>༥.༢ མགོ་འདྲེགས་དབྱངས་གསུམ་ཞུགས་པའི་རྫོང་སྒྲ།</p> <p>༥.༣ རྫོག་འབྲུག་གི་སྒྲ་ཉིལ་བྱ་བཏོན་དགོས་དང་མ་དགོ་པའི་རིགས་ཚུ་ ཁྱད་པར་ཕྱེ་རྒྱུ་ རྒྱག་ཐངས།</p> <p>༥.༤ རྫོག་འབྲུག་མེད་རུང་ཡོད་པ་བཟུམ་རྒྱག་ཐངས།</p> <p>༥.༥ མིང་མཐའ་མེད་རུང་ཡོད་པ་བཟུམ་རྒྱག་ཐངས།</p>	རྫོང་ལྷ།	རང་རྒྱང་།
༥	<p>ལས་ཚན་དྲུག་པ།    བྲི་མིའི་རིག་ཆས།</p> <p>༦.༡ རྫོང་ཚིག་འབྲི་ཐངས།</p> <p>༦.༢ དོན་མཚམས་འབྲི་ཐངས།</p> <p>༦.༣ རྫོན་ཞུ་འབྲི་ཐངས།</p> <p>༦.༤ འབྲི་ཤོག་གི་རིགས་བཀའ་ཐངས།</p> <p>༦.༥ གྲོས་ཚད་འབྲི་ཐངས།</p>	གསལ་བཤད་དང་རྫོང་ལྷ།	རང་རྒྱང་།
༦༤	<p>ལས་ཚན་བདུན་པ།    ཡིག་འགྲུལ།</p> <p>༧.༡ ཡིག་རྒྱང་འབྲི་ཐངས།</p> <p>༧.༢ མགོ་རྒྱ་འབྲི་ཐངས།</p> <p>༧.༣ གཏང་ཡིག་འབྲི་ཐངས།</p> <p>༧.༤ རྒྱ་ཡིག་དང་རྒྱ་ཚིག་/བཤེར་ཡིག་ འབྲི་ཐངས།</p> <p>༧.༥ གན་ཡིག་འབྲི་ཐངས།</p> <p>༧.༦ ཁྱབ་བསྒྲགས་ཀྱི་རིགས་འབྲི་ཐངས།</p>	རྒྱན་འབྲུལ།	རང་རྒྱང་།





2. Explain the primary functions of each system of the body and their influence on physical activity, exercise, sport and athletic performance.
3. Describe the basis of study in exercise physiology.
4. Identify different areas of study in exercise physiology.
5. Apply the basics of clinical exercise physiology and exercise testing methodologies.
6. Describe the influence of the environment on exercise and performance and ways to mitigate the environmental factors to prevent injuries and enhance performance.
7. Prescribe appropriate exercise to athletes according to their requirements.
8. Discern exercise physiology among special group athlete like children, females and the elderly.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	1	10%
Class Tests	1	5%
Lab demonstration/ Spotting	1	20%
Class participation		5%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

Pre-requisite knowledge: Basic human anatomy and physiology

### Subject Matter:

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(2 Hrs)	<b>Unit I: Introduction to Exercise science</b> 1.1. Principle of exercise science and its domain 1.2. Historic development of exercise science and exercise physiology	Lecture Class discussion	
2(12 Hrs)	<b>Unit II: A systemic approach to exercise science</b> 2.1. Nervous system 2.2. Muscular system 2.3. Skeletal system 2.4. Cardiovascular system 2.5. Pulmonary system 2.6. Urinary system 2.7. Digestive system 2.8. Endocrine system 2.9. Immune system 2.10. Energy systems	Lecture Video presentation Lab Demonstration	Class test

3(6 Hrs)	<b>Unit III: Exercise Physiology</b> 3.1. Terminologies 3.2. The basis of study in exercise physiology 3.2.1. Acute response to physical activity and exercises 3.2.2. Chronic adaptations to physical activity and exercises 3.2.3. Central adaptation to exercise 3.2.4. Local adaptation to exercise	Lecture presentation Video	
4(8 Hrs)	<b>Unit IV: Substrate metabolism during exercise</b> 4.1. Factors affecting fuel utilization during exercise 4.2. Metabolism during exercise 4.2.1. Carbohydrate 4.2.2. Fat 4.2.3. Protein 4.2.4. Lactate metabolism and lactate threshold 4.3. Implication of substrate metabolism in physical activity and exercise 4.4. Implication of substrate metabolism in sports and athletic performance	Lecture presentation Video	Assignment
5(10 Hrs)	<b>Unit V: Athletic training and sports medicine</b> 5.1. Historic development of athletic training programs 5.2. Primary responsibility areas of athletic training professionals 5.3. Terminologies used in athletic training 5.3.1. Frequency 5.3.2. Duration 5.3.3. Intensity 5.3.4. Fatigue 5.3.5. Overload 5.3.6. Overtraining and being 'out of shape' 5.3.7. Progression 5.3.8. Periodization 5.3.9. Individualization 5.3.10. Principle of specificity and economy	Lecture Demonstration Exercise lab	Class tests/ Presentation

	5.4. Physiologic compatibility of exercise training modes		
6(6 Hrs)	<b>Unit VI: Aerobic training</b> 6.1. Muscle metabolism and bioenergetics 6.2. Metabolism in aerobic exercise 6.3. Purpose and benefit of aerobic activity 6.4. Training guideline and stress 6.4.1. Frequency 6.4.2. Duration 6.4.3. Intensity 6.4.4. Fatigue 6.5. Principle of aerobic training 6.5.1. Overload 6.5.2. Progression 6.6. Periodization, Individualization and specificity	Lecture  Video presentation  Demonstration  Lab Exercise	
7(8 Hrs)	<b>Unit VII: Resistance training</b> 7.1. General principle of resistance training 7.2. Development of a workout 7.2.1. Choice of exercise 7.2.2. Order of exercise 7.2.3. Number of sets 7.2.4. Length of Rest Periods 7.2.5. Amount of Resistance 7.2.6. Frequency of training 7.2.7. Consideration for women 7.2.8. Training cycles 7.2.9. Variation in training 7.3. General Preparatory conditioning 7.3.1. Periodization of training 7.3.2. Classic "Linear" format 7.3.3. "Nonlinear" or Undulation Format	Lecture  Video  Demonstration  Literature review  Lab Exercise	Midterm Examinations
8(6 Hrs)	<b>Unit VIII: Flexibility training</b> 8.1. General Principles 8.1.1. Definitions 8.1.2. Specificity of flexibility training 8.1.3. Effect of temperature on flexibility training 8.1.4. Age and Gender difference 8.1.5. Stretch reflex 8.2. Role of Flexibility in injury prevention	Lecture  Video Demonstration  Lab Exercise	

	8.3. Role of Flexibility in performance enhancement 8.4. Role of stretching in rehabilitation following injury 8.5. Techniques for improving flexibility 8.6. Personalizing a stretching program		
9(8 Hrs)	<b>Unit IX: Physiology of Exercise in heat</b> 9.1. Heat production 9.1.1. Resting heat production 9.1.2. Heat production during exercise 9.2. Heat dissipation and heat transfer 9.2.1. Thermoregulation 9.2.2. Non-evaporative heat loss 9.2.2.1. Conduction 9.2.2.2. Convection 9.2.2.3. Radiation 9.2.3. Evaporative heat loss 9.2.4. Cardiac output and plasma volume for heat dissipation 9.3. External heat illness 9.3.1. Exercise associated muscle cramps 9.3.2. Heat Syncope 9.3.3. Exercise associated collapse 9.3.4. Exercise associated hyponatremia 9.3.5. Heat exhaustion 9.3.6. Exertional heat stroke 9.4. A graduated return to play protocol following heat illness 9.5. Risk factors and population at increased risk of heat related illness 9.6. Prevention of heat related illness	Lecture Video Exercise lab	Test
10(6 Hrs)	<b>Unit X: Physiology of exercise in cold</b> 10.1. Physiology of cold exposure 10.1.1. Mechanism of heat loss 10.1.2. Mechanism of heat production 10.1.3. Thermoregulation and physiologic adaptations 10.2. Specific injuries 10.2.1. Systemic cold injuries 10.2.2. Accidental hypothermia 10.2.3. Cold water immersion 10.3. Local cold injuries 10.3.1. Frostnip	Lecture Video Lab Exercise	

	10.3.2. Frostbite 10.3.3. Chilblains 10.3.4. Trench foot 10.4. Prevention of cold related injuries 10.4.1. Increase heat production 10.4.2. Decrease heat loss 10.4.3. Other general measures 10.4.4. External warming source		
11(8 Hrs)	<b>Unit XI. Altitude training and physiology</b> 11.1. Altitude environment 11.2. Effect of altitude on exercise 11.3. Acclimatization process 11.4. High altitude illness 11.4.1. Acute mountain sickness 11.4.2. Severe high altitude sickness 11.4.3. over training 11.5. Altitude training 11.5.1. Indications and contra-indications 11.5.2. General Recommendations 11.5.2.1. For competition at altitude 11.5.2.2. For competition at sea level 11.5.3. Altitude Dose recommendations 11.5.3.1. How high to live? 11.5.3.2. How long to reside at altitude? 11.5.3.3. How high to train? 11.5.3.4. When to compete? 11.5.4. Nutritional factors	Lecture  Video presentation  Demonstration  Lab Exercise	

12(6 Hrs)	<b>Unit XII: Clinical exercise physiology</b> 12.1. Pre-exercise Screening for health risk 12.2. Exercise testing and evaluation 12.2.1. Factors and components of physical fitness testing 12.2.2. Flexibility testing 12.2.3. Strength testing 12.2.4. Endurance testing 12.2.5. Current recommendation 12.3. Exercise prescription 12.3.1. Introduction 12.3.2. Frequency 12.3.3. Intensity 12.3.4. Duration 12.3.5. Type 12.3.6. Volume 12.3.7. Progression	Lecture, Video, Demonstration Lab Exercise	
13(4 Hrs)	<b>Unit XIII: Exercise Physiology in special population athlete</b> 13.1. Children 13.2. Female 13.3. Elderly 13.4. Individuals with underlying conditions 13.4.1. Cardiovascular Disease 13.4.2. Diabetes mellitus 13.4.3. Hypertension 13.4.4. Osteoarthritis 13.4.5. Chronic lung disease 13.4.6. Obesity	Lecture Video Lab Exercise	
14(20 Hrs)	<b>Field Practice</b>		Field report
15(30 Hrs)	<b>Laboratory practice</b>	Practical demonstrations and lab exercise	Spotting/ viva

## Reading List

### Mandatory Reading

Potteiger, J. A. (2011). *ACSM's Introduction to Exercise Science*

### Supplementary Reading:

Madden, C. C., Putukian, M., McCarty, E. C., Young, C. C., & Netter, F. H. (2018). *Netter's Sports medicine 2nd edition*.

Sewell, D., Watkins, P., & Griffin, M. (2014). *Sports and exercise science: an introduction*

**Module Title: Leadership in Sport**

**Module Code:** LED201

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12

### **Objectives of the module**

This module will provide the students with basic foundation in sports leadership and strategic management skills. It will also enrich the students' knowledge in coaching and managing a team.

### **Learning Outcomes**

On completion of the module, students are expected to:

1. Explain leadership theories applicable to sport environment.
2. Differentiate the characteristics of leaders.
3. Assess organizational changes through strategic leadership and strategic planning.
4. Identify the organizational leadership approaches in sport coaching.
5. Identify and measure the trends and challenges in sport coaching leadership.

### **Assessment Approach**

<b>Assessment mode</b>	<b>Quantity</b>	<b>Weighting</b>
Assignments	2	15%
Class Test	1	10%
Class participation/ report presentation		10%
Midterm Examination	1	15%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

### **Subject Matter**

<b>Session (Hours)</b>	<b>Topics</b>	<b>Teaching &amp; Learning Strategies</b>	<b>Mode of Assessment</b>
1 (10 Hrs)	<b>Unit I: Characteristics of Leadership</b>  1.1. What is leadership? 1.2. Leadership teams and exchange 1.3. Characteristics of leaders	Lecture, discussion (peer, group and class), Video	
2(10 Hrs)	<b>Unit II: Leadership Theories</b>  2.1. Great Man Theory	Lecture, discussion (peer, group and class)	Class test

	2.2. Trait Theory 2.3. Contingency Theory 2.4. Situational Theory 2.5. Behavioral Theory 2.6. Application of the leadership theories		
3 (10 Hrs)	<b>Unit III: Leadership Style</b> 3.1 Visionary 3.2 Coaching 3.3 Democratic 3.4 Autocratic 3.5 Laissez-faire 3.6 Bureaucratic	Lecture, class discussion, role play	Lecture, discussion and role play
3(20 Hrs)	<b>Unit III: Leadership and Management</b> 10.1. Leadership in sport management 10.2. Facilitative leadership in sport management 10.3. Communication in sport management 10.4. Strategic leadership through strategic planning 10.5. Leading organizational change 10.6. Diversity in sport leadership	Lecture, discussion (peer, group and class), Presentation, Video clips)	Assignment
4 (20 Hrs)	<b>Unit IV: Leadership and Coaching</b> 11.1. Leadership in Sport Coaching 11.2. The sport Coach 11.3. Sport Coach leadership models 11.4. Organizational leadership approaches in sport coaching 11.5. Measuring leadership in sport coaching 11.6. Sustainable performance with empathy 11.7. The future: trends and challenges in sport leadership	Lecture, discussion (peer, group and class), Presentation, Video clips)	Mid Term Examination
5 (20 Hrs)	<b>Unit V: Leadership Questionnaire</b> 12.1. Creative ways to evaluating leadership development 12.2. Female leadership in Sports 12.3. Leadership Scale for Sports 12.4. Other leadership rating scale for coaches and captains in sports	Lecture, discussion (peer, group and class), Presentation, Video clips)	Assignment



6 (30 Hrs)	<b>Unit VI: College sports Leadership Survey</b> 13.1. Football Coach/Captain 13.2. Volleyball Coach/Captain 13.3. Basketball Coach/Captain 13.4. Athletics Coach/Captain 13.5. Findings and discussion	Survey analysis, class discussions	Report and presentation
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### Reading List:

#### Mandatory Reading

O'Boyle, I., Murray, D., & Cummins, P. (2015). *Leadership in Sport*. Routledge, London.

#### Supplementary Readings

Smith, M., & Gordon, J. (2015). *You Win in the Locker Room First: The 7 C's to Build a Winning Team in Business, Sports, and Life*. John Wiley & Sons, New Jersey, USA.

Ibarra, H. (2015). *Act Like a Leader, Think Like a Leader*. Harvard Business Review Press.

### Module Title: Sport Specific Skill Tests

**Module Code:** SST201

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the module

This module is designed to provide students with hands-on experience on sport specific skill testing. Through this module, the students will be introduced to the various test relevant to the sport specialization.

### Learning Outcomes

On completion of the module, students will be able to:

1. Demonstrate the technical skills demanded by selected sports.
2. Assess the technical ability of an elite sports performer.
3. Assess their own technical and tactical ability.
4. Perform skill test for various games including football, volleyball, basketball, badminton table Tennis and athletics on its players.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments Tests Football (Practical)	1	15%
Assignments Tests Volleyball (Practical)	1	15%
Assignments Tests Badminton (Practical)	1	15%

Assignments Tests Basketball (Practical)	1	15%
Assignments Tests Table Tennis (Practical)	1	15%
Theory Test	1	15%
Class participation		10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(20 Hrs)	<b>Unit I: General Introduction to testing</b> 1.1. Why test? 1.2. How to test? 1.3. Who to test? 1.4. Where to test? 1.5. What to test? 1.6. When to test? 1.7. The Ten Golden Rules of Testing for Coaches	Lecture and class discussion	
2(40 Hrs)	<b>UNIT II: Football Specific Skill Test</b> 2.1. Heading 2.2. Juggling 2.3. Wall-volley 2.4. Dribbling 2.5. Shooting 2.6. Passing 2.7. Multi-faceted tests	Lecture, discussion (Peer, group, and class), presentation, videos, demonstration, practice and execution	Assessment practical 1
3(30 Hrs)	<b>UNIT III: Volleyball Specific Skill Test</b> 3.1. Brumbach Serve Test 3.2. AAHPER Wall Volley test 3.3. AAHPERD Wall Spike Test 3.4. AHPERD Serve Test.	Lecture, discussion (Peer, group, and class), presentation, videos, demonstration, practice and execution	Assessment practical 2
4(40 Hrs)	<b>UNIT IV: Basketball Specific Skill Test</b> 4.1. Field Goal Speed Test 4.2. Basketball throw for accuracy 4.3. Dribble. 4.4. Shooting Accuracy test	Lecture, discussion (Peer, group, and class), presentation, videos, demonstration, practice and execution	Assessment practical 3

5(20 Hrs)	<b>UNIT V: Badminton Specific Skill Test</b> 5.1. French Short Serve Test 5.2. Poole forehand clear test 5.3. Wall volley test 5.4. Racquet bounce test 5.5. Forehand stroke test 5.6. Backhand stroke test 5.7. Serve test	Lecture, discussion (Peer, group, and class), presentation, videos, demonstration, practice and execution	Assessment practical 4
6(30 Hrs)	<b>UNIT VII: Athletics Specific Skill Test</b>	Lecture, discussion (Peer, group, and class).	Assessment practical 5 Theory test

### Reading List:

#### Mandatory Reading

Kansal, D.K. (2021). A Textbook of Sports Science: Test, evaluation, accreditation, measurements and standards (Teams). K.K. Publications, India.

#### Supplementary Reading

Ray, D.C & Hodges, P. B. (2000). *A Comprehensive Guide to Sports Skills Tests and Measurement*. Rowman and Littlefield, USA

### Module Title: Foundation Learning in Basketball

**Module Code:** FLB201

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12

### Objectives of the module

The module is designed to provide students with the fundamental skills and knowledge to teach basketball to beginners. It also provides students with technical, tactical and game knowledge to teach and coach basketball. The officiating component as per officiating norms as prescribed by Federation of International Basketball Association is also emphasized to enable students to officiate basketball games.

### Learning Outcomes

On completion of the module, students will be able to

1. Develop and demonstrate basic skills used in playing basketball.
2. Explain the content and pedagogical knowledge to teach basketball.
3. Play and officiate small sided and full sided games.
4. Execute offensive and defensive strategies while playing basketball.
5. Display teaching progressions in the acquisition of the basic individual skills.
6. Explain the rules of playing basketball.

7. Execute the skills and rules of basketball as per FIBA regulation.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignment on coaching through demonstration & Practice	2	20%
Assignments on officiating through demonstration & Practice	2	20%
Class Tests Coaching (Quiz)	1	20%
Class Test Officiating (Quiz)	1	20%
Class participation		10%
Coaching & Officiating Engagement	1	10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1 (10 Hrs)	<b>Unit I: COACHING COMPONENT A Skills and Techniques</b>  1.1. Footwork – stance, back pedal, jab step, v-cut, pivoting and change of direction 1.2. Ball handling – passing, receiving and dribbling 1.3. Shooting – set shot, lay-up shot and jump shot	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice
2 (10 Hrs)	<b>Unit II: COACHING COMPONENT B Basic Tactics</b>  2.1. Rebounding – defensive and offensive 2.2. Individual defensive and offensive moves 2.3. Setting Screens – Pick and Roll Play 2.4. 1 count and 1 count stop and pivot 2.5. Triple threat position 2.6. V cut, drop steps and jab steps 2.7. Team defensive and offensive concepts – man to man defence and zone defence	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice
3 (10 Hrs)	<b>Unit III: COACHING COMPONENT C Basic Tactics</b>  3.1. Triangular offense 3.2. Positional play in full sided basketball	Lecture, demonstration, practical, video session and	CLASS TEST (Quiz)

	3.3. Pivot moves near the basket 3.4. Setting Screens – Pick and Roll Play 3.5. Pass and go 3.6. Teaching Methods and Organisations 3.7. Formations	coaching practical sessions	
4 (10 Hrs)	<b>Unit IV. OFFICIATING COMPONENT</b> FIVB Regulation 2019 PART A Article 4-46	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignment on officiating through demonstration & Practice
5 (10 Hrs)	<b>Unit V. OFFICIATING COMPONENT</b> FIVB Regulation 2019 PART B Article 4-46	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	Assignment on officiating through demonstration & Practice
6 (10 Hrs)	<b>Unit VI. OFFICIATING COMPONENT</b> FIVB Regulation 2019 PART C Article 4-46	Lecture, demonstration, practical, video session, video analysis and officiating practical sessions	OFFICIATING COMPONENT QUIZ TEST
7(120 Hrs)	<b>Field Practice</b>	In addition to above classroom teaching learning strategies, students will spend these hours in field for practical demonstration and training simultaneously.	As indicated above in specific units

**Reading List:**  
**Mandatory Readings**

FIBA, (2012). *Rules and Regulations*. Retrieved from:  
<http://www.fiba.com/pages/eng/fc/index.asp>

Krause, J.V., Meyer, D., & Meyer, J. (1999). *Basketball Skills & Drills* (2<sup>nd</sup> Ed). Champaign, IL: Human Kinetics

## **Supplementary Reading**

Wissel, H. (2004). *Basketball: Steps to success*. Champaign, IL: Human Kinetics.

## **Electives**

The following two modules will be made available to choose from as one of the electives:

1. PCP302: Contemporary World Politics
2. ETH101: Introductory Ethics

<b>Module:</b>	<b>PCP302 Contemporary World Politics</b>
Programme:	B.A. Political Science and Sociology (Borrowed)
Credit Value:	12

## **General objective**

This module follows the subject on World Political History (PS 301) that studies world politics from the late Middle/Medieval Ages until World War II. Contemporary World Politics starts from the Second World War. It explores the structure of the previous and current world order. The module aims at identifying long term tendencies by exploring cyclical movements in world history and examining the extent to which these provide valid frames of reference. It aims to analyze connections, interactions – and discontinuities – between the political, economic, military, and ideological factor and how these forces influence, reinforce, or contradict one another. The module also intends to develop students' capacity to analyze and predict future trends in world politics.

## **Learning outcomes**

**On completion of the module, students will be able to:**

1. Analyze world political history after World War II
2. Identify the forces behind the end of Cold War and its influence on rest of the world
3. Identify the problems that emerged after the fall of Berlin Wall and the rise of the US as an economic-political superpower
4. Describe the challenge of today's world order
5. Explain the contemporary issues in world politics
6. Analyze some rudimentary solutions to the major world problems
7. Relate Bhutanese's issues with the world politics

## **Assessment Approach**

A. Assignments: Portion of Final marks: (30%)

There will be one assignment for this module; the topic of the assignment will focus on the contemporary world political issues. Assignment will be marked on:

Organization 10%

Content 15%

Grammar and reference 5%

B. Mid-Semester Examination: Portion of Final Marks: (20%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C. Oral Presentation: Portion of Final Marks: (20%)

Students have to make one presentation based on the topic distributed by the module tutor.

D. Semester-end Examination: Portion of Final Marks: (40%)

Semester end Examination for the duration of three hours.

Areas of assignments	Quantity	Weighting
A. Written Assignment	1 Assignment	30%
B. Oral presentation	1 presentation	20%
C. Mid-semester exam	1 Exam	20%
D. Semester-end- Examination	1 Exam	30%

**Subject matter:**

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(14 Hours)	<b>Unit I: The transition from a Bipolar to a new World Order</b> 1.1. Pax –Americana 1.2. Global uneasiness	Lecture Discussion	
2(58 Hours)	<b>Unit II: Major Issues in Contemporary World Politics</b> 2.1. Terrorism: Introduction, History and growth, Causes, Impact, Technology and terrorism, Combating Terrorism, Religion ethnicity and terrorism, Governmental cooperation and legal mechanism against terrorism 2.2. Environmental issues: Introduction to international environmental issues, History of environmental issues on the international agenda, Environmental security and threats to humankind, issues and challenges in international environmental politics, the	Lecture Discussion Documentary films and discussion Ted Talks and discussion Independent study	Written Assignment Oral Presentation Group Discussion

	<p>development and implementation of environmental regimes, major international environmental treaties.</p> <p>2.3. Human Rights: Concept and the development of human rights, Human Rights and the United Nations, Human Rights and international politics, Major Human Rights treaties, Human Rights and universalism, Human Rights abuses and international community</p> <p>2.4. Humanitarian Intervention: What is humanitarian intervention? The legality of humanitarian intervention, state practices regarding humanitarian intervention during and after cold war, international politics and humanitarian intervention, UN and humanitarian intervention.</p> <p>2.5. Globalization: Concept, Theoretical perspectives on Globalization, Globalization tendencies, Technology and globalization, Social, Economic, Political, Cultural and Environmental dynamics and impact of globalization, Globalization and the Third World countries.</p> <p>2.6. North-South Debate: Concept of North and South, various reports, History of North South dialogue, role of major international organizations.</p> <p>2.7. Poverty and Development: Introduction, poverty, development, hunger, globalization and poverty, international efforts to fight poverty and hunger, the future.</p> <p>2.8. Migration and Refugees: Concept and theory, major international treaties, security of refugees.</p> <p>2.9. Ethnic Conflict: Causes, Nature, Dynamics, International Politics and Ethnic Conflict, post-cold war era and ethnic conflicts. Energy Crisis, Nuclear Proliferation, Gender Issues</p>		
3(24 Hours)	<p><b>Unit III: Geographical areas of concern</b></p> <p>3.1. Problems in West Asia</p>	Class Discussion	Written assignment



	3.2. Poverty, ethnic conflict and military dictatorship in Africa 3.3. Military dictatorship and development of Latin America	Lecture  Documentary film and discussion  Ted Talks  Independent study	Oral Presentation  Group discussion
4(24 Hours)	<b>Unit IV: Trends in World Economy</b> 4.1. Developed and developing countries. 4.2. The Washington Consensus 4.3. Emergence of EU and its implications for world economy 4.4. Emergence of Asian economies with special reference to China and India 4.5. Problems of Development of Africa	Lecture  Class discussion  Video discussions	Oral presentation  Group discussion

## Reading List

### ***Mandatory Reading***

- Calvocoressi, P., (2000). *World Politics since 1945*. London: Longman
- Kegley, C.W. & Blanton, S.L. (2014). *World politics: trends and transformation*. Boston, MA: Cengage Learning.
- Kegley, C. W. & Raymond. G. (2012). *The Global future: a brief introduction to world politics*. Boston, MA: Cengage Learning.

### ***Supplementary Reading***

- Donne, Tim (2004). *Human Rights in Global Theory*. London: OUP
- Flak, Richard (2001). *Human Rights Horizon*, London.
- Keylor, W. R., (2008). *A World of Nations: the International Order Since 1945*. New York. NY: Oxford University Press
- Kielv, R. (2007). *Empire in the Age of Globalisation: US Hegemony and Neoliberal Disorder*, Orient Longman
- Michae, I. J. (1999). *The politics of the real world*. London: OUP.
- Spanier, J. (1998). *American Foreign Policy since WWII*, Routledge
- Scholte, Jan (2006). *Globalization: a critical reader*, Palgrave
- Surian, J (1996). "Globalization, poverty and promises of modernity" *Millenium*, 25(3)
- Willis, F. (2004). *European Integration*, New Viewpoints, London.
- Yahuda, M., (2011). *The International Politics of the Asia Pacific: Since 1945*. London: Routledge.
- Young, J., & Kent, J. (2003). *International relations since 1945: A Global History*. Oxford: Oxford University Press

**Date:** August 2015

**Module Code and Title:** ETH101 Introductory Ethics  
**Programme:** BA in English Studies (Borrowed)  
**Credit:** 12  
**Module Tutor:** Shawn Rowlands

**General objective:** Drawing mostly from philosophy and applied ethics, the course takes the students through a broad survey of ethical theories and contemporary moral/political questions. The first two units will introduce students to the concepts, principles and approaches of ethics across disciplines. The third and fourth units engage applied ethics to expose students to practical ethical and moral problems. Through guided interactive processes, this module equips students to critically engage with, and apply theories of ethics in the real world.

**Learning outcomes – On completion of the module, students will be able to:**

1. Describe the general historical development of ethics.
2. Discuss the role and relevance of ethics in everyday life.
3. Identify the range of ethical approaches, theories, and concepts.
4. Critically engage the fundamental questions in ethics.
5. Apply ethics to a range of moral dilemmas faced by society.
6. Relate religion and ethics.
7. Evaluate issues to take informed ethical positions and make relevant arguments.
8. Clarify one's own personal ethical values.
9. Examine the major ethical issues of the 21st century.

**Learning and Teaching Approach:**

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	2	60
	In-class close readings, discussions, debates, and presentations	2	
Independent study	Assignments	2	60
	Reading and review of class materials	2	
Total			120

**Assessment Approach:**

A. Class tests: 10%

Each student will complete two short written individual class tests, one before and one after the midterm exam, of 45 min duration each covering 2-3 weeks of subject matter. Each class test worth 5% will evaluate students' knowledge of specific approaches to ethics and their applications.

B. In-class group worksheets and discussion: 10%

Twice in the semester, students in groups of 4 will complete in-class guided writing (through worksheets) on discussion questions (2 x 5%) based substantially on specific

pre-assigned readings on ethics theories and accompanying sample cases or dilemmas. These will be followed by class discussions. The worksheets are marked on:

- 1% Identification of the ethical issue/problem
- 1% Explanation of the facts, external, or internal factors that have the most bearing on the case
- 1% Identification of the operant ideals (values, behaviours) for different parties involved
- 1% Discussion of options for managing the issues/dilemmas based on appropriate ethical theories
- 1% Justification for course of action on selected ethical grounds

C. Argumentative essay and presentation: 20%

Students are individually required to concentrate on one of the contemporary ethical debates, especially stirred by any recent events globally, select one of them and critically discuss and analyse the various ethical positions one can take to answer this question. The student shall clarify his/her own ethical stance in regard to the question and substantiate his/her point of view by drawing from concepts and theories of ethics. The essay will be between 500-700 words. Papers must be cited in APA format, and use at least two sources. The students will finally present the analysis and stance to the class in an interactive presentation.

- 4% Identification of appropriate relevant ethical issues within the recent events
- 4% Insightful connection with ethical theories
- 4% Validity of arguments
- 3% Language, organization and referencing
- 5% Presentation
- 2% Effective oral delivery
- 3% Interactivity with the class

D. Midterm Examination: 15%

Students will take a written exam of 1.5-hr duration covering topics up to the mid-point of the semester. The exam will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended problem-solving and scenario interpretation questions.

E. Class Participation and Preparedness: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm and the remaining 2.5% post midterm.

F. Semester-End Examination: 40%

Students will take a written exam of 2.5-hr duration encompassing all the subject matter covered in the semester. This assessment is comprehensive and summative in nature, and will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended problem-solving and scenario interpretation questions.

**Overview of assessment approaches and weighting**

Areas of assignments	Quantity	Weighting
A. Class tests	2	10%
B. In-class group worksheets and discussion	2	10%
C. Argumentative essay and presentation	1	20%
D. Midterm examination	1	15%
E. Class participation and preparedness	2	5%
<b>Total Continuous Assessment (CA)</b>		<b>60%</b>
<b>Semester-end Examination (SE)</b>		<b>40%</b>

**Pre-requisites:** None

**Subject matter:**

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(30 Hrs)	<b>Unit I: Introduction to ethics and moral philosophy</b> 1.1. Definition and scope of ethics; relation with morality, spirituality, values, cultural norms 1.2. The historical scope and relevance of ethics 1.3. Basics of reading philosophical texts and engaging in philosophical discussions 1.4. Some fundamental questions of ethics 1.4.1. What is the meaning of life? 1.4.2. What is the good life? 1.4.3. Do we have free will? 1.4.4. What is right vs. wrong? 1.5. Ethical universalism and ethical relativism	Lecture, class discussions	Class test
2(30 Hrs)	<b>Unit II: Normative Ethics and Religion</b> 2.1. Virtue theory and its relation to good and bad actions 2.2. Utilitarianism and its attractions 2.3. Kantianism and duty, obligation, and rule-based ethics 2.4. Ethics of care and interpersonal relationships. 2.5. The relationship between religion and ethics 2.5.1. Dharmic and Buddhist ethics 2.5.2. Compassion and Forgiveness (Buddhist, Christian, Hindu, Islam)	Lecture, class discussions, guest lecture	Group worksheet and presentation

	2.5.3. Existentialism and its drawbacks		
3(30 Hrs)	<b>Unit III: Applied Ethics</b> 3.1. Definition and scope of applied ethics 3.2. Medical ethics: governmental regulations, medicine development and testing 3.3. Gender: gender divisions and hierarchies, LGBTQ rights 3.4. Environmental ethics: Anthropocene, climate change, multispecies relations 3.5. Distributive justice: inequality, poverty, welfare 3.6. Ethics concerning conflicts: human rights, crimes against humanity	Class lecture, discussions and guest lecture	Argumentative essay
4(30)	<b>Unit IV: Selected contemporary ethical debates for discussion</b> 4.1. Should we stop doing science? 4.2. Should we give other animals rights? 4.3. Should we edit our children's genomes? 4.4. Should we make everyone 'normal'? 4.5. Should we abandon privacy online? 4.6. Should we give robots the right to kill? 4.7. Should we let synthetic life-forms loose? 4.8. Should we geoengineer the planet? 4.9. Should we impose population controls?	Class lecture, debate, panel and discussions	Test

## Reading Lists:

### Mandatory Reading

- Keown, D. (2005). *Buddhist Ethics: A Very Short Introduction*. Oxford: Oxford University Press.
- Matthews, G. & C. Hendricks (2019). *Introduction to Philosophy: Ethics*. Open Textbook Library: <https://open.umn.edu/opentextbooks/textbooks/797>
- Sen, A. (1979). *Utilitarianism and welfarism*. *The Journal of Philosophy*, 76(9), 463–89.
- Sikka, S. (2012). *Moral Relativism and the Concept of Culture*. *Theoria: A Journal of Social and Political Theory*, 59(133): 50–69.

### Supplementary Reading

- Brown, M. F. (2008). Cultural Relativism 2.0. *Current Anthropology*, 49(3): 363–83.
- Hatemi, P. K., Crabtree, C. & Smith, K. B. (2019). Ideology Justifies Morality: Political beliefs predict moral foundations. *American Journal of Political Science*, 63(4): 788–806.
- Jamieson, D. (2008). *Ethics and the Environment: An Introduction*. Cambridge: Cambridge University Press.

- Moehler, M. (2013). The Scope of Instrumental Morality. *Philosophy Studies*, 167: 431–51.
- Nietzsche, F. (2003). *Beyond Good and Evil*. London: Penguin Classics. (Original work published 1886).
- Sturm, R. E. (2017). Decreasing Unethical Decisions: The role of morality-based individual differences. *Journal of Business Ethics*, 142(1): 37–57.
- Shafer-Landau, R. (2019). *A Concise Introduction to Ethics*. Oxford: Oxford University Press.
- Singer, P. (1975). *Animal Liberation*. London: Harper Collins.
- Zechenter, E. M. (1997). In the Name of Culture: Cultural Relativism and the Abuse of the Individual. *Journal of Anthropological Research*, 53(3): 319–47.
- Zylinska, J. (2014). *Minimal Ethics for the Anthropocene*. Open Humanities Press: <http://www.openhumanitiespress.org/books/titles/minimal-ethics-for-the-anthropocene/>

**Date:** August 2021

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**Module Title:** Basic Concepts on Sports and Exercise Medicine

**Module Code:** BSM301

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**Objective of the Module:**

In this module the students will be introduced to the broad concept of sports medicine as it applies to all exercising individuals and not just confined to the management of sporting injuries; the composition of the sports medical team and their responsibilities in various sporting events. They will also learn the principle of injury prevention as well as to recognize and provide basic emergency care to the ill and the injured victims during sporting events.

**Learning Outcomes:**

On completion of the module, students will be able to

1. Explain the historic development of athletic training and sports and exercise medicine.
2. Define the broad concept of Sports and Exercise Medicine as “total medical care of the exercising individual”.
3. Identify the members of the Sports and Exercise Medicine Team and their responsibilities in regard to athletic training and sporting activities.
4. Define the role of an emergency first aider, be able to complete an accident report form and describe the safe use of first aid equipment.
5. Examine and recognize common on-the-field emergencies and provide basic lifesaving manoeuvres when required.
6. Recognise the need to commence and perform Cardio Pulmonary Resuscitation (CPR).
7. Execute safe casualty transport and pick methods.
8. Describe some recent advances in the treatment protocol of sporting emergencies.

## Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Tests	1	5%
Field/ Lab report	1	10%
Class participation/ viva-voce		5%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

Pre-requisite knowledge: Anatomy, biomechanics and physiology

## Subject Matter:

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(15 Hrs)	<b>Unit I: Fundamental principles</b> 1.1. A brief history of sports medicine and athletic training 1.2. What is Sports and Exercise Medicine? (A broad subject which describes “total care of an exercising individual” by a multidisciplinary team) 1.3. The Team Approach: 1.3.1. General Practitioner 1.3.2. Sports Physician 1.3.3. Orthopedist’s 1.3.4. Physiotherapists 1.3.5. Masseurs 1.3.6. sports trainer 1.3.7. Athletic trainer 1.3.8. Exercise physiologists 1.3.9. Biomechanists 1.3.10. Orthotists 1.3.11. Coaches 1.3.12. Fitness advisors	Lecture Presentation Class discussion Group activity	Assignment
2(25 Hrs)	<b>Unit II: Principle of Injury Prevention</b> 2.1. Injury prevention protocol 2.2. Sequence of prevention 2.3. Why is injury prevention in sports important 2.4. A systematic approach to sports injury prevention 2.5. Sports behaviour in injury prevention	Lecture, Presentation Lab Demonstration Lab Exercise	Lab and field reports and presentation

	<p>2.6. Developing and managing an injury prevention program within the team</p> <p>2.7. General approach to injury prevention</p> <p>2.7.1. Warm up</p> <p>2.7.2. Stretching</p> <p>2.7.3. Taping and Bracing</p> <p>2.7.4. Protective equipment</p> <p>2.7.5. Correct biomechanics</p> <p>2.7.5.1. Lower limb biomechanics</p> <p>2.7.5.2. Upper limb biomechanics</p> <p>2.7.6. Suitable equipment</p> <p>2.7.7. Appropriate surfaces</p> <p>2.7.8. Appropriate training</p> <p>2.7.9. Adequate recovery</p> <p>2.7.10. Psychology and injury prevention</p> <p>2.7.11. Nutrition and injury prevention</p>	<p>Role play</p> <p>Videos</p> <p>Field visit</p>	
3(25 Hrs)	<p><b>Unit III: Sport emergencies</b></p> <p>3.1. Sideline preparedness</p> <p>3.2. Recognition, evaluation and assessment of athletic injuries on the field</p> <p>3.2.1. Primary survey</p> <p>3.2.2. Secondary survey</p> <p>3.3. Common sports emergencies on the field</p> <p>3.3.1. Fainting/collapse</p> <p>3.3.2. Muscle cramps</p> <p>3.3.3. Impaled objects/penetrating injuries</p> <p>3.3.4. Nose bleeds</p> <p>3.3.5. Seizure attacks or epileptics fits.</p> <p>3.3.6. Other emergencies (specify)</p> <p>3.4. Basic Emergency Care of the Ill and the Injured Athletes</p> <p>3.4.1. CPR</p> <p>3.4.2. Emergency splinting</p> <p>3.4.3. Control of active bleeding athletes</p> <p>3.4.4. Wound care and dressing</p> <p>3.4.5. Occlusive dressing in tension pneumothorax</p> <p>3.4.6. How to give oxygen</p>	<p>Lecture</p> <p>Videos</p> <p>Lab Demonstration</p> <p>Role play</p>	<p>Class test</p> <p>Midterm Examinations</p>



4(20 Hrs)	<b>Unit IV: Sport injuries</b> 4.1. Epidemiology 4.2. Classification of sports injuries 4.2.1. Traumatic 4.2.2. Overuse injuries 4.2.3. Musculoskeletal injuries 4.2.4. Non-musculoskeletal injuries	Lecture Presentation Videos	
5(10 Hrs)	<b>Unit V: Regional injuries (basic concepts)</b> 5.1. Head injuries 5.2. Neck injuries 5.3. Eye injuries 5.4. Maxillofacial injuries 5.5. Shoulder injuries 5.6. Elbow injuries 5.7. Hand and wrist injuries 5.8. Thorax and abdominal injuries 5.9. Thoracic and lumbosacral spine injuries 5.10. Pelvis Hip and thigh injuries 5.11. Knee injuries 5.12. Leg and ankle injuries 5.13. Foot injuries 5.14. Stress fractures	Lecture Presentation  Lab/ hospital visit and demonstration	
6(25 Hrs)	<b>Unit VI: Principle of Pain and Inflammation Control in Athletes</b> 6.1. What is pain? 6.2. What is inflammation? 6.3. Modalities of Treatments 6.4. PRICE- Protection, Rest, Ice, Compression and Elevation 6.5. POLICE- Protect, Optimal Load, Ice, Compress, and Elevate 6.6. Physiotherapy Exercise 6.7. Others  6.8.	Lecture Presentation  Videos	Assignment
7(20 Hrs)	<b>Field Study</b>	Visit to relevant departments in Hospital	Field report
8(45 Hrs)	<b>Laboratory practice</b>	Demonstration and practice	Lab report, viva-voce

## Reading List:

### Mandatory Readings

- Gina, M. (2004). *First Aid Manual*. Hudson Street, NY: DK Publishing.
- Kjaer, M., Krogsgaard, M., Magnusson, P., Engebretsen, L., Roos, H., Takala, T., & Woo, S. L-Y. (2003). *Textbook of Sports Medicine: Basic Science and Clinical Aspects of Sports injury and physical activity*. Blackwell Publishing, USA.
- Madden, C. C., Putukian, M., McCarty, E. C., Young, C. C., & Netter, F. H. (2018). *Netter's Sports Medicine, 2<sup>nd</sup> edition*. Elsevier, USA.
- Potteiger, J. A. (2011). *ACSM's Introduction to Exercise Science*.

### Supplementary Readings:

- Jackson, R. (Ed. 2000). *Sport Medicine Manual*. Hurford Enterprises Limited, Canada.
- Sewell, D., Watkins, P., & Griffin, M. (2014). *Sports and exercise science: an introduction*. Routledge, London.
- Waddington, I., & Smith, A. (2009). *An introduction to Drugs in Sport: Addicted to Winning*. Routledge, London

## Module Title: Periodization Training for Sports

### Module Code: PTS301

### Programme Title: Bachelor of Sports and Health Sciences

### Credit Value: 12 credits

### Objectives of the module

This module introduces students to the concept of Periodization of training - the central concepts of training theory. It orients the students through the process of developing periodization training plans. It would help the students make pre-season, season and offseason planning according to the sport they are specialized in. Students further learn to divide the training period into macro and micro cycles so that they are prepared in intricate details of planning. Individual workout plans and practical execution of developed plans are part of the module which provides hands on experience.

### Learning Outcomes

On completion of the module, student will be able to:

1. Outline the process of developing periodized training plans.
2. Explain the importance of the annual training plan.
3. Justify how actual training interventions are derived.
4. Identify the schedule of main competitions so that peaking strategies can be considered
5. Explain the peaking process and how training can be manipulated in order to increase the likelihood of high levels of performance at the appropriate times.
6. Describe macro and micro training cycles.
7. Develop individual workout plan and apply in a specific sports setting with detail information.

## Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	3	20%
Class Tests	2	10%
Class participation / field report		10%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

## Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1 (12 Hrs)	<b>Unit I: Periodization</b> 1.1. Needs of Periodization 1.2. Classifying annual plans 1.3. Selective Periodization Games Classification & Games Categories 1.4. Stress: Planning and Periodization	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion	
2 (12 Hrs)	<b>Unit II: Periodization of strength training</b> 2.1. Anatomical Adaptations 2.2. Maximum strength Phase 2.3. Conversion Phase 2.4. Maintenance Phase 2.5. Cessation Phase 2.6. Compensation Phase	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion followed by Demonstration, practice and execution	Class Test
3 (12 Hrs)	<b>Unit III: Periodization of Endurance</b> 3.1. Aerobic Endurance 3.2. Aerobic and Specific Endurance 3.3. Specific Endurance Training	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion followed by Demonstration, practice and execution	
4 (12 Hrs)	<b>Unit IV: Periodization of Speed</b> 4.1. Aerobic and Anaerobic Endurance Phase	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE	Assignment 1 (Minor)

	4.2. Maximum Speed and Anaerobic Endurance Phase 4.3. Specific Speed Phase 4.4. Specific Speed Agility and Reactive Agility Phase	forum discussion followed by Demonstration, practice and execution	
5 (12 Hrs)	<b>Unit V: Integrated Periodization (specify details)</b>  5.1. Construct and delivery of appropriately designed training plans 5.2. Identification and building an interdisciplinary team of experts 5.3. Sports enhancement team including sport scientists, sport psychologists, nutritionists, biomechanists, and sports medicine professionals. 5.4. Team approach in interpreting, developing, and implement new training methods in the context of a periodized training plan	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion followed by Demonstration, practice and execution	Field report presentation
6 (12 Hrs)	<b>Unit VI: Annual Training Plan Phases and Characteristics</b> 6.1. Preparatory Phase 6.1.1. General Preparatory Subphase 6.1.2. Specific Preparatory Sub phase 6.2. Competitive Phase 6.2.1. Precompetitive Sub phase 6.2.2. Main Competitive Sub phase 6.2.2.1. Unloading or Tapering Subphase 6.2.2.2. Special Preparation Period 6.3. Transition Phase	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion	
7 (12 Hrs)	<b>Unit VII: Chart of the annual training plan</b>	Lecture, discussion (peer, group and class) video clips,	

		PowerPoint and VLE forum discussion	
8 (12 Hrs)	<b>Unit VIII: Criteria for Compiling an Annual Plan</b>	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion	Assignment 2 (Major)
9 (12 Hrs)	<b>Unit IX: Peaking for Competition</b> 9.1. Defining a Taper 9.2. Competition phase of the annual plan	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion followed by Demonstration, practice and execution	
10 (12 Hrs)	<b>Unit X: Training Cycles</b> Micro Cycle Meso Cycle Macro Cycle	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion	
11 (12 Hrs)	<b>Unit XI: Workout Planning</b> 14.1. Importance of planning 14.2. Planning requirements 14.3. Types of training plans	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion	
12 (12 Hrs)	<b>Unit XII: Training session</b> 15.1. Daily Cycle of Training	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion	Class Test
12 (12 Hrs)	<b>Unit XIII: Modelling the Training session Plan</b>	Lecture, discussion (peer, group and class) video clips, PowerPoint and VLE forum discussion followed by Demonstration, practice and execution	Practicals

**Reading List:**  
**Mandatory Reading**

Tudor, O.B, Haff, G.G. (2009). *Periodization: Theory and Methodology of Training* (5<sup>th</sup> Ed).  
Champaign, IL: Human Kinetics

### **Supplementary Reading**

Lauder, A.G. (2001). *Play practice*. Champaign, IL: Human Kinetics.

### **Module Title: Sports Operations and Facilities Management**

#### **Module Code: SOM301**

#### **Programme Title: Bachelor of Sports and Health Sciences**

#### **Credit Value: 12 credits**

### **Objectives of the module**

This module is designed to introduce students to the planning, designing, and development of sport and recreation facilities and operation and management techniques. It will also help to achieved practical experiences through tours and visits to sports and recreational facilities.

### **Learning Outcomes**

On completion of the module, students will be able to:

1. Describe operational structure and management/leadership concepts associated with sport and recreation facilities.
2. Analyse major trends and issues impacting the planning, designing, construction and management of sport and recreation facilities.
3. Identify funding sources for sport and recreation facilities.
4. Develop budget and cost analysis for sport or recreation facilities.
5. Explain the importance of risk management in the planning and on-going operations of sport and recreation facilities.
6. Outline the various stages involved in the risk management process.

### **Assessment Approach**

<b>Assessment mode</b>	<b>Quantity</b>	<b>Weighting</b>
Assignments	2	20%
Class Tests	2	20%
Portfolio	1	10%
Project report	1	20%
Project presentation	1	30%
<b>Total Continuous Assessment (CA)</b>		100%

### **Subject Matter**

<b>Session (Hours)</b>	<b>Topics</b>	<b>Teaching &amp; Learning Strategies</b>	<b>Mode of Assessment</b>
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1 (4 Hrs)	<b>Unit I. Introduction</b> 1.1. The World of Sports Operations, Events and Management 1.2. Sports Facilities (Bhutan & the outside world) 1.3. Modern trends in sports facilities and management	Lecture, Discussion (Peer, group and class), video clips, and PowerPoint	
2 (8 Hrs)	<b>Unit II. History of Sports Facilities</b> 2.1. Public assembly facilities in ancient times 2.2. Facility management from ancient to modern times. 2.3. Future of sports facilities.	Lecture, Discussion (Peer, group and class).	Assignment
3 (12 Hrs)	<b>Unit III. Facility Management</b> 3.1. What is facility management and its many roles 3.2. Key skills to become a facility manager	Lecture, Discussion	Class test
4 (12 Hrs)	<b>Unit IV. Facility Operations</b> 4.1. Space management within a sports facility 4.2. Managing specialized components in a sports facility 4.3. Building and maintaining sports related fields	Lecture, Discussion followed by college campus facility visit	Portfolio
5 (12 Hrs)	<b>Unit V. Field Trips/Experiences</b> 5.1. Visit several sport facilities and Q&A sessions 5.2. Generate written reports on each venue; applying management, organizational and operational/functional concepts to each report 5.3. Relate each trip to group projects/paper/discussions	Field visits, practical immersion	Draft Field report
6 (12 Hrs)	<b>Unit VI. Facility Maintenance, Marketing and Sales</b> 6.1. Maintenance and repair programs in sports facilities 6.2. Basic maintenance components in a sports facility 6.3. Marketing a sports facility 6.4. Future marketing in sports.	Lecture, Discussion (Peer, group and class), video clips.	
7 (12 Hrs)	<b>Unit VII. Case Study Assignments</b>	Lecture, and group discussions	Assignment

	<p>7.1. Review case studies which involve various types of sport facilities and issues.</p> <p>7.2. Utilize problem-solving and critical-thinking skills, past coursework and current research to offer recommendations to resolve issues presented in each case</p> <p>7.3. Apply case studies and results to group projects</p>		
8 (12 Hrs)	<p><b>Unit VIII Legal Issues and Event Management</b></p> <p>8.1. Risk management and insurance needs of sport facility</p> <p>8.2. Governmental regulations related to sport facilities</p> <p>8.3. Security, crowd management and crisis management in sport facilities</p> <p>8.4. Attracting events and event planning</p> <p>8.5. Post event activities</p>	Lecture, Discussion and guest lecture	
9 (12 Hrs)	<p><b>Unit IX. Financing, Facility Planning, Site Design and Construction</b></p> <p>9.1. Financing options in sport facilities</p> <p>9.2. Planning in sport facilities</p> <p>9.3. Proper steps for site design for a sport facility</p> <p>9.4. The final construction process for a sport facility</p>	Lecture, Discussion, field visit	Class test
10 (12 Hrs)	<p><b>Unit X. Final Facility Project (Assessment Approach)</b></p> <p>10.1. A group paper/report will be submitted: each individual will outline his/her role in the project, and the overall group will present its facility plan</p> <p>10.2. The facility plan will encompass a maintenance plan, operational schedule, budget, supply list, safety issues and standards, and organizational chart to address staffing needs</p> <p>10.3. The paper will conclude with recommendations for future use, safety concerns, cost-saving</p>		



	suggestions and any other suggestions for the facility		
11 (12 Hrs)	<b>Unit XI. Final Facility Project Presentations (Assessment Approach)</b> 11.1. Students will present at the end of the semester, and presentations and final papers will constitute the final exam for the course 11.2. Evaluation will be completed by peer review and instructor grading		Final facility project presentation

### Reading List:

#### Mandatory Reading

Fried, Gil (2005). *Managing Sport Facilities*. Champaign, IL: Human Kinetics. 3d edition.

#### Supplementary Reading

Ammon, R., Blair D., & Southall, R. (2003). *Sport Facility Management: Organizing Events and Mitigating Risks*. Morgantown, WV: Fitness Information Technology.

Westerbeek, H., Smith, A., Turner, P., Emery, P., Green, C., & van Leeuwen, L. (2006). *Managing Sport Facilities and Major Events*. New York, NY: Routledge.

**Module Title: Foundation Learning in Table Tennis**

**Module Code: FLT301**

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 Credits

#### Objectives of the module

The module on Table Tennis Specialization combines the knowledge and skills in learning essential table tennis techniques and strategies. The module is an 11-step approach designed to maximize table tennis instruction. The latter part of the module also orients the students to the International Table Tennis Federation (ITTF) regulations in officiating Table Tennis.

#### Learning Outcomes

On completion of the module, student will be able to:

1. Articulate basic knowledge of Table Tennis, and its rules, regulations and etiquettes.

2. Demonstrate basic ability in major Table Tennis strokes and their application during game play.
3. Execute basic offensive and defensive strategies during singles and doubles play.
4. Design and perform appropriate warm-up and strength and conditioning activities for Table Tennis.
5. Design a progressive unit plan and sequential lesson plans for teaching and coaching Table Tennis.
6. Demonstrate instructional and delivery techniques and skills for teaching badminton
7. Organise Table Tennis tournament.
8. Adapt and modify playing space, equipment and rules to help students develop basic tactical understanding and appreciation of the game.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignment on coaching through demonstration & Practice	2	20%
Assignments on officiating through demonstration & Practice	2	20%
Class Tests Coaching (Quiz)	1	20%
Class Test Officiating (Quiz)	1	20%
Class participation		10%
Coaching & Officiating Engagement	1	10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
<b>1 (10 Hrs)</b>	<b>Unit I: COACHING COMPONENT A</b> 1.1. Preparing to Play 1.2. Hitting Drive Strokes 1.3. Understanding Spin and Footwork 1.4. Executing Spin Strokes	Lecture, demonstration, practical, video session and coaching practicals	Assignment on coaching through demonstration & Practice
<b>2 (10 Hrs)</b>	<b>Unit II: COACHING COMPONENT B</b> 2.1. Serving 2.2. Returning Serve 2.3. Using the Five-Ball Training System 2.4. Understanding Styles of Play and Tactics	Lecture, demonstration, practical, video session and coaching practicals	Assignment on coaching through demonstration & Practice
<b>3 (10 Hrs)</b>	<b>Unit III: COACHING COMPONENT C</b> 3.1. Playing Intermediate Strokes 3.2. Performing Intermediate Serves 3.3. Competing Successfully in Tournaments	Lecture, demonstration, practical, video session and coaching practicals	Class Test (Quiz)

<b>4 (10 Hrs)</b>	<b>Unit IV: OFFICIATING COMPONENT A</b> 4.1. The Table 4.2. The net Assembly 4.3. The Ball 4.4. The Racket 4.5. Definitions 4.6. The Service 4.7. The Return 4.8. Order of Play 4.9. A Let 4.10. A point 4.11. Out of order of serving, Receiving or ends 4.12. The Expedite System	Lecture, demonstration, practical, video session, video analysis and officiating practicals	Assignment on officiating through demonstration & Practice
<b>5 (10 Hrs)</b>	<b>Unit V: OFFICIATING COMPONENT B (INTERNATIONAL MATCHES)</b> 5.1. Scope of Laws and Regulations 5.1.1. Types of competition 5.1.2. Applicability 5.2. Equipment and Playing Conditions 5.2.1. Approved and authorised equipment 5.2.2. Playing Clothing 5.2.3. Playing conditions 5.2.4. Racket Control 5.2.5. Advertisements and markings 5.2.6. Doping Control 5.3. Match Officials 5.3.1. Referee 5.3.2. Umpire, assistant umpire and stroke counter 5.3.3. Appeals	Lecture, demonstration, practical, video session, video analysis and officiating practicals	Assignment on officiating through demonstration & Practice
<b>6 (10 Hrs)</b>	<b>Unit VI: OFFICIATING COMPONENT C (INTERNATIONAL MATCHES)</b> 6.1. Match Conduct 6.1.1. Score indication 6.1.2. Equipment 6.1.3. Practice 6.1.4. Intervals 6.2. Discipline 6.2.1. Advice 6.2.2. Misbehavior 6.2.3. Good Presentation 6.3. Draw for Knockout Competitions 6.3.1. Byes and qualifiers 6.3.2. Seeding by ranking 6.3.3. Seeding by Association Nomination 6.3.4. Alterations	Lecture, demonstration, practical, video session, video analysis and officiating practicals	Officiating component quiz test

	6.3.5. Re-draw 6.3.6. Addition		
7(120 Hrs)	<b>Field Practice</b>	In addition to above classroom teaching learning strategies, students will spend these hours in field for practical demonstration and training simultaneously.	As indicated above in specific units

### Reading List:

#### Mandatory Reading

McAfee, R.E. (2009). *Table Tennis: Steps to Success*. Champaign, IL: Human Kinetics. ITTF-IPTTC Level 1 Coaching Manual, (2013)

#### Supplementary Reading

The International Table Tennis Federation Handbook. (2021), (49<sup>th</sup> Ed.). Published by: The International Table Tennis Federation Avenue de Rhodanie 54 1007 Lausanne Switzerland

**Module Code and Title:** EDP101 Entrepreneurship

**Programme:** Bcom (Borrowed)

**Credit:** 12

**Module Tutors:** Madhav Verma, Dip Raj Pradhan, Tshering Yangchen

### General objective:

The module will enable students to kindle the spirit of enterprise in themselves, evaluate and develop their skills, and motivate them to consider entrepreneurship as a career option. The module intends to enable students to assess the Bhutanese labor market, economy, and equip them with ability to identify business ideas, spot business opportunities, develop business model and business plan/proposal.

### Learning outcomes:

#### On successful completion of the module, students should be able to:

1. Explain the Bhutanese labor market and the role of entrepreneurship.
2. Map out the Bhutanese entrepreneurship ecosystem.
3. Explain policies related to entrepreneurship in Bhutan.
4. Evaluate entrepreneurial competencies.
5. Develop entrepreneurial competencies.

6. Identify solution driven business ideas.
7. Evaluate business opportunities.
8. Use value chain analysis to generate business ideas.
9. Apply business model to develop business plan.
10. Develop a feasible business plan.
11. Pitch and present business plans.

#### Teaching and learning approaches:

Approach	Hours per week	Total credit hours
Lectures	2	30
Class discussions, exercises, presentations, role plays, seminar, entrepreneur talk, debate and case studies	2	30
Independent study and library research, assignments, project work	4	60
Total		120

#### Assessment Approach

##### A. Case writing/analysis: Portion of Final Marks-10%

Each student will be required to write a case about an entrepreneur and the enterprise in the locality (maximum 1200 words). The case must document the entrepreneurial journey from idea to starting business to challenges, opportunities and way forward. The students must produce documentary evidence such as interview recordings, minutes, and images to support their work.

##### Criteria:

- 3% organization of ideas
- 5% content
- 2% evidence and validity

OR

Each student will be required to analyze a case and write a case analysis report of maximum 1200 words.

##### Criteria:

- 2% organization of ideas
- 6% analysis (identification of issues, analysis of decision alternatives, recommendations/suggestions)
- 2% referencing

##### B. Group Work: Business Opportunity identification and selection: Portion of Final Marks-10%

Students in groups of 3-5 members or individually will engage in ideation exercise and generate ideas as well as select a business opportunity. The students will be required to submit idea evaluation report of maximum 1200 words.

##### Criteria:

- 2% Environmental scanning
- 3% generating ideas
- 3% evaluation of ideas

- 1% selection of ideas
- 1% evidence

**C. Group Work: Business Model Development Portion of Final Marks-10%**

Students in groups of 3-5 members will develop business model for the opportunity selected.

Criteria:

- 7% Business Model and explanation of building blocks
- 3% Business Model Canvas

**D. Project: Business Plan Development (2 parts and final version): Portion of Final Marks-50%**

Students will work in groups of five to develop a business plan specific for the Bhutanese market. There will also be a group presentation (approximately 10-15 minutes) that includes slides.

Written report (30%):

- 10% Part A (In-depth overview, market analysis and marketing plan):
- 10% Part B (Production and operations, Human Resource and financial plan):
- 10% Part C Final draft:
  - 1% Executive summary
  - 1% Project Description
  - 1% Market analysis
  - 1% marketing plan
  - 1% operation plan
  - 1% human resources plan
  - 1% financial plan
  - 1% referencing
  - 1% appendices
  - 1% general structure
- 10% Individually assessed process score (contribution to the group output part A 3%, Part B 3% and Part C 4%)

Presentation (10%):

- Group presentation mark (6%):
  - Cohesiveness: 2%
  - Organization: 1%
  - Level of professional delivery: 2%
  - Questioning & Answering (2%)
- 4% Individual presentation mark:
  - Clarity: 1%
  - Conciseness: 1%
  - Content: 1%
  - Tone: 1%

**E. Semester-End Examination: Portion of Final Marks-20%**

The module will have a semester-end examination for 1 hour covering the entire syllabus. Cases will also be used to test the levels of knowledge.

<b>Areas of assignments</b>	<b>Quantity</b>	<b>Weighting</b>
A. Case writing/analysis	1	10%
B. Group Work	1	10%
C. Group Work	1	10%
D. Project: Business Plan Development (2 parts and final report)	3	40%

E. Business Plan Presentation	1	10%
Total Continuous Assessment (CA)		80%
Semester-End Examination (SE)	1	20%
<b>TOTAL</b>		<b>100%</b>

**Pre-requisites: None**

**Subject Matter:**

<b>Session (Hours)</b>	<b>Topics</b>	<b>Teaching &amp; Learning Strategies</b>	<b>Mode of Assessment</b>
1(6 hours)	<b>UNIT I: Introduction to Entrepreneurship</b> 1.1. Definition and concept of Entrepreneurship 1.2. Types of entrepreneur 1.3. Characteristics of an entrepreneur 1.4. Entrepreneurial functions 1.5. The entrepreneurial method 1.6. Bhutanese entrepreneurship ecosystem (course pack - Entrepreneurship related strategies in Bhutan) 1.7. Role and scope of entrepreneurship in Bhutan	Lectures  Class discussions, exercises, and case studies	
2(14 hours)	<b>UNIT II: The Entrepreneurial Mind-Set and competencies</b> 2.1. The Entrepreneurial Thinking 2.2. Grassroot Innovations (course pack – include emerging trends/opportunities in Bhutan) 2.3. Problem solving techniques 2.4. Entrepreneurial motivation 2.5. Evaluation of entrepreneurial competencies using GETT/SRQ (course pack should include networking, negotiation, motivation, etc.) 2.6. Emotional resilience and entrepreneurial discipline	Lectures  Class discussions, exercises, entrepreneur talk, debate and case studies	Independent study and library research, assignments, project work  (Case Analysis 10%)
3(14 hours)	<b>UNIT III: Business Opportunity Identification (BOI) and selection</b> 3.1. Meaning of business opportunity 3.2. BOI process 3.2.1. Environmental scanning 3.2.2. Generating ideas (course pack – include process & techniques of idea generation) 3.2.3. Identifying and evaluating ideas/opportunities	Lectures  Class discussions, exercises, and case studies	Independent study and library research, assignments, project work  Group work (10%)

	3.2.4. Selecting ideas/opportunities 3.3. Value chain analysis and business development		
4(6 hours)	<b>UNIT IV: Business Model</b> 4.1. Business model canvas 4.2. Sustainable business models	Lectures  Class discussions, exercises, case studies	
5(14 hours)	<b>UNIT V: Building up a Business Plan</b> 5.1. Overview 5.1.1. Need and importance of business plan 5.1.2. Audience of business plan 5.1.3. Components of a business plan 5.2. In-depth business overview 5.2.1. Business profile 5.2.2. Business background 5.2.3. Vision 5.2.4. Mission 5.2.5. Objectives 5.2.6. Keys to success and USPs	Lectures  Class discussions, exercise, case studies	Independent study and library research, assignments, project work  Group work 2 (10%)
6(16 hours)	<b>UNIT VI: Market Analysis</b> 6.1. Business environment analysis 6.1.1. SWOT 6.1.2. STEEPLES 6.2. Market research 6.3. Target market 6.4. Target customers 6.5. Demand analysis 6.6. Competitor analysis 6.7. Price determination 6.8. Income and revenue forecasting	Lecture  Class discussions, exercises, case studies, Guest lecture	Independent study and library research, assignments, project work  Project part 1 (13%)
7(5 hours)	<b>UNIT VII: Marketing Plan</b> 7.1. Marketing Mix (including costing)	Lecture Class discussions, exercises role plays, debate and case studies	
8(17 hours)	<b>UNIT VIII: Production and Operations</b> 8.1. Product/Service description 8.2. Production process	Lecture Class	Independent study and library



	8.3. Plant and equipment (including costing) 8.4. Inventory (including costing) 8.5. Administration (including costing)	discussions, exercises	research, assignments, project work  Project part b(13%)
9(6 hours)	<b>UNIT IX: Human Resource Management</b> 9.1. A brief introduction to human resources 9.2. Organizational chart 9.3. Owner(s) and CEO 9.4. Required staff 9.5. Recruitment and selection options 9.6. Training programs 9.7. Human resource costing	Lectures Class discussions, exercises	
10(22 hours)	<b>UNIT X: Financials</b> 10.1. Estimated project cost 10.2. Financing the project 10.3. Capital cost 10.4. Depreciation schedule 10.5. Financing cost: Cost of equity, cost of debt, and weighted average cost of capital, loan amortization schedule. 10.6. Projected cash flow statement 10.7. Projected income statement 10.8. Projected financial position 10.9. Economic Analysis 10.9.1. Break-even analysis 10.9.2. Pay-back period 10.9.3. NPV	Lectures  Class discussions, exercises,	Independent study and library research, assignments, project work  Project part c (14%)  Project presentation 10%

### Reading List

#### Mandatory Reading

- Hisrich, R., Peters, M., & Shepherd, D. (2016). *Entrepreneurship* (10th ed.). McGraw Hill Education.
- Hsieh, T. (2014). *Delivering Happiness: A path to profits, passion and purpose*. Grand Central Publishing
- Isaacson, W. (2011). *Steve Jobs*. Simon & Schuster.
- Kuratko, D. F. (2016). *Entrepreneurship: Theory, process and practice* (10th ed.). South Western College Publication.
- Mycoskie, B. (2012). *Start Something That Matters*. Random House Inc.

#### Supplementary Reading

- Barringer, B.R., & Ireland, R.D. (2015). *Entrepreneurship: Successfully launching new ventures* (5th ed.). Pearson.
- Drucker, P.F. (2006). *Innovation and entrepreneurship*. Harper Business.
- Hisrich, R., Peters, M., & Shepherd, D. (2016). *Entrepreneurship* (10th ed.). McGraw Hill Education.

Johnson, K.D. (2013). *The entrepreneur mind: 100 essential beliefs, characteristics, and habits of elite entrepreneurs*. Johnson Media Inc.

Kumar, A., (2012). *Entrepreneurship: Creating and leading an entrepreneurial organization*. Pearson (India).

Kuratko, D. F. (2016). *Entrepreneurship: Theory, process and practice* (10th ed.). South Western College Publication.

Osterwalder, A & Pigneur, Y. (2017). *Business Model Generation*. Self-published.

Royal Government of Bhutan. (2007). *Labour and Employment Act of Bhutan*. National Assembly of Bhutan.

Royal Government of Bhutan. (2012). *Cottage Small and Medium Industry policy*. Royal Government of Bhutan.

Royal Government of Bhutan. (2016). *Companies Act of Bhutan*. National Assembly of Bhutan. Retrieved October 24, 2017, from <http://www.nab.gov.bt/en/business/acts>

Royal Government of Bhutan. (2017). *12th Five-Year Plan*. Royal Government of Bhutan.

Royal Government of Bhutan. (2017). *Economic Development Policy of Bhutan*. Ministry of Economic Affairs.

Royal Government of Bhutan. (n.d.). *BAS for SMEs*. Royal Government of Bhutan.

Royal Government of Bhutan. (n.d.). *Cottage Small and Medium Industry Development Strategies (2012-2020)n..* Royal Government of Bhutan

Scarborough, N.M. (2014). *Entrepreneurship and effective small business management* (11th ed.). Pearson.

Shankar, R. (n.d.). *Entrepreneurship: Theory and practice* (1st ed.). McGraw Hill Education.

Date: January 2018

### **Module Title: Sports Psychology**

**Module Code: SPS301**

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### **Objectives of the module**

The module aims to equip students with relevant concepts in sports psychology to develop a full understanding of motivational aspects and utilize them to enhance performance in sports and exercises. It will also introduce students to wide range of concepts including mindfulness and meditation, theoretical and practical orientation practices associated with skills acquisition in sport and exercise settings.

### **Learning Outcomes**

On completion of the module, students will be able to:

1. Explain what flow relates when performing a technique skill or a tactics.
2. Describe on how athletes get into flow.
3. Justify how mindfulness and meditation reduces sports anxiety and increase our likelihood to experience flow.
4. Execute mindfulness and meditation practices using the guidelines provided through the module.
5. Explain the factors affecting the psychology of a person while participating in sports.

6. Explain the complex interaction between personal and situational factors influencing performance and behaviour in sport, exercise and physical education.
7. Identify the impact on socio-psychological development of the young participants involved in sports.
8. Describe the nature of group dynamics within the realm of the competitive sports and exercise environments.
9. Identify and explain the psychological skills required to enhance performance in sports and exercise.

### Teaching and Learning Strategies:

This 12-credit module will be taught in 15-weeks long semester, through a good mix of class lecture using PowerPoints, hands-on practical sessions, role plays, group work in-class, and online discussions and class participation. Following will be the breakup of hours for the varied teaching-learning approaches including self-study:

Approach	Hours per week	Total credit hours
Lectures & class discussions including case study and role plays	3	45
Films/ documentaries	1	15
Independent study	4	60
Total		120

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Tests	2	10%
Class participation		10%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(15 Hrs)	<b>Unit I. Introducing of the concept of 'Flow' in Sports and Games</b> 1.1. What is the Zone? 1.2. Why do we call it flow? 1.3. How do we get into flow? 1.4. How athletes get into flow 1.5. What are the 9 Dimensions of flow? 1.5.1. Challenge skill balance 1.5.2. Action awareness Merging 1.5.3. Clear Goals	Lecture, discussion (Peer, group, and class), presentation, video clips, and VLE Discussion	Assignment

	1.5.4. Unambiguous Feedback 1.5.5. Total Concentration on the task at hand 1.5.6. Sense of control 1.5.7. Loss of self-consciousness 1.5.8. Transformation of time 1.5.9. Autotelic experience 1.6. How can flow improve our sports performance? 1.7. What keeps us from experiencing flow?		
2(15 Hrs)	<b>Unit II. Defining Sport Psychology</b> 2.1. Introduction to the major perspectives in mainstream social psychology 2.2. Brief review of the history of sport and exercise psychology 2.3. Understanding the main orientations: Psycho-physiological, Social-Psychological and Cognitive-behavioural 2.4. Psychological Tests 2.5. Achievement motivation of a particular subject 2.6. Sports specific personality test 2.7. Measure attitude, self-confidence and aggression of an individual 2.8. Personality and Sport 2.9. Define personality structure 2.10. Five approaches to understanding personality in sport 2.11. Measuring personality & understanding the role of the teacher-coach in the judicious applications of personality measures	Lecture, discussion (Peer, group, and class), presentation, video clips, and VLE Discussion	Class test
3(10 Hrs)	<b>Unit III Motivation in Sport</b> 3.1. Define motivation and highlight the three approaches 3.2. Achievement motivation and Competitiveness 3.3. Need achievement theory 3.4. Attribution Theory 3.5. Achievement Goal Theory 3.6. Competence Motivation Theory	Lecture, Role play, video presentations, and discussion	
4(20 Hrs)	<b>Unit IV. Arousal, Stress and Anxiety</b> 4.1. Defining arousal and anxiety	Lecture, discussion,	Mid-term Examination

	4.2. Understand the stress process 4.3. Arousal performance theories: Drive, Inverted-U, IZOF, Multi-Dimensional Anxiety, Catastrophe and Reversal 4.4. How arousal influence performance through changes in muscle tension and coordination, attention and concentration 4.5. Applying the science to professional practice.	case study, VLE Discussions	
5(20 Hrs)	<b>Unit V. Understanding the sport environment and focusing on the group processes</b> 5.1. Competition and Cooperation 5.2. Feedback, Reinforcement and Intrinsic Motivation 5.3. Group and Team Dynamics and Group Cohesion 5.4. Leadership and Communication 5.5. Introduction to Psychological Skills 5.6. Arousal Regulation 5.7. Imagery 5.8. Self-confidence 5.9. Goal-setting 5.10. Concentration	Lecture, discussion (Peer, group, and class), Role play, videos (Ted Talks)	Assignment
6(20 Hrs)	<b>Unit VI. Enhancing Health and Wellness and Facilitating Psychological Growth</b> 6.1. Exercise and psychological wellness 6.2. Adherence, Addiction and Burnout 6.3. Children and Sport psychology 6.4. Aggression in Sport 6.5. Character Development and Sportsmanship	Lecture, discussion (Peer, group, and class), presentation, video clips, and VLE Discussion	
7(20 Hrs)	<b>Unit VII. Mindfulness Meditation</b> 7.1. How can mindfulness meditation reduce sports anxiety and increase our likelihood to experience flow? 7.2. What is Mindfulness meditation 7.3. Mindfulness Meditation guidelines 7.4. Mindfulness meditation Exercise for athletes including Yoga 7.5. Diaphragmatic breathing exercise with power pose 7.6. Mindful Body Scan 7.7. Full body progressive muscle relaxation 7.8. Sports visualization 7.9. Mindful Walking meditation	Lecture, discussion (Peer, group, and class), presentation, video clips, and VLE Discussion accompanied by demonstration, practice and practical execution	Class test

**Reading List:**  
**Mandatory Reading**

Davids, K., Button, C., & Bennett, S. (2008). *Dynamics of skill acquisition. A constraints-led approach*. Champaign, IL: Human Kinetics.

Weinberg R.S., & Gould, D. (2006). *Foundations of sport and exercise psychology* (4th Ed.) Champaign, IL: Human Kinetics.

**Module Title: Foundation Study on National and International Sports Agencies**

**Module Code:** NIS301

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**Objectives of the module**

This module will introduce the students to the International Sports Federations (ISFs), non-governmental organizations recognized by the International Olympic Committee (IOC) as administering one or more sports at world level. The National Olympic Committee (NOC) and National Sports Federations (NSFs) administering those sports affiliated to them will also be a part of the study. It will orient the students on the structure, roles and responsibilities of the International and National sports organizations and agencies.

**Learning Outcomes**

On completion of the module, student will be able to:

1. Explain the role and structure of the IOC.
2. Explore the financial distributions in the Olympic Movement.
3. Explain the mission, structure and history of the Olympic Solidarity.
4. Identify the roles and structures of the National Olympic Committees (NOC).
5. Elaborate on the roles of the Association of National Olympic Committees (ANOC)
6. List the Continental Associations of NOCs.
7. Explain the structure and function of the NOC, NSF and relevant sports organization in the country.
8. Identify the structure and function of the Bhutan Olympic Committee (BOC).
9. Explain the structure and function of National Sports Federations Affiliated to the BOC.
10. Describe the structure and function of the Department of Youth and Sports, Ministry of Education, Bhutan.
11. Explain the structure and function of the Bhutan University Sports Federation.

**Assessment Approach**

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Tests	1	10%
Class participation		10%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

## Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(20 Hrs)	<b>Unit I. The International Olympic Committee</b> 1.1. Role and Structure of the IOC 1.2. President 1.3. Executive Board 1.4. Sessions 1.5. Commissions 1.6. IOC Administration 1.7. IOC Headquarters	Lecture, discussion, VLE, Video clips and journal readings.	Assignment
2(20 Hrs)	<b>Unit II. Financing the Olympic Movement</b> 2.1. Revenue generation 2.2. Revenue distribution 2.3. The main recipients 2.4. Broadcast rights 2.5. The Olympic Partners Sponsorship Programme 2.6. Revenue generation by the OCOGs 2.7. NOC Marketing 2.8. Brand Protection	Lecture, discussion, VLE, Video clips and journal readings.	Class test
3(20 Hrs)	<b>Unit III. Olympic Solidarity</b> 3.1. Mission 3.2. Structure 3.3. History 3.4. Funding 3.5. Olympic Solidarity Programmes 3.6. World Programmes 3.7. Continental programmes 3.8. The Olympic Games subsidies 3.9. The Global partnership 3.10. The Olympic Museum	Lecture, discussion, VLE, Video clips and journal readings.	Assignment
4(20 Hrs)	<b>Unit IV: The National Olympic Committees</b> 4.1. The Role of the National Olympic Committees 4.2. Association of National Olympic Committees (ANOC) 4.3. Continental Associations of NOCs 4.4. Association of National Olympic Committees of Africa (ANOCA) 4.5. Pan American Sport Organisation (PASO)	Lecture, discussion, VLE, Video clips and journal readings.	Mid-Term Examination

	4.6. Olympic Council of Asia (OCA) 4.7. The European Olympic Committees (EOC)		
5(20 Hrs)	<b>Unit V: The International Federations (IFs)</b> 5.1. Role of IFs 5.2. Sport Accord 5.3. Association of IFs 5.4. The Association of Summer Olympic International Federations (ASOIF) 5.5. Olympic Summer Sports Federations (28) 5.6. The Association of International Olympic Winter Sports Federations (AIOWF) 5.7. Olympic Winter Sports Federations (7) 5.8. The Association of IOC Recognised International Sports Federations (ARISF) 5.9. IOC Recognised International Sports Federations (33)	Lecture, discussion, VLE, Video clips and journal readings.	Class test
6(20 Hrs)	<b>Unit VI: Other constituents of the Olympic Movement</b> 6.1. Olympic Games Organising Committees (OCOGs) 6.2. Court of Arbitration for Sport (CAS) 6.3. International Committee for Fair Play (CIPF) 6.4. International Paralympic Committee (IPC) 6.5. World Anti-Doping Agency (WADA) 6.6. World Olympians Association (WOA) 6.7. The National Sports Federations (NSFs) 6.8. The structure and function of the Bhutan Olympic Committee (BOC) 6.9. The structure and function of National Sports Federations Affiliated to the BOC 6.10. The structure and function of the Department of Youth and Sports, Ministry of Education, Bhutan 6.11. The structure and function of the Bhutan University Sports Federation. The structure and function of the Department of Youth and Sports, Ministry of Education, Bhutan 6.12. The structure and function of the Bhutan University Sports Federation.	Lecture, Guest speaker from BOC, discussion.	Class Presentation



**Reading List:**  
**Mandatory Reading**

<https://olympics.com/ioc/documents>

<https://www.worldathletics.org/about-iaaf/documents/book-of-rules>

**Module Title: Sports Safety and First Aid**

**Module Code:** SFA301

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**Objectives of the Module**

This module covers the basic aspects of emergency at sports settings. The module aims to equip students with appropriate skills to provide first aid to any adult or child experiencing a medical emergency in a sports environment.

**Learning Outcomes**

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

1. Define the role of an emergency first aider.
2. Describe how to minimise risks to themselves and others.
3. Identify first aid equipment that should be available in the workplace.
4. Describe the safe use of first aid equipment.
5. Conduct a scene survey, a primary casualty assessment and provide appropriate first aid.
6. Administer first aid to casualties with cuts, grazes, bruises, minor burns, scalds and small splinters.
7. Execute safe casualty transport and pick methods.

**Assessment Approach**

Assessment mode	Quantity	Weighting
Assignments	2	20%
Practical demonstration	2	15%
Class participation		5%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

## Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(25 Hrs)	<b>Unit I: Aims of the First-Aid</b> 1.1. Defining Priorities of treatment 1.2. Becoming a First Aider 1.3. CPR (Theoretical Orientation) 1.4. CPR for children (Practical) 1.5. CPR for adults (Practical)  1.6. The recovery position (Practicals)	Lecture,  Field/ Lab Demonstration  Videos	Demonstration
2(10 Hrs)	<b>Unit II: Learning to use the cervical collar for C-spine protection</b> 2.1. Logroll lateral safety position 2.2. Spine board loading 2.3. Emergency splinting	Lecture  Demonstration  Group work	Assignment
3(10 Hrs)	<b>Unit III: Lifting and Transportation of the ill or Injured Athletes</b> 3.1. Moving across debris, narrow passage and ditch, obstacle, large step big inclination, and stretcher passing 3.2. Emergency evacuation 3.3. Rescue techniques with no equipment - fireman's lift, cradle method, fore method, backward drag, human crutch, and two-handed seat method	Lecture, Simulations  Video  Group work	Practical demonstration
4(4 Hrs)	<b>Unit IV: Head Injuries</b> 4.1. Concussion 4.2. Compression 4.3. Fractured Skull 4.4. Care of head injuries	Lecture, Lab demonstration, role play	Midterm examination
5(5 Hrs)	<b>Unit V: Care of unconscious athlete</b> 5.1. Signs and symptoms 5.2. Care during unconsciousness	Lecture, video, lab demonstration	
6(10 Hrs)	<b>Unit VI: The Respiratory system Choking</b> 6.1. Emergency care of an athlete 6.1.1. Abdominal thrusts/Hemlich manoeuvre	Lecture  Presentation	Assignment

	6.2. Anaphylactic Shock 6.2.1. Signs and symptoms 6.2.2. care of anaphylaxis 6.3. Asthma 6.3.1. Signs and symptoms 6.3.2. Care of asthma attack 6.4. Croup 6.4.1. Signs and symptoms 6.4.2. Care of croup 6.5. Drowning	Demonstration  Video	
8(15 Hrs)	<b>Unit VII: Other Complications and injuries</b> 7.1. Fainting/Collapse 7.1.1. Causes 7.1.2. Signs and symptoms 7.1.3. Emergency care of fainting 7.2. Care of bleeding Wounds 7.2.1. Bleeding control methods 7.3. Embedded and Impaled objects 7.3.1. Objects embedded in wound 7.3.2. Splinters 7.3.3. Objects embedded in the ears, nose or other orifice 7.3.4. Emergency care of above conditions. 7.4. Nose bleeds 7.4.1. Positioning 7.4.2. Pinching 7.4.3. Icing 7.4.4. Packing 7.5. Eye injury 7.5.1. Serious eye injuries 7.5.2. Chemical eye injuries 7.5.3. Emergency care of eye injuries 7.6. Epilepsy (define and include emergency care only) 7.6.1. Signs and symptoms 7.6.2. Care of of simple seizures	Lecture  Lab/ field demonstration  Video	Class test, practical demonstration
9(15 Hrs)	<b>Unit VIII: Musculoskeletal System</b> 8.1. Causes of injury 8.2. Signs and symptoms of fractures and dislocations	Lecture,  Videos Role play	Field report and presentation

	8.3. Care for fractures and dislocations 8.4. Sprains and strains 8.5. Upper limb and lower limb injuries 8.6. Emergency care of strains and sprains 8.7. Suspected spinal injury 8.8. Possible signs of symptoms of spinal injury 8.9. Emergency care of spinal injuries 8.10. Managing the airway in a C-spine injured victims.	Field visit to orthopedic Department /casting and splinting room	
10(10 Hrs)	<b>Unit IX: Effects of heat and cold</b> 9.1. Body temperature 9.2. Signs and symptoms of changes to body temperature 9.3. Hypothermia 9.3.1. Signs and symptoms 9.3.2. Emergency care of hypothermia 9.4. Frostbite 9.4.1. Signs and symptoms 9.4.2. Emergency care of frostbite 9.5. Heat Exhaustion 9.5.1. Signs and symptoms 9.5.2. Emergency care of heat exhaustion 9.6. Heat stroke 9.6.1. Signs and symptoms 9.6.2. Emergency care of heat stroke	Lecture Presentation Videos Demonstration	
11(10 Hrs)	<b>Unit X: First Aid kits</b> 10.1. Travelling first aid kits 10.2. First aid needs assessment 10.3. Workplace/playfield hazards and risks	Lecture Field work	Field report

#### Reading List:

#### Mandatory Readings:

Gina, M., Piazza, M.D. (2010). *First aid manual*. Hudson Street, NY: DK Publishing

#### Supplementary Readings:

Jackson, R. (Ed. 2000). *Sport medicine manual*. Canada: Hurford Enterprises Limited.

**Module Title:** Research Methods

**Module Code:** REM301

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**Objectives of the Module:**

The module aims to introduce research as a source of knowledge and a means to solve critical problems in the field of sports. It is designed to equip students with different traditions of research, their approaches and designs commonly used in sports research. Emphasis will be also provided on action research to help students become reflective sports practitioners.

**Learning outcomes:**

On completion of the module, students will be able to:

1. Explain the concept of research and its importance.
2. Identify the differences between scientific and unscientific methods of problem solving.
3. Identify different research traditions, approaches, and designs commonly applied in sports studies.
4. Explain the purpose and steps in conducting literature review.
5. Identify sports related issues that merit investigation and frame research questions based on different research traditions.
6. Identify data collection methods/tools relevant to the research topic.
7. Adopt measures to enhance the quality of sports research.
8. Apply different sampling methods in sports research.
9. Apply ethics in sports research.
10. Develop a well-focused research proposal on any of the sports related topics.
11. Analyse quantitative and qualitative data applying different analytical approaches.
12. Apply research findings for the improvement of sport performance.

**Assessment approach:**

The mode of assessment for this module will be through course work. Course work will be subdivided into five parts with the weighting as shown in the table below:

Assessment mode	Type	Percentage
Course work	Identifying research topics	10%
	Research interest	10%
	Literature review	20%
	Research methodology	15%
	Individual/Group presentation	10%
	Research proposal	20%
	VLE discussion	10%
	Class participation	05%
	Total	100%

**Details of Assessment plan:**

A. Three AR Questions/Problems (10% of the final weighting)

Identify three questions/problems that you would like to pursue as your research project in the future. The topic must be directly related to sports. Describe each topic in about 150 words.

Marks will be awarded on:

- 5% - Clarity of the topic/questions*
- 5% - Focus of the topic/questions*
- 5% - Relevance and coherence*
- 5% - Overall effectiveness of writing style*

**B. Research Interests (10% of the final weighting)**

Choose any one of the research topics/questions identified for assignment 1 and convert it into a research question. Write an additional 500 words explaining what the question is all about and why you particularly chose this question. Marks will be awarded on:

- 5% - Clarity and focus of the question*
- 5% - Clarity of opinion*
- 5% - Support of opinion*
- 5% - Overall effectiveness of writing style*

**C. Literature Review (20% of the final weighting)**

Carry out literature review on the research topic identified for assignment 2 in about 1000-1500 words. Marks will be awarded on:

- 10% - Content (theoretical understanding)*
- 10% - Ability to synthesize*
- 5% - Coherence and structure*
- 5% - Citation and referencing*
- 5% - Language and accuracy*

**D. Research Methodology (15% of the final weighting)**

Based on the research topic identified for assignment 1 and the review of literature for assignment 3, present and discuss the most appropriate research paradigm, designs, and methods that you would like to employ for your research in about 1000-1500 words. Marks will be awarded on:

- 10% - Alignment of research paradigm, designs, and methods to the research topic*
- 10% - Justification for the choice of methodology*
- 5% - Use of literature*
- 5% - Overall presentation*

**E. Research Proposal (20% of the final weighting)**

Prepare a research proposal in about 2000-2500 words based on the topic/problem identified for assignment 2. The proposal must be prepared based on the suggested format discussed in the class. Marks will be awarded on:

- 10% - Content (theoretical understanding)*
- 10% - Research components*
- 5% - Clarity*
- 5% - Grammar and syntax*
- 5% - In-text and end-text referencing*
- 5% - Overall presentation*

**Subject matter:**

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(5 Hrs)	<b>Unit I: Introduction to research</b> 1.1. Concept of research 1.2. Some misconceptions about research 1.3. Characteristics of research 1.4. The power of research 1.5. Status and development of research culture in Bhutan 1.6. Understanding sports research	Lecture, class discussion	
2(10 Hrs)	<b>Unit II: Introduction to research traditions</b> 2.1. The nature of knowledge 2.2. Philosophical assumptions/world views (Post-positivist, Interpretivist/Constructivist, and Pragmatism) 2.3. Research approaches (Quantitative, Qualitative, Mixed method, Action research and Performance analysis research)	Lecture, Discussion	Proposal draft
3(10 Hrs)	<b>Unit III: Research approaches continued</b> 3.1. Characteristics of quantitative, qualitative, and mixed method research 3.2. Application of these approaches in sports studies 3.3. Advantages and disadvantages of each of these approaches	Lecture, Seminar discussion	Individual presentation
4(10 Hrs)	<b>Unit IV: Research designs</b> 4.1. Quantitative designs 4.2. Surveys and 4.3. Experiments 4.4. Qualitative designs 4.4.1. Case study 4.4.2. Phenomenological study 4.4.3. Ethnographic study in sports 4.4.4. Grounded Theory, and 4.4.5. Narrative study) 4.5. Mixed method designs 4.5.1. Concurrent and Sequential designs) 4.5.2. Application of these designs in sports research 4.5.3. How to choose approach and designs for sport studies?	Lecture, class discussions (including with peer)	Group presentation

5(10 Hrs)	<b>Unit V: Action Research in Sports</b> 5.1. What is action research? 5.2. How is this different from conventional research? 5.3. Relevance of action research in sports 5.4. Action research designs (self and participatory designs)	Lecture, discussion (Peer, group, and class),	Presentation
6(10 Hrs)	<b>Unit VI: Performance analysis research</b> 6.1. Introduction to performance analysis of sport 6.2. Why, who, where, when and how is performance analysis of sport done? 6.3. Identification of sports related issues/research topics	Lecture, discussion	
7(10 Hrs)	<b>Unit VII: Literature review</b> 7.1. What is literature review? 7.2. Purpose of literature review 7.3. Steps in conducting literature review 7.4. Sources of literature 7.5. Writing and structuring the literature review 7.6. Referencing	Lecture, class discussion	Literature review
8(10 Hrs)	<b>Unit VIII: Research question/hypothesis</b> 8.1. What is research question/hypothesis? 8.2. Research question Vs research hypothesis 8.3. Sources of research questions/hypothesis in the field of sports 8.4. Focusing your research question 8.5. Framing research question according to different research traditions 8.6. The link between research question and the choice of approach, designs, and methods	Lecture, discussions, guest lecture	Assignment
9(10 Hrs)	<b>Unit IX: Data gathering methods/tools</b> 9.1. Quantitative tools 9.1.1. Using survey questionnaires (What? types of survey, general principles, steps in developing questionnaires and types of questions) 9.1.2. Administering tests 9.2. Qualitative tools	Lecture, discussion and guest lecture	



	<p>9.2.1. Interviews (what? types of interviews, categories of good questions, questions to avoid in interviews)</p> <p>9.2.2. Observations (What? types and characteristics)</p> <p>9.2.3. Documentary evidence (What? and How?)</p> <p>9.2.4. Field diaries and notes (What kinds of diary entries, characteristics and how to maintain diaries?)</p> <p>9.2.5. Content analysis in sports studies</p>		
10(10 Hrs)	<p><b>Unit X: Data triangulation</b></p> <p>10.1. Concept of triangulation</p> <p>10.2. Triangulation by data</p> <p>10.3. Triangulation by investigator</p> <p>10.4. Triangulation by site</p>	Lecture, discussion (Peer, group, and class), presentation, video clips, and VLE Discussion	
11(10 Hrs)	<p><b>Unit XI: Sampling methods</b></p> <p>11.1. What is sampling?</p> <p>11.2. Selecting a sample</p> <p>11.3. Issues with sampling</p> <p>11.4. Non-response bias</p> <p>11.5. Increasing the response rate</p> <p>11.6. Different sampling methods</p> <p>11.6.1. Probability sampling (random, stratified random, cluster, and systematic sampling)</p> <p>11.6.2. Non-probability sampling/Purposive sampling (snowball, theoretical, typical cases, extreme cases, convenience, focus group, and key informant sampling)</p> <p>11.7. Determining the sample size</p> <p>11.7.1. Sample size for quantitative approach</p> <p>11.7.2. Sample size for qualitative approach</p> <p>11.7.3. Sample size for mixed method approach</p>	Lecture, discussion (Peer, group, and class), seminar	Presentation
12(10 Hrs)	<p><b>Unit XII: Quality indicators</b></p> <p>12.1. Defining validity and reliability</p>	Lecture, discussion	

	12.2. Ensuring validity and reliability 12.3. Triangulation 12.4. Member check 12.5. Critical friend 12.6. Replicability	(Peer, group, and class), presentation, video clips, and VLE Discussion	
13(5 Hrs)	<b>Unit XIII: Ethical considerations in research</b> 13.1. What is ethics? 13.2. Why ethics in research? 13.3. Voluntary participation, involuntary participation 13.4. Informed consent 13.5. Deception 13.6. Confidentiality 13.7. Ethics clearance 13.8. Phases of Ethics: Pre-data collection, during data collection, post data collection	Lecture, discussion (Peer, group, and class), presentation, video clips, and VLE Discussion	
14(5 Hrs)	<b>Unit XIV: Writing a research proposal</b> 14.1. What is a research proposal? 14.2. Proposal sample and format	Lecture and Discussion	Final proposal
15(20 Hrs)	<b>Unit XV: Data analyses- Answering research question/s</b> 15.1. Quantitative data analysis 15.1.1. The process of quantitative data analysis (descriptive and inferential) 15.1.2. Use of software in quantitative analysis 15.1.3. Introduction to SPSS for Windows/Excel 15.2. Data preparation 15.2.1. Coding data 15.2.2. Data entry 15.2.3. Data checking 15.2.4. Dealing with missing values 15.3. Qualitative data analysis 15.3.1. The basic principles of qualitative data analysis 15.3.2. Use of software in qualitative data analysis 15.4. Stages of qualitative data analysis 15.4.1. Data reduction 15.4.2. Coding qualitative data 15.4.3. Data display 15.4.4. Drawing conclusion and verification	Lecture, Lab practice	Lab worksheet

	15.4.5. Using raw data to support your analysis		
16(5 Hrs)	<b>Unit XVI: Writing a research report</b> 16.1. Structuring the research report 16.2. Sample format 16.3. Language and writing style 16.4. Assessing your own research report	Lecture, and Discussion	Presentation and viva/ Q&A

## Readings

### Mandatory Readings:

- Bryman, A. (2012). *Social research methods* (4<sup>th</sup> edition). Oxford University Press. ISBN 978-0-19-958805-3.
- Jones, I & Gratton, C. (2004). *Research methods for sports studies*. Routledge, Taylor & Francis Group. ISBN 0-203-38674-4 (Adobe eReader Format); ISBN 0-415-26877-x (hbk); ISBN 0-415-26878-8 (pbk).

### Supplementary Readings:

- Acs, P. (2015). *Research methodology in sport sciences*. University of PECS, Faculty of Health Sciences, Hungary.
- Armour, K. & Macdonald, D. (2012). *Research methods in physical education and youth sport*. Routledge.
- Greenwood, D.J. & Levin, M. (2007). *Introduction to action research* (2<sup>nd</sup> edition). Sage publications.
- McNiff, J. & Whitehead, J. (2006). *All you need to know about action research: An introduction*. Sage Publication.
- O'Donoghue, P. (2010). *Research methods for sports performance analysis*. Routledge, Taylor & Francis Group. ISBN13: 978-0-415-49622-3 (hbk); ISBN13: 978-0-415-49623-0 (pbk); ISBN13: 978-0-203-87830-9 (ebk).
- Thomas, J.R., Nelson, J.K., & Silverman, S.J. (2015). *Research methods in physical activity* (7<sup>th</sup> Ed.). ISBN 9781450470445.
- Veal, A.J. & Darcy, S. (2014). *Research methods in sport studies and sport management: A practical guide*. Routledge, Taylor & Francis Group. ISBN13: 978-0-273-73669-1 (pbk); ISBN13 978-1-315-77666-8 (ebk).

**Module Title: Foundation Learning in Athletics**

**Module Code: FLA301**

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the module

This module introduces students to one of the core movement based sports. The concept of athletics with categorization into track and field events with further classification into runs jumps and throws will be introduced. The students will understand, interpret and apply the categories of

runs, jumps and throws into relevant settings in the foundational learning stage. In this module students are introduced to instructional skills required to help pupils develop athletic events. Students also gain knowledge and experience in the different disciplines of athletics' track & field events.

### Learning Outcomes

On completion of the module, student will be able to

1. Differentiate the categories of track and field events.
2. Categorize events according to runs, jumps and throws.
3. Construct the track using accurate dimensions.
4. Apply correct techniques of track events and field events.
5. Design developmentally appropriate lessons using modified equipment for track and field events.
6. Use different instructional teaching styles & strategies to help develop students into confident and active athletes.
7. Apply officiating norms for track and field events.
8. Apply safety measures while teaching, coaching and officiating lessons.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignment on coaching through demonstration & Practice	2	20%
Assignments on officiating through demonstration & Practice	2	20%
Class Tests Coaching (Quiz)	1	20%
Class Test Officiating (Quiz)	1	20%
Class participation		10%
Coaching & Officiating Engagement	1	10%
Total		100%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1 (10 Hrs)	<b>Unit I. Introduction to the Track and Field Athletics Module</b> 1.1. Physical Conditioning 1.2. The structure of the sport 1.3. History of track and field athletics 1.4. Current Issues	Lecture, demonstration, practical, video session and coaching practical sessions	
2 (10 Hrs)	<b>Unit II. Introduction to Track Athletics</b> 2.1. Warming up activities 2.2. The sprints and starts 2.2.1. Start techniques for 100m, 200m, 400m 2.2.2. Sprinting Techniques 2.3. The Relays	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment on coaching through demonstration & Practice (Runs)

	2.3.1. Runner positions 2.3.2. Baton Exchanges 2.3.3. Competition Rules 2.4. Middle and long distance Running 2.5. Running Techniques 2.5.1. Pacing Strategies 2.6. Walking 2.7. Skills Development Sheet 2.8. Hurdles and Steeple Chase 2.9. Flying Speed and Standing Speed tests		
3 (20 Hrs)	<b>Unit III. Introduction to the field events</b> 3.1. Introduction to the Jumps 3.1.1. Long Jump 3.1.1.1. Modified activities 3.1.1.2. Jumping techniques 3.1.1.3. Safety considerations 3.1.2. Triple Jump 3.1.2.1. Modified activities 3.1.2.2. Jumping techniques 3.1.2.3. Safety considerations 3.1.3. High Jump 3.1.3.1. Modified activities 3.1.3.2. Jumping techniques 3.1.3.3. Safety considerations 3.1.4. The Pole Vault 3.1.4.1. Modified activities 3.1.4.2. Jumping techniques 3.1.4.3. Safety considerations 3.1.5. Muscular power test 3.2. Introduction to the Throws 3.2.1. Shot put 3.2.1.1. Equipment (Modified & Regular) 3.2.1.2. Modified activities 3.2.1.3. Putting techniques & footwork 3.2.2. Discus 3.2.2.1. Equipment (Modified & Regular) 3.2.2.2. Modified activities 3.2.2.3. Throwing techniques & footwork 3.2.3. The Hammer		Assignment on coaching through demonstration & Practice (Jumps)

	3.2.3.1. Equipment (Modified & Regular) 3.2.3.2. Modified activities 3.2.3.3. Throwing techniques & footwork 3.2.4. Javelin 3.2.4.1. Equipment (Modified & Regular) 3.2.4.2. Modified activities 3.2.4.3. Throwing techniques & footwork 3.2.5. Muscular Power Test		
4 (10 Hrs)	<b>Unit IV: Track Construction</b> 4.1. Construction of athletics track (200m & 400m Standard Tracks) 4.2. Understanding the Principles of track construction 4.3. Calculating the stagger distance 4.4. Calculating the radius.	Lecture, demonstration, practical, video session and coaching practical sessions	Assignment through Athletic Track Model Construction
5 (10 Hrs)	<b>Unit V: Organization and conduct of Kids Athletics</b>	Lecture, demonstration, practical, video session and coaching practical sessions	Major Assignment (Practical Organization and demonstration)
7(120 Hrs)	<b>Field Practice</b>	In addition to above classroom teaching learning strategies, students will spend these hours in field for practical demonstration and training simultaneously	As indicated above in specific units

**Reading List:**  
**Mandatory Reading**

Carr, G. (1999). *Fundamentals of Track & Field*. (2<sup>nd</sup> Ed). Champaign, IL: Human Kinetics

**Supplementary Reading**

*Athletics*, Prepared for the Royal Navy in association with UK Athletics and produced by Education and Youth, London.

**Module Title: Field Practical Immersion**

**Module Code:** FPI 401

**Program Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 60

**Objectives of the Module**

This module will enable the students to select one of the following sports (football; volleyball; badminton; basketball; table tennis; athletics, etc.) and specialize in it. The students will learn to apply the knowledge and skills gained to develop a project. Further, they will get an opportunity to work in their field of interest and learn the ground realities.

**Learning Outcomes**

Upon completion of the module, the student will be able to:

1. Outline daily tasks as required by the institution /organization attached
2. Interact with and stimulate positive learning atmosphere with clients and colleagues
3. Impart concepts, skills, values and attitudes to colleagues and clients
4. Analyse and critically reflect on their own practical immersion experience
5. Participate actively in all the activities as initiated and organized by the institution /organization attached
6. Demonstrate a thorough understanding of structures, function and organization of the institution /organization attached to.
7. Demonstrate a clear and concise working understanding of the institution/organization attached to.
8. Exhibit ethical practical immersion practices
9. Foster institutional collaboration and linkages between the college and the institution/organization attached to.
10. Relate the classroom teaching learning experiences in their area of specialization.

**Assessment Approach**

Assessment mode	Quantity	Weighting
Test	1	10%
Reflective journal	1	10%
Performance evaluation	1	10%
Portfolio	1	20%
Project write-up	1	40%
Project presentation	1	10%

<b>Session (Hrs)</b>	<b>Content</b>	<b>Teaching Learning Strategies</b>	<b>Mode of assessment</b>
1(5 hrs)	<ul style="list-style-type: none"> <li>• Introduction to immersion placement</li> <li>• Requirements and expectations</li> <li>• Learning guide</li> </ul>	Lecture/discussion	Test/quiz
2(5 hrs)	<ul style="list-style-type: none"> <li>• Review of relevant knowledge and skills</li> </ul>	Lecture/discussion/ demonstration	Test/ re-demonstration
3(1000hrs)	<ul style="list-style-type: none"> <li>• Field posting</li> </ul>	Pre-discussion/ post-discussion/ supervision/ mentoring/ shadowing/ briefing	Assignments/ presentations/ feedbacks/ Observation/ draft project
4(90hrs)	<ul style="list-style-type: none"> <li>• Project write-up and presentation</li> </ul>	Discussion/ mentoring/ supervision	Portfolio and project write up documents assessment/ presentations

**Module Title:** Risk, Rehabilitation and Resilience in Sports

**Module Code:** RRR401

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

**Objectives of the module:**

This module will make the students aware of the risks associated with sporting activities. The students will also learn the application of physiotherapy and rehabilitative principles.

**Learning Outcomes:**

By the end of the module the students will be able to

1. Describe the risks associated with different types of sporting activities.
2. Discuss the types and the causes of sports injuries.
3. Recognize the factors associated with sports injuries and identify special population group vulnerable to injuries and ways to protect them.
4. Discuss the principles of sports rehabilitation.
5. Evaluate the progress of an injured athlete undergoing rehabilitation.
6. Describe some physical modalities used in sports rehabilitation and understand their principles.



7. Demonstrate the basic principle of taping and bracing.
8. Describe the process how our body recovers after exercise/injury for effective training of the athlete.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	1	10%
Class Tests	1	5%
Field study report/ portfolio	1	20%
Class participation		5%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

### Subject Matter:

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(10 Hrs)	<b>Unit I. The burden of sports related injuries</b> 1.1. Introduction 1.2. The magnitude of the problem 1.3. Etiology of sport injuries 1.4. Consequences of sport injury 1.4.1. Nature of sport injuries 1.4.2. Sports time lost 1.4.3. Working or school time lost 1.4.4. Permanent disability 1.4.5. Cost of sport injuries 1.4.6. Other consequences of sport injuries	Lecture Videos	Assignment
2(10 Hrs)	<b>Unit II. Psychological risks in sport</b> 2.1. Psychological burnouts 2.2. Mental illness 2.3. Psychosocial issues such as discrimination, harassment, violence, etc.	Lecture Presentation	
3(10 Hrs)	<b>Unit III. Risk of injury in special population group</b> 3.1. Children 3.2. Females 3.3. Elderly 3.4. Differently abled	Lecture Presentation Videos	Class Test

4(20 Hrs)	<b>Unit IV. Rehabilitation and reconditioning</b> 4.1. 4.2. Principle of rehabilitation in sports injuries 4.3. Phases of rehabilitation 4.3.1. Acute/sub-acute phase 4.3.2. Recovery phase 4.3.3. Return to sport phase 4.4. Evaluation during rehabilitation 4.4.1. Range of motion 4.4.2. Joint stability 4.4.3. Evaluation of muscle function	Lecture Presentation Videos demonstration Field visit (department of physiotherapy, BFF &JDW)	Midterm Examination
5(15 Hrs)	<b>Unit VI. Physical Modalities in sports Rehabilitation</b> 5.1. Heat and Cold 5.2. Ultrasound 5.3. Electrical stimulation 5.4. Diathermy 5.5. Other modalities 5.6. LASER 5.7. Magnets 5.8. Dry needling 5.9. Extracorporeal shockwave therapy 5.10. Pulsed radiofrequency 5.11. Intermittent pneumatic leg compression 5.12. Soft tissue mobilization	Lecture Video presentation Field visit (physiotherapy unit at JDW)	
6(15 Hrs)	<b>Unit VII. Taping and Bracing in sports</b> 6.1. Bracing 6.1.1. Support bandages 6.1.2. Orthoses and braces 6.1.3. Splints and casts 6.2. Taping 6.2.1. Indications 6.2.2. Types of taping 6.2.3. Technique of taping 6.2.4. Risks associated with taping	Lecture Videos demonstration Field visit (cast room in orthopedic department and physiotherapy unit at JDW)	
7(20 Hrs)	<b>Unit VIII. Resilience and Recovery</b> 7.1. Recovery after training 7.2. Muscle inflammation and repair after exercise –induced injury 7.3. Effect of NSAIDs in muscle injury	Lecture Presentation Videos	

	7.4. Metabolism during recovery from exercise 7.5. Overtraining and overtraining syndrome 7.6. Return to or retire from sport		
8(40 Hrs)	<b>Field practice (as indicated in Unit IV, V and VI above)</b>	Visit to JDW, Ortho Deptt to observe the practices	Field report/ portfolio

## Reading List

### Mandatory Readings:

- Joyce, D., & Lewindon, D. (2016). *Sports Injury Prevention and Rehabilitation*.  
 Kjaer, M., Krogsgaard, M., Magnusson, P., Engebretsen, L., Roos, H., Takala, T., & Woo, S. L-Y. (2003). *Textbook of sports medicine: Basic Science and Clinical Aspects of Sports injury and physical activity*  
 Madden, C. C., Putukian, M., McCarty, E. C., Young, C. C., & Netter, F. H. (2018). *Netter's Sports medicine* (2<sup>nd</sup> Ed.).

### Supplementary Readings:

- IOC sports injury prevention handbook  
 Peterson, L. & Renstrom, P. (2017). *Sports injuries: Prevention, Treatment and Rehabilitation*. (4<sup>th</sup> edition).  
 Potteiger, J. A., (2011). *ACSM's Introduction to Exercise Science*.  
 Sewell, D., Watkins, P., & Griffin, M. (2014). *Sports and exercise science: an introduction*

## Module Title: Drugs and Doping in Sports

**Module Code:** DDS401

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the Module:

This module aims to instill awareness on the prevalence of drug use among athletes and how it is a growing problem in modern sports. Students will learn what are the drugs abused. They will also know the current stand taken by WADA (world anti-doping agency) with regards to breach of various sport protocols in relation to drug use. They will be reminded of the ethics in relation to drug use as social attributes of a good athlete.

### Learning Outcomes:

By the end of the module the students will be able to

1. Acknowledge that drug use among athletes is a problem in the world of sport.

2. Recall how drug use and doping emerged in sports history and enhance its understanding.
3. Describe common ethical issues in sport and realize the value of team cohesion and 'spirit of sport'.
4. Explain theories relating to athletes involvement in drugs and doping.
5. Describe health and sociological issues related to drug use in athletes.
6. Justify important findings in the use of drugs in international professional sporting events.
7. Describe some common drugs used for recreation and performance enhancement in sport.
8. List some of the doping agents that are banned by world anti-doping agency (WADA).
9. Describe the policies included in the world anti-doping agency.
10. Apply the knowledge and skills gained in this module daily sporting ethics
11. Develop empathy towards drug user in sport and formulate strategy to counselling.

### Assessment Approach

Assessment mode		Quantity	Weighting	Subject Matter:
Assignments		2	20%	
Class Tests		3	15%	
Class participation			5%	
Midterm Examination		1	10%	
Total Continuous Assessment (CA)			50%	
Summative Assessment (2.5 Hours written examination)		1	50%	

  

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(5 Hrs)	<b>Unit I: Introduction to doping in sports</b> 1.1. Definition of drug abuse 1.2. History and growth of drug use in sports 1.3. Prevalence of drug and extent of abuse	Lecture  Presentation	
2(10 Hrs)	<b>Unit II: Attributes of a good athlete</b> 2.1. Commitment 2.2. Control 2.3. Concentration 2.4. Confidence 2.5. Communication skills 2.6. Consistency 2.7. Competence 2.8. Courage 2.9. Coping skills	Lecture, video  Presentation, discussions	Assignment

3(5 Hrs)	<b>Unit III: Team cohesion in sport</b> 3.1. Definitions 3.2. Group dynamics in sport 3.3. Team spirit 3.4. Team cohesion and performance 3.5. Team building in sport	Lecture, group and class discussions, team building activities	
4(5 Hrs)	<b>Unit IV: Emergence of drug use as a problem in modern sport</b> 4.1. Fair play Versus Cheating 4.2. The 'spirit of sport' 4.3. Recreational drugs in sport	Lecture, Field activity	Class test
5(5 Hrs)	<b>Unit V: Drugs and their usage in sport</b> 5.1. What is a drug? 5.2. Forms and route of administration of drugs 5.3. Pharmacokinetics 5.4. Drugs and their targets 5.5. Side effects of drugs 5.6. Drug reaction 5.7. Drugs and the law	Lecture Videos Case study	
6(10 Hrs)	<b>Unit VI: Theories to explain the use of drugs in elite level sports</b> 6.1. Reasons for an athlete to take drug 6.1.1. Therapeutic use 6.1.2. Social or "recreational" 6.1.3. Performance enhancing 6.2. Technological explanations: the pharmacological revolution 6.3. Drug use as a deviant 'over conformity' 6.4. Sociological approach 6.4.1. Marxist approaches 6.4.2. Mertonian approach 6.4.3. Differential association 6.4.4. Game models: the social psychology of drugs use 6.5. Sporting careers biographical risks and 'doping'	Lecture, discussions Videos	Midterm Examination
7(10 Hrs)	<b>Unit VII: The World Anti-Doping Agency (WADA)</b> 7.1. Historic event in the development of WADA 7.2. Anti-doping policies in sports 7.2.1. What is doping	Lecture Field study (BoC/ RCDC)	Field report

	7.2.2. The prohibited list 7.2.3. Monitoring 7.2.4. Therapeutic use exemptions (TUE) 7.2.5. Testing (theory only) 7.2.6. Results management 7.2.7. Whereabouts 7.2.8. Statue of limitation 7.2.9. WADA implementation in Bhutan	visit), guest Lecture	
8(10 Hrs)	<b>Unit VIII: Doping control in sports</b> 8.1. Drug detection 8.1.1. Who gets tested 8.1.2. Announced Versus unannounced testing  8.2. Athlete biological passport 8.2.1. Non-Analytical investigation 8.2.2. Sanctions 8.2.3. Effectiveness of drug testing in preventing drug abuse by athlete	Lecture Presentation Videos	
9(10 Hrs)	<b>Unit IX: Use &amp; Abuse of drugs</b> 9.1. Performance enhancing drugs 9.1.1. The development of performance enhancing drugs 9.1.2. Performance enhancing drug use in sport  9.2. Anabolic agents 9.3. Hormones and related substances 9.4. Agents with antiestrogenic activity 9.5. Diuretics and other masking agents 9.6. Stimulants 9.7. Narcotics 9.8. Cannabinoids 9.9. Glucocorticoids 9.10. Amphetamines 9.11. Cocaine 9.12. Sympathomimetic amines 9.13. Gamma-hydroxybutyrate and derivatives	Lecture Presentation Videos Guest lecture	Assignment
10(5 Hrs)	<b>Unit X: Other prohibited substances</b> 10.1. Alcohol 10.1.1. Mechanism of action	Lecture, class discussions,	Class test

	10.1.2. Adverse effects 10.1.3. Alcohol use and sports 10.1.4. WADA prohibition 10.2. Nicotine 10.2.1. Mechanism of action 10.2.2. Adverse effects 10.2.3. Nicotine use and sport 10.2.4. WADA prohibition	Videos	
11(10 Hrs)	<b>Unit XI: Other forms of doping (theory only)</b> 11.1. Blood doping 11.1.1. 11.1.2. Blood transfusion 11.1.3. Testing for blood transfusion 11.1.4. Erythropoietin and derivatives 11.1.5. New developments in erythropoietic drugs 11.1.6. Blood substitutes 11.2. Gene Doping 11.2.1. 11.2.2. What is gene doping 11.2.3. Gene therapy and its applications 11.2.4. History of gene doping in sports 11.2.5. Gene doping and WADA prohibition	Lecture Presentation Videos	
12(10 Hrs)	<b>Unit XII: Legal substances and procedures</b> 12.1. 12.2. Therapeutic use exemptions 12.3. NSAIDS 12.3.1. What are NSAIDs 12.3.2. Clinical use 12.3.3. Side effects 12.3.4. NSAIDS and ethical issues of its use within sport 12.3.5. WADA regulation 12.4. Sports supplements and herbal preparations 12.4.1. What are sports supplements? 12.4.2. Why athletes use sports supplements 12.4.3. The risks associated with sports supplements 12.4.4. Herbal supplementation	Lecture Presentation Videos Guest Lecture	Presentation

	<p>12.4.5. Ethical issues and WADA prohibition of sports supplementation in sports</p> <p>12.5. Caffeine</p> <p>12.5.1. Pharmacology</p> <p>12.5.2. Mechanism of action</p> <p>12.5.3. Performance enhancing properties</p> <p>12.5.4. Caffeine combinations</p> <p>12.5.5. Therapeutic actions</p> <p>12.5.6. Adverse effects</p> <p>12.5.7. Caffeine use and WADA regulations</p> <p>12.6. Legal procedure</p>		
13(5 Hrs)	<p><b>Unit XIII: Inadvertent use of prohibited substance in sports</b></p> <p>13.1.</p> <p>13.2. Why athletes may take prohibited substances inadvertently</p> <p>13.3. Sources from which athletes may take prohibited substance inadvertently</p> <p>13.4. WADA rules and regulations</p> <p>13.5. Role of athlete support personnel in prevention deliberate and inadvertent use of prohibited substances</p>	<p>Lecture</p> <p>Presentation</p> <p>Videos</p>	
14(5 Hrs)	<p><b>Unit XIV: Chemical and physical manipulation</b></p> <p>14.1.</p> <p>14.2. WADA regulation</p> <p>14.3. Circumvention by athletes</p> <p>14.4. Institutionalized manipulation of the doping control process</p> <p>14.5. Techniques for identifying chemical and physical manipulation</p>	<p>Lecture</p> <p>Presentation</p> <p>Videos</p>	
15(15 Hrs)	<p><b>Unit XV: Drug education and the role of society in drug use in sport</b></p> <p>15.1.</p> <p>15.2. Promoting preventive measures to limit drug use in athletes through education and advocacy</p> <p>15.3. Athlete support personnel</p> <p>15.4. Drug use in society</p> <p>15.5. Governance</p> <p>15.6. Health and education systems</p>	<p>Lecture</p> <p>Presentation</p> <p>Videos</p> <p>Fieldwork (visit rehab centers)</p>	<p>Class test, Study visit report</p>



	15.7. Police Personnel 15.8. NGOs 15.9. Family, friends and peers 15.10. Support establishments and rehabilitation centers		
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## Reading List

### Mandatory Readings:

- Madden, C. C., Putukian, M., McCarty, E. C., Young, C. C., & Netter, F. H. (2018). *Netter's Sports Medicine*. (2<sup>nd</sup> Ed.).
- Mottram, D. R., & Chester, N. (2018). *Drugs in sport*. (7<sup>th</sup> Ed.).
- Waddington, I. (2000). *Sports Health and Drugs A Critical Sociological Perspective*.
- Waddington, I., & Smith, A. (2009). *An introduction to Drugs in Sport: Addicted to Winning*.

### Supplementary Readings:

- Kjaer, M., Krogsgaard, M., Magnusson, P., Engebretsen, L., Roos, H., Takala, T., Woo S. L-Y. (2003). *Textbook of sports medicine: Basic Science and Clinical Aspects of Sports injury and physical activity*
- Moran, A. P. (2005). *Sports and exercise psychology A critical introduction*
- Sewell, D., Watkins, P., & Griffin, M. (2014). *Sports and exercise science: an introduction*.

## Module Title: Adapted Physical Education and Sports

**Module Code:** APE401

**Programme Title:** Bachelor of Sports and Health Sciences

**Credit Value:** 12 credits

### Objectives of the module

This module introduces students to foundational topics in adapted physical education (APE) and sports sequentially providing the information relating to planning, assessing, prescribing, teaching, evaluating, instructional strategies and program organization and management. It will also equip the students on the behaviour management in both shaping appropriate social behaviour and its influence in facilitating skill acquisition.

### Learning Outcomes

On completion of the module, student will be able to:

1. Define Adapted Physical Education and Sport
2. Outline the purpose and goals of ADPE.
3. Justify the role of service providers in ADPE and Sports
4. Identify and discuss the pertinent program management and organization challenges in the ADPE and Sports setting
5. Differentiate the roles of international and national agencies in the field of ADPE and Sports
6. Describe the benefits of School and Community based adapted Sport Programming
7. (repetition of 5)
8. Develop Individualized education programs (IEPs) for children with unique needs

9. Identify and implement good practices in measurement, assessment, evaluation practices in Adapted Physical Education and Sports.

### Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Tests	1	10%
Class participation		10%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

### Subject Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(20 Hrs)	<b>Unit I: Introduction to Adapted Physical Education and Sport</b> 1.1. Meaning of Adapted Physical Education 1.2. Adapted Sport 1.3. Planning, purpose, aims, goals, and objectives 1.4. Service providers 1.5. Brief history of Adapted Physical Education and sports 1.6. Inclusion Movement 1.7. Litigation 1.8. Laws important to Adapted Physical Education and Sport 1.9. (added in 1.5) 1.10. Periodicals 1.11. Organizations	Lecture, discussion (Peer, group, and class), presentation, Videos.	Assignment
2(15 Hrs)	<b>Unit II: Program Organization and Management</b> 2.1. Program and curriculum planning 2.2. Administrative areas related to program organization and management 2.3. Human Resource 2.4. General Program Evaluation	Lecture, discussion presentation, guest lecture	
3(20 Hrs)	<b>Unit III: Adapted Sport</b> 3.1. Integration continuum	Lecture, discussion Guest speaker	Class test

	3.2. Adapted Interscholastic Model for Sports 3.3. Sports Organizations 3.4. Olympic and Amateur Sports Act 3.5. Role of international and national governing bodies 3.6. International Organizations of Sport for the Disabled 3.7. Paralympic Games 3.8. Classification 3.9. School and Community based adapted Sport Programming 3.10. Regular sport participation 3.11. Transition Services 3.12. Role of Physical Educator in Adapted Sport		
4 (20 Hrs)	<b>Unit IV: Measurement, assessment and programme evaluation</b> 4.1. What does Measurement, assessment and programme evaluation in Adapted Physical Education mean? 4.2. Standards of Assessment 4.3. Testing and Assessment in Adapted Physical Education 4.3.1 Test instruments: Objective and subjective methods 4.3.2 Milani Comparetti Motor Development Screening Test 4.3.3 Movement Assessment of Infants Test 4.4. Program Evaluation	Lecture, discussion (Peer, group, and class), VLE Discussion	Midterm Examination
5 (15 Hrs)	<b>Unit V: Individualized Education Programs</b> 5.1. Overview of Individualised Programs 5.2. Students with Disabilities: The IEP Document 5.3. Components of the IEP 5.4. Development of the IEP 5.5. Section 504 and Accommodation Plan 5.6. Students without Disabilities who have unique needs	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion	Assignment
6(10 Hrs)	<b>Unit VI: Behaviour Management</b>	Lecture, discussion	Class test

	6.1. Applied Behaviour Analysis 6.2. Types of Reinforcers: Social reinforcement, token economy, and physical activity 6.3. Schedules of Reinforcement 6.4. Procedures for increasing Behaviour 6.5. Procedures for Decreasing Behaviour 6.6. Uses of Applied Behaviour Analysis in Physical Education and Sports ‘ 6.7. Other Approaches like the Biogenic approach and ecological approaches	(Peer, group, and class), presentation, video clips, VLE Discussion	
7 (50 Hrs)	<b>Unit VII: Instructional Strategies for Adapted Physical Education and Sports</b> 7.1. Philosophical Approaches to Adapted Physical Education and Sport 7.2. Systematic Teaching: How to facilitate Motor Learning 7.3. Meeting Individual Differences 7.4. Circular Options: What to Teach? 7.5. Activity Modifications 7.6. Teaching Styles: Individualised Instruction, team teaching, Peer tutoring, adapted activities and instruction modification 7.7. Class Format 7.8. Discrete Trial Teaching 7.9. Task Analysis 7.10. Using Supportive Services 7.11. Prescriptive Planning and Instructional Models	Lecture, discussion (Peer, group, and class), presentation, video clips, VLE Discussion	Class Presentation

### Reading List:

#### Mandatory Reading

Winnick, J., & Poretta, D.L. (Ed.). (2021). *Adapted Physical Education and Sports* (7<sup>th</sup> Ed.). Human Kinetics.

#### Supplementary Reading

Lauder, A.G. (2001). *Play practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.

**Module Title: Foundation of Nutrition in Sports****Module Code:** FNP401**Programme Title:** Bachelor of Sports and Health Sciences**Credit Value:** 12 credits**Objectives of the Module**

This module provides students an integrated overview of the relationship of nutrition/energy/supplement intakes and sporting performance. It will also make the students to understand the relationship between the science of exercise and the sports nutrition which would leverage them to explore and identify the most current development of the habitual lifestyle of the sportsperson.

**Learning Outcomes**

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

1. Identify the various essential macronutrients and micronutrients for fuelling varied levels of performing activities.
2. Plan and execute pre-, during, and post-event diet/eating routines.
3. Implement realistic hydration practices for the athletes by calculating their fluid loss rate.
4. Assess the caloric needs of athletes based on the level of their physical activity.
5. Outline and plan various muscle mass gaining practices through the implementation of nutrition and physical activity guidelines.
6. Identify and resolve common complaints in sports and physical activities through nutritional interventions.
7. Recognise and deal with various types of eating disorders.
8. Explain the intended effects and possible pitfalls of nutritional supplements and ergogenic aids.
9. Justify the body composition issues due to increase in body fat percentage.
10. Experiment and ascertain the hydration status based on the urine sample collection.

**Teaching and Learning Strategies:**

This module will be of 15 credits and will be taught in 15 weeks long semester, through a mix of class lecture using PowerPoints, hands on practical sessions in nutrition, group work, in-class and online discussions. Following will be the breakup of hours for the varied teaching-learning approaches including self-study:

Approach	Hours per week	Total credit hours
Lectures & class discussions including role plays	4	60
Laboratory study	1-2 days in the semester	10
Independent study	3	50
Total		120

## Assessment Approach

Assessment mode	Quantity	Weighting
Assignments	2	20%
Class Test	1	5%
Lab work	1	10%
Class participation		5%
Midterm Examination	1	10%
Total Continuous Assessment (CA)		50%
Summative Assessment (2.5 Hours written examination)	1	50%

Subject

## Matter

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(10 Hrs)	<b>Unit I: Introduction to Sports Nutrition</b> 1.1. Definitions of sports nutrition. 1.2. Nutrition for performance 1.3. Nutrition for health	Lecture, discussion (peer, group and class)	
2(10 Hrs)	<b>Unit II: Food Categories</b> 2.1. Carbohydrate (Macronutrient) 2.2. Fat (Macronutrient) 2.3. Protein (Macronutrient) Vitamins (Micronutrient) 2.4. Minerals (Micronutrient) 2.5. Glycaemic Index of food	Lecture and discussion, sample of food type demonstration.	Assignment
3(10 Hrs)	<b>Unit III: Estimation of calorie requirement</b> 3.1. What are calories? 3.2. What is calorie density? 3.3. How much to eat (General)? 3.4. When and what to eat (General)? 3.5. Calculating requirement for healthy living 3.6. Calculating requirement for physical activity 3.7. Assessing the calorie needs of various physical activities/sports disciplines	Lecture, discussion (peer, group and class), Presentation, Video clips)	
4(20 Hrs)	<b>Unit IV: Nutrition for age categories and special cases</b> 4.1. The relationship between under-nutrition and cognitive/behavioural development 4.2. Early childhood nutrition	Lecture, discussion, Guest speaker	Class test

	4.3. Childhood nutrition 4.4. Adolescent nutrition 4.5. Adult nutrition 4.6. Elderly nutrition 4.7. Nutrition during pregnancy 4.8. Nutrition for vegetarian athletes/selective diet 4.9. <b>Sizing-up supplements</b> 4.9.1 Vitamins and minerals 4.9.2 Other common supplements 4.9.3 New supplements and supplement safety 4.9.4 Review of nutrition supplements used in sports 4.9.5 Should coaches recommend nutrition supplements?		
5(10 Hrs)	<b>Unit V: Hydration and peak performance</b> 5.1. Where does water fall in the category of nutrients 5.2. Hydration & Dehydration 5.3. Why do athletes become dehydrated? 5.4. The urine analysis for hydration (try at home) 5.5. What should athletes drink? 5.6. How much should athletes drink? 5.7. Calculating your sweat rate	Lecture, Lab demonstration	Assignment/report
6(10 Hrs)	<b>Unit VI: Eating timed for performance (Specific)</b> 6.1. Pre-exercise eating (Carbohydrate loading) 6.2. Pre-event eating 6.3. Eating during the event 6.4. Post-event eating	Lecture, discussion (peer, group and class), Presentation, Video clips)	
7(10 Hrs)	<b>Unit VII: Managing body fat</b> 7.1. Assessing the athletes body weight 7.2. Body composition 7.3. (covered under unit 5)	Lecture, discussion (peer, group and class), Presentation, Video clips)	Midterm Examination

		followed by lab experience	
8(10 Hrs)	<b>Unit VIII: Managing muscle mass (Specific)</b> 8.1. How can athletes add muscle mass? 8.2. How many calories does the athlete need? 8.3. What, When and How much should athletes eat?	Lecture, discussion (peer, group and class), Presentation, Video clips)	
9(5 Hrs)	<b>Unit IX: Common complaints and prevention</b> 9.1. Muscle cramps 9.2. Gastrointestinal distress 9.3. Bonking or hitting the wall	Lecture, discussion (peer, group and class), Presentation, Video clips)	Class test
10(10 Hrs)	<b>Unit X: Eating disorders and its consequences</b> 10.1. Anorexia 10.2. Bulimia 10.3. Eating disorder not otherwise specified (EDNOS) 10.4. Female athlete triad 10.5. Fostering a positive eating environment/role of the coach/team nutritionist	Lecture, discussion (peer, group and class), Presentation, Video clips)	
11(15 Hrs)	<b>Laboratory Practice</b>	Preparations of balanced diet and special diets	Food exhibition

### Reading Lists:

#### Mandatory Reading:

Bonci, L. (2009). *Sport Nutrition for Coaches*. Champaign, IL: Human Kinetics

#### Supplementary Readings:

American College of Sports Medicine Position Stand: Nutrition & Athletic Performance. Available at: <http://www.acsm.org/access-public-information/position-stands>.

Mc Cardle, W.D., Katch, F.I. & Katch, V.L. (2014). *Exercise Physiology: nutrition, energy and human performance*. Wolters Kluwer Health, USA



**Module Code and Title:** FLT101 Financial Literacy  
**Programme:** Bachelor of Commerce (borrowed)  
**Credit:** 12

**General objective:** This introductory financial literacy module covers basic concepts and applications for personal financial planning most likely to be applicable within students' own lives. The module aims to develop confidence and practice with a range of topics such as financial terminology, financial security, budgeting, credit control, financial tangles, and investment management.

**Learning outcomes – On completion of the module, students will be able to:**

1. Explain relevant financial terminologies.
2. Discuss the importance of money, banking, and the financial markets in an economy.
3. Identify the purpose and value of different financial services provided by various financial institutions.
4. Calculate the impact of time on the value of money.
5. Develop personal spending and savings plans.
6. Identify and prioritize personal money management goals.
7. Assess the general risks and returns from investments.
8. Discuss fundamental concepts of financial technology and its evolution.
9. Identify fraudulent practices in the financial environment and legal recourses thereof.

**Assessment Approach:**

A. Class tests: 10%

Each student will complete two short written individual class tests, one before and one after the midterm exam, of 45 min duration each covering 2-3 weeks of subject matter. Each class test worth 5% will be fact-based in-class tests to evaluate students' knowledge of specific concepts and their applications.

B. Case analysis and presentation: 15%

Students in groups of 4 will analyse assigned cases of hypothetical/simulated groups of individuals (e.g., young families) having different biographical and financial profiles. The profiles will include simulated career and financial profiles of the adults (e.g., annual income, debt/liabilities, and savings/assets) and basic biodata on dependents. Students will need to come up with debt management plans and spending budgets accounting for housing, utilities, phone, food, transportation, savings and investments, vacations, donations, emergencies, etc. After submitting an initial plan for 10 years, the tutor will change information regarding employment, family changes or other unforeseen obstacles. Students will then reassess their finances and re-evaluate choices.

Necessary background information will be provided and progressive submissions and interactions with the tutor will occur through the VLE. Upon completion, the groups deliver presentations of approximately 15 min.

5% Prudent, logical, and balanced initial financial plan

- 5% Reflective reassessment and re-evaluation of the initial plan and choices following change in the scenario
- 5% Presentation Individual marks will be assessed on following criteria:
- 3% Relevant subject knowledge and ability to answer Q&A
- 2% Presentation skills

C. Podcast creation: 15%

Students will form groups of 4 members and compose a feature podcast on a tutor approved topic related to personal financial management advocacy. The podcast should be between 5-10 minutes in length.

- 4% Comprehensive proposal on topic development with tutor
- 6% Quality of preparation on topic, including relevance and timeliness
- 3% Organization
- 2% Effective oral deliver

D. Individual written assignment: 15%

Each student will prepare their personal spending, saving and investment plan based on their personal financial goals by applying the techniques taught in the module. The plan should be made using an appropriate template provided by the tutor.

- 4% Appropriate use of template
- 6% Use of appropriate theories and techniques for the construction of the plan
- 5% Prudence and realism in financial planning

E. Midterm Examination: Portion of Final Mark: 15%

Students will take a written exam of 1.5-hr duration covering topics up to the mid-point of the semester. The exam will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended problem-solving and scenario interpretation questions.

F. Semester-End Examination: Portion of Final Mark: 30%

Students will take a written exam of 2.5-hr duration encompassing all the subject matter covered in the semester. This assessment is comprehensive and summative in nature, and will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended problem-solving and scenario interpretation questions.

**Overview of assessment approaches and weighting**

Areas of assignments	Quantity	Weighting
A. Class tests	2	10%
B. Group case analysis and presentation	1	15%
C. Group podcast creation	1	15%
D. Individual written assignment	1	15%
E. Midterm Examination	1	15%
<b>Total Continuous Assessment (CA)</b>		<b>70%</b>
<b>Semester-end Examination (SE)</b>		<b>30%</b>

**Pre-requisites:** None

**Subject matter:**

Session (Hours)	Topics	Teaching & Learning Strategies	Mode of Assessment
1(14 hours)	<b>Unit I: Introduction to financial systems</b> 1.1. Financial literacy and its importance 1.2. Financial institutions in Bhutan 1.2.1. Commercial banks 1.2.2. Development initiatives 1.3. Financial markets in Bhutan 1.3.1. Primary 1.3.2. Secondary 1.4. Financial services in Bhutan 1.4.1. Insurance 1.4.2. Mutual funds	Lecture and class discussion	Assignment
2(19 hours)	<b>Unit II: Time value of money</b> 2.1. Introduction to time value of money 2.2. Simple interest and compound interest 2.3. Compounding and discounting 2.4. Annuity 2.5. Using spreadsheets and mobile apps for calculating time value of money	Problem solving and question-answer sessions	Class Test
3(18 hours)	<b>Unit III: Personal finance management</b> 3.1. Introduction to personal finance 3.2. Concepts and evolution of money 3.3. Personal financial goals 3.4. Spending and opportunity cost 3.5. Budgeting	Lecture; discussions and group activity on podcast creation	Podcast creation
4(18 hours)	<b>Unit IV: Debt management</b> 4.1. Introduction to debt management and its importance 4.2. Productive and unproductive debt 4.3. Choosing a source of credit 4.4. Costs of credit alternatives	Lecture and library research; review of class material	
5(18 hours)	<b>Unit V: Investment</b> 5.1. Introduction to investment management 5.2. Investment avenues in Bhutan 5.3. Risks and returns 5.4. Selecting appropriate investment options	Lecture; class discussion	Class test
6(18 hours)	<b>Unit VI: Financial technology</b> 6.1. Introduction and evolution of financial technology 6.2. Current digital services in Bhutan	Lecture; Case based analysis and	Case analysis and presentation

	6.3. Benefits and challenges of financial technology 6.4. Cryptocurrency and its potential and risks	class discussion	will includes topics from
7915 hours)	<b>Unit VII: Fraudulent practices and legal recourses</b> 7.1. Types of financial fraud 7.2. Preventive strategies 7.3. Legal protection against fraud 7.4. Consumer Protection Act of Bhutan	Lecture; Class presentation and discussion	

## Reading Lists:

### Mandatory Reading

- Financial Institutions Training Institute (FITI). (2020). *Financial education curriculum*. FITI.
- Kobliner, B. (2017). *Get a financial life: Personal finance in your twenties and thirties*. Simon and Schuster.
- Mulcaire, S. (2017). *The 21st century student's guide to financial literacy - Getting personal* (1<sup>st</sup> ed.). C21 Publishing.
- Pandey, I. M. (2021). *Financial management* (12th ed.). Pearson.

### Supplementary Reading

- Aprea, C., Wuttke, E., Breuer, K., Koh, N. K., Davies, P., Greimel-Fuhrmann, B., & Lopus, J. S. (2016). *International Handbook of Financial Literacy* (1<sup>st</sup> Ed.). Springer.
- Consumer Protection Act of Bhutan. (2012). Retrieved from [https://www.nationalcouncil.bt/assets/uploads/docs/acts/2014/Consumer\\_Protection\\_Act\\_of\\_Bhutan\\_2012eng8th.pdf](https://www.nationalcouncil.bt/assets/uploads/docs/acts/2014/Consumer_Protection_Act_of_Bhutan_2012eng8th.pdf)
- Drake, P. P., & Fabozzi, F. J. (2010). *The Basics of Finance: An Introduction to Financial Markets, Business Finance, and Portfolio Management* (1st Ed.). Wiley.
- Kidder, C. (2021). *Fintech: Financial technology research guide*. Library of Congress. Retrieved from <https://guides.loc.gov/fintech>