

Far Western University
Mahendranagar, Kanchanpur
Faculty of Education



B. Ed. in Health and Physical Education

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

Semester-First

1. Foundation of Health Education (HP.Ed.101)

Semester-Second

1. Foundation of Physical Education (HP.Ed.121)
2. Basic Human Body Structure and Functions (HP.Ed.122)

Semester-Third

1. Maternal and Child Health Care (HP.Ed.231)
2. Racket Games (Badminton and Table Tennis) (HP.Ed.232)

Semester-Fourth

1. Revitalization of Primary Health Care (HP.Ed.241)
2. School Health Program (HP.Ed.242)
3. Field Games (Basketball and Football) (HP.Ed.243)

Semester-Fifth

1. Sports Training, Coaching and Officiating (HP.Ed.351)
2. Sports Science (HP.Ed.352)
3. Transmissible Health Problems and Their Prevention (HP.Ed.353)
4. Athletics and Volleyball (HP.Ed.354)
5. Foundation of Physical Education (HP.Ed.355) (Minor)

Semester-Six

1. Management of Health and Physical Education (HP.Ed.361)
2. Indigenous Games (Kabaddi and Kho-Kho) (HP.Ed.362)
3. Sexual and Reproductive Health and Rights (HP.Ed.363)
4. Approaches to Teaching Health and Physical Education (HP.Ed.364)
5. Transmissible Health Problems and their Prevention (HP.Ed.365) (Minor)
6. Athletics and Volleyball (HP.Ed.366) (Minor)

Semester-Seventh

1. Non-Communicable Diseases and Life Styles (HP.Ed.471)
2. Professional Development in Health and Physical Education (HP.Ed.472)
3. Research in Health Promotion (HP.Ed.473)
4. Basic Human Body Structure and Functions (HP.Ed.474) (Minor)

Semester-Eighth

1. Community Health (HP.Ed.481)
2. Indigenous Games (Kabaddi and Kho-Kho) (HP.Ed.482) (Minor)

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

Course Title: **Foundation of Health Education**

Course No. : HP.Ed.101

Level: B. Ed.

Semester: First

Credit Hour: 3 (45 hours)

Year : First

Full marks: 100

Pass marks: 45

1.Course Introduction

This course is designed to develop the knowledge and understanding of health and health education. The aim of this course is to widen the horizon of knowledge and understanding of students' with a view to make them able to acquaint significant health problems and help to apply their knowledge and understanding of different socio-cultural and bio-medical thoughts in solving the health problems.

2.General Objectives

General objectives of this course are as follows:

- a) To make students familiar with the concept of health and disease in traditional and modern perspective.
- b) To provide students with the basic concept, scope and principles of health education.
- c) To acquaint the students with the basic concepts of demography and epidemiology.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the traditional and contemporary concept of health. • Describe health and its economic implications. • Differentiate illness, sickness and disease. • Analyze the determinants of health and disease spectrum. 	<p>Unit I: Introduction of Health and Disease (15 hours)</p> <p>1.1 Concept of Health 1.1.1 Traditional and contemporary 1.1.2 Interrelationship between health and economic status</p> <p>1.2 Concept of illness, sickness and disease</p> <p>1.3 Theories of disease</p> <p>1.4 Determinants of health and disease 1.4.1 Biological factors 1.4.2 Socio-cultural factors 1.4.3 Physical factors 1.4.4 Political factors</p> <p>1.5 Health and disease spectrum</p>
<ul style="list-style-type: none"> • Discuss the aims, objectives and principles of health education. • Explain the scope of health education. • Explain the foundations of health education in terms of interdisciplinary perspective. 	<p>Unit II: Introduction to Health Education and Public Health (15 hours)</p> <p>2.1 Health Education 2.1.1 Meaning, aims, and objectives of health education 2.1.2 Principles of health education</p>

	<p>2.1.3 Scope of health education: Family, community, School, worksite and clinical setting</p> <p>2.1.4 Foundations of health education: scientific, socio-cultural, educational psycho - behavioral and legal.</p> <p>2.1.5 Relationship between health education and public health</p>
<ul style="list-style-type: none"> • Explain the concept, need, and scope of demography. • Discuss the population trend and situation of Nepal. • Mention the fertility, morbidity mortality and life expectancy in Nepal. • Describe the determinants of population change. • Discuss the consequences of rapid population growth in Nepal. • Clarify the concept of demographic and health transition. • Discuss the determinants of health and demographic transition. • Describe the fundamental concept of epidemiology. • Mention the role of epidemiology in public health. • Explain the roles of natural history of a disease in public health practice. • Discuss the preventive measures of water-borne, food-borne, air-borne, vector-borne and sanitation related diseases in Nepal. 	<p>Unit III: Demography and Epidemiology (15 Hours)</p> <p>3.1 Introduction to Demography</p> <p>3.1.1 Concept, need and scope of demography in public health</p> <p>3.1.2 Population trends and situation of Nepal: size, composition and distribution, sex ratio, dependency ratio.'</p> <p>3.1.3 Fertility, morbidity, mortality and life expectancy in Nepal</p> <p>3.1.4 Determinants of population growth and change</p> <p>3.1.5 Consequences of rapid population growth in Nepal.</p> <p>3.1.6 Demographic and health transition and its determinants.</p> <p>3.2 Introduction to Epidemiology</p> <p>3.2.1 Concept of epidemiology (persons, time and place)</p> <p>3.2.2 Role of epidemiology in public health practice</p> <p>3.2.3 Natural history of communicable disease.</p> <p>3.2.4 Prevention of water-borne, food-borne, air-borne, vector-borne and sanitation related diseases</p>

4. Reference Books

- a) Dhakal, S. N. (2063 B.S.). *Foundation of health*. Kathmandu: Ratna Pustak Bhandar. (Unit I - III)
- b) Giri, S. (2060 B.S.). *Foundation of health*. Kathmandu: Vidyarthi Prakashan. (Unit I-III)
- c) Jha, A. K. (2059 B.S.). *Foundation of health*. Kathmandu: M.K. Publishers and Distributors (P.) Ltd. (Unit I - III)
- d) Maharjan, S. K. (2064 B.S.). *Foundation of health*. Kathmandu: Bhundipuram Prakashan. (Unit I - III)
- e) Acharya, K. P. & Lama, C. K. (2055B.S.). *Foundation of health*. Kathmandu: Vidyarthi Pustakak Prakashan. (Unit I - III)
- f) Laura, R. & Wesley, F. A. (1984). *Health education foundations for the future*. New York: Times Mirror Mosby College Publishing. (Unit)

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

Course Title: **Foundation of Physical Education**

Course No. : HP.Ed.121

Level: B. Ed.

Total periods: 45

Nature of course: Theory

Semester: Second

Time per period: 1 Hour

1. Course Introduction

This course is designed to acquaint prospective teachers with the knowledge on meaning, objectives, foundations, history of physical education and basic concepts of physical fitness. It is also intended to provide knowledge on movement education to the prospective teachers.

2. General Objectives

The general objectives of this course are as follows:

1. To make the students familiar with the concept of physical education.
2. To develop the knowledge on foundations of physical education.
3. To enable the students in explaining the basic concepts of movement education and physical fitness.
4. To develop the wider understanding of roles of some countries in developing physical education and sports.
5. To make the students familiar with the history of physical education.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the need and importance of physical education. • Describe the aims and objectives of physical education. • Describe the importance of Sports Development Act 2048 B.S. 	<p>Unit I: Introduction to Physical Education (10 Hours)</p> <p>1.1 Meaning and definition of physical education</p> <p>1.2 Major terms related to physical education: sports culture, physical training, athletics, drill, gymnastics, locomotion, aerobic, anaerobic games and sports</p> <p>1.3 Need and importance of physical education</p> <p>1.4 Role of Physical education and sports in nation development</p> <p>1.5 Aims and objectives of physical education</p> <p>1.6 Sports Development Act of Nepal, 2048 B.S.</p>
<ul style="list-style-type: none"> • Describe the philosophical foundations of physical education. • Show the relation between philosophy and physical education. • Explain the biological and physiological foundations of physical education. • Analyze the types of learning related with the physical education activities. • Describe the theories of learning applied to physical education and 	<p>Unit II: Foundations of Physical Education (15 Hours)</p> <p>2.1 Philosophical Foundation</p> <p>2.1.1 Meaning of philosophy</p> <p>2.1.2 Philosophy and physical education</p> <p>2.1.3 Some general philosophies (Idealism, realism, pragmatism, naturalism, existentialism)</p> <p>2.2 Biological and physiological Foundation</p> <p>2.2.1 Human potential and performance</p> <p>2.2.2 Evolution</p> <p>2.2.3 Biological basis of life</p> <p>2.2.4 Physical and motor growth and development</p> <p>2.2.5 Principles of physical and motor growth and</p>

<p>sports.</p> <ul style="list-style-type: none"> • Describer the modes of social learning. • List the social traits developed through physical education and sports. 	<p>development</p> <p>2.2.6 Body types</p> <p>2.2.7 Suggestions from biology and physiology for physical education program</p> <p>2.3 Psychological Foundation</p> <p>2.3.1 Types of learning</p> <p>2.3.2 Perceptual motor learning</p> <p>2.3.3 Elements of learning</p> <p>2.3.4 Motivation and learning</p> <p>2.3.5 Maturation and learning</p> <p>2.3.6 Individual difference and learning</p> <p>2.3.7 Reinforcement and learning</p> <p>2.3.8 Intelligence and learning</p> <p>2.3.9 Theories of learning</p> <p>2.3.10 Suggestions from psychology for physical education program</p> <p>2.4 Sociological Foundation</p> <p>2.4.1 Values</p> <p>2.4.2 Human nature (Human characteristics, human needs)</p> <p>2.4.3 Modes of social learning</p> <p>2.4.4 Theories of play</p> <p>2.4.5 Role of play in life and education</p> <p>2.4.6 Sport as a socializing force</p> <p>2.4.7 Social traits developed through physical education</p> <p>2.4.8 Suggestions from sociology for physical education program</p>
<ul style="list-style-type: none"> • Explain the concept of movement education • Describe the importance of the elements of movement in physical education and sports. 	<p>Unit III: Movement Education (10 Hours)</p> <p>3.1 Meaning of movement</p> <p>3.2 Types of movement</p> <p>3.3 Basic concepts of movement education</p> <p>3.4 Elements of movement</p> <p>3.4.1 Speed</p> <p>3.4.2 Power</p> <p>3.4.3 Agility</p> <p>3.4.4 Flexibility</p> <p>3.4.5 Strength</p> <p>3.4.6 Endurance</p> <p>3.4.7 Coordination</p> <p>3.4.8 Balance</p> <p>3.5 Importance and applicability of movement education</p>
<ul style="list-style-type: none"> • Describe the ancient period of physical education. • Explain the responsible factors for driving dark period of physical education. • Discuss the importance of renaissance in the development of physical education. • Explain the roles of some 	<p>Unit IV: History of Physical Education (10Hours)</p> <p>4.1 Ancient period-Greece, Rome, Egypt, China and India</p> <p>4.2 Dark/medieval period</p> <p>4.3 Renaissance and modern period</p> <p>4.4 Western countries-Germany, USA, Sweden, Denmark</p> <p>4.5 Asian countries- Japan, Korea, India.</p> <p>4.6 Promotion of games and sports at international level</p> <p>4.6.1 Olympics</p>

<p>countries in the development of physical education.</p> <ul style="list-style-type: none"> • Discuss the development of physical education and sports in Nepal. 	<p>4.6.2 Asian Games 4.6.3 South Asian Games (SAG) 4.7 Development of Physical Education in Nepal 4.7.1 Ancient to modern period in development of games and sports 4.7.2 National organization of games and sports including National Sport Council 4.8 Role of Faculty of Education and Ministry of Sports in promoting Physical Education in Nepal</p>
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4. References

- Baruwal, H. B. (2065). *Historical development of physical education*. Kathmandu: Pinnacle Publication. (Unit IV)
- Bucher, C. A. (1980). *Foundation of physical education*. St. Louis: C.V. Mosby Company.(Unit I- IV)
- Harkensmith, C.W. (1976). *History of physical education*. New York: Harper & Row Pub.(Unit IV)
- Jha, A. K. &Baruwal, H. B. (2048). *An introduction to physical education*. Kathmandu: Ekta Publication. (Unit I-IV)
- Maharjan, R. K. and Adhikari, Pashupati(2010).*Foundations of physical education*. Kathmand u: Sunlight Publication. (Unit I-IV)
- Sherchan, L. (2008). *Foundations of physical education and sports*. Kathmandu: Ratna Pustak Bhandar. (Unit I-IV)
- Wuest, D. A. & Bucher, C. A. (1992).*Foundations of physical education and sport*. New Delhi: .I. Publications. (is Unit I-IV)

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

Course Title: **Basic Human Body Structure and functions**

Course No. : HP.Ed.122

Nature of course: Theoretical

Level: Bachelor

Semester: Second

Total periods: 45

Time per period: 1 Hour

1. Course Introduction

This course deals with the anatomy and physiology of human body. Anatomy is the study of structures of the body and their associations. Physiology is the study of the ways body parts work and assist together to maintain a healthy life. This course illustrates that the human body is a complex organ-system. This organ-system is also built on operational organs which are integrated of several smaller units. Human body is complex not only in structure but also in its functions. The Health and Physical Education has to deal with essential bio-medical concepts and the body functions. The students of this subject are expected to understand the basic structures and organization as well as the functions of body systems, organs and other units. The contents are organized in four units, each explaining structures and roles of important parts of human body.

2. General Objectives

The general objectives of this course are as follows:

- a. Be familiar with the cells, tissues and sense organs of human body.
- b. Describe the communication systems and their functions in human body.
- c. Be acquainted with the composition and processes of intake and elimination systems of human body.
- d. Explain the skeletal, muscular and reproductive systems as the organization and survival systems of human body.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the structure and function of the cells in human body. • Identify the type and process of cell division in human body. • Classify the tissues in human body. • Draw the structure and functions of five sense organs of human body. 	<p>Unit I: Introduction to Human Body and its Constituents (10 hours)</p> <p>1.1. The Human Cell</p> <p style="padding-left: 20px;">1.1.1. Basic Structure, Types and Functions</p> <p style="padding-left: 20px;">1.1.2. Cell Division</p> <p>1.2. The Human Tissue</p> <p style="padding-left: 20px;">1.2.1. Classification, Structure and Functions</p> <p>1.3. The Sensory System in Human Body</p> <p style="padding-left: 20px;">1.3.1. Structure and Functions of Ear</p> <p style="padding-left: 20px;">1.3.2. Structure and Functions of Eyes</p> <p style="padding-left: 20px;">1.3.3. Structure and Functions of Nose</p> <p style="padding-left: 20px;">1.3.4. Structure and Functions of Tongue</p>

	1.3.5. Structure and Functions of Skin
<ul style="list-style-type: none"> • Draw the structure of the heart. • Identify the type and functions of blood vessels. • Analyze the importance of the blood and blood circulation for life. • Describe the type and functions of lymph vessels. • Determine the structure and function of lymph organs. • Illustrate the three types of nervous system with their functions. • Mention the roles of various endocrine glands in body. 	<p>Unit II: The Communication Systems in Body (12 hours)</p> <p>2.1. Cardiovascular System</p> <p>2.1.1. Structure and Function of the Heart</p> <p>2.1.2. Type, Structure and Function of Blood Vessels</p> <p>2.1.3. Blood and its Circulations</p> <p>2.2. Lymphatic System</p> <p>2.2.1. Lymph and its Circulation</p> <p>2.2.2. Type and Functions of Lymph Vessels</p> <p>2.2.3. Structure and Functions of Lymph Nodes, Spleen and Thymus Gland</p> <p>2.3. Nervous System</p> <p>2.3.1. Neurons</p> <p>2.3.2. Type and Functions of Nervous System</p> <p>2.4. Endocrine System</p> <p>2.4.1. Structure and Functions of Pituitary, Thyroid, parathyroid, Adrenal, Pancreatic Islets, Pineal and Thymus Glands</p>
<ul style="list-style-type: none"> • Identify the roles of respiratory system and its organs in intake and elimination process in body. • Describe the process of respiration. • Illustrate the functions of major and accessory organs of digestive system. • Define food metabolism. • Discuss the structure and function of major organs of urinary system. • Describe the process of micturition. 	<p>Unit III: The Intake and Elimination Systems in Body (12 hours)</p> <p>3.1. Respiratory System</p> <p>3.1.1. Structure of Major Organs and their Functions</p> <p>3.1.2. Respiration (Supporting Muscles, Cycle, Types and Process)</p> <p>3.2. Digestive System</p> <p>3.2.1. Structure of Major Organs and their Functions</p> <p>3.2.2. Accessory Organs (Salivary Glands, Pancreas, Liver and Biliary tract)</p> <p>3.2.3. Food Metabolism</p> <p>3.3. Urinary System</p> <p>3.3.1. Structure of Major Organs and their Functions</p> <p>3.3.2. Micturition</p>
<ul style="list-style-type: none"> • Describe the type, structure and functions of bones. • Identify the organizational structure of axial and appendicular skeleton. • Explain the functions of various types of muscles in human body. • List out the muscles in various parts of human body. • Describe the process of movement. • Identify the structure and 	<p>Unit IV: The Organization and Survival Systems in Body (11 hours)</p> <p>4.1. Skeletal System</p> <p>4.1.1. Type, Structure and Functions of Bones</p> <p>4.1.2. Structure and Functions of the Bones in Axial and Appendicular Skeleton</p> <p>4.1.3. Type and Functions of the Joints</p> <p>4.2. Muscular System</p> <p>4.2.1. Type, Structure and Functions of Muscles</p> <p>4.2.2. Major Muscles of the Face, Neck, limbs, Back, Abdomen and Pelvis</p>

<p>function of male and female reproductive system in human beings.</p> <ul style="list-style-type: none"> • Describe the process of reproduction. 	<p>4.2.3. Movement</p> <p>4.3. Reproductive System</p> <p>4.3.1. Structure and Functions of Organs of Female Reproductive System</p> <p>4.3.2. Structure and Functions of Organs of Male Reproductive System</p> <p>4.3.3. Reproduction</p>
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4. References

- Maharjan, S.K. (2067 BS). *Foundations of health. (2nd ed.)*. Kathmandu: Bhundi Puran Prakashan. **(for Units I - IV)**
- Waugh, A. and Grant, A. (2001). *Ross and Wilson anatomy and physiology in health and illness*. NY: Churchill Livingstone. **(for Units I - IV)**
- Suwal, B. and Tuitui, R. (2063 B.S.). *Human anatomy and physiology*. Kathmandu: Vidyarthi Prakashan. **(for Units I - IV)**

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

Course Title: **Maternal and Child Health Care**

Semester: Third

Credit Hour: 3 (45 hours)

Course No. : HP.Ed.231

Full marks: 100

Pass marks: 45

1. Course Introduction

This course is designed to develop understanding of the students on various aspects of maternal and child health care. The course is expected to develop understanding of nutrition and its relation with maternal and child health. It will establish a linkage of maternal and child health and nutrition with their rights and development. The course will introduce students with the basics of maternal and child health and nutrition and familiarize them with the existing policies and programs, and key organizations working in the field of maternal and child health.

2. General Objectives

The general objectives of this course are as follows:

- a. Introduce the concept of maternal and child health and nutrition and its basic components
- b. Explain the status of maternal and child health and nutrition in Nepal
- c. Describe the existing maternal and child health and nutrition policies, strategies, approaches and programs of the government in Nepal

3. Contents with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Introduce concept of maternal and child health and nutrition • Suggest measures for the care of Children with development disorder, disability and special needs 	<p>Unit I: Introduction to Maternal and Child health & Nutrition (10)</p> <p>1.1 Concept of maternal and child health from life cycle approach-prenatal, neonatal and child health, growth and development, infections, injury prevention and safety, immunization</p> <p>1.2 Introduction of neonatal health, infant and child health</p> <p>1.3 Care of neonatal and child health, including children with disability and special needs/development disorder</p> <p>1.4 Child nutrition and its components-Infant and Young Child Feeding (IYCF), micronutrient supply,</p> <p>1.5 School health and nutrition- de-worming, Vitamin A(early child care age<5 yrs)</p> <p>1.6 Child health and nutrition durin`g emergencies and disasters</p> <p>1.7 Nutrition during pregnancy</p>
<ul style="list-style-type: none"> • To explain the status of maternal and child health and nutrition in Nepal • Discuss the integrated management of childhood 	<p>Unit II: Status of Maternal and Child health & Nutrition in Nepal(15)</p> <p>2.1. Nutritional status of children and mothers (Based on Nepal Demographic Health Surveys)</p> <p>2.2 Status of maternal and child health- Morbidities (ARI/Pneumonia, diarrhea, tuberculosis, worm infestations,</p>

<p>illness</p> <ul style="list-style-type: none"> Analyze the situation of child rights in Nepal 	<p>skin diseases, night blindness, Jaundice etc.) and mortality (MMR, IMR and CMR)</p> <p>2.3 Causes of high maternal, infant and child morbidities and mortalities</p> <p>2.4 Approaches of maternal and child health and nutrition programs-integrated management (of childhood illness and nutrition)</p> <p>2.5 Issues of child labor in Nepal</p> <p>2.6 Child right - female infanticide, physical abuse, sexual abuse, incest and molestation, neglect</p>
<ul style="list-style-type: none"> Describe existing maternal and child health and nutrition policies, strategies, approaches and programs of the government in Nepal Describe role of health education in promotion of maternal and child health and nutrition 	<p>Unit III: Maternal and Child health & Nutrition Policy Environment in Nepal(20)</p> <p>3.1 Review of current child health & nutrition policies of Nepal(National Health Policy 1991, Three Year Plan, Nepal Health Sector Strategy Program, Millennium Development Goals</p> <p>3.2 Key features of national Nutrition Policy & Strategy 2063 and National Strategy on Infant and Young Child Feeding, National School Health and Nutrition Strategy 2006</p> <p>3.3 Role of different agencies in involved in maternal and child health & nutrition</p> <p>3.3.1 Government agencies-MOHP (Child Health Division, Family Health Division, NHEICC, Epidemiology Division under DOHS), Ministry of Women ,Children and Social Welfare, Ministry of Home Affairs, Ministry of Labor, Ministry of Education, Children's hospital, Child care centers</p> <p>3.3.2 Non-governmental organizations-UNICEF, WHO, ILO, and other INGOs and NGOs, nutritional rehabilitation homes and Child care homes</p> <p>3.4 Role of health education in promotion of health and nutrition of mothers, infants and children in Nepal</p>

4. References

- a) Adhikari, R.K. and Krantz, Miriam (2001). *Child nutrition and health*. Kathmandu: HLMC.(Unit I & II)
- b) Park, J.E. & K, Park (2009). *Preventive and social medicine*. Jabalpur: M/S Banarsidas Bhanot.(Unit I)
- c) Child Health Division, DoHS/MOHP (2004). *National nutrition policy & strategy*.(Unit III)
- d) Child Health Division, DoHS/MOHP (2004). *National strategy on infant and young child feeding*.(Unit III)
- e) MOE/MOHP (2006). *National school health and nutrition strategy*.(Unit III)
- f) MOHP/GoN. *National Health Policy 1991, NHSP-IP 2004, NHSP IP 2010-2015* (Available at: www.mohp.org.np) (Unit II & III)
- g) *Nepal Demographic Health Survey reports*, 1996, 2006, 2012, Kathmandu: MOHP/New Era/ICF International.(Unit II& III)

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

Course Title: **Racket Games (Badminton and Table Tennis)**

Semester: Third

Credit Hour: 3 (45 hours)

Course No. : HP.Ed.232

Full marks: 100

Pass marks: 45

1. Course Introduction

This course is designed to acquaint the student teachers with the practical knowledge and basic skills on Badminton and Table Tennis. It is also intended to provide the student teachers with the experiences of coaching and officiating in those games.

2. General Objectives

The general objectives of this course are as follows:

- a. To provide practical knowledge on coaching and officiating Badminton.
- b. To provide practical knowledge on coaching and officiating Table Tennis.

3. Contents with Specific Objectives

Contents	Specific Objectives
<ul style="list-style-type: none"> • Demonstrate different skills of badminton game. • Adopt coaching strategies of different skills of badminton. • Apply the rules and regulations of badminton game in match situation. • Officiate badminton match. 	<p>Unit I. Badminton 45 periods</p> <p>1.1 Introduction and history of badminton game</p> <p>1.2 Basic skills of badminton</p> <p style="padding-left: 20px;">1.2.1 Grip and stance, change of grip</p> <p style="padding-left: 20px;">1.2.2 Service (low, high, drive and flick)</p> <p style="padding-left: 20px;">1.2.3 Receive (forehand and backhand)</p> <p style="padding-left: 20px;">1.2.4 Foot work (walking step and stretching step)</p> <p style="padding-left: 20px;">1.2.5 Strokes (offensive and defensive)</p> <p style="padding-left: 20px;">1.2.6 Clear and drops</p> <p>1.3 Coaching of different strokes</p> <p style="padding-left: 20px;">1.3.1 Wall practice</p> <p style="padding-left: 20px;">1.3.2 Clear practice</p> <p style="padding-left: 20px;">1.3.3 Match practice</p> <p>1.4 Single's and double's play.</p> <p style="padding-left: 20px;">1.4.1 Rule, regulation and officiating</p> <p>1.5 Organizing tournament</p>
<ul style="list-style-type: none"> • Demonstrate different strokes in table tennis. • Perform different offensive skills in table tennis. • Apply different coaching strategies in table tennis. • Officiate table tennis tournament. 	<p>Unit II. Table Tennis 45 periods</p> <p>2.1 Introduction and history of table tennis game</p> <p>2.2 Basic skills of table tennis</p> <p style="padding-left: 20px;">2.2.1 Grip (shake hand and pen holder)</p> <p style="padding-left: 20px;">2.2.2 Stance in single's and double's</p> <p style="padding-left: 20px;">2.2.3 Service (sidespin and backspin)</p> <p style="padding-left: 20px;">2.2.4 Receive</p> <p style="padding-left: 20px;">2.2.5 Strokes (forehand and backhand counter attack, drive, chop, loop, push and half volley).</p> <p style="padding-left: 20px;">2.2.6 Foot work (Stepping around, Forehand attack step)</p> <p style="padding-left: 20px;">2.2.7 Warming up and cooling down exercises</p>

	2.3 Coaching strategies in table tennis
	2.3.1 Multiple ball practice
	2.3.2 Straight practice
	2.3.3 Rotation practice
	2.3.4 Playing against a chopper
	2.3.5 Playing against a smasher
	2.3.6 Match practice
	2.4 Single's and Double's play
	2.5 Rules regulations and officiating
	2.6 Organizing tournament

4. References

- a) Ballou, Ralph B. ((1988). *Teaching badminton*. Delhi: Surjeet Publication.
- b) Goel, R. G. and Goel, Veena (1990). *Encyclopaedia of sports and games*. New Delhi: Vikas Publishing House Pvt. Ltd. (Unit I and II)
- c) Jha, Ashok Kumar (2003). *Lay-out of games and sports*. Kathmandu: Ratna Pustak Bhandar. (Unit I and II)
- d) Parker, Don (NM). *Take up table tennis*. New Delhi: Learners Press.
- e) Parker. D. and David, H. (1996). *Play the game table tennis*. London: Bland ford.
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Far-western University
Faculty of Education
B.Ed. in Health and Physical Education

Course Title: **Revitalization of Primary Health Care**

Course No. : HP.Ed.241

Nature of Course: Theory

Level: B.Ed.

Semester: Fourth

Total Periods: 45

Time per period: 1 Hour

1. Course Introduction

This course intends to develop understanding of the students on the concept, development, strategies and approaches of primary health care in general and the status of primary health care with the perspective of re-vitalization in Nepal, including South Asia. The course has been designed to familiarize students with the basics of organizing primary health care services in the rural settings.

2. General Objectives

The general objectives of this course are as follows:

1. Introduce primary health care in terms of its meaning, definition and elements
2. To discuss PHC from the perspectives of package, level of care and approaches
3. Explain recent initiatives taken in South Asia in general and in Nepal in particular for re-vitalizing PHC

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Introduce primary health care in terms of its meaning, definition and elements • Describe principles of PHC 	<p>Unit I: Introduction to Primary Health Care (10 hours)</p> <p>1.1 Meaning and definition of PHC</p> <p>1.2 History of PHC-Pre-Alma Ata to Alma Ata, Health for All, Selective PHC, MDG , Essential Health Care Services and Universal Access</p> <p>1.3 Elements of PHC</p> <p>1.4 Principles of PHC</p>
<ul style="list-style-type: none"> • To discuss PHC from the perspectives of package, level of care and approaches 	<p>Unit II: Perspectives on PHC (15 hours)</p> <p>2.1. Package perspective (Alma Ata eight components)</p> <p>2.2. Level of care perspective (Primary, secondary, tertiary)</p> <p>2.3 Approach perspectives-integrated and</p>

	<p>comprehensive approach with four principles</p> <p>2.3.1 Universal accessibility and coverage</p> <p>2.3.2 Community and individual involvement</p> <p>2.3.3 Self-reliance, inter-sect oral action for health</p> <p>2.3.4 Appropriate technology, cost-effectiveness and Right choice of technology</p>
<ul style="list-style-type: none"> • Explain recent initiatives on PHC in South Asia and Nepal • Describe challenges in implementing PHC in Nepal 	<p>Unit III: Revitalization of PHC in South Asia (20 hours)</p> <p>3.1 Present status of PHC in India, Bhutan, Bangladesh, Afghanistan, Pakistan, Maldives and Nepal</p> <p>3.2 Role of PHC Revitalization Section of the MOHP in Nepal</p> <p>3.3 Challenges in implementing/revitalizing PHC in Nepal</p> <ol style="list-style-type: none"> i. Access ii. Equity iii. Costs/affordability and resources iv. Geographical variations v. Cultural/demographic factors vi. Coordination/partnership vii. Globalization viii. Reaching out hard-to-reach populations ix. Human resource capacity

4. References

- Italian Global Health Watch. “From Alma Ata to the Global Funds: The history of international health policy.” *Social Medicine*, Vol. 3 No. 1, January 2008(Unit I, II & III)
- WHO and UNICEF. *Alma-Ata 1978. Primary Health Care*. Geneva, 1978.(Unit I & II)
- WHO. *Global Strategy for Health for All by the Year 2000*. Geneva, World Health Organization, 1981.(Unit III)
- WHO South-East Asia Regional Office. *Regional analysis of country experiences, achievements and challenges of Primary Health Care (draft)*. New Delhi, 2007.(Unit III)
(<http://www.who.int/management/district/RevitalizingPHC2008SEARO.pdf>)
- WHO Regional Conference on Revitalizing Primary Health Care, Working paper, Jakarta, Indonesia, 6-8 August 2008(Unit I,II & III)

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

Course Title: **School Health Program**

Course No. : HP.Ed.242

Level: B.Ed.

Total periods: 45

Nature of course: Theory

Semester: 4th

Time per period: 1 Hour

1. Course Introduction

This course introduces students with knowledge of the four strategic components of the school health program and offers hands on skills required for planning and implementing these components at schools. It orients students with the changing focus of the school health program and enhance their understanding regarding planning, organizing, supervising and evaluating the school health program in Nepal.

2. General Objectives

The general objectives of this course are as follows:

- a. Describe the changing trend of the school health program(then and now)
- b. Identify key components of the school health program and their focus areas
- c. Enhance understanding and skills on planning, implementing, supervising and evaluating the school health program
- d. Analyze the current status of the school health program in Nepal.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Describe historical development of school health program• Establish linkage between health and education of children	<p>Unit I: Introduction to School Health Program(10 hours)</p> <p>1.1 Brief historical overview of school health program</p> <p>1.1.1 Evidence-based health promotion</p> <p>1.1.2 School health-a basic consideration of education</p> <p>1.1.3 Health promoting schools</p> <p>1.1.4 Comprehensive school health</p> <p>1.1.5 FRESH approach/components</p> <p>1.1.6 Linkage between school health and EFA Goals</p> <p>1.2 Need and importance of school health program</p>

<ul style="list-style-type: none"> • Identify main components of school health program • Explain role of key actors in implementing school health program 	<p>Unit II: Components of school health program(20 hrs)</p> <p>2.1 School health services</p> <p>2.1.1 Appraisal aspects</p> <p>2.1.2 Preventive aspects</p> <p>2.1.3 Remedial aspects</p> <p>2.2 Healthy school environment</p> <p>2.2.1 Physical environment</p> <p>2.2.2 Mental/emotional environment</p> <p>2.3 Health instruction</p> <p>2.3.1 Skills-based health instruction and its components</p> <p>2.3.2 Factors to be considered during health instruction</p> <p>2.4 School-Community relationship for health</p> <p>2.4.1 Role of school</p> <p>2.4.2 Role of parents, PTA, SMC</p> <p>2.4.3 Role of non-government and governmental organizations in school health program</p>
<ul style="list-style-type: none"> • Describe current state of school health program in Nepal 	<p>Unit III: Status of school health program in Nepal (15 hours)</p> <p>3.1. Instruction of school health in academia/universities</p> <p>3.2. National School Health and Nutrition Strategy 2006 and Implementation Guideline 2008</p> <p>3.3 Implementation of pilot project in Sindhupalchok and Shyangja by MOE and MOHP</p> <p>3.4 Development of School Health and Nutrition Network</p> <p>3.5 Role of MOE, MOHP, Academia and development</p>

	<p>partners in promotion of school health in Nepal</p> <p>3.6 Legal and policy provisions on school health program in Nepal</p> <p>3.7 Minimum package of school health for resource poor settings</p> <p>3.8 Challenges for implementation of school health program in Nepal</p>
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4. References (Please mention the units covered by a particular reference)

- Anderson CL (1972). School Health Practice, St.Louis: The CV Mosby Company(Unit I & II)
- John T. Fodder, Guies T. Dalis, Health Instruction(Unit II)
- Devkota, Bhimsen(2012)School Health Program: Administration and Supervision, Ratna Pustak Bhandar, Kathmandu(Unit II & III)
- MoE/MOHP(2006). National School Health & Nutrition Strategy, Kathmandu(Unit I,II & III)
- MoE/MOHP(2008). School Health & Nutrition Implementation Guideline, Kathmandu(Unit II & III)
- MoE/MOHP/JICA (2010). School Health Service Minimum Package Guideline,Kathmandu

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

Course Title: **Field Games (Foot Ball and Basket Ball)**

Course No. : HP.Ed.243

Nature of course: Practical

Level: B. Ed.

Semester: Fourth

Total periods: 45

Time per period: 2 Hour

1. Course Introduction

This course is designed to acquaint the student teachers with the practical knowledge and skills on Football and Basket ball. It is also intended to provide the students teachers with the experiences of coaching and officiating those games.

2. General Objectives

The general objectives of this course are as follows:

1. To provide practical knowledge on coaching and officiating foot ball.
2. To provide practical knowledge on coaching and officiating foot ball.
3. To provide practical knowledge on coaching and officiating basket ball.

3. Contents in Detail with Specific Objectives *(Please write one specific objective per sub-unit)*

<ul style="list-style-type: none"> • Demonstrate different skills of football game. • Adopt different coaching strategies of different skills of foot ball. • Apply the rules and regulations of football game in match situation. • Officiate football match. 	<p style="text-align: center;">Unit I. Football 45 periods</p> <p>1.1 Introduction and history of football game</p> <p>1.2 Basic skills of football</p> <p>1.2.1 Passing (long and short pass, triangular and rectangular form)</p> <p>1.2.2 Dribbling and tackling (zigzag dribbling, feinting and tackling)Kicking (roll kick and high kick: instep, inside and outside kick)</p> <p>1.2.3 Trapping (chest, abdomen, thigh, leg and sole trap); Heading and throw in</p> <p>1.2.4 Goal keeping (punching, fisting catching, diving diverting)</p> <p>1.3 System of play (formation: 2-3-5, 4-2-4, 4-4-2).</p> <p>1.4 Coaching strategies in foot ball</p> <p>1.5 Rules and regulation of conducting and officiating the tournament</p> <p>1.6 Officiating the matches</p>
<ul style="list-style-type: none"> • Demonstrate different passing and dribbling in basket ball. • Perform different shots in basketball. • Apply different coaching strategies in basket ball. 	<p style="text-align: center;">Unit II. Basketball 45 periods</p> <p>2.1 Introduction and history of basketball game</p> <p>2.2 Basic skills of basketball</p> <p>2.2.1 Holding and handling the ball</p> <p>2.2.2 Shooting (set shot, free shot, lay-up shot, jump shot)</p>

<ul style="list-style-type: none"> • Officiate basketball tournament. 	<p>and hook shot)</p> <p>2.2.3 Passing (chest pass, bounce pass, hook pass, overhead pass underhand pass)</p> <p>2.2.4 Dribbling (high, low and zigzag)</p> <p>2.2.5 Pivoting</p> <p>2.2.6 Defensive strategy (zone and man to man defence)</p> <p>2.2.7 Offensive strategy (fast break, zone and man to man press)</p> <p>2.2.8 Coaching strategies of basket ball</p> <p>2.2.9 Rules and regulations of basket ball</p> <p>2.2.10 Officiating the matches.</p>
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4. References (Please mention the units covered by a particular reference)

Coleman, Brian (NM). *Take up basketball*. New Delhi: Learners Press. (Unit II)

Coleman, Brian and Ray, Peter (1987). *Basketball technique*. London: A & C Black. (Unit II)

Goel, R. G. and Goel, Veena (1990). *Encyclopaedia of sports and games*. New Delhi: Vikas Publishing House Pvt. Ltd. (Unit I and II)

Jha, Ashok Kumar (2003). *Lay-out of games and sports*. Kathmandu: Ratna Pustak Bhandar. (Unit I and II)

Sengupta, Shyamul (NM). *How to play football*. New Delhi: Indica Publishers. (Unit I)

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

Course Title: **Sports Training, Officiating and Coaching**

Course No. : HP.ED.351

Nature of course: Theory

Level: B. Ed.

Semester: Fifth

Total periods: 45

Time per period: 1 Hour

1. Course Introduction

This course is design to equip students with the knowledge on officiating and coaching in games. It also aims to provide the concerning students the experiences of coaching and officiating in different games.

2. General Objectives

The general objectives of this course are as follows:

- To develop the general concept of sports training, coaching and officiating.
- To acquaint the students with the experiences of training, coaching and officiating in their related fields.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss the meaning, objectives, characteristics and forms of sport training. • Explain the principles and process of training. • Discuss the meaning, importance and methods of conditioning training. 	<p>Unit I Sports Training (15)</p> <p>1.1 Meaning, aims, forms, characteristics of sport training</p> <p>1.2 Principles and process of sport training</p> <p>1.3 Sports performance</p> <p>1.4 Training means and loads</p> <p>1.5 Methods of training and conditioning</p> <p style="padding-left: 20px;">1.5.1 Interval training</p> <p style="padding-left: 20px;">1.5.2 Circuit training</p> <p style="padding-left: 20px;">1.5.3 Fartlek training</p> <p style="padding-left: 20px;">1.5.4 Altitude training</p> <p style="padding-left: 20px;">1.5.5 Isometric and isotonic training</p>
<ul style="list-style-type: none"> • Explain the meaning, objectives and importance of coaching. • Discuss the principles and problems of coaching. • Describe the meaning, needs and importance of a coach. • Discuss the qualities, education, duties and responsibilities of a coach. 	<p>Unit II Coaching (15)</p> <p>2.1 Meaning, objectives and importance of sports coaching</p> <p>2.2 Basic principles of sports coaching</p> <p>2.3 Meaning, need and importance of a coach</p> <p>2.4 Qualities of a good coach</p> <p>2.5 Training and education of a coach</p> <p>2.6 Duties and responsibilities of a coach</p>

<ul style="list-style-type: none"> • Discuss the meaning, objectives, importance and needs of officiating in sports. • Apply the principles of officiating in real game situation. • Explain the qualities and duties of a referee or umpire. • Discuss the responsibilities of officials in athletics and major games. • Organise athletic meet/sports competition with an officiating role 	<p style="text-align: right;">Unit III Officiating (15)</p> <p>3.1 Meaning and objectives of officiating</p> <p>3.2 Need and importance of officiating</p> <p>3.3 Basic principles of officiating</p> <p>3.4 Meaning of referee/umpire/judge</p> <p>3.5 Qualities of a good referee/umpire/judge</p> <p>3.6 Duties of a referee/umpire/judge</p>
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4. References (Please mention the units covered by a particular reference)

Ballesteros, J. M. (1992). *Basic coaching manual*. The International Amateur Athletic Federation.

Goel, R. G. & Veena, G. (1990). *Encyclopedia of sports and games*. New Delhi: Vikas Publishing House Pvt. Ltd.

Lewellyn, J. H. & Blocker, J. A. (1982). *Psychology of coaching; theory and applications*. New Delhi: Surjeet Publications.

Officiating and coaching (1991). (NM). Ludhiana: Prakash Brothers Educational Publishers.

Sharma, P. D. (NM). *Officiating and coaching*. Jalandhar: A.P. Publisher.

Singh, H. (1995). *Science of sports training*. New Delhi: D.V.S. Publications.

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

Course Title: **Sports Science**

Course No. : HP.ED.352

Level: B. Ed.

Total periods: 45

Nature of course: Theory

Semester: Fifth

Time per period: 1 Hour

1. Course Introduction

This course is designed to develop knowledge of students on different aspects of sports science. This course intends to provide the basic concepts of sports psychology, sports medicine, exercise physiology and kinesiology. The course also intends to provide students the knowledge of contribution of mechanical principles in the field of games and sports.

2. General Objectives

The general objectives of this course are as follows:

- a. To provide in-depth understanding of sports psychology, exercise physiology and sports medicine.
- b. To make the students familiar with the basic concepts of kinesiology and bio-mechanics.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the meaning, aims and objectives, importance and scope of sports psychology and its application in sports. • Explain human growth and development in relation to movement. • Explain the innate tendencies, learning curve, transfer of training, individual differences and personality in relation to sports. • Define learning and the laws of learning related to motor skills. • Discuss the role of motivation and feedback in sports. • Appreciate the role of 	<p>Unit I: Sport Psychology (18)</p> <p>1.1 Sports psychology</p> <p style="padding-left: 20px;">1.1.1 Meaning and definition of sports psychology</p> <p style="padding-left: 20px;">1.1.2 Aims and objectives of sports psychology</p> <p style="padding-left: 20px;">1.1.3 Importance of sports psychology</p> <p style="padding-left: 20px;">1.1.4 Areas of sports psychology</p> <p>1.2 Human growth and development in relation to movement</p> <p style="padding-left: 20px;">1.2.1 Meaning of growth and development</p> <p style="padding-left: 20px;">1.2.2 Stages of growth and development</p> <p style="padding-left: 20px;">1.2.3 Developmental characteristics of puberty and adolescence</p> <p>1.3 Learning</p> <p style="padding-left: 20px;">1.3.1 Meaning and definition of learning</p> <p style="padding-left: 20px;">1.3.2 Laws of learning with special reference to Thorndike's primary laws of learning applied to motor learning</p> <p style="padding-left: 20px;">1.3.3 Transfer of learning and training</p> <p style="padding-left: 20px;">1.3.4 Learning curves</p> <p>1.4 Motivation</p> <p style="padding-left: 20px;">1.4.1 Meaning</p> <p style="padding-left: 20px;">1.4.2 Terms related terms of motivation:</p>

<p>attention and interest while learning sports and game.</p> <ul style="list-style-type: none"> • Show the relation of sports with child adjustment. 	<ul style="list-style-type: none"> • Mental set • Need • Drive • Incentive • Motive <p>1.4.3 Need and importance of motivation in physical education</p> <p>1.4.4 Factors influencing motivation in physical education</p> <p>1.4.5 Feedback in sports</p> <p>1.5 Instinct/innate tendencies</p> <p>1.5.1 Meaning, characteristics and importance of instinct/innate tendencies</p> <p>1.5.2 Meaning of play and imitation</p> <p>1.6 Personality</p> <p>1.6.1 Meaning</p> <p>1.6.2 Characteristics</p> <p>1.6.3 Dimension</p> <p>1.6.4 Types (Kretschmer's Sheldon's Jung's)</p> <p>1.6.5 Personality characteristics of athletes</p> <p>1.7 Attention and interest</p> <p>1.7.1 Meaning</p> <p>1.7.2 Types</p> <p>1.7.3 Individual differences</p> <p>1.8 Adjustment in sports</p> <p>1.9 Individual differences</p> <p>1.9.1 Meaning</p> <p>1.9.2 Characteristics</p> <p>1.9.3 Aspects</p> <p>1.9.4 Causes of individual differences</p> <p>1.9.5 Special child: meaning and types</p> <p>1.10 Sensation and perception</p> <p>1.10.1 Meaning and types of sensation</p> <p>1.10.2 Meaning, importance and development of perception</p>
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	1.10.3 Perception of time (Reaction time)
<ul style="list-style-type: none"> • Define sports medicine, its aims, importance and area in sports with its use in different aspects of games and sports. • Show the microscope structure of skeletal muscles • Explain different physiological changes in the body during and after the exercise. • Describe the general concept of energy source, energy cycle, oxygen demand, utilisation and debt, lactic acid formation and fatigue occurrence during the physical activities. • Describe the physiological systems during exercise and training • Apply preventive measures and first aid treatment in various injuries related to sports. • Demonstrate practical skills of managing injured athletes. • Prepare a menu of diet for different sportsmen athletes. 	<p style="text-align: center;">Unit II: Sport Medicine (15)</p> <p>2.1 Introduction</p> <p style="padding-left: 20px;">2.1.1 Meaning and definition of sports medicine</p> <p style="padding-left: 20px;">2.1.2 Aims and objectives of sports medicine</p> <p style="padding-left: 20px;">2.1.3 Importance of sports medicine</p> <p style="padding-left: 20px;">2.1.4 Areas of sports medicine</p> <p>2.2 Microscopic structure of skeletal muscles</p> <p style="padding-left: 20px;">2.2.1 Microscopic structure</p> <p style="padding-left: 20px;">2.2.2 Muscle contraction</p> <p style="padding-left: 20px;">2.2.3 Sliding filament process</p> <ul style="list-style-type: none"> • Rest • Excitation • Coupling • Contraction • Recharging • Relaxation <p style="padding-left: 20px;">2.2.4 Chemical changes during muscle contraction</p> <p style="padding-left: 20px;">2.2.5 General concept of glycogen cycle</p> <p style="padding-left: 20px;">2.2.6 Energy release and utilisation</p> <p style="padding-left: 20px;">2.2.7 Oxygen debt</p> <p style="padding-left: 20px;">2.2.8 Aerobic and anaerobic phase of exercise</p> <p style="padding-left: 20px;">2.2.9 Lactic acid formation</p> <p style="padding-left: 20px;">2.2.10 Fatigue and staleness</p> <p>2.3 The functions of physiological systems during exercise and training</p> <p style="padding-left: 20px;">2.3.1 The transport of various substances throughout the body</p> <p style="padding-left: 20px;">2.3.2 The absorption and excretion of essential substances</p> <p style="padding-left: 20px;">2.3.3 The human life cycle and how it is determined</p> <p style="padding-left: 20px;">2.3.4 Changes that occur as a result of physical activity</p> <p style="padding-left: 20px;">2.3.5 Structure and function of the musculoskeletal system.</p> <p style="padding-left: 20px;">2.3.6 Tissue loading, joint and muscle function, and biomechanical considerations for human performance and injury prevention.</p> <p>2.4 Safety and first aid in games and sports</p> <p style="padding-left: 20px;">2.4.1 Meaning and importance of safety education</p> <p style="padding-left: 20px;">2.4.3 Nature and principles of safety education</p> <p style="padding-left: 20px;">2.4.3 Introduction to sports related injuries</p> <p style="padding-left: 20px;">2.4.4 Prevention of injuries in sports</p>

	<p>2.4.5 Practical skills in using tourniquet, bandages, splint, sling and preparation of stretcher artificial respiration</p> <p>2.4.6 Causes, symptoms, prevention and control and first aid management of some common injuries during sports:</p> <ul style="list-style-type: none"> • Muscle cramps, Pulls, Tears, Bruises • Strain, Sprain • Fracture, Dislocation • Shin-splint • Shock • Dental injury <p>2.5 Proper follow-up sports health care</p> <p>2.6 Diet for athlete</p> <p>2.6.1 Introduction</p> <p>2.6.2 Elements of food</p> <p>2.6.3 Diet for athletes</p>
<ul style="list-style-type: none"> • Explain the meaning and its related terms of kinesiology and biomechanics. • Describe the role of planes and axes in sports. • Show the significance of levers and leverage system of human body while performing sports. • Define and use the law of motion, law of force, friction and resistance in sports. • Maintain equilibrium while doing sports activities. • Analyse human motion mechanically. 	<p>Unit III: Kinesiology and Biomechanics (12)</p> <p>3.1 Meaning and importance of kinesiology and biomechanics</p> <p>3.2 General concept of planes and axes of the body</p> <p>3.3 Levers and leverage system of human body</p> <p style="padding-left: 20px;">3.3.1 Types</p> <p style="padding-left: 20px;">3.3.2 Mechanical advantage</p> <p>3.4 Gravity, force of gravity, centre of gravity and the line of gravity</p> <p>3.5 Motion</p> <p style="padding-left: 20px;">3.5.1 Meaning</p> <p style="padding-left: 20px;">3.5.2 Type</p> <p style="padding-left: 20px;">3.5.3 Laws of motion and its application in sports</p> <p>3.6 Force</p> <p style="padding-left: 20px;">3.6.1 Meaning</p> <p style="padding-left: 20px;">3.6.2 Types of force</p> <p style="padding-left: 20px;">3.6.3 Application of force in sports</p> <p>3.7 Equilibrium</p> <p style="padding-left: 20px;">3.7.1 Meaning</p> <p style="padding-left: 20px;">3.7.2 Types</p> <p style="padding-left: 20px;">3.7.3 Principles</p> <p>3.8 The mechanical analysis of human motion with emphasis on biomechanical principles and techniques</p>

4. References

- Baruwal, et al (2066). *Sports Science*. Kathmandu: Pinnacle Pub. Ltd.
- Deshpande, H.S. (1992). *Kinesiology*. Amravati: HVPM.
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- Karporich, P.V. & Surring E. (1978). *Physiology of muscular activities*. Philadelphia: Lea and Febiger.
- Lawther, J.D. (1979). *Sport psychology*. Delhi: Prentice Hall Co.
- Mellion, M.B. (Nd). *Sports injuries and athletic problems*. Delhi: Surjeet Publication.
- Shaver, L.G. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- Sherchan, L. (2054). *Sports science*. Kathmandu: Ratna Pustak Bhandar.
- Suinn, R. M. (1982). *Psychology in sports: Methods and applications*. Delhi: Surjeet Publication.

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

Course Title: **Transmissible Health Problems and Their Prevention**

Course No. : HP.Ed.353

Nature of course: Theory

Level: B.Ed.

Semester: Fifth

Total periods: 45

Time per period: 1 Hour

1. Course Introduction

This course intends to develop understanding of the students on the concept, problem and factors of transmissible health problems in general and the epidemiology of transmissible diseases with the perspective of its prevention and control in Nepal in particular. It has been designed to familiarize students with the basics of preventing transmissible diseases that still become problem in the developing countries. However, it intends to make students aware with the problem of emerging and re-emerging infections in the world that has brought a challenge to the efforts of the developed nations too.

2. General Objectives

The general objectives of this course are as follows:

- a. Be familiar with the epidemiology of transmissible diseases.
- b. Explain prevention of transmissible diseases in terms of level of prevention, control principles, methods and strategies.
- c. Identify the preventive methods of various transmissible diseases of Nepal.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define transmissible disease • Identify the problem of emerging and re-emerging of infections • Determine the burden of transmissible disease • Identify the types of transmissible diseases • Describe the communicable disease cycle. • Identify agent, host and environmental factors of transmissible diseases • Explain the concept and types of reservoir and modes of transmission of diseases 	<p>Unit I: Epidemiology of Transmissible Disease (8)</p> <p>1.1 Concept of transmissible disease</p> <p>1.2 Problem of emerging and re-emerging infections</p> <p>1.3 Burden of transmissible disease</p> <p>1.4 Types of transmissible diseases</p> <p>1.5 Communicable</p> <p>1.6 Communicable disease cycle</p> <p>1.7 Factors of transmissible disease</p> <p style="padding-left: 20px;">1.7.1 Agent factors</p> <p style="padding-left: 20px;">1.7.2 Host factors</p> <p style="padding-left: 20px;">1.7.3 Environment factors</p> <p>1.8 Sources and reservoir of transmissible disease</p> <p>1.9 Modes of transmission of diseases</p>
<ul style="list-style-type: none"> • 	

<ul style="list-style-type: none"> • Describe the four levels of prevention of transmissible diseases • Determine the principles of control of transmissible diseases • Identify various methods of control of transmissible diseases • Acquaint with various control strategies of transmissible diseases in community. 	<p>Unit II: Prevention of Transmissible Diseases (10)</p> <p>2.1 Levels of prevention 2.2 Control principles 2.3 Methods of control 2.3.1 Disinfections 2.3.2 Immunization 2.3.3 Vector control methods 2.3.4 Treatment and Mass drug administration 2.4 Control strategies 2.4.1 Investigation Environmental control methods 2.4.2 of an epidemic 2.4.3 Health surveillance 2.4.4 Elimination 2.4.5 Campaigns 2.4.6 Legal measures</p>
<ul style="list-style-type: none"> • Identify various types of transmissible diseases of Nepal. • Explain the cause, symptoms and preventive measures of various transmissible diseases. • Elucidate the preventive measures against various emerging and re-emerging infections 	<p>Unit III: Selected Transmissible Diseases in Nepal (27)</p> <p>3.1 Air-borne infections: Cause, symptoms and prevention of – Common cold, Small pox, Chickenpox, Measles, Rubella, Mumps, Influenzas, Whooping cough, Diphtheria, ARIs, Pneumonia, Tuberculosis, Meningococcal meningitis. 3.2 Water and food borne infections: Cause, symptoms and prevention of – Diarrhea, Dysentery, Cholera, Round worm, Hook worm, Tape worm, Food poisoning, Enteric fevers, Viral hepatitis, Poliomyelitis. 3.3 Contact or surface infections (including STIs): Cause, symptoms and prevention of – Leprosy, Trachoma, Tetanus, Ringworm, Scabies, Syphilis, Gonorrhoea, Chancroid, AIDS. 3.4 Arthropod borne infections: Cause, symptoms and prevention of – Malaria, Dengue, Filariasis. 3.5 Zoonoses: Cause, symptoms and prevention of – Rabies, Plague, Japanese encephalitis. 3.6 Prevention from Emerging and re-emerging infections</p>

4. References

- Bonita, R., Beaglehole, R., & Kjellstrom, T. (2006). *Basic epidemiology* (2nd ed.). Geneva: World Health Organization.
- Park, K. (2002). *Park's textbook of preventive and social medicine* (17th ed.). Jabalpur, India: Banarsidas Bhanot.
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Far-western University
Faculty of Education
B.Ed. in Health and Physical Education

Course Title: **Athletics and Volley Ball**

Course No. : HP.Ed.354

Level: B. Ed.

Total periods: 45

Nature of course: Practical

Semester: Fifth

Time per period: 2 Hour

1. Course Introduction

This course is designed to acquaint the students with the practical knowledge and skills on Athletics and Volley Ball. It is also intended to provide the students with the experiences of coaching and officiating different events of athletics and volley ball.

2. General Objectives

The general objectives of this course are as follows:

1. To provide practical knowledge on coaching and officiating volley ball.
2. To provide practical knowledge on coaching and officiating athletic events.
3. To provide practical knowledge on coaching and officiating volley ball.

3. Contents in Detail with Specific Objectives

<ul style="list-style-type: none"> • Demonstrate different skills of athletic events. • Adopt different coaching strategies of different events of athletics. • Apply the rules and regulations of athletics in athletic meet. • Officiate athletic events. 	<p>Unit I. Athletics (45)</p> <p>1.1 Introduction to athletics</p> <p>1.2 Lead up games for athletics</p> <p>1.3 Running</p> <p style="padding-left: 20px;">1.3.1 Short</p> <p style="padding-left: 20px;">1.3.2 Middle distance</p> <p style="padding-left: 20px;">1.3.3 Relay</p> <p style="padding-left: 20px;">1.3.4 Cross country/road race</p> <p style="padding-left: 20px;">1.3.5 Marathon</p> <p>1.4 Jumping</p> <p style="padding-left: 20px;">1.4.1 High jump</p> <p style="padding-left: 20px;">1.4.2 Long jump</p> <p style="padding-left: 20px;">1.4.3 Triple jump</p> <p>1.5 Throwing</p> <p style="padding-left: 20px;">1.5.1 Shot put</p> <p style="padding-left: 20px;">1.5.2 Javelin throw</p> <p style="padding-left: 20px;">1.5.3 Discus throw</p> <p>1.6 Coaching strategies for different athletic events</p> <p>1.7 Officiating in athletics</p>
<ul style="list-style-type: none"> • Explain the brief history of volley ball. • Demonstrate different skills of volley ball. • Apply different coaching strategies in volley ball. • Officiate volley ball tournament. 	<p>Unit II. Volley Ball (45)</p> <p>2.1 A brief history of volleyball</p> <p>2.2 Court measurement</p> <p>2.3 Basic skills of volleyball: volleying, digging; servicing-underhand and overhead, setting, spiking and blocking</p> <p>2.4 Offensive and defensive coaching strategy</p> <p>2.5 Rules and officiating</p>

4. References (Please mention the units covered by a particular reference)

- Anand, R. L. (1986). *Playing field manual*. Patiala: NIS Publication
- Ballesteros, J. M. (1992). *Basic coaching manual*. The International Amateur Athletic Federation.
- Carr, G. A. (1995). *Fundamentals of athletics*. Bombay: The Marine Sports.
- Coy, R. H. (1994). *Teaching volleyball*. Delhi: Surjeet Publications.
- Goel, R. G. (1992). *Encyclopaedia of sports and games*. New Delhi: Surjit Publication.
- Lease, D. (1994). *Play the game field athletics*. UK: A Blanford Book.
- Maharjan, R. K. et al (1997). *Teachers guide books 6, 7 and 8 on health and physical education*.
Bhaktapur: Curriculum Development Center.

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

Course Title: **Management of Health and Physical Education**

Course No. : HP.Ed.361

Level: B. Ed

Total periods: 45

Nature of course: Theory

Semester: Sixth

Time per period: 1 Hour

1. Course Description

This course is designed to develop students' experiences in administration and supervision practices related to health and physical education programme. It also intends to develop ability among the students to run health and physical education programme effectively in the secondary schools. This is a theory paper however it is expected that the students apply their theoretical experiences in the real situation of the school.

2. General Objectives

The general objectives of the course are as follows:

- To provide the meaning, importance and scope of administration in health and physical education.
- To make students familiar with the role of health and physical education teacher in developing programme in schools.
- To provide the knowledge on the importance of office management in health and physical education programme.
- To develop a plan of facility management in school.
- To enable the students for financial management and its process in health and physical education programme.
- To deal with the importance and media of public relation.
- To acquaint the students on the need, importance and techniques of supervision in health and physical education.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • define management and administration in health and physical Education • Describe the scope of administrative management • Discuss the administrative leadership. • Explain the duties of health and physical education administrators. • Discuss the theories and processes of administration. 	<p>Unit I Administration and Management in Health and Physical Education (15 Pds)</p> <p>1.1 Meaning, definition and importance of administration and organisation.</p> <p>1.2 The scope of administrative management in health and physical education.</p> <p>1.3 Administrative Processes, principles and elements.</p> <p>1.4 Duties of health and physical education administrators.</p> <p>1.5 Administrative theories in health and physical education.</p>

	1.6 Administrative leadership
<ul style="list-style-type: none"> Describe the meantime and importance of office management. Explain the office space and office personnel require to run physical education programme. Discuss the purchase and care of equipment in physical educated programme. Explain the principles of facility planning. Describe the concept of teaching stations in physical education. Discuss the trends of facility development and maintenance of facilities in physical education. Discuss the importance of financial management in physical education. Explain the meantime of budget in physical education, programme. List the sources of income and areas of expenditure in physical education programme. Describe the process of administering budget and principles of accounting in physical education. 	Unit II Management in Health and Physical Education (24 Pds) 2.1 Office Management 2.1.1 Meaning and importance of office management 2.1.2 Office space 2.1.3 Office personnel 2.1.4 Equipment and supplies a. Purchasing process b. Ordering equipment c. Care and repair of equipment. 2.2 Facility Management 2.2.1 Principles of facility planning. a. Indoor b. Outdoor 2.2.2 Teaching stations. 2.2.3 New trends in facility development 2.2.4 Maintenance of facilities 2.3 Financial Management 2.3.1 Importance of financial management. 2.3.2 The physical education budget. 2.3.3 Source of income in physical educated programme 2.3.4 Areas of expenditure in physical educated programme 2.3.5 Budgetary principles 2.3.6 Administering budget
<ul style="list-style-type: none"> Define what public relation is Describe the importance of and purposes of public relation. Explain the principles of public relation. Discuss the media of public relation. 	Unit III Public Relation (6 Pds) 3.1 Definition and importance of public relation 3.2 Purposes of public relation programme 3.3 Principles of public relation programme 3.4 Use of media in public relation

4. References

- Volunter, E.F. et al (1979). *The organisation and administration of physical education*. New Jersey : Prentice Hall-inc.
- Bucher, C.A. (1979). *Administration of physical education and athletic programmes*. St. Louis: The C.V. Mosby Company.
- McKean and Mills (NM). *The supervisor*. New Delhi: Prentice Hall of India.
- Frost, R. B. (1992). *Administration of physical_education and athletics*. New Delhi: Universal Book Stall.
- Dheer, S. and Kamal, R. (1997). *Organisation and administration of physical education*. Delhi: Friends Publications.

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

Course Title: Indigenous Games (Kabaddi and Kho-Kho)

Course No. : HP.Ed.362

Nature of course: Practical

Level: B. Ed.

Semester: Sixth

Total periods: 45

Time per period: 2 Hour

1. Course Introduction

This course is designed to acquaint the student teachers with the practical knowledge and skills on Kho Kho and Kabaddi. It is also intended to provide the student teachers with the experiences of coaching strategies of Kho Kho and Kabaddi. The course is also aimed to provide students the opportunities of organizing Kho Kho and Kabaddi game so that they can experience of officiating those games.

2. General Objectives

The general objectives of this course are as follow:

- To provide the knowledge on the historical development of KhoKho and Kabaddi.
- To make the students familiar with the required skills in Kho Kho and Kabaddi.
- To acquaint students with coaching strategies in those games.
- To enable the students in officiating Kho Kho and Kabaddi.

3. Course Outline

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the historical development of Kho Kho game. • Demonstrate different skills of kho kho. • Plan and apply different strategies for coaching Kho Kho. • Officiate Kho Kho game. 	<p>Unit I : Kho Kho (45)</p> <p>1.1 Brief history of Kho Kho</p> <p>1.2 Skills of Kho Kho</p> <p style="padding-left: 20px;">1.2.1 Running (Dodging, chain and ring play)</p> <p style="padding-left: 20px;">1.2.2 Chasing (Sitting on the square, Kho giving, standing from the square, direction taking and team work)</p> <p>1.3 Coaching strategies in Kho Kho</p> <p>1.4 Rules and Regulations Kho Kho</p> <p>1.5 Officiating practice</p>
<ul style="list-style-type: none"> • Explain the historical development of Kabaddi. • Demonstrate different skills of Kabaddi. • Plan and apply different strategies for coaching Kabaddi. • Officiate Kabaddi game. 	<p>Unit II : Kabaddi (45)</p> <p>2.1 Historical development of Kabaddi</p> <p>2.2 Skills of Kabaddi</p> <p style="padding-left: 40px;">2.2.1 Raiding (Cant, toe touch, kicking)</p> <p style="padding-left: 40px;">2.2.2 Fielding (Holding, Trapping and defending)</p> <p>2.3 Rules and regulations of Kabaddi</p> <p>2.4 Coaching strategies in Kabaddi</p>

lesson's notebook periodically signed by the subject teacher.

4. References

Goel, R. G. and Goel, Veena (1990). *Encyclopaedia of sports and games*. New Delhi: Vikas Publishing House Pvt. Ltd.

Kho–Kho. Jalandhar: AP Publishers.

Rao, E. P. (1994). *Modern coaching in Kabaddi*. Delhi: DVS Publication.

Singh, B. (1981). *Rules and skills of games and sports*. New Delhi: Pankaj Publication.

YMCA (1981). *Rules of games and sports*. New Delhi: YMCA Pub. House.

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

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

Course No. : HP.Ed.363

Level: B. Ed

Time per period: 1 Hour

Nature of course: Theory

Total periods: 45

Semester: Sixth

1. Course Introduction

This course is designed to equip students with the knowledge on concept of sexual and reproductive health and rights. It is also designed to provide students with the experience on development of human sexuality, safe sexual behaviour, problems of sexuality and their management.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with sexuality education, adolescence education, reproductive health education and values and need of sexual and reproductive health education and rights.
- To develop an in-depth knowledge on human sexuality from the biological, psychological, behavioural, clinical and socio-cultural aspects.
- To familiarise the students with the issues and impacts of high risk sexual behaviour and promoting healthy and responsible sexual behaviour.
- To acquaint the students with the reproductive health policies and strategies in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss the concept of sexual and reproductive health. • List the components of SRH. • Delineate the issues and values of ASRH, female and male SRH. • Elucidate the development of comprehensive sexuality education and its importance. • List the sexual and reproductive health rights. 	<p>Unit I: Introduction to Concept of Sexual and Reproductive Health (9 Pds.)</p> <p>1.1 Concept of Sexual and Reproductive Health (SRH) and its components</p> <p>1.2 ASRH, Female and Male SRH</p> <p>1.3 Comprehensive Sexuality Education (CSE)</p> <p>1.3.1 Development of CSE.</p> <p>1.3.2 Abstinence based sexuality versus CSE</p> <p>1.3.3 Importance of CSE</p> <p>1.3.4 Components of CSE</p> <p>1.5 Sexual and Reproductive health Rights</p>
<ul style="list-style-type: none"> • Explain the development of human sexuality in different stages of life. • Explain the psychological characteristics of sexuality in different stages of human life. • Describe human reproductive process. 	<p>Unit II: Development of sexuality (6 pds)</p> <p>2.1 Development of human sexuality</p> <p>2.1.1 Prenatal</p> <p>2.1.2 Infancy</p> <p>2.1.3 Childhood</p> <p>2.1.4 Adolescence</p> <p>2.1.5 Adulthood</p> <p>2.2 Reproductive process:</p> <p>2.2.1 Menstruation</p>

	<p>2.2.2 Fertilisation/Conception</p> <p>2.2.3 Pregnancy</p> <p>2.2.4 Birth</p>
<ul style="list-style-type: none"> • Explain different forms of sexual behaviour and their sexual characteristics. • Examine the causes impacts of premarital and extramarital sexual behaviour • Discuss the importance of sexual response cycle • Analyse the issues, causes/theories and characteristics of third gender. • Interpret the causes, impacts and management of abnormal sexual behaviour. • Discuss the impacts of high risk sexual behaviours and ways to promote safer and responsible sex behaviour. 	<p>Unit III: Sexual Behaviour (9 Pds)</p> <p>3.1 Forms of sexual behaviour:</p> <p>3.1.1 Solitary sexual behaviours</p> <p>3.1.2 Heterosexuality</p> <p>3.1.3 Premarital and extramarital sexual behaviours and their issues</p> <p>3.2 Sexual Response Cycle</p> <p>3.3 Sexual orientation: LGBTI and their sexual characteristics</p> <p>3.4 The varieties of abnormal sexual behaviours</p> <p>3.4.1 Paraphilia</p> <p>3.4.2 Hyper sexuality</p> <p>3.4.3 High risk sexual behaviour</p> <p>3.4.4 Values and ways of responsible and safer sex behaviours</p>
<ul style="list-style-type: none"> • Discuss the causes, impacts and management of sexual dysfunctions • Elucidate sexual disorder of disabled persons and its management. • Delineate the causes, impacts and management of sub-fertility. • Analyse the causes and impacts of abortions and their management. 	<p>Unit IV: Sexual disorder and other problems (9 Pds)</p> <p>4.1 Sexual dysfunction</p> <p>4.1.1 Sexual desire disorder and their treatment</p> <p>4.1.2 Causes and treatment of male sexual dysfunction</p> <p>4.1.3 Causes and treatment of female sexual dysfunction</p> <p>4.2 Sexual problems of disabled persons and their managements</p> <p>4.3 Sub-fertility/infertility and its management</p> <p>4.4 Causes of abortion, impacts of unsafe abortion and ways of safe abortion</p> <p>4.5 Legal provisions of abortion</p>
<ul style="list-style-type: none"> • Explain the socio-cultural aspects on sexuality in the context of Nepalese society. • Discuss the impact of teenage marriage, teenage pregnancy, teenage mother and way to reduce these problems. • Examine the issues of commercial issues of sex. 	<p>Unit V: Socio-cultural aspects on sexuality (6 Pds)</p> <p>5.1 Socio cultural perception on sexuality</p> <p>5.2 Gender and sexuality</p> <p>5.3 Religion and sexuality</p> <p>5.4 Legal aspects on sexuality</p> <p>5.5 Problems of teen age marriage, teenage pregnancy and teen age mother</p> <p>5.6 Issues of different forms of commercial sex and its management</p>
<ul style="list-style-type: none"> • Analyse the goals, policies and strategies of reproductive health. 	<p>Unit VI: Reproductive Health Policies and Strategies (6 Pds)</p> <p>6.1 Goals of International Conference on Population and Development (ICPD)</p> <p>6.2 Millennium Development Goals (MDGs)</p> <p>6.3 WHO strategies on RH to achieve MDGs</p>

4. References

- Bolin, A & Whelehan, P. (2009). *Human sexuality: biological, psychological, and cultural perspectives*. New York, London: Rutledge Taylor and Francis Group
- Bruess, C. E. and Greenberg, J. S. (2004). *Sexuality education: Theory and practice* (4th ed.). Sudbury: Jones and Bartlett Publishers.
- Carroll, J. L. (2008). *Sexuality now: embracing diversity* (Third edition). Belmont: Wadsworth.
- Herd, G. and Howe, C. (ed) (2008). *21st centuries sexualities: Contemporary issues in health, education and rights*. USA: Routledge.
- Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (5th ed.) New Delhi: Pearson Education.
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- FPAN, Youth Section (2001). *Sexual abuse and all about (Youn shoshan ra yas bare thaha paunu parne kuradharu)*. Kathmandu: Author.
- UNFPA. (1994). *International conference on population and development* (Draft programme of Action, 5 - 13 September). Cairo, Egypt. Author.
- जनसङ्ख्या शिक्षा एकाइ (२०६१)। यौन तथा प्रजनन स्वास्थ्य राष्ट्रिय स्रोत पुस्तक। कीर्तिपुर: शि.शा. सङ्काय, त्रि. वि.।
- महर्जन, श्यामकृष्ण (२०७०)। मानव यौनिकता र प्रजनन स्वास्थ्य (छैटौँ संस्करण)। कीर्तिपुर : सनलाइट प्रकाशन।
- <http://www.prb.org/pdf12/reproductivehealth-education-egypt.pdf>
- http://www.sexualityandu.ca/uploads/files/Myths_Fact_Sheet.pdf

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

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

Course No. : HP.Ed.364

Nature of course: **Theory + Practical**

Level: **Bachelor**

Semester: 6th

Total periods: **45**

Time per period: **1 Hour**

1. Course Introduction

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

2. General Objectives

The general objectives of this course are as follows:

- To provide basic information about the approaches to teaching HPE.
- To impart deep knowledge on various participatory approaches to teaching HPE.
- To enable students on conducting and demonstrating skills regarding modern approaches to HPE.
- To enable students to select, design and application of appropriate method
- a and teaching aids for effective HPE teaching.
- To make students able to demonstrate skills of various approaches in teaching HPE at the classroom and writing a report.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the meaning and nature of approaches to teaching HPE. • Explain the principles and maxims of teaching HPE. • Describe communication process and use communication models in teaching HPE. • Explain the determining factors in selection of teaching approaches in HPE. • Explain the concept of hardware and software in teaching HPE. 	<p>Unit I: Introduction of Approaches to Teaching HPE (5 hours)</p> <p>1.1 Meaning and nature of approaches to teaching HPE</p> <p>1.2 Principles and maxims of teaching</p> <p>1.3 Communication process and models in teaching HPE.</p> <p>1.4 Factors determining choice of approaches to teaching HPE</p> <p>1.5 Concept of hardware and software in teaching HPE</p>
<ul style="list-style-type: none"> • Describe the different kinds of participatory approaches on the basis of its concept, rationale and strategies. 	<p>Unit II: Application of Participatory Approaches in Teaching HPE (10 hours)</p> <p>2.1 Workshop</p> <p>2.2 Seminar</p>

	<ul style="list-style-type: none"> 2.3 Project method 2.4 Lecture cum demonstration 2.5 Case study 2.6 Problem solving 2.7 Cooperative learning 2.8 Panel discussion 2.9 Value clarification 2.10 Dramatic techniques
<ul style="list-style-type: none"> • Explain the concept, rationale and strategies of micro teaching, peer approach, life skill approach, system approach, simulated teaching,, distance education, interactive videoconferencing and online education. • Apply these modern approaches in teaching HPE. 	<p>Unit III: Application of Modern Approaches in Teaching HPE (8 hours)</p> <ul style="list-style-type: none"> 3.1 Micro teaching 3.2 Peer approach 3.3 Life skill approach 3.4 System approach 3.5 Simulated teaching 3.6 Distance education 3.7 Interactive videoconferencing 3.8 Online education
<ul style="list-style-type: none"> • Explain the principles of selecting teaching materials and media in HPE. • Explain the basic steps in selection of message and designing of teaching materials in HPE. • Describe the different hardware and softwares in teaching HPE. • Illustrate the importance of Edgar Dale’s cone of experience in teaching HPE. • Select, design and use of different teaching materials and media in HPE. 	<p>Unit IV: Preparation and Use of Teaching Materials and Media in HPE (12 hours)</p> <ul style="list-style-type: none"> 4.1 Principles of selecting teaching materials and media 4.2 Basic steps in selection and designing of teaching materials 4.3 Hardware in teaching HPE <ul style="list-style-type: none"> a. Radio/F.M. b. Tape recorder c. Television and closed circuit television (CCTV) d. Computer e. Overhead projector f. Video tape or cassette recorder (VCR) g. Motion pictures or films 4.4 Software in teaching HPE <ul style="list-style-type: none"> a. Blackboard or chalkboard b. Bulletin board or information board c. Flip Charts d. Maps e. Cartoons f. Posters g. Flannel Graphs h. Diagrams i. Photographs j. Newspapers/journals/books k. Flash cards l. Models 4.5 Application of Edgar Dale’s cone of experience in teaching HPE

<ul style="list-style-type: none"> • Formulate group between 5 to 8 students, select any one of the approach. • Prepare and conduct the practical session in classroom and write a report and submit to the campus. 	<p>Unit - V: Practicum in Approaches to Teaching HPE (10 hours)</p> <p>5.1 Group formation (5 to 8 students)</p> <p>5.2 Selection of any one of the approach</p> <p>5.3 Preparation (review of literature, collection of materials, development of guidelines, etc.)</p> <p>5.4 Conducting the practical session/demonstration/presentation (i.e. workshop, seminar, micro teaching, panel discussion, value clarification, group discussion, focus group discussion, etc.)</p> <p>5.5 Report writing and submission</p>
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4. References

- Aggarwal, J. C. (2008). *Essentials of educational technology innovations in teaching-learning (2nd ed.)*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Mangal, S. K. and Mangal, U. (2009). *Essentials of educational technology*. New Delhi: PHI Learning Private Limited.
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- Pradhan, H.B. (2059 B.S.). *Health education: Principles and Philosophy*. Kathmandu: Educational Book Enterprises.
- Ramachandran, L. and Dharmalingham, T. (2004). *Health education: a new approach*. New Delhi: Vikash Publishing House Pvt. Ltd.

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

Course Title: **Non- Communicable Diseases and Lifestyles**

Course No. : HP.Ed.471

Nature of course: Theory

Level: B.Ed.

Semester: Seventh

Total periods: 45

Time per period: 1 Hour

1. Course Introduction

Non communicable diseases have become a growing problem in Nepal, while the burden of communicable diseases still remains at high prevalence. This course intends to develop understanding of the students on the concept, problem and prevention of non-communicable diseases associated with behavioral, biological and other risk factors. Students are expected to get acquainted with the selected emerging and growing NCDs in Nepal. Moreover, it intends to familiarize students with the basics of preventing NCDs by modifying their lifestyles.

2. General Objectives

The general objectives of this course are as follows:

- Make students understand the meaning, problem and preventions of non-communicable diseases.
- Help students in explaining the cause, problem and preventive measures of selected non-communicable diseases in the context of Nepal.
- Acquaint students with the behavioral, biological and other risk factors of non-communicable diseases including their control measures.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define NCDs. • Identify the current problem of NCDs in the world and Nepal. • Describe the gaps in natural history of NCDs. • Explain the levels of prevention of NCDs. • Describe the methods of screening of NCDs. • Delineate the major programs of NCD prevention in Nepal. 	<p>Unit 1: Epidemiology of Non-Communicable Diseases (10)</p> <p>1.1 Concept of Non-Communicable Diseases (NCDs) 1.2 Global Problem of NCDs 1.3 NCDs in Nepal 1.4 Gaps in Natural History of NCDs 1.5 Levels of Prevention of NCDs 1.5.1 Primordial 1.5.2 Primary 1.5.3 Secondary 1.5.4 Tertiary 1.6 Screening of NCDs 1.7 Major programs of NCD prevention in Nepal</p>
<ul style="list-style-type: none"> • Explain the meaning, cause, risk factors, problem, effect and preventive measures of selected NCDs in Nepal. 	<p>Unit 2: Selected Non-Communicable Diseases in Nepal (18)</p> <p>2.1 Asthma 2.2 Cancer 2.3 Diabetes 2.4 Obesity 2.5 Coronary Heart Disease</p>

	2.6 Rheumatic Heart Disease 2.7 Stroke 2.8 Hypertension 2.9 Stone
<ul style="list-style-type: none"> Identify modifiable and non-modifiable risk factors of NCDs. Explain the problem of behavioral risk factors and lifestyles in occurrence of NCDs. Describe the contribution of biological risk factors in NCDs. Ascertain other risk factors contributing in occurrence of NCDs. Discuss the methods to control the risk factors in occurrence of NCDs. 	Unit 3: Risk Factors for NCDs (17) 3.1 Major risk factors of NCDs 3.1.1 Modifiable risk factors 3.1.2 Non-modifiable risk factors 3.2 Behavioral Risk Factors 3.2.1 Tobacco use 3.2.2 Alcohol consumption 3.2.3 Unhealthy dietary habits 3.2.4 Physical inactivity 3.2.5 Control measures of behavioral risk factors 3.3 Biological Risk Factors 3.3.1 Raised blood pressure 3.3.2 Raised blood glucose 3.3.3 Abnormal blood lipids 3.3.4 Overweight and Obesity 3.3.5 Infections 3.3.6 Control measures of biological risk factors 3.4 Other Risk Factors 3.4.1 Indoor air pollution and improper housing 3.4.2 Oral health practice 3.4.3 Dietary salt and oil intake 3.4.4 Control measures of other risk factors

4. References

- Aryal, K.K., Neupane, S., Mehata, S., Vaidya, A., Singh, S., Paulin, F., ...Lohani, G.R. (2014). *Non communicable diseases risk factors: STEPS Survey Nepal 2013*. Kathmandu: Nepal Health Research Council.
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Far-western University
Faculty of Education
B.Ed. in Health and Physical Education

Course Title: **Professional Development in Health and Physical Education**
 Course No. : HP.Ed.472 Nature of course: **Theory**
 Level: **B. Ed.** Semester: Seventh
 Total periods: **45** Time per period: **1 Hour**

1.Course Introduction

This course has been designed for those students who specialize in health and physical education. The main purpose of this course is to provide the wider knowledge on professional development and professional status of health and physical education in Nepal. So, this course is designed for the student to develop an understanding of the conceptualization of professionalization in health and physical education, building supportive environment, action research, and appreciative leadership for professional development.

2. General Objectives

The general objectives of this course are as follows:

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

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Introduce the concept of health and physical education profession. • Identify the need of professionalization in health and physical education. • Discuss various approaches of profession. • Elucidate qualities essential for health and physical educators. • Identify standards for professional development in HPE. • Internalize code of ethics for 	<p>Unit I: Professionalization in Health Education (12 hours)</p> <ul style="list-style-type: none"> 1.1 Introduction of health and physical education profession 1.2 Need of professionalization in health and physical education 1.3 Approaches of professions (Static, process and socioeconomic) 1.4 Qualities essential for health and physical educators 1.5 Identifications of competencies for health and physical education professionals 1.6 Standards for professional development HPE

<p>HPE professionals.</p>	<p>profession 1.7 Code of ethics for HPE professionals</p>
<ul style="list-style-type: none"> • Explain a culture to support professional learning. • Explore supportive culture for increasing professional efficiency. • Discuss the role of research on HPE professional development. • Evaluate professional development of health and physical educators. • Plan professional development program for HPE professionals. • Identify essential skills for HPE professionals. 	<p>Unit II: Building Supportive Environment for Professional Development (10 hours)</p> <ul style="list-style-type: none"> 2.1 Build a culture to support professional learning 2.2 Supportive culture for increasing efficiency (Feasibility, important goals, supportive supervisors, supportive peers, supportive students) 2.3 Role of research on HPE professional development 2.4 Evaluating and assessing professional development (Formative and summative approach) 2.5 Planning for professional development 2.6 Essential skills of HPE professionals (Reflection, goal setting, decision making)
<ul style="list-style-type: none"> • Explain the basic process and steps of action research. • Discuss the importance of action research for professional development in HPE. • Connect action research in teaching HPE. 	<p>Unit III: Action Research for Professional Development (7 hours)</p> <ul style="list-style-type: none"> 3.1 Basic process and steps of action research 3.2 The importance of action research for professional development in HPE 3.3 Connecting action research in teaching health and physical education
<ul style="list-style-type: none"> • Explain the concept of appreciative leadership. • Explore 4D cycle of appreciative leadership. • Describe principles of appreciative leadership. • Explore traits of a good leader. • Discuss the role of appreciative leadership for HPE professional development. 	<p>Unit IV: Appreciative Leadership for Professional Development (8 hours)</p> <ul style="list-style-type: none"> 4.1 Concept of appreciative leadership 4.2 4D cycle of appreciative leadership 4.3 Principles of appreciative leadership 4.4 Traits of a good leader 4.5 Role of appreciative leadership for HPE professional development
<ul style="list-style-type: none"> • Analyze the preparation of physical education teachers and their status in Nepal. • Explore the professional organizations related to HPE. • Discuss the role of various governmental and non-governmental organizations in development of HPE in Nepal. • Discuss the ways to improve teacher performance in the 	<p>Unit V: Professional Preparation of HPE in Nepal (8 hours)</p> <ul style="list-style-type: none"> 5.1 Preparation of health and physical education teachers in Nepal 5.2 Status of health and physical education teachers in Nepal 5.3 Professional organizations related to health and physical education 5.4 Role of various governmental and non-governmental organizations in development of

HPE classroom.	health and physical education in Nepal 5.5 Ways to improve teacher performance in the health and physical education classroom
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4. References

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

Course Title: **Research in Health Promotion**

Course No. : HP.Ed.473

Level: B.Ed.

Total periods: 45

Nature of course: Theory + Practical

Semester: Seventh

Time per period: 1 Hour

1. Course Introduction

This course is designed to provide students with the knowledge and understanding of health promotion and research in modern context. The emphasis is on the critical understanding of the conceptual and societal perspective of health promotion. It aims to develop critical understanding and appraisal of the nature of the relationship between people and their social-ecological contexts in terms of its impact on the health of individuals and community. It provides students in-depth understanding of methods for planning, implementing and evaluating programs on the basis of research evidences on effectiveness of health promotion interventions.

2. General Objectives

The general objectives of this course are as follows:

- Acquaint students with the meaning of health promotion and establish its association with health education.
- Make students understand the societal perspective of health promotion focusing on social model of health.
- Help students in discussing methods of health need assessment, planning, implementation and evaluation of health promotion programs.
- Help students to carry on evaluation research in identifying effectiveness of health promotion programs.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define health promotion. • Identify social determinants of health. • Explain the concept and principles of social model of health. • Describe social responsibility for health. • Identify characteristics of health promotion. • State the importance of health promotion. • Conceptualize the various strategies of health promotion. 	<p>Unit 1: Concept of Health Promotion (12)</p> <p>1.1 Meaning of Health Promotion</p> <p>1.2 Social Determinants of Health Promotion</p> <p>1.3 Social Model of Health Promotion</p> <p>1.4 Social Responsibility for Health</p> <p>1.5 Characteristics of Health Promotion</p> <p>1.6 Importance of Health Promotion</p> <p>1.7 Strategies of Health Promotion</p> <p style="padding-left: 20px;">1.7.1 Building healthy public policy</p> <p style="padding-left: 20px;">1.7.2 Creating supportive environment</p> <p style="padding-left: 20px;">1.7.3 Strengthening community action</p> <p style="padding-left: 20px;">1.7.4 Developing personal skills</p> <p style="padding-left: 20px;">1.7.5 Reorienting health services</p> <p>1.8 Approaches to Health Promotion</p>

<ul style="list-style-type: none"> Describe the basic approaches to health promotion. Identify the relationship between health education and health promotion. 	1.8.1 Medical approach 1.8.2 Behavioral change approach 1.8.3 Educational approach 1.8.4 Empowerment approach 1.8.5 Social change approach 1.9 Health Education for Health Promotion
<ul style="list-style-type: none"> Describe the meaning of health needs, their types and purpose of assessing health needs. Explain meaning and cycle of health promotion planning. Describe the categories of health promotion intervention and its steps of implementation. Define evaluation with its components. Identify reasons of evaluation and the process of conducting evaluation in health promotion. Discuss the use of evaluation in building a basis of research in health promotion practice. 	Unit 2: Health Promotion Programming (12) 2.1 Assessment of Health Needs 2.1.1 Meaning of health needs 2.1.2 Types of health needs 2.1.3 Purpose of assessing health needs 2.2 Planning Health Promotion Interventions 2.2.1 Meaning of planning 2.2.2 Health promotion planning cycle 2.3 Implementing Health Promotion Interventions 2.3.1 Categories of health promotion intervention 2.3.2 Steps of implementation 2.4 Evaluating Health Promotion Interventions 2.4.1 Meaning of evaluation 2.4.2 Components of evaluation of health promotion intervention 2.4.3 Reasons of evaluation 2.4.4 Process of evaluation 2.5 Using evaluation to build an evidence base for health promotion
<ul style="list-style-type: none"> Describe research and its types. Identify the components of a research project. Conduct an evaluation research on any of the health promotion practice in the community. Prepare a report based on the evidence of effectiveness of health promotion program. 	Unit 3: Research Evidences of Health Promotion Effectiveness (21) 3.1 Concept of Research 3.2 Types of Research 3.3 Components of a Research Project 3.3.1 Selection and formulation of research problem and objectives 3.3.2 Literature review 3.3.3 Research design and sampling 3.3.4 Tools development and data collection 3.3.5 Analysis and interpretation 3.3.6 Reporting 3.4 Evaluation Research on Health Promotion Practice in Community (Practical) 3.4.1 Selection of health promotion practice in the community by GO, NGO or CBO. 3.4.2 Preparation of proposal for evaluation of their program of health promotion 3.4.3 Field work (data collection) 3.4.4 Preparation of report

.4. References

- Aryal, B. (2011). *Theories and practices in health promotion*. Kathmandu: Sunlight Publishers.
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Far-western University
Faculty of Education
B.Ed. in Health and Physical Education

Course Title: Community Health

Course No. : HP.Ed.481

Level: B. Ed.

Total periods: 45

Nature of Course: Theory

Semester: Eighth

Time per period: 1 Hour

1. Course Introduction

This course is designed to develop the knowledge and understanding of health and health education. The aim of this course is to widen the horizon of knowledge and understanding of students' with a view to make them able to acquaint significant health problems and help to apply their knowledge and understanding of different socio-cultural and bio-medical thoughts in solving the health problems.

2. General Objectives

The general objectives of this course are as follows:

1. To make the students familiar with the concept of health and disease in traditional and modern perspective.
2. To provide the students with the basic concept, scope and principles of health education.
3. To acquaint the students with the basic concepts of demography and epidemiology.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the concept and history of community health.• Mention the scope of community health.• List the major health problems of Nepal.• Discuss the major community health programs of Nepal.	Unit I: Community Health 1.1 Concept of Community Health 1.2 History of community health 1.3 Scope of community health 1.4 Major health problems of Nepal 1.5 Community health programs in urban and rural settings of Nepal
<ul style="list-style-type: none">• Discuss different factors which affect community health.	Unit II: Factors Affecting Community Health 2.1 Physical factors 2.2 Social and cultural factors 2.3 Community organization

<ul style="list-style-type: none"> • Explain the tools of community health practice. • 	<p>Unit III: Tools of Community Health Practice</p> <p>3.1 Epidemiology 3.2 Community organizing 3.3 Health education.</p>
<ul style="list-style-type: none"> • Describe the concept and importance of occupational health. • Explain the history of occupational health. • List the work place hazards. • Suggest the management procedure of occupational hazards. 	<p>Unit IV Occupational Health</p> <p>4.1 Concept of occupational health 4.2 Importance of occupational health 4.3 History of occupational health 4.4 Workplace hazards 4.4.1 Physical hazards 4.4.2 Biological hazards 4.4.3 Psychological hazards 4.4.4 Chemical hazards) 4.5 Management of occupational hazards</p>
<ul style="list-style-type: none"> • Describe the concept of mental health. • Discuss the mental health issues in Nepal and abroad. • Mention different mental disorders. • Discuss stigma regarding mental illness. • Discuss the causes of suicide and its preventive measures. • Mention the procedure of counseling for the mentally disordered population. 	<p>Unit V Mental Health</p> <p>5.1 Concept of mental health 5.2 Mental health issues in Nepal and abroad 5.3 Mental disorders (Anxiety, depression, psychosis, 5.4 Stigma regarding mental illness 5.5 Suicide and self harm 5.6 Counseling for mentally disordered population</p>

4. References

- Dhakal, S. N. (2063 B.S.). *Foundation of health*. Kathmandu: Ratna Pustak Bhandar.
- Giri, S. (2060 B.S.). *Foundation of health*. Kathmandu: Vidyarthi Prakashan.
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Methodology and Techniques

Modes of instruction:

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work
- Practical work

Modes of learning:

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion
- Field visit

Evaluation Scheme

- Internal 40%
- External 60%

The internal evaluation will be conducted as follow:

Activities	Marks
a) Regularity and class participation(Attendance)	5
b) Class room presentation	5
c) Term paper	5
d) Investigative project work	5
e) Group work/discussion	5
f) Reflection notes	5
g) Mid-term exams	10

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination and will contain 50% questions and full marks of it.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation. Format of the question paper for End-term examination will be as follow:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice items	20	20 x 1 mark	20
Group B: Short subjective questions	8	7 x 8 marks	56
Group C: Long subjective questions	3	2x12 marks	24
Total	Objective: 20 Subjective: 11	Objective: 20 Subjective: 9	100

Strict Notice: Each student must secure 45% marks in internal evaluation and 80% attendance in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

KEY TO ACADEMIC RECORD

Letter Grading System:

Students are awarded letter at the end of each semester based on their in-semester and end-semester examination scores. Final evaluation of the course is carried out on a four point grading system which is as Follows:

B	3.0	Good
B-	2.7	Fair
C+	2.3	Fair
C	2.0	Fair
C-	1.7	Poor
F	0.0	Fail

Grade Point Average:

<u>Grade</u>	<u>Grade Value</u>	<u>Remarks</u>
A	4	Outstanding
A-	3.7	Excellent
B+	3.3	Very good

Each course grade is converted into the specific number of grade value associated with the grade. Grade point Average (GPA) is calculated by multiplying the grade value of the earned

grade by the number of credits for each course and dividing the total grade points by the total number of semester credits. The GPA must be 2.0 or above at the end of each semester.

Cumulative Grade Point Average (CGPA):

CGPA is calculated at the end of the program. For graduation, a student has to maintain a CGPA at least 2 or above.

CGPA Calculating:

The overall performance is reported by CGPA, which is a weighted average, calculated as Follows:

$$\text{CGPA} = (c_1g_1 + c_2g_2 + c_3g_3 + \dots) / (c_1 + c_2 + c_3 + \dots)$$

Where c_1, c_2, \dots Denote credits associated with the courses and g_1, g_2, \dots denote grade values of the grades earned by the students in the respective courses.

The CGPA defines the overall performance category:

<u>CGPA</u>	<u>Performance</u>
3.5 to 4.0	Distinction
3.0 & below 3.5	First Division
2.0 & below 3.0	Second Division
Less than 2.0	Fail

Other Abbreviations

The following letters (in the remarks column) can also be awarded according to the nature of performance:

W	: Withheld
INC	: Incomplete
Abs	: Absent
F	: Fail