

Course title: **Foundation of Health Education**

Course No. : H. Ed. 416

Nature of course: Theory

Level: B. Ed. Four Year

Year: First

Full marks: 100

Pass marks: 35

Periods per week: 6

Total periods: 150

Time per period: 55 minutes

1. Course Description

This course is designed to provide the basic knowledge and understanding of health, diseases and health education, human anatomy and physiology. It also introduces students to theories of diseases and foundations of health education. Moreover, it helps the students to be clear about the disease cycle, various forms of diseases, the concept, sign and symptoms, causative agents and preventive measures of infectious diseases. The aim of this course is to widen the students' horizon of knowledge and understanding with the significant health problems and help them 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:

- To acquaint students with concept, principles, scope and foundations of health education
- To make the students familiar with the concept of health and disease in traditional and modern perspective.
- To enable the students in illustrating structure and functions of human cell, tissues and sensory organs.
- To provide the knowledge on anatomy and physiology of different system of human body.
- To make the students familiar with the cycle and process of infectious diseases and immunity.
- To make the students able to describe etiology, mode of transmission, symptoms and prevention and controlling measures of infectious diseases

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Describe meaning, aims and objectives of health education• State the principles of health education• Discuss scope of health education• Explain scientific foundation of health education• Explore educational foundation of health education Discuss psycho-behavioural and socio-cultural foundations of health education	Unit I: Introduction to Health Education (15) <ul style="list-style-type: none">1.1 Meaning, aims, and objectives of health education1.2 Principles of health education1.3 Scope of health education: Family, community, School, worksite and clinical setting1.4 Foundation of health Education<ul style="list-style-type: none">1.4.1 Scientific1.4.2 psycho-behavioural1.4.3 Educational1.4.4 Socio-cultural
<ul style="list-style-type: none">• Explain the traditional and contemporary concept of health.• Illustrate dimensions of health• Define the concept of illness, sickness	Unit II. Introduction to Health and Disease (20) <ul style="list-style-type: none">2.1 Concept of Health<ul style="list-style-type: none">2.1.1 Traditional concept2.1.2 Contemporary views2.1.3 Dimensions of health

<p>and disease.</p> <ul style="list-style-type: none"> Define the theories of disease. Illustrate health and disease spectrum with sketch 	<p>2.2 Concept of illness, sickness and disease</p> <p>2.3 Theories of diseases</p> <p>2.3.1 Demonic and Divine theory</p> <p>2.3.2 Miasmatic theory</p> <p>2.3.3 Humoral theory</p> <p>2.3.4 Germ theory</p> <p>2.3.5 Ecological theory</p> <p>2.4 Determinants of health and disease</p> <p>2.4.1 Biological factors</p> <p>2.4.2 Socio-cultural factors</p> <p>2.4.2 Physical factors</p> <p>2.4.3 Political factors</p> <p>2.5 Health and disease spectrum</p>
<ul style="list-style-type: none"> Illustrate the structure and functions of cell. Illustrate the process of mitosis and meiosis cell division. Explain the types, structure and functions of tissues. Describe the structure and physiology of sensory organs. Describe the anatomy and physiology of different systems of human body. 	<p>Unit III : Human Anatomy and Physiology (65)</p> <p>Basic structure and functions of cell</p> <p>2.6 Cell division</p> <p>2.6.1 Mitosis</p> <p>2.6.2 Meiosis</p> <p>2.7 Classification, structure and functions of tissue</p> <p>2.8 Structure and functions of sensory organs</p> <p>2.9 Skeletal system</p> <p>2.10 Muscular system</p> <p>2.11 Digestive system</p> <p>2.12 Respiratory system</p> <p>2.13 Circulatory system</p> <p>2.14 Excretory system</p> <p>2.15 Lymphatic system</p> <p>2.16 Nervous system</p> <p>2.17 Glandular system</p> <p>2.18 Reproductive system</p>
<ul style="list-style-type: none"> Describe concept of infectious and communicable diseases Explain epidemiological triad. Explain the cycle and stages of infectious disease. Explain the body defenses mechanism. Describe mode of entry, transmission and escapes of infectious disease agent Explain relationship between susceptible hosts and infectious diseases Classify and describe infectious diseases on the basis of mode of transmission Describe the causes, mode of transmission, symptoms and preventive measures of infectious diseases. 	<p>Unit IV: Infectious Disease (50)</p> <p>4.1 Concepts of infectious and communicable diseases</p> <p>4.2 Epidemiological triad</p> <p>4.2.1 Agent</p> <p>4.2.2 Host</p> <p>4.2.3 Environment</p> <p>4.3 Causative agents and sources of agents of infectious diseases</p> <p>4.4 Mode of entry, transmission and escapes</p> <p>4.5 Susceptible host and infection</p> <p>Cycle and stages of infectious disease</p> <p>4.7 Resistance, immunity and immunization against infectious diseases</p> <p>4.8 Classification of infectious diseases based on principal modes of transmission</p> <ul style="list-style-type: none"> Water washed diseases Water borne and fecal borne disease

- Vector borne diseases
- Air borne respiratory diseases
- Food borne diseases
- STIs
- Disease of soil contact
- Skin infections
- Domestic zoonotic diseases

4.9 Prevention and control of infectious diseases
(Causative agent, mode of transmission, symptoms, prevention and controlling measures of following infectious diseases)

a. Viral infectious diseases

- Chicken pox
- Measles
- Mumps
- Influenza
- Hepatitis A, B and C
- Poliomyelitis
- Encephalitis
- Rabies
- HIV and AIDS
- Swine flu
- Bird flu
- Dengue fever

Bacterial infectious diseases

- Bacillary dysentery
- Diarrhea
- Cholera
- Acute respiratory infection (ARI)
- Pneumonia
- Pertussis
- Diphtheria
- Enteric fever
- Tuberculosis
- Meningitis
- Tetanus
- Leprosy
- Syphilis
- Gonorrhoea
- Plague

b. Protozoal infectious diseases

- Malaria
- Amoebic dysentery
- Kala Zar

c. Helminthes diseases

- Filaria
- Round worm

	<ul style="list-style-type: none"> • Hook worm • Tape worm • Pin worm • Whip worm <p>d. Other diseases</p> <ul style="list-style-type: none"> • Typhus • Ring worm • Scabies
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instructional Techniques

- Lecture
- Guest Lecture
- Question-answer
- Discussion

4.2 Specific Instructional Techniques

Unit	Activities
I	Guest lecture, question-answers on health education
II	Class interaction and discussion on disease process
III	Showing figures/ drawing, video/social sites/u-tubes about different system followed by explanation and discussion
IV	Project works on different diseases and presentation followed by discussion

This is a theory course. Hence, the learning of the students will be assessed through the annual examination to be held by the Office of the Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short answer questions	8 with 3 'or' questions	8 x 7 marks	56
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24
Total Marks			1000

5. Recommended Books and References

Recommended Books

- Budhathoki, C.B., Wagle, B.P., Bhandari, K. and Acharya, D. (2072). *Foundation of health education*. Kathmandu: Pinnacle Publication. **(Unit I, II, III and IV)**
- Dhakal, S. N. (2063 B.S.). *Foundation of health*. Kathmandu: Ratna Pustak Bhandar. **(For units II, III and IV)**
- Giri, S. (2066B.S.). *Foundation of health*, Kathmandu: Vidhyarthi Prakashan. **(For units II, III and IV)**
- Jha, A.K. (2059 B.S.). *Foundation of health*. Kathmandu: M.K. Publishers and Distributors Ltd. **(Unit II, III and IV)**
- Maharjan, S. K. (2064 B.S.). *Foundation of health*. Kathmandu: Bhundipuram Prakashan. **(For units II, III and IV)**
- Pradhan, H.B. (2008). *A textbook of health education*. Kathmandu: Educational Publishing House. **(For Unit I and II)**
- Sherchan, L., & Upreti, Y.R. (2070). *Foundation of health (fourth edition)*. Kathmandu: Quest Publication. **(Unit II, III and IV)**
- Wagle, D. C. (2066). *Foundations of health*. Pokhara: Ozone Books Publication **(Unit II, III and IV)**
- Webber, R. (2005). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing **(For Unit IV)**
- Wilson, O. K .J. W. & Waugh, A. (2006). *Ross and Wilson anatomy and physiology in health and illness*. New York: Churchill Livingstone. **(For Unit III)**

References

- Laura, R. & Wesley, F. A. (1984). *Health education foundations for the future*. New York: Times Mirror Mosby College Publishing.
- Park, K. (2008). *Textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot.
- Pathak, T. (2064 B.S.). *Anatomy and physiology*. Kathmandu: Vidhyarthi Prakashan.
- Ross and Wilson (2006). *Anatomy and physiology in health and illness*. London: Churchill Livingstone.
- Sapkota, S. P. (2055 B.S.). *Health education and communication*. Kathmandu: Vidhyarthi Prakashan.
- Suwal, B. and Tuitui, R. (2063 B.S.). *Human anatomy and physiology*. Kathmandu: Vidhyarthi Prakashan.
- Tamparo, C.D., & Lewis, M.A. (2011). *Diseases of the human body*. Philadelphia: F.A. Davis Company

Course Title: Foundations of Physical Education

Course No. : HP. Ed. 417

Nature of course: Theory and Practical

Level: B. Ed. Four Year

Year: First

Full marks: 100 (50 T + 50 P)

Pass marks: (17.5T+ 20P)

Periods per week: 3+6

Total periods: 225

Time per period: 55 minutes

1. Course Description

This course is designed to provide knowledge on meaning, objectives, foundations, history of physical education, and basic concepts of physical fitness and movement education. It is intended to provide experiences in organising games and sports and facility management for different games and sports. It also aims to provide students with the practical skills on athletics, volleyball, PT and Drill, Kho-Kho and Kabaddi.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with the concept of physical education.
- To develop the knowledge on foundations of physical education.
- To enable the students in explaining the basic concepts of movement education and physical fitness.
- To acquaint the students with the ancient and modern period of physical education.
- To develop the wider understanding of roles of some countries in developing physical education and sports.
- To make the students familiar with the history of physical education.
- To develop skills on lay out of the sports facilities and preparing different fixtures and timetable for competitions
- To develop fundamental skills in athletics, volleyball, Kho-Kho, Kabaddi, PT and drills

3. Specific Objectives and Contents**Part I: Theoretical**

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define physical education. • Explain the major terms related to physical education. • Discuss the need and importance of physical education. • Describe the aims and objectives of physical education. • Analyze the International Charter of Physical Education and Sports. • Describe the importance of Sports Development Act 2048 B.S. 	Unit I: Introduction to Physical Education (15) 1.1 Meaning and definition of physical education 1.2 Major terms related to physical education: sports culture, physical training, athletics, drill, gymnastics, locomotion, aerobic, anaerobic games and sports 1.3 Need and importance of physical education 1.4 Aims and objectives of physical education 1.5 International Charter of Physical Education and Sports 1.6 Sports Development Act of Nepal, 2048 B.S.
<ul style="list-style-type: none"> • Describe the philosophical foundations of physical education. • Show the relation between philosophy and physical education. 	Unit II: Foundations of Physical Education (21) 2.1 Philosophical Foundation 2.1.1 Meaning of philosophy

<ul style="list-style-type: none"> • Describe some general philosophies with reference to physical education programme. • Explain the biological and physiological foundations of physical education. • List the suggestions from biology and physiology for the physical education programme. • Analyse the types of learning related with the physical education activities. • Describe the theories of learning applied to physical education and sports. • List the suggestions from psychological foundation for the physical education programme. • Describe the modes of social learning. • Explain the theories of play. • List the social traits developed through physical education and sports. • Explain the suggestions from sociological foundation for the physical education programme. 	<ul style="list-style-type: none"> 2.1.2 Philosophy and physical education 2.1.3 Some general philosophies (Idealism, realism, pragmatism, naturalism, existentialism) 2.2 Biological and physiological Foundation <ul style="list-style-type: none"> 2.2.1 Human potential and performance 2.2.2 Evolution 2.2.3 Biological basis of life 2.2.4 Physical and motor growth and development 2.2.5 Principles of physical and motor growth and development 2.2.6 Body types 2.2.7 Suggestions from biology and physiology for physical education programme 2.3 Psychological Foundation <ul style="list-style-type: none"> 2.3.1 Types of learning 2.3.2 Perceptual motor learning 2.3.3 Elements of learning 2.3.4 Motivation and learning 2.3.5 Maturation and learning 2.3.6 Individual difference and learning 2.3.7 Reinforcement and learning 2.3.8 Intelligence and learning 2.3.9 Theories of learning 2.3.10 Suggestions from psychology for physical education programme 2.4 Sociological Foundation <ul style="list-style-type: none"> 2.4.1 Values 2.4.2 Human nature (Human characteristics, human needs) 2.4.3 Modes of social learning 2.4.4 Theories of play 2.4.5 Role of play in life and education 2.4.6 Sport as a socializing force 2.4.7 Social traits developed through physical education 2.4.8 Suggestions from sociology for physical education programme
<ul style="list-style-type: none"> • Mention the meaning and types of movement. • Define movement education. • Describe the importance of the elements of movement in physical education and sports. 	<p>Unit III: Movement Education (9)</p> <ul style="list-style-type: none"> 3.1 Meaning of movement 3.2 Types of movement 3.3 Basic concepts of movement education 3.4 Elements of movement <ul style="list-style-type: none"> 3.4.1 Speed 3.4.2 Power 3.4.3 Agility 3.4.4 Flexibility 3.4.5 Strength

	3.4.6 Endurance 3.4.7 Coordination 3.4.8 Balance 3.5 Importance and applicability of movement education
<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 countries in the development of physical education. Discuss the development of physical education and sports in Nepal. 	Unit IV: History of Physical Education (21) 4.1 Ancient period-Greece, Rome, Egypt, China and India 4.2 Dark period/medieval 4.3 Renaissance and modern period 4.4 Western countries-Germany, USA, Sweden, Denmark 4.5 Asian countries- Japan, Korea, China, India. 4.6 Promotion of games and sports at international level 4.6.1 Olympic 4.6.2 Asian Games 4.6.3 South Asian Games (SAG) 4.6.4 University games 4.6.5 World Cups 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
<ul style="list-style-type: none"> Construct the 200/400 m track. Prepare throwing circles, arcs and jumping pits. Construct fixture and time table for different tournaments. 	Unit V: Organization of Games and Sports (9) 5.1 Lay out of sports facilities 5.1.1 Tracks (200/400m) 5.1.2 Throwing events (javelin and shot put) 5.1.3 Jumping events (high jump, long jump and triple jump) 5.2 Methods of conducting tournaments 5.2.1 League 5.2.2 Knock out 5.2.3 Combination of both

Part II: Practical

Specific Objectives	Contents
<ul style="list-style-type: none"> Explain the athletics. Select lead up games for different athletic events. Demonstrate different skills of athletics. Officiate different events of athletics. 	Unit VI: Athletics (42) 6.1 Introduction to athletics 6.2 Lead up games for athletics 6.3 Running 6.3.1 Short 6.3.2 Middle distance 6.3.3 Relay

	6.3.4 Cross country/road race 6.4 Jumping 6.4.1 High jump 6.4.2 Long jump 6.5 Throwing 6.5.1 Shot 6.5.2 Javelin, 6.6 Officiating in athletics
<ul style="list-style-type: none"> • Perform different exercises in certain rhythm. • Demonstrate different commands of drill. 	Unit VII: Physical Training and Drill (18) 7.1 Physical training exercise of neck, trunk, waist, arms and legs 7.2 Drill:- Phase of drill-instruction, command and action 7.3 Command on: Attention, stand at ease, mark time, halt, slow march, quick march, right turn, left turn, about turn, right wheel, left wheel, eyes right, flag holding, salute, fall in, close up, cover up and dismiss
<ul style="list-style-type: none"> • Sketch a short history of volleyball game. • Demonstrate different basic skills of volleyball. • Apply different tactics in the game situation. • Officiate volleyball game. 	Unit VIII: Volleyball (42) 8.1 A brief history of volleyball 8.2 Court measurement 8.3 Skills of volleyball: volleying, digging; servicing-underhand and overhead, setting, spiking and blocking 8.4 Game tactics: offensive and defensive strategy 8.5 Rules and officiating
<ul style="list-style-type: none"> • Sketch a short history of kho kho game. • Demonstrate different chasing and running skills. • Apply different tactics in the game situation. • Officiate the Kho Kho game. 	Unit IX: Kho-Kho (24) 9.1 A brief history of Kho-Kho 9.2 Ground measurement and other requirements. 9.3 Skills-chasing and running 9.4 Tactics of the game 9.5 Rules and officiating
<ul style="list-style-type: none"> • Explain the development of Kabaddi game. • Demonstrate different skills of Kabaddi. • Apply different tactics in the game situation. • Officiate the Kabaddi game. 	Unit X: Kabaddi (24) 10.1 A brief history of Kabaddi; 10.2 Ground measurements 10.3 Basic skills raiding and trapping 10.4 Tactics of the game 10.5 Rules and officiating

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4.1 General Instruction Techniques

Discussion, explanation, self study, library study, brain storming, project work and presentation

4.2 Specific Instruction Techniques

Unit	Activity and Instructional Techniques
I	<p>Introduction to Physical Education</p> <ul style="list-style-type: none"> The students will be assigned to prepare the notes on the International Charter of Physical Education and Sports and asked them to present in the class. The students will be asked to review the meaning and definition of physical education and aims and objectives of physical education.
II	<p>Foundations of Physical Education</p> <ul style="list-style-type: none"> The students will be divided into four groups for group work and each group will be asked to prepare one foundation of physical education. They will also be instructed to present their assignment in the large group. The teacher will facilitate in their activities. MCQs will be prepared to conduct a unit test for internal assessment.
III	<p>Movement Education</p> <ul style="list-style-type: none"> The students will be assigned separate topics for their home assignment then they will be asked to present the topic in the class for discussion.
IV	<p>History of Physical Education</p> <ul style="list-style-type: none"> The students will be provided reading material on history of physical education and they will be asked to prepare notes on their required topics so that they can present them in the class for discussion.
V	<p>Organization of Games and Sports</p> <ul style="list-style-type: none"> Students will be assigned to mark track, throwing sector for javelin and shot put under the supervision of the subject teacher. They will also be asked to prepare tie-sheets for league and knock-out tournament.
VI	<p>Athletics</p> <ul style="list-style-type: none"> The teacher will demonstrate different skills of athletic events and students will involve in practicing those skills. Students will be asked to organise athletic events so that they can have officiating experience and rules of athletics competition as well.
VII	<p>Physical Training and Drill</p> <ul style="list-style-type: none"> The teacher will demonstrate different exercises of PT and Drills and students will follow to practice them. Drum beats may be required to maintain the rhythm in the activities.
VIII	<p>Volleyball</p> <ul style="list-style-type: none"> The teacher will demonstrate different skills of volley ball and students will be asked to practice them in different forms. Students will be asked to draw a volley ball court and play the volley ball game. Rest of the students will officiate turn by turn to gain experience of officiating.
IX	<p>Kho-Kho</p> <ul style="list-style-type: none"> The teacher will demonstrate different running and chasing skills of Kho-Kho and students will be asked to practice them in game situation. Students will be asked to officiate turn by turn while other students are playing.
X	<p>Kabaddi</p>

<ul style="list-style-type: none"> • The teacher will demonstrate raiding and trapping skills of Kabaddi and students will be asked to practice them in different forms. • Students will be asked to play Kabaddi and some of the students will be assigned to officiate turn by turn to gain experience of officiating.
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5. Evaluation Scheme

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	10 x 1 mark	10
Group B: Short questions	4 with 2 or questions	4 x 7 marks	28
Group C: Long questions	1 question	12 marks	12
Total			50

As far as the practical examination is concerned, students are assessed according to the following table:

SN	Activities	Internal	External
1	Attendance	10	
2	participation and progress in skills	10	
3	Practical performance		20
4	Viva voce		10
	Total	20	30
Total			50 arks

6. Recommended Books and References

Recommended Books

Baruwal, H. B. (2065). *Historical development of physical education*. Kathmandu: Pinnacal Publication. **(For unit IV)**

Jha, A. K. & Baruwal, H. B. (2048). *An introduction to physical education*. Kathmandu: Ekta Publication. **(For units I &II)**

Jha, A. K. (2003). *Layout of games and sports*. Kathmandu: RatnaPustak Bhandar.

Kho–Kho. Jalandhar: AP Publishers **(For unit V)**

Maharjan, R. K. (2008). *Foundations of physical education*. Kirtipur: Sunlight Publication. **(For units I to IV)**

Maharjan, R. K. & Dhakal, S. (2008). *Health and physical education. (Sixth edition)*. Kathmandu: Ratna Pustak Bhandar.

Sherchan, L. (2008). *Foundations of physical education and sports*. Kathmandu: Ratna Pustak Bhandar. **(For units I to IV)**

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

References

- Anand, R. L. (1986). *Playing field manual*. Patiala: NIS Publication
- Ballesteros, J. M. (1992). *Basic coaching manual*. The International Amateur Athletic Federation.
- Bucher, C. A. (1980). *Foundation of physical education*. St. Louis: C.V. Mosby Company.
- 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.
- Harkensmith, C.W. (1976). *History of physical education*. New York: Harper & Row Pub.
- 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.
- Voltmer, E. F. et al (1979). *The organization and administration of physical education*. New Jersey: Prentice Hall, Inc.
- Wuest, D. A. & Bucher, C. A. (1992). *Foundations of physical education and sport*: New Delhi: B.I. Publications.