



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

Course Title: **Communicable Diseases and Their Prevention**

Course No: HP. Ed. 243

Nature of course: Theory

Level: Undergraduate (B.Ed.)

Credit: 3

Semester: Fourth

Time Per Period: 1 Hour

1. Course Introduction

This course is designed to the undergraduate students under Faculty of Education. It 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. It has been designed to familiarize students with the basic concepts of preventing transmissible diseases that is still prevalent in the developing countries. Similarly, it intends to make students aware of the problems of emerging and re-emerging infections in the world that has brought a challenge to the developed countries too.

2. General Objectives

The general objectives of this course are as follows:

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

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define communicable disease. • Identify the problems and preventive measures of emerging and re-emerging of infections. • Determine the burden of communicable disease. • Identify the types of communicable diseases. • Describe the communicable disease cycle. • Identify agent, host, and environmental factors of communicable diseases. • Explain the concept and types of reservoir and modes of transmission, and preventive measures of communicable diseases 	<p>Unit I: Epidemiology of Communicable Disease (10 hrs.)</p> <p>1.1 Definition and Overview of Communicable Disease</p> <p>1.2 Burden of Communicable Disease (Public Health Impact, Economic Impact, Social Impact)</p> <p>1.3 Types of Communicable Diseases</p> <ul style="list-style-type: none"> • Bacterial Infection • Viral Infection • Fungal Infection • Parasitic Infection <p>1.4 Communicable Disease Cycle</p> <p>1.5 Factors of Communicable Disease</p> <ul style="list-style-type: none"> • Agent Factors • Host Factors • Environment Factors <p>1.6 Sources and Reservoir of Agent</p> <p>1.7 Modes of Entry and Modes of Escape</p> <p>1.8 Modes of Transmission of Diseases</p>

<ul style="list-style-type: none"> • Describe the levels of prevention of communicable diseases. • Determine the preventive strategies of communicable diseases. • Explain the role of public health agencies and organizations in the prevention of communicable diseases. 	<p>Unit II: Prevention of Communicable Diseases (12 hrs.)</p> <p>2.1 Levels of Prevention</p> <p>2.2 Preventive Strategies</p> <ul style="list-style-type: none"> • Health Education and Awareness • Environmental Control • Public Health Surveillance • Travel Restrictions and Health Screening • Hygiene and Sanitation • Vector Control and Vaccination • Quarantine and Isolation • Antimicrobial Treatment and Prophylaxis • Legislation and Policy <p>2.3 Role of Public Health Agencies and Organizations (CDC and WHO) in the Prevention of Communicable Diseases</p>
<ul style="list-style-type: none"> • Identify various types of vector and Zoonotic diseases. • Explain the cause, symptoms, and preventive measures of various communicable diseases. 	<p>Unit III: Vector and Zoonotic Infections (8 hrs.)</p> <p>3.1 Vector-borne diseases: Malaria, Lyme disease, Zika Virus, Chikungunia Dengue Fever,</p> <p>3.2 Zoonotic Diseases: Rabies, Avian Influenza (Bird Flu), Ebola Virus Disease (EVD), Anthrax, Plague, Japanese Encephalitis</p>
<ul style="list-style-type: none"> • Identify various types of Air, Water, and Food-borne diseases. • Explain the cause, symptoms and preventive measures of various communicable diseases. 	<p>Unit IV: Air, Water and Food-borne Diseases (12 hrs.)</p> <p>4.1 Air-borne disease: Influenza (Flu), Tuberculosis Measles, Chicken Pox, Covid-19, Rubella, Mumps, Whooping cough, Diphtheria, ARIs, Pneumonia, Meningococcal meningitis, Diarrhea, Round worm, Hook worm, Tape worm, Food poisoning, Enteric fevers, Poliomyelitis.</p> <p>4.2 Water-borne diseases: Cholera, Hepatitis A, Giardiasis, Dysentery, Typhoid Fever</p> <p>4.3 Food-borne diseases: E-coli infection, Salmonellosis Norovirus</p>
<ul style="list-style-type: none"> • Identify various types of Contact/ surface-borne diseases. • Explain the cause, symptoms, and preventive measures of various communicable diseases. 	<p>Unit V: Contact/ Surface-borne diseases (6 hrs.)</p> <p>Leprosy, Trachoma, Ringworm (Tinea) Scabies, Conjunctivitis (Pink eye), Syphilis, Gonorrhea, Chancroid, Candidiasis (Yeast Infection)</p>

4. Methods and Techniques

This course is theoretical in nature. Lectures, critical thinking, discussions, demonstrations, question-answer, Brain storming, presentation, guest speeches, library visits, home assignments, class interaction and project works are generally used in this course. The specific instructional techniques are as follows:

Unit	Suggested Instructional Techniques and Activities
I	<p>Definition and Overview of Communicable Disease Lecture with Visual Aids: Use of PowerPoint slides to explain the definition and provide an overview of communicable diseases.</p> <p>Burden of Communicable Disease Method: Group Discussion Divide the class into small groups and assign each group one of the impacts. After group discussions, hold a class debate where each group presents their findings and arguments.</p> <p>Types of Communicable Diseases Interactive Lecture with Examples: Use an interactive lecture format where you present each type of infection with real-life examples and clinical manifestations.</p> <p>Communicable Disease Cycle Concept Mapping: Have students create a concept map that outlines the communicable disease cycle.</p> <p>Factors of Communicable Disease Method: Role-Playing: Assign students different roles representing the agent, host, and environment factors. Through role-playing scenarios, students can explore how these factors interact and contribute to the spread of communicable diseases.</p> <p>Sources and Reservoir of Agent Field Trip: Organize a field trip to a local public health lab or a virtual tour of an international health organization that deals with communicable diseases.</p> <p>Modes of Entry and Modes of Escape Simulation Exercises: Use simulation exercises to demonstrate how pathogens enter and escape the host. This can be done through interactive software or hands-on activities using models.</p> <p>Modes of Transmission of Diseases Demonstration: Conduct simple experiments or demonstrations to show different modes of transmission (e.g., droplet, contact, vector-borne). For example, use colored water to simulate droplet transmission or sticky notes to represent contact transmission.</p>
II	<p>Levels of Prevention Lecture with Q&A: Begin with an interactive lecture explaining levels of prevention. Use real-life examples to illustrate each level and follow up with a Q&A session to clarify concepts.</p> <p>Preventive Strategies</p> <p>Health Education and Awareness Role-Playing: Organize role-playing activities where students act as health educators providing information on disease prevention to different target audiences.</p> <p>Environmental Control Field Visit and Observation: Arrange a field visit to a local waste management facility or water treatment plant. Have students observe and report on the environmental control measures in place.</p> <p>Public Health Surveillance Case Study Analysis: Present case studies on how public health surveillance systems have been used to control disease outbreaks (e.g., Ebola, Zika).</p> <p>2.2.4 Travel Restrictions and Health Screening Debate: Organize a debate on the effectiveness and ethical implications of travel restrictions and health screenings during disease outbreaks.</p> <p>Hygiene and Sanitation Workshop: Conduct a workshop on proper hand washing techniques and the importance of hygiene and sanitation.</p> <p>Vector Control</p>

	<p>Demonstration: Demonstrate various vector control methods, such as the use of insecticide-treated nets, indoor residual spraying, and environmental management.</p> <p>Vaccination</p> <p>Guest Lecture: Invite a healthcare professional or epidemiologist to give a guest lecture on the role of vaccination in preventing communicable diseases. This provides students with expert insights and real-world perspectives on vaccination strategies.</p> <p>2.2.8 Quarantine and Isolation</p> <p>Simulation Exercise: Use a simulation exercise to demonstrate quarantine and isolation procedures during a disease outbreak.</p> <p>Antimicrobial Treatment and Prophylaxis</p> <p>Seminar: Organize an interactive seminar where students present different antimicrobial treatments and prophylactic measures for various communicable diseases.</p> <p>Legislation and Policy</p> <p>Group Project: Assign group projects where students research and propose new legislation or policy measures to prevent communicable diseases.</p> <p>Role of Public Health Agencies and Organizations (CDC and WHO) in the Prevention of Communicable Diseases</p> <p>Research Assignment and Presentation: Assign students to research the roles and contributions of the CDC and WHO in preventing communicable diseases.</p>
III	<p>Workshop and Seminars: Conduct a Workshop and Seminars on causes and symptoms of diseases.</p> <p>Lecture with Q&A: Begin with an interactive lecture explaining disease and sign and symptoms.</p> <p>Use real-life examples to illustrate their prevention of a Q&A session to clarify concepts.</p> <p>Demonstration: Show proper techniques for preventive techniques.</p> <p>Guest speakers: Invite health care professionals, epidemiologists, or public health experts to share their knowledge and experiences.</p> <p>Group Discussions: Facilitate group discussion or debates on topics related to communicable diseases or encourage critical thinking and knowledge sharing.</p> <p>Community Outreach: Engage with the community through health fairs, public talks, or school programs, to raise awareness and promote disease prevention.</p>
IV	<p>Workshop: Conduct a workshop on causes and symptoms of diseases</p> <p>Lecture with Q&A: Begin with an interactive lecture explaining disease and sign and symptoms.</p> <p>Use real-life examples to illustrate their prevention of a Q&A session to clarify concepts.</p> <p>Demonstration: Show proper techniques for preventive techniques.</p> <p>Guest speakers: Invite health care professionals, epidemiologists, or public health experts to share their knowledge and experiences.</p> <p>Group Discussions: Facilitate group discussion or debates on topics related to communicable diseases or encourage critical thinking and knowledge sharing.</p> <p>Community Outreach: Engage with the community through health fairs, public talks, or school programs, to raise awareness and promote disease prevention.</p>
V	<p>Workshop: Conduct a workshop on causes and symptoms of diseases</p> <p>Lecture with Q&A: Begin with an interactive lecture explaining disease and sign and symptoms.</p> <p>Use real-life examples to illustrate their prevention of a Q&A session to clarify concepts.</p> <p>Demonstration: Show proper techniques for preventive techniques.</p>

<p>Guest speakers: Invite health care professionals, epidemiologists, or public health experts to share their knowledge and experiences.</p> <p>Group Discussions: Facilitate group discussion or debates on topics related to communicable diseases or encourage critical thinking and knowledge sharing.</p> <p>Community Outreach: Engage with the community through health fairs, public talks, or school programs, to raise awareness and promote disease prevention.</p>

5. Evaluation Scheme

Students will be assessed both through internal and external evaluation systems. Formative evaluation is used in internal evaluation whereas in external evaluation a theoretical examination will be conducted at the end of the semester by the Office of the Controller of Examinations of FWU. The full marks composition of both internal and external evaluation will be 40% and 60% respectively. The internal and external evaluation consists of the following tasks:

5.1 Internal Evaluation 40%

Activity	Marks
Attendance	5 marks
Participation in Class Activities	5 marks
Reflection Notes and Class Presentation	5 + 5=10 marks
Term Paper/Essay/Project Works and Interview	5 + 5= 10marks
Mid-term Exam	10 marks

Note: Reflective notes on 2 to 4 questions given by the teacher at the end of every unit and Presentation on any two questions among them. Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview.

5.2 External Evaluation (Final Examination) 60%

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice items	10 questions	10 x 1 mark	10
Group B: Short answer questions	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer questions	2 with 1 'or' question	2 x 10marks	20
Total			60

6. References

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

Course Title: **Health Promoting School**

Course No: HP. Ed. 244

Level: Undergraduate (B.Ed.)

Semester: Fourth

Nature of course: Theory

Credit: 3

Time Per Period: 1 Hour

4. Course Introduction

This course explores the comprehensive framework and essential elements of school health programs and health-promoting schools. In the same way, it provides an in-depth understanding of the historical development, objectives, models, and importance of school health programs, focusing on the legal, policy, and practical aspects within the context of Nepal including knowledge of the strategic components of the school health program and offers hands on skills required for planning and implementing these components at schools. The course orients students with the challenges in implementing these programs and the evolution of health-promoting schools, alongside the principles, components, and concept of child-friendly schools.

5. General Objectives

The general objectives of this course are as follows:

1. Define school health programs and describe its importance in schools.
2. Explain historical development of school health programs.
3. Describe the concept and components of health promoting school.
4. Describe framework of coordinated school health program, child friendly school and focusing resources on effective school health (FRESH)

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • To articulate the fundamental concepts of a school health program. • To trace the historical evolution of school health programs from their inception to the present. • To explain the aim and objectives of a school health program. • To justify the necessity of implementing school health programs • To compare and contrast different 	<p>Unit I: School Health Program (10 hours)</p> <p>1.1 Introduction to School Health Program</p> <p style="padding-left: 20px;">1.1.1 Concept of School Health program</p> <p style="padding-left: 20px;">1.1.2 Historical Development of School Health Program</p> <p style="padding-left: 20px;">1.1.3 Objectives of School Health Program</p> <p style="padding-left: 20px;">1.1.4 Need for and Importance of School Health</p>

<p>models and approaches to school health programs.</p> <ul style="list-style-type: none"> • To define the concept of HPS and trace their evolution and development. • To describe the core principles and components of a Health Promoting School. • To define the concept of a CFS • To discuss health promotion for staffs. • To identify the key challenges to implementing SHP in Nepal 	<p>Program</p> <p>1.1.5 Models/Approaches of School Health Program</p> <ul style="list-style-type: none"> • Comprehensive School Health Program (CSHP) • FRESH Approach in School Health <p>1.2 Concept of Health Promoting School (HPS)</p> <p>1.3 Concept of Child Friendly School</p> <p>1.4 Health Promotion for Staffs</p> <p>1.5 Challenges for Implementation of School Health Program in Nepal</p>
<ul style="list-style-type: none"> • To describe the meaning and objectives of school health services. • To state the meaning, objectives, and methods of appraisal aspects of school health services. • To analyze the preventive aspects of school health services. • To explain the concept and major services of remedial aspects of school health services. • To discuss health care for children with special needs. 	<p>Unit II: School Health Services (10 Hrs.)</p> <p>1.1 Meaning and Definition of School Health Services</p> <p>1.2 Objectives of School Health Services</p> <p>1.3 Aspects of School Health Services</p> <p>1.3.1 Appraisal Aspects</p> <ul style="list-style-type: none"> • Meaning of Appraisal Aspects • Objectives of Appraisal Aspects • Methods of Appraisal Aspects <p>1.3.2 Preventive Aspects</p> <ul style="list-style-type: none"> • Concept of Preventive Aspects • Major Activities of Preventive Aspects <p>1.3.3 Remedial Aspects</p> <ul style="list-style-type: none"> • Concept and Meaning of Remedial Aspects • Major Services of Remedial Aspects <p>2.4 Health Care for Children with Special Needs</p>

<ul style="list-style-type: none"> • To describe the concept and objectives of healthy school environment. • To explain the area/scope of healthy school environment • To describe the concept and objectives of health instruction. • To describe the types of health instruction. • To discuss skill-based health instruction and its components. • To describe the importance of Instruction of School Health in Academia /Universities 	<p>Unit III: Healthy School Environment and Health Instruction (10 hrs)</p> <p>3.1 Concept of Healthy School Environment</p> <p>3.2 Objectives of Healthy School Environment</p> <p>3.3 Area/Scope of Healthy School Environment</p> <ul style="list-style-type: none"> • Physical Environment • Mental/Emotional Environment <p>3.4 Health Instruction</p> <p>3.4.1 Concept of School Health Instruction</p> <p>3.4.2 Objectives of School Health Instruction</p> <p>3.4.3 Types of Health Instruction</p> <ul style="list-style-type: none"> • Planned Health Instruction • Integrated Health Instruction • Correlated Health Instruction • Incidental Health Instruction <p>3.5 Skills-based Health Instruction and its Components</p> <p>3.6 Instruction of School Health in Universities</p>
<ul style="list-style-type: none"> • To describe the Concept of School-Community Relationship for Health • To identify the need and importance of School Community Relationship for Health • To explain the importance of involving Parents and Community Members in School and Community Programs • To explain the Role of Schools in Implementing a School Health Program • To describe the role of parents, PTA, and SMC 	<p>Unit IV: School-Community Relationship for Health (6 hrs)</p> <p>4.1 Concept of School-Community Relationship for Health</p> <p>4.2 Need and Importance of School-Community Relationship for Health</p> <p>4.3 Involving Parents and Community Members in School Programs</p> <p>4.4 Involving School in Community Programs</p> <p>4.5 Organizing Joint Venture Programs</p> <p>4.6 The Role of Schools in Implementing a School Health Program</p> <p>4.7 Role of parents, Parent Teacher Association (PTA), and School Management Committee (SMC)</p>

<ul style="list-style-type: none"> • To list out the pathways to Nutrition Policy and Plan in Nepal • To describe the development of School Health and Nutrition Network • To identify the Structural Framework and Responsibilities of the School Health and Nutrition Program in Federal Nepal. <p>To illustrate the current Practices of the School Health and Nutrition Program in Nepal</p> <p>To explain the role of MOE, MOHP, Academia and Development Partners in Promotion of School Health in Nepal</p>	<p>Unit V: Status of School Health and Nutrition in Nepal (12 Hrs)</p> <p>5.1 National School Health and Nutrition Strategy 2006</p> <p>5.2 School Health and Nutrition Joint Action Plan (JPA): Specifically focuses on the Priority Action Plan</p> <p>5.3 Implementation of Pilot Project in Sindhupalchok and Shyangja by MOE and MOHP</p> <p>5.4 Development of School Health and Nutrition Network</p> <p>5.5 The Structural Framework and Responsibilities of the School Health and Nutrition Program in Federal Nepal</p> <p>5.6 Current Practices of the School Health and Nutrition Program in Nepal</p> <ul style="list-style-type: none"> • School Mid-Day Meal Program • School Health and Nutrition Week • One School and One Nurse Program • Minimum Package of School Health Service <p>5.7 Role of MOE, MOHP, Academia and Development Partners in Promotion of School Health in Nepal</p>
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2 Methods and Techniques

This course is theoretical in nature. Lectures, critical thinking, discussions, demonstrations, question-answer, Brain storming, presentation, guest speeches, library visits, home assignments, class interaction and project works are generally used in this course. The specific instructional techniques are as follows:

Unit	Suggested Instructional Techniques and Activities
I	<p>Concept of School Health Program Interactive Lecture: Use multimedia presentations to explain the concept with real-life examples.</p> <p>Historical Development of School Health Program Timeline Creation Activity: Students create a visual timeline of the historical development.</p> <p>Models/Approaches of School Health Program Comparative Analysis Workshop: Groups compare and contrast different models and present their analysis.</p> <p>Legal and Policy Provisions on School Health Program in Nepal Policy Review and Debate: Students review key policies and participate in a structured debate.</p> <p>Challenges for Implementation of School Health Program in Nepal</p>

	<p>Problem-Solving Session: Identify challenges and brainstorm solutions in groups.</p> <p>School Health: A Basic Consideration of Education</p> <p>Panel Discussion: Invite experts for a panel discussion with student questions.</p> <p>Linkage between School Health and EFA Goals</p> <p>Research and Presentation: Students research the linkage and present their findings.</p>
II	<p>Meaning and Definition of School Health Services</p> <p>Interactive Lecture: Use definitions and examples to explain the concept.</p> <p>Types of Health Services</p> <p>Interactive Lecture with Examples: Use case examples for each type of health service.</p>
III	<p>Healthy School Environment</p> <p>School Walkthrough and Assessment: Conduct a walkthrough to assess and suggest improvements.</p> <p>School Health Instruction</p> <p>Interactive Lecture: Explain the concept with real-life teaching examples.</p> <p>Types of Health Instruction</p> <p>Group Activity: Each group discusses and presents a type of health instruction.</p> <p>Current Practice of Health Instruction in Nepal</p> <p>Research and Report: Research current practices and write a report.</p> <p>Instruction of School Health in Academia/Universities</p> <p>Guest Lecture: Invite an academic to discuss the instruction of school health.</p> <p>National School Health and Nutrition Strategy 2006</p> <p>School-Community Relationship for Health</p> <p>Discussion: Explain concepts and facilitate a discussion.</p> <p>Involving Parents and Community in School</p> <p>Community Engagement Project: Plan and execute a joint project involving both school and community.</p> <p>The Role of Schools in Implementing a School Health Program</p> <p>Role-Playing: Simulate scenarios where schools implement health programs.</p> <p>Role of Parents, Parent Teacher Association (PTA), School Management Committee (SMC)</p> <p>Panel Discussion: Organize a panel with PTA, SMC members to discuss their roles.</p>
	<p>Policy Analysis and Discussion: Analyze the strategy and discuss its implications.</p> <p>School Health and Nutrition Joint Action Plan (JPA): Specifically focuses on the Priority Action Plan</p> <p>Policy Analysis and Discussion: Analyze the action plan and discuss its priority actions.</p>
	<p>Implementation of Pilot Project in Sindhupalchok and Shyangja by MOE and MOHP</p> <p>Case Study Review: Review and discuss the pilot project's implementation.</p> <p>Development of School Health and Nutrition Network</p> <p>Workshop: Conduct a workshop to discuss the development of the network.</p> <p>Role of MOE, MOHP, Academia and Development Partners in Promotion of School Health in Nepal</p> <p>Panel Discussion: Organize a panel with representatives from MOE, MOHP, academia, and development partners to discuss their roles.</p>

3. Evaluation Scheme

Students will be assessed both through internal and external evaluation systems. Formative evaluation is used in internal evaluation whereas in external evaluation a theoretical examination will be conducted at the end of the semester by the

Office of the Controller of Examinations of FWU. The full marks composition of both internal and external evaluation will be 40% and 60% respectively. The internal and external evaluation consists of the following tasks:

2.3 Internal Evaluation 40%

Activity	Marks
Attendance	5 marks
Participation in Class Activities	5 marks
Reflection Notes and Class Presentation	5 + 5=10 marks
Term Paper/Essay/Project Works and Interview	5 + 5= 10marks
Mid-term Exam	10 marks

Note: Reflective notes on 2 to 4 questions given by the teacher at the end of every unit and Presentation on any two questions among them. Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview.

2.4 External Evaluation (Final Examination) 60%

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice items	10 questions	10 x 1 mark	10
Group B: Short answer questions	6with 2 'or' questions	6 x 5 marks	30
Group C: Long answer questions	2 with 1 'or' question	2 x 10marks	20
Total			60

4. References

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Far-western University
Faculty of Education
Health and Physical Education

Course Title: Indigenous Games (Kho Kho, Kabaddi & a local game/ activity)

Course No.: HP.Ed.245

Nature of Course: Practical

Level: B.Ed.

Credits: 3

Semester: Fourth

Total periods: 48

Time per period: 2 Hour

3 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.

4 General Objectives

The general objectives of this course are as follow:

- To provide knowledge on the historical development of Kho Kho 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 to officiate Kho Kho and Kabaddi.
- To develop and conserve the local game/ sports culture.

3. Course Outline

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the historical development of Kho Kho game. • Draw Kho Kho Court. • Demonstrate different skills of kho kho. • Plan and apply different strategies for coaching Kho Kho. • Officiate Kho Kho game. 	<p>Unit I: Kho Kho (22+ Hours)</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 teamwork)</p> <p>1.3 Coaching strategies in Kho Kho</p> <p>1.4 Rules and Regulations Kho Kho</p> <p>1.4 Officiating practice</p>

<ul style="list-style-type: none"> • Explain the historical development of Kabaddi. • Draw Kabaddi court. • Demonstrate different skills of Kabaddi. • Plan and apply different strategies for coaching Kabaddi. • Officiate Kabaddi game. 	Unit II: Kabaddi (22+ Hours) 4.3 Historical development of Kabaddi 4.4 Skills of Kabaddi 4.4.3 Raiding (Cant, toe touch, kicking) 4.4.4 Fielding (Holding, Trapping, and defending) 4.5 Rules and regulations of Kabaddi 4.6 Coaching strategies in Kabaddi 4.7 Officiating Kabaddi
<ul style="list-style-type: none"> • develop and conserve sports culture. • Develop skills of the game/ activity. 	Unit III: Local Game (4+ Hours) <i>(Any Game/ Activity that is played on the locality)</i>

5 Methodology and Techniques

This course is a totally practical one. Therefore, all the activities will be performed in the court/ ground. Demonstration, drill, and practice methods will be adopted to teach this course. However, some theoretical classes need lecture methods as well.

6 Evaluation Scheme

The practical examination will be conducted within the campus as external and internal evaluation. The full mark of the practical examination is 100 and students must secure 50 marks to pass the examination. Marks distribution for the practical examination is given as follows.

Evaluation Scheme for practical examination

Internal			External				Total
Attendance	Participation	Notebook	Kabaddi	Kho Kho	Local Game	Viva + Report	
10	15	15	15	15	10	20	100

7 References

- Goel, R. G. and Goel, Veena (1990). *Encyclopaedia of sports and games*. Vikas Publishing House Pvt. Ltd.
- 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.
- Verma, K. (2015). *Textbook of kho-kho*. International E-Publication. <http://www.isca.co.in>
- YMCA (1981). *Rules of games and sports*. New Delhi: YMCA Pub. House.