



Far Western University
Faculty of Education
1Bachelors in health education

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

Nature: Theoretical

Course No.: Hp.Ed.356

Credits: 3

Level: Undergraduate

Teaching Hour: 48 Hrs

Semester: Fifth

1. Course Introduction

Non-communicable diseases have become a growing problem in Nepal, while the burden of communicable diseases remains at high prevalence. This course intends to develop an understanding of the students on the concept, problem and prevention of non-communicable diseases associated with behavioural, 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, problems 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 behavioural, biological and other risk factors of non-communicable diseases including their control measures.
- Enable students to critically analyze the prevention and control strategies and programs for non-communicable diseases at both national and international levels.

3. Contents in Detail with Specific Objectives

| Behavioral Outcomes | Contents |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Define and explain non-communicable diseases • Differentiate between Communicable and non-communicable diseases. • Asses the Burden of NCDs at global and National level • Describe the gaps in the natural history of NCDs. • Understand the socioeconomic impacts of NCDS • Show the relationship between NCDs and lifestyles | <p>Unit 1: Introduction to Non-Communicable Diseases (7 Hrs)</p> <p>1.1 Concept of Non-Communicable Diseases (NCDS)</p> <p>1.2 Burden of NCDs in Nepal</p> <p>1.3 Global Burden of NCDs</p> <p>1.4 Difference between communicable and Non- Communicable Diseases</p> <p>1.5 Gaps in the Natural History of NCDs</p> <p>1.6 Economic and Social Impacts of NCDs</p> <p>1.7 Relationship between Lifestyle and NCDs</p> |
| <ul style="list-style-type: none"> • Identify and describe major NCDs prevalent in Nepal | <p>Unit:2 Selected Non-Communicable Diseases in Nepal (15 hours)</p> <p>2.1 Cardio-vascular diseases (Hypertension, coronary heart disease and stroke)</p> <p>2.2 Asthma</p> |

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| <ul style="list-style-type: none"> • Explain the causes, symptoms and complications of selected NCDs in Nepal • Assess the current status and trends of NCDs in Nepal • Explain the preventive measures for selected transmissible diseases in Nepal | 2.3 Cancer 2.4 Diabetes Mellitus 2.5 Arthritis 2.6 Gastritis and Ulcer 2.7 Stone (kidney stone, bladder stone and gall stone) 2.8 Neurological disorders (Alzheimer's and Parkinson's Diseases) |
| <ul style="list-style-type: none"> • Identify modifiable and non-modifiable risk factors of NCDs. • Explain the problem of behavioural risk factors and lifestyles in the occurrence of NCDs. • Describe the contribution of biological risk factors in NCDs. • Ascertain other risk factors contributing to the occurrence of NCDs. • Discuss the methods to control the risk factors in the occurrence of NCDs. | Unit 3: Risk factors of NCDs (15 Hrs) 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 of NCDs 3.2.1 Unhealthy dietary habits 3.2.2 Physical inactivity 3.2.3 Tobacco use 3.2.4 Alcohol consumption 3.2.5 Overweight and obesity 3.2.6 Control measures of behavioural risk factors 3.3 Biological risk factors of NCDs 3.3.1 Raised blood glucose. 3.3.2 Raised blood pressure. 3.3.3 Infection 3.3.4 Abnormal blood lipids including cholesterol 3.3.5 Control measures of biological risk factors 3.4 Other risk factors of NCDs 3.4.1 Indoor air Pollution and Improper housing 3.4.2 Oral health practice 3.4.3 Intake of oil and salt 3.4.54 Control measures of other risk factors |
| <ul style="list-style-type: none"> • Understand the levels of prevention of NCDs. • Discuss the role of early screening and diagnosis in NCDs prevention • Assess the WHO global action plan for prevention and control of NCDs, 2013-2030. • Analyze the strategic plan and major programs for NCD prevention in Nepal. | Unit 4: Prevention of Non-Communicable Diseases (8 Hrs) 4.1 Levels of prevention of NCDs (Primordial, Primary, Secondary and Tertiary) 4.2 Screening and early diagnosis of NCDs 4.3 WHO global action plan for prevention and Control of NCDs, 2013-2030 4.4 Multi-sectoral strategic plan for prevention and Control of NCDs 2021-2025 in Nepal 4.5 Major programs of NCDs prevention in Nepal |

4. Instructional techniques: This course is theoretical in nature. Lectures, discussions, guest lectures, question-answer, discussions, demonstrations, presentation techniques, library visits, home assignments, class interaction, and project work, are generally used in this course

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 examination of FWU. The full marks

composition of 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 and class activities | 5 Marks |
| Reflection notes and class presentation | 5+5=10 Marks |
| Term paper/Project works and Interview | 5+5=10 Marks |
| Mid-term Exam | 10 Marks |

Note: Reflection notes on 2 or 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 marks | 10 |
| Group B: Short answer | 6 with 2 or questions | 6x5=10 marks30 | 30 |
| Group C: Long answer questions | 2 with 1 or question | 2x10 marks | 20 |
| | | Total | 60 |

6. References

- Bonita, R., Beaglehole, R., & Kjellstrom, T. (2006). Basic Epidemiology (2nd ed.). World Health Organization. (For Unit I)
- Dhimal, M., Bista, B., Bhattarai, S., Dixit, L.P., Hyder MKA., Agrawal, N., Rani, M., Jha, A.K. (2020). Report of Non-Communicable Disease Risk Factors STEP Survey Nepal 2019. Nepal Health Research Council. (Unit-III)
- Ministry of Health and Population. (2022). Multi-Sectoral Strategic Plan for Prevention and Control of NCDs 2021-2025. MoHP. (Unit-IV)
- Park, K. (2002). Park's Textbook of Preventive and Social Medicine (17th ed.). Banarsidas Bhanot. (Unit I- IV)
- Roy, R.N., & Saha, I. (2013). Mahajan and Gupta Textbook of Preventive and Social Medicine (4th ed.). Jaypee Brothers Medical Publishers. (Unit I- IV)
- Shrestha, N.M. (2006). Surveillance of risk factors for non-communicable disease in Nepal. SOLID Nepal. (Unit-II)
- World Health Organization. (2013). The WHO action plan for the prevention and control of NCDs 2013-2030.WHO. (Unit-III)
- World Health Organization (2014). Global status report on non-communicable disease. Author. (Unit-I)



Far Western University
Faculty of Education
1Bachelors in health education

Course Title: **Sports Science**
 Course No.:Hp.Ed.357
 Level: Undergraduate
 Semester: fifth

Nature: Theoretical
 Credits: 3
 Teaching Hour: 48 Hrs

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 |
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| <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. | <p>Unit I: Sport Psychology (18)</p> <p>1.1 Sports psychology</p> <ol style="list-style-type: none"> 1.1.1 Meaning and definition of sports psychology 1.1.2 Aims and objectives of sports psychology 1.1.3 Importance of sports psychology 1.1.4 Areas of sports psychology <p>1.2 Human growth and development in relation to movement</p> <ol style="list-style-type: none"> 1.2.1 Meaning of growth and development 1.2.2 Stages of growth and development 1.2.3 Developmental characteristics of puberty and adolescence <p>1.3 Learning</p> <ol style="list-style-type: none"> 1.3.1 Meaning and definition of learning 1.3.2 Laws of learning with special reference to Thorndike's primary laws of learning applied to motor learning 1.3.3 Transfer of learning and training 1.3.4 Learning curves <p>1.4 Motivation</p> <ol style="list-style-type: none"> 1.4.1 Meaning 1.4.2 Terms related terms of motivation: |

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| <ul style="list-style-type: none"> • Appreciate the role of attention and interest while learning sports and game. • 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 for 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> <p>1.10.3 Perception of time (Reaction time)</p> |
| <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 | <p>Unit II: Sport Medicine (15)</p> <p>2.1 Introduction</p> <p>2.1.1 Meaning and definition of sports medicine</p> <p>2.1.2 Aims and objectives of sports medicine</p> <p>2.1.3 Importance of sports medicine</p> <p>2.1.4 Areas of sports medicine</p> <p>2.2 Microscopic structure of skeletal muscles</p> <p>2.2.1 Microscopic structure</p> |

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| <p>muscles</p> <ul style="list-style-type: none"> • 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>2.2.2 Muscle contraction</p> <p>2.2.3 Sliding filament process</p> <ul style="list-style-type: none"> • Rest • Excitation • Coupling • Contraction • Recharging • Relaxation <p>2.2.4 Chemical changes during muscle contraction</p> <p>2.2.5 General concept of glycogen cycle with Kreb's cycle</p> <p>2.2.6 Energy release and utilisation</p> <p>2.2.7 Oxygen debt</p> <p>2.2.8 Glycogen loading</p> <p>2.2.9 Aerobic and anaerobic phase of exercise</p> <p>2.2.10 Lactic acid formation</p> <p>2.2.11 Fatigue and staleness</p> <p>2.3 Effects of exercise on:</p> <ul style="list-style-type: none"> • Circulatory System • Respiratory System • Skeleto-muscular System • Neuro-muscular System • Excreto-digestive System <p>2.4 Safety and first aid in games and sports</p> <p>2.4.1 Meaning and importance of safety education</p> <p>2.4.2 Prevention of injuries in sports</p> <p>2.4.3 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 Diet for athlete</p> <p>2.2.12 Introduction</p> <p>2.2.13 Elements of food</p> <p>2.2.14 Diet for athletes</p> <p>2.6 Doping in sports (Concept, Meaning and Types)</p> |
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| <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> |
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4. Methodology and Techniques

Instructional techniques such as Lecture with power point presentation, guest speakers, group work and discussions will be used. Students will be provided different reading materials to prepare papers on different contents then they will be asked to present in the group for discussion. Students will also be asked to analyse human motions related to different sports event.

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 examination of FWU. The full marks composition of 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 and class activities | 5 Marks |
| Reflection notes and class presentation | 5+5=10 Marks |
| Term paper/Project works and Interview | 5+5=10 Marks |
| Mid-term Exam | 10 Marks |

Note: Reflection notes on 2 or 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 marks | 10 |
| Group B: Short answer | 6 with 2 or questions | 6x5=10 marks30 | 30 |
| Group C: Long answer questions | 2 with 1 or question | 2x10 marks | 20 |
| | | Total | 60 |

6. References

- Baruwal, et al (2066). *Sports Science*. Kathmandu: Pinnacle Pub. Ltd.
- Deshpande, H.S. (1992). *Kinesiology*. Amravati: HVPM.
- Fox, E. L. & Mathews, D. K. (1981). *The physiological basis of physical education and athletics*. Philadelphia: Saunders College Publishing.
- Ghosh, A. (1978). *Handbook of sport medicine and physical fitness*. New Delhi: Allied Book Agency.
- Govindarajulu, N. (2006). *Sports medicine*. New Delhi: Friends Publications.
- Jha, A.K. (2055). *Sports science* Kathmandu: M. K. Publishers and Distributors.
- Kamlesh, M. L. (1988). *Psychology in physical education and sports*. New Delhi: Metropolitan.
- 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: **Racket Games (Badminton and Table Tennis)**

Nature: Practical

Course No.: Hp.Ed.358

Credits: 3

Level: Undergraduate

Teaching Hour: 96 Hrs

Semester: Fifth

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 the knowledge on the historical development of Badminton and Table Tennis.
- b. To make the students familiar with the required skills in Badminton and Table Tennis.
- c. To acquaint students with coaching strategies in those games.
- d. To enable the students in officiating Badminton and 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 | <p>Unit II. Table Tennis 45 periods</p> <p>1.1 Introduction and history of table tennis game</p> <p>1.2 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> |

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| strategies in table tennis. • Officiate table tennis tournament. | 2.2.4 Receive 2.2.5 Strokes (forehand and backhand counter attack, drive, chop, loop, push and half volley). 2.2.6 Foot work (Stepping around, Forehand attack step) 2.2.7 Warming up and cooling down exercises 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 |
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4. Methodology and Techniques

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

5. 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 | Tournaments | Badminton | Table tennis | Viva | |
| 10 | 10 | 20 | 20 | 20 | 20 | 100 |

6. 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.
- f) www.badminton-training.com/