

लोक सेवा आयोग
नेपाल स्वास्थ्य सेवा, हेल्थ एजुकेशन समूहको सातौँ तहको खुला र आन्तरिक प्रतियोगितात्मक लिखित परीक्षाको
पाठ्यक्रम
द्वितीय पत्र :- समूह सम्बन्धी

Section A- 30 Marks

- 1. Health Promotion and Education** **20%**
- 1.1 Concept, meaning and definition of health promotion and education
 - 1.2 Aims, objectives, principles and settings/scope of health promotion and education
 - 1.3 Approaches to health promotion and education - Social Marketing, Child to Child, Basic and Adult Education, Community Organization, Advocacy etc.
 - 1.4 Role of health promotion and education in primary health care program
 - 1.5 International conferences, declarations (Ottawa Charter and subsequent Conferences including FCTC) and events (world health day, world no tobacco day, world AIDS day etc.) on health promotion and education
 - 1.6 Ethics of health education
 - 1.7 Role of Health Educator in the preventive, promotive, curative and rehabilitative aspect of health
- 5. Training and Curriculum Development** **10%**
- 5.1 Definition, Concept and Objectives, Types of Training**
 - 5.2 Concept, types and models of Curriculum Development**
 - 5.3 Training Process**
 - 5.3.1 Need Assessment - definition, level, analysis steps, methods, tools
 - 5.3.2 Training Planning - analysis, objective, strategies, action plan, monitoring and evaluation
 - 5.3.3 Curriculum Development and Lesson Plan - definition, importance, process and elements of curriculum and lesson plan and its adaptation
 - 5.3.4 Training Implementation and Methods, Aids, Materials, Monitoring, Follow-up and Report
 - 5.3.5 Training Evaluation
 - 5.4 Trainers' Training Techniques**
 - 5.5 Role of NHTC in basic, orientation and refresher training of various categories of health workers and volunteers**

Section B- 20 Marks

- 2. Fundamental Factors of Health Education** **20%**
- 2.1 Communication**
 - 2.1.1 Definition and Communication process
 - 2.1.2 Elements, Models and Types of communication
 - 2.1.3 Principles of Communication
 - 2.1.4 Different Techniques / Methods of communication
 - 2.1.5 Barriers of communication
 - 2.1.6 Effective Communication
 - 2.1.7 Health Communication Planning Steps
 - 2.2 Perception**
 - 2.2.1 Concept and meaning
 - 2.2.2 Types of perception and its example
 - 2.2.3 Role of perception in health education
 - 2.3 Motivation**
 - 2.3.1 Concept and definition
 - 2.3.2 Theories, tools and techniques

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- 2.3.3 Role of motivation in health education
- 2.3.4. Motivation skills
- 2.4 Learning process**
 - 2.4.1. Concept and definition of learning process
 - 2.4.2. Ways/Techniques of learning
 - 2.4.3. Learning principles and process
 - 2.4.4. Theories of learning
 - 2.4.5. Factors affecting learning
 - 2.4.6. Adult learning
- 2.5 Leader / leadership**
 - 2.5.1 Concept and definition of leader/leadership
 - 2.5.2 Role and function of leader/leadership
 - 2.5.3 Identification of leader types
 - 2.5.4 Role of leader / leadership in H.Ed.
- 2.6 People's Participation**
 - 2.6.1 Concept and definition of people's participation
 - 2.6.2 Role / Needs of people's participation
 - 2.6.2 Techniques of community participation
 - 2.6.3 Community involvement in health education activities
- 2.7 Group Dynamics**
 - 2.7.1 Concept of group process and dynamics
 - 2.7.2 Characteristics of group
 - 2.7.3 Communication in group setting
 - 2.7.4 Group roles and individual roles
 - 2.7.5 Mobilization of groups in health education
- 2.8 Change process**
 - 2.8.1 Concept and definition of change process
 - 2.8.2 Planned and unplanned change
 - 2.8.3 Ways / method / techniques of change
 - 2.8.3.1 Compliance
 - 2.8.3.2 Identification
 - 2.8.3.3 Internalization
 - 2.8.3.4 Diffusion process
 - 2.8.4 Different models (Kurt Lewin, Mashlow, Rosestock, Festinger) including Behaviour Change Communication (BCC) model
- 2.9 Applied Sociology and Social Psychology**
 - 2.9.1 Definition
 - 2.9.2 Role of sociology and social psychology in health behaviour
 - 2.9.3 Social sciences and its role in health education
 - 2.9.4 Components of Cultures – values, norms, mores, customs, tradition, religion, belief, folkways, totem/taboo, habit, magic, ideology and its relation to health and health education.
- 2.10 Community Development and Community Organization**
 - 2.10.1 Concept and definition
 - 2.10.2 Characteristics
 - 2.10.3 Approaches/techniques
 - 2.10.4 Factors Resistant to Community Development/Organization
 - 2.10.5 Importance of Community Development/Organization in Health Education

Section C- 20 Marks

- 3. Methods and Media of Health Education** **20%**
- 3.1 Methods - concept, meaning, types and process**
- 3.1.1 Individual methods - Interview, Counseling, Home Visit, Conversation Telephone Call, Personal Letter
 - 3.1.2 Group methods - Group Discussion, Mini Lecture, Demonstration, Role Play, Panel Discussion, Small Group Meeting, Workshop, Seminar, Case study, Educational Field Trip
 - 3.1.3 Mass Method - Lecture/Speech, Films/documentary, Radio / TV / FM Programs, Rally, Miking, Exhibition, Internet, Email
 - 3.1.4. Folk Methods - Traditional Folk Drama, Debates, Colloquy, Poems, Folk Dances, Folk Songs, Puppet Show
- 3.2 Media - concept, meaning, types, importance and process**
- 3.2.1 Audio Aids - Radio, Cassettes, FM, Telephone/mobile, Gramophone
 - 3.2.2 Visual Aids - Projected and Non-projected
 - 3.2.2.1 Projected Aids - OHP, LCD, Slides, Film Strips, Photography
 - 3.2.2.2 Non-Projected Aids - Display Boards (Black Board, Flannel Board, Hoarding Board, Notice Board, Wall Painting, Banners etc., Graphic (Poster, Pamphlet, Flipchart, Flash Card, Flannel Graph, Journal, Brochure, Booklet, Manual, Newspaper, Cartoon, Comic and other printed materials) and three dimensional aids (Models, Specimens, Mockups, Diarroma)
 - 3.2.3 Audio Visual Aids - Tele-Film, Celluloid Films, Videos, Documentary, Computer
- 3.3 Health Education Materials Development Process**
- 3.3.1 Need assessment
 - 3.3.2 Target segmentation
 - 3.3.3 Develop and test message concepts
 - 3.3.4 Develop draft or dummy materials
 - 3.3.5 Pre-test of materials, reason, process and methods
 - 3.3.6 Review and revise materials
 - 3.3.7 Finalize and produce materials
 - 3.3.8 Distribute and disseminate
 - 3.3.9 Evaluate effects
 - 3.3.10 Ensure continuity

Section D- 30 Marks

- 4. Planning, Implementation and Evaluation of Health Promotion and Education Program** **30%**
- 4.1 Planning Process**
- 4.1.1 Needs Assessment / Identification of Health Problems
 - 4.1.2 Educational Diagnosis
 - 4.1.3 Assessment of Resources
 - 4.1.4 Establishment of Priorities
 - 4.1.5 Determination of objectives (general / specific / behavioral)
 - 4.1.6 Plan of Action for Health Education

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- 4.1.6.1 Deciding Target Audiences
- 4.1.6.2 Deciding the Contents/Messages
- 4.1.6.3 Determination of Methods and Media
- 4.1.6.4 Preparation and Pretesting of Health Education Materials
- 4.1.6.5. Preparation of Evaluation Plan
- 4.1.7 Preparation of implementation schedule
- 4.1.8 Evaluation of Health Education Programs
- 4.2 Implementation of Health Education Program**
 - 4.2.1 Concept, definition and processes
 - 4.2.2 Implementation strategies
 - 4.2.2.1 Building commitment
 - 4.2.2.2 Capacity building of human resource for health education
 - 4.2.2.3 Mobilization and utilization of resources
 - 4.2.2.4 Formation and organization of community groups
 - 4.2.2.5 Effective communication, selection and use of appropriate methods and media
 - 4.2.2.6 Monitoring, supervision and follow-up of health education program
 - 4.2.2.7 Recording and reporting of health education events and outcome
- 4.3 Evaluation of Health Education Programs**
 - 4.3.1 Concept and definition and types of evaluation
 - 4.3.2 Levels of evaluation
 - 4.3.3 Criteria of evaluation
 - 4.3.4 Method / techniques of evaluation
 - 4.3.5 Steps of evaluation
 - 4.3.6 Development and testing of evaluation tools
 - 4.3.7 Indicators of health promotion and education

द्वितीय पत्रहरूका एकाइहरूबाट सोधिने प्रश्नसंख्या निम्नानुसार हुनेछ :

द्वितीय पत्रका खण्ड	A		B		C		D	
द्वितीय पत्रका एकाई	1	5	2	3	3	4	4	4
प्रश्न संख्या	2	1	2	2	2	3	3	3

विषयगत नमूना प्रश्नहरू (Sample questions)

1. Discuss concept and process of community development and explain how you will overcome its barriers. 2+3+5=10
2. List any five health programs of Nepal and explain the health education activities planned for counseling adolescent clients who are at PHC for Reproductive health services. 3+7=10
3. Discuss the role and Responsibilities of a Health education Inspector in providing Essential Health care on Safe motherhood in the community. 10
4. What is the role of health educational professional working in district, regional and national level? 4+2+4=10
5. What are the basis of preparing public health FM/Radio program in the district/Region/Center? 10

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नेपाल आर्थिक योजना तथा तथ्याङ्क, इन्जिनियरिङ्ग, कृषि, वन, विविध र शिक्षा सेवाका सबै समूह/उपसमूह,
राजपत्रांकित तृतीय श्रेणी र एवं स्वास्थ्य सेवाको सातौँ र आठौँ तहका पदहरूमा
प्रथम चरणको लिखित परीक्षाबाट छनौट भएका उम्मेदवारहरूलाई मात्र
लिइने सामूहिक परीक्षण (Group Test) को लागि

सामूहिक छलफल (Group Discussion)

यस प्रयोजनको लागि गरिने परीक्षण १० पूर्णाङ्क र ३० मिनेट अवधिको हुनेछ जुन नेताविहिन सामूहिक
छलफल (Leaderless Group Discussion) को रूपमा अवलम्बन गरिने छ। दिइएको प्रश्न वा Topic का
विषयमा पालैपालोसँग निर्दिष्ट समयभित्र समूहबीच छलफल गर्दै प्रत्येक उम्मेदवारले व्यक्तिगत प्रस्तुति
(Individual Presentation) गर्नु पर्नेछ। यस परीक्षणमा मूल्याङ्कनको लागि देहाय अनुसारको ३ जना भन्दा
बढीको समिति रहनेछ।

आयोगका सदस्य	-	अध्यक्ष
आयोगका सदस्य	-	सदस्य
मनोविज्ञ	-	सदस्य
दक्ष/विज्ञ (१ जना)	-	सदस्य

सामूहिक छलफलमा दिइने नमुना प्रश्न वा Topic

उदाहरणको लागि - उर्जा संकट, गरीबी निवारण, स्वास्थ्य बीमा, खाद्य सुरक्षा, प्रतिभा पलायन जस्ता Topics
मध्ये कुनै एक Topic मात्र दिइनेछ।