

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

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

- 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 पत्रहरूको एकाइहरूबाट सोधिन प्रश्नसंख्या निम्नानुसार हुनेछ :

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

स्वास्थ्य सेवाका विभिन्न समूह/उपसमूह, अधिकृत सातौं तहको पदमा प्रथम चरणको लिखित परीक्षाबाट छनौट भएका उम्मेदवारहरूलाई मात्र सामूहिक परीक्षण (**Group Test**) लिइने छ ।

सामूहिक छलफल (Group Discussion)

यस प्रयोजनका लागि गरिने परीक्षण १० पूर्णाङ्क र ३० मिनेट अवधिको हुनेछ जुन नेता विहीन सामूहिक छलफल (Leaderless Group Discussion) का रूपमा अवलम्बन गरिने छ । दिइएका प्रश्न वा Topic का विषयमा पालैपालोसँग निर्दिष्ट समय भित्र समूह बीच छलफल गर्दै प्रत्येक उम्मेदवारले व्यक्तिगत प्रस्तुति (Individual Presentation) गर्नु पर्नेछ । यस परीक्षणमा मूल्याङ्कनका लागि ३ जना भन्दा बढीको समिति रहनेछ ।