

Course Title : **Environment and Health**      Course nature : Theory  
Semester : First                                      Course No. : HEP 516  
Credit Hour : 3                                        Teaching hour : 48

**1. Course Introduction**

This course is designed to provide comprehensive understanding of environmental health and diseases. This course addresses all the physical, chemical, and biological factors which may affect man health and emphasis is given on assessment and control of those environmental factors that potentially affect human health. Students will get an opportunity to learn how to prevent diseases and create healthy environment.

**2. Course Objectives**

Upon completion of this course, the students will be able to:

- a) Gain a broader understanding of relationship between environment, health and diseases.
- b) Identify and describe the principles and core functions of environmental health,
- c) Discuss and describe on global environmental health concerns
- d) Recognize and explain the health hazards of exposures to environmental pollutions.
- e) Identify the agent that affects human health,
- f) Discuss and summarize sanitation approaches and situation of Nepal
- g) Apply principles and methods of solid waste management at household to community level.
- h) Describe occupational hazards, diseases and injuries and their preventions
- i) Discuss the epidemiology of environmental diseases.

**3. Contents**

**Unit One: Fundamental Concept of Environment and Environmental health (5 hours)**

- 1.1 Concept of ecology and environment
- 1.2 Principles of ecology and their relations to environment health
- 1.3 Concept of environmental health
- 1.4 Principles of environmental health
- 1.5 Roles of environmental health in public health promotion

**Unit Two: Global Issues in Environment Health and their Consequences (8 hours)**

- 3.1 Population pressure, resource depletion and environment
- 3.2 Urbanization and environmental pollution and Deforestation
- 3.3 Sustainable development, balance of ecosystem and human health
- 3.4 Global warming and climate change

**Master of Educational Sciences in Health Education and Promotion**  
**Introduction**

Master of Education (M.Ed.) in Health Education and Promotion (HEP) is a two-year fulltime professional course offered at the Mid-Western University of Nepal as component of the Master of Educational Sciences Programme. HEP course are designed to prepare researchers, educators and practitioners for leadership roles in higher education, public schools, community health care settings, government agencies, and voluntary health agencies. The programs emphasize a multidisciplinary, socio-behavioral and educational approaches to health promotion. Health promotion is any combination of health education and related organizational, socio-economic, or political interventions designed to facilitate behavioral or environmental changes conducive to health. The HEP programme emphasizes behavioral and organizational change principles to plan, implement, and evaluate interventions that enable individuals, groups, and communities to achieve personal, environmental, and social health. It covers the key professional areas of school and community health education including cross-cutting issues of social sciences such as sociology, anthropology, psychology, public health and epidemiology. The curriculum prepare students to utilize theoretical concept and methodological skills of health education and health promotion to develop, administer, implement, and evaluate socially acceptable and epidemiologically appropriate health education, behavior change and health promotion intervention, as well as to mobilize community resources for planned social change.

Goals of the program are to: ensure that Masters students have a mastery of health education and health promotion knowledge and skills, and prepare competent teacher educators to teach health education courses for undergraduate students and to engage in school and public health education and assume roles a wide variety of health education settings.

**Objectives of the HEP Programme Course**

Student completing HEP courses will be able to:

- 1. Analyze positive and negative affects of social, behvioural and environmental factorsn on our quality of life
- 2. Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.
- 3. Develop interventions and programs to effect change at multiple levels, including individual, community, organization, and policy.
- 4. Design and implement various strategies to promote health at school, community and workplace
- 5. Design health education curriculum and resource materials
- 6. Prepare teaching materials, aids and devices required for effective health education classes at different levels

7. Design and deliver health communication messages.
8. Evaluate and interpret results from program evaluations and other research.
9. Define research problems, frame research questions, design research procedures, and outline methods of analysis.
10. Apply ethical principles that govern the practice of health education

## 6. Prescribed Texts

Bruess, C.E., & Greenber, J.S. (2009). *Sexuality Education: Theory and Practice* (5<sup>th</sup> ed.). Sudbury, MA: Jones and Bartlett Company.

Greenberg, J.S., Bruess, C.E., & Conklin, S.C. (2011). *Exploring dimensions of human sexuality* (4<sup>th</sup> ed.). Sudbury, MA: Jones and Bartlett Publishers

Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (Fifth edition) New Delhi: Pearson Education

Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2006). *Sex and human loving*. Delhi: Jaico Publishing House.

Parker, R., & Aggleton, P. (2007). *Culture, Society and Sexuality*. London: Routledge, Taylor and Francis Group.

Hyde, J & DeLamater, J (2011). *Understanding Human Sexuality* (11th Ed). McGraw-Hill Companies

Westheimer, R.K., & Lopater, S. (2011). *Human sexuality: Psychological perspective* (2<sup>nd</sup> ed.). Lippincott Williams & Wilkins.

World Population Foundation (2008). *IM Toolkit for planning sexuality education programme*. The Netherland: World Population Foundation, Maastricht University.

Maharjan, S. K. (2069). *Human sexuality and reproductive health*. Kathmandu: Sunlight Publication.

- 6.3.6 Monitoring and evaluation
- 6.4 Evaluation sexuality education

#### 4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Project work
- Case study

#### 4.1 Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

#### 5. Evaluation Scheme

- 5.1 Internal: 40%
- 5.2 External: 60%

#### Internal evaluation will be based on the following criteria:

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

### Master of Education In Health Education and Promotion

Semester I
EDU 511: Philosophical Foundations of Education EDU 512: Education and Development MES HEP 513 Foundations and Principles of Health Education MES HEP 514 Health Promotion Strategies and Approach MES HEP 515 Human Sexuality Education MES HEP 516 Environment and Health
Semester II
EDU 521: Managing Diversity in Education EDU 522: Application of Learning Theories in Education EDU 523: Research Methods in Education MES HEP 524 Adolescent Health Promotion MES HEP 525 Management of School Health Programme MES HEP 526 Teaching and Communication Strategies for Health
Semester III
MES HEP 531 Women's Health and Nutrition Education MES HEP 532 Community Organization and Development for Health Promotion MES HEP 533 Health Promotion Planning and Evaluation MES HEP 534 Social Sciences Approach to Health Promotion MES HEP 535 Applied Epidemiology and Research Methods in Health Education MES HEP 536 Seminar on Public Health Issues in Health Promotion
Semester IV
MES HEP 541 Teaching/Internship (On-Campus) MES HEP 542 Teaching/Internship (Off-Campus) MES HEP 543 Thesis Writing

- 2.4.4 Elderly hood sexuality
- 2.5 The sexual response cycle

**Unit Three: Psychological Dimensions and Sexual Behavior (10 hours)**

- 3.1 Basic concept of love, affection, relationship and intimacy
- 3.2 Forms of sexual behaviour:
  - 3.2.1 Solitary sexual behaviours
  - 3.2.2 Heterosexuality
  - 3.2.3 Premarital and extramarital sexual behaviour and their issues
- 3.3 Sexual orientation: LGBTI and their sexual characteristics
- 3.4 The varieties of abnormal sexual behaviours
  - 3.4.1 Paraphilia
  - 3.4.2 Hyper sexuality
  - 3.4.3 High risk sexual behaviour
- 3.5 Responsible and safer sex behaviours
- 3.6 Forcible sex: paedophilia, rape, sexual violence

**Unit IV: Sexual Disorders and other Problems (5 hours)**

- 4.1 Concept of sexual dysfunction
- 4.2 Cause and treatment of male and female dysfunctions
- 4.3 Sexual desire disorders and their treatment
- 4.4 Causes, symptoms and preventions of RTIs and STIs
- 4.5 Sub-fertility/infertility and its management
- 4.6 Abortion and its management

**Unit V: Socio-cultural Dimensions of Human Sexuality (5 hours)**

- 5.1 Socio-cultural construction of sexuality and gender
- 5.2 Religious perspective of sexuality and marriage
- 5.3 Legal aspect of sexuality
- 5.4 Teenage marriage and pregnancy
- 5.5 Issues of different forms of commercial sex and its management

**Unit VI: Implementation of Sexuality Education (10 hours)**

- 6.1 Contents of sexuality education in school curriculum
- 6.2 Education policy about sexuality education
- 6.3 Planning sexuality education and its steps
  - 6.3.1 Involvement of relevant stakeholders (Planning team, advisory board etc.)
  - 6.3.2 Need assessment/situation analysis
  - 6.3.3 Formulating goals and objectives
  - 6.3.4 Evidence-based intervention design
  - 6.3.5 Programme adoption and implementation

Course Title : **Human Sexuality Education**  
Semester : First  
Course No. : HEP 515

Course nature : Theory  
Credit Hour: 3  
Teaching hour: 48

1. Course Introduction

This course examines human sexuality from psychological, biological, behavioral and social perspectives. In this course, topics include sexuality education, theoretical perspectives, values and sex, love and intimacy, male and female sexual anatomy and physiology, sexually transmitted diseases, patterns of sexual response, sexual problems and therapies, the development of sexuality, sexual orientation, reproductive sexuality and the law, forcible sexual behavior, and other social issues in sexuality education.

2. Course Objectives

Upon completion of this course, the students will be able:

- a) Identify key concepts and characteristics of effective sexuality education.
- b) Define trends in sexuality education curricula, including comprehensive sexuality education.
- c) Describe and analyze major theoretical perspectives and overarching themes of human sexuality from biological, behavioral, social, political, and historical perspectives.
- d) Use creative thinking to address human sexuality-related issues.
- e) Design and implement comprehensive sexuality education.

3. Contents

Unit One: Concept of Human Sexuality and sexuality education (8 hours)

- 1.1 Concept of human sexuality
- 1.2 Concept of sex and gender
- 1.3 Dimensions of human sexuality
- 1.4 Concept and goals of sexuality education
- 1.5 Myths and misconceptions of sexuality education
- 1.6 Emergence of comprehensive sexuality education

Unit Two: Biological and Developmental Dimensions of Human Sexuality (10 hours)

- 2.1 Sexual anatomy and physiology
- 2.3 Reproductive process: Menstruation, conception/fertilization, pregnancy and births
- 2.4 Development of human sexuality
  - 2.4.1 Infancy and childhood sexuality
  - 2.4.2 Adolescence sexuality
  - 2.4.3 Adult sexuality

Course Title: **Philosophical Foundations of Education**  
Course: ED 511  
Level: M.Ed.  
Semester: First

Nature of course: Theory+Practical  
Credit Hours: 3  
Teaching Hours: 48

1. Course Introduction

This is the core and compulsory course designed to for the students who want to do master degree in education. It aims to develop dynamic, competent and persistent people who have comprehensive theoretical knowledge in philosophy and sociology. It deals philosophy and its relationship with education. In the field of education philosophy is regarded as a foundation. This course also discusses about sociology and its relationship with education.

2. Course Objectives

The objectives of this course are as follows:

- a) To elaborate the philosophical basses of education and it acquaint students about different philosophical schools.
- b) To relate the sociological theory with education from the different perspectives.
- c) To familiarize students with existentialism and its application of education in Nepal.
- d) To familiarize students with different philosophy linking it with education.
- e) To explain the origin, nature and educative process of Buddhism.
- f) To elaborate the Islamic philosophy with its educational practice.
- g) To describe the origin and nature of sociology and explain the relationship between educational sociology and sociology of education.
- h) To elucidate the concept of social stratification with its basic characteristics and elements.
- i) To enable students with in making comprehensive view about social transformation with types.
- j) To analyze the influencing factors of education.
- k) To describe the role of culture in education with different dimensions.

3. Course Contents

Unit One: Origin of Philosophy in the East and the West (10 hrs)

- 1.1 Fields of philosophy (Metaphysics, Epistemology Axiology and Logic) and their educational implication
- 1.2 Progressivism, reconstructions in terms of: aims, objectives, methods, role of teacher and students and curriculum

**Unit Two: Existentialism and Education (5 hrs)**

- 2.1 Philosophical premises
- 2.2 Objectives of education
  - 2.2.1 Curriculum process
  - 2.2.2 Students' and teachers' role
- 2.3 Application of this philosophy in Nepalese education

**Unit Three: Different Philosophy and Education (15 hrs)**

- 3.1 Hinduism and its ontology, epistemology and axiology
- 3.2 Six orthodox Hindu schools (Naya, Vaisheshika, samkhya, yoga, mimamsa, Vedanta)
- 3.3 Educational implication of Hinduism
- 3.4 Buddhism
  - The first Jewel- Ontology of Buddhism
  - The second Jewel- Epistemology of Buddhism
  - The third Jewel- Axiology of Buddhism
  - Philosophical premises of Buddhism
  - Educational implication of Buddhism
- 3.5 Islamic and Christianity
  - The five pillars of Islam
  - Teaching of Islam
  - Education and Islam (aims of education, curriculum and teaching process)
  - Christianity as philosophy
  - Origin of Christianity
  - Metaphysics, epistemology and axiology of Christianity
  - Teaching of Christianity
  - Educative process of Christianity

**Unit Four: The Origin of Sociology and its Development (5 hrs)**

- 4.1 Origin of sociology and four founding fathers and their contributions.
- 4.2 Origin of educational sociology and sociology of education
- 4.3 Methods of studying sociology
- 4.4 Sociological theories: (Structural functionalism conflict and symbolic interactions)

**Unit Five: Social Stratification (5hrs)**

- 5.1 Concept of stratification and discrimination
- 5.2 Basic characteristics of stratification antiquity, ubiquity, the social patterning, amount and consequences, the diverging form
- 5.3 Perspective in stratification:
  - 5.3.1 Max Weber and stratification

**Unit Six: Social Transformation (8 hrs)**

- 6.1 Concept (Change, mobility and transformation)

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

**6. Prescribed Texts**

Budhathoki, C.B. (2068 BS). *Health promotion: Theories and practice*. Kathmandu: Pinnacle Publication

Bracht, N. (1999). *Health promotion at the community level*. Thousand Oaks: Sage Publication.

Chenoweth, D.H. (2007). *Worksite health promotion* (Second Edition). Champaign, IL, USA: Human Kinetics.

Conner, M. & Norman, P. (1995). *Predicting health behaviour*. Buckingham: Open University Press.

Davies, M., & Macdowall, W. (2006). *Health promotion theory*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Green, J. & Tones, K. (2010). *Health promotion: Planning and strategies*. London: Sage Publication.

Naidoo, J. & Will, J. (2000). *Health promotion: Foundation for practice*. London : Baillière Tindall

O'Donnell, M. P. & Harris, J. S. (1994). *Health promotion in the workplace* (2<sup>nd</sup> ed.). Albany, New York: Delmar Publishers Inc.

Talbot, L., & Verrinder, G. (2010). *Promoting health: A primary health care approaches*. Victoria Avenue, NSW Australia: Churchill Livingstone, an Imprint of Elsevier

- 5.2 Setting Approaches to Health Promotion
  - 5.2.1 Setting approach to health
  - 5.2.2 Concept and need
  - 5.2.3 Development of setting approach
  - 5.2.4 Types of healthy settings
  - 5.2.5 Concept and evolution of Workplace health promotion
  - 5.2.6 Planning and implementing of worksite health promotion programme

#### 4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Project work
- Case study
- Field observation

#### 4.1 Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

#### 5. Evaluation Scheme

- 5.1 Internal: 40%
- 5.2 External: 60%

#### Internal evaluation will be based on the following criteria:

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

- 6.2 Theories related to social change
  - 6.2.1 Evolutionary, conflict and cyclic
- 6.3 Social mobility
  - 6.3.1 Vertical
  - 6.3.2 Horizontal
  - 6.3.3 Embourgeoisement
  - 6.3.4 Latent mobility
  - 6.3.5 Intergenerational and intergenerational mobility
- 6.4 Factors affecting mobility (Socio -economic status, intelligence, education)
- 6.5 Culture and education
  - 6.5.1 Concept function of culture
  - 6.5.2 Relationship between culture and education

#### 4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing paper, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

#### 5. Evaluation Schemes

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- |                                   |          |
|-----------------------------------|----------|
| • Attendance                      | 5 marks  |
| • Home assignment                 | 10 marks |
| • Midterm exam                    | 10 marks |
| • Project work/Class Presentation | 10 marks |
| • Reflective Report               | 5 marks  |

#### External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' questions	2x10 Marks	20 Marks

6. Prescribed Texts

Abrahm, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University press (unit 5, 6 & 7)  
Brannigan, M.C. (2000). *The pulse of wisdom* (2nded.). United State (for unit 3 & 4)  
Michael, M. (2008). *Experiencing the world's religions tradition, challenge and change* (4thed.). New York: The Mc Graw- Hill companies (Unit 2&4).  
Ozmon, H.A. & Craver, S.M. (1999). *Philosophical foundation of education* (6thed.). New Jersey USA: Prentice Hall ((Unit 1&2).  
Giddens, A. (2005). *Sociology* (5thed).New Delhi: A.I.T.B.S. Publication(Unit 6&7)  
Haralambos,M. (2003). *Sociology themes and perspectives*. New Delhi: Oxford University Press (Unit 6&7).  
Mrunalini,T. (2008). *Philosophical Foundations of Education*. New Delhi: Neel Kamal Publications Pvt LTD.(Unit 1-4)

- 2.4.2 Interpersonal theories: Social Cognitive Theory
- 2.4.3 Community theories: Diffusion theory of innovation and community coalition theory
- 2.5 Changing health behaviour by: Motivation, fear arousal, imitation, exercise/practice and changing environment and situation
- 2.6 Critiques of behavioural change approaches to health promotion

Unit Three: Educational Approaches (8 hours)

- 3.1.1 Symbiotic relationship between health education and health promotion
- 3.1.2 Contribution of health education to health promotion
- 3.1.3 Educational approaches: Preventive and new critical health education
- 3.1.4 Importance of new health education and health literacy in health promotion
- 3.1.5 Empowerment education and Freire’s model of adult education
- 3.1.6 Roles of National Health Education, Information and Communication Centre (NHEICC), school and community health education in health promotion
- 3.1.7 Limitation of educational/communication approach

Unit Four: Social Change Approaches (10 hours)

- 4.1 Social determinants of Health
- 4.2 Social causes of social inequalities health
- 4.3 Equity and injustice in health
- 4.4 Socioeconomic basis of health promotion
- 4.5 Theories of social change
- 4.6 Principles and model of community development
- 4.7 Health promotion through community organization and community development
- 4.8 Social capital, social network, social support and social responsibility in health promotion
- 4.9 Critiques of community development and social change approach to health promotion

Unit Five: Primary Health Care and Setting Approaches (10 hours)

- 5.1 primary health care
  - 5.1.1 Philosophy of primary health care
  - 5.1.2 PHC linkage with socioeconomic development and political situation
  - 5.1.3 PHC approaches to heath promotion: Community participation and community engagement, community development, health education, immunization and prevention of communicable diseases, supply of safe drinking water, environmental sanitation, maternal and child health, smoking cessation, nutrition, equitable access to health services



Course Title : **Health Promotion Strategies and Approaches**  
Course nature : Theory  
Semester : First  
Credit Hour: 3

Course No. : HEP 514  
Teaching hour: 48

**1. Course Introduction**

This course is designed to enhance the understanding of health promotion theory, approaches and strategies. It aims to help the students develop the critical understanding of the conceptual and theoretical perspectives and approaches of health promotion. The course emphasizes on educational, behavioiural, social and setting approaches of health promotion.

**2. Course Objectives**

Upon completion of this course, the students will be able:

- a) Describe concept and historical development of health promotion
- b) Conceptualize major approach and models of health promotion
- c) Describe behavioral theory of health promotion
- d) Identify and apply educational approaches to health promotion programme
- e) Critically analyze social change approach to health promotion
- f) Explain the importance of primary health care approaches to health promotion
- g) Gain basic understanding of setting approaches to health promotion

**3. Contents**

**Unit One: Fundamental Concepts of Health Promotion (8 hours)**

- 1.1 Concept and feature of health promotion
- 1.2 Historical development of health promotion
- 1.3 Paradigms of health promotion
- 1.4 An overview of five approaches to health promotion: Medical, Behavioral change, Educational, Empowerment and social change approach
- 1.5 Model of health promotion: Social ecological, health action, Pender and Beattie’s health promotion model

**Unit Two: Behavioural Theories of Health Promotion (12 hours)**

- 2.1 Concept of theory and theoretical models
- 2.2 Roles of theories in health promotion practices and interventions
- 2.3 Health behaviour and its roles in health promotion
- 2.4 Theories and models of health behaviour changes
  - 2.4.1 Intrapersonal (individual theories): Health Belief model, Theory of planned behaviour, Stage Theories (TTM, PAPM), protection motivation theory, social cognitive theory

Course Title: **Education and Development**  
Course: **ED 512**  
Level: M.Ed.  
Semester: First

Nature of course: Theory+ Practical  
Credit Hours: 3  
Teaching Hours: 48

**1. Course Introduction**

This course is designed for those students who intend to have general knowledge about education and development. It aims is to help the students develop knowledge and skills which are necessary to formulate and implements the developmental issues of the nation. Students are encouraged throughout the course to consult with experts or specialists for their developing the insights about real meaning of education and development.

**2. Course Objectives**

The objectives of the course are as follows:

- a) To enable the students in exploring the meaning of education and development.
- b) To make the students familiar with principles of resource mobilization for development through the educational process.
- c) To make the students in exploring the knowledge of globalization and social development.
- d) To enable the students familiar with the relation of school and development.
- e) To provide the students about the concept of different types of development theory.

**3. Course Contents**

**Unit One: Meaning of Education and Development (5 hrs)**

- 1.1. Individual
- 1.2. Society

**Unit Two: Principles of Resource Mobilization for Development (8 hrs)**

- 2.1. Access to education
- 2.2. Inclusion
- 2.3. Protection
- 2.4. Community participation
- 2.5. Cost effective and appropriate resourcing
- 2.6. Human resource development
- 2.7. Principles of vocational training

**Unit Three: Globalization and Social Development (10 hrs)**

- 3.1. Educational deficits and gaps
- 3.2. Progress coverage

- 3.3. Education, employment and income
- 3.4. Globalization and employment
- 3.5. Dynamics of the production and employment structure
- 3.6. Globalization and labor flexibility

**Unit Four: School and Development (10 hrs)**

- 4.1. The school as a learning organization: distant dreams
- 4.2. Recruitment and reaffirmation
- 4.3. Career and work rewards
- 4.4. The nature of profession
- 4.5. Collaboration and contrived collegiality
- 4.6. Teachers and their career story
- 4.7. Knowledge and teaching: Foundations of the new reform
- 4.8. School experiences and teacher socialization

**Unit Five: Development Theory (10 hrs)**

- 5.1. Dependency theory
- 5.2. Modes of production theory
- 5.3. World system theory
- 5.4. Neo liberalism
- 5.5. Modernism
- 5.6. Post modernism

**Unit Six: The forms of Capital (5 hrs)**

- 6.1. Cultural capital
- 6.2. Social capital
- 6.3. Conversions

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/ practical work
- Project work
- Self study

**5. Evaluation scheme**

- Internal 40%
- External 60%

**Internal Evaluation will be based on the following criteria:**

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

**6. Prescribed Text**

Baidya, P.C., Budhathoki, C.B., Wagle, B.P., & Bhandari, K. (2068 BS). *Foundations and principles of health education (Third Edition)*. Kathmandu: Pinnacle Publication

Coreil, J., Bryant, C.A., & Henderson, J.,N. (2001). *Social and behavioural foundation of public health*. Thousand Oaks, California: Sage Publication

Cottrell, R. R. , Girvan, J. T. & McKenzie, J. F. (2006). *Principles and foundations of health promotion and education, (Third edition)*. NY: Benjamin Cummings.

Galli, N. (1978). *Foundations and principles of health education*. NY: John Wiley & Sons, Inc.

Rubinson, L. & Wisley, F. A. (1984). *Health education foundations for the future*. St. Louis: Times Mirror/Mosby College Publishing.

Weiss, G.L., & Lonnquist, L. (1994). *The sociology of health, healing and illness (Second Ed. )*. New Jersey: Prentice-Hall, Inc.

Winkelman, M. (2009). *Culture and health: Applying medical anthropology*. San Francisco: John Wiley and Sons.

Pahadi, T. N. (2068). *Foundations and principles of health education*, Kathmandu: Kshitiz Prakasan.

Mudwori, N. R. (2068). *Foundations and principles of health education*, Kathmandu: Jupitar publication.

**Unit Six: Health Education Profession and Professional Ethics (10 hours)**

- 6.1 Conceptualization of health education profession
- 6.2 Need of health education professionals
- 6.3 Professional responsibilities, competencies and qualities of health educators
- 6.4 Areas of professional specialization: community HE, School HE, College HE, Patient HE, employee health education
- 6.5 Professional preparation programme in health education and health promotion
- 6.6 Professional organization, agencies and associations
- 6.7 Need of ethics in health education profession
- 6.8 Career development trend and issues
- 6.9 Problems and issues in health education and health education profession in Nepal

**4. Instructional Techniques**

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Project work
- Self-study
- Problem solving

**4.1 Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

**5. Evaluation Scheme**

- 5.1 Internal: 40%
- 5.2 External: 60%

**Internal evaluation will be based on the following criteria:**

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

- |                                   |          |
|-----------------------------------|----------|
| • Project work/Class Presentation | 10 marks |
| • Reflective Report               | 5 marks  |

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

**6. Prescribed Texts**

*Education and development* (2002).Module 3 (compendium of readings part one) unit 6 and 7  
Christopher, C., Jeff, E. and Mathew, A. (2005). *Human resource management practices alignment and firm performance*. Ithaca, NY: Cornell University.

Course Title : **Foundations and Principles of Health Education**  
Course nature : Theory  
Semester : First  
Course No. : HEP 513

Credit Hour : 3  
Teaching hour : 48 hours

**1. Course Introduction**

This course provides an opportunity for students to explore, apply and critique the foundations and principles of health education, and to learn more about applications in varied health promoting settings. The students will become familiar with the history, selected philosophies, disease theories, and approaches of health education.

**2. Course Objective**

Upon completion this course, the students will be able to:

- a) Conceptualize and discuss the different perspectives/views, models of health and theory of diseases.
- b) develop critical understandings of health education and its approaches
- c) Discuss and describe the philosophical, scientific, educational, socio-cultural, psycho- behavioural and legal foundations of health education
- d) Discuss theoretical concepts and constructs, critique and apply of selected health behavior theories for planning health education programme
- e) Identify the professional competencies and qualities of health educators and professional preparation programme and lobby for professional preparation of health education

**3. Contents**

**Unit One: Conceptualization of Health and Health Education ( 12 hours)**

- 1.1 Traditional and contemporary views of health
- 1.2 Models of health: Medical, social and ecological
- 1.3 Reviews of Theories of diseases
- 1.4 Review of concept and goal of health education and new health education
- 1.5 Approaches of health education: Traditional/preventive, dialogical and participatory

**Unit Two: Philosophical Foundations (5 hours)**

- 2.1 Concept of philosophy
- 2.2 Need of philosophy in health education
- 2.3 Leading philosophical view point
- 2.4 Predominant health education philosophies
- 2.5 Developing philosophy

**Unit Three: Scientific and Educational Foundations (7 hours)**

- 3.1 Scientific foundation
  - 3.1.1 Science, facts and evidences as bases of health education
  - 3.1.2 Biology, environment, medical and other natural sciences as source of contents
  - 3.1.3 Advances in diseases control and prevention, nutrition, fitness, safety and accident prevention
  - 3.1.4 Advances in medicine and health care
- 3.2 Educational foundations
  - 3.2.1 History of health education
  - 3.2.2 Organization patterns of health education curriculum development
  - 3.2.3 Conceptual approach to health education curriculum development
  - 3.2.4 Instructional planning for health education
  - 3.2.5 Methods and strategies and materials and media for teaching health education

**Unit Four: Psycho-behavioural Foundations (8 hours)**

- 4.1 Health education aims to change health behavior
- 4.2 Behaviour change theories and techniques draw on psychology and behavioral sciences
- 4.3 Application of learning theories in health education
- 4.4 Theories and models focusing on health behavior change: health belief model, theory of planned behavior, transtheoretical model, precaution and adoption process model (PAPM), PRECEDE-PROCEED Model of health education
- 4.5 Knowledge, attitude, value and health behaviour

**Unit Five: Socio-cultural and Legal Foundations (6 hours)**

- 5.1 Socio Cultural
  - 5.1.1 Concept of society and culture
  - 5.1.2 Social values, norms, socialization, social network and health behavior
  - 5.1.3 Folks, mores, customs and sanctions in health related issues
  - 5.1.4 Social theory and health education
  - 5.1.6 Health culture, ethno medicine and spirituality
- 5.2 Legal foundations
  - 5.8.1 Historical perspective on health legislation
  - 5.8.2 Government acts and policy on solid waste disposal, abortion, alcohol and smoking
  - 5.8.3 Lobbying for mandatory health education in schools

- 2.3.1 Lecture and explanation strategies
- 2.3.2 Questioning –answering strategies
- 2.3.3 Demonstration strategies
- 2.3.4 Story telling/narration strategies
- 2.3.5 Guest lecture
- 2.4 Individualized/learners centered strategies
  - 2.4.1 Project strategy
  - 2.4.2 Case study strategy
  - 2.4.3 Brain-storming strategy
  - 2.4.4 Dramatization strategy
  - 2.4.5 Role-play strategy
  - 2.4.6 Independent study strategy
  - 2.4.7 Assignment strategy
  - 2.4.8 Tutorial strategy
  - 2.4.9 Games and simulation strategy
- 2.5 Group focus strategy
  - 2.5.1 Group discussion
  - 2.5.2 Panel discussion
  - 2.5.3 Seminar and workshop
  - 2.5.4 Cooperative learning
  - 2.5.5 Buzz session
- 2.6 Peer, life-skill and system approaches to teaching health education
- 2.7 Factors influencing selection and use of teaching strategies

**Unit Three: Teaching Aids, Devices and Materials (8 hours)**

- 2.1 Concept of teaching aids and devices
- 2.2 Types of teaching aids and devices: Audio, visual and audio-visuals
- 2.3 Hardware instructional aids: Radio, TV, Tape-recorder, Video cassette Recorders (VCR/DVD), CCTV, Film
- 2.4 Software/non-technical instructional aids: Chalkboard, Flannel board, Bulletin board, pictures, graphs, charts, maps, globes, diagram, photograph, cartoon, flash card, meta cards, models, posters, pamphlets, books and booklets, puppets
- 2.5 Principles of selecting teaching materials and media
- 2.6 Basic steps of selecting message and designing/constructing teaching materials
- 2.7 Preparation of teaching aids and materials using locally available materials

**Unit Four: Management of Health Instruction and Teaching Learning Activities (6 hours)**

- 4.1 Concept of health instruction, teaching and learning
- 4.2 Types of health instruction
- 4.3 Stage of management of teaching-learning

**Unit Three: Environmental Pollutions and Their Impacts on Health (8 hours)**

- 3.1 Air pollution and its effects on human health
- 3.2 Water pollution and its effects on human health
- 3.3 Pesticide pollution and its effects on human health
- 3.4 Concept of physical hazard including ionizing and non-ionizing radiation and their effects
- 3.5 Preventions and control of water, air and pesticide pollution

**Unit Four: Environmental Sanitation and Solid Waste Management (12 hours)**

- 4.1 Concept of sanitation and hygiene
- 4.2 Principles and approaches of total sanitation
- 4.3 Principles and practices of ecological sanitation
- 4.4 Access to improved drinking water and sanitation facilities in Nepal
- 4.5 Water supply and sanitation strategies and plan of Nepal
- 4.6 Elimination of open defecation and creation of healthy and fecal contamination free village
- 4.7 Sewage and sewerage systems in Nepal
- 4.8 Production of solid wastes in Nepal
- 4.9 Principles and method of solid waste management
- 4.10 Participatory management of solid waste management
- 4.11 Solid waste management planning, monitoring and control
- 4.12 Law, policy and plans of solid waste management in Nepal

**Unit Five: Occupational Health and Safety (5 hours)**

- 5.1 Concept of occupational health and safety
- 5.2 Legislative and administrative framework
- 5.3 Types and sources of occupational exposures to hazards
- 5.4 Occupational diseases and injuries
- 5.5 Ergonomics and occupational safety
- 5.6 Prevention of occupational diseases and injuries
- 5.7 Wellness and health promotion programme in workplace/environment

**Unit Six: Food Safety and Environmental Diseases (10)**

- 6.1 Food safety
  - 6.1.1 Introduction to food safety and hygiene
  - 6.1.2 Food contamination, adulteration, fortification and preservation
  - 6.1.3 Food borne diseases and food toxins
  - 6.1.4 Meat and milk hygiene
- 6.2 Environmental Diseases
  - 6.2.1 Epidemiology of environmental diseases: Communicable and non-communicable/chronic diseases
  - 6.2.2 Transmission of environmental diseases: Airborne, waterborne, food-borne, vector borne, zoonoses, soil, fomites and nosocomial infection.

- 6.2.3 Methods and principles of environmental diseases control
- 6.2.4 National and international efforts to control diseases

#### 4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Problem solving
- Project work
- Case study
- Field observation

#### 4.1 Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

#### 5. Evaluation Scheme

- 5.1 Internal: 40%
- 5.2 External: 60%

#### Internal evaluation will be based on the following criteria:

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

#### Course Title : Teaching and Communication Strategies for Health Education and Promotion

Course nature : Theory

Semester : Second

Course No. : HEP 526

Credit Hour : 3

Teaching hour : 48 hours

#### Course Introduction

This course deals fundamentals of teaching, teaching models, theories and communication strategies for health education and health promotion. The students will learn how to teach health education in school and community settings using various teaching strategies, materials and skills. It also aims to enable the students in designing, selecting and using appropriate teaching materials and media in health education. This course emphasizes on the effective use of teaching-learning process and communication strategies for health education and health promotion programme.

#### 1. Course Objective

Upon completion of this course, the students will be able:

- a) Conceptualize, identify and apply appropriate teaching models and theories and strategies in health education and health promotion programme
- b) Identify and develop teaching aids and materials for effective teaching health education
- c) Demonstrate ability to plan health education for effective implementation of teaching-learning process
- d) Explain characteristics of health communication theories, models and strategies
- e) Demonstrate ability to design effective communication strategies

#### 2. Contents

##### Unit One: Fundamental Concepts of Teaching Theories and models (6 hours)

- 1.1 Nature and characteristics of teaching
- 1.2 Teaching task and its phase: Pre-active, interactive and post-active phase
- 1.3 teaching theories: concept and Types of teaching theories
- 1.4 Teaching models, elements and its types
- 1.5 Select and apply teaching models and theories in teaching health education

##### Unit Two: Teaching Strategies (15 hours)

- 2.1 Concept and Characteristics teaching strategies
- 2.2 Difference between teaching strategies and methods
- 2.3 Teacher centered teaching strategies

**6. Prescribed Texts**

Anderson, C.L. (1972). *School health practice*. St. Louis: The CV Mosby Company.

Bruuess, C.E. & Gay, J.(1978). *Implementing comprehensive school health*. New York: Macmillan Publishing Co., Inc.

Budhathoki, C.B. & Wagle, B. (2068). *School health programme management*. Bagbazar: Pinnacle Publication Pvt.

Bucher, C.A. (1979). *Administration of school health programme and physical education*. St. Louis: The CV Mosby Company.

Kerry, J. R., Olsen, L. K. & Baffi, C. R. (1986). *Organization of school health programme*. New York: Macmillan Publishing House.

Lear, J. G., Isaacs, S.L. & Knickman, J.R. (2006). *School health services and programs*. New Jersey: Jossy-Bass.

Maharjan, S. S. & Khanal, S. P. ( 2068 ). *School health programme management*. Kathmandu: Sunlight Publication.

Meeks, L., Hiet, P. & Page, R. (2003). *Comprehensive school health education: Totally awesome strategies for teaching health (3<sup>rd</sup> Edi.)*.New York: McGwaw-Hill.

**6. Prescribed Texts**

Basset, W.H. Ed. (2004). *Clay’s handbook of environmental health* (19<sup>th</sup> Edition). New York: Spon Press, Taylor & Francis Group

Kar, K. & Robert, C. (2008). *Handbook on community led total sanitation (CLTS)*. UK: Institute of Development Studies.

Moeller, D.W. (2005). *Environmental health* (Third edition). Cambridge: Harvard University Press

Frumkin, H. (2010). *Environmental health: From global to local* (Second Edition). San Francisco: Jossey-Bass

Tchobanglous, G, & Kreith, F. (2002). *Handbook of solid waste management*. New York: McGrahill Companies

Course Title: **Managing Diversity in Education**  
Course: **ED 521** Nature of course: Theory+Practical  
Level: M.Ed. Credit Hours: 3  
Semester: Second Teaching Hours: 48

**1. Course Introduction**

This course is designed to help students understand the meaning and perspectives of diversity management. The course acquaints the students with the diversity management performance, practices and factors that are affected by multicultural perspectives. It also deals with diversity technology, sources and managing for diversity to disadvantaged group of peoples.

**2. Course Objectives**

The objectives of this course are as follows:

- a) To make meaning of diversity management from different perspectives
- b) To provide a deeper knowledge on multiculturalism for managing diversity.
- c) To make the students familiar with the different factors and causes of diversity management.
- d) To identify the different ways of diversified sources for managing diversity.
- e) To develop the concept and ways for measure the education strategies for disadvantaged groups.
- f) To provide a better understanding about the challenges for managing diversity.
- g) To provide the knowledge of constraints of diversity management.

**3. Course Contents**

- Unit One: Diversity Management (13 hrs)**
- 1.1 Meaning and concept of diversity management
    - International perspective
    - Population dynamics as a driver of diversity management
  - 1.2 Diversity management from a student perspective
  - 1.3 Diversity management from a personnel perspective
  - 1.4 Diversity management from an institutional management perspective
    - Diversity management linked to the strategic plan
    - Main thrusts of the strategic plan
    - The role of management information in institutional diversity management
    - Levels of management information

- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

- 4.1 Student participations and expected works
- Students are required to participate all the classes
  - Actively participate in class discussion and activities
  - Complete weekly reading and writing assignments
  - Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
  - At least one oral presentation on given project work/final assignment/term papers

**5. Evaluation Scheme**

- 5.1 Internal: 40%  
5.2 External: 60%

**Internal evaluation will be based on the following criteria:**

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks



- 5.1.2 Plan for health appraisal: Prepare schedule and budget, collect materials/forms and resources, and develop procedures of health examination, screening test, observation and health records
- 5.1.3 Organize services for health appraisal of students
- 5.1.4 Keep the records of health appraisal
- 5.1.5 Plan and organize preventive and remedial health services
- 5.2 Organization of nutrition services in school
  - 5.2.1 Formation of school nutrition management committee and decide its roles
  - 5.2.2 Organize mid-day meal programme
  - 5.2.3 Supervise cafeteria and student's tiffin
- 5.3 Organization and management of healthy school environment
  - 5.3.1 Plan for healthy physical environment including school building, classroom, play grounds and sanitation facilities
  - 5.3.2 Plan for healthy mental environment
  - 5.3.3 Prepare schedule for classroom cleaning and waste managing, establish funds for maintenance of water supply and sanitation facilities, mobilize child clubs and students for school sanitation and healthy school environment
- 5.4 Organizing physical education, sport and fitness programme
  - 5.4.1 Planning and budgeting
  - 5.4.2 Select and purchase supplies and equipments, and establish facilities for physical education, sports and fitness programme
  - 5.4.3 Organize physical education, sports and fitness as components of SHP
- 5.5 Plan and organize school health education
  - 5.5.1 Prepare curriculum of health education based on local needs
  - 5.5.2 Prepare work plan, unit plan and lesson plan
  - 5.5.3 Organize health education activities outside and inside classroom
- 5.6 Plan and organize health promotion activities for staff and teachers
- 5.7 Organize school community cooperation programme
  - 5.7.1 Formation of School Health Council, PTA and Child Clubs
  - 5.7.2 Establish linkage between health institutions, local clubs, NGOs and other stakeholders
  - 5.7.3 Conduct school led health and sanitation programm in community
  - 5.7.4 Organize joint venture programme in school and community

#### 4. Instructional Techniques

- Classroom Discussion
- Group Discussion

- Unit Two: Multiculturalism (13 hrs)**
- 2.1 Concept
  - 2.2 Model of structural change (Total quality diversity)
  - 2.3 A holistic model of total quality diversity
  - 2.4 The process of change
    - Contemporary challenges of ethnic diversity
    - Diversity: challenges for national policy makers and planners
    - Models for incorporating diversity
    - Need to revisit policy responses to diversity

- Unit Three: Factors for Managing Diversity (5 hrs)**
- 3.1 Diversity management plan
  - 3.2 Objectives
  - 3.3 Role of leadership
  - 3.4 Initial approach
  - 3.5 Strategy and links to key planning
  - 3.6 Goals and measures

- Unit Four: Diversified Sources (5 hrs)**
- 4.1 Changing patterns
  - 4.2 Privatization
    - Different modes of privatization
    - The strategies for privatization
    - Arguments of privatization

- Unit Five: Education Strategies for Disadvantaged Groups(5 hrs)**
- 5.1 Definition of disadvantaged group
  - 5.2 Motivation
  - 5.3 Work opportunities
  - 5.4 Challenges
  - 5.5 Government and aid agencies

- Unit Six: Challenges and constraints of Diversity management (7 hrs)**
- 6.1 Resistance
    - Poor communication
    - Disorganization
  - 6.2 Context matter
  - 6.3 Organization structure
  - 6.4 Legitimacy of government and policy change
  - 6.5 Social structure and beliefs system
  - 6.6 Federation issues

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Scheme

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development.

\_\_\_\_\_(2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission.

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University.

- 1.7.6 Counseling and psychosocial services: objectives, rationale, types and services activities
- 1.7.7 Health promotion for staff: Objectives, rationale, activities
- 1.7.8 Parent / community involvement: Objective, community participation, cooperation and utilization of community resources, joint programme in school and community

Unit Two: School Health Policy and Strategic Planning of SHP (5 hours)

- 2.1 Concept and Rationale of school health policy
- 2.2 School health policy in local, national and global context
- 2.3 National strategies for school health programme in Nepal
- 2.4 Strategic Planning of SHP
  - 2.4.1 Concept of strategic planning
  - 2.4.3 Strategic Plan Framework (Mission, Vision, Strategy, Goals, objectives, actions and supporting documents)
- 2.5 Strategic planning process

Unit Three: Theories and Principles of Management (5 hours)

- 3.1 Concept and principles of management
- 3.2 Functions of management
- 3.3 Theories of management
  - 3.3.1 Classical theory: Scientific management, administrative and bureaucracy
  - 3.3.2 Neo-classical theory: Human relation and behavioural science
  - 3.3.3 Modern management theory: Management science, system theory, contingency theory, Total management and team management
- 3.4 Managerial roles, skills and qualities for effective implementation of school health programme

Unit Four: Organization and Supervision of School health Programme (6 hours)

- 4.1 Concept of organization
- 4.2 Types of organizational structure
- 4.3 Organizational structure of school health programme
- 4.4 Organizational development and change
- 4.5 Concepts, types and models of school supervision
- 4.6 Management of supervisory work
- 4.7 Elements and process of clinical supervision

Unit Five: Management of School Programme in Action (20 hours)

- 5.1 Organization of school health services
  - 5.1.1 Decide objective and activities of appraisal aspects of health services

Course Title : **Management of School Health Programme**  
Course nature : Theory  
Semester : second  
Credit Hour : 3

Course No. : HEP 525  
Teaching hour : 48

**1. Course Introduction**

This course is designed to provide knowledge and skills required for the management of school health programme (SHP). It will help to widen the horizon of students’ knowledge and understanding on management, administration and supervision of the school health programme. The students will learn about how to manage school health programme with limited resources in Nepalese context.

**2. Course Objectives**

Upon completion of this course, the students will be able to:

- a) Describe philosophy, principles and approaches of comprehensive school programme and health promoting schools
- b) Discuss the components of school health p programme
- c) Explain principles and theories of management
- d) Demonstrate ability to apply the principles, functions and theories of management and administration in implementing school health programme.
- e) Demonstrate ability to plan, implement and organize school health programme
- f) Apply the technique of educational supervision in school health programme

**3. Contents**

**Unit One: Introduction to School Health Programme (12 hours)**

- 1.1 Concept of traditional and comprehensive school programme
- 1.2 Historical development of SHP
- 1.3 Philosophy and principles of SHP
- 1.4 Developing concept and elements of health promoting schools
- 1.5 Developing concept of Focusing Resource on Effective School Health (FRESH)
- 1.6 Needs and importance of school health programme in Nepalese context
- 1.7 An overview of components of comprehensive school health programme
  - 1.7.1 School health services: objectives, types and activities
  - 1.7.2 Healthy school environment: objectives, types and planning
  - 1.7.3 Nutrition services: Objectives, rationale and programme
  - 1.7.4 School health education: Goals, objectives, types and planning
  - 1.7.5 Physical education and sports: Objectives, types and activities

Course Title: **Application of Learning Theories in Education**  
Course: **ED 522**  
Level: M.Ed.  
Semester: Second

Nature of course: Theory+Practical  
Credit Hours: 3  
Teaching Hours: 48

**1. Course Introduction**

This course is a core course for the students studying Master Degree in Educational Science. This deals with psychology of learning and application of learning theory in classroom teaching. It includes the learning theories and paradigms ranging from the behaviouristic theories to cognitive theories. As the implementation of these theories for teaching and professional development, this course enables the student in drawing upon these theories in their everyday teaching and professional practices.

**2. Course Objectives**

On completion of this course the students will be able:

- a) To explain cognitivism, behaviorism and constructivism as a broader family of learning theory
- b) To develop understanding of Pavlovian conditioning
- c) To discuss various types of conditioning
- d) To familiarize students with meaning and concept of operant conditioning
- e) To make students able to explain the acquisition process of operant conditioning
- f) To give the concept of reinforcement and its application to change behaviors of learners
- g) To use the operant conditioning in classroom teaching and learning
- h) To clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning
- i) To list the principles of perception with explanation
- j) To enable students to explain purposive behavior
- k) To discuss Tolman's experiments and draw the conclusion from them
- l) To enable to analyze the premises of individual constructivism
- m) To make the meaning of basic features of individual constructivism
- n) To draw a educational implication of individual constructivism
- o) To define the social constructivism and its premise

**3. Course Contents**

**Unit One: Philosophical Orientation to Learning Theories (10 hrs)**

- 1.1. Origin of learning theories
- 1.2. Major learning theories
  - 1.2.1. Behaviorism and its basic characteristics

- 1.2.2. Cognitivism and its basic characteristics
- 1.2.3. Constructivism and its basic characteristics

**Unit Two: Principles of Pavlovian conditioning and Implication (8 hrs)**

- 2.1 Acquisition of the conditioned response
  - Measures of conditioning
  - Conditioning paradigms
- 2.2 Nature of extinction and its paradigm
- 2.3 Other inhibitory processes
- 2.4 Conditioning
  - Higher-order conditioning
  - Sensory preconditioning
  - Vicarious conditioning
- 2.5 Application of Pavlovian conditioning in teaching

**Unit Three: Operant Conditioning (10 hrs)**

- 3.1. Meaning and concept
- 3.2. Acquisition of operant behavior (CR) (Principle and Mechanism)
- 3.3. Shaping and its principle
- 3.3. Meaning, concept and schedule of reinforcement
- 3.5. Application of Reinforcement
- 3.4. Implication for teaching and learning

**Unit Four: Wertheimer Productive Thinking (10 hrs)**

- 4.1. Concept of phi-phenomenon
- 4.2. Concept and principle of perception
- 4.3. Implication for teaching and learning

**Unit five: Tolman's Purposive Behaviorism (10 hrs)**

- 5.1. Concept of purposive behaviorism
- 5.2. Theory of purposive behaviorism (Expectancy, Place and Insight learning)
- 5.3. Drawing conclusions for educational implication

**Unit Six: Constructivism (10 hrs)**

- 6.1. Meaning and concept
- 6.2. Piaget's constructivism (Psychological/Individual constructivism)
- 6.3. Basic premises of Piaget's Constructivism (Implicit Theories and Knowledge construction process)
- 6.4. Basic features (Scheme, Adaptation-Assimilation and Accommodation, Equilibration)
- 6.5. Implication for teaching and learning

- Group Discussion
- Lecture cum Question-Answer
- Cooperative learning
- Project work
- Case study

- 4.1 Student participations and expected works
  - Students are required to participate all the classes
  - Actively participate in class discussion and activities
  - Complete weekly reading and writing assignments
  - Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
  - At least one oral presentation on given project work/final assignment/term papers

**5. Evaluation Scheme**

- 5.1 Internal: 40%
- 5.2 External: 60%

**Internal evaluation will be based on the following criteria:**

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

**6. Prescribed Texts**

DiClemente, R., Santelli, J.S., & Crosby, R.A. (2009). *Adolescent health: Understanding and preventing risk behavior*. San Francisco: Jossey-Bass

Gullotta, T.P., & Adams, G.R. (2005). *Handbook of adolescent behavioural problems*. New York: Springer

Millestein, S.G., Petersen, A.C., & Nightangle, E.O. (1993). *Promoting health of the adolescents*. New York: Oxford University Press.

Rew, L. (2005). *Adolescent health: Multidisciplinary theory, research and intervention*. Thousand Oaks, California: Sage Publication

- 3.1.1 Biological based theories of risk taking
- 3.1.2 Psychologically based theories of risk taking
- 3.1.3 Social and environmental theories of risk taking
- 3.1.4 Bio-psychosocial model of risk taking
- 3.2 Theories and models of adolescent decision-making
- 3.3 Conceptual framework of resilience in adolescence
- 3.4 Model and domains of resilience

**Unit Four: Preventing Key Health Risk Behaviors among adolescents (12 hours)**

- 4.1 Health-enhancing and health compromising life styles of adolescent
- 4.2 Tobacco use and its effect on adolescent health
- 4.3 Factors leading to tobacco use among adolescents
- 4.4 Strategies for reducing risks of risk of tobacco use among adolescents
- 4.5 Promoting health and preventing risk of alcohol use
- 4.6 Risk and protective factors for adolescent’s illicit substance/drug use
- 4.7 Prevention of adolescent illicit substance use
- 4.8 Treatment of adolescent’s substance abuse and dependence
- 4.9 Unintentional injuries and motor vehicle injuries
- 4.10 Strategies for reducing motor vehicle injuries
- 4.11 Prevention of suicidal behavior among adolescents
- 4.12 Influence of social and economic factors on health-related behaviour
- 4.13 Nutritional problems during adolescent

**Unit five: Adolescent Sexual Health Promotion (6 hours)**

- 5.1 Concept and objectives of adolescent sexual health
- 5.2 Problems of adolescent sexual health
  - 5.2.1 Intervention to promote adolescent sexual health problems
  - 5.2.2 Promotion of safer sexual behavior and contraceptive use
  - 5.2.3 Counseling on sexual behavior, teenage pregnancy and STDs
  - 5.2.4 Curriculum based sex STD/HIV education
  - 5.2.5 Youth development programme

**Unit Six: Government Policy and Programme on Adolescent Health (7 hours)**

- 6.1 Adolescent health and reproductive health policy and strategies of Nepal
- 6.2 Needs and elements of adolescent friendly services
- 6.3 Government’s policy and strategies for implementing adolescent friendly services
- 6.4 International efforts to promote adolescent health
- 6.5 Future of adolescent health

**4. Instructional Techniques**

- Classroom Discussion

- 6.6. Vygotsky's constructivism (Social constructivism)
- 6.7. Basic premises of social constructivism (Situating cognition and Knowledge construction process)

**4. Instructional Techniques**

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

**5. Evaluation Scheme**

- Internal 40%
- External 60%

**Internal Evaluation is based on the following criteria**

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone. (Unit I to VII)

Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit I to VII)

Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill.

Klein, S.B. (1996). *Learning: Principle and application*. McGraw Hill. Inc. (Unit I to VII)

Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit I to VII)

Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education. (Unit I to VII)

Course Title : **Adolescent Health Promotion**      Course nature: Theory  
Semester : second      Course No. : HEP 524  
Credit Hour: 3      Teaching hour: 48

1. Course Introduction

This course deals with the theoretical concepts and methodological approaches of adolescent health promotion. The students will get an opportunity to explore the health problems and issues of adolescents and gain in-depth understanding about prevention of risk behavior and promotion of adolescent health.

2. Course Objective

- Upon completion of this course, the students will be able to:
- a) Discuss and summarize trend in adolescent health including morbidity and mortality patterns.
  - b) Critically analyze and summarize key concept of theories of adolescent risk taking.
  - c) Identify the risk behavior of adolescent and apply appropriate risk reduction and prevention strategies in adolescent health promotion programme.
  - d) Discuss and describe on eating habits and disorders of adolescent
  - e) Discuss and describe on adolescent sexual health issues.
  - f) Critically analyze government health policies and programmes related to adolescent health including sexual and reproductive health.

3. Contents

- Unit One: Basic Concept of Adolescent Health (5 hours)**
- 1.1 Concept and characteristics of adolescent
  - 1.2 Demography of adolescent and youth in Nepal
  - 1.3 Concept of adolescent health
  - 1.4 Physician, nurse and lay perspective of adolescent health
  - 1.5 Trend in adolescent and young adult morbidity and mortality
- Unit Two: Theories of Adolescent Development, Self identity and Self-care (8 hours)**
- 3.1 Theories of adolescent development: Paget cognitive theory, Eriksson theory of adolescent development and Freud’s theory of adolescent development
  - 3.2 Youth development model
  - 3.3 Concept and theories of self identity
  - 3.4 Self-care theory
- Unit Three: Theories of Adolescent Risk Taking and Decision-Making (10 hours)**
- 3.1 Bio-psychosocial theories of risk taking

6. Prescribed Texts

Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009). *Introduction to research in education*. (8th ed). Belmont, CA: Wadsworth/Thomson Learning (Unit I to VII)

Best, J.W. and Kahn (2006). *Research in education* (10th ed.), New Delhi: Prentice Hall of India (Unit I to VII)

Creswell, J. and Plano, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage (Unit I to VII)

Cohen, L., Manion, L. and Morrison, Keith (2007). *Research methods in education* (6th ed.) London: Routledge (Unit I to VII).

McMillan, J.H. (2000). *Educational research: fundamentals for the consumer* (3rd ed.). New York, NY: Addison, Wesley and Longman (Unit I to VII).

Punch, K.F. (2009). *Introduction to research methods in education*. London: Sage (Unit I to VII)

Wiersma, W. (2000). *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon (Unit I to VII)

Course Title: **Research Methods in Education**  
Course: **ED 523** Nature of course: Theory +Practical  
Level: M.Ed. Credit Hours: 3  
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is designed to acquaint the students with the basic understanding of research skills with a particular relevance to studying and understanding of the educational issues and problems. It provides them both with both theoretical knowledge and practical skills in carrying out the independent research work by developing research proposal in a standard APA format.

2. Course Objectives

- On completion of this course the students will be able to
- a) Discuss the basic concept and meaning of research and educational research
  - b) Explain the nature and purpose of educational research
  - c) Identify various research types with their characteristics.
  - d) Classify sampling techniques and explain each with examples.
  - e) Identify various sampling techniques and choose appropriate one for own research project.
  - f) Describe the procedures of carrying out different research designs.
  - g) Identify various data collection tools and discuss advantages and disadvantages.
  - h) Describe and use general procedure followed in the analysis of qualitative and quantitative data.
  - i) Describe the components of a research proposal and report.
  - j) Write a research proposal and report.
  - k) State some of the criteria to use in evaluating a research report.

3. Course Contents

- Unit One: Concept of Research (10)**
- 1.1. Meaning and definition of research and educational research
  - 1.2. Nature and its purposes in educational research
  - 1.3. Scope of educational research
  - 1.4. Research problems
  - 1.5. Objectives of educational research
  - 1.6. Hypothesis
  - 1.7. :Review of literature Theoretical, Empirical and conceptual / theoretical framework

<b>Unit Two: Research Designs</b>	<b>(5)</b>
2.1. Quantitative, qualitative and mixed research design	
2.2. Basic, applied and action research	
2.3. Experimental research design study	
2.4. Survey	
2.5. Case study	
2.6. Historical research	
2.7. Ethnography	
<b>Unit Three: Sampling</b>	<b>(10)</b>
3.1. Introduction	
3.2. Probability sampling	
• Simple random sampling	
• Stratified random sampling	
• Cluster sampling	
3.3 Non-probability sampling	
• Purposive sampling	
• Quota sampling	
• Convenience sampling	
• Snowball sampling	
3.4 Sample size and error	
<b>Unit Four: Tools of Data Collection</b>	<b>(5)</b>
4.1. Interview	
4.2. schedule	
4.3. Questionnaire	
4.4. Observation	
4.5. Rating scales : Thurnstone's and likert's scales	
4.6. Tests	
4.7. Focus group discussions	
<b>Unit Five: Analyzing the Data</b>	<b>(12)</b>
5.1. Analyzing quantitative data	
• Data editing and tabulation	
5.2. Statistical analysis	
• Measure of central tendency	
• Measure of dispersion	
• Measure of correlation coefficient (Pearson's and Spearman's method)	
• Hypothesis testing	
5.3. Analyzing qualitative data	
• Organizing and coding	
• Comparing and Exploring relationships and patterns	
• Final themes and interpretation	

<b>Unit Six: Research Proposal and Report</b>	<b>(6)</b>
6.1 Need of writing research proposal	
6.2 Components of research proposal	
6.3 Development of a research proposal	
6.4 Requirements for writing research report	
6.5 Essential components of a research report	
6.6 Use of APA format in research report	
6.7 Evaluation of research report	

- 4. Instructional Techniques**
- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
  - Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

- 5. Evaluation Scheme**
- 1.1 Internal 40%
- 1.2 External 60%

- Internal evaluation will be based on the following criteria**
- Attendance 5 marks
  - Home assignment 10 marks
  - Midterm exam 10 marks
  - Project work/Class Presentation 10 marks
  - Reflective Report 5 marks

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' questions	2x10 Marks	20 Marks



#### 4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

##### 4.1 Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

#### 5. Evaluation Scheme

- 5.1 Internal: 40%
- 5.2 External: 60%

##### Internal evaluation will be based on the following criteria:

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

##### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

- 4.4 Planning health instruction and teaching-learning: Basic steps
- 4.5 Developing learning opportunities for health instruction
- 4.6 Organization of health instruction
- 4.7 Evaluation of health instruction

#### Unit Five: Health Communication (12 hours)

- 5.1 Concept and elements of communication and health communication
- 5.2 Forms of communication: Oral, written and non-verbal
- 5.3 Types of communication: Intrapersonal, interpersonal, group, mass and public
- 5.4 Theories of health communication (Cognitive dissonance theory, symbolic interaction, and dialectic theory)
- 5.5 Model of health communication
- 5.5.1 Review of Linear model: Shannon-Weaver model  
Interactional model: Schramm model and Hargie's model of interpersonal communication
- 5.5.2 Transactional model (Frymier 2005 and Wilmot 1987)
- 5.5.3 Northouse and Northouse's model of health communication
- 5.6 Participatory health communication: concept and process
- 5.7 Communication in groups: Methods and process
- 5.8 Mass media in health communication
- 5.9 Media advocacy for health promotion
- 5.10 Developing effective communication strategy for health promotion

#### 3. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Role-play and simulation
- Practical exercise

##### 3.1 Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester

- At least one oral presentation on given project work/final assignment/term papers

#### 4. Evaluation Scheme

- 4.1 Internal: 40%
- 4.2 External: 60%

##### Internal evaluation will be based on the following criteria:

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

##### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

#### 5. Prescribed Texts

Berry, D. (2007). *Health communication: Theory and practice*. Berkshire: Open University Press

Corcoran, N. (2007). *Communicating health: Strategies for health promotion*. London: Sage Publication

Fodor, J.T., & Dalis, G.T. (1974). *Health instruction: Theory and practice*. London: Henry Kimpton Publisher

Mangal, S.K., & Mangal, U. (2011). *Essential of educational technology*. New Delhi: PHI Learning Private Limited

McKee, N., Bertrand, J.T, & Becker-Benton, A. (2004). *Strategic communication in the HIV/AIDS epidemic*. New Delhi: Sage Publication.

Mefalopulos, P., & Kamlongera, C. (2004). *Participatory communication strategy design: A handbook*. Rome: The SADC Centre of Communication for Development

West, R. & Turner, L.H. (2010). *Introducing communication theory: Analysis and communication*. Boston: McGraw-Hill Higher Education

- 3.7.6 Analysis of intervention trials
- 3.7.7 Types of experimental studies: Pre-experimental, Quasi- and true experimental
- 3.7.8 Sampling strategies in quantitative research: An overview
- 3.7.9 Review of some descriptive, case-control and cohort and other studies conducted in Nepal and other countries.

#### Unit Four: Qualitative and Mixed Method Research (5 hours)

- 4.1 Qualitative Research
  - 4.1.1 Concept and approaches of qualitative research
  - 4.1.2 Basic steps in qualitative research
  - 4.1.3 Sampling strategies in qualitative research
- 4.2 Mixed method of research
  - 4.2.1 Concept of mixed method research
  - 4.2.2 Steps in mixed method research

#### Unit Five: Development of Research Tools and Techniques (10 hours)

- 5.1 Quantitative techniques and tools
  - Questionnaire
  - Interview schedule
  - Observation checklist
  - Anthropometric measurements
  - Attitude scale: Likert and Thurston
- 5.2 Qualitative techniques and tools
  - Social mapping
  - Free listing and pile sorting
  - Interview: In-depth interview (IDI), Key informants interview (KII), ethnographic interview
  - Focus group discussion (FGD)
  - Participant and non-participant observation
  - Recording and diary maintaining
- 5.3 Select and construct appropriate data collection tools in quantitative and qualitative research

#### Unit six: Development of Research Proposal (5 hours)

- 6.1 Proposal development
  - Select appropriate title for health education research
  - Components of research proposal
  - Steps in developing research proposal
  - Writing proposal in health education research
  - Techniques of citation and referencing: APA style

- 1.6 Measurement of burden of diseases and quality of life
- 1.7 Use of epidemiology in health education and health promotion

**Unit – I: Introduction to Research (8 hours)**

- 2.1 Concept of research in health education
- 2.2 Steps in health education research
- 2.3 Getting ideas for research in health education
  - Source of research problem
  - Selection of research problem in health education
  - Analysis of research problem
  - Stating research problem
  - Developing good research questions
  - Formulating hypothesis
- 3 Review of literature
  - Types of literature Review : Theoretical/ Empirical and conceptual/ theoretical framework
  - Steps in literature review
  - Writing literature review report

**Unit III: Epidemiologic/Quantitative Methods and Designs (15 hours)**

- 3.1 Epidemiologic approaches and quantitative research methods
- 3.2 Types of epidemiologic studies: observational and interventional
- 3.3 Types of descriptive epidemiology: case report and case - series, cross-sectional
- 3.4 Steps in descriptive (survey) epidemiology
  - 3.4.1 Conceptualization and operationalization of dependent, independent and extraneous Variables
- 3.5 Case-control epidemiology : An overview
  - 3.5.1 Steps in case control studies
  - 3.5.1 Analysis of case-control data: Exposure rate and odd ratio
  - 3.5.2 Advantages and disadvantages of case-control studies
- 3.6 Cohort studies: An overview
  - 3.6.1 Steps in cohort studies
  - 3.6.2 Analysis of data from cohort studies: incidence rate, relative risks and attributable risks
  - 3.6.3 Advantages and disadvantages of cohort studies
- 3.7 Intervention/experimental studies
  - 3.7.1 Concept of interventions/experimental studies
  - 3.7.2 Types of intervention studies: Randomized and non-randomized
  - 3.7.3 General framework and steps of randomized controlled trial
  - 3.7.4 General framework of cluster randomized controlled trial
  - 3.7.5 Non-randomized trial: community trial and pre-and post-intervention without control

Course Title : **Food and Nutrition Education**  
 Semester : third  
 Credit Hour : 3

Course nature: Theory  
 Course No.: HEP 531  
 Teaching hour : 48

**1. Course Introduction**

This course deals with the fundamental issues of nutrition education. It examines nutrition education including traditional models and theories of learning as well as emerging education models for promoting healthy eating and an active lifestyle. Emphasis is given on a stepwise procedure for designing Theory Based Nutrition Education in school and community by linking theory, research and practices. The students will learn about the impact of marketing and communication on the food and lifestyle choices that are made by consumers.

**2. Course Objectives**

Upon completion of this course, the students will be able to:

- a) Conceptualize and apply educational and health behavior theories to successfully provide information about food, healthy eating and a healthy lifestyle to the target audience.
- b) Nutrition knowledge and the development of healthy eating behaviors.
- c) Improve critical thinking and problem solving skills about nutrition
- d) Understand the importance of developing nutrition education materials that are appropriately targeted for an audience in terms of gender, ethnicity, demographics, etc.
- e) Create an effective teaching plan with appropriate educational materials for the topic and audience by using team building skills.
- f) Understand the psychology of health promotion and marketing in reference to nutrition and healthy eating habits.

**3. Course Contents**

**Unit One: Introduction to Nutrition and Nutrition Education (9 hours)**

- 4.1 Concept of food and nutrition
- 4.2 Biological and social functions of food and nutrition
- 4.3 Human requirement of nutrients: carbohydrate, protein, fats, vitamin and minerals
- 4.4 Digestion, absorption and utilization of nutrients in human body
- 4.5 Concept nutrition education
- 4.6 Dietary guidance history in brief
- 4.7 Different views of nutrition education
- 4.8 Needs and scope of nutrition education
- 4.9 Settings for nutrition education

- 4.10 Challenges of nutrition education in the least developed country like Nepal

**Unit Two: Determinants of Food Choices and Dietary Habits (9 hours)**

- 5.1 Food related determinants
- 5.2 Persons related determinants
- 5.3 Socio-cultural determinants
- 5.4 Economic determinants
- 5.5 Environmental determinants
- 5.6 Media and information
- 5.7 Roles of nutrition education changing dietary habits
- 5.8 Food habits and health problems
- 5.9 Nutrition and infectious diseases

**Unit Three: Malnutrition and Assessment of Nutritional Status (9 hours)**

- 6.1 Concept of malnutrition and under nutrition
- 6.2 Determinants of malnutrition
- 6.3 Hunger and malnutrition
- 6.4 Foods production and food security in Nepal
- 6.5 Malnutrition and nutritional deficiency diseases in Nepal
- 6.6 Methods of assessment of nutritional status: Bio-chemical, clinical and anthropometric measurement, Body Mass Index (BMI) and, Growth Chart
- 6.7 Nutritional surveillance and survey for assessing nutritional problems

**Unit Four : Implementing Nutrition Education Programme (10 hours)**

- 4.1 Developing printed materials, visual and audio-visual aids
- 4.2 Guidelines for developing and using teaching and supportive materials
- 4.3 Basic communication model
- 4.4 Understanding learning styles
- 4.5 Implementing learning in groups
- 4.6 Oral presentations and workshops
- 4.7 Mass media and social marketing
- 4.8 Working with children, adolescent, youths and adults
- 4.9 Working diverse cultural groups
- 4.10 Nutrition educators as change agent in the society
- 4.11 Local and national nutrition education programm
- 4.12 Ethics in nutrition education

**Unite Five: Using Research And Theory in Practice: Stepwise Procedure for Designing nutrition Education Programme (11hour)**

- 5.1 Concept of theory and models
- 5.2 Link between theory,research and programme planning

Course Title : **Applied Epidemiology and Research Method in Health Education**  
Nature of Course : Theory  
Semester : Third  
Course No. : HEP 535

Credit Hour : 3  
Teaching hours : 48 hours

**1. Course Introduction**

This course is designed to provide knowledge and skills required for studying the distribution and determinants of health and disease in human populations and improving health by altering human behavior, socio-cultural and environmental risk factors. It includes research methods, epidemiologic research design, qualitative research and data analysis in health education and health promotion. This course will help to develop in-depth knowledge and skills required for developing proposal, conducting survey research, epidemiological research, action research, qualitative health research, and qualitative and quantitative mixed health research, and writing research report. Epidemiological research and data analysis technique using statistical tools and computer software will be included.

**2. Course Objectives**

At the end of this course, the students will be able to:

- a) Explain the history and role of epidemiology within the broader field of public health.
- b) Explain the strengths and limitations of epidemiological strategies (cohort, case-control, cross-sectional, ecological, and intervention study designs) for studying associations between risk factors or exposures and rates of morbidity and mortality.
- c) Develop a quantitative and qualitative research tools and techniques for research in health education
- d) Design, collect, manage, critically analyze, and interpret data from an epidemiological studies and quantitative research
- e) Analyze qualitative data collected from case interview, key informant interview and focus group discussion
- f) Explain the major sources of random and non-random error.
- g) Develop research proposal in own any subject area.

**3. Contents**

**Unit II: Fundamental Concepts of Epidemiology ( 5 hours)**

- 1.1 Historical Development and concept of Epidemiological Science
- 1.2 Components and types of epidemiology
- 1.3 Measurement of morbidity, mortality
- 1.4 Measurement of risk and association: Relative risks and odds ratio
- 1.5 Measurement of potential impact

**Final examination**

Office of the Controller of Examination of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	20 points
2) Short answer questions (4 questions x 5 points)	20 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**References**

Brown, P.J. (1998). *Understanding and applying medical anthropology*. Mount View, California: Mayfield publishing company.

Bunton, R., & MacDonald, G. (1992). *Health promotion: Discipline and diversity*. London: Routledge

Bunton, R., Nettleton, S., & Burrows, R. (1995). *Sociology of health promotion*. London: Routledge

Coreil, J., Bryant, C.A., & Henderson, J.N. (2001). *Social behavioural foundations of public health*. Thousand Oaks: Sage publication.

Higginbotham, N., Albrecht, G., & Connor, L. (2001). *Health social science: A transdisciplinary and complexity perspective*. South Melbourne, Australia: Oxford University Press.

Higginbotham, N., Briceno-Leon, R., & Johnson, N. (2001). *Applying health social science: Best practice in the developing world*. London: Zed Books.

Taylor, S.E. (1995). *Health Psychology*. New York: McGraw-Hill Inc.

Saraino, E.P., & Smith, T.W. (2011 ). *Health Psychology: Biopsychosocial interactions* (7<sup>th</sup> edition). River Street, New Jersey: John Wiley & Sons Inc.

Sargent, C.E., & Johnso, T.M. (1996). *Handbook of medical anthropology: contemporary theory and method*. New York: PRAEGER

Signal, S. (1998). Politics of health promotion: insight from political theory. *Health Promotion International*, Vol, 13, No. 3, Pp. 257-263.

Weiss, G.L., & Lonnquist, L.E. (1996). *The sociology of health, healing and illness* (second edition). New Jersey: Prentice Hall.

White, K. (2002). *Introduction to sociology of health and illness*. London: Sage publication.

- 5.3
- Introduction to stepwise procedure for designing nutrition education
- Steps 1: Analyzing health issues to specify the behavioural focus for a given audience
- Steps 2: Identifying potential mediator of program behavioral goals and actions
- Steps 3: Selecting theory, educational philosophy and program components
- Steps 4: Translating behavioural theory into educational and support objectives
- Steps 5 A: Translating behavioural theories into educational strategies : A focus on enhancing motivation for action
- Steps 5 B: Translating behavioural theory into educational strategies: A focus on facilitating the ability to take action
- Step 5 C: Designing strategies to promote environmental supports for action :  
Making  
Action possible
- Steps 6: Planning the evaluation for theory -based nutrition education

**4. Instructional Techniques**

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

**Student participations and expected works**

1. Students are required to participate all the classes
2. Actively participate in class discussion and activities
3. Complete weekly reading and writing assignments
4. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
5. At least one oral presentation on given project work/final assignment/term papers

**5. Evaluation Scheme**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- |                                       |     |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5%  |
| 2) Home assignment                    | 10% |
| 3) Project work and Presentation      | 10% |
| 4) Midterm exams                      | 10% |
| 5) Reflective Report                  | 5%  |

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

**6. Prescribed Texts**

- Contento, I.R. (2007). Nutrition education. Linking research, theory, and practice:
- Sudbury MA: Jones and Bartlett Publishers.
- Holli, B.B., and Calabrese, R.J. (2003). *Communication and Education Skills for Dietetic Professionals (4th Ed.)*. London: Williams and Wilkins
- Lewis, J.A., & Bernstein, J. (1996). *Women's health: A relational perspective across the life cycle*. Boston: John & Bartlett Publishers.
- Krummel, D.A., & Kris-Etherton, P.M. (1996). *Nutrition in women's health*. Aspen Publication
- Rosenfeld, J. A. (2009). *Handbook of women's health* (Second Ed.). New York: Cambridge University Press.

- Health promotion in the context of globalization, privatization and liberalization
- Health promotion as social policy
- Healthy public policy for health promotion
- Media advocacy for healthy public policy
- Community organization and new social movement for health promotion policy
- Analysis of national health policy
- Linkage food, water, sanitation and environmental policy with health promotion

**4) Methods of Instructions/teaching**

The class will be taught primarily through lecture, group discussion, interactive classroom activities, case study, individual and group works. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete term papers and exams.

**1. Teaching materials and instructional aids**

White board, LCD, projector, handouts, and books will be used as instructional aids

**2. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers: first term paper at middle of semester and second term paper at the end of semester
- At one oral presentation on assignment

**5) Evaluation**

There will be internal assessment and final examination.

**Internal evaluation**

Internal evaluation will be conducted by course teacher based on following activities:

- |                                       |           |
|---------------------------------------|-----------|
| 1) Attendance and class participation | 5%        |
| 2) Home assignment                    | 10%       |
| 3) Project work and Presentation      | 10%       |
| 4) Midterm exams                      | 10%       |
| 5) Reflective Report                  | 5%        |
| Total                                 | 40 points |

**Unit Two: Medical sociology and health promotion (10 hours)**

- 2.1 Definition and historical development of medical sociology
- 2.2 Social epidemiology and social model of health
- 2.3 Socioeconomic status/ factors and health  
Socio-economic factors in health promotion
- 2.4 Gender differences in health
- 2.5 Illness behavior and its stage
- 2.6 Relevance of sociology in health promotion
- 2.7 Feminist critique of health promotion  
The modern and post-modernism in health promotion

**Unit three: Medical anthropology and health promotion (10 hours)**

- 3.1 Definition of medical anthropology and critical medical anthropology
- 3.2 Culture as environment, and health care / biomedicine as cultural systems
- 3.3 Bio - cultural paradigms and theoretical approach in medical anthropology
- 3.4 Critical-interpretative approach in medical anthropology
- 3.5 Cultural context of medicine: Ayurvedic, India, Chinese, African medicine
- 3.6 Indigenous health care systems: Health beliefs, ethno-medical systems and healthcare practices
- 3.7 Cultural adaptation to health and diseases
- 3.8 Anthropology of illness and sickness
- 3.9 Relevance of medical anthropology in health promotion

**Unit Four: Health psychology and health promotion (10 hours)**

- 4.1 Concept and historical evolution of health psychology
- 4.2 Field of health psychology
- 4.3 Bio-psychosocial model of health
- 4.4 Psycho-physiology, health and illness
- 4.5 Psychological theories to explain modification of health behavior
- 4.6 Life style and health behavior to enhance health and prevent diseases
- 4.7 Stress, illness and coping
- 4.8 Management of stress
- 4.9 Management of pain and chronic illness and health problems
- 4.10 Relevance of health psychology in health education and health promotion

**Unit Five: Politics and policy of health promotion (10 hours)**

- 5.1 Political nature of health and health promotion
- 5.2 Politics of health promotion: Insight from political theory
- 5.3 Neoliberal economy and health policy

Course Title : **Community Organization and Development for Health Promotion**

Nature of Course : Theory and Practical

Semester : Third

Credit Hour : 3

Course No. : HEP 532

Teaching hour : 48 hours

**1. Course Introduction**

This course is designed to provide knowledge and skills of community organization and community empowerment for health promotion. It focuses on practical knowledge and skills in organizing community, empowering people, doing survey, analyzing community health needs and problems, writing report of community organization and planning action program for community health education and promotion.

**2. Course objectives**

Upon completion of this course, the students will be able to:

- a) Describe characteristics of community and its structure
- b) Identify the basic approach and process of community organization and development for health promotion.
- c) Discuss and describe on community empowerment and collective action
- d) Gain in-depth understanding in group dynamic and group process
- e) Demonstrate ability to carry out field survey and assess the community needs
- f) Demonstrate ability to organize and empower people for health promotion
- g) Design health education and health promotion activities based on community needs
- h) Discuss the roles of health educators in community organizing and their ethical implications.
- i) Analyze data and field report of a team field experience on a community-based health education and health promotion program

**3. Contents**

**Unit one: Understanding Community (5 hours)**

- 1.1 Concept and types of community
- 1.2 Social institutions and organization
- 1.3 Community interaction and ladder of community based interaction
- 1.4 Community power structure
- 1.5 Social capital, social support, network, solidarity and cooperation in a community

**Unit Two: Fundamentals of Community Organization and Development (8 hours)**

- 2.1 Concept of community organization and community building
- 2.2 Aims, objectives Philosophy and principles of community organization
- 2.3 Theoretical models and approaches to community organization (Rothman's model, Mandro and Wilson models, Fisher's neighbourhood organizing model, Neil Bracht five stage model)
- 2.4 Basic steps/process of community organization.
- 2.5 Methods of community organization
- 2.6 Concept, approaches and process of community development
- 2.7 Mapping community capacity for development
- 2.8 Building community capacity for health and development

**Unit Three: Group Dynamics and Community Empowerment (8 hours)**

- 3.1 Group Dynamic
  - 3.1.1 Concept, elements and principles of group dynamics
  - 3.1.2 Group structure: types and roles
  - 3.1.3 Formation of group in community and schools
  - 3.1.4 Strategies for leadership development in community
  - 3.1.5 Communication for group dynamics
- 4.1 Community Empowerment
  - 4.1.1 Concept and types of empowerment
  - 4.1.2 Community empowerment as 5 point continuum
  - 4.1.3 Dimension and methods of community empowerment
  - 4.1.4 Evaluating community empowerment
  - 4.1.5 Community empowerment in action: Case studies

**Unit Five: Methods of Need Assessment and Community Participation (8 hours)**

- 5.1 Concept of community needs (Felt, Expressed, Normative and Comparative)
- 5.2 Methods of community health need assessment
- 5.3 Community survey and analysis
  - Concept of community survey
  - Basic steps of community survey
  - Sampling design for community survey
  - Data collection tools and techniques
  - Analysis and interpretation of survey data
  - Report writing
- 5.4 Project cycle and project development
- 5.5 Steps and components of action program planning
- 5.6 Concept and types of community participation
- 5.7 Methods of community participation: Participatory Rural Appraisal (PRA), Rapid Assessment Procedure (RAP) and Ignition Participatory Rural Appraisal (IPRA)

**Course Title : Social Sciences Approach to Health Promotion**

Course nature: Theory

Semester : third

Credit Hour : 3

Course No. : HEP 534

Teaching hour : 48

**1) Course Description**

The course examines the relevance of sociology, anthropology, psychology and political issues in health promotion. This course provides an opportunity for students to develop a broader understanding health and health promotion and, discuss and analyse issues of health promotion from integrated social sciences perspectives. Students will be able to examine the health promotion from interdisciplinary/transdisciplinary perspective and advocate for social and political approaches to health promotion planning and implementation.

**2) Course objectives**

Upon completion of this students will be able to:

- Describe and discuss health and health promotion as interdisciplinary/transdisciplinary field
- Describe and discuss the relevance of sociology and sociological factors in health promotion
- Describe and discuss the relevance of medical anthropology and cultural factors in health promotion
- Describe and discuss the relevance of health psychology in health promotion
- Discuss and summarize the politics of health promotion
- Analyse issues of health and health promotion from interdisciplinary/transdisciplinary perspectives
- Apply social sciences concepts and theories to design and implement health promotion interventions

**3) Course Contents**

**Unit one: Introduction to interdisciplinary thinking in health promotion (5 hours)**

- 1.1 Concept of disciplinary, interdisciplinary and transdisciplinary discipline
- 1.2 Health hierarchy and health related discipline
- 1.3 Health education and health promotion as interdisciplinary disciplines
- 1.4 Applying health social science to improve human health
  - 1.4.1 Health social sciences toward interdisciplinary/transdisciplinary approaches to health
  - 1.4.2 Cultural construction of risk
  - 1.4.3 Community approach to smoking cessation



6. Prescribed Texts

- a) Cottrell, R.R.; Girvan, J.T. and McKenzie, J.F. (2006).*Principles and foundations of health promotion and education (3<sup>rd</sup> Ed.)*. NY: Benjamin Cummings.
- b) Bartholomew, L.K., Parcel, G.S., Kok, G., & Gottlieb, N.H. (2006). *Health promotion planning: An intervention mapping approach*. San Francisco: Jossey-Bass.
- c) Drummond, M.F., et al. (2005). *Methods for the economic evaluation of health care programme*. New York: Oxford University Press.
- d) Fertman, C.I., & Allensworth, D.D. (Eds) (2010).*Health promotion programme: From theory to practice*. San Francisco: Jossey-Bass.
- e) Gorin, S.S., & Arnold, J. (2006). *Health promotion in practice*. San Francisco: Jossey-Bass
- f) Greenflint (2008). *Introduction to health economics concept: A beginner's guide*. Flinshire, UK: Greenflint Ltd.
- g) McKenzie, J.F. and Smeltzer, J.L. (2001).*Planning, implementing, and evaluating health promotion programme: A primear (5<sup>th</sup> Ed.)*. London: Allyn and Bacon.
- h) Sharma, M. & Romas, J.A. (2012). *Theoretical foundations of health education and health promotion (2<sup>nd</sup> Ed.)*. Sudbury MA.: Jones and Bartlett learning
- i) Valente, T.W. (2002). *Evaluating health promotion programmes*. Oxford: Oxford University Press

Unit Six: Practicum for Community Organization for Health Promotion (18 hours)

- 6.1 Proposal development for community survey and organization for health education
- 6.2 Preparation of survey tools and designing need assessment strategies
- 6.3 Conducting a field work for gathering essential data
- 6.4 Data processing and analysis
- 6.5 Dissemination of survey/need assessment results in community and preparing action plan based on identified needs through participatory approach
- 6.6 Organization of community health council for implementation action program
- 6.7 Organizing community health education activities for health promotion
- 6.8 Developing report of community organization for health education and health promotion
- 6.9 Ethical issues in community organization and community participation

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

4.1 Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- 5.1 Internal: 40%
- 5.2 External: 60% (written=30 and Pr. 30)

Internal evaluation will be based on the following criteria:

- 1) Attendance and class participation 5%
- 2) Home assignment 10%

- |    |                               |     |
|----|-------------------------------|-----|
| 3) | Project work and Presentation | 10% |
| 4) | Midterm exams                 | 10% |
| 5) | Reflective Report             | 5%  |

**External/Final Examination** at the end of Semester for 30 percent of total marks. External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

### 6. Evaluation scheme for Practicum

Evaluation of community organization for health promotion including report writing will be jointly evaluate by the internal and external supervisors for 50 percent of marks.

**Evaluation of the practical work will be based on the following criteria:**

Internal			External		Total
Attendance	Participation in the field work and community action	Involvement in data analysis & report writing	Quality of survey report	Viva	
5	10	10	10	15	50

*Note: Students having less than 80 percent attendance are not allowed to participate in the external examination.*

### 7. Prescribed Texts

Budhathoki, C.B., & Wagle, B.P. (2069 BS). *Community health and organization* (in Nepali). Kathmandu: Pinnacle Publication.

Butterfoss, F.D. (2007). *Coalition and partnership in community health*. San Francisco: Jossey-Bass.

Frank, F., & Smith, A. (1999). *The community development handbook: A tool for build community capacity*. Hull, Quebec: Human Resource Development Canada.

Harris, T.E. & Sherblom, J. C. (2008). *Small group and team communication*. Boston: Pearson

Kar, K. (2008). *Handbook on community led total sanitation (CLTS)*. UK: Institute of Development Studies.

Laverack, G. (2007) *Health promotion practice: Building empowered communities*. Berkshire: Open University press.

### 4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

### Student participations and expected works

1. Students are required to participate all the classes
2. Actively participate in class discussion and activities
3. Complete weekly reading and writing assignments
4. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
5. At least one oral presentation on given project work/final assignment/term papers

### 5. Evaluation Scheme

- a. Internal: 40%
- b. External: 60%

**Internal evaluation will be based on the following criteria:**

- |    |                                    |     |
|----|------------------------------------|-----|
| 1) | Attendance and class participation | 5%  |
| 2) | Home assignment                    | 10% |
| 3) | Project work and Presentation      | 10% |
| 4) | Midterm exams                      | 10% |
| 5) | Reflective Report                  | 5%  |

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 Arks

- 3.5 Conducting intervention as per plan
- 3.6 Coordination and coalition
- 3.7 Procurement and logistic supplies
- 3.8 Monitoring, supervision and control
- 3.9 Reporting and documenting
- 3.10 Dealing with implementation concerns and problems
- 3.11 Following strategic plan and project cycles for program sustainability

**Unit Four: Process of Programme Evaluation (8 hours)**

- 4.1 Concept of programme evaluation
- 4.2 Components of programme evaluation
- 4.3 Types of programme evaluation
- 4.4 Evaluation approaches and models
- 4.5 Evaluation design: Qualitative, quantitative and mixed methods
- 4.6 Review programme components and logical framework
- 4.7 Develop evaluation framework and select appropriate design
- 4.8 Collect and analyze data
- 4.9 Measure program or campaigns exposure
- 4.10 Measure impacts and outcomes
- 4.11 Prepare evaluation report and disseminate the results of evaluation

**Unit five: Economic Evaluation of Health Care System and Health Promotion Programme (15 Hours)**

- 5.1 Concept of health system, health care system and health services system
- 5.2 The field of health service research and policy analysis: Effectiveness, efficiency and equity
- 5.3 Framework for applying health service research in evaluating health policy
- 5.4 Evaluating effectiveness of health programme: concept and methods
- 5.5 Evaluating equity in health promoting programme
- 5.6 Health economic evaluation: Definition of health economics and economic evaluation
- 5.7 Defining cost in health economic evaluation: categories, measurement and valuation of cost
- 5.8 Cost of facilities, services and treatment and cost of illness
- 5.9 Benefits: intermediate endpoints, final output and outcomes, patient reported outcomes and quality adjusted life year(QALY)
- 5.10 Demand and supply analysis
- 5.11 Types of economic analysis: cost analysis, cost-benefit analysis, cost utility analysis, cost consequence analysis, cost of illness study, budget impact analysis
- 5.12 Basic steps in economic evaluation

Minkler, M. (2004). *Community organizing and community building for health*. San Francisco: Jossey-Bass.

Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage Publications.

Murray G.R. (1976). *Community organization: theory, principles & practice*. New York: Harper & Raw Publications.

Payne, J. (1999). *Researching health needs: community based approach*. London: Sage Publication.

Pyles, L. (2009). *Progressive Community Organizing: A critical approach for globalizing world*. New York: Routledge

Course Title : **Health Promotion Planning and Evaluation**  
Course nature : Theory  
Semester : third  
Credit Hour : 3

Course No.: HEP 533  
Teaching hour : 48

**1. Course Introduction**

The course is designed to provide students an overview to develop, implement and evaluate health promotion programme/interventions to address the most important issues affecting human health at communities at local, national, and international levels. This course is an analysis of public health promotion program planning, implementation and evaluation process. Students will learn the process of health promotion programming including assessment, design, planning, implementations and evaluation.

**2. Course Objectives**

Upon completion of this course, the students will be able to:

- a) Explains roles of theory, evidence, and values in the planning of interventions in health promotion practice
- b) Apply/adapt the health promotion models to plan a health promotion program
- c) Gain understanding of the principles underlying best practice decision-making in the planning of interventions in health promotion practice
- d) Use data, the scientific knowledge base and other evidence-based principles in the planning, implementation, and evaluation of a program
- e) Demonstrate the ability to plan and design a needs assessment process
- f) Demonstrate the ability to plan and design a health promotion program to address an identified health issue for an identified target group.
- g) Organize and implement health promotion program systematically in different settings
- h) Develop a framework, based on a mission, goals, and objectives and/or competencies, to evaluate health promotion programs for their effectiveness and quality.

**3. Course Contents**

**Unit one : Introduction to Planning Models and Theory of Health Promotion (9 hours)**

- 1.1 Concept of project, programme and intervention
- 1.2 Concept of planning
- 1.3 Scope and feature of planning
- 1.4 Stage of planning
- 1.5 Political, economic, social, demographic and epidemiological aspect of planning
- 1.6 Health system research in relation to planning

- 1.7 Difference between model and theory
- 1.8 Planning models in heath education and health promotion
  - 6.1.1 Precede-Proceed Model
  - 6.1.2 Planned approach to community health (PATCH)
  - 6.1.3 Multilevel approach to community health (MATCH)
  - 6.1.4 Comprehensive health education model
- 6.2 Health promotion planning cycle

**Unit Two: Planning Process (8 hours)**

- b. Assessing needs
  - i. Types and nature of health need
  - ii. Concept of health need assessment
  - iii. Methods of need assessment: Rapid Assessment and appraisal and Community survey
  - iv. Conducting need assessment
  - v. Prioritization of health and other needs
  - vi. Making community profiling
- c. Mission and vision statement, goals and objective
  - i. Process of developing mission and visions of the programme
  - ii. Relationship between mission, vision, goals and objective
  - iii. Elements and types of objective
  - iv. Criteria for developing objective
- d. Selecting theory/models and programme components: Intrapersonal, interpersonal and community theories
- e. Selecting appropriate programme/interventions and methods: Education, communication, behavioural modification, community advocacy, social support, community organization/coalition, health services, regularities etc.
- f. Selecting resource and materials
- g. Planning programe
  - i. Identify programme components and sub-components
  - ii. Link mission, goals, objectives, interventions and activities
  - iii. Prepare logical framework and detailed plan
  - iv. Prepare action plan
- h. Plan for evaluation

**Unit Three: Process of Implementing Health Promotion Intervention (8 hours)**

- 3.1 Strategies for programme implementation: Pilot, phase in and total implementation
- 3.2 First and second implementation model
- 3.3 Programm input activities: resource collection, staff recruiting and establishing office/working unit/groups
- 3.4 Training and orientation

## 6. Prescribed Texts

- Carver, R.H., & Nash, J.G. (2012). *Doing data analysis with SPSS version 18. Boston*: Brook/Cole Cengage Learning.
- Greg, M. (200). *Field epidemiology (Third edition)*. New York: Oxford university press
- Katz, M.H. (2010). *Evaluating clinical and public health interventions: A practical guide to study design and statistics*. Cambridge: Cambridge University Press
- Kestenbaum, B. (2009). *Epidemiology and biostatistics: An introduction to clinical research*. Seattle, WA: Springer
- Ludico, M.G, Spaulding, D.T., & Voegtle, K.H. (2006). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass.
- Newman, S. (2001). *Bio-statistical methods in epidemiology*. New York: John Wiley and Son Inc.
- Nigel, B., Pope, D., & Stanistreet, D. (2008). *Quantitative methods for health research*. West Sussex: John Wiley & Son Ltd.
- Pant, P. R. (2009). *Research methodology and thesis writing*. Kathmandu: Buddha Publication.
- Peat, J.K. (2001). *Heath Science research: Handbook of quantitative research*. NSW, Australia: Allen and Unwin.
- Ulin, P.R., Robinson, E.T. & Tolley, E.E. (2005). *Qualitative in public health. A field guide for applied research*. San Francisco: Jossey-Bass.
- World Health Organization (2001). *Health Research Methodology*. Manila: WHO.

Course Title : **Seminar on Public Health Issues in Health Promotion**  
Course nature : Theory + Practical  
Semester : third  
Credit Hour : 3

Course No. : HEP 536  
Teaching hour : 48

**1. Course Introduction**

This course is designed to make students familiar with public health issues and problems in relation to health education and health promotion. The aim of this course is to provide basic concepts and skills required for reviewing related literature, analyzing public health issues from interdisciplinary perspective and prepare seminar paper on based review of literature. This course provides the students an opportunity to learn knowledge and skills required for analyzing issues from different perspective, critiquing papers, preparing and presenting seminar papers.

**2. Course objectives**

Upon completion this course, the students will be able to:

- a) Explain public health systems in Nepal and developing countries
- b) Identify and analyze important public health issues relevant to health promotion
- c) Discuss and summarize the important public health issues relevant to health promotion
- d) Demonstrate ability to make critique on published articles and other papers
- e) Demonstrate ability to prepare and present seminar papers

**Unit One: Introduction to Public Health (5 hours)**

- 1.1 Concepts, needs and scope of public health
- 1.2 Evolution of public health and new public health
- 1.3 Principles and functions of public health
- 1.4 History of public health in developing countries and Nepal
- 1.5 Methods and measures of public health to control public health problems.
- 1.6. Application of public health approach in health promotion
- 1.7 Public health toward integrative approaches

**Unit Two: Health Services Management in Nepal (8 hours)**

- 2.1 Concept of health service management
- 2.2 History and types of health services in Nepal
- 2.3 Organizational structure of health services at various level
- 2.4 Health service management at central level: Roles and functions of Ministry of Health and Population, and Department of Health services

**References**

- g) APA (2010). Publication manual of American Psychological Association. Washington, DC: American Psychological Association.
- h) Mauch, J.E., & Park, N. (2003). A guide to successful thesis and dissertation- A handbook for students and faculty. New York: Marcel Dekker In.

**Annex I**

**Criteria for Evaluating the Thesis**

**Written quality Weightage (In percentage)**

Appropriateness of the title	5
Well stated abstract, objectives, research questions and rationale	5
Clarity of the literature review, conceptual / Theoretical framework	10
Clarity of methods and procedures	10
Analysis and interpretation of result	10
Appropriateness of conclusions implication s , and recommendations	5
References in APA style	5
Overall Quality (physical/ Technical and academic) of the report	5
Proposal and Research Tools	5
Total	60

**Oral quality (Viva voce)**

Report Dissemination Confidence, fluency and clarity of presentation, slides quality, overall presentation	20
Question answer, openness to comments and suggestions and problem solving skills	10
Overall quality of report	10
Total	40

defense, it is strongly recommended that the student must submit a final draft of the thesis to the concerned department with the recommendation letter of supervisor for viva voce and submit other documents to the thesis committee. The thesis committee must receive the final draft of the thesis two weeks prior to the scheduled final defense. The student and thesis committee must agree upon the date, time, and place of the final thesis defense. Thesis committee will appoint an external evaluator. The final thesis defense must be attended by the members of the student’s thesis committee and teachers of the concerned department.

5. Approval Requirements

Before the final submission of the Thesis Report, approvals must be received from the thesis committee members, who sign the Approval sheet. Members of Thesis Committee and Supervisor will sign on the approval sheet only after reading revised report as suggested by the external evaluator and the committee members.

6. Submission of Hard and Electronic copies

After oral defense, revision of the draft report and approved by the Thesis Committee, each student must submit the required number of hard copy printed in standard format along with an electronic copy

7. Thesis Advisory Committee

University will form a Thesis Advisory Committee comprising the Head of Department, senior teachers, a supervisor and an external evaluator. The Advisory Committee is responsible for evaluating the research and the thesis/ dissertation to ensure that

- the subject matter and methodology are appropriate
- the organization, content and format of the thesis/dissertation are appropriate
- the student has fulfilled the requirements of the degree for which he/she is a candidate
- final approval of the thesis

8. Evaluation of thesis

Thesis is evaluated by supervisor, thesis advisory committee members and external evaluator.

Internal evaluation = 60 %

External evaluation = 0 %

The criteria for thesis evaluation is presented in **Annex ii**

- 2.5 An overview of various health programmes in terms of objectives and activities: Malaria, Kala-zar control, tuberculosis control, Leprosy control, Goitre control, Diarrhea and ARI control, HIV/AIDS and STD Control, FP/MCH, Safe motherhood, Expanded Immunization Programme
- 2.6 District health service management
- 2.7 Grass root health service management
- 2.8 Roles of private sectors in heath services delivery
- 2.9 Primary health care in Nepal
- 2.10 Roles of primary health care and health services in health promotion

Unit Three: Major Public Health Problems in Nepal and Developing Countries (12 hours)

- 4.1 Communicable diseases: Diarrhea, ARI, HIV / AIDS, Typhoid, Meningitis, TB, Malaria, Leprosy, Encephalitis, Kalaazar, filariasis, worm infestation, viral hepatitis etc
- 4.2 Emerging infectious diseases: Avian influenza, Swine Flu and Dengue
- 4.3 Non-communicable diseases: Cancer, cardio-vascular diseases, diabetes, peptic ulcer, Kidney failure etc.
- 4.4 Food insecurity, hunger and malnutrition
- 4.5 Maternal, infant and child mortality
- 4.6 Sex selection and induced abortion
- 4.7 Side effects of hormonal contraception and copper T
- 4.8 Public health impact of pesticide use in agriculture
- 4.9 Women’s health problems
- 4.10 Mental health problems and suicide
- 4.11 Smoking, alcohol consumption and drug abuse
- 4.12 Other Public Health Issues
  - Climate change and human health
  - Sanitation, waste management and public health
  - Changing nature of infectious diseases
  - Public health concerns of special needs populations: prison, disables, elderly people, LGBTI, single women etc.
  - Food , trade and health
  - Oral health problems
  - Public health issues in diverse ethnic groups

Unit Four: Gender and Social Aspect of Health (8)

- 5.1 Gender, racial and ethnic/caste differences in health
- 5.2 Gender in context: family, community and institutions, labour division and status in society
- 5.3 Gender based violence, injustice, discrimination and inequality in health
- 5.4 Contraception and abortion debates

- 5.5 Gender issues in health and health promotion
- 5.6 Concept and theory of women empowerment: Radical feminism, liberal feminism, reformist feminism etc
- 5.7 Women participation in health and development
- 5.8 Social patterning of individual health behaviours
- 5.9 Relationship between education and income, occupation and health status
- 5.10 Poverty, social exclusion and health

**Unit Five: Practicum (15 hours)**

- 7.1 Formation of journal clubs
- 7.2 Review of published articles and books on selected issues of public
  - 7.2.1 Weekly presentation of review and critique on issues by each students in journal clubs
- 7.3 Preparation of seminar paper by each students on selected issue
- 7.4 Organization of seminar and presentation seminar paper
- 7.5 Submission of seminar paper to the concerned department through the subject teacher

**1. Instructional Techniques**

- Classroom Discussio
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

**1.1 Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

**2. Evaluation Scheme for theory (50%)**

- 2.1 Internal: 40%
- 2.2 External: 60%

Following elements must include while preparing a thesis report. Thesis advisory committee can develop separate format for qualitative and quantitative or mixed type of thesis report.

1. **Preliminary Section:** This section includes Hard Cover /Title page, fly leaf, approval sheet, Title Page with Faculty Logo, Declaration, Recommendation , Approval Sheet ,abstract, acknowledgement, table of contents, list of tables, list of figures and abbreviations/ Acronyms.
2. **Main body/Section:** This section is divided into five chapter: introduction, review of related literature, methodology and procedure, Analysis and Interpretation of the Results, conclusions, Implications and recommendations.

**Introduction** chapter includes background, problem statement, research questions/hypothesis, Objectives, rationale, delimitation and operational definitions of key variables and terms

**Review of the related literature** includes theoretical and empirical literature, conceptual/ theoretical framework and Implications of the Review. Methodology and procedure chapter includes study approach and design, Study Site, Sample Population and Strategy , Study Tools/Instruments, Validation of the Tools, Data Collection Procedures, Ethical Consideration and Analysis and Interpretation of the Data.

**Analysis and Interpretation** of the Results chapter presents the Analysis and Interpretation of the Results and Summary of the Findings under different topics and sub-topics with the help of tables, figures or verbatim and discussion of the findings

**Conclusions, Implications and recommendations** chapter presents conclusions and Implications of result drawn from the findings about the issue/ problem stated in the first chapter. Then some Recommendations (Policy Related, Practice Related Further Research Related) are forwarded for further study and policy implication.

3. **Supplementary/End section:** It includes references and appendix. APA style of citation and referencing need to be followed while preparing the list of the reference. Appendix section contains data collection tools, additional long tables, case study or additional materials related to the main body.

**4. Oral Defense of Thesis**

Every student who has completed a thesis is subject to a final oral examination (viva voce) of his or her work (final defense). Oral examination is scheduled when all degree requirements are satisfied. Prior to scheduling the oral



**Thesis proposal**

The student submits a detailed proposal outlining the planned research. The proposal should be prepared according to the directions of the student’s supervisor. The proposal must contain an introduction (background, problem statement, research questions/ hypothesis and objectives), a review of the literature, and methods and procedures (research design, study population, sample size, data collection tools and techniques and planned analysis). The student’s thesis may focus on any topic that has direct relevance to their area of specialty.

**Data collection and analysis**

After approval of the thesis proposal, each student must collect the required data from primary sources. In health education and promotion, students can carry out field works to collect empirical data. But all these may not require empirical data from the field. Some students may write thesis by collecting data and information that appeared as news, case story and articles in daily news paper such as HIV/AIDS issues, victim of domestic violence, traditional healing practice, suicide etc. according to nature of research work. Some students collect data from health institution records and some can use the data collected by other institutions. The collected data should be entered in computer software or in data entry formed developed by the student. Data must be properly documented and analyzed following standard procedure of qualitative and quantitative data analysis procedure. Thesis supervisor will help the students in collecting and analyzing data systematically.

**Writing thesis and preparing report**

After completion of research work including analysis and interpretation data, student should develop framework/template of research report considering the format prescribed by the university. Introduction, review literature, methodology, findings and discussion/interpretation, conclusion must be written coherently and cogently in order to produce as original research work. Draft report should be shown to the supervisor before finalizing the report. Students must revised or rewrite the certain sections of the report based on the supervisor’s suggestion and contents. Proof reading should be done by students themselves. Before finalizing the report, students should read, revised and edit several times, and then they should request English language teacher to edit the language of the thesis. After approval of thesis report by the supervisor, each student produces several copies of the report on prescribed format and submit them to the concerned Depart of the University for viva voce.

**Format of the thesis report**

**Internal evaluation will be based on the following criteria:**

- 1) Attendance and class participation 5%
- 2) Home assignment 10%
- 3) Project work and Presentation 10%
- 4) Midterm exams 10%
- 5) Reflective Report 5%

**External Evaluation will be based on:**

**1. Written examination (40%) will be based the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

**3. Practicum on Seminar (20%)**

Evaluation of seminar on health promotion including report writing will be jointly evaluated by the internal and external supervisors for 20 percent of marks.

**Evaluation of the practical work will be based on the following criteria:**

			Total	
	Participation in journal clubs and group work	Paper writing and presentation skills	Viva	
	5	5	10	20

*Note: Students having less than 80 percent attendance are not allowed to participate in the external examination.*

**1. Prescribed Texts**

Castello, J., & Haggart, M. (2003). *Public health and society*. New York: Palgrave MacMillan  
Finkel, M.L., Ed. (2011). *Public health in the 21<sup>st</sup> Century : Global issues in public health*. Santa Barbara, California: Praeger.  
Galea, S. (2007). *Macro-social determinants of population health*. Spring Street, New York: Springer  
Marmot, M. & Wilkinson, R. (2005). *Social determinants of health*. Oxford University Press.  
Markle, W.H., Fisher, M.A., & Smego, R.A. (2007). *Understanding global health*. New York: McGraw Hill Medical Publication  
Pomerleau, J., & McKee, M. (2005). *Issues in public health*. Berkshire, England: Open University Press  
Scuthfield, F.D., & Keck, C.W. (2003). *Public health practice* (Indian Edition). New Delhi: Cengage Learning India Pvt.

teaching hours : 48

- Unit Two: Writing Research approach and design 12**
- 2.1. Epidemiological research design: Descriptive, case control, cohort and randomize control trial
  - 2.2. Qualitative, quantitative and mix method design
  - 2.2. Experimental design
  - 2.3. Data collection and analysis: Qualitative and quantitative data

- Unit Three: Writing a research proposal and report 12**
- 3.1. Selecting a topic
  - 3.2. Steps of writing proposal in health education research
  - 3.3. Steps in research report writing
  - 3.4. Components and format of research proposal and report
  - 3.5. Techniques of citation and referencing: APA style
  - 3.6. Ethics in health education research

- Unit Four: Statistical Methods and computer application 12**
- 4.1. Sample size determination
  - 4.2. An overview of descriptive statistics
  - 4.3. An overview of inferential statistics and hypothesis testing
  - 4.4. Analyzing simple epidemiologic data
  - 4.5. Computer application in data analysis
  - 4.6. Use of SPSS and other Software in data analysis
  - 4.7. Qualitative data analysis software: Atlas/ti and Nvivo

**Instructional Techniques**

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

**Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- At least one oral presentation on given project work

**Evaluation Scheme 100%**

This course will be totally based on internal evaluation and 100% point/mark will be included in internal evaluation. Internal evaluation will be based on the following criteria:

- 1.3 Process and steps
- 1.4 Factors to be considered at the time of field (class) observation
- 1.5. Organization of class seminar
  - 1.5.1. Introduction and rationale
  - 1.5.2. Process and steps
  - 1.5.3. Format of the report

**Practical Activities**

At the beginning the fourth semester of the Master Programme, students should be prepared for going to be involved in student teaching practice. Department of Health Education will organize a two-day orientation workshop in order to introduce the mission, goal, objectives, process and procedure of student teaching programme. After orientation programme, each student should fill up the teaching form.

Each student will be assigned to a college after ending of the orientation programme. The student will visit the college/ campus, build a rapport with the HE teacher, and discuss the issues of health education teaching at the real classroom setting. The observation will mainly focus on use of teaching strategies, instructional materials and media, evaluation, beginning and ending of the class, classroom management, student participation and interaction etc. Prior to the college/campus visit, the supervisor and the students will prepare an observation form and the students will be given due orientation at the campus on what to observe, how to observe and how to keep the record of what was observed in class. Each student will observe at least five lessons in certain interval and prepare a report for conference and discussion. The seminar will discuss the issues observed in college/campus and the students will draw implicative lessons from the discussion for their practice teaching. After the class seminar the students will submit an individual report of their observation along with their critical reflections in about 1000-1500 words.

- 2. Preparation of lesson plans**
- 2.1. Concept and parts of lesson plan
  - 2.2. Models of lesson plans

**Practical Activities**

The students will prepare 10 model lesson plans from different areas of Health education and promotion/Population education teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

**3. Preparation of teaching learning materials**

- 3.1. Selecting, constructing and developing instructional materials
- 3.2. Effective use of different teaching strategies and materials
- 3.3. Criteria of selecting appropriate teaching materials

**Practical Activities**

A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, model, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.

**4. Micro-teaching**

- 3.1. Concept of micro teaching
- 3.2. Steps and process of micro teaching
- 3.5. Effective use of different teaching strategies
- 3.5. Criteria of selecting appropriate teaching strategies
- 3.6. Classroom management
- 3.7. Factors consideration at the time of teaching
- 3.8. Case study
- 3.9. Organization of ECA/ health promotion activities
- 3.10. Criteria for evaluation of textbook / curriculum

**Practical Activities**

Students will be divided into several groups comprising 10-12 students for conducting micro-teaching practice on peer groups. Each student should develop instructional plans such as work plan, unit plan and lesson plan. Each student should develop a lesson plan and teach the lesson to their fellow students for 15 minutes. After teaching, s/he receives feedbacks from subject teacher and fellow students re-plan the lesson and re-teach the lesson and re-received the feedback. Every student should teach at least five lessons within a period of three weeks. Micro-teaching practice creates an opportunity to rehearsal the teaching activities on campus and prepare for assuming the responsibilities of the student teacher in cooperative school/campus.

**Instructional Techniques**

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

Course Title : **Thesis Writing**  
 Course No. : MES HEP 543  
 Semester : Fourth

Nature of course: Thr+Pr  
 Credit Hour : 3+9

**1. Course Description**

Masters student must conduct a research work and prepare a thesis report under the supervision of academic supervisor in order to receive the degree of Master of Educational Sciences in Health Education and Health Promotion in the fourth semester of the Master Programme. The thesis constitutes a significant part of the work toward a Master’s degree and is the culmination of all other activities. It includes a review of existing research, collection and analysis of data and conclusion about the issues raised in problem statement and research questions. The thesis must represent standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student’s area of study and should reflect the student’s independent efforts with guidance from the thesis committee. It is intended to demonstrate the student’s ability to conduct, document and communicate the results of independent research.

**2. Course objectives**

Upon completion of thesis work, students will be able to:

- a) Develop research proposal on a subject of research work
- b) Carry out review of related literature systematically and prepare review report
- c) Develop data collection tools
- d) Collect valid and reliable data from different sources
- e) Analyze the collected data using standard procedures, statistical tools and data analysis software
- f) Document findings of the research and prepare a standard research report independently
- g) Communicate the results of the research works by oral presentation and publishing research articles on journal and news paper.
- h) Demonstrate ability to analyze data, develop format of the report, write and edit research report independently.

**3. Course contents (Theoretical part: 3 cr.)**

**Unit One: Fundamental of Health Education Research 12**

- 1.1. Concept and Process
- 1.2. General guidelines for thesis work
- 1.3. Selecting research problem and formulating research question and hypothesis
- 1.4. Reviewing the literature: Theoretical, empirical and conceptual/ theoretical framework

Evaluation of text book and curriculum	15%
Organization of seminar	10%

**Reference**

Cohen, L., Manion, L., & Morrison, K. (2004). A guide to teaching practice (fifth edition). London: Routledge.

- Role-play and simulation
- Practical exercise

**Student participations and expected works**

1. Students are required to participate all the classes
2. Actively participate in class discussion and activities

**Evaluation Scheme**

Totally this course will be based on internal evaluation. Internal evaluation will be based on following criteria.

**Evaluation Criteria**

Attendance/Participation	5%
Field (class) observation and class seminar	20%
Preparation of model lesson plan	10%
Preparation of teaching learning materials	15%
Micro teaching	40%
Mid term	10%

**Student Teaching : Off Campus**

Course No. HEP 542

Teaching hours: 48

Nature of course: Practical

Credit hour: 3

**1. Description of Course (Student teaching)**

In university student should learn theory and techniques of teaching health education and promotion/population education. Student teaching is the first steps on the path of novice to expert. Student Teaching is the most essential and valuable components of teacher education programme. In student teaching, they should learn to apply that knowledge and techniques in real setting with support, guidance and increased responsibility. It is an opportunity to practice what has been learned on the campus, and more importantly it is an opportunity to continue academic and professional growth.

Off campus Student teaching is a full-time, 48 days teaching experience. The student will go to the assigned college/campus and start their real teaching as a regular teacher and deliver the lesson in class.

**2. Course Objectives**

Upon completion of the off campus student teaching, students will be able to:

- a) To give student real teaching experiences in college/campus.
- b) Develop and apply professional teaching competencies and skills of health education/ population education teacher and readiness to enter the teaching profession.
- c) To develop skill to organize ECA/health promotion activities, seminar, evaluate curriculum/textbook and so on.
- d) Prepare to meet the challenges that confront a beginning teacher.

**3. Course Contents:**

The student will go to the college/campus and start their real teaching. In addition teaching, they will also learn organizing ECA/health promotion activities, case study, maintain logbook, curriculum/textbook analysis and seminar organization and so on. Student teachers should perform following activities in cooperative school/campus setting.

**a. Teaching Lessons**

Each student teacher must develop lesson plan on health related subject of the assigned class and teach at least 30 lessons in classroom setting within duration of two months. One lesson in one day should be taught. Each lesson needs to be taught as per plan using appropriate teaching techniques and teaching aids/materials. Student teachers' class should be supervised by subject teacher/cooperative teacher and university supervisors periodically. Fellow students also observe the classes and provide feedback to the student

teacher. These activities will help them to improve lesson plan and teaching skills.

**b. Maintain teaching logbook:**

Students will be required to maintain a logbook of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out.

**c. Case study of the school/campus programme**

Each student should collect data and information about history, organization and activities of the cooperative school to write down the background of the institution. Students specializing health education and promotion should analyze the context, inputs, process and outcomes of the health education programme. In addition to this, attempts should be made to analyze SWOT (Strength, Weakness, Opportunities and Threat) of the programme. On the basis of in-depth analysis, each student should prepare a case study report independently.

**d. Organization of health promotion activities in school/campus/ ECA**

A group of student teachers teaching health education should organize health promotion activities for student and teachers such as sanitation, waste management, healthy food habits, diet and weight control, smoking cessation, physical exercise and sports. After conducting such activities, each group should prepare a report on worksite health promotion activities.

**e. Evaluation of text book and curriculum**

Each student should review and analyze a textbook related to health education and analyze health education curriculum, and prepare a brief report on textbook and curriculum. Evaluation report should present in a seminar organized by student teachers with help of cooperative teachers and school/campus.

**f. Organization of seminar**

Case study, ECA and Evaluation of curriculum report should present in a seminar organized by student teachers with help of cooperative teachers and school/campus.

**Evaluation Criteria**

Teaching lessons	50%
Maintain teaching logbook:	5%
Case study	10%
Organization of health promotion activities in school/campus/ ECA	10%



Mid-Western University  
Faculty of Education  
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(M.Ed.)**

**Four Semester (2 Years) Programme**

Curriculum  
2073/2016