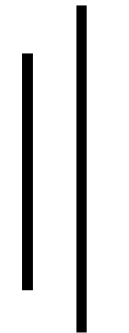


Mid-Western University  
Faculty of Education  
Surkhet, Nepal



**Bachelor of Education**  
**B.Ed.**  
**(4 Years Program)**



Health Education and Promotion  
**Curriculum 2012**

Bachelor of Education (B.Ed.) Health

**Courses on  
Bachelor of Education in Health Education and Promotion**

**Introduction**

Bachelor of Education (B.Ed.) in Health Education and Promotion (HEP) is a four-year fulltime professional course offered at the Mid-Western University of Nepal. HEP programme aims to provide essential knowledge, practical skills and professional qualities to individuals who want to improve the health and well-being in school and community through health education, behavior change and environment modification approach. B.Ed. with HEP optional courses are designed to develop teachers and health educators with a theoretical knowledge and practical skills of health education and health promotion integrated with studies of education. Students develop their teaching skills through a student teaching practice programme in primary and secondary schools. This course also equips students with capacities to develop, plan, implement and evaluate disease prevention and health promotion programme initiatives in community through health education, communication, community organization and development approach. It covers a wide range of subjects such as anatomy and physiology, epidemiology, infectious and non infectious diseases, nutrition, health psychology, demography, society and culture, environmental health, reproductive health, adolescent health, mental health, health service, occupational health, school health programme, teaching method, curriculum and evaluation. Learning is built upon an analysis of current health issues, problem solving skills and health promotion strategies. This will provide students with a solid foundation for a career in the wide range of public and private sector organizations working to improve health.

**Objectives of the HEP Course**

Student completing HEP courses in B.Ed. will be able to:

1. Explore and analyze factors influencing health and well-being in the given context.
2. Identify and analyze prevalence of diseases and health problems in school and community.
3. Identify community needs and gather evidences to initiate health education and health promotion programme in community.
4. Apply theory and principles of health education and health promotion in the development, implementation, and evaluation of health education and promotion programme in school and community.
5. Design and implement various strategies to promote health at school, community and workplace.
6. Design health education curriculum and resource materials.
7. Design curriculum, prepare teaching materials, aids and devices required for effective health education classes at different levels.
8. Design and deliver health communication messages.

9. communicate effectively with a variety of audiences using the media, advanced technologies and community networks.
10. Demonstrate respect for social and cultural diversity underpinned by a concern for equity, equality, humanity and social justice.
11. build inter - sectoral coalitions and strategic alliances and work collaboratively in partnerships with other health professionals, consumers, communities, and organisations across multiple sectors to advance population health.
12. apply principles and processes of program, project and service planning and management, including design, implementation, evaluation and dissemination, use of information systems, ethical issues, resource allocation, capacity building, knowledge sharing and sustainability.

Bachelor of Education (B.Ed.) Health

Semester-wise subjects list	
Semester I	
1.	COMP 311: English Language Proficiency I
2.	COMP 312: Compulsory Nepali I
3.	EDU 313: Socio-Philosophical Foundations of Education
4.	EDU: 314: Human Development
5.	HEP 315: Foundations of Health
6.	HEP: 316: Basic Human Anatomy and Physiology
Semester II	
1.	COMP 321: English Language Proficiency II
2.	COMP: 322: Readings in Nepali Language
3.	EDU: 323: Emerging Theories of learning
4.	EDU: 324: Curriculum and Assessment
5.	HEP: 325:Basic Anatomy and Physiology II
6.	HEP: 326: Communicable Diseases Control
Semester III	
1.	EDU 331: Educational Development in Nepal
2.	EDU 332: Guidance and Counseling
3.	HEP 333:Foundations of Health Promotion
4.	HEP 334:Society, Culture and Health
5.	HEP 335:Demography and Health
6.	HEP 336:Food and Nutrition Education
Semester IV	
1.	EDU 341: Social Justice and Education
2.	EDU 342: Fundamentals of Research in Education
3.	HEP 343: Health Psychology and Health Behavior
4.	HEP 344:Fundamentals of Epidemiology
5.	HEP 345:Essentials of Environmental Health
6.	HEP 346:Reproductive Health
Semester V	
1.	HEP 451: Foundations of Public Health
2.	HEP 452: Non-communicable Disease Prevention
3.	HEP 453: Biostatistics and Computer Application
4.	HEP 454: Adolescent Health and Sexuality
5.	HEP 455: Teaching Methods for Health Education and Promotion
6.	HEP 456: Curriculum, Measurement and Evaluation in HEP
Semester VI	
1.	HEP 461: School Health Program
2.	HEP 462: Health Service Management in Nepal
3.	HEP 463: Mental Health and Drug Abuse
4.	HEP 464: Occupational Health and Safety
5.	HEP 465: Disaster and Emergency Management
6.	HEP 466: Training and Leadership Development in Health Education
Semester VII	
1.	HEP 471: Primary Health Care and Development
2.	HEP 472: Needs Assessment in Community Health
3.	HEP 473: Management and Supervision of School Health Program
4.	HEP 474: Professional Development and Human Resource Management in Health Education
5.	HEP 475: Health Promotion in School and Community
6.	HEP 476: Contemporary Health Challenges

Semester VIII
1. HEP 481: Practicum on community health education and promotion
2. HEP 482: Student Teaching: on-campus
3. HEP 483: Student Teaching: off-campus

Course Title: **English Proficiency I**  
Nature of course: Theory and Practice  
Level: B.Ed.  
Course No: COMP 311

Credit hours: 3  
Teaching hours: 45  
Semester: I

**1. Course Introduction**  
This is a general English language proficiency course for B.Ed. first semester students. The course aims at developing basic conversational skill in English. It also makes an attempt to enhance the students' reading, writing and basic grammar skills. Additionally, through the wide exposure of the varied reading materials, students are also encouraged to promote their critical thinking skills.

- 2. Course Objectives**  
The objectives of the course are:
- a) To expose the students to the variety of academic listening texts.
  - b) To enhance students' spoken English for academic conversation.
  - c) To expose the students to the variety of academic reading texts.
  - d) To develop in students the ability to write in English.
  - e) To familiarize the students with the academic vocabulary items.
  - f) To sharpen students' grammatical ability to write and speak correct English.
  - g) To promote critical thinking skills among the students.

- 3. Contents**
- Unit One: Listening**8
- 1.1. Listen for main ideas
  - 1.2. Listen for details
  - 1.3. Make inferences
  - 1.4. Listen for opinions
  - 1.5. Follow a summary
  - 1.6. Listen for specific information
  - 1.7. Understand figurative expressions to interpret speaker's intention
  - 1.8. Listen for signposts to understand the structure of the text
  - 1.9. Listening for rhetorical questions to understand the structure of a lecture

- Unit Two: Speaking**6
- 2.1. Participate in a conversation
  - 2.2. Make notes to prepare for a presentation or group discussion
  - 2.3. Take turns to make conversation go smoothly
  - 2.4. Give advice, ask for clarification, express reasons, ask for reasons, ask questions and use the language functions that are used in a day-to-day communication in academic settings
  - 2.5. Lead discussions in groups
  - 2.6. Prepare dialogues with a partner for various conversations

- Unit Three: Reading**6
- 3.1. Preview text using a variety of strategies
  - 3.2. Read for main ideas

3.3. Read for details	
3.4. Read and recognize different text types	
3.5. Scan text to find specific information	
3.6. Make prediction about texts	
<b>Unit Four: Writing</b>	<b>6</b>
4.1. Write paragraphs of different genres	
4.2. Plan, write, revise, edit and rewrite	
4.3. Make outline for writing	
4.4. Write a summary	
4.5. Write personal response to the texts	
4.6. Write letter to the editor	
4.7. Write essays	
<b>Unit Five: Vocabulary</b>	<b>6</b>
5.1. Dictionary skills	
5.2. Understanding idiomatic meaning	
5.3. Increase vocabulary understanding word families	
5.4. Understanding phrasal verbs	
5.5. Understanding meaning from context	
5.6. Understanding pre-fixes and suffixes to increase comprehension	
<b>Unit Six: Grammar</b>	<b>7</b>
6.1. Tenses	
6.2. Modals	
6.3. Questions, multi-word verbs and verb structure	
6.4. Determiners and preposition	
6.5. Adjectives, adverbs, the passive and conditionals	
6.6. Word formation and sentences	
6.7. Tag questions	
6.8. Gerund and infinitives	
<b>Unit Seven: Critical Thinking</b>	<b>6</b>
7.1. Relate personal experience to the topic	
7.2. Integrate information from multiple sources	
7.3. Reflect on experiences to take risks	
7.4. Analyze personal experiences	
7.5. Evaluate experiences and events	
7.6. Consider social responsibility on various levels	

**4. Instructional Techniques**

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

**5. Evaluation Scheme**

- 6.1. Internal: 40%
- 6.2. External: 60%

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

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10% (1 essay each of descriptive, narrative and argumentative in nature)
- Project Work/Assignment/Essay II 10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project 15% (2 reading writing projects that address the critical thinking skills given in the course)

**6. 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

**7. Prescribed Texts**

Craven, M. and Sherman, K.D. (2011). *Q: skills for success (listening and speaking)* – 3. New York. Oxford University Press.

Davis, F. and Rimmer, W. (2012). *Active grammar level 2*. Cambridge. Cambridge University Press.

Gramer, M.F. and Ward, C. S. (2011). *Q: skills for success (reading and writing)* – 3. New York. Oxford University Press.

**8. References**

Hornby. A.S. (2010). (8<sup>th</sup> Edition). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

kf7dfz zlif\$ Mclgjfo{gkfnl  
 tx MlaP8= #!@  
 ; q Mklxnf]

of]kf7dqmd dWbklZrd ljZj lj Bfno cftuť lzlfzf:q ; sfo cftuť rf/  
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 efiffdf lj lzi6 afW, cleJolSt / /rgf sfznsf]lj sf; ug{tof/kf/Psf]xf].o;  
 kf7dqmd df zAb e08f/, j fSotlj k/s /rgf, ; syg ; Argf, gkfnl j f^dosf  
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 ; fy}lgwf/t ; flxltos s[txŁsf]k7g, cf:jfbg / cleJolQm lfdtsf]  
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 o; kf7dfzsf]cWbogkl5 lj BfylŁ lgDglnlvt lj lzi6 eflifs l; k  
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 klxrfg u/L j fSodf ; GbekřOf{křflW ug{  
 • gkfnl j fSo tĴj sf]:j Ł k klxrfg u/L j fSo tĴj k/s /rgf ug{  
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 kŁgxŁsf]pQ/ lbg,  
 • tflnsf, lřqsf[t -8fouĴd\_ sf]; Ĵgfnf0{cgR5Ĵdf Ł křt/ ug{tyf  
 cgR5Ĵdf /xŁf ; Ĵgfnf0{tflnsf / lřqsf[t df Ł křt/ ug{  
 • ; Da4 uBfzsf]abf l6křĴ ug{  
 • kf7 j f kf7fzsf]; syg ; Argf klxNofpg,  
 • kf7 j f kf7fzsf lj ifoj :tdf cfwfl/t e0{:j tġq cgR5Ĵ /rgf ug{  
 • lgwf/t 9fFdf cfwfl/t e0{Jofj xfl/s nYg tof/ ug{  
 • lj leġ lj ifodf cřfdk/s tyf j :tk/s lgaW nYg  
 • lgwf/t slj tf, ult, uhn, lgaW, syf tyf Psf^sl gf6s /rgfsf]  
 ; /; tl{cWbog tyf ltgsf]cf:jfbg ug{/ klŹlqmf lbg .

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<ul style="list-style-type: none"> <li>lgbŁzt /rgf tof/ ug{</li> <li>j fSo ; ŽnĴřOf ug{</li> </ul>	Psf0 b0{Mj fSo/rgf -s_ lgbŁzt /rgf -j fSofġt/Of_ -v_ j fSo; ŽnĴřOf

lj lzi6 p2Źo	kf7d]j ifo
<ul style="list-style-type: none"> <li>gkfnl j f^dosf lj leġ lř; Ĥ ; Daġwt b[6fz / cb[6fz kf7÷kf7dfz tyf ; fdfŁ afWfids kŁgsf]cŁof; ug{.</li> </ul>	Psf0 Itg Mk7gafW gkfnl j f^dosf lzlf, cfly\$, eUřh tyf pnhf{j ftfj /Of tyf hĴ s lj lj wtf, lj 1fg tyf klj lw ; Daġw b[6fz / cb[6fz kf7 j f kf7fzdf cfwfl/t cgdfgřds, lgisiffřds, tYoffds, tyf ; dliffřds kš[tsf klŹlqmfřds ; fdfŁ afW kŁgxŁsf]cŁof; .
<ul style="list-style-type: none"> <li>tflnsf / lřqsf[t -8fouĴd_ sf] ; Ĵgfnf0{cgR5Ĵdf / cgR5Ĵdf /xŁf ; Ĵgfnf0{tflnsf / lřqsf[t -8fouĴd_ df Ł křt/ ug{</li> </ul>	Psf0 rf/ M; fdfŁ ; Ĵgfsf]Ł křt/ -s_ tflnsf]cgR5Ĵdf Ł křt/ -v_ ; Ĵgfsf]tflnsf/Of -u_ lřqsf[t -j Qřsf/ / :tDe_ sf] cgR5Ĵdf Ł křt/ -3_ ; Ĵgfsf]lřqsf[t -j Qřsf/ / :tDe_ df Ł křt/
<ul style="list-style-type: none"> <li>lj leġ cgR5Ĵaf6 abf l6křĴ ug{.</li> <li>lj leġ kš[tsf lgbŁzt cgR5Ĵ /rgf ug{</li> </ul>	Psf0 křF Mabf l6křĴ Psf0 5 M cgR5Ĵ /rgf lgbŁzt cgR5Ĵ nYg
<ul style="list-style-type: none"> <li>lj 1fkg, zĚsfdf, awf0{1fkg, JolStj Qřd gdġ tof/ ug{.</li> </ul>	Psf0 ; ft M Jofj xfl/s nYg -s_ lj 1fkg nYg -v_ zĚsfdf, awf0{1fkg -u_ JolStj Qř nYg
<ul style="list-style-type: none"> <li>lj leġ lj ifo; Ĥ ; Da4 cřfdk/s / j :tk/s lgaW l; hġf ug{.</li> </ul>	Psf0 cř7 M lgaW nYg cřfdk/s / j :tk/s ÷ lgaW l; hġf
<ul style="list-style-type: none"> <li>slj tf, ult, uhn, lgaW, syf / gf6ssf]; /; tl{cWbog u/L ltgsf] cf:jfbg ug{.</li> </ul>	Psf0 gf]M; flxltos s[tsf]cWbog -s_ slj tf÷ult÷uhn • dfwj l3ld/]M ltdf]/ xdf]dg Ps xřřf] \ • blřřfn >Ĵ7 -dgsf]břřf] • cd/ lu/L -r/fsf ultxŁ -v_ gkfnl lgaW • nldk} fb b] sřřf - s]gkřn ; fgf] 5 < • zf/bf zdf{M; V; Qf -u_ gkfnl syf • ljZj Žj/k} fb sřřf/fnf- Ps /ft • Clif/fh a/fn - k5al/of řřh • dxŁ lj qmd zfx - uřřřf ultxŁ ulĤhřřg\ -3_ gkfnl gf6s • lj ho dNn - ; Qřsf]vřřdf

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 kZgf]t/, 5nkm, pbfx/0f, k|bzg, cEof; / k|t'tls/0f lj lwx?sf]pkofu  
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 Gofkfg]6\$, *digs gkfnl JoIs/0f / sloGhs k|f]Zof*d a|; {lj /f6gu/  
 zdf{ dfxg/fh, *zAb/rgf / j0f]Gof*;, gjlg k\$fzg, sf7df8f]M;  
 ; j ]L, nfnfgy, *gkfnl af] / /rgf sfzn*, lxdfno a\$; :6n, sf7df8f]M;  
 zdf{ Clif/fd, *cfwlgs gkfnl lgaGvdfnf*, sf7df8f]MPstf a\$; .

Semester: I

- 1.1 Concept of Philosophy
- 1.2 Fields of Philosophy (Brief review)
  - Epistemology
  - Ontology
  - Axiology

There will be two types of evaluation techniques – 40% internal and 60% external. The knowledge, skills and attitudes of the students will be evaluated during academic session through classroom participation, content presentation, project work, seminar, and written tests which will be formative in nature. Continuous feedback will be provided to the students on the basis of results obtained from the employed evaluation tools and techniques to improve their knowledge, skills and attitudes. The overall achievement in the course will be assessed through annual examination conducted by the Office of the Controller of Examination established under Mid- Western University.



References

Brannigan, M. C. (2000). *The pulse of wisdom: The philosophies of India, China, and Japan (2<sup>nd</sup> ed.)*. Belmont, CA: Thomson Learning, Inc.

Chaube, S. P. and Chaube, A. (2002). *Foundations of education (2<sup>nd</sup> ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.

Kneller, G. F. (1971). *Foundations of education*. New York: John Wiley and Sons, Inc.

Morrish, I. (1978). *The sociology of education: An introduction*. London: George Allen and Unwin.

Ozmon, A. H. and Craver, S. M. (1999). *Philosophical Foundations of Education (6<sup>th</sup> ed.)*. New Jersey: Prentice Hall, Inc.

Purkait, B. R. (2004). *Principles and practices of education*. India: New Central Book Agency (P.) Ltd.

Course Title: Title: **Human Development in Education**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 314

Credit hours: 3

Teaching Hours: 45

Semester: I

1. Course Introduction

This course deals with concept, different issues and approaches to human development, and brief review of life span from conception to death. It further intends to widen understanding of human development for fostering growth and development of the children in their perspective fields. Taking the major focus of the course on puberty and adolescence into consideration, it discusses the puberty and adolescence in the light of its implication to the planners, decision makers, parents and teachers in their related fields.

2. Course objectives

On completion of this course the students will be able;

- To enable the students to grasp the meaning and concept of growth and development.
- To identify the determining factors of growth and development.
- To list the influencing factors of human development with their explanations.
- To enable students to compare critically with different issues of human development
- To familiarize the students with basic assumption of major approaches to human development.
- To review the developmental stages with their concept, characteristics and developmental tasks.
- To enable students to acquaint with characteristics and nature of physical growth and development during puberty.
- To become able to grasp the distinctive characteristics of puberty.
- To assess the social relation of children and their major social characteristics.
- To enable to clarify the concept of emotion and list out their characteristics.
- To make the students familiarize with pubertal children's recreational activities and games.
- To analyze the major hazards of children during puberty.
- To list out the annoying and satisfying factors of during puberty.
- To draw conclusions of overall changes and developments happening during puberty for educational purpose.
- To enable students to prepare the list of major physical characteristics and their impacts on psychology, health and sexual behavior of adolescence.
- To trace out the mental characteristics as a major development during adolescence.
- To enable students to familiarize with adolescent's involvement in major recreational and games.
- To make the students aware of the potent hazards that influence overall development of adolescence.
- To explore factors lading adolescents to be happy and unhappy during adolescence.

- To draw conclusions based on developmental characteristics and changes during adolescence for sound educational achievement.

### 3. Content specifications

#### Unit 1. Meaning and Definition of Human Development 8

- 1.1 Concept of Growth and Development
- 1.2 Influencing Factors of Human Development
- 1.3 Determinants of Growth and Development
  - Genetics
  - Environment factors
    - ✓ Psycho-social environment
    - ✓ Economic and educational factor

#### Unit 2. Approaches to Human Development 12

- 2.1 Issues of Human Development
  - Nurture Vs Nurture
  - Maturation Vs Learning
  - Continuity Vs Discontinuity
- 2.2 Major Theories of Human Development
  - Psychoanalytical Approach- Freud's View
  - Cognitive Approach-Piaget's View
  - Humanistic Approach-Maslow's View

#### Unit 3. A Brief overview of lifespan 5

- (Conception to Old Age)
- Concept
  - Characteristics
  - Developmental Task

#### Unit 4. Puberty: Understanding and Implication 10

- 4.1 Physical Growth and Development
- 4.2 Mental Growth and Development
- 4.3 Social Relation and Development
- 4.4 Emotional Development
- 4.5 Entertainment and Play
- 4.6 Hazards and Happiness
- 4.7 Implication: Role of Parents and School Teacher

#### Unit 5. Adolescence: Understanding and implication 10

- 5.1 Physical Characteristics/Development
  - ❖ Psychological Effects of Physical Changes
  - ❖ Effect of Physical Changes on Health and Sexual Behaviors
- 5.2 Mental Characteristics/Development
- 5.3 Emotional Characteristics/Development
  - ❖ Heightened Emotionality
- 5.4 Entertainment and Play
- 5.5 Hazards and Happiness
- 5.6 Implication: Role of Parents and School Teachers

### Suggested methodologies

**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, group study and peer discussion.

### Assessment:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

### 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

### References

Baron, R. (2005 ). *Psychology*. India: Pearson Education.  
 Ciccarelli, S. K. & Meyer. G. E. (2007). *Psychology*. India: Pearson Education.  
 Hurlock, E.B. (2002). *Developmental psychology: A life span approach*. New Delhi: Tata McGraw-Hill Publishing Company LTD.  
 Grace J. C. (1976). *Human development*. NJ: Prentice Hall.  
 Jersild, A.T., Telford, C.W., & Sawrey, J.M. (1997). *Child psychology*. New Delhi:

Course Title: **Foundation of Health Education**  
Course No. : B.Ed. HEP 315  
Level: Bachelor of Education (B.Ed.)  
Semester: First  
Credit hours: 3  
Total hours: 45

**1. Course Description**

This course is designed to acquaint the students with concept, fundamental elements, principles, foundations, methods and materials of health education. Students will learn basic knowledge and skills of health education planning.

**2. General objectives of course**

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

- Define health, diseases, illness and health education
- Discuss and critically reflect on principles and settings of health education
- Acquaint with elective nature and foundations of health education
- Discuss and describe the approach, methods and materials of health education
- Describe the steps of health education planning

**3. Course contents**

**Unit I: Concept of health and diseases (9 hours)**

1. Concept of health
  - a. Traditional concept of health
  - b. Contemporary views of health
  - c. Dimensions of health
2. Concept of diseases, sickness and illness
3. Theories of health and diseases
4. Health and disease spectrum
5. Factors influencing health

**Unit II: Principles and foundations of health education (10 hours)**

1. Meaning and definition of health education
2. Purpose and importance of health education
3. History of health education
4. Philosophy and principles of health education
5. Foundation of health education
  - a. Educational,
  - b. Psychological
  - c. Sociological
  - d. Scientific
  - e. Legal
6. Settings for health education

**Unit III: Fundamental factors of health education (8 hours)**

1. Perceptions: Meaning, determinants and significance in health education
2. Motivation: Meaning, types, basic principles, Maslow’s theory and significance in health education
3. Learning: Steps and ways, and application of theories of learning in health education
4. Communication: Meaning, elements and types and significance of communication in health education
5. Group dynamic: Meaning, elements and significance in health education

**Unit IV: Approaches, methods and materials of health education (8 hours)**

1. Approaches of health education
2. Methods of health education
  - a. Individual methods
  - b. Group methods
  - c. Mass method
3. Materials and media of health education
  - a. Audio Aids
  - b. Audio visual aids
  - c. Visual aids
  - d. Mass media

**Unit V: Planning and implementing health education (10 hours)**

1. Concept of health education planning
2. Health education planning cycle
3. Planning process
  - a. Collecting data and information
  - b. Identifying health and health education needs
  - c. Setting goal and objectives
  - d. Deciding contents of health education
  - e. Selecting appropriate methods and media of health education
  - f. Identifying and obtaining necessary materials and resource
  - g. Develop detailed plan of action and session/lesson plan
4. Implementing process

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, small and large group discussion, and individual work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

Bachelor of Education (B.Ed.) Health

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions × 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Pradhan, H.B. (2008). *A textbook of health education*. Kathmandu: Educational Publishing House

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*. New York: John Wiley & Sos Inc.

Ramachandran, L. & Dharmalingam, T. (2000). *Health education: A new approach*. New Delhi: Vikas Publishing House.

Course Title: **Basic Human Anatomy and Physiology I**

Course No. : B.Ed. HEP 316

Level: B.Ed. (Bachelor of Education)

Semester : First

Year : First

Credit hours : 3

Total Hours : 45

1. Course Description

This course is designed to provide basic knowledge of human anatomy and physiology mainly cells, cell, divisions, body tissues, bones, and joints, and joints; type of muscles, part of human structure, skeletal systems, muscular systems, digestive systems and acquaint students with structure and functions of body structure along with common disorders and diseases associated with these body tissue and parts.

2. Objectives of course

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

- Describe the structure and functions of cells, tissues, skins and part of human structure
- Describe the structure bone, joints, ligament and muscle.
- Explain skeletal and muscular systems with sketch
- Explain structure and functions of digestive, urinary and respiratory system.
- Discuss on disorders and diseases of cells, tissue, skins, joints, muscles and joints

3. Contents

Unit I: Human body and its constituents (9 hours)

1. Concept of human anatomy and physiology
2. Structure and functions of cells
3. Process of cell division (Mitosis and meiosis)
4. Structure and functions of different types of body tissue
5. Parts of human structure (Head, neck, trunk, upper limb and lower limbs)
6. Structure and functions of skins
7. Disorder of cell, issue and skin

Unit II: Skeleton and muscular systems (10 hours)

1. Structure of bone tissue
2. General classification of bones
3. General classification of joints
4. Formation of joints
5. Bones of skull and vertebra column

6. Bones of Thorax
7. Bones of upper and lower limbs
8. Structure and functions of tendon, ligaments and cartilage
9. Types of muscles (Voluntary and involuntary, smooth and cardiac)
10. Major skeletal muscles
11. Skeletal muscle action
12. Disorders of bone, joints and muscles

**Unit III: Sense and sense organs (6 hours)**

1. General senses (touch, pressure and temperature)
2. Special sense (Taste, smell, sight, hearing and equilibrium)
3. Structure and functions of tongue and sense of taste
4. Structure and functions of nose and sense of smell
5. Structure and functions of eyes and sense of sight
6. Structure and functions of ears and sense of hearing and equilibrium

**Unit IV: Digestive Systems (10 hours)**

1. Introduction to digestive system
2. General characteristics of alimentary canal
3. Functions of mouth and salivary glands
4. Pharynx and oesophagus
5. Gastric juice and functions of stomach
6. Functions of small and large intestine
7. Structure and functions of liver and pancreas
8. Metabolism of carbohydrate, protein and fats
9. Diseases of mouth, stomach, pancreas, liver, small intestine and large intestine

**Unit V: Urinary systems (5 hours)**

1. Name different parts of urinary systems
2. Structure of kidney and nephron
3. Functions of kidney and nephron
4. Structure and functions of urinary bladders
5. Diseases and disorder of urinary systems

**Unit Six: Respiratory systems (7 hours)**

1. Introduction to respiratory systems
2. Structure and functions of respiratory organs: Nose, nasal cavity, pharynx, larynx, trachea, bronchi, bronchioles, alveoli and lungs
3. Breathing mechanism: External and internal respiration
4. Control of breathing
5. Alveolar gas exchange
6. Diseases of bronchi and disorders of lungs

**Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, small and large group discussion, demonstration and project work. Practical activities on drawing diagram of different organs of human body and making some models of the human organs using clay and local materials.

**Teaching materials and instructional aids**

Atlas of human anatomy, wall chart of human systems, models, picture and diagram downloaded from internet, LCD, projector, handouts, books will be used as instructional aids

**Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Prepare a file of practical activities on drawing and labeling of structure of human organs and preparing models
- Complete weekly assignments
- Complete midterm and final assignment
- At least one oral presentation on given project work

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

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

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

## Recommended books

Waugh, A., & Grant, A. (2004). *Ross and Wilson anatomy and physiology in health and illness* (Ninth edition). Edinburgh: Churchill Livingstone

Shier, D., Butler, J., & Lewis, R. ( ). *Hole's essential of human anatomy and physiology* (Eleven edition). New York: McGraw Hill

**Bachelor of Education (B.Ed.) Health**

Prentice Hall.

Rogers, D. (1972). *The psychology of adolescence*. NJ: Appleton-century-Crofts

Course Title: **Title: English Proficiency II**

Nature of course: Theory and Practice

Credit hours: 3

Level: B.Ed.

Teaching Hours: 45

Course No: ENG 321

Semester: II

## 1. Course Introduction

The English Proficiency Course – II is a continuation of English Proficiency Course – I of the first semester and it also focuses on basic conversational skill, reading and writing skills and basic grammar skills. These skills are introduced in context through varieties of reading materials. In addition to this, it also aims to develop students' vocabulary of general use required for reading, writing and everyday communication.

## 2. Course Objectives

The objectives of this course are as follows:

- to develop vocabulary knowledge of different thematic field
- to expose the students to the variety of academic listening texts.
- to enhance students' spoken English for academic conversation.
- to expose the students to the variety of academic reading texts.
- to develop in students the ability to write in English.
- to promote critical thinking skills among the students.

### 3. Contents

## Unit One: Listening

- 1.1. General listening
- 1.2. Micro-listening
- 1.3. Drawing inferences
- 1.4. Make opinions from the listening texts
- 1.5. Listen and summarize
- 1.6. Comprehending figurative expressions to interpret speaker's intention
- 1.7. Guided listening
- 1.8. Listening to a lecture

## Unit Two: Speaking

- 2.1. Communicating with friends
- 2.2. Use of language functions in different academic settings
- 2.3. Turn taking in conversation
- 2.4. Participating in discussion
- 2.5. Presenting information to the audience

### Unit Three: Reading

- 3.1. Previewing skills
- 3.2. Prediction skills
- 3.3. Micro-reading skills
- 3.4. Macro-reading skills
- 3.5. Reading different genres

- 3.6. Reading for detail comprehension
- 3.7. Reading with strategies

#### Unit Four: Writing

- 4.1. Writing different genres
- 4.2. Process writing
- 4.3. Writing letters
- 4.4. Essay writing

#### Unit Five. Vocabulary

Vocabulary related to the following themes:

- 5.1. Countries, nationalities and languages
- 5.2. The weather
- 5.3. Describing people
- 5.4. Relationships
- 5.5. At home
- 5.6. Everyday problems
- 5.7. Global problems
- 5.8. Education
- 5.9. Work
- 5.10. Sport
- 5.11. The arts
- 5.12. Food
- 5.13. The Environment
- 5.14. Town s
- 5.15. The natural world
- 5.16. Clothes
- 5.17. Health and Medicine
- 5.18. Travel
- 5.19. Number and shapes
- 5.20. Science and Technology
- 5.21. The press and media
- 5.22. Politics and Public institutions
- 5.23. Crime
- 5.24. Money – buying, selling and paying

#### Unit Six. Critical Thinking

- 7.1. Relate personal experience to the topic
- 7.2. Integrate information from multiple sources
- 7.3. Reflect on experiences to take risks
- 7.4. Analyze personal experiences
- 7.5. Evaluate experiences and events
- 7.6. Consider social responsibility on various levels

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work

- Project work
- Self-study

#### 5. Evaluation Scheme

- 6.1. Internal: 40%
- 6.2. External: 60%

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

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10% (1 essay)
- Project Work/Assignment/Essay II 10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project 15% (2 reading writing projects that address the critical thinking skills given in the course)

#### 6. 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

#### 7. Prescribed Textbooks

1. Daise, D., Norloff, C. and Carne, P. (2011) ). Q: Skills for Success (Reading and Writing) – 4. New York. Oxford University Press.
2. Freire, R. and Jones, T. (2011). Q: Skills for Success (Listening and Speaking) – 4. New York. Oxford University Press.
3. McCarthay, M. & O'Dell F. (1994) English Vocabulary in Use, Upper Intermediate and Advanced . Cambridge: Cambridge University Press

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Bachelor of Education (B.Ed.) Health

Course Title: **Title: Emerging Theories of learning**  
Nature of course: Theory and Practice  
Level: B.Ed.  
Course No: EDU 323  
Credit hours: 3  
Teaching Hours: 45  
Semester: II

**1. Course Description**  
This course is designed as a core educational course of Bachelor in Education The overall goal of this course is to acquaint the students with various theories that explain how an individual learn within their real-life environment. This course includes the content areas including learning theories and paradigms ranging from the behaviouristic to cognitivist theoretical models. As a requirement for the implementation of these theories for teaching and professional development, this course enables the students to use these theories in their everyday teaching learning practices.

- 2. Course objectives**
- To acquaint the students with meaning and concepts of learning theory
  - To develop understanding of empiricism and rationalism of learning in relation to the origin of learning theories
  - To specify different types of learning theories
  - To discuss the importance of learning theories in education and teaching
  - To introduce the meaning of classical conditioning theory
  - To understand the process and mechanism of classical conditioning theory
  - To use the operant conditioning theory in teaching learning practices
  - To familiarize the students with meaning and concept of operant conditioning
  - To explain the acquisition process of operant conditioning
  - To develop the concept of reinforcement and its application to change behaviors of learners
  - To use the operant conditioning in classroom teaching and learning
  - To clarify the concept of phi-phenomenon in productive thinking
  - To list the principles of perception with explanation
  - To discuss the implication of productive thinking in classroom practices
  - To explain the meaning of purposive behavior
  - To explain the Tolman's experiments and draw the conclusion from them
  - To derive implication of Tolman's learning theories for teaching and learning practices
  - To acquaint with, and develop critical insight of, the premises of individual constructivism
  - To explain the basic features of individual constructivism
  - To draw educational implications of individual constructivism
  - To define social constructivism and its premise
  - To discuss the concept of Zo - Ped (Zone of proximal development and Totem in relation to knowledge construction
  - To draw educational implications of social constructivism

- 3. Content Specifications**
- Unit I: Introduction to Learning Theories** 7
- 1.1 Meaning and Issues of Learning
  - 1.2 Origin of learning theories
    - 1.2.1 Empiricism – Behaviorism

1.2.2	Rationalism – Cognitivism	
1.3	Major Types of Theories (Introduction only)	
1.3.1	Behaviorisms	
	<ul style="list-style-type: none"> <li>■ Pavlov's Classical Conditioning</li> <li>■ Skinner's Operant Conditioning</li> <li>■ Thorndike's Connectionism</li> <li>■ Hull's Systematic Behavior Theory</li> <li>■ Guthrie's Contiguous Theory</li> </ul>	
1.3.2	Cognitive Theories	
	<ul style="list-style-type: none"> <li>■ Gestalt Theories</li> <li>■ Tolman's Sign learning Theory</li> </ul>	
1.4	Importance and Use of Learning Theories in classroom teaching	
<b>Unit II:</b>	<b>Classical Conditioning Learning Theory</b>	<b>7</b>
2.1	Introduction	
2.2	Process and Mechanism of Classical Conditioning	
2.3	Implication in Classroom Teaching	
<b>Unit III:</b>	<b>Operant Conditioning Learning Theory</b>	<b>7</b>
3.1	Meaning and Concept	
3.2	Acquisition of Operant Behavior (Principles and Mechanism)	
3.3	Concept and Application of Reinforcement	
3.4	Implication for Teaching and Learning	
<b>Unit IV:</b>	<b>Wertheimer's Phi-Phenomenon Theory</b>	<b>7</b>
4.1	Basic Concept of Phi-Phenomenon/Productive thinking	
4.2	Principles of Perception	
4.3	Educational Implication of Productive Thinking	
<b>Unit V:</b>	<b>Tolman's Sign Learning/Purposive Behaviorism</b>	<b>7</b>
5.1	Introduction	
5.2	Reward Expectancy Learning	
5.3	Place Learning/Alternative Path Learning	
5.4	Latent Learning	
5.5	Educational Implications of Sign Learning Theory	
<b>Unit VI:</b>	<b>Constructivism</b>	<b>10</b>
6.1	Piaget's Individual constructivism (5)	
6.1.1	Philosophical Premises	
6.1.2	Basic Features (Scheme, Adaptation, Assimilation, Accommodation, and equilibration)	
6.1.3	Educational Implications of Piaget's Theory	
6.2	Vygotsky's Social Constructivism (5)	
6.2.1	Introduction	
6.2.2	Basic Premises (Situating Cognition)	
6.2.3	Fundamental Entities of Social Constructivist Theory	
6.2.4	Zone of Proximal Development (Zo-Ped)	

6.2.5	Cultural Tool (Totem)
6.2.6	Process of Knowledge Construction
6.2.7	Educational Implications of Vygotsky's Theory

#### 4. Suggested methodology

Modes of instruction: 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, group study and peer discussion

#### Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

#### 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

#### References

Grace, J.C. (1976). *Human Development*. New York, NY  
Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone  
Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall  
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  
Rogers, D. (1972). *Psychology of adolescence*. New York  
Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall  
Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education

Course Title: **Title: Curriculum and Assessment**  
Nature of course: Theory and Practice  
Level: B.Ed.  
Course No: EDU 324

Credit hours: 3  
Teaching hours: 45  
Semester: II

1. Course introduction

This course is one of the core courses in education which aims to provide the students with learning opportunities to grasp meaning and concept of curriculum and help them develop understanding of assessment with reference to classroom teaching. It intends to acquaint the students with the meaning of curriculum, elements of curriculum and difference between curriculum and course of study. It then provides them with learning opportunities to understand curriculum development models, curriculum framework and taxonomy of educational objectives. In addition, this course intends to acquaint students with the basic concepts of measurement and assessment, types of assessment, principles of assessment and norm-referenced and criterion-referenced assessment. It further provides the concept and understanding of reliability and validity, test construction and appraisal, and non-testing devices of assessment.

2. Objectives

- On the completion of this course the students will be able to
- Conceptualize and understand the meaning and concept of curriculum.
  - Distinguish between curriculum and course of study.
  - Specify and illustrate the elements of curriculum.
  - Understand and reflect on the various models of curriculum development.
  - Acquaint with subject-cantered, activity-centred and core curriculum.
  - Develop various types of learning objectives based on the taxonomies of educational objectives.
  - Differentiate between measurement and assessment.
  - Understand and appraise various types of assessment.
  - Use assessment in academic purpose.
  - Acquaint the students with the concept of reliability and validity of measuring instrument and be able to estimate reliability and validity of classroom tests.
  - Differentiate between standardised and classroom tests.
  - Construct various kinds of subjective and objective tests.
  - Appraise scoring techniques of subjective and objective tests.
  - Calculate difficulty level and discrimination index of objective test using item analysis techniques.
  - Acquaint the students with various non-testing devices and techniques of assessment.

3. Content specifications

<b>Unit I Introduction to curriculum</b>	<b>5</b>
1. Meaning of curriculum	
• Etymological meaning	
• Narrow meaning	
• Wider meaning	

2. Distinctions between curriculum and course of study
3. Elements of curriculum
  - Objectives
  - Contents
  - Teaching-learning strategies
  - Evaluation
4. Needs and importance of curriculum

<b>Unit II : Curriculum development models and process</b>	<b>6</b>
1. Tylor’s model of curriculum development	
2. Taba’s model of curriculum development	
3. Nicholls and Nicholls’s models of curriculum development	
4. Walker’s models of curriculum development	
5. Strengths and weaknesses of these models	
6. Curriculum development process in Nepal	

<b>Unit III: Curriculum framework</b>	<b>5</b>
1. Subject curriculum	
2. Activity-centred curriculum	
3. Core curriculum	

<b>Unit IV : Taxonomy of Educational objectives</b>	<b>6</b>
1. Bloom’s taxonomy <ul style="list-style-type: none"><li>• Cognitive domain</li><li>• Affective domain</li><li>• Psychomotor domain</li></ul>	
2. New taxonomy (introduction only) <ul style="list-style-type: none"><li>• Theoretical basis</li><li>• Three domains of knowledge</li><li>• Six levels of new texonomy</li></ul>	

<b>Unit V : Measurement and Assessment</b>	<b>6</b>
1. Meaning and concept of test, measurement, assessment and evaluation	
2. The role of measurement and assessment in teaching	
3. General principles of assessment	
4. Types of evaluation <ul style="list-style-type: none"><li>• Placement</li><li>• Formative</li><li>• Diagnostic</li><li>• Summative</li></ul>	
5. Norm-referenced and criterion-referenced assessment	
6. Assessment system in school education in Nepal	

<b>Unit VI : Reliability and validity</b>	<b>6</b>
1. Meaning and definition of reliability	
2. Types and methods of estimating reliability <ul style="list-style-type: none"><li>• Test-retest method</li><li>• Parallel form method</li></ul>	

- Split-half method
3. Meaning and definition of validity
  4. Types validity
    - Content validity
    - Criterion-related validity
    - Construct validity

**Unit VII : Test construction and appraisal** **6**

1. Standardised test
2. Teacher made test
  - Subjective test
  - Objective test
3. Scoring of subjective and objective test
4. Analysis of test results
  - Difficulty level
  - Discrimination index
  - Power of distracters

**Unit VIII: Non-testing devices of assessment** **5**

1. Rating scale and check list
2. Portfolio
3. Peer-appraisal
4. Anecdotal records
5. Self-report techniques

**4. Suggested methodology**

Modes of instruction: 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, group study and peer discussion

**5. Assessment**

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**6. 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2x10 Marks	20 marks

**7. References**

Linn, R.L & Gronlund, N.E. (2000). *Measurement and assessment in teaching* (8<sup>th</sup> ed.) Delhi: Pearson Education

Marzano, R.J. and Kendall, J.S. (2007). *The new taxonomy of educational objectives* (2<sup>nd</sup> ed.) California: Carwin Press

Ornstein, A. & Hunkins, F. (2004). *Curriculum: foundation, principles and issues* (4<sup>th</sup> ed.). Boston: Allyn and Bacon

Print, M. (1993) *Curriculum development and design*. Sydney: Allen

Course Title: **Basic Human Anatomy and Physiology II**  
Course No. : B.Ed. HEP 325  
Level: B.Ed. (Bachelor of Education)  
Semester : Second  
Credit hours : 3  
Total Hours : 45

**1. Course Description**

This course is designed to provide basic knowledge of human anatomy and physiology mainly, circulatory system, lymphatic system, reproductive system, nervous system, endocrine system with common disorders and diseases associated with these systems.

**2. General objectives of course**

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

- Describe the chemical structure of life.
- Describe the structure and functions blood cir. Circulatory system.
- Explain lymphatic system and immunity with sketch
- Explain structure and functions of nervous and endocrine system.
- Explain the structure and function of male and female reproductive system.
- Discuss on disorders and diseases of heart, blood vessels, nervous system, pituitary, thyroids and adrenal gland and deceases of male and female reproductive.

**3. Course contents**

**Unit one: Chemical Basis of Life (8 hours)**

- 1.1 Definition of chemistry
- 1.2 Structure of matter: element, atom, atomic number, atomic weight and isotopes
- 1.3 Molecules and compound
- 1.4 Organic and inorganic compounds
- 1.5 Molecular and structural formula
- 1.6 Chemical constituents of cells of human body
- 1.7 Cellular metabolism
- 1.8 Structure of DNA and protein synthesis
- 1.9 Free radical in human body and its effects on health

**Unit Two: Blood Circulatory Systems (8 hours)**

- 2.1 Introduction to blood circulatory/cardiovascular system
- 2.2 Composition of blood and types of blood cells
- 2.3 Blood group and transfusion
- 2.4 Functions blood and blood cells

- 2.5 Structure and functions of heart
- 2.6 Structure and functions of artery and veins
- 2.7 Circulation of blood In human body: Pulmonary and Systemic circulations
- 2.8 Blood coagulation
- 2.9 Blood pressure
- 2.10 Diseases of blood vessels
- 2.11 Diseases of heart

**Unit Three: Lymphatic Systems and Immunity (6 hours)**

- 3.1 Introduction to lymphatic system
- 3.2 Lymphatic pathways: Lymphatic capillaries and lymph vessels
- 3.3 Lymphatic organs and tissues
- 3.4 Structure and functions lymph nodes, spleen and thymus
- 3.5 Body defense against infection
- 3.6 Innate ( non-specific ) defense: special resistance, chemical and physical barriers
- 3.7 Adaptive(specific) defense/immunity: Antigen, antibody, T cells and cellular immune response
- 3.8 Natural immunity

**Unit Four: Nervous systems (7 hours)**

- 4.1 Introduction to nervous system
- 4.2 General functions of nervous systems
- 4.3 Structure and functions of neurons
- 4.4 Types of nerves
- 4.5 Structure and functions of nervous brains, spinal cords and nerve tissues
- 4.6 Nerve pathways and nerve impulse
- 4.7 Peripheral nervous systems
- 4.8 Peripheral nervous systems
- 4.9 Common disorders and illness associated with nervous systems: Dementia, Parkinson’s disease, infections of central nervous systems, neuropathies and neuritis

**Unit Five: Endocrine systems (7 hours)**

- 5.1 General characteristics of endocrine systems
- 5.2 Functions of hormones
- 5.3 Types of hormones: Steroids and non-steroids
- 5.4 Control mechanism of hormone secretion in human body
- 5.5 Structure and functions of pituitary and hypothalamus
- 5.6 Structure and functions of thyroids and parathyroid’s glands
- 5.7 Structure and functions of adrenal gland
- 5.8 Structure and functions of pineal and thymus gland

- 5.9 Functions of pancreases and other endocrine glands
- 5.10 Disorders of pituitary, thyroids and adrenal glands

- Unit Six: Reproductive systems**
**(9 hours)**

6.1 Introduction to reproductive systems

6.2 Female reproductive systems

6.2.1 Structure and functions of female external genitalia (vulva)

6.2.2 Structure and functions of internal organs of female reproductive systems

6.2.3 Structure and functions of mammary glands

6.2.4 Puberty in female

6.2.5 Menstruation cycle

6.3 Male reproductive systems

6.3.1 Structure and functions of testes and scrotum

6.3.2 Formation and structure of sperm cells

6.3.3 Structure and functions of seminal vesicles, ejaculatory ducts and prostate gland

6.3.4 Structure and functions of penis

6.3.5 Puberty in male

6.4 Fertilization and pregnancy

6.5 Prenatal and postnatal periods

6.6 Process of human aging

6.7 Diseases of female and male reproductive systems

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, small and large group discussion, and interactive classroom activities. Practical activities on drawing diagram of different organs of human body and making some models of the human organs using clay and local materials.

**5. Teaching materials and instructional aids**

Atlas of human anatomy, wall chart of human systems, models, picture and diagram downloaded from internet, LCD, projector, handouts, books will be used as instructional aids

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Prepare a file of practical activities on drawing and labeling of structure of human organs and preparing models
- Complete weekly assignments
- Complete midterm and final assignment
- At least one oral presentation on given project work

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

***Final examination***

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

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**8. Recommended book**

Waugh, A., & Grant, A. (2004). *Ross and Wilson anatomy and physiology in health and illness* (Ninth edition). Edinburgh: Churchill Livinstone  
Shier, D., Butler, J., & Lewis, R. ( ). *Hole’s essential of human anatomy and physiology* (Eleven edition). New York: McGraw Hill

Course Title: **Communicable Diseases Control**  
Course No. : B.Ed. HEP 326  
Level: Bachelor of Education (B.Ed.)  
Semester: Second  
Credit hours: 3  
Total hours: 45

**1. Course Description**

This course is designed to provide an introduction to the principles and practices of infectious diseases. It will focus on the etiology, distribution, symptoms, and preventions of major communicable diseases and describe public health control efforts undertaken by locally, nationally and internationally.

**2. Course objectives**

Upon completion of this course student will be able to:

- Classify and describe etiology, distribution, symptoms and preventions of major communicable diseases
- Explain host, organism and environment relationship as they relate to infectious diseases
- Describe causes and distribution of current epidemics including newly emerging and reemerging infectious diseases
- Apply epidemiologic methods to study and control infectious diseases

**3. Course contents**

**Unit I: Introduction to infectious disease and its epidemiology (8 hours)**

- 1.1 Concept of infectious diseases and communicable diseases
- 1.2 Epidemiological triads and infectious disease models
- 1.3 Natural history and stage of infectious diseases
- 1.4 Classification of communicable diseases
- 1.5 Classification of communicable diseases: Water-borne diseases, Faecal-oral diseases, Food borne diseases, Vector borne diseases, Air - borne respiratory diseases, Sexually transmitted infections, Diseases of soil contact, Skin infection diseases, Ectoparasite zoonoses, Domestic zoonotic diseases

**Unit II: Epidemiology of Infectious/Communicable Diseases (22 hours)**

- 2.1 Etiology, clinical feature, transmission and control and prevention of water-washed diseases: Scabies, Trachoma, Keratoconjunctivitis
- 2.2 Etiology, clinical feature, transmission and control and prevention of faecal-oral diseases: Gastroenteritis/diarrhea, cholera, bacillary dysentery, amoebic dysentery, giardia, typhoid, hepatitis A and E, Poliomyelitis.
- 2.3 Etiology, clinical feature, transmission and control and prevention of food-borne diseases: Food poisoning, fish poisoning, campylobacter enteritis, beef and pork tapeworms

Bachelor of Education (B.Ed.) Health

- 2.4 Etiology, clinical feature, transmission and control and prevention of vector-borne diseases: Malaria, Dengue, Japanese encephalitis, kala-azar, lymphatic filariasis
- 2.5 Etiology, clinical feature, transmission and control and prevention of air-borne diseases: Influenza, Tuberculosis, Acute Respiratory infection (ARI), Pneumonia, Diphtheria, Meningococcal meningitis.
- 2.6 Etiology, clinical feature, transmission and control and prevention of sexually transmitted diseases: Gonorrhea, syphilis, genital warts, Chancroid, genital herpes, human papilloma virus (HPV), HIV and AIDs
- 2.7 Etiology, clinical feature, transmission and control and prevention of diseases of soil contact: Trichuris (whipworm), Ascaris (round worm), Hookworms, Tetanus
- 2.8 Etiology, clinical feature, transmission and control and prevention of skin infection diseases: Chickenpox, Measles, Mumps, Streptococcal infections, leprosy
- 2.9 Etiology, clinical feature, transmission and control and prevention of ectoparasites diseases: Plague and Typhus
- 2.10 Etiology, clinical feature, transmission and control and prevention of domestic zoonotic diseases: Rabies and Hydatid diseases.
- 2.11 Epidemiology of major communicable diseases in Nepal

**Unit III: Methods and measures of communicable diseases control and prevention (15 hours)**

- 3.1 General principles and methods of communicable diseases prevention and control
  - Controlling the reservoirs
  - Protecting the susceptible hosts
  - Disinfection
  - Investigation of an epidemic
  - Environmental modification and vector control
  - Public awareness, health education and behaviour change
- 3.2 Defense mechanism of the body
  - Body resistance and immunity
  - Types of immunity
- 3.3 Communicable diseases control programmes in Nepal
  - Expanded immunization programme
  - Malaria control programme
  - Kala-azar elimination programme
  - HIV/AIDs and STIs control programme

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, small

and large group discussion, individual work and project work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term assignments	10 points
5) Final assignments	10 points
Total	40 points

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)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

1. Park, K. (2011). *Park’s textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot Publishers.  
Webber, R. ( 2005 ). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing

Course Title: **Title: Educational development in Nepal**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 331

Credit hours: 3

Teaching hours: 45

Semester: III

1. Course description

This course is designed for the students of B.Ed. level of MWU. This course intends to acquaint the student with various aspect of system and structure of education in Nepal. It also deals different educational projects and role of institution have also been included in this course to indicated development practice of the education system over the year.

2. Course objectives

- To make the students familiar with the historical development of education in Nepal.
- To enable the student in describing the educational policies, structure and system of Neal
- To orient the various university of Nepal
- To impart the knowledge on NFE and CTEVT

Unit 1: Education in Nepal 5

- 1.1 Historical development of education in Nepal
- 1.2 Pre- democratic period (indigenous, negligence, opposition period)
- 1.3 Post democratic period 2007-2027
- 1.4 Developmental period 2028 to 062
- 1.5 Curriculum prarup 2062 to on ward

Unit 2: Pre-primary level Education 5

- 1.1 Evolution
- 1.2 Objectives
- 1.3 Curriculum
- 1.4 Policy suggested by HLNEC 1998
- 1.5 Role of NGOs and INGOs in promoting pre-primary education
- 1.6 Problem and issues in primary education

Unit 3: School Level Education in Nepal 5

- 3.1 Historical development of primary, lower secondary, secondary and higher secondary school education
- 3.2 Objectives of primary, lower secondary, secondary and higher secondary school education
- 3.3 Existing curriculum, structure and evaluation system of primary, lower secondary, secondary and higher secondary school education
- 3.4 Problem and issues of school education in Nepal

Unit 4: Higher Education in Nepal 5

- 4.1 Evolution
- 4.2 Objectives
- 4.3 General introduction of different universities (TU, NSU, PU,KU,Pok U.....)



UNIT 5: Non- formal Education in Nepal

8

5.1 Evolution of NFE in Nepal

5.2 Types/ different programme of NFE in Nepal ( basic concept only)

• Adult education

• Out of school children ( OSP)

• Flexible schooling program (FSP)

• School out teach program( SOP)

• Community learning centre ( CLC)

• Extension primary education program

5.3 Open and distance education in Nepal

5.4 Problem and issues of NFE in Nepal

Unit 6: Major Recommendation of Commission, Plans in their application School system

6

6.1 NNEPC 1951

6.2 ARNEC 1961

6.3 NESP 1971

6.4 NEC 1991

6.5 HLNEC 1998

Unit 7: Efforts of Educational Movement in Nepal ( basic concept only)

6

7.1 Lahachok experiment

7.2 Seti education for rural development

7.3 PEP 1984 and BPEP 1992, 1999

7.4 EFA 2001-2015

7.5 SSRP 2010-2015

Unit 8: Vocational and Technical Education in Nepal

5

8.1 Evolution

8.2 Objectives

8.3 Role

8.4 Problem and issues

**Assessment**  
External: 60%  
Internal: 40%  
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2x10 Marks	20 marks

**References**  
ARNEC (1961). Repot of ARNEC. Kathmandu: MOE.  
Government of Nepal (2009). SSRP 2009-O15. Kathmandu: Author.  
HLNEC (1998). Report of HLNEC. Kathmandu: Author.  
MOE (2003). Education in Nepal. Kathmandu: Author.  
Mohanty and Mohanty (1996). Early child case and Education. New Delhi: Deep and Deep Publication.  
MOE (1971). NESP 2028-032. Kathmandu: Author.  
NNEPC (1956). Nepal ma Shiksha. Kathmandu: Author.

Guidance and Counseling	
Level: B.Ed.	
Course No.: EDU 332	Credit hours: 3
<b>Course description</b> This course is designed for Bachelor of Education (B.Ed.) in MWU. This course is the core course of B.Ed. which intends to acquaint students with the general background of education with reference to the meaning of guidance and counseling and its need, importance and implication in the different fields in Nepal.	
<b>Course objectives</b> The general objectives of the course are as below: <ul style="list-style-type: none"> <li>Generalize the needs of guidance and counseling and educational guidance and counseling.</li> <li>Enumerate the different educational guidance and counseling.</li> <li>Explain the types, approaches and process of guidance and counseling.</li> <li>Describe the implication of guidance and counseling in the field of education.</li> </ul>	
<b>Unit 1. Concept of Guidance</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Meaning and definition of guidance</li> <li>Philosophy of guidance</li> <li>Need and importance of guidance</li> <li>Types of guidance</li> <li>Services of guidance</li> </ul>	
<b>Unit 2. Concept of Counseling</b>	<b>6</b>
<ul style="list-style-type: none"> <li>Meaning and Definition of counseling</li> <li>Need and importance of counseling</li> <li>Types of counseling</li> <li>Function of counseling</li> </ul>	
<b>Unit 3. Guidance and counseling in the educational setting</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Concept of educational guidance</li> <li>Guidance needs to related to education</li> <li>Aptitude and interest</li> <li>Guidance at secondary school</li> </ul>	
3.2 Concept of educational counseling <ul style="list-style-type: none"> <li>Counseling at secondary school child</li> <li>Role of presents teachers in counseling</li> <li>Educational curriculum and counseling</li> </ul>	
<b>Unit 4. Emergence and growth of guidance and counseling psychology</b>	<b>12</b>
<ul style="list-style-type: none"> <li>Factors contributing the emergence of counseling</li> <li>Moral and philosophical issues</li> <li>Economic changes and challenges</li> <li>Educational Aspects</li> </ul>	

- Mental measurement
- The mental hygienic movement
- Progress in psychology
- Social Theories, important period in development of counseling
- Philosophical concern

Unit 5. Approaches of counseling

7

- Directive approach (Psychoanalytic)
- Non directive approach
- Humanistic Approach
- Elective Approach

Unit 6. Process of counseling preparation of counseling

7

- Counseling relatives
- Counseling interactions
- Variables affecting the counseling process
- Counselor skills
- Portrait of an affective counselor
- Counselor factors

Note: Figures indicate the approximate periods for the respective unit.

1. Teaching Method/instructional techniques

The methods of instruction will mostly lectures discussion & question answer.

Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2x10 Marks	20 marks

References

Rao, S. Narayan (2011). Counseling & guidance, New Delhi; Tata McGrow hill Companies

Deck, CE (1963). Philosophical Foundation and Guidance N.G. printice Hall

Welfel, Eligabeth R. & patterson lewis E. (2005) the counseling process a multicultural integration approach, Australia Thompson Brooks/ cole

Kochhar SK ( ) Educational & vocational guidance in secondary schools, New Delhi sterling published Pvt.

SND sister marry Ushila (2008), Guidance & counseling, New Delhi, S. Chandra & company Ltd.

Course Title: **Foundations of Health Promotion**  
Course No. : B.Ed. HEP 333  
Level: B.Ed. (Bachelor of Education)  
Semester : Third  
Credit hours : 3  
Total Hours : 45

**1. Course Description**

This course introduces students to principles, approach and framework that guide health promotion and disease prevention programme. Students will learn concepts and theories that underpin health promotion and educational, behavioural and socio-environmental approaches including participation, partnership and capacity building used in this field. The areas of health promotion action that will be examined will encompass policy development for health, creating supportive environments, health education strategies, health communication techniques at the group and population level, and advocacy. The application of these to health challenges in diverse cultural and economic contexts will be explored.

**2. Course objectives**

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

- Describe concept and framework of health promotion
- Discuss and reflect various approaches of health promotion
- Critically analysis of educational approach to health promotion
- Discuss social change and community development approach to health promotion
- Explain setting approach to health promotion

**3. Course contents**

**Unit One: Introduction to health promotion (5)**

- 1.1 Definition of health promotion
- 1.2 Feature of health promotion
- 1.3 Principles of health promotion
- 1.4 Approaches of health promotion

**Unit two: Models of health promotion (6)**

- 2.1 Concept of models and theory
- 2.2 Beattie model of health promotion
- 2.3 Tannahill model of health promotion
- 2.4 Social ecological model of health promotion
- 2.5 Empowerment model of health promotion

**Unit Three: Strategies and methods of health promotion (6)**

- 3.1 Concept of strategies and methods

Bachelor of Education (B.Ed.) Health

- 3.2 Reorienting health services
- 3.3 Developing personal skills
- 3.4 Strengthening community action
- 3.5 Developing healthy public policy

**Unit Four: Educational and behavioural change approaches to health promotion (15)**

- 4.1 Concept of health education
- 4.2 Relationship between health education and health promotion
- 4.3 Contribution of education to health promotion
- 4.4 Health education on prevention of diseases
- 4.5 Adult education and health literacy for health promotion
- 4.6 Participatory approach and interactive approach
- 4.7 Peer education and life-skill approach
- 4.8 Behaviour change approach
  - 4.8.1 Concept of behavioural change approach
  - 4.8.2 Behaviour change process
  - 4.8.3 Relationship between knowledge, belief, attitudes and behavior
  - 4.8.4 Health belief models and health behavior
  - 4.8.5 Stage of change model
  - 4.8.6 The prerequisites of behavior change
  - 4.8.7 Factors influencing behavior change

**Unit Five: Use of media in health promotion (8)**

- 5.1 Concept of media and mass communication
- 5.2 Model of mass communication
- 5.3 Communication tools: leaflets, posters, hoarding board, newspaper, TV, Radio, internet, multimedia
- 5.4 Planned campaigns and unpaid media coverage
- 5.5 Media advocacy and social marketing
- 5.6 Use of media in health promotion

**Unit Six: Setting for health promotion (5)**

- 6.1 Health promotion in schools
- 6.2 Health promotion in the workplace
- 6.3 Health promotion in neighborhoods
- 6.4 Health promotion in primary care and hospitals

**1. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, small and large group discussion, individual works and project works. Students will be required to complete assignments, participate in class discussions

and activities, read the assigned textbook(s), and successfully complete exams.

**2. Teaching materials and instructional aids**

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

**3. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments

**4. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Naidoo, J. and Wills, J. (2009). *Foundation for health promotion* (Third edition), Edinburgh: Bailliere Tindall Elsevier  
Katz, J., Peberdy, A. & Douglas, J. (2000). *Promoting health: Knowledge and practices*. London: Open University Press.

Course Title: **Society, Culture and Health**

Course No. : B.Ed. HEP 334

Level : Bachelor of Education (B.Ed.)

Semester : Third

Credit hours: 3

Total hours: 45

**1. Course Description**

This course has been designed to provide the basic concepts and knowledge of sociological/anthropological concept, theories and perspectives related to health and illness. Students will explore how individual and population thinking, action and experiences of health and illness are shaped by the society and culture. There will be focus on social class/stratification, caste/ethnicity, religions, culture, politics and health.

**2. Course objectives**

Upon completion of this course, students will able to:

- Discuss the socio-cultural perspective of health
- Apply concepts and theories of sociology and anthropology to describe health experiences and behaviour of individuals and populations
- Discuss and describe health and diseases in the different stage of human society
- Explain social inequality in health and illness by class, caste, ethnicity and gender
- Discuss and describe relationship between culture, health behavior, health and diseases
- Explain traditional health care systems and practices in the context of Nepal
- Discuss and summarize socio-cultural responses to health and illness
- Explain social control of health behavior and relationship between clients and service providers

**3. Content Description**

**Unit I: Concepts of society and medical sociology/anthropology (10)**

- 1.1 Definition and concept of society
- 1.2 Characteristics of society, community, institutions and associations
- 1.3 Social structure and functions
- 1.4 Social values, norms and socialization
- 1.5 Folks, mores, customs and sanctions
- 1.6 Concepts of sociology and anthropology
- 1.7 Concepts and scope of medical sociology/anthropology
- 1.8 Sociological perspective on health and illness
- 1.9 Social model of health

- 1.10 Sociological approaches to health and illness
- Functionalist/Parsonian approach
  - Critical and Marxist approach
  - Feminist approaches
  - Neoliberalism and post-modernity
- UNIT II: Health and diseases in different stages of human society (5)**
- 2.1 Evolution of human beings, society and culture
- 2.2 Natural selection, adaptation and struggle for survival
- 2.3 Health and sickness in different stages of human society
- Primitive and hunting
  - Food gathering stages
  - Agricultural stages
  - Industrial stages
  - Modern and post-modern stage
- UNIT III: Culture and Health (10)**
- 3.1 Concept, elements and characteristic of culture
- 3.2 Material and non-material culture
- 3.3 Emic and etic aspect of culture
- 3.4 Health culture and ethnomedicine
- 3.5 Personalistic and naturalistic medical systems
- 3.6 Lay beliefs about health and illness
- 3.7 Indigenous health care system and traditional healers in the context of Nepal
- 3.8 Herbalism, home remedy and self-medication in Nepal
- 3.9 Influence of traditional beliefs and cultural practices on health behaviour and food habit
- 3.10 Medical pluralism and hegemony of western medicine
- UNIT IV: Social inequality and health (10)**
- 4.1 Concept of social stratification and class
- 4.2 Concept of race, caste and ethnicity
- 4.3 Class, caste and ethnicity as forms of social inequality
- 4.4 Class based inequality and health status
- 4.5 Castes and ethnic based inequality and health status in Nepal
- 4.6 Education, gender and health
- 4.7 Poverty and health
- 4.8 Utilization of health services across class, castes and ethnicity
- 4.9 Debate about class, poverty and health
- 4.10 Health effects of marginalization and exclusion
- UNIT V: Socio-cultural responses to health and illness (10)**
- 5.1 Lay model of health and illness
- 5.2 Health behaviour and Illness behaviour

- 5.3 Sick role behaviour
- 5.4 Socialization and social learning in health
- Concept of socialization and social learning in health
  - Essential of socialization in health
  - Importance of socialization and social learning in health education
- 5.5 Deviance and social control in health
- Meaning of deviance and social control
  - Illness as deviance
  - Social control by sick role behaviour, cultural practices, social sanctions and laws
- 5.6 Social change and health
- Concept of social change
  - Theories of social change
  - Relationship between social change, health and health behaviour
- 5.7 Patients and health services providers
- People's trust and beliefs about health service providers
  - Communication between modern/traditional service providers and patients/health consumers
  - Barriers to the effective communication/relationship between the service providers and patients/consumers

#### 4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, small and large group discussion, and individual work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

#### 5. Teaching materials and instructional aids

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

6. Student participations and expected works
- Students are required to participate all the classes
  - Actively participate in class discussion and activities
  - Complete weekly assignments
  - Complete midterm and final assignments

#### 7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

### Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

### References

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

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

Jones, L. J. (1994). *The social context of health and health work*. New York: Palgrave

Harris, M. (195). *Cultural anthropology* (4<sup>th</sup> edition). New York: HarperCollins College Publishers

Tischler, H.L. (2007). *Introduction to sociology* (9<sup>th</sup> edition). Belmont, CA: Thomson Wadsworth.

Wallis, K.,& Elmer, S. (2007). *Society, culture and health: An introduction to sociology for nurses*. South Melbourne, Australia: Oxford University Press.

Course Title : **Demography and Health**  
 Course No. : B.Ed. HEP 335  
 Level : Bachelor of Education (B.Ed.)  
 Semester : Third

Credit hours : 3  
 Total hours : 45

## 1. Course Description

This course introduces students to the principles and basic technique of demography related to the public health. It examines the linkage between demography and public health. Student will gain basic knowledge and skills on demography that will enable them to apply principles and techniques of population studies in managing health problems from the population health perspective.

## 2. Course objectives

Upon completion of this course student will be able to:

- Describe scope and importance of demography in public health
- Describe dynamic population growth and theories of population
- Use methods and sources of demographic data in public health
- Identify factors influencing population growth in Nepal
- Analyze impact of population growth on health, natural resources and social indicators
- Analyze trend and health impact of migration and urbanization in Nepal
- Discuss and analyze population policies of Nepal

## 3. Course Contents

### Unit One: Introduction to Demography (5 hours)

- 1.1 Definition, nature and scope of demography
- 1.2 Historical overview of demography
- 1.3 Relationship with public health and other disciplines
- 1.4 Importance of demography in health studies

### Unit Two: Theories of population and dynamic of population growth (10 hours)

- 2.1 Early thinking on population
- 2.2 Pre-Malthusian Theories
- 2.3 Malthusian theory of population
- 2.4 Neo-classical and Marxist socialist theory of Population
- 2.5 Social and biological theories of population
- 2.6 Dynamics of population growth: Population projection, mortality, fertility and aging
- 2.7 Demographic and health transition

- 2.8 Trends of population growth in the world
- 2.9 Factors influencing population growth
- 2.10 Impact of population growth health natural resources and development

**Unit Three: Methods and Sources of Demographic Data (10 hours)**

- 3.1 Contents of demographic data: Birth rate, death rate, fertility, mortality, migration, size and structure of population
- 3.2 Meaning and scope census
- 3.3 Procedure of census taking
- 3.4 Census in Nepal
- 3.5 Vital registration and its use
- 3.6 Sample survey and its types and procedure
- 3.7 Population registration

**Unit Four: Structure and Characteristics of Nepalese population (10 hours)**

- 4.1 Sex, age and ethnic composition
- 4.2 Marital, religious and linguistic status
- 4.3 Distribution of population by ecological, development, district and rural and urban
- 4.4 Growth rate, dependency ratio, sex ratio and economically active population
- 4.5 Components of population growth
  - 4.5.1 Fertility: Concept, measure, determinant, crude, total and age specific fertility in Nepal
  - 4.5.2 Contraception and birth control
  - 4.5.3 Mortality: Crude and specific death rate, neonatal, infant, child, maternal mortality rates
  - 4.5.4 Life expectancy (LE): average life span, determinants of LE, LE in Nepal
  - 4.5.5 Migration: concept, trend and pattern in Nepal
  - 4.5.6 Urbanization: percentage, trend and patterns of urbanization in Nepal
  - 4.5.7 Ecological and health consequences of urbanization
  - 4.5.8 Population policy and programme in Nepal

**Unit Five: Morbidity and demography (10)**

- 5.1 Concept of morbidity and diseases
- 5.2 Measures of morbidity: prevalence and incidence
- 5.3 Demography of morbidity due to tuberculosis, HIV/AIDS, Malaria, Kala-azar, ARI, Pneumonia, diarrhea, malnourished population, cancer, heart diseases
- 5.4 Demography of smoking, drug addicts, alcohol users and injuries
- 5.5 Demography of health service utilization
- 5.6 Quality of life and human suffering index

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, small and large group discussion, and individual work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

***Final examination***

Dean's Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**References**

Kellewo, J. (2010). *Epidemiology and demography in public health*. Amsterdam: Academic Press.  
Poston, JR., D. L., & Bouvier, L. F. (2010). *Population and Society: An introduction to demography*. New York: Cambridge University Press  
Sharma, R.K. (2004). *Demography and population problems*. New Delhi: Atlantic Publisher and Distributors

Course Title : **Food and Nutrition Education**  
Course No. : B.Ed. HEP 336  
Level : Bachelor of Education (B.Ed.)  
Semester : Third  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course aims to impart basic knowledge on food and nutrition, nutritional requirements in different age and sex group, assessment of nutritional status and nutrition education and program intervention. This course focuses on relationship between nutrition and health, and student will apply knowledge in nutrition education interventions in school and community settings.

**2. Course objective**

- Upon the completion of this course, student will be able to:
- Describe the basic concept of food and nutrition, and importance of nutrition in health
  - Explain the nutritional requirement of sex and different age group
  - Assess the nutritional status of individuals and groups and identify the factors influencing nutritional status.
  - Design and implement nutrition education intervention in school and community setting.

**3. Course contents**

- Unit I: Introduction to Food and Nutrition (6)**
- 1.1 Concept of food and nutrition
  - 1.2 Functions of food and nutrition
  - 1.3 Classification of food and nutrition
  - 1.4 Nutritive value of food: Cereals, pulses, vegetables, meat, fish, eggs, milk and milk products, spices
  - 1.5 Importance of foods and nutrition in health, growth and development of body

- Unit II: Nutrients and their utilization in body (6)**
- 2.1 Carbohydrates
    - Nature, composition and classification
    - Functions and food sources
    - Digestion and utilization in body
    - Dietary fibres
  - 2.2 Fats and other lipids
    - Nature, classification and composition
    - Functions and sources

- Digestion and tilization in body
  - Recommended dietary allowance
- 2.3 Protein and amino acid
    - Classification and composition
    - Functions and food sources
    - Protein digestion and absorption
    - Recommended dietary allowance
  - 2.4 Vitamins
    - Classification
    - Functions and food sources
    - Recommended dietary allowance
  - 2.5 Major and trace minerals
    - Nature and composition
    - Functions and sources
    - Absorption of minerals
    - Recommended dietary allowance
  - 2.6 Water, electrolytes and acid-base balance
    - Body composition
    - Functions and sources
    - Utilization and requirement

- Unit III: Nutrition Requirement of various age and sex group (15)**
- 3.1 Digestion and absorption, metabolism of various nutrients
  - 3.2 Utilization of nutrients in body
  - 3.3 Balanced diets and Recommended Dietary Allowance (RDA) for various age and sex groups
  - 3.4 Nutrition in pregnancy, lactation, infancy, pre-school children, school children, adolescence, sportsmen and women, old age and importance of breast milk
  - 3.5 Dietary needs during exercise
  - 3.6 Food habits and cultural patterns

- Unit IV: Food hygiene and food adulteration (6)**
- 4.1 Concept and general principles of food hygiene
  - 4.2 Food hygiene during preparation, processing, storage and consumptions
  - 4.3 Effects on nutrients of food processing, storage and preservatives
  - 4.4 Cause and effect of food adulteration
  - 4.5 Prevention of food adulteration

- Unit V: Assessment of Nutritional status (6)**
- 5.1 Concept and classification of malnutrition
  - 5.2 Classification protein energy malnutrition
  - 5.3 Major nutrition problems in Nepal



- 5.4 Methods of assessment of nutritional status: Bio-chemical, clinical and anthropometric measurement, Body Mass Index ( BMI ) and, Growth Chart
- 5.6 Nutritional survey and studies in Nepal

**Unit VI: Nutrition Education intervention (6)**

- 6.1 Concept and importance of nutrition education
- 6.2 Objective of nutrition education intervention in community and schools
- 6.3 General framework for nutritional education intervention
- 6.4 Methods and media for nutrition education
- 6.5 Designing and implementing nutrition education in community and schools
- 6.7 School and community nutrition programme in Nepal

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, and individual and project work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic of nutrition
- Oral presentation of project work

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Barsai, M.E. (2003). *Human Nutrition: A health perspective*. London: Hodder Arnold

Marwaha, K. (2007). *Food hygiene*. New Dehil: Gene-Tech Books.

Mudambi, S.R., & Rajagopal, M.V. (2007). *Fundamentals of food, nutrition and diet therapy* (5<sup>th</sup> edition). New Delhi: New Age International Publishers.

Nix, S. (2009). *William’s Basic nutrition and diet therapy (Thirteen Edition)*. Noida, UP: Elsevier, India Ltd.

Course Title: **Title: Social Justice in Education**  
Nature of course: Theory and Practice  
Level: B.Ed.  
Course No: EDU 341

Credit hours: 3  
Teaching hours: 45  
Semester: IV

**Course description**

This course is designed to assist the students to understand the essence of education and social justice in real life situation. It aims to generate multiplier effect of education and social justice extending from the Bachelor in educational science level classroom to the realities of the households. It will also assist the students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs. The students are supposed to identify not only the local education and social justice but also explore their scenario at the national and global contexts.

**Course objectives**

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

- To identify the evolution concept of social justice education
- To enhance the knowledge of students in promoting social justice through affirmative action
- To impart the knowledge on education as a requisite for social justice
- To make the students familiar with the contribution of social justice for social development and empowerment.
- To enable the students in carrying out an enquiry into social movements as a global movement.

**Unit 1: Concept of social justice 10**

- 1.1 Meaning and evolvement of social justice education
- 1.2 Theoretical foundations of social justice education
- 1.3 Pedagogical framework for social justice education
- 1.4 Concept of poor law and corn laws
- 1.5 Concept of anti poor laws and anti Corn Laws.

**Unit 2: Education for social justice 7**

- 2.1 Education as a conservative force to change in social justice
- 2.2 Education as a transformative force to bring change in social justice
- 2.3 Education as reformative force for social justice
- 2.4 Curricular role for social justice
- 2.5 Pedagogical role for social justice
- 2.6 Classroom practice
- 2.7 Participation and inclusion of students in the classroom

**Unit 3: Social justice for equitable development 5**

- 3.1 Social justice as political, distributive and economic justice
- 3.2 Critical domains of equity and equality
- 3.3 Poverty alleviation for social justice
- 3.4 Human rights for social development and justice

**Unit 4: Social justice through affirmative action 7**

- 4.1 Affirmative action and morality relevant characteristics
- 4.2 Affirmative action compensatory justice
- 4.3 Justification of affirmative action in employment
- 4.4 Individual rights and group rights
- 4.5 Pluralism in politics

**Unit 5: Social justice and empowerment 5**

- 5.1 Social defense programs
- 5.2 Employment and poverty alleviation
- 5.3 Self employment and development programs
- 5.4 Rights of persons with special needs

**Unit 6: Globalization of social movements 5**

- 6.1 Nature of international and national social movements
- 6.2 Movements for diversified people in Nepal and abroad in relation to children, women, special needs people, elderly people, indigenous people and other disadvantaged groups of people.

**Unit 7: Approaches to promote social justice 6**

- 7.1 Educational approaches
- 7.2 Legal approaches
- 7.3 Awareness campaign
- 7.4 Internalization process
- 7.2 Advocacy campaign
- 7.6 Rehabilitation program

**Assessment**

External: 60%  
Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**6. 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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References

Adams, M. (1997). *Pedagogical frameworks for social justice education*. In teaching for diversity and social justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Bell, L. A. (1997). *Theoretical foundations for social justice education*. In teaching for diversity and social justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Bourdieu, P. (1980).*The logic of practice* (English translation) translated by Richard Nice, 1990. Stanford, California: Stanford university press.

Dumont, L. (1980). *Homo hierarchicus: the caste system and its implications*. Chicago: the university press.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury press

Mahajan, G. (1998) (edit). *Democracy, difference and social justice*. New Delhi: Oxford University Press.

*National master plan against child labour- ministry of labor and transport management* (2001)

Stake, R.E. (1995). *The art of case study*. California, USA: Sage publication

United Nations (2006). *Social justice in an open world: The role of United Nations*. New York: United Nations

Yugh, P. (2000). *Social justice and empowerment*. Delhi: Kal Paz publications

ILO conventions: No.29 –*forced labor convention* (1930), No. 87- *freedom of association and protection of the right to organize* (1948), No.98- *right to organize and collective bargaining convention* (1949), No.100- *equal remuneration convention* (1951), No.105- *abolition of forced labor convention* (1957), No.111- *discrimination employment and occupation convention* (1958), No.138 –*minimum age convention* (1973) and No.182- *worst forms of child labor convention* (1999).

Nature of course: **Title: Fundamentals of Research Methodology in Education**  
Nature: Theory and Practice Credit hours: 3  
Level: B.Ed. Teaching hours: 45  
Course No: EDU 342 Semester: IV

Course description

This course provides students with fundamental knowledge and understanding about research methodology in education. It also enables students to develop basic skills in preparing research proposal and essential tools for collecting the data. This course includes the basic concept and terminology of research, types of research, use of action research, data collection tools, data analysis and writing reports in standardized format.

Course objectives

- To introduce basic concepts and types of research in education
- To acquaint the students with the concept and use of action research in education
- To develop understanding about various types of data collection instruments and processes
- To enable the students to acquire basic quantitative and qualitative techniques of data collection
- To develop students’ understanding and skill of writing research proposal and research report

Contents

<b>Unit I Meaning and concept of research</b>	<b>8</b>
1.1 Meaning and importance of educational research	
1.2 Types of research	
- Quantitative and qualitative	
- Basic, Action and applied	
- Experimental and descriptive	
1.3 Importance of research in education	
1.4 Basic terminologies and concepts used in research	
1.5 Hypothesis	
1.6 Sampling	
<b>Unit II Methods of data collection</b>	<b>8</b>
2.1 Interview	
2.2 Observation	
2.3 Questionnaire	
2.4 Rating scale and check list	
2.5 Tests	
<b>Chapter III Statistical data analysis</b>	<b>7</b>
4.1 Measures of central tendency	
4.2 Measures of dispersion	
4.3 Correlation	

<b>Chapter IV Qualitative data analysis</b>	<b>7</b>
5.1 Thematic analysis	
5.2 Constant Comparison method	
<b>Chapter V Proposal writing</b>	<b>7</b>
6.1 Need and importance of research proposal	
6.2 Essential components of research proposal	
6.3 Criteria for measuring qualities of a research proposal	
<b>Chapter VI Research report</b>	<b>8</b>
7.1 Essential components of research report	
7.2 Format of report writing	
7.3 Qualities of a good research report	

**Suggested methodology**

**Modes of instruction:** 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, group study and peer discussion.

**Assessment**

External 60%  
Internal 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**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 items	10	10 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2x10 Marks	20 marks

**References**

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

B.ed.t, J.W. and Kahn (2006) *Research in education* (10<sup>th</sup> ed.), New Delhi:Prentice Hall of India.

Cohen, L., Manion, L. and Morrison, Keith (2007) *Research methods in education* (6<sup>th</sup> ed.) London: Routledge.

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

MacMillan (2007) *Educational research: fundamentals for the consumer*.

Wiersma, W. (2000) *Research methods in education: an introduction* (7<sup>th</sup> ed.) Boston: Allyn and Backon.

Course Title : **Health Psychology and Health Behaviour**  
Course No. : B.Ed. HEP 343  
Level : Bachelor of Education (B.Ed.)  
Semester : Fourth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course deals with subject matters of reproductive health and provide basic knowledge in concept of health psychology, health behavior and primary prevention, modification of health behavior theories, stress and coping management techniques and management of pain and chronic illness.

**2. Course objectives**

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

- Describe concept and biopsychosocial model of health
- Conceptualize different types of health behavior and identify factors influencing health behavior
- Discuss and describe different factors involved in health behavior changes
- Demonstrate ability to apply psychological theories in the process of health behavior change
- Discuss and reflect the impact of mental stress on illness
- Apply basic technique of stress management in their life
- Describe the strategies of pain and chronic illness management

**3. Course contents**

**Unit One: Introduction to health psychology (5 hours)**

- 4. Definition of health psychology
- 5. Fields of health psychology
- 6. Psychological basis of health: Body-mind relationship
- 7. Biopsychosocial model of health
- 8. Advantage of the biopsychosocial model

**Unit two: Health behavior and primary prevention (10 hours)**

- 2.1 Definition of health behavior
- 2.2 Types of health behavior: Preventive, health enhancing, health compromising, illness and treatment-seeking behaviour
- 2.3 Roles of behavioural factors in diseases and disorder
- 2.4 Determinants of health behavior
- 2.5 Health compromising behavior: smoking, drinking and eating fatty and spicy foods
- 2.6 Prevention of smoking, alcohol use and drug abuse

- 2.7 Health enhancing behavior: exercise, weight control, healthy eating habits and cancer prevention behavior
- 2.8 Illness behavior and sick role
- 2.9 Treatment - seeking bahaviour: recognition and interpretation of symptoms, cognitive representation of illness and lay referral system
- 2.10 Use of available health services and Patient-service provider interaction/communication in health care setting

**Unit Three: Modification of health behavior (10 hours)**

- 3.1 Factors involved behavioural medication: motivation, perception, beliefs, compliance, force and rule and regulation, sociocultural, economic and physical environment
- 3.2 Cognitive-behavioural approaches to health behaviour change
- 3.3 Psychological theories of health behavior change
  - 3.3.1 Health belief model
  - 3.3.2 Protection motivation theory
  - 3.3.3 Theory of reason-action
- 3.4 Stage of health behavior change
- 3.5 Changing health behavior through social engineering
- 3.6 Roles of health education and mass media on modification of heath behavior
- 3.7 Barriers to good health behavior
- 3.8 Social, economic and cultural factors influencing health behaviour change

**Unit Four: Stress and coping (10 hours)**

- 4.1 Definition of stress
- 4.2 Fight-or-flight responses
- 4.3 What makes events stressful: Person-related factors, Mental toughness, and situation related factors
- 4.4 Model of the health impact of stress reaction
  - General adaption syndrome
  - Later models of stress, the immune system and health
- 4.5 Can mental stress cause physical illness in human
- 4.6 Coping with stress
  - Personality and coping
  - Coping style
  - Coping strategies
  - Social support
- 4.7 Basic techniques of stress management

**Unit Five: Management of pain and chronic illness (10 hours)**

- 5.1 Physiology of pain perception
- 5.2 Theories of pain perception

- 5.3 Assessment of pain
- 5.4 Factors influencing pain perception
- 5.5 Pain management
- 5.6 Managing chronic pain
- 5.7 Emotional responses to chronic illness
- 5.8 Patients beliefs and behavior about chronic illness
- 5.9 Coping strategies for chronic illness
- 5.10 Rehabilitation and chronic illness
- 5.11 Nutrition related behavior and physical activity

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, and individual and group work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work/final assignments

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Allen, F. (2010). Health psychology and behavior. New Delhi: Tata McGraw-Hill  
Taylor, S.E. (1995). Health Psychology. New York: McGaw-Hill Inc

Course Title : **Fundamental of epidemiology**  
Course No. : B.Ed. HEP 344  
Level : Bachelor of Education (B.Ed.)  
Semester : Fourth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course is designed to provide fundamental knowledge and skills of epidemiologic components, measurement, approaches, methods and tools that can be used for assessing health problems, identifying risk factors, planning and managing community health education programme.

**2. Course objectives**

Upon completion of this course student will be able to:

- Describe the concept, history, components and measurement of epidemiology
- Describe and apply epidemiological approach and measures in explaining the health and illness situation of a community
- Calculate rate and ratio of diseases and health problem using epidemiological tools
- Gain understanding of epidemiological methods and able to conduct epidemiological studies in the community.
- Explain the agent, host and environmental interaction and dynamic of diseases transmission
- Acquaint with the concepts of error, bias, reliability and validity in epidemiology
- Analyze and present epidemiological data

**3. Course contents**

**Unit -I: Basic concept of epidemiology (8)**

- 1.1 Definition, concept, scope and use of epidemiology
- 1.2 Branches/fields of epidemiology
- 1.3 Components of epidemiology
- 1.4 Measurement in epidemiology
  - 1.4.1 Measurement tools (Rate, Proportion and Ratio)
  - 1.4.2 Measurement of diseases frequency
  - 1.4.3 Mortality measurement
  - 1.4.4 Measurement of association (Relative risks and odds ratio)

**Unit II: Epidemiologic approach and study designs (15)**

- 1. Epidemiologic approaches
- 2. Getting information/collecting data
- 3. Making Comparison

- 4. Types of epidemiological studies
- 5. Observational studies
- 6. Experimental studies
- 7. Descriptive epidemiology and its design
- 8. Concept and types of descriptive epidemiological study design
- 9. Objective and steps of descriptive study design
- 10. Description of diseases/health problem by characteristics of persons, time and place
- 11. Analytical study design
  - 1. Case-control study design
  - 2. Cohort study design
- 12. Experimental/intervention study design
  - 1. Randomized control trial
  - 2. Field trial
  - 3. Community trial
- 13. Sources of data for epidemiologic studies

**Unit III: Causation and Association in epidemiology (5)**

- 3.1 Concept of causation and association
- 3.2 Necessary and sufficient cause
- 3.3 Single and multiple causes
- 3.4 Factors in causes of diseases
- 3.5 Causation vs association
- 3.6 Types of causation
  - 3.6.1 Causal association
  - 3.6.2 Spurious association
  - 3.6.3 Evaluating causality and association in practice

**Unit IV: Infectious Disease epidemiology (12)**

- 4.1 Concept of infectious disease epidemiology
- 4.2 Terminology used in communicable disease epidemiology
- 4.3 Essential elements of communicable diseases
- 4.4 Dynamic disease transmissions
- 4.5 Host, parasites and environmental relationship
- 4.6 Prevention and control and communicable diseases
- 4.7 Defense mechanism of body against infectious diseases
- 4.8 Outbreak and epidemic of diseases
- 4.9 Steps in outbreak investigation
- 4.10 Surveillance of communicable diseases
- 4.11 Epidemiology of major communicable diseases in Nepal

**Unit V: Bias, Reliability and validity in epidemiology (5)**

- 5.1 Concept and types of biases
- 5.2 Concept and types of reliability

- 5.3 Concept and types of validity
- 5.4 Reviews of epidemiological studies conducted in Nepal and developing countries

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, group discussion, individual work and class exercises. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

1. Aschengrau, A, & Seage, G.R. (2008). *Essential of epidemiology in pubic health*. Sudbury, MA: Jon Bartlett Publisher
2. Beaglehole, R.; Bonita, R. & Kjellstrom, T. (2001). *Basic epide-miology*. Geneva: World Health Organization.
3. CDC, *Principle of epidemiology in public health practice*. Available from [www.cdc.gov/training/products/ss1000](http://www.cdc.gov/training/products/ss1000)
4. Gordis, L. (2008). *Epidemiology*. Philadelphia. PA: Saunders Elsevier
5. Park, K. (2007). *Park’s textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot Publishers.
6. Webber, R. ( 2005 ). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing



Course Title : **Essential of Environmental Health**  
Course No. : B.Ed. HEP 345  
Level : Bachelor of Education (B.Ed.)  
Semester : Fourth

Credit hours : 3  
Total hours : 45

**1. Course Description**

Environmental health course addresses the physical, chemical, and biological factors which may affect man health. It encompasses the assessment and control of those environmental factors that can potentially affect health. This course is designed to provide the basic concept and principles of environment health, and knowledge and skills about how to reduce environmental pollution, prevent diseases and create health-supportive environments.

**2. Course objectives**

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

- Describe the concept of ecology, ecosystems, environment and environmental health
- Identify the environmental health problems and issues of Nepal
- Demonstrate understanding of water, air and land pollutions and their management
- Apply environmental health approach to improving health and preventing diseases in community

**3. Contents**

**Unit I: Introduction to environmental health (3 hours)**

1. Concept of ecology, ecosystem and environment
2. Concept of environmental health and sanitation
3. Ecosystem approach to human health

**Unit II Water pollution and human health (7 hours)**

1. Quality of safe and wholesome water
2. Source of drinking water
3. Human uses of water
4. Types and sources of water pollution
5. Effect of water pollution on health ( Water borne and water related diseases, and chemical hazards)
6. Water purification at large and small scale
7. Water pollution control

**Unit III: Air pollution and human health (6 hours)**

1. Concept water pollution and water pollutants
2. Types and source of outdoor and indoor air pollution

3. Effect of air pollution on human health
4. Effect of air pollution on ozone layer and global climate
5. Controlling air pollution

**Unit IV: Solid waste and human health (8hours)**

1. Concept of solid waste and hazardous waste
2. Source of solid wastes
3. Solid waste production in Nepal and Developed countries
4. Health effects of solid wastes
5. Principle of solid waste management
6. Resource recovery from solid waste
7. Sewage and sewerage systems
8. Human excreta production and disposal
9. National law and policy of solid waste management in Nepal

**Unit V: Pesticide pollution and human health (5 hours)**

1. Types and use of pesticides
2. Pesticide pollution in Nepal
3. Public health impact of pesticide use
4. Alternative method of pest control
5. Pesticide regulation and
6. public awareness of health impact of pesticide

**Unit VI: Food safety and hygiene (10 hours)**

1. Introduction to food safety
2. Food contamination, adulteration and fortification
3. Food borne diseases
4. Management of food hygiene: Domestic, commercial, and institutional
5. Food safety law and regulation
6. Milk hygiene
  - a. Importance of animal milk, milk product and milk hygiene
  - b. Milk borne diseases
  - c. Management of milk hygiene: Domestic, Dairy and pasteurization
7. Meat hygiene
  - a. Importance of meat and meat hygiene in health
  - b. Meat borne disease
  - c. Management of meat
  - d. Quality control of meat

**Unit VI: Common environmental health problem of Nepal (6 hours)**

1. Environment health problem in rural areas
  - a. Deforestation
  - b. Soil erosion, land slides and floods

- c. Open defecation
  - d. Water contamination
  - e. Pesticide pollution
  - f. Poor housing
  - g. Poor sanitation
2. Environmental health problems in Urban areas
  - a. Air pollution
  - b. Water pollution
  - c. Industrial pollution
  - d. Uncontrolled solid waste production and disposal

#### 4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, field trip and individual work and project work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

#### 5. Teaching materials and instructional aids

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

#### 6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work

#### 7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

##### *Final examination*

Dean’s Office of the of the Mid - Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

##### **Recommended books**

Park, K (2011). *Textbook of preventive and social medicine* (21<sup>st</sup> Edition)  
 Moeller, D.W. (2005). *Environmental Health* (Third Edition). Cambridge: Harvard University Press  
 Nag, A., & Vijayakumar, K (2005). *Environmental education and solid waste management*. New Delhi: New age international (P) Ltd. Publisher  
 Bassett, W.H. (2004). *Clay’s handbook of environmental heath*. London: Spon Press

Course Title : **Reproductive Health**  
Course No. : B.Ed. HEP 346  
Level : Bachelor of Education (B.Ed.)  
Semester : Fourth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course deals with subject matters of reproductive health and provide basic knowledge in major components of reproductive health. Student will gain understanding of reproductive and sexuality health, fertility, contraceptive use and family program, maternal and child health, breast feeding, safe mother hood program and determinants of mother and child mortality.

**2. Course Objectives**

- Upon completion this course, still will be able to:
- Conceptualize reproductive health and its issues
  - Describe the major components of reproductive health
  - Describe socio-demographic dimensions related to reproductive health
  - Explain maternal and child health problem within the context of Nepal and analyze MCH problems in Nepal
  - Discuss and describe reproductive and safe motherhood programs of Nepal
  - Apply the knowledge and skills of reproductive health and MCH in their work.

**3. Course contents**

**Unit I : Introduction to reproductive health (8 hours)**

- 1.1 Concept of reproductive health
- 1.2 Concept of sexuality health
- 1.3 Importance and components of reproductive health
- 1.4 Female and male reproductive organs
- 1.5 Reproductive process
  - Menstrual cycle
  - Fertilization
  - Pregnancy and birth

**Unit II: Family planning and contraceptive methods (8 hours)**

- 2.1 Meaning and definition of family planning
- 2.3 Aims and importance of family planning
- 2.4 Contraceptive/birth control methods: Natural and artificial methods
- 2.5 Artificial contractive methods and devices

Bachelor of Education (B.Ed.) Health

- 2.5 Factors determinants of contraceptive use
- 2.6 Family planning programme in Nepal

**Unit III: Safe motherhood, maternal and child health (10 hours)**

- 3.1 Concept and scope safe motherhood
- 3.2 Antenatal care and services
- 3.3 Safe delivery
- 3.4 Post-natal care and services
- 3.5 Neonatal care
- 3.6 Breast-feeding and supplementary feeding
- 3.7 Growth and development monitoring
- 3.8 Care of pre-school children
- 3.9 Contemporary issues and trends in maternal, newborn and women’ health
- 3.10 Maternal, neonatal, infant and child morbidity and mortality in Nepal
- 3.11 Maternal and child health care services in Nepal

**Unit IV: Management of sub-fertility and abortion care (6 hours)**

- 4.1 Concept of fertility and sub-fertility
- 4.2 Causes of sub-fertility in female and male
- 4.3 Management of sub-fertility
- 4.4 Concept of abortion and miscarriage
- 4.5 Determinants and impact of unsafe abortion
- 4.6 Care of abortion and post-abortion
- 4.7 Healthcare seeking behavior to terminate pregnancy

**Unit V: Reproductive tract infections (RTIs) and adolescence reproductive health (7 hours)**

- 5.1 Major RTIs among females and males
- 5.2 Determinants and consequences of RTIs
- 5.3 Intervention to prevent and treat RTIs
- 5.3 Adolescent reproductive health
  - Concept of adolescent sexual and reproductive health
  - Sexual and reproductive health problems of adolescent and youths
  - Need of adolescent friendly health care services

**Unit VI: Gender and violence against women (6 hours)**

- 6.1 Concept of gender and sex
- 6.2 Socio-cultural construction of gender and sexuality
- 6.3 Gender discrimination and equity
- 6.4 Sexual and reproductive rights
- 6.5 Violence against women: Rape, sexual harassment, sexual violence and domestic violence

- 6.6 Causes and consequences of violence against women
- 6.7 Situation of sexual and domestic violence in Nepal

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, and individual and group work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work/final assignments

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

References

Ricci, S.S. (2007). *Essential of maternity, newborn and women’s health nursing*. Philadelphia: Lippincott Williams and Wilkins  
Park, K. (2007), *Textbook of preventive and social medicine* (19<sup>th</sup> Edition), Prem Nagar, Jabalpur, India: M/S Banarsidas Bhanot Publishers.  
Van Look, P.F. A. (2011). *Sexual and reproductive health: Public health perspective*. San Diago: Academic Press  
WHO (2003). *Towards adulthood: Exploring the sexual and reproductive health of adolescents in South Asia*. Geneva: World Health Organization.

Course Title : **Foundations of Public Health**  
Course No. : B.Ed. HEP 451  
Level : Bachelor of Education (B.Ed.)  
Semester : Fourth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course examines the concept of public health and its historical development in Nepal and internationally. A holistic, ecological model of health is used to examine a broad range of influences on mental, physical, social and spiritual health and well-being, including: social, economic, political, natural and built environments that promote, protect or harm the health of communities.

**2. Course objective**

- At the end of this course, students will be able to:
- Describe the concept and functions of public health
  - Discuss and reflect on historical development of public health
  - Explain social, cultural, economic and political determinants of public health
  - Demonstrate ability to measure prevalence and burden of health and disease in population
  - Discuss the needs of consumers health in public health
  - Summarize key features and issues of public health programmes in Nepal

**3. Course Contents**

- Unit I: Fundamental concepts of public health (10 hours)**
1. Meaning and definition of public health
  2. Defining social medicine, preventive medicine, community medicine and community health
  3. Evolution of community and public health
  4. Different between community and public health
  5. Aims and functions of public health
  6. Scope of public health
  7. Public health paradigms
    - a. Medical
    - b. Behavioural
    - c. Holistic, social-ecological
  8. History of public health in the world
    - a. Prehistoric societies
    - b. Ancient world

- c. Early medieval and late medieval period
- d. Renaissance and enlightenment
- e. Sanitary reforms
- f. Modern Era

**9. History of public health in Nepal, India and China**

- Unit II: Determinants of public health (8 hours)**
1. Biological status, socioeconomic status, cognitive factors and behaviours
  2. Built and natural environment
  3. Social and cultural environment
  4. Economic environment
  5. Political environment
  6. Legal basis of public health

- Unit III: Measurement and tools for public health (10 hours)**
1. Measurement of disease occurrence (Incidence and prevalence)
  2. Measurement of mortality
  3. Health indicators and indices
  4. Source of data for public health
  5. Burden of diseases and quality of life
  6. Demographic and epidemiologic transition
  7. General public health approach: Surveillance, Risk factor identification, intervention assessment, intervention mapping and implementation
  8. Community assessment and analysis: framework, principles, methods and skills
  9. Performance measurement and management in public health
  10. Leadership practice and management of public health organization
  11. Public health work force

- Unit IV: The provision of public and community health services (12 hours)**
1. Environmental health and sanitation
  2. Infectious disease control
  3. Chronic and non-communicable diseases control
  4. Oral and dental health services
  5. Maternal and child health services
  6. Injury control
  7. Provision of primary health care and community health services
  8. Food safety and nutrition
  9. Consumer health
    - Consumer rights and public awareness
    - Protection of consumers’ health against quacks and quackery, harmful products and teenage faddism

- Government policy on consumer’s health
- Government and non-governmental organization working on consumer’s health in Nepal

**Unit V: Public health programme in Nepal (5 hours)**

1. Expanded Programme on Immunization
2. Control of Diarrheal Diseases
3. National Tuberculosis Control Programme
4. HIV/AIDS and STI control
5. Malaria, Kala-azar and Lymphatic Filariasis control programme
6. Safe motherhood and Family Planning
7. FCHV programme
8. Primary Health Care Outreach
9. Leprosy control
10. Nutrition and child health

**5. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, and 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 exams.

**6. Teaching materials and instructional aids**

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

**7. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work/final assignments

**8. 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 | 10 points |
| 2) Home assignments                   | 5 points  |
| 3) Unit test/quiz                     | 5 points  |

- |                               |           |
|-------------------------------|-----------|
| 4) Mid term exams/assignments | 10 points |
| 5) Final assignments          | 10 points |
| Total                         | 40 points |

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

- |  |           |
|--|-----------|
| 1) Objective type question (Multiple choice items) | 10 points |
| 2) Short answer questions (6 questions x 5 points) | 30 points |
| 3) Long answer questions (2 questions x 10 points) | 20 points |
| Total  | 60 points |

**9. Recommended books**

Baum, F. (2007). *The new public health*. South Melbourne, Australia: Oxford University Press.  
 Scutchfield, F.D. & Keck, C.W. (2009). *Public health practice* (Indian edition). New Delhi: Cengage Learning Pvt. Ltd.  
 Tulchinsky, T.H, & Varavikova, E. A. (2009). *The new public health* (Second Edition). San Diago, California: Elsevier Academic Press.  
 Young, T.K. (2004). *Population health: Concept and methods*. New York: Oxford University Press

Course Title : **Non-communicable Disease Prevention**  
Course No. : B.Ed. HEP 452  
Level : Bachelor of Education (B.Ed.)  
Semester : Fifth  
Year : Third

Credit hours : 3  
Total hours : 45

**1. Course Description**

This course introduces students to the principles and practices of non-communicable diseases. It will focus on the etiology, distribution, symptoms, and preventions of major non-communicable diseases and describe public health control efforts undertaken by locally, nationally and internationally.

**2. Course objectives**

Upon completion of this course student will be able to:

- Explain magnitude of problem of non-communicable diseases
- Describe and analyze different factors influencing non-communicable diseases
- Discuss and reflect risk factors and prevention of cardiovascular diseases
- Explain epidemiology and prevention cancer
- Describe cause and prevention of diabetes, gastritis, gall stones, asthma, allergies, arthritis and renal diseases
- Analyze risk factors and magnitude of night blindness
- Explain the roles of nutrition, physical exercise and yoga in prevention of non-communicable diseases

**3. Course Contents**

**Unit One: Introduction to Non-Communicable Diseases (5 hours)**

- 1.1 Definition of non-communicable diseases
- 1.2 Morbidity, disability and mortality pattern of non-communicable diseases across the world
- 1.3 Risk factors of non-communicable diseases

**Unit Two: Cardio-vascular diseases (7 hours)**

- 2.1 Definition of cardio-vascular diseases
- 2.2 Risk factors for cardio-vascular diseases
- 2.3 Hypertension and blood pressure measurement
- 2.4 Risk factors and prevention of hypertension
- 2.5 Congenital heart diseases and their prevention
- 2.6 Coronary heart diseases: ischaemic heart diseases, angina pectoris, cardiac arrhythmias, congestive heart failure and myocardial infarction
- 2.7 Risk factors and prevention of coronary heart diseases

- 2.8 Rheumatic heart diseases and its epidemiology
- 2.9 Prevention of rheumatic heart diseases
- 2.10 Public awareness and health education about cardio-vascular diseases

**Unit Three: Cancer and its prevention (3 hours)**

- 1. Definition of cancer
- 2. Types of cancer
- 3. Magnitude of problem of cancer
- 4. Causes/risk factors of cancers
- 5. Epidemiology of oral, lung, breast, uterus, peptic ulcer and prostate cancer
- 6. Methods of cancer screening
- 7. Prevention of cancer

**Unit Four: Other major non-communicable diseases (NCDs) (15 hours)**

- 4.1 Concept and types of diabetes
- 4.2 Risk factors and prevention of diabetes
- 4.3 Meaning and causes of allergies
- 4.4 Cause, symptoms, prevention and management of asthma
- 4.5 Cause, symptoms and prevention of renal diseases: renal calculi (stone), polycystic kidney diseases and nephritic syndrome
- 4.6 Cause and symptoms of gall stones and liver cirrhosis
- 4.7 Cause and types of arthritis
- 4.8 Cause, symptoms and prevention of osteoarthritis, rheumatic arthritis and gout
- 4.9 Disorder of bones and spinal cord: osteomyelitis, osteoporosis, lordosis, kyphosis and scoliosis
- 4.10 Cause and preventions of night blindness

**Unit Five: Roles of nutrition, physical exercise and yoga in prevention of NCD (10 hours)**

- 5.1 Understanding nutrition and physical activity behavior
- 5.2 Malnutrition, overeating and obesity
- 5.3 Roles of nutrition and healthy eating behaviour on prevention of NCD
- 5.4 Weight loss diet and weight management guidelines
- 5.5 Historical perspective on physical activity, fitness and health
- 5.6 Sedentary behavior and inactivity physiology
- 5.7 Sports and physical exercise for health and fitness
- 5.8 Effects of physical activity and exercise on NCD
- 5.9 Concept of yoga
- 5.10 Effect of yoga exercise on NCD

**Unit Six: National and Internal Programme on NCD (5 hours)**

- 6.1 National and international policy and programme on NCD

- 6.2 Vitamin A and Blindness control programme
- 6.3 Cancer and cardiovascular diseases control programme

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, individual work and project work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Allen, F. (2010). *Health psychology and behavior*. New Delhi: Tata McGraw-Hill

Basavanthappa, B.T. (2008). *Community health nursing*. New Delh: Jaypee Brothers Medical Publishers.

Bouchard, C., Blair, S.N., & Haskell, W.L. (2012). *Physical activity and health (Second Edition)*. Champaign, IL, USA: Human Kinetics Inc.

Tamparo, C.D., & Lewis, M.A. (2011). *Diseases of human body* (Fifth Edition). Philadelphia, PA: F.A. Davis Company.

Park, K. (2007). *Park’s textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot Publishers.



Course Title : **Bio-statistics and Computer Application**  
Course No. : B.Ed. HEP 453  
Level : Bachelor of Education (B.Ed.)  
Semester : Fifth

Credit hours : 3  
Total hours : 45

**1. Course Description**

This course has been designed to provide the basic knowledge and skills in statistics for analyzing and interpreting the data generated in health education and community health. This course is also aims to impart the basic skills on the application of quantitative data analysis software such as SPSS and Epi Info for analyzing the data collected from primary and secondary sources

**2. Course objective**

Upon completion of this course, student will able to:

- Apply statistical concept and knowledge in collecting and analyzing data generated in health and health education research
- Present data in simple tables, cross-tables, statistical tables, figure and graphs
- Use the relevant computer software in analyzing data and conducting research

**3. Contents Description**

**Unit I: Introduction (4 hours)**

- 1.1 Concept of statistics and biostatistics
- 1.2 Scope of biostatistics
- 1.3 Use of biostatistics in health and health education research
- 1.4 Basic concept of variables
  - Types of variables
  - Conceptualization and operationalization of variables
  - Level of measurement

**UNIT II: Population and Sample (3 hours)**

- 2.1 Concept of universe, population and samples
- 2.2 Different between population and sample (Population parameters and sample statistics
- 2.3 Different types of sampling techniques
- 2.4 Calculation of sample size in different types of studies
- 2.5 Sampling distribution and estimation of population parameter

**UNIT III: Data collection and presentation (10 hours)**

- 1. Data collection

Bachelor of Education (B.Ed.) Health

- Types and source of data
  - Collection of data primary source/field using questionnaire, interview and observation
  - Collection of data from secondary sources (census, vital registration, school records, health post records, surveillance systems, published reports and bulletins)
- 2. Data Processing and management
    - Data checking and editing
    - Data coding and editing
    - Making data entry framework
    - Data entry
    - Data cleaning
  - 3. Tabulation and graphic presentation of data
    - Frequency distribution
    - Deciles and percentile
    - Different type of tables ( one way, two way and manifold, cross-tabulation)
    - Frequency and cross tables using SPSS
    - Graphical presentation (Histogram, polygon, stem and leaf diagram, bar and pie chart)
    - Interpretation of data presented in tables and graphs)

**UNIT IV: Measure of Central Tendency and dispersion (10 hours)**

- 4.1 Measures of central tendency
  - Mean, median and mode
  - Different partition values ( quartiles, deciles and percentiles)
- 4.2 Measures of dispersion
  - Range, inter-quartile range and standard deviation
  - Population variance and standard deviation
  - Sample variation and standard deviation
  - Coefficient of variation (CV) and Coefficient of dispersion (CD)
- 4.3 Probability distribution
  - Concept of probability and chance, probability rule and probability distribution
  - Probability distribution of continuous variables (normal distribution)
  - Probability distribution of discrete variables (binominal distribution)
  - Poisson probability distribution

**UNIT V : Hypothesis testing and statistical inference (8 hours)**

- 5.1 Concept of hypothesis, null and alternative hypothesis
- 5.2 Formulation of statistical hypothesis

- 5.3 Level of significance/ p-value and confidence interval
- 5.4 One tailed and two tailed test
- 5.5 Type I and Type II error and power of test
- 5.6 One sample t-test for a mean
- 5.7 T-test for the mean difference of two samples
- 5.8 One sample test for binomial distribution ( z-test)
- 5.9 One sample test for a frequency distribution (chi-square test)
- 5.10 Test for relationship (Linear, Pearson, Spearman Rank Correlation, Simple Regression)

**UNIT VI: Computer Application (10 hours)**

- 6.1 Importance and scope of computer application and software in data management and analysis
- 6.2 Introduction to data management and analysis software (Epi info or SPSS)
- 6.3 Defining, coding and labeling variables and creating data entry files
- 6.4 Data entry in data editor
- 6.7 Creating frequency tables, cross-tables and graph using data analysis software
- 6.8 Exercise on statistical analysis of data (t-test, z-test, chi-square test, correlation and regression) using software

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual and group work on computer data entry and analysis exercise. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully computer practical activities.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Computer practical	10 points
Total	40 points

**Final examination** Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Argyrous, G. (2000). Statistics for social and health research with a guide to SPSS. London: Sage publication  
 Chernick, M.R., & Friis, R.H. (2003). Introductory biostatistics for the health sciences. New Jersey: John Wiley and Sons Publication.  
 Wassertheil-Smoller, S. (2004). Biostatistics and epidemiology: A primer for health and biomedical professionals. New York: Pringer  
 Carver, R.H., & Nash, J.G. (2012). Doing data analysis with SPSS version 18. Boston: Brook/Cole Cengage Learning.

Course Title : **Adolescent health and sexuality**  
Course No. : B.Ed. HEP 454  
Level : Bachelor of Education (B.Ed.)  
Semester : Fifth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course is designed to impart basic understanding about adolescent health and family life education. It deals about adolescent health problems, adolescent sexuality, menstrual management, types and functions of family, responsible parent hood, adolescent friendly and sexuality education. Students will get an opportunity to learn about how to deal adolescent health issues and design and implement adolescent health and family life education.

**2. Course objectives**

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

- Describe concept of adolescent health and family life education
- Analyze demographic situation and health problems of adolescence
- Discuss and describe adolescent sexuality and sexual risk behavior
- Explain function of family and roles of responsible parenthood
- Discuss and summarize sexuality development in adolescence
- Explain preventive measures of sexual health problems and promotion health sexual behaviour
- Design and implement sexuality education for adolescent girls and boys

**3. Course Contents**

**Unit One: Introduction to adolescent health (5 hours)**

- 1.1 Concept and feature of adolescent
- 1.2 Concept of adolescent health
- 1.3 Health status of adolescent: Mortality, morbidity, injuries and disability
- 1.4 Factors influencing adolescent health
- 1.5 Demographic profile of adolescent and youths in Nepal

**Unit Two: Health risk behavior and problems of adolescents (8 hours)**

- 2.1 Concept of risk and vulnerability
- 2.2 Concept of health risk behavior
- 2.3 Substance use and misuse: Tobacco, alcohol and dgrus
- 2.4 Adolescent delinquency and violent behavior
- 2.5 Eating disorder, dieting and food faddism
- 2.6 Adolescent sex offenders and unsafe sexual behavior
- 2.7 Adolescent pregnancy and early marriage
- 2.8 Gang fight, homicide and suicide

Bachelor of Education (B.Ed.) Health

**Unit Three: Adolescent sexuality and sexual health (12 hours)**

- 1. Concept and components of sexual and reproductive health
- 2. Concept of puberty
- 3. Timing and physiology of puberty
- 4. Physical change during puberty
- 5. Development of reproductive organs: structure and functions
- 6. Roles of hormones in development sex organs, sexual feeling and expression
- 7. Sexual orientation
- 8. Premenstrual syndrome and dysmenorrhea in adolescent girls
- 9. Management of menstruation and menstrual hygiene
- 10. Adolescent relationship with peers and opposite sex
- 11. Exploratory sexual behavior among adolescent: petting, kissing, masturbation, sexual intercourse, outercourse, oral-genital stimulation
- 12. Conception, pregnancy, contraceptive use and abortion
- 13. Sexual disorder and dysfunctions
- 14. Risky sexual behavior, sexually transmitted infection and HIV/AIDs
- 15. Prevention of sexually transmitted infection and promotion of sexual health

**Unit Four: Adolescent friendly health services and gender friendly sanitation facilities (10 hours)**

- 4.1 Concept and needs of adolescent friendly health services
- 4.2 Elements and feature adolescent friendly health services
- 4.3 Government policies and programme on adolescent friendly services
- 4.4 Concept and need of adolescent girl sanitation facilities in schools
- 4.5 Need of gender friendly sanitation facilities in offices and public facilities
- 4.6 Design of adolescent friendly toilet and sanitation facilities
- 4.7 Roles of international agencies including UNFPA and UNICEF in promoting adolescent and gender friendly facilities and health services

**Unit Five: Family life and sexuality education (10 hours)**

- 5.1 Concept, types and functions of family
- 5.2 Need of family in human life
- 5.3 Roles and responsibilities parents in family
- 5.4 Meaning, goals and objective of sexuality education
- 5.5 Needs and importance of sexuality education for adolescents
- 5.6 Counseling and education on premarital sex, delayed marriage, contraception, safer sex, birth control, birth spacing, prevention of STIs and HIV/AIDS and teenage pregnancy
- 5.7 Methods of sex education
- 5.8 Steps in designing and implementing sexuality education in high school and community

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, individual and group work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Complete project on given topic
- Oral presentation of project work

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Olyai, R., & Dutta, D.K. (2011). *Recent Advancement in adolescent health*. New Delhi: Jaypee Brothers Medical Publisher Pvt.

Coleman. J. Hendry, L.B. & Kloep, M. (2007). *Adolescent and health*. West Sussex, England: John Wiley and Sons Ltd.  
Lerner, R.M.. & Steinberg, L. (2004). *Handbook of adolescent psychology* (second edition). Hoboken, New Jersey: John Wiley and Sons Inc.  
Card, J., & Benner, T. (2008). *Adolescent sexual health education: A activity source book*. New York: Springer Publishing Company

Course Title : **Teaching methods for health education and health promotion**  
Course No. : B.Ed. HEP 455  
Level : Bachelor of Education (B.Ed.)  
Semester : Fifth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course deals with fundamental aspect of teaching methods and materials developments. This course will equip students with the professional knowledge and skills required for planning and implementing effective teaching-learning activities in schools as well as among communities. Students will learn how to plan and manage teaching activities, develop instructional aids and select appropriate teaching methods, devices and materials considering needs and interests of students and their growth and development, nature of subject matter, maturity level and local contexts.

**2. Course objectives**

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

- Explain teaching learning process
- Explain meaning, nature, principles and maxims of teaching
- Identify factors determining in selection of teaching methods in planning and implementing health instruction
- Apply principles, methods and strategies, planning and communication process of teaching health education in different settings.
- Demonstrate ability to select, develop and use different teaching devices and materials in teaching health education
- Discuss and describe necessity of cultural competencies for conducting health education in different communities

**3. Course contents**

**Unit One: Introduction to teaching process (5 hours)**

- 1.1 Concept of teaching and learning
- 1.2 Nature and characteristics of teaching
- 1.3 Relationship between teaching and learning
- 1.4 Process of teaching health education
- 1.5 General principles of teaching
- 1.6 Psychological principles of teaching
- 1.7 Maxims of teaching

**Unit two: Teaching methods and strategies (13 hours)**

- 2.1 Concept of teaching methods and strategies
- 2.2 Relationship between teaching methods and learning opportunities

Bachelor of Education (B.Ed.) Health

- 2.3 Needs and importance of methods of teaching in health education
- 2.4 Components of method selections
- 2.5 Factors determining choices of methods in health education
- 2.6 Teacher initiated teaching methods
  - 2.6.1 Lecture methods: meaning, types, procedural steps, advantage and disadvantage, tips for effective implementation
  - 2.6.2 Question-answer methods: meaning, steps, advantage and disadvantage
  - 2.6.3 Demonstration methods: meaning, types, procedural steps, advantage and disadvantage, tips for effective implementation
  - 2.6.4 Experiments methods: meaning, types, procedural steps, advantage and disadvantage, tips for effective implementation
  - 2.6.5 Story telling: meaning, steps, advantage and disadvantage
- 2.7 Student centered methods
  - 2.7.1 Field trips: meaning, steps, advantage and disadvantage
  - 2.7.2 Mini-project: meaning, steps, advantage and disadvantage
  - 2.7.3 Problem solving: meaning, steps, advantage and disadvantage
  - 2.7.4 Case study: meaning, steps, advantage and disadvantage
  - 2.7.5 Simple survey: meaning, steps, advantage and disadvantage
  - 2.7.6 Value clarification: meaning, steps, advantage and disadvantage
  - 2.7.7 Problem based-teaching learning
- 2.8 Group focus methods
  - 2.8.1 Simple group discussion: meaning, steps, advantage and disadvantage
  - 2.8.2 Buzz session: meaning, steps, advantage and disadvantage
  - 2.8.3 Panel discussion: meaning, steps, advantage and disadvantage
  - 2.8.4 Round table discussion: meaning, steps, advantage and disadvantage
  - 2.8.5 Cooperative learning: meaning, steps, advantage and disadvantage
- 2.9 Materials focus and action oriented methods
  - 2.9.1 Exhibition: meaning, steps, advantage and disadvantage
  - 2.9.2 Films and video show: meaning, steps, advantage and disadvantage
  - 2.9.3 Words games and puzzle: meaning, steps, advantage and disadvantage
  - 2.9.4 Puppet show: meaning, steps, advantage and disadvantage
  - 2.9.5 Role play and theater: meaning, steps, advantage and disadvantage
  - 2.9.6 Game and simulation: meaning, steps, advantage and disadvantage
- 2.10 Peer education and life skill-based teaching

**Unit Three: Communication Process in Teaching-Learning (7 hours)**

- 16. Definition of communication
- 17. Forms of communication: Verbal, non-verbal and written, formal and informal
- 18. Types of communication: Intrapersonal, interpersonal, group and mass
- 19. Basic elements of communication
- 20. Model of one way communication: Aristotle model and Shannon-Weaver model
- 21. Interactive model of communication: Schramm model, Westly-MacLean Model
- 22. Process of classroom communication
- 23. Barriers to communication

**Unit Four: Selection and development of instructional aids and materials (10 hours)**

- 4.1 Meaning of teaching devices, materials and aids
- 4.2 Importance of teaching materials in teaching health education
- 4.3 Types of teaching media: Audio, visual and audio visual
- 4.4 Types of teaching materials: Real objects, printed materials, models, electronic devices
- 4.5 Variety of teaching aids and materials: Black/white or chalk board, flannel board, bulletin board, picture, maps, cartoons, models, flash cards, meta cards, news paper, posters, pamphlets, booklets, newspaper, photograph, graphs, charts, diagram, slides, VCD/DVD, LCD projector, overhead projector, radio, tape-recorder, movies/film, TV, CCTV
- 4.6 Construction of instructional aids and materials using locally available resources

**Unit Five: Planning for health instruction (10 hours)**

- 5.1 Introduction to planning for health instruction/teaching
- 5.2 Basic steps in planning teaching health education
- 5.3 Types of instructional planning: Work plan, unit plan and lesson plan
- 5.4 Developing a lesson plan: determining instructional objectives, selecting of subject matter, determining and using learning opportunities, identifying evaluation technique.
- 5.5 Characteristics of good lesson plan and pre-requisite for lesson planning
- 5.6 An overview of taxonomy of instructional objectives
- 5.7 Writing behavioural objectives in behavioural terms
- 5.8 Developing sample work plan, unit plan and lesson plan

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group

discussion, individual work and project work. Students will be required to complete skill building assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

White board, LCD projector, model teaching materials, handouts, books will be used as instructional aids

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Actively participate in designing and preparing model teaching materials
- Prepare work plan, unit plan and lesson
- Oral presentation of project work

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

Dean's Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**8. Recommended books**

Anspaugh, D. J. (1998). *Teaching today's health*. Boston: Allyn and Bacon  
Bhatia, k. et.al. (1992). *The principles and methods of teaching*. Delhi: Boaha House

Budthathoki, C.B., and Wagle. B.P. (2069). *Teaching health and physical education and school health programme*. Kathmandu: Pinnacle Publication

Gilbert, G.G., Sawyer, R.G., & McNeill, E.B. (2011). *Health Education: Creating strategies for school and community health*. Boston: Jones and Bartlett Publisher.

Meeks, L., Heit, P., & Page, R. (2012). *Comprehensive school health education*. Boston: McGraw Hill Publication.

Willgoose, C.E. (1974). *Health education in secondary school*. Sunders Co. Phildelphia

Course Title : **Curriculum, measurement and evaluation in health education and promotion**

Course No. : B.Ed. HEP 456

Level : Bachelor of Education (B.Ed.)

Semester : Fifth

Credit hours : 3

Total hours : 45

**1. Course Description**

This course is designed to impart basic knowledge on curriculum, test, measurement and evaluation of health education. It aims to equip students with knowledge and skills require for developing school health curriculum and measuring and evaluating the performance and achievement of students in health education class. Emphasis is placed on planning, construction and administration of achievement test and analysis of test score.

**2. Course objectives**

Upon completion this course, students will be able to:

- Describe concept, approaches and organizational patterns of health education curriculum
- Explain the process of school health education curriculum development
- Analyze the existing school health education curriculum and text book
- Explain the roles of test, measurement and evaluation in health education
- Plan, construct and administer subjective and objective tests
- Analyze and interpret test scores.

**3. Course contents**

**Unit I: Curriculum development in school health education (10)**

- 1.1 Concept and meaning of health and physical education curriculum.
- 1.2 Organizational patterns of HE curriculum: Separate subject, Core, Broad field, Correlated and integrated,
- 1.3 Curriculum planning HE: Continuous, Cycle, Modified cycle and Psychological plan
- 1.4 Conceptual approach to health education curriculum
- 1.5 Components of curriculum and steps of curriculum
- 1.6 Vertical and horizontal organization of HE curriculum
- 1.7 Factors to be considered in developing HE curriculum

**Unit II: Existing school health education curriculum of Nepal (5 hours)**

- 2.1 Goals of school level of curriculum
- 2.2 Structure of school health education curriculum from grade one to ten
- 2.3 Process of school health education curriculum development in Nepal

- 2.4 Critical analysis of HE curriculum and textbooks of secondary level (with reference to appropriateness relevancy, adequacy, continuity, sequences etc.)

**Unit III: Test, Measurement and Evaluation in health education (7 hours)**

- 1. Concept of test, measurement, assessment and evaluation
- 2. Distinction among test, measurement, assessment and evaluation
- 3. Functions and purpose of evaluation
- 4. Types of evaluation: Formative, summative and diagnostic
- 5. Components of evaluation process: Input, process and output
- 6. Approach to health education evaluation process: Input, process, impact and outcome evaluation

**4. Roles of test, measurement and evaluation in health education teaching**

**Unit IV: Planning and construction of achievement test (15 hours)**

- 4.1 Meaning and concept of achievement test
- 4.2 Difference between teacher made test and standardized test
- 4.3 Types of achievement test: Subjective and Objective test
- 4.4 Construction of objective test
  - True-False
  - Matching
  - Supply items
  - Multiple choices
- 4.5 Construction of subjective test
  - Short answer items
  - Essay test
- 4.6 Planning and preparing teacher made test
  - Planning the test: Determining the objectives, writing instructional objectives, preparing test specification and specification chart
  - Preparing the test: preparing test items, preparing instruction, preparing the scoring key and marking scheme
- 4.7 Non-testing devices for measuring attitude, performance and health status
  - Rating scale
  - Attitude scale
  - Observation checklist
  - Anecdotal record
  - Health record
  - Interview
  - Anthropometric measurement
  - Laboratory test

- 4.8 Essential qualities of good test
- Reliability
  - Validity
  - Objectivity
  - Usability
  - Norms

**Unit V: Scoring and Analyzing Test Score (8 hours)**

- 5.1 Administering and assembling tests
- 5.2 Marking and scoring answer sheets
- 5.3 Statistical analysis of test score
  - Frequency and percentage distribution
  - Mean, mode, median, standard deviation
  - Ranking and grading
  - Interpretation of test score

**5. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual work and project work. Students will be required to complete skill building assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**6. Teaching materials and instructional aids**

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

**7. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Prepare a project report on construction and analysis of tests
- Oral presentation of project work

**8. 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 | 10 points |
| 2) Home assignments                   | 5 points  |
| 3) Unit test/quiz                     | 5 points  |



4)	Mid term exams/assignments	10 points
5)	Final assignments	10 points
	Total	40 points

**Final examination**

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1)	Objective type question (Multiple choice items)	10 points
2)	Short answer questions (6 questions x 5 points)	30 points
3)	Long answer questions (2 questions x 10 points)	20 points
	Total	60 points

**Recommended books**

Budthathoki, C.B., and Wagle. B.P. (2069). *Teaching health and physical education and school health programme*. Kathmandu: Pinnacle Publication.

Linn, R.L., & Miller, M.D. (2005). *Measurement and assessment in teaching* (Ninth edition). Delhi: Pearson Education Inc. in association with Dorling Kindersley Publishing Inc.

Meeks, L., Heit, P., & Page, R. (2012). *Comprehensive school health education*. Boston: McGraw Hill Publication

Pathak, R.P. (2012). *Measurement and evaluation in education*. Delhi: Dorling Kindersley Publishing Inc

Course Title : **School Health Programme**  
Course No. : B.Ed. HEP 461  
Level : Bachelor of Education (B.Ed.)  
Semester : Sixth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course deals with major components of school health programme that include school health services, school nutrition, healthy school environment, health instruction, counseling, health promotion for staff, physical education and sports, and school community cooperation. Students will gain basic knowledge and skills required for organizing school health programme in school.

**2. Course Objectives**

Upon completion this course, still will be able to:

- Explain components of school health programme
- Discuss the role of school health programme in improving health and educational status of the students
- Discuss and describe elements of school health services
- Analyze health problems of school children
- Explain the components of healthy school environment
- Discuss and describe the importance of school nutrition and health promotion for staff
- Use health education activities as components of school health programme
- Discuss and describe the link between physical education and school health
- Advocate for implementing school health programme in schools of Nepal
- Apply the knowledge and skills of school health programme in their works

**3. Course contents**

**Unit I: Introduction (5 hours)**

- 1.1 Meaning and purpose of school health programme.
- 1.2 Meaning and purpose of health promoting schools
- 1.3 Need and importance of school health programme and health programme.
- 1.4 Components of traditional and comprehensive school healthprogramme

Bachelor of Education (B.Ed.) Health

**Unit II: School health service: (5 hours)**

- 2.1 Meaning and purpose of school health services
- 2.3 Appraisal aspect of school health services
- 2.4 Preventive service: Prevention and control of communicable disease, safety measures of accidents and first and treatment and emergency care.
- 2.5 Remedial service: Referral programme, health counseling, follow up programme and care of exceptional children.
- 2.6 The school and local health institution’s roles providing school health services

**Unit III: Healthy school environment (8 hours)**

- 3.1 Meaning of school environment, healthful school living and child friendly school environment
- 3.2 Objectives of health school environment
- 3.3 Component of health school environment
  - Physical environment: School plant, building lighting, ventilation, furniture, noise controlling, safe drinking water, toilets, waste disposal.
  - Mental environment: Human relationship among teachers, students, administrative staff, daily routine and operations plan, pleasant atmosphere and discipline.
- 3.4 Key features of healthy school environment
- 3.5 Provision of safe school environment: Safe play ground, safe lab, safe lab, safe classroom and disaster and emergency preparedness.

**Unit IV: School Nutrition programme and Health promotion for staff (10 hours)**

- 4.1 Concept and purposes of school nutrition programme.
- 4.2 School nutrition policy and programme in Nepal
- 4.3 Management of tiffin and mid-day meal programme in school
- 4.4 Roles of District education office, school management committee, school health teacher and community in managing school nutrition programme
- 4.5 Supervision of canteen, tiffin and food stuff
- 4.6 Developing healthy food habits and evaluate food labels
- 4.7 Concept and need of health promotion for staff
- 4.8 Health problems of school staff/teachers
- 4.9 Health promotion activities for school staff

**Unit V: Health instruction (5 hours)**

- 5.1 Meaning and objectives of health instruction
- 5.2 Types of instruction: Planned, integrated, correlated and incidental.

- 5.3 Life–skill based health instruction.
- 5.4 Planning of health instruction
- 5.5 Selecting learning experiences and opportunities for health instruction

**Unit VI: School physical education and extracurricular activities (4 hours)**

- 6.1 Concept of physical education and extracurricular activities
- 6.2 Needs of physical education, sports and extracurricular activities (ECA) in school health programme
- 6.3 Managing facilities for physical education, sports and ECA
- 6.4 Managing and organizing physical education and sports as components of school health programme

**Unit VII: Counseling and psychological services (4 hours)**

- 7.1 Concept, purposes and scope of counseling in school health programme
- 7.2 Appraisal of mental health problems.
- 7.3 Counseling and motivating for adaptation and minimizing the mental stress.
- 7.4 Developing coping power and providing life skills.

**Unit VIII: School and community co-operation (4 hours)**

- 8.1 Concept and purposes of school community co-operation.
- 8.2 School programme for community participation: PTA, parent’s day, parent’s meet, talk programme, exhibition.
- 8.3 School participation in community: health awareness programme, immunization programme, and school led cleanliness and sanitation campaign.
- 8.4 Utilizing community resources for organizing school health programme

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual and group works and field work. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments

- Visit some schools and prepare report on existing situation of school health programme
- Oral presentation of the report

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Anderson, C.L. (1972). *School health practice*. Saint Louis, USA: C.V Mosby Company.

Budthathoki, C.B., and Wagle. B.P. (2069 BS). *Teaching health and physical education and school health programme*. Kathmandu: Pinnacle Publication.

Budthathoki, C.B. & Wagle, B.P. (2068 BS). *School health programme management*. Kathmandu: Pinnacle Publication.

Redican, K.J., Olsen. L. K., & Baffi, C.R. (1986). *Organization of school health program*. New York: Macmillan Publishing Company.

Meeks, L., Heit, P., & Page, R. (2012). *Comprehensive school health education*. Boston: McGraw Hill Publication.

Course Title : **Health Service Management in Nepal**  
Course No. : B.Ed. HEP 462  
Level : Bachelor of Education (B.Ed.)  
Semester : Sixth

Credit hours : 3  
Total hours : 45

**1. Course Description**

This course is designed to introduce students about health service development and service management in Nepal. Students will get opportunity to learn about how health policy and programs are developed and health services are delivered at the central, district and grass root level. This course will raise critical awareness among students on problems and challenges facing the health services management at various level and increase their capacities to deal with such problem and issues.

**2. Course Objectives**

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

- Describe the history of the development of health services in Nepal
- Gain understanding about the National Health Policy
- Discuss and reflect on present situation of health service management at central, district and grass root level
- Demonstrate ability to manage and ensure the quality health services in Nepal

**3. Course contents**

**Unit One: History of Health Services in Nepal (5 hours)**

1. Concept of health service, health systems and health care systems
2. Types of health care systems in Nepal: Traditional and modern health care system
3. History of modern health care services in Nepal
4. Vertical and integrated health programme and services in Nepal

**Unit Two: National health policy and plan (10 hours)**

- 2.1 Concept of health policy and plan
- 2.2 Relationship between policy and planning
- 2.3 Realistic rational planning and planning cycle
- 2.4 Health care strategic planning
- 2.5 An overview of the health planning process in Nepal
- 2.6 National health policy 1991
- 2.7 Health policy and services in Five year Plans
- 2.8 First and second long term plans
- 2.9 Interim health plan

- 2.10 National health sector programme and decentralization
- 2.11 Free health care policy
- 2.12 Million development goals

**Unit three: Health Services Management in Nepal (13 hours)**

- 3.1 Organizational structure of health services at various level
- 3.2 Health service management at central level: Roles and functions of Ministry of Health and Population, and Department of Health services
- 3.3 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
- 3.4 District health service management
  - 3.4.1 Health services and programme at District level
  - 3.4.2 Organization structure, fuctions, human resources and budget
  - 3.4.3 Job descriptions
  - 3.4.4 Organization training for health and sub-health post staffs
  - 3.4.5 Monitoring and evaluation of District Health Services
  - 3.4.6 Control and management of peripheral health services through HP and SHP
- 3.5 Grass root health service management
  - 3.5.1 Philosophy, objectives, target, strengthen and weakness of FCHV, Outreach serviceORC/PHC, MCHW, Skill Birth Attendant
  - 3.5.2 Functions, organization structure, manpower and programmes of HP and SHP
  - 3.5.3 Job descriptions of SHP/HP staff
  - 3.5.4 International coordination between schools, agriculture, drinking water and sanitation, different organizations and stakeholders
- 3.6 Roles of private sectors in heath services delivery
- 3.7 Coordination among health and health related programme and sectors for effective delivery of health services

**Unit Four: Health Management Information system and Supervision (12 hours)**

- 4.1 Concept and purpose of health management information system (HMIS)
- 4.2 Types of health information and health care data quality
- 4.3 Components of health information system
- 4.4 Use of health information and data in health service management
- 4.5 Institutional framework of HMIS
- 4.6 Tools of HMIS
- 4.7 Use of HMIS in information technology

- 4.8 Concept and approach of supervision in health services
- 4.9 Performance appraisal and indicators
- 4.10 Types and techniques of monitoring
- 4.11 Referral systems

**Unit Five: Quality Assurance in Health Services (5 hours)**

- 5.1 Concept and dimensions of quality assurance
- 5.2 Principles of quality care
- 5.3 Basic steps in implementing quality health care
- 5.4 Standard guidelines for different types of health services and institutions
- 5.5 Roles of infrastructure, facilities and manpower to maintain quality health services

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual and group work, and guest lecture. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Visit District Health Office, collect information and prepare a report on district health services management
- Oral presentation the report on district health service management

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**References**

DHS (2011). *Annual report of Department of Health Services*. Kathmandu: Ministry of Health Services, Department of Health Services.

Dixit, H. (2005). *Quest for health*. Kathmandu: Educational Publishing House

MoH/HMG (1991). *Health Policy of Nepal*. Kathmandu

MoH (2004). *Nepal health sector programme- Implementation plan*. Kathmandu

Neupane,D., & Khanal, V. (2010). *A textbook of health service management in Nepal*. Kathmandu: Vidyarthi Pustak Bhandar

Wager, K.A., Lee, F.W., & Glaser, J.P. (2009). *Health care information system. A practical approach for health care management* (2<sup>nd</sup> Edition). San Francisco: Jossey-Bass.

Course Title : **Mental Health and Drug Abuse**  
Course No. : B.Ed. HEP 463  
Level : Bachelor of Education (B.Ed.)  
Semester : Sixth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course deals with basic concepts of mental health and drug abuse. It focuses on classification of mental disorders and illness, introduction of mental illness, classification of drugs including smoking and alcohol and prevention of smoking, alcohol consumptions and drug abuse. Students will gain basic understanding of mental health and drug abuse that is essential for conducting health and drug abuse prevention education at school and community.

**2. Course contents**

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

- Classify and describe mental disorders and illness
- Explain the drug use, misuse and abuse behavior of human beings
- Discuss and describe health effects of different types of drugs
- Explain factors leading to smoking, alcohol consumptions and drug abuse
- Discuss and describe pattern and trend of smoking and alcohol consumptions
- Design and implement drug abuse prevention programme in the society
- Discuss and summarize Government policies and laws related to drug, smoking and alcohol control and prevention

**Unit One : Mental health (12 hours)**

1. Meaning, definition and importance of mental health
2. Characteristics of mentally health and poor persons
3. Classification of mental disorders
4. Concept of mental disorders and mental illness
5. Statistical and social indicators of mental illness
6. Types of mental illness
  - Psychosis: Organic and functional (dementia, paranoia, manic depression, schizophrenia etc)
  - Neurosis/Psychoneurosis: Depression, Anxiety, conversion disorder (hysteria)
7. Prevention of mental illness and promoting mental health
8. Mental health services in Nepal

**Unit II: Drugs, addiction and behavior (4 hours)**

- 2.1 Concept of Drugs, drug use, misuse and abuse
- 2.2 History of drug use, misuse and abuse
- 2.2 Concept and types of drug dependence
- 2.3 Cause of drug dependence

**Unit III: Classification of drugs (4 hours)**

- 3.1 Use, misuse, abuse and effects of narcotic/analgesic drugs
- 3.2 Use, misuse, abuse and effects of hallucinogen drugs
- 3.3 Use, misuse, abuse and effects of stimulants drugs
- 3.4 Use, misuse, abuse and effects of depressant drugs

**Unit IV: Alcohol and Tobacco consumption (15 hours)**

- 4.1 Definition, nature and composition of alcohol
- 4.2 Social use of alcohol in different community
- 4.2 Alcohol metabolism in body
- 4.3 Alcohol dependence and alcoholic
- 4.3 Short and long term effects of alcohol
- 4.4 Management of problem drinking and its complication
- 4.5 Prevention of alcohol consumption in community
- 4.6 History of tobacco use
- 4.7 Global tobacco production and use
- 4.8 Tobacco production and use in Nepal
- 4.9 Factors that contribute to alcohol, tobacco and other drug abuse
- 4.10 Passive smoking and its effect on health
- 4.11 Effects of smoking and tobacco consumption on health
- 4.12 National and international efforts to control tobacco use
- 4.12 Smoking cessation programme

**Unit V: Prevention of drug abuse (10 hours)**

- 5.1 Concept and classification of prevention
- 5.2 Elements of Prevention:
  - Drug abuse education
  - Treatment
  - Law enforcement
  - Public policy
- 5.3 Community based drug education program
- 5.4 School based drug education program
- 5.6 Social interaction and social group approach to prevention
- 5.7 Rehabilitation of Drug addicts
- 5.8 Governmental and non-governmental efforts to control drug abuse in Nepal

**3. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual work, project work and guest lecture. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**4. Teaching materials and instructional aids**

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

**5. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Prepare case study report on drug abuse
- Oral presentation the report of case study report

**6. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**References**

Boyle, P., & Gray, N. (2004). Tobacco and public health: Science and policy. New York: Oxford University Press  
Jiloha, R.C. (2008). Tobacco use, health and behavior. New Dehli: New Age International Publisher  
Susman, S., & Ames, S.L. (2008). Drug abuse, concept and cessation. New York: Cambridge University Press

Course Title : **Occupational Health and Safety**  
Course No. : B.Ed. HEP 464  
Level : Bachelor of Education (B.Ed.)  
Semester : Sixth  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course is designed to provide basic concept, principles and practices of occupational health and safety at global context. Students will be familiar with occupational health standards, law, rules and regulation, and contributing factors to health and safety issues at work place including schools. Students will also learn about how to design and implement occupational health and safety awareness programme at work place situation.

**2. Course Objectives**

Upon completion this course, students will be able to:

- Describe concept, history and principles of occupational health and safety
- Explain safety procedure and practices at workplace
- Explain physical, chemical, biological, mechanical and psychological hazards of occupations at work place
- Recognize and assess the hazards and risks at workplace
- Discuss and explain the occupational diseases and their preventive measures
- Apply principles of human toxicology to interpret workplace exposures to chemicals and their potential health effects
- Describe OSHA safety guidelines
- Describe basic methods of accident & injury investigation, apply principles of accident prevention and recommend corrective and preventive actions
- Identify occupational hazards and analyze health risk at occupational settings including school, agriculture and industry.

**3. Course Contents**

**Unit One: Introduction to occupational health and safety (5 hours)**

- 1.1 Definition of occupational health and safety
- 1.2 History of occupational health and safety
- 1.3 Principles of occupational health and safety
- 1.4 Occupational health and safety standards

**Unit Two: Occupational hazards and diseases (15 hours)**

- 2.1 Concept of occupational hazards
- 2.2 Physical hazards: Health and cold, light, vibration, radiation and

ionizing, fall, electric current and fire, and prevention of physical hazards

- 2.3 Chemical hazards: Basic toxicology, categories of hazards including pesticides and personal protection and prevention
- 2.4 Biological hazards: Tetanus, anthrax, brucellosis, leptosirosis, hyddidosis, psittacosis and fungal infection and prevention of biological hazards
- 2.5 Psychological hazards: stress, anxiety, depression, tardiness, drug abuse, suicide and psychosomatic ill health such as fatigue, pain, hypertension and prevention psychological hazards
- 2.6 Occupational diseases: Pneumoconiosis, occupational cancers and dermatitis
- 2.7 Occupational injuries: trend, epidemiology of injuries, accident and violence and occupational injuries prevention programme
- 2.8 Ergonomics and musculoskeletal diseases
- 2.9 Principles of ergonomics design of work station

**Unit Three: Policy, law and operational measures (15 hours)**

- 1. Government policy on occupational health and safety in Nepal , UK and USA
- 2. Occupational health and safety policy within enterprises
- 3. Legal requirement, legislations, enforcement and collective agreements
- 4. OSHA (Occupational safety and health administration) development
- 5. Occupational health inspections and surveillance
- 6. Responsibilities of Director/managers, employers, employees and workers in occupational health
- 7. Roles and responsibilities of occupational health practitioners and advisors
- 8. Managing occupational health services
- 9. Provision of preventive measures and equipments

**Unit Four: Risk Assessment, Awareness and health Programme Design (10 hours)**

- 4.1 Concept of risk and hazards and risk assessment
- 4.2 Identification occupational hazards at work place including agriculture and school
- 4.3 Risk assessment procedures
- 4.4 Developing comprehensive health programme for workers and staff
- 4.5 Controlling workplace hazards and risk: principles of prevention, general control measures, safety system of workplace, emergency procedures and first aid
- 4.6 addressing problem of tobacco use, alcohol consumption, nutrition and obesity

Bachelor of Education (B.Ed.) Health



- 4.7 Organization awareness and health education on occupational health and safety industry, school and agriculture sectors

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, individual work and project work. Students will be required to complete assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Visit some work place such brick industry, school and farms and prepare report on work place hazards based on observation
- Oral presentation the report on workplace hazard reports

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

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)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Ali, B.O. (2001). *Fundamental principles of occupational health and safety*. Geneva: International Labour Office (ILO)

Hughes, P., & Ferret, E. ( 2009). *Introduction to health and safety at work* (Fourth Edition). Amsterdam: Butterworth Heinmann an Imprint of Elsevier

Healey, B.J., & Walker, K.T. (2009). *Introduction to occupational health in public health practice*. San Francisco: Jossey-Bass.

Park, K. (2007). *Park's textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot Publishers.

Wallace, R.B. (Ed.) (2008). *Public health and preventive medicine (Fifteen edition)*. New York: McGraw-Hill Companies

Course Title : **Disaster and emergency management**  
Course No. : B.Ed. HEP 465  
Level : Bachelor of Education (B.Ed.)  
Semester : Sixth

Credit hours : 3  
Total hours : 45

**1. Course Description**

This course is designed to provide basic concept, knowledge and skills of management of natural disaster and emergencies. It examines consequences of natural disaster on human health and cycle of natural disaster management. Students will learn basic knowledge and skills for handling injuries and providing first aids to the victims of the disasters and accidents

**2. Course Objectives**

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

- Describe different types of disasters and their impacts on human health
- Explain disaster management cycle and steps of disaster management
- Explain preparedness and mitigation activities of disaster
- Discuss and reflect on disaster response activities
- Demonstrate ability to planning for recovery and development programme
- Apply principles of health education, health promotion and community participation in disaster management cycle.
- Apply knowledge and skills of first in providing first aid help to injured people

**3. Course Contents**

**Unit One: Introduction to natural disaster and emergency (7 hours)**

- 1.1 Definition of natural disaster and emergency
- 1.2 Natural and man made disasters
- 1.3 Types of disaster: Earthquake, volcano, floods, landslides, avalanches, storms and destructive winds, fire, explosion, mine explosion, plane crash and rail accidents, bioterrorism
- 1.4 Causes of natural disasters
- 1.5 Human actions that increase vulnerability to disaster
- 1.6 General health impacts of disasters

**Unit Two: Disaster management (5 hours)**

- 2.1 Concept of disaster management
- 2.2 Historical development of disaster and emergency management
- 2.3 Need for disaster and emergency management
- 2.4 Disaster management cycle
- 2.5 Steps in disaster management

**Unit Three: Pre-disaster activities (Disaster preparedness and mitigation) (7 hours)**

- 3.1 Institutional arrangement and policy development
- 3.2 Vulnerability analysis, hazard mapping and capacity assessment
- 3.3 Prevention and disaster mitigation programme
- 3.4 Preparedness and planning
- 3.5 Emergency planning process
- 3.6 General model for disaster preparedness planning
- 3.7 Strategic plan and operation plans
- 3.8 Participatory methods in planning
- 3.9 Warning indicators: early warning, slow onset hazards, warning of industrial accidents

**Unit Four: Disaster and emergency responses (7 hours)**

- 4.1 Emergency assessment: purpose, process, field technique and organizing
- 4.2 Evacuation: Organized and spontaneous evacuation, warning and emergency instruction
- 4.3 Environmental health problem associated with evacuation
- 4.4 Strengthens services in host communities and temporary settlement
- 4.5 Personnel, equipment, supplies and logistic management and communication in emergencies
- 4.6 Rules, standards and guidelines for emergency Responses
- 4.7 National and international assistance
- 4.8 Emergency settlement and shelter
- 4.9 Water supply and sanitation
- 4.10 Control of vector and communicable diseases

**Unit Five: Reconstruction, recovery and sustainable development (6 hours)**

- 5.1 Reconstruction of road, houses, schools, water supply and sanitation systems
- 5.2 Recovery planning and recovery/resettlement in different context
- 5.3 Rehabilitation and reconstruction for long term camp
- 5.4 From disaster to development
- 5.5 Post-disaster environmental and sustainable development activities

**Unit Six: First aid of injured people (8 hours)**

- 5.1 Meaning and importance of first aid treatment
- 5.2 Duties and responsibilities to first aider
- 5.3 Emergency action principles of first aid
- 5.4 First aid treatment procedure of following causes: Cuts, Bleeding, Fracture, Drowning, Heat, Stroke, Frost bite, Snake bite, Dog bite, Poisoning, Shock, Altitude sickness, Electrocution
- 5.5 Techniques of artificial respiration and cardiopulmonary resuscitation (CPR)

- 5.6 Techniques of handling injured peoples and carrying them to nearest health facilities

**Unit Seven: Health promotion and community participation in disaster and emergency setting (5 hours)**

- 6.1 Definition of health promotion and community participation
- 6.2 Hygiene promotion and community participation in disaster management cycle
- 6.3 Principles and techniques of community participation in rural and urban settings
- 6.4 Health education and hygiene promotion in disaster and emergency situation

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, games and simulation exercise, group discussion, individual and group work. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Actively participate in simulation exercise of disaster, injuries and first aid treatment

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

**Final examination**

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Gupta, L. C. & Gupta, A. (2007). *Manual first aid*. Delhi: Jaypee Brothers  
Moorey, T., & Lakha, R. (2006). *Tolley’s handbook of disaster and emergency management (Third Edition)*. Amsterdam: Newnes, an Imprint of Elsevier.  
Park, K. (2007). *Park’s textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot Publishers.  
Schneid, T.D., & Collins, L. (2001). *Disaster management and preparedness*. New York: Lewis Publisher  
Wisner, B., & Adams, J. (2002). *Environmental health in disaster and emergency*. Geneva: World Health Organization

Course Title : **Training and Leadership Development in Health Education**  
Course No. : B.Ed. HEP 466  
Level : Bachelor of Education (B.Ed.)  
Semester : Sixth  
Credit hours : 3  
Total hours : 45

**1. Course Introduction**

This course has been designed for those students who specialize in health education. The main purpose of this course is to provide the wider knowledge on leadership and training in health education. So, this course is designed for the student to develop an understanding of the conceptualization of leadership and training basics, designing, facilitating and evaluating a training program and leadership practices.

**2. Objectives**

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

- Delineate the conceptual framework of leadership.
- Identify the self assessment and role and function of leadership.
- Show the relationship of training with team building and leadership.
- Delineate the leadership styles and culture.
- Design training program, training curricula and materials.
- Elucidate the profile of a trainer.
- Discuss the techniques of training audit and evaluation.

**3. Course contents**

**Unit I: Leadership Basics (8 Periods)**

- 1.1 Conceptual framework (Concept, definition, elements)
- 1.2 Role, functions and qualities of leadership
- 1.3 Leadership theories: Great man, trait, situational and transformational theories
- 1.4 Leadership style: Power (Autocratic, Democratic, Free rein, Progressive/ Situational), Motivation (Negative, Positive), Orientation (Human, Task) and appreciative leadership
- 1.5 Leadership: Ethos, Culture and Climate
- 1.6 Human behaviour: Belief and values, The first impression, Human behaviour models

**Unit II: Leadership Practice (10 Periods)**

- 2.1 Leadership approach: Proactive vs reactive
- 2.2 Leadership and decision making
- 2.3 Teamwork and Leadership (Team building)
- 2.4 Transformational and transactional leadership

Bachelor of Education (B.Ed.) Health

- 2.5 Horizontal leadership (Bridging the gap)
- 2.6 Planning for leadership development
- 2.7 Models and responsibilities of leadership in health organization (Classical and contemporary trends)
- 2.8 Developing effective health education leadership and skills through training and practices
- 2.9 Strategic leadership for health education and promotion programme management

**Unit III: Training Basics (8 Periods)**

- 3.1 Conceptual framework (Concept, definition, elements, scope and limitations (does and don't)
- 3.2 Training cycle
- 3.3 Profile of a Trainer: Personal, social, and interpersonal skills (Advocacy, Communication, Decision making, Planning and goal setting, Mentoring and Coaching, Relationship management, Self management, Stress management)
- 3.4 Classical and contemporary trend of training in health education

**Unit IV: Designing and planning training program (12 periods)**

- 4.1 Training needs assessment
- 4.2 Designing a training programs (Alcohol & other drugs / Anatomy / Community & environmental health / Family health & sexuality / Injury prevention / Mental & emotional health / Nutrition / Personal & consumer health / Physical activity / Tobacco, Primary health care and first aid)
- 4.3 Developing training curricula and syllabus
- 4.4 Selecting Training methodologies
- 4.5 Designing training materials
- 4.6 Facilitating a training program
- 4.7 Presentation preparation
- 4.8 Presentation technique

**Unit V: Training Audit and Evaluation (7 periods)**

- 5.1 Concept and steps in training audit
- 5.2 Developing checklist for training audit
- 5.3 Evaluation and follow up of a training program
  - 5.3.1 Trainers' approach to evaluation
  - 5.3.2 Organizations' approach to evaluation
  - 5.3.3 Trainees' approach to evaluation
- 5.4 Micro teaching in health related contents (Micro lesson plan, practice of teaching skills, feedback, re-plan, re-teaching and re-feedback)

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, role play, simulation exercise, individual and group works. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- A Students are requested to survey leadership practices of some organizations, make report and present it in seminar organized within the campus/Department.
- At least 3 peer teaching within the classroom

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Diana Whitney, Amanda Trosten-Bloom, Kae Rader (2010). *Appreciative leadership : focus on what works to drive winning performance and build a thriving organization*. NY: Tata MacGraw Hill Companies.

Iwasan D. Kejawa (2010). *Education: leadership in positive ways*. USA: Red Lead Press.

Jasper, M., & Jumaa, M. (2005). *Effective health care leadership*. Oxford, UK: Blackwell Publishing

Lloyd F. Novick, Cynthia B. Morrow, Glen P. Mays (2008). *Public health administration: principles for population-based management (Second Edition)*, Canada: Jones and Bartlett Publishers.

Peter G. Northouse (2010). *Leadership: theory and practice (Fifth Edition)*. New Delhi: SAGE Publication India Pvt. Ltd.

Pike, R. W. (2002). *Creative Training Technique handbook*: Amherst, MA: HRD Press Inc.

Janakiram, B. (2009). *Training and development*. India: biztandra.

Mudwari, N.R. (2069 BS). *Modern approaches in health education*. Kathmandu: Jupiter Publishers and Distributors (P.) Ltd.

Phillips, Jack (1990). *Handbook of training evaluation and measurement methods*. London: Kogan Page Publishers.

Rolf P. Lynton and Udai Pareek (2002). *Training for organizational transformation*. Thousand Oaks: SAGE publications.

Whiteny, D., Trosten-Bloom, A. & Rader, K. (2010). *Appreciative leadership*. New York: McGrahill

Course Title : **Primary Health Care and Development**  
Course No. : B.Ed. HEP 471  
Level : Bachelor of Education (B.Ed.)  
Semester : Seventh  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course introduces the students to the evolution, concepts, principles and strategies of primary health care and community development. Students will learn about participatory approach and methods for organizing and managing community-based primary health care and community development considering social, cultural and environmental context of the community.

**2. Course objectives**

Upon completion of this course, students will be able:

- Describe origin, principles and elements of primary health care
- Describe the principles and approaches of community development and engagement
- Link between primary health care and community development
- Demonstrate ability to apply practical methods of community participation in communities and action groups
- Analyze strategies of multi-sectoral collaboration and integration within health services
- Discuss and reflect on concept of equity, justice and sustainability in PHC and community development

**3. Course Contents**

**Unit one: Introduction to Primary Health Care (5 hours)**

- 1.1 Concept and evolution of Primary Health Care
- 1.2 Almata Declaration and health for all
- 1.3 Philosophy of Primary Health Care: Equity, justice and community participation
- 1.4 Elements and feature of PHC
- 1.5 Basic health needs and primary health care
- 1.6 Death of PHC and Revitalizing PHC

**Unit Two: Principles and strategies of PHC (10 hours)**

- 2.1 Principles of primary health care
  - Equitable distribution
  - Community participation
  - Inter-sectoral coordination
  - Appropriate technology

- 2.2 Strategies of Primary Health Care
  - Needs-based planning
  - Decentralised management
  - Education
  - Intersectoral coordination and cooperation
  - balance between health promotion, prevention and treatment
  - multi-disciplinary health workers.
- 2.3 Concept of comprehensive and selective PHC
- 2.4 Difference between comprehensive and selective PHC
- 2.5 Shared principles of PHC, Health Promotion and Community development

**Unit Three: Primary Health care Services in Nepal (10 hours)**

- 3.1 Primary Health Care services: health education, counseling, disease prevention, immunization, nutrition, MCH, sanitation and drinking water supply
- 3.2 Multi-sectoral strategies in providing sanitation, diseases prevention, MCH and reproductive health, illness treatment, health promotion
- 3.3 Provision of primary health services in Nepal
- 3.4 Roles of District Health Officer in providing PHC in District
- 3.5 Roles of health post, sub-health post and FCHVs in primary health care services
- 3.6 Challenges in provision of PHC in Nepal

**Unit Four: Community Development (10 hours)**

- 4.1 Definition of development and community development
- 4.2 Principles of community development
- 4.3 Approaches of community development: Top down and bottom up, asset-based and sustainable livelihood approach
- 4.4 Technique of community development: External agent, multiple agents, community organization and internal resource mobilization
- 4.5 Process of community development
- 4.6 Resource for community development: social capital, human capital and economic capital
- 4.7 Features of community development programmes in Nepal and their application in primary health care
- 4.8 Community action for social and environmental changes

**Unit Five: Community participation, empowerment and sustainable development (10 hours)**

- 5.1 Definition and concept of community participation
- 5.2 Types and forms of community participation
- 5.3 Principles of community engagement
- 5.4 Involvement of community in PHC and health service delivery:

Participation in need assessment, resource identification, programme planning, programme implementation, monitoring, supervision and evaluation phase

- 5.5 Concept of power and empowerment, community empowerment
- 5.6 Strategies for empowering people
- 5.7 Concept of sustainable development
- 5.8 Strategies for sustainable community development

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, individual and group works. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Visit health post and PHCs, make report on their PHC activities and present it in seminar organized within the campus/Department.
- Oral presentation of the group work

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Green, G.P., and Goetting, A. (2010). *Mobilizing communities: Assets building as community development strategy*. Philadelphia: Temple University Press

Park, K. (2007). *Park’s textbook of preventive and social medicine*. Jabalpur, India: M/S Banarsidas Bhanot Publishers.

Philips, R. and Pittman, R.H. (2009). *Introduction to community development*. New York: Routledge.

Talbot L. and Verrinder, G. (2007). *Promoting health: Primary health care approach*. Victoria Avenue, NSW: Elsevier -Australia

WHO (2008). The world health report 2008: *Primary health care now more than ever*. Geneva: World Health Organization.

Course Title : **Need Assessment in Community Health**  
Course No. : B.Ed. HEP 472  
Level : Bachelor of Education (B.Ed.)  
Semester : Seventh  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course introduces students to community and community need assessment methodology. Students will learn about characteristics of community, procedural steps of community need assessment and community analysis including sampling procedure, data collection and statistical analysis of data, process and prioritizing needs. It tends to equip students with practical knowledge and skills in doing need assessment survey, analyzing data, writing survey report and plan community health programme.

**2. Course objectives**

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

- Describe characteristics of community
- Discuss and summarize major community health problems of Nepal
- Explain the procedural steps of community need assessment
- Demonstrate ability to plan and conduct community need assessment
- Demonstrate ability to analyze data collected from field study
- Prepare community need assessment report

**3. Course Contents**

**Unit One: Introduction to Community and community health problems (10 hours)**

- 1.1 Definition of community
- 1.2 Difference between community and society
- 1.3 Elements and types of community
- 1.4 Caste and ethnic composition of Nepalese community
- 1.5 Concept of association and community organization
- 1.6 Basic assumptions and principles of community organization
- 1.7 Definition and scope of community health
- 1.8 Major community health problems in Nepal
  - 1.8.1 Prevalence of communicable diseases (diarrhoea, ARI (acute respiratory infection), Worm infestation, TB, Leprosy, Kala-zar, Dengue, Malnutrition, STIs, HIV/AIDS
  - 1.8.2 Dental health problems in school going children
  - 1.8.3 Reproductive health problems (STIs, HIV/AIDS, abortion, uterine prolapsed, unsafe delivery)
  - 1.8.4 Rapid population growth, poverty, malnutrition, infant and child mortality
  - 1.8.5 Road traffic accidents in Nepal

- Unit Two: Community needs and need assessment (5 hours)**
- 2.1 Defining needs and community health needs
  - 2.2 Types of needs: Felt, expressed, normative and comparative needs
  - 2.3 Definition of community need assessment
  - 2.4 Basic steps of community need assessment
  - 2.5 Basic steps of survey
  - 2.6 Reasons for and benefits of conducting community health need assessment
  - 2.7 Challenges of community need assessment

**Unit Three: Planning Community Need Assessment Survey (10 hours)**

- 3.1 Formation of community need assessment team/steering committee
- 3.2 Collect basic information and review the existing literature
- 3.3 Identify the aims and objectives of the need assessment
- 3.4 Conduct ocular survey and identify the community
- 3.5 Prepare proposal for community need assessment survey

**Unit Four: Need Assessment Methodology (10 hours)**

- 4.1 Description of study/survey community
- 4.2 Need assessment survey design: Qualitative and quantitative
- 4.3 Need assessment approach: Participatory Rural Appraisal/Rapid Assessment Procedure, Household Survey, Qualitative and mixed methods approach
- 4.4 Sampling design and procedure: Probability and non-probability sampling
- 4.5 Nature and source of data: Qualitative and quantitative data, primary and secondary
- 4.6 Data collection tools and techniques
  - 4.6.1 Qualitative data collection tools and technique: Interview, observation and Focus Group Discussion
  - 4.6.2 Quantitative tools and techniques: Questionnaire, interview schedule, structured interview and observation checklist
- 4.7 Process of data analysis (Data checking, editing, entry, tabulation)
- 4.8 Manual methods of data entry and analysis
- 4.9 Data coding and entry into computer using data analysis software
- 4.10 Presenting quantitative data in table, figure
- 4.11 Qualitative data analysis process
- 4.12 Combining qualitative and quantitative data
- 4.13 Presenting findings and identifying community needs
- 4.14 Prioritizing needs using ranking and scoring technique, Delphi technique
- 4.15 Summarize and disseminate findings of community need assessment survey
- 4.16 Plan for action for addressing needs: action planning elements and steps



4.17 Write need assessment report

**Unit Five: Practicum for community need assessment survey (10 hours)**

- 5.1 Formation of need assessment team/group and select a leader
- 5.2 Review literature, select community and develop proposal
- 5.3 Identify the study population and determine sample size
- 5.4 Decide need assessment approach and methods
- 5.5 Prepare data collection tools
- 5.6 Conduct field study and collect the required data
- 5.7 Analyze data and prepare summary of findings
- 5.8 Disseminate findings in community and prioritize the community health needs through participator techniques
- 5.9 Prepare action plan/programme plan for conducting health education and addressing needs using local resources

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual and group works, and field work. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Conduct community need assessment/survey and prepare report.
- Oral presentation of the group work on community need assessment report

**7. 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 | 10 points |
| 2) Home assignments                   | 5 points  |
| 3) Unit test/quiz                     | 5 points  |

- |  |           |
|--|-----------|
| 4) Mid term assignment                     | 10 points |
| 5) Community need assessment field work    | 15 points |
| 6) Need assessment report and presentation | 15 points |
| Total                                      | 60 points |

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

- |  |           |
|--|-----------|
| 1) Objective type question (Multiple choice items) | 10 points |
| 2) Short answer questions (6 questions x 5 points) | 30 points |
| 3) Long answer questions (1 questions x 10 points) | 10 points |
| Total  | 40 points |

**Recommended books**

Budhathoki, C.B.. & Wagle, B.P. (2068). *Community health survey*. Kathmandu: Pinnacle publication

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

Petersen, D.J. (2001). *Need assessment in public health: A practical guide for student and health professional*. New York: Academic publisher.

Sines, D., Saunders, M., & Burford, J.F. (2009). *Community health nursing* (Fourth edition). West Sussex: Blackwell Publishing Ltd.

Sharma BS, A. et al (2000). *Community need assessment guide*. Centre for urban research and learning and the Department of Psychology, Loyola University Chicago.

NHS. *Health need assessment kits*. Mid Hampshire: Primary Care Trust

Course Title : **Management and Supervision of School Health Programme**  
Course No. : B.Ed. HEP 473  
Level : Bachelor of Education (B.Ed.)  
Semester : Seventh  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This course is designed to provide the fundamental concepts and knowledge of management and supervision in health education. It introduces students to principles, functions, theory of management. It deals with organization of school health programme and supervision approach and methods in school health education. Students will learn how to manage and supervise school health education programme in Nepalese context.

**2. Course Objectives**

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

- Explain elements, functions, principles and theories of management
- Identify and apply managerial functions and skills in management of school health education programme
- Demonstrate ability to organize school programme effectively in real settings
- Explain modern concepts and methods of school supervision
- Apply principles and methods of school supervision in school health programme

**3. Course Contents**

**Unit One: Introduction to administration and management (5 hours)**

- 1.1 Definition of administration
- 1.2 Administrative duties (POSDCORB)
- 1.3 Definition of management
- 1.4 Functions and principles of management
- 1.5 Managerial roles and skills

**Unit two: Theoretical perspective of management (10 hours)**

- 2.1 Concept of management theory
- 2.2 Evolution of management theory
- 2.3 Classical theory: Scientific, Bureaucratic, Administrative
- 2.4 Human relation and behavioural science theory
- 2.5 Contemporary theory: System theory, contingency theory and decision-making theory
- 2.6 Application of management theory in school health education

Bachelor of Education (B.Ed.) Health

**Unit Three: Planning, Decision-Making, Coordination and budgeting (10 hours)**

- 3.1 Definition and importance of planning in management
- 3.2 Planning process
- 3.3 Definition of decision-making
- 3.4 Characteristics of decision-making
- 3.5 Types of decision-making
- 3.6 Process of decision-making
- 3.7 Group and participatory decision-making
- 3.8 Definition and types of coordination
- 3.9 Principles of coordination
- 3.10 Coordination between school, community and stakeholders
- 3.11 Concept of budget and budgeting
- 3.12 Bases of budgeting
- 3.13 Fund generation and fund management
- 3.14 Management of school facilities and resources for school health programme

**Unit Four: Organization of school health programme (10 hours)**

- 4.1 Definition of organization
- 4.2 Organization as process
- 4.3 Need and importance of organization
- 4.4 Formal and Informal organization
- 4.5 Forms / types of organization: Line organization, Line and staff organization
- 4.6 Feature of functional organization
- 4.7 Organizational structure of school health programme in Nepal
- 4.8 Organizational structure of Ministry of Education and Ministry of Health and Population

**Unit Five: Supervisions of school health programme (10 hours)**

- 5.1 Concept and definition of supervision
- 5.2 Needs and scope of supervision
- 5.3 Elements and procedures of general supervision
- 5.4 Definition and importance of clinical supervision
- 5.5 Process of clinical supervision in school health education
- 5.6 Difference between general and clinical supervision
- 5.7 Basic supervisory skills
- 5.8 Roles and responsibilities of school supervisor, resource persons and headmasters in school health education supervision

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, individual work and project work. Students will be required to

complete skill building assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

**5. Teaching materials and instructional aids**

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

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Prepare project work on school health management in a local school
- Oral presentation of project work

**7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term exams/assignments	10 points
5) Final assignments	10 points
Total	40 points

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

**Recommended books**

Ahamad, S. A. et al. (2009). *Fundamental of management*. PEARSON Prentic Health and Open University Malaysia  
Budhathoki, C.B., Wagle, B.P., & Wagle, D. (2068 BS). *School health education administration and management*. Kathmandu: Pinnacle Publication  
Lynch, S. et al. (2008). *Clinical supervision for nurses*. Maiden, MA: Wiley & Black Well

Stones, E. (2003). *Supervision in teacher education*. London: Metheun and Co. Ltd  
Sullivan, S., & Glanz, F. (2009). *Supervision that improve teaching and learning (Third Edition)*. Thousand Oaks, CA: Corwin, A Sage Company and Sage India.

Course Title : **Professional Development and Human Resource Management in Health Education**  
Course No. : B.Ed. HEP 474  
Level : Bachelor of Education (B.Ed.)  
Semester : Seventh  
Credit hours : 3  
Total hours : 45

**1. Course Introduction**

This course has been designed for those students who specialize in health education. The main purpose of this course is to provide the wider knowledge on professional development and HRM in health education. So, this course is designed for the student to develop an understanding of the conceptualization of professionalization in health education, building supportive environment for professional development, action research for professional development, strategic HR management and planning and safety and health at workplace.

**2. Objectives**

- On completion of the course the students will be able to;
- Delineate need, qualities, competencies, standards and code of ethics for health education professionals.
  - Identify supportive culture for increasing efficiency of health education professionals.
  - Show the relationship action research with professional development.
  - Delineate concept and steps of strategic management.
  - Examine employees rights and responsibilities and unions/management relations.
  - Elucidate the need and importance of workplace safety and health.
  - Discuss the problems and remedies of workplace health hazards.
  - Identify occupational security and safety and highlight the role of management in workplace safety and health.

**3. Course Outlines**

- Unit I: Professionalization in Health Education (10 hours)**
- 1.1 Introduction of health education profession
  - 1.2 Need of professionalization in health education
  - 1.3 Approaches of professions (Static, process and socioeconomic)
  - 1.4 Qualities of health educators
  - 1.5 Identifications of competencies for health education professionals
  - 1.6 Standards for professional development HE profession
  - 1.7 Code of ethics for health education professionals

Bachelor of Education (B.Ed.) Health

- Unit II: Building Supportive Environment for Professional Development (10 hours)**
- 2.1 Build a culture to support professional learning
  - 2.2 Supportive culture for increasing efficiency (Feasibility, important goals, supportive supervisors, supportive peers, supportive students)
  - 2.3 Role of research on professional development
  - 2.4 Evaluating and assessing professional development (Formative and summative approach)
  - 2.5 Planning for professional development
  - 2.6 Essential skills of HE professionals (Reflection, goal setting, decision making)
  - 2.7 In-service, pre-service and refresher training, continuing education for professional development in health education and health promotion

- Unit III: Action Research for Professional Development (5 hours)**
- 3.1 Basic process and steps of action research
  - 3.2 The importance of action research for professional development
  - 3.3 Conducting action research in teaching health education

- Unit IV: Introduction to human resource management and planning (10 hours)**
- 4.1 Definition and evolution of human resource management
  - 4.2 Characteristic of human resource management
  - 4.3 Rising interest in human resource management in education and health sector
  - 4.4 Concept of human resource planning
  - 4.5 Approach to human resource planning: Qualitative, quantitative and combined
  - 4.6 Recruitment and selection of human resource
  - 4.7 Job design and job description

- Unit V: Strategic HR management and planning (10 hours)**
- 5.1 Concept of strategic HR management
  - 5.2 Steps of strategic management
  - 5.3 Selecting human resources
  - 5.4 Ethics and fair treatment at work
  - 5.5 Stress management at work place
  - 5.6 Employee rights and responsibilities
  - 5.7 Unions/management relations

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, demonstration, group discussion, mini - project, individual and group works. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Complete midterm and final assignments
- Mini-survey some schools and organization explore the situation of human resource management and professional development and prepare a report
- Oral presentation of mini-survey report

7. Evaluation

There will be internal assessment and final examination.

Internal evaluation

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

Attendance and class participation	10 points
Home assignments	5 points
Unit test/quiz	5 points
Mid term exams/assignments	10 points
Final assignments	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

Objective type question (Multiple choice items)	10 points
Short answer questions (6 questions x 5 points)	30 points
Long answer questions (2 questions x 10 points)	20 points
Total	60 points

Recommended books

Baidya, PC; Budhathoki, CB; Wagley, BP and Bhandari, K. (2066 BS). *Principles and foundations of health education (2<sup>nd</sup> Ed.)*. Kathmandu: Pinacle Publication.

Gary Dessler and Biju Varkkey (2009). *Human resource management (11<sup>th</sup> Ed.)*. India: Dorling Kindersley (India) Pvt. Ltd.

Lee Haroun (2011). *Career development for health professionals: success in school and on the job (3<sup>rd</sup> Ed.)*. Canada: Saunders Elsevier.

Mudwari, N.R. (2068 BS). *Principles and foundations of health education (4<sup>th</sup> Ed.)*. Kathmandu: Jupiter Publishers and Distributors (P.) Ltd.

Patricia, Cranton (1996). *Professional development as Transformative learning: New perspectives for teachers of adults*. San Francisco: Jossey-Bass Publishers.

Robert L. Mathis, John H. Jackson (2011). *Human resource management (13<sup>th</sup> Ed.)*. UK: South-Western Cengage Learning.

Sally J. Zepeda (2011). *Professional development: what works*. NY: Eye On Education Publishers.

Singh, H. (2066). *Organizational behavior and human resource management (in Nepali)*. Kathmandu: Asmita Publisher and Distributor

Course Title: **Health Promotion in School and Community**  
Course No. : B.Ed. HEP 475  
Level : Bachelor of Education (B.Ed.)  
Semester : Seventh

Credit hours : 3  
Total hours : 45

**1. Course Description**

This course deals will principles and practices of health promoting schools and health promotion community. Students will learns about strategies and procedures of organizing health promoting schools in collaboration with communities and other stakeholders. This course is designed to enhance students’ capacity for promoting and sustaining health promotion activities in community through community organization approach. It tends to equip students with practical knowledge and skills in designing and implementing community health promotion programme.

**2. Course Objectives**

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

- Describe the concepts and principles of health promoting schools
- Explain the strategies for sustaining health promotion activities in schools
- Describe the concept of health community and health promotion in communities
- Discuss and summarize the major components of healthy communities
- Explain the phase of community health promotion programme
- Demonstrate ability to design and implement health promotion activities in community

**3. Course contents**

**Unit One: Introduction to Health Promoting schools (6 hours)**

- 1.1 Definition of health promoting schools
- 1.2 Evolution of health promoting schools
- 1.3 Importance of health promoting school
- 1.4 Elements/components of health promoting schools
- 1.5 Procedure for establishing health promotion in school
- 1.6 Strategies for sustaining health promotion in school

**Unit two: Fundamental concept of community health and community health promotion (7 hours)**

- 2.1 Definition and scope of community health
- 2.2 Aims and objective of community health
- 2.3 Major community health problems of Nepal

- 2.4 Concept of health promotion and Ottawa Charter
- 2.5 Concept of healthy community and its movement
- 2.6 Factors influencing the health of the communities

**Unit Three: Components of healthy villages movement (12 hours)**

- 3.1 Concept of total sanitation and its movement in Nepal and developing countries
- 3.2 Principles of community led total sanitation
- 3.3 Phase of community led total sanitation
- 3.4 Creating open defecation free communities: Total elimination of open defecation and proper management of human excreta
- 3.5 Promoting hygiene personal, domestic and environmental hygiene, and changing hygiene behaviour
- 3.6 Safe handling water and water treatment at household level
- 3.7 Monitoring water quality
- 3.8 Managing community water resources
- 3.9 Managing solid waste in households
- 3.10 Managing solid waste in community
- 3.11 Using principles of integrated and community based participatory solid waste management in the community
- 3.12 Managing special solid waste: health care waste, slaughter wastes and industrial waste
- 3.13 Promoting food hygiene and food safety
- 3.14 Providing primary health

**Unit Four: Phase of community health promotion (20 hours)**

- 4.1 Community assessment: Defining community, community entry, community survey and analysis
- 4.2 Organizing community
  - 4.2.1 Concepts and assumption of community organization
  - 4.2.2 Five ideas that motivate people to join community activities
  - 4.2.3 Organize people by organizing core groups/user groups
  - 4.2.4 Involve people in need assessment and community analysis
  - 4.2.5 Use participatory techniques to mobilize and organize people
  - 4.2.6 Organize community assembly, identify leaders and form the community health councils
  - 4.2.7 Indentify the community needs and prioritize them through participatory techniques
  - 4.2.8 Engage the people every aspects of community health activities
- 4.3 Design community health promotion programme
  - 4.3.1 Prioritize community health needs
  - 4.3.2 Set mission, vision, goal and objectives
  - 4.3.3 Identify target groups
  - 4.3.4 Identify the community health intervention/activities

- 4.3.5 Identify resources, materials and methods
- 4.3.6 Plan budget
- 4.3.7 Create detailed plan of action
- 4.4 implement the community health promotion activities
  - 4.4.1 Prepare organizational chart and establish working groups/team
  - 4.4.2 Division of works and job description
  - 4.4.3 Gather resource and budget
  - 4.4.4 Training and orientation
  - 4.4.5 Organize interventional activities as per action plan
  - 4.4.6 Promote community coalition and coordination with line agencies and other stakeholders
  - 4.4.7 Maintain record keeping, monitoring and supervision
- 4.5 Evaluate community health promotion activities: Process, impact and outcome evaluation
- 4.6 Follow the strategies for sustaining community health promotion activities
  - 4.6.1 Create share understanding of sustainability among the community members and stakeholders
  - 4.6.2 Assess the current situation and formulate strategies for challenges and risk
  - 4.6.3 Promote community coalition efforts and create supportive environment
  - 4.6.4 Plan for sustainable activities
  - 4.6.5 Implement sustainable programme activities

4. Methods of Instructions/teaching

The class will be taught primarily through lecture, demonstration, group discussion, individual and group works, and field work. Students will be required to complete skill building work and assignments, participate in class discussions and activities, read the assigned textbook(s), and successfully complete exams.

5. Teaching materials and instructional aids

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

6. Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly assignments
- Conduct community organization and health promotion in communities.
- Oral presentation of the group work on community health promotion programme

7. 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	10 points
2) Home assignments	5 points
3) Unit test/quiz	5 points
4) Mid term assignment	10 points
5) Final assignment	10 points
Total	40 points

Final examination

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	40 points

Recommended books

Budhathoki, CB (2068 BS). *Health promotion: theories and practice (In Nepali)*. Kathmandu: Pinnacle publication.

Budhathoki, CB & Bagle, BP (2069). *Community health and organization (in Nepali)*. Kathmandu: Pinnacle publication.

Bracht, N. (1999). *Health promotion at the community level*. New Delhi: Sage Publications.

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

CDC (NA). *Sustainability planning guide for healthy communities*. Retrieved from [www.cdc.gov/healthycommunitiesprogram/.../sustainability\\_guide.pdf](http://www.cdc.gov/healthycommunitiesprogram/.../sustainability_guide.pdf).

Conant, J., & Fadem, P. (2008). *A community guide to environmental health*. Berkeley, CA: Hasperian

McKenzie, J.P.R. & Jerome, K. (2005). *An introduction to community health, fifth edition*. Boston: Allyn and Bacon

IUHPE (2009). *Achieving health promoting schools. Guidelines for promoting health in schools*. Version 2 of the document. Retrieved from [www.iuhpe.org](http://www.iuhpe.org)

WHO (2002). *Healthy villages: a guide for communities and community workers*. Geneva: WHO.

Course Title : **Contemporary Health Challenges**  
Course No. : B.Ed. HEP 476  
Level : Bachelor of Education (B.Ed.)  
Semester : Seventh  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This explores global and local health challenges that are faced by Nepalese people and Nepal's health sector. Students will critically examine the construction of contemporary health challenges and emerging health problems including poverty, malnutrition, food insecurity, lack of access to health services, privatization, globalization, domestic violence, political violence, terrorism, caste and gender based discrimination, inequalities in health, HIV/AIDS, TB, Sexually transmitted infections, swine and bird flu, dengue, reappearance of malaria and increased burden of cancer and non-communicable diseases. Student will read articles published in national and international journals, weekly and daily newspaper and tabloids, and they use them for discussion and exploring contemporary issues and challenges.

**2. Course Objectives**

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

- Explore the common health problems and challenges of Nepalese society
- Discuss in-depth some contemporary health challenges HIV/AIDS, STIs, sexuality education, poverty, malnutrition, lack of access to health services, inequalities in health and so on.
- Identify and discuss factors constructing and shaping contemporary health problems and challenges
- Discuss and describe interplay of political, economic, legal and socio-cultural framework in shaping current issues and challenges in health and health promotion
- Discuss and critically reflect on national policy and strategies to address the health problems and challenges
- Prepare a paper on contemporary issues and challenges by reviewing literature and news paper and present it on seminar.

**3. Course content**

- Unit One: Determinants of health (5 hours)**
- 1.1 Biological determinants of health
  - 1.2 Social determinants of health
  - 1.3 Environmental and ecological determinants of health
  - 1.4 Political determinants of health

Bachelor of Education (B.Ed.) Health

- Unit Two: Inequality and inequities in health and health services (9 hours)**
- 2.1 Concept of equality and equity
  - 2.2 Concept of social inequality in health
  - 2.3 Health inequality by caste/ethnicity, class, gender and region
  - 2.4 Unequal distribution of health resources and services
  - 2.5 Unequal access to health services
  - 2.6 Utilization of health services by caste/ethnicity, class, educational status, age, gender and geography and distances
  - 2.7 Concept of social exclusion and inclusion
  - 2.8 Social exclusion in health

- Unit Three: Poverty, food security, malnutrition and health (5 hours)**
- 3.1 Concept of poverty
  - 3.2 Measuring poverty
  - 3.3 Situation poverty in Nepal
  - 3.4 Situation of food security and consumption pattern
  - 3.5 Vicious circle of poverty, ill health, low income, hunger, malnutrition and sickness

- Unit Four: Emerging and reemerging health problems (9 hours)**
- 4.1 Vector borne diseases: Malaria, dengue, kala-azar
  - 4.2 Viral influenza: Bird flu, swine flu
  - 4.3 HIV/AIDs and STIs, Tuberculosis, ARIs, Pneumonia
  - 4.4 Mental health problems: depression, stress, suicide etc.
  - 4.5 Consumptions of junk foods, adulterated foods and pesticide contaminated foods and their health impacts
  - 4.6 Cancer and heart diseases
  - 4.7 Uterine prolapsed and breast cancer
  - 4.8 Other emerging diseases

- Unit Five: Health beliefs, culture and health-seeking behavior (7 hours)**
- 5.1 Popular beliefs about health and illness
  - 5.2 Traditional healers and healing practices
  - 5.3 Use of home remedy
  - 5.4 Health-seeking behaviour
  - 5.5 Preventive behavior
  - 5.6 Hygiene behavior
  - 5.7 Other socio-culture issues on health and illness

- Unit Six: Contemporary politics of health (10 hours)**
- 5.1 Concept of globalization and privatization in health care
  - 5.2 Impact of globalization and privatization on public health
  - 5.3 Roles of government in provision of health services



- 5.4 Free health care services
- 5.5 Crisis in health care
- 5.6 Influences of politics on health policy and programme
- 5.7 Provision of health care services in democratic, socialist and communist country
- 5.8 Market encroachment in health sectors
- 5.9 Other political issues in health

**4. Methods of Instructions/teaching**

The class will be taught primarily through lecture, group discussion, inter-action, individual and group works. Students will identify the issues and challenges by reading articles on journal and news papers and they will discuss on the selected issues in class. Participatory methods and techniques will be used in classroom.

**5. Teaching materials and instructional aids**

White board, LCD projector, published articles on news paper and journal will be used as instructional aids

**6. Student participations and expected works**

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading assignments
- Identify the relevant articles by themselves
- Oral presentation of the group work on selected issues
- Prepare a seminar paper based on review of literature and present it on seminar

**7. 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	10 points
2) Home assignments and readings	10 points
3) Identification and oral presentation of issues	10 points
4) Writing a seminar paper	15 points
5) Oral presentation of paper	15 points
Total	60 points

***Final examination***

Dean’s Office of the Mid-Western University will conduct final examination at the end of semester.

1) Objective type question (Multiple choice items)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (1 questions x 10 points)	10 points
Total	40 points

**References**

Adhikari, N. (2001). *Food security in Nepal*. Discussion Paper for Regional Consultation. Kathmandu.

Adhikari, J. & Bohle, H.G. (1999). *Food crisis in Nepal: how mountain farmers cope*. Delhi: Adroit Press.

Hansen, G, Venturilli, P., & Fleckenstein, A. E. (2008). *Drugs and society*. London: Jones and Bartlett Publisher.

Jones, L. J. (1994). *The social context of health and health work*. New York: Palgrave

Tulchirisky, T. H. & Varakikova, E. A. (2009). *The new public health*. Sandiego: Academic Press

Park, K. (2007). *Park’s textbook of preventive and social medicine*. Jabalpur, M/S Banarsidas Bhanot Publishers.

Journal of Medical Association of Nepal

Journal of Nepal Health Research Council

Journal of Health promotion

Other notional and international journal related to public heath, health promotion and health education.

Daily and weekly news papers

Course Title : **Practicum on Community Health Education and Promotion**  
Course No. : B.Ed. HEP 481  
Level : Bachelor of Education (B.Ed.)  
Semester : Eight  
Credit hours : 3  
Total hours : 45

**1. Course Description**

This practical course will assist students to put theory of community health, community organization, need assessment, planning, health education and health promotion into practice working in community with local people, leaders, agencies and health workers. It will provide practical experience in preparation for enhancing capacity, confidence and a career in health promotion as well as opportunities to learn about career development, resume development and reflection on skills and capacities required by a graduate. Applying the knowledge gained through their course by working in a community and real setting with people involving in health sectors will help students to better understand health determinants and behaviour in the community, and prepare them for the realities of the workplace and health village movement.

**2. Course objectives**

Upon completion of this course, students will be:

- Apply knowledge and skills gained in health promotion units, in the practice of community-based health promotion
- Apply knowledge and skills in designing and implementing community health promotion programme.
- Expose and reflect on the professional attitudes and skills required of health professionals working in community settings;
- Critically assess reality, challenges and opportunities of the community health promotion through health education and community organization in the community.

**Practicum Activities**

1. Preparation of proposal for the community health promotion activities (3 hours)
2. Ocular survey and community selection (2 hours)
3. Gaining entry into community (2 hours)
4. Community need assessment from previous survey and participator techniques (4 hours)
5. Prioritization of community needs (4 hours)
6. Community assembly and formation of community health council/ committee and self-help groups (2 hours)
7. Plan/design community health promotion activities (5 hours)

8. Implement community health promotion activities (14 hours)
9. Evaluate community health promotion activities (3 hours)
10. Prepare report of community health promotion programme (8 hours)
11. Submit the report to the concern department of the university by each team (1 hours)

**Suggested methods**

Group works, Group interaction, consultation, Participatory Rural Appraisal, Participatory planning, participatory materials preparation, local initiation and leadership on programme implementation and participatory evaluation.

**4. Student participations and expected works**

- Students are required to participate all the activities
- Identify local leaders, resources and gather essentials materials required for organizing community health promotion activities
- Actively participate in programme implementation
- Mobilize people and resources for the implementation of the programme
- Prepare and submit field activities report
- Oral presentation of the report

**5. Evaluation**

There will be internal assessment and external evaluation

**Internal evaluation**

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

- |  |           |
|--|-----------|
| 1) Participation in activities           | 10 points |
| 2) Proposal writing                      | 5 points  |
| 3) Need assessment and programm planning | 10 points |
| 4) Programme implementation activities   | 20 points |
| 5) Final report                          | 15 points |
| Total                                    | 60 points |

**External evaluation**

- |                               |           |
|-------------------------------|-----------|
| External evaluation of report | 20 points |
| Viva voce                     | 20 pints  |
| Total                         | 40 points |

**References**

Budhathoki, C.B.. & Wagle, B.P. (2068). *Community health survey*. Kathmandu: Pinnacle publication

Guttmacher, S., Kelly, P. & Ruiz-Jenecko, R. (2010). *Community based intervention: Principles and practices*. San Francisco: Jossey-Bass.

McKenzie, J.P.R. & Jerome, K. (2005). *An introduction to community health, fifth edition*. Boston: Allyn and Bacon

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

Petersen, D.J. (2001). *Need assessment in public health: A practical guide for student and health professional*. New York: Academic publisher.

Pradhananga, Y. (2055). *Samudaya swastha ko ruprekha*. Kathmandu: Educational Enterprises.

Sines, D., Saunders, M., & Burford, J.F. (2009). *Community health nursing* (Fourth edition). West Sussex: Blackwell Publishing Ltd.

Course Title : **Teaching Practice in Health Education (Practicum)**  
Course No. : B.Ed. HEP 482 (On Campus) & HEP 482 (Off Campus)  
Level : Bachelor of Education (B.Ed.)  
Semester : Fourth  
Credit hours : 6  
Total hours : 90

**Description of teaching internship**

Student teaching practicum is a full-time, 40 day teaching experience in eight semester of the course. Student teaching practice is the most essential and valuable components of teacher education programme. 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. The teaching practicum should be designed to give the student actual teaching experience and developmental feedback. Practicum students should be involved in course planning and implementation as well as assessment of their students and of the course throughout the semester. They should perform a variety of instructional roles including, at a minimum, the independent teaching of a subject unit in the course and regular classroom attendance for a semester. The supervising instructor should approve all assessment instruments developed by the practicum student.

**Objective of the internship**

Upon completion of the teaching practicum, students will be able to:

- Apply principles and methods of teaching health education in class-room setting
- Plan and apply instructional activities in real settings
- Use a variety of teaching aids, materials and communication skills in classroom
- Develop personal and professional competencies of health education teachers.
- Apply and test professional teaching skills.
- Prepare to meet the challenges that confront a beginning teacher.
- Assume full responsibility for teaching.
- Analyze textbook and curriculum
- Plan and implement school health programme

**Teaching internship is divided into two parts: On campus and Off campus activities**

**On Campus Activities**

**Orientation programme**

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 teaching internship programme. In Orientation programme, student will be familiar with roles and responsibilities of student teachers, university supervisor, cooperative teachers of the school/campus. After orientation programme, each student should fill up the internship form.

### **Micro-teaching**

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 lesson 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.

### **Conference and discussions**

After assuming teacher responsibilities in assigned school/campus and class, students should come to the campus for interaction and discussion on real setting issues and problems with their classmates and campus teachers. For this purpose, campus should organize at least three conference in campus within the interval of two weeks. In this conference, participating student teachers will present their experiences, learning and issues in front of other friends and campus teachers. This activities will help student teachers to improve teaching practice and refine knowledge an skills.

**Off campus activities: Student teachers should perform following activities in cooperative school/campus setting:**

### **Teaching Lessons**

Each student teacher must develop lesson plan on health related subject of the assigned class and teach at least 45 lessons in classroom setting within duration of two months. One lesson in one day should be toughed. Each lesson need 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. This activities will help them to improve lesson plan and teaching skills.

### **Maintain teaching logbook:**

### **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 back ground 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 prepared a case study report independently.

### **Organization of school health programme in host school**

A group of student teachers teaching health education should assess school health problems, plan and organize school health 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.

### **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 presented in a seminar organized by student teachers with help of cooperative teachers and school/campus.

### **Reference**

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