Far Western University
Mahendranagar, Kanchanpur
Faculty of Education
M. Ed. In Health Education

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Far Western University
Faculty of Education
M. Ed. In Health Education
Course Structure
<u>Semester-First</u>

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<u>Core Courses:</u>

1. Dimensions of Educational Thought (Ed.511)

2. Contemporary Issues in Education (Ed.512)

<u>Major Courses:</u>

1. Socio Behavioral Perspectives of Health (Hp.Ed.511)

2. Biomedical Aspects of Health and Diseases (Hp.Ed.512)

3. Promoting Active Living (CPL.Ed.513)

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<u>Semester-Second</u>

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<u>Core Course:</u>

1. Research Methods in Education (Ed.521)

<u>Major Courses:</u>

1. Exercise Science and Fitness Promotion (Hp.Ed.521)

2. Health Communication (Hp.Ed.522)

3. Strategies of Health Promotion (Hp.Ed.523)

4. Leadership in Community Health (Hp.Ed.524)

5. Sexual and Reproductive Health (Hp.Ed.525)

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<u>Semester-Third</u>

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<u>Core Course:</u>

1. Educational Psychology (Ed.531)

<u>Major Courses:</u>

1. Healthy Lifestyle Promotion (Hp.Ed.531)

2. Health Promoting Schools (Hp.Ed.532)

3. Contemporary Approaches in Health Education (Hp.Ed.533)

4. Health Statistics and Research (Hp.Ed.534)

5. Fitness Through Ball Games (Hp.Ed.535)

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<u>Semester-Fourth</u>

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<u>Major Courses:</u>

1. Environment and Sustainable Health (Hp.Ed.541)

2. Development, Management and Evaluation of Health Education Program (Hp.Ed.542)

3. Teaching Practice (Hp.Ed.543)

 4. Thesis (Hp.Ed.544)

<div align="center">**Far Western University**
Faculty of Education</div>

Course Title: **Dimensions of Educational Thought**

Course No. : Ed.511	Nature of course: Core, Theory
Level: M. Ed.	Semester: First
Total periods: 45	Time per period: 1 Hour

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1. **Course Introduction**

   This course acquaints the students with contemporary thinking in education. It provides them with concept and understanding of the existing issues of what education is for, providing four major foci of the present-day education – four pillars of education – education for economy and national development, education for social justice, and education for interdependence and ecological sustainability. It then provides them with opportunities to understand and reflect on the thinking and issues of multicultural education. This course also provides contemporary philosophical thought of critical theory and critical pedagogy, feminism and postmodernism. It generally aims to aware students of the dimensions of contemporary educational thoughts.

2. **General Objectives**

   The general objectives of this course are as follows:

   - Describe, with example, the contemporary thoughts of what education is for.
   - Define multiculturalism and explain its goals, problems and educational implications.
   - Understand meaning and nature of critical thinking and develop skills and abilities of critical thinking.
   - Explain the characteristics and development of critical theory and discuss its educational relevance and implications.
   - Understand basic premises and philosophical questions of feminism and draw implications of feminism for educational policies and practices.
   - Develop understanding of postmodernism and draw educational implications of postmodernism.

3. **Contents in Detail with Specific Objectives**

Specific Objectives	Contents

- Explain the meaning and concept of four pillars of education. - Discuss the need of education for economic growth and human development. - Demonstrate understanding of the role education in social justice. - Elucidate the role of education for interdependence and ecological sustainability.	**1 What education is for: contemporary educational thought (6 hours)**
	   1.1 Educational for knowing, doing, living together and being (four pillars of learning)
	   1.2 Education for economic growth and human development
	   1.3 Education for social justice
	   1.4 Education for interdependence and ecological sustainability

• Define multiculturalism and explain the concept of multicultural education. • List the goals of multicultural education. • Discuss the problems in multicultural education. • Conceptualize the meaning of culturally responsive pedagogy and explain its importance. • Justify the relevance of multicultural education in the context of Nepal.	**2 Multicultural education (7 hours)** 2.1 Meaning and concept of multicultural education 2.2 Goals of multicultural education 2.3 Problems in multicultural education 2.4 Culturally responsive pedagogy 2.5 Relevance of multicultural education in the context of Nepal
• Explain the meaning and nature of critical thinking. • Develop skills and dispositions required for critical thinking • Discuss the relationship between critical thinking and creative thinking • Explore the role of critical thinking in teaching and learning. • Mention critiques of critical thinking.	**3 Critical thinking and education (6 hours)** 3.1 The meaning and nature of critical thinking 3.2 Critical thinking: skills/abilities and dispositions 3.3 The relationship between critical thinking and creative thinking 3.4 Critical thinking and education 3.5 Critiques of critical thinking
• Explain the characteristics and development of critical theory. • Justify educational relevance of critical theory. • Define critical pedagogy and explain its meaning. • Assess the contribution of Paulo Frere to the development of critical pedagogy.	**4 Critical theory and critical pedagogy (7 hours)** 4.1 Characteristics and development of critical theory 4.2 The educational relevance of critical theory 4.3 Distinctive insights and contributions 4.4 Critical pedagogy and Paulo Frere's contribution
• Demonstrate understanding of feminism and explain its basic theoretical questions. • List various approaches to contemporary feminist theories and explain each. • Discuss educational implications of feminism.	**5 Feminism and education (7 hours)** 5.1 Feminism and basic theoretical questions (What about the women? Why then is all this as it is? How can we change and improve the social world so as to make it a more just place for women and for all people? And what about the differences among women?) 5.2 Varieties of contemporary feminist theory

	✓ Gender difference (Cultural/biological feminism) ✓ Gender inequality (Liberal feminism) ✓ Gender oppression (Psychoanalytic/Radical feminism) ✓ Structural oppression (Socialist feminism) 5.3 Educational implications

• State major criticisms of formal education.
• Explain the contribution of Paulo Freire, Evan Illich and Everette Reimer to the development of alternative thinking in education.
• Discuss the meaning and importance of non-formal education.
	6 Alternative thinking of education (6 hours)
	6.1 Criticisms of formal education
	6.2 Some thinkers of alternative education and their ideologies
	   ✓ Paulo Freire and pedagogy of oppressed
	   ✓ Evan Illich and deschooling society
	   ✓ Everette Reimer and school is dead
	6.3 Non-formal education

• Identify and discuss various meanings of and approaches to postmodernism. • Provide educational implications of postmodernism.	**7 Postmodernism in education (basic understandings) (6 hours)** • Meanings of postmodernism • Educational implications of postmodernism

4.   **References**

Banks, J.A. & Banks, C.A.M. (2009). *Multicultural education: issues and perspectives* (7th ed.). Danvers, MA: John, Wiley & Sons (Unit 2)

Blake, N., Smeyers, P., Smith, R. & Standish, P. (2003) (eds.). *The Blackwell guide to the philosophy of education*. Malden, MA: Blackwell Publishing (Unit 3, 4 and5)

Carr, W. (1995) *For Education: Towards Critical Educational Enquiry*, Open University (Unit 4)

Delors, J. (1996). *Learning: The treasure within*. Paris: UNESCO (Unit 1)

Freire, P. (2000) *Pedagogy of oppressed* (30th Anniversary Edition). London: Continuum Educational Publishing Group (Unit 6)

Giroux, H. (1983) *Critical Theory and Educational Practice*, Victoria: Deakin (Unit 4)
Griffiths, M. (2003) *Action for social justice in education*. Philadelphia, PA: Open University Press (Unit 1 and 6)

Illich, I. (2000) *Deschooling society*. London: Marion Boyars Publishers Ltd (Unit 6)

Lengermann, P. M. & Niebrugge-Brantley, J. (2000) Contemporary feminist theory, in G. Ritzer (ed.) *Sociological theory* (pp. 443 – 490). New York: McGraw Hill (Unit 5) Press.

Reimer, E. W. (1971) *School is dead: an essay on alternatives of education*. London: Penguin (Unit 6)

Usher, R. & Edwards, R. (1994) *Postmodernism and Education*, London: Routledge (Unit 7)

Course Title: **Contemporary Issues in Education**

Course No. : Ed.512	Nature of course: Core, Theory
Level: M.Ed.	Semester: First
Total periods:45	Time per period: 1 Hour

1. **Course Introduction**

This course acquaints the students with contemporary educational issues, both in the global as well as the national contexts. It provides them with learning opportunities for understanding and developing critical thinking of the issues such as education for all to learning for all, decentralization and privatization, globalization, lifelong learning, and multicultural education. This course also aims to aware students and develop their critical understanding of emerging issues of education in Nepal.

2. **General Objectives**

The general objectives of this course are as follows:

1. Critically assess the policy and development of Education for All in Nepal.
2. Explain the meaning, dimensions and consequence of globalization and discuss its impact on education.
3. Discuss the meaning and importance of lifelong learning.
4. Demonstrate critical understanding of decentralization and privatization of education.
5. Conceptualize the meaning of social transformation and discuss the role of education in social change and transformation.
6. Explore and assess the contemporary issues and challenges of education in the socio-political context of Nepal.

3. **Contents in Detail with Specific Objectives**

Specific Objectives	Contents

• Demonstrate critical understanding of EFA policy and development in Nepal.
• Explain the changing concepts of education, from the concept of education to the concept of learning.
• Discuss the meaning and importance of Learning for all agenda.
	1 **Education for all to learning for all (7 hours)**
	1.1 EFA and the case of Nepal
	   • Access and equity
	   • Quality and relevance
	   • challenges and obstacles
	1.2 From education to learning: Learning to know, learning to do, learning to live together and learning to be (Four pillars of learning)
	1.3 Learning for all, next agenda?

- Explain various meanings and dimensions of globalization. - Explore the possible consequences of globalization - Discuss the opportunities and challenges brought about by globalization. - Explain impacts of globalization on education.	**2**	**Globalization and its impact on education (8 hours)** 2.1 Meanings and dimensions of globalization 2.2 Consequences of globalization 2.3 Opportunities and challenges of globalization 2.4 Impact of globalization on education
- Conceptualize the meaning and importance of lifelong learning. - Explain the need of learning throughout life in relation to four pillars of learning. - Define learning society and discuss the possible antecedents and consequences of learning society. - Discuss the meaning and importance of Learning to learn approach	**3**	**Lifelong learning (7 hours)** 3.1 Education: bridging the old and the new 3.2 Learning throughout life and the four pillars of learning 3.3 Learning society 3.4 Learning to learn: unearthing new pillars of learning
- Conceptualize the meaning of decentralization. - List various types of decentralization and explain each of them. - Discuss the meaning and consequences of privatization of education. - Explain the rationales of decentralization and privatization of education. - Explore the issues and challenges of decentralization of school education in Nepal.	**4**	**Decentralization and privatization of education (8 hours)** 4.1 Meaning of decentralization 4.2 Types of decentralization: deconcentration, delegation and devolution 4.3 Privatization of education 4.4 Rationales of decentralization and privatization of education 4.5 Issues and challenges of decentralization of school education in Nepal
- Discuss the meaning of social change and the role of education in social change and development. - Elucidate the meaning of equality and equity of education with examples - Explain the major shift of	**5**	**Social transformation and education (7 hours)** 5.1 Social change and the role of education 5.2 Equality of educational opportunity and equity 5.3 Shifting focus from descriptive (liberal arts) to vocational, technological and work-based learning

educational focus in modern times. • Explore the opportunities and challenges of global opportunities of learning and work. • Discuss the need of English competencies in the context of globalization.	5.4 Global opportunities and the need of English competencies
• Develop critical understanding of educational changes brought about by SSRP • Discuss the need, opportunities and challenges of ICT education in Nepal. • Assess the existing challenges of brain drain and brain circulation in Nepal. • Discuss the educational implications of the existing debate over ethnicity and state restructuring in Nepal.	**6 Contemporary educational issues in Nepal (8 hours)** 6.1 School sector reform 6.2 ICTs and New literacy 6.3 Brain drain, brain circulation and education 6.4 Democracy, ethnicity, state restructuring and education

4.   **References**

UNESCO (1990) World declaration of Education for All and framework for action to meet basic learning needs. Paris: UNESCO (Unit 1, 5 and 6)

UNESCO (1996) Learning to be (Dellor's commission report). Paris: UNESCO (Unit 1, 5 and 6)

UNECO (2000) the Dakar framework for action. Paris: UNESCO (Unit 1, 5 and 6)

Yang, J. and Valdes-cotera, R. (eds.) Conceptual evolution and policy developments in lifelong learning. Hamburg: UNESCO Institute of lifelong learning. (Unit 3)

Ministry of Education and Sports (2003) *Education For All: National Plan of action*. Kathmandu: MOES (Unit 1 and 6)

MOES (2009) School Sector Reform Programme (SSRP). Kathmandu: SSRP (Unit 1, 5 and 6)

Hallak, J. (2000) Globalisation and its impact on education, In T. Mebrahtu, M. Crossley and D. Johnson (eds.) Globalisation, educational transformation and societies in transition (pp. 21 – 40), Oxford: Symposium Books (Unit 2 and 5)

Shields, R. (2011). ICT or I see tea? Modernity, technology and education in Nepal. *Globalisation, Societiesand Education*, 9(1), pp. 85 – 97 (Unit 5 and 7)

Khanal, P. (2010) School decentralisation in Nepal: a disjuncture between macro-level advocy and micro-level reality? *Educational Research for Policy and Practice*, Vol 9. No. 2, pp. 145 – 148 (Unit 4)

World Bank (2011). *Learning for all: investing in people's knowledge and skills to promote development*. Washington DC: Author (Available Online) (Unit 1).

Zajda, J. (2006) (eds.) Decentralisation and privatisation of education: the role of the state. Dordrecht: Springer (Unit 4).

Far Western University
Faculty of Education
M.Ed. in Health Education

Course Title: **Socio-Behavioral Perspectives of Health**

Course No. : Hp.Ed.511	Nature of course: Theoretical
Level: Master	Credit Hour: 3
Semester: First	Teaching Hour: 45

1.   **Course Description**
This course is designed to enhance the students with the advanced knowledge and in-depth understanding of socio-cultural determents of health behavior of individual and community people. It provides an opportunity for students to design, implement, and evaluate social and behavioral interventions and social policies aimed at improving health of people.

2.   **General Objectives**
The general objectives of this course are as follows:
   - To familiarize students with views on key concepts of historical efforts in promoting public health,
   - To promote interest in further study of the social and behavioral determinants of health and to strengthen knowledge through direct observation the society,
   - To acquaint students with the impacts of environmental degradation on health behavior of community peoples,
   - To educate students in the breadth and depth of theories and model of health change behavior and help them to apply these theories,
   - To promote interest in better understanding health promotion in workplace

3.   **Specific Objectives and Contents**

Specific Objectives	Units and Contents

• Describe the efforts made for health promotion in different period periods like ancient and medieval period.
 	
• Identify the dawn of scientific medicine in different areas of health.
	Unit I. Historical perspective of health (10)
	 1.1 Medicine in antiquity
	     1.1.1 Grecian medicine
	     1.1.2 Egyptian medicine
	     1.1.3 Roman medicine
	     1.1.4 Chinese medicine
	     1.1.5 Indian medicine
	     1.1.6 Nepalese traditional medicine
	 1.2 Medieval ages
	 1.3 Dawn of scientific medicine
	     1.3.1 Revival of medicine
	     1.3.2 Sanitary awakening
	     1.3.3 Rise of public health
	     1.3.4 Germ theory of disease

• Identify socio-cultural determinants of health. • Find out various social determinants that affect health behavior of the community people by performing case studies. • Report the findings of the case studies.	**Unit II Socio-cultural determinants of health (10)** 2.1 World Health Organization addressing social determinants of health 2.3 Occupation and income 2.4 Ethnicity and race 2.5 Religion 2.6 Political affiliation 2.7 Geographical regions 2.8 Health behavior: alcohol use, injection drug use (needles), unprotected sex, and smoking 2.9 Gender, Equity and Human Rights and Health 2.10 Reflection on cost effective
• Clarify the impacts of degradation of environment on health behavior of people and suggest to minimizes the production of hazards	**Unit III. IV Environmental determinants of health (10)** 3.1 Ozone layer depletion 3.2 Global warning effects 3.3 Deforestation 3.4 Desertification 3.5 Loss of natural heritage 3.6 Radiations

• Delineate the key constructs of theories that are often used in health behavior change.
 	
• Discuss the social and technological theories health behavior change.
 	
• Analyze the theory of mass media and social marketing use is community health
	IV. Theories and models of Health Behavior Change (15)
	4.1 Theory of individual Behavior and Behavior Change
	    4.1.1 The planned behavior and theory of reasoned action
	    4.1.2 The health believe model
	    4.1.3 Stages of change (Trans theoretical model)
	4.2 Social and Technological Theories of Behavior and Behavior Change
	    4.2.1 Social practice theory
	    4.2.2 Diffusion of Innovation Theory
	    4.2.3 Social Cognitive Theory (SCT)
	    4.2.4 The Social Ecological Model
	4.3 Theory of mass media and social marketing

• Discuss the impacts of works and physical labors on health behavior • Find out health policies and program of workplace and occupational safety • Suggest strategies of workplace to promote health of teachers	**V. Health promotion in the workplace (5)** 5.1 Works and health 5.2 Health policies and program of workplace and occupational safety 5.3 Health promotion of teachers

Note: The figures in the parentheses indicate the approximate hours for the respective units.

4. Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	• The students are assigned to study independently by searching literature from library or social nets and collect essential related materials. • The teacher clarify by discussion and interaction.

II	• The students are assigned to prepare tools for collecting information from the society through direct observation and case studies and make group and individual reports. • The students present their findings in the classroom and discuss. • The teacher discusses their findings and gives comments to make better understanding on several issues.
III	• The teacher organizes a visiting guest speech of related expert/experts on the causes of environmental degradation and its impact on health behavior of people. • The students participate by discussion and interaction.
IV	• The students are divided into groups and suggest preparing theories and models of health behavior change through searching references. • The teacher clarify various theories and model by brain storming, interaction/discussion and lecture
V	• The students are suggested to visit schools, related industries or factories and collect necessary data about related topic using observation and interview. • The students are asked to present their findings. Then discussion and supplying comments are made by audiences and teacher.

5. Recommended Reading Materials

Armeneris, A. & Kiefer, C (2007) *Social and cultural factors related to health*. *Sans Francisco: Global health Education Consortium*

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

Glanz, K., Rimer, B. K. & Lewis, F.M. (2006*). Health behaviour and health education: Theories, research and practice (Third edition).* San Francisco: John Wiley & Sons, Inc.

Green, H.G. & Simons-Morton, B.G. (1984). *Introduction to health education.* New York: McMillan Publishing Company

Harris, M. (1995). *Cultural anthropology* (4th edition). New York: HarperCollins College Publishers.

Green, J. and Tones, K. (2004). *Health promotion planning and strategies* (Second edition). London: Sage Publication.

Pande, D. Maharjan, S.D., Shakya, V. and Karki, U.D. (Ed.) (2000). *Environmental education source book.* IUCN- The World Conservation Union.

Park, K. (2011). *Park's textbook of preventive and social medicine.* (21st ed.). Jabalpur: M/S Banarsidas Bhanot.

Pradhan, H. B. (2008). *Textbook of health education: Philosophy and principles.* Kathmandu: Educational Publishing House.

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

Tones, K. & Tilford, S. (1996). *Health Education: Effectiveness, efficiency and equity*. Lonodn: Champan & Hall.

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

Pahadi, Toya (2068). *Swasthya shikshako adhar ra sidhantaharu*. Kirtipur: Kshitiz Prakashan.

Baidya, P. C., Budhathoki, C. B., Wagle, B. P. and Bhandari, K. (2068). *Swasthya shikshako adhar ra sidhantaharu*. Kathmandu: Pinacal; Publication.

Maharjan, S. K. (2067). *Swasthyako adhar* (2nd Ed). Kathmandu: Bhudi Puran Prakashan.

Mudwari, N. R. (2067). *Swasthya shikshako adhar ra sidhantaharu*. Kirtipur: Jupiter Prakashan ra Bitarak (Pra. Li).

www.forestry.gov.uk/pdf/behaviour_review_theory.pdf/$file/behaviour_review_theory.pdf

www.rchf.org/news/pdf/theories-and-models-frequently-used-in-health-promotion.pdf

www.behaviourworksaustralia.org/wp-content/uploads/2012/09/BWA_StageTheories.pdf

www.userpage.fu-berlin.de/~schuez/folien/Sutton.pdf

www.siteresources.worldbank.org/EXTGOVACC/Resources/BehaviorChangeweb.pdf

www.nepjol.info/index.php/IJOSH

www.gefont.org/uploads/publications/9730_Study_OSH_Nepal.pdf

www.member.wnso.org/drsunilkj/OHSNepal.pdf

Course title: Biomedical Aspects of Health and Diseases   **Semester**: First

Course No.: Hp.Ed.512   **Credit** : 3

Course Introduction

This course is designed to provide the students with in-depth knowledge of bio-medical perspective of health and disease. Moreover, emphasis is placed on the concept of health and disease, biomedical model of health, germs theory of disease, immunity and immunization. It also includes the concept of epidemiology and epidemiology of infectious and non-communicable diseases. Students will gain knowledge and experiences in bio-medical perspective of health and disease. The aim of this course is to widen the horizon of knowledge and understanding of the students with a view to making judgment on health and disease from biomedical perspective.

Course Objectives

The objectives of this course are as follows:

a. To acquaint the students with the concept of health and disease from bio-medical perspective.
b. To acquaint the students with the concept, aims, approaches, methods, usage and measurement of epidemiology.
c. To make students able to gain a broad understanding of infectious disease epidemiology
d. To provide the students with the understanding of non-infectious disease epidemiology.
e. To provide students with necessary knowledge and skills to be able to critically analyze risk factors and preventive measures of non-communicable diseases.

Contents in detail with specific objectives

Specific Objectives	Contents in detail

• Describe the concept of health
• Discuss the western scientific medical model of health and its critique.
• Explain the emergence and development of scientific medicine along with the five basic assumptions
• Describe the bio-medical perspective of disease.
• Differentiate the concept of disease, illness and ill health.
• Explain the relationship between disease and illness
• Describe germ theory of disease
• Discuss the concept and types of immunity and immunization.
	Unit 1. Health and Disease Phenomenon
	1.1 Bio- medical perspective of health
	    1.1.1. Concept of health
	    1.1.2. Western scientific medical model of health
	    1.1.3. A critique of the medical model
	    1.1.4. Emergence and development of scientific medicine
	    1.1.5. Five basic assumptions underpinning western scientific medicine as developed by Doyal & Doyal (1984).
	1.2 Bio-medical perspective of disease
	    1.2.1 Concept of disease, illness and ill health
	    1.2.2 Relationship between disease and illness
	    1.2.3 Germ theory of disease
	1.3 Immunity and immunization
	    1.3.1 Concept and types of immunity
	    1.4 Vaccines and immune-globins and their types

• Describe concepts and brief history of epidemiology.
• Discuss major fields of epidemiology
• Explain components of epidemiology
• Calculate incidence and prevalence rate of diseases and health problem.
• Calculate crude and specific mortality rate.
	Unit II: Introduction to Epidemiology (10)
	
	2.1 Concepts and history of epidemiology
	2.2 Terminology used in epidemiology
	2.3 Use and fields of epidemiology
	2.4 Components of epidemiology
	2.5 Measurement in epidemiology
	    2.5.1 Measurement tools
	        • Rate
	        • Proportion
	        • Ratio
	    2.5.2 Measurement of diseases frequency
	        • Incidence rate
	        • Prevalence rate
	    2.5.3 Mortality measurement

• Describe elements and theory of communicable diseases.
• Discuss the dynamic of disease transmission and natural history of diseases
• Describe the steps in disease outbreak investigation
• Explain screening and surveillance of diseases
• Classify communicable diseases based on their causative agents.
• Explain preventive measures of communicable diseases.
• Discuss epidemiology of tuberculosis, and HIV/AIDS in Nepal.
• Discuss the principles and methods of communicable diseases control
	Unit III: Communicable Disease Epidemiology
	3.1 Element and theory of communicable diseases
	3.2 Natural history of diseases and dynamic of diseases transmission
	3.3 Steps in disease outbreak investigation
	3.4 Screening and surveillance of diseases
	3.5 Review of classification and preventive measures of some communicable diseases
	    3.5.1 Viral diseases as HIV and AIDS, Bird Flu, Dengue, Hepatitis (A,B and C), Swine Flu.
	    3.5.2 Bacterial diseases as Typhoid, Tuberculosis, Meningitis, Tetanus, Leprosy, Syphilis, Gonorrhoea and Plague
	    3.5.3 Protozoal diseases as Malaria, Amoebic Dysentery and Kalazar.
	    3.5.4 Helminthes diseases as Filariasis, Round worm and Hook worm
	
	3.6 Epidemiology of TB, HIV and AIDS in Nepal
	3.7. Principles and methods of communicable disease controls

• Discuss the concept of non-communicable, chronic and hereditary diseases • Describe morbidity, disability and mortality patterns of non-communicable diseases across the world • Explain risk factors of non-communicable diseases • Explain the concept of cardiovascular disease and classify its types	**Unit IV: Epidemiology of Non-Communicable diseases** 4.1 Concept of non-communicable, chronic and hereditary diseases 4.2 Morbidity, disability and mortality pattern of non-communicable diseases across the world 4.3 Diseases process and predisposing factors 4.4 Risk factors of non-communicable diseases 4.5 Cardiovascular diseases 4.5.1 Concept of cardiovascular diseases 4.5.2 Types of cardiovascular diseases (coronary

• Discuss the risk factors and preventive measures of different cardiovascular diseases.
 • Discuss the problem of cancer in Nepal and other countries
 • Explain the risk factors of cancer.
 • Describe the screening procedures and prevention of cancer
 • Explain the concept and types of diabetes and their screening procedures
 • Explain risk factors and prevention of diabetes
 • Describe the concept of asthma
 • Discuss the magnitude of problem of asthma in Nepal
 • Identify the risk factors and preventive measures of asthma
	heart disease, hypertension, rheumatic heart disease and stroke).
	 4.5.3 Risk factors and prevention of coronary heart diseases, rheumatic heart diseases and stroke.
	 4.6 Cancer
	 4.6.1 Concept and types of cancer
	 4.6.2 Magnitude of problem of cancer
	 4.6.3 Causes/risk factors of cancers
	 4.6.4 Cancer screening and prevention of cancer
	 4.7 Diabetes
	     4.7.1 Concept and types of diabetes
	     4.7.2 Screening for diabetes
	     4.7.3 Risk factors and prevention of diabetes
	 4.8 Asthma
	     4.8.1 Concept of asthma
	     4.8.2 Magnitude of problem of asthma in Nepal
	     4.8.3 Risk factors, preventive measures of asthma

Prescribed Books

Beaglehole, R., Bonita, R. & Kjellstrom, T. (2001). *Basic epidemiology*. Geneva: World Health Organization. (For Unit II)

CDC, *Principle of epidemiology in public health practice*. Available from www.cdc.gov/training/products/ss1000 (For unit ll)

Naidoo, J. & Wills, J. (2000). Health Promotion (Foundations for Practice). (2nd Ed.) Toranto: Bailliere Tindall, Royal College of Nursing, Published in association with the RGN.(for unit l).

Park, K. (2010). *Park's textbook of preventive and social medicine*. Jabalpur, India: M/S BanarsidasBhanot Publishers. (Unit I, II, III and IV)

Picado, A. et al. (2010). Long lasting insecticidal nets for prevention of leishmania donovani infection in India and Nepal: paired cluster randomized trail. *British Medical Journal*, 341:c6760 .doi:10.1136/bmj.c6760 (Unit III)

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

Webber, R. (2005). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing (Unit Il)

References
Bhopal, R. (2002). Concepts of Epidemiology An integrated introduction to the ideas, theories, principles and methods of epidemiology. New York: Oxford University Press.

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

Gautam,K. & Mudwari, N. (2008). Foundations of health. Kathmandu: jupitar publisher and Distributor Pvt.Ltd. (In Nepali)

Greenberg, S. et.al. (1996). *Medical epidemiology.* London: Prentice Hall International Inc.

Killewo, J. Heggenhougen, H.K., &Quah, S.R. (Eds.) (2008). *Epidemiology and demography in public health.* Amsterdam: Academic Press.

Mudwari, N. (2067). Principles and Foundations of Health Education. (3rd Ed.). Kathmandu: Jupitar publisher and Distributor Pvt. Ltd (In Nepali).

Far-western University
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Course title: Promoting Active Living   **Semester**: First
Course no.: Hp.Ed.513   **Credits**: 3

Course Introduction

'Promoting active living' deals with the recent issues of physical inactivity and problems of sedentary life in the world and Nepal. Active living is a way of life that integrates physical activity into daily routines. Physical activity is an indispensable element of any strategy that aims to address the problems of sedentary living among people. Promoting active living has become the core message of any health instruction in present time. This course which is spread over three units intends to provide thorough knowledge and understanding of importance of active living for health. The students are expected to promote active living through physical activity, movement, sports, recreational activities and active relaxation strategies.

Course Objectives

The objectives of this course are as follows:
a) To comprehend the problem of sedentary living and importance of active living for health.
b) To be familiar with the movement skills used in physical activities.
c) To be acquainted with the importance and methods of sports, recreational activities and active relaxation in promoting active living.

Contents in Detail with Specific Objectives

Specific objectives	Contents in detail

• Conceptualize the meaning of physical activity and active living.
• Identify the problems of sedentary living.
• Identify the determinants, benefits and dimensions of physical activity among people.
• Explain the settings for physical activity.
• Describe the methods of integrating physical activity in classroom teaching.
• Identify the role of policy in promoting active living.
• Elucidate the challenges of active living in urban settings with their control measures.
• Review the theories and models used in study of physical activity.
• Show relationship between healthy eating and active living.
	Unit 1: Active Living for Health (15)
	1.4 Meaning of physical activity and active living
	1.5 Problems of sedentary living
	1.6 Determinants of physical activity among people
	1.7 Benefits of physical activity
	1.8 Dimensions of physical activity
	    1.8.1 Functional
	    1.8.2 Recreational
	    1.8.3 Health related
	    1.8.4 Performance related
	1.9 Strategies promoting lifelong participation in physical activity
	1.10 Settings for physical activity
	1.11 Integrating physical activity in classroom teaching
	1.12 Active living promoting policy
	    1.12.1 Role of policy in promoting active living
	    1.12.2 Need of investment in physical activity by local government
	    1.12.3 Review of Nepalese policy in promoting active living
	1.13 Living in urban settings
	    1.13.1 Challenges of active living
	    1.13.2 Methods of overcoming challenges
	1.14 Theories and models used in behavioral and social science research on physical activity

	1.15 Healthy nutrition for active living
	    1.15.1 Body composition
	    1.15.2 Body mass index and fat distribution in body

•	*Unit 2: Movement Skills in Physical Activities (15)*
	2.1 Meaning and importance of movement for health
	2.2 Concept and importance of biomechanics and kinesiology
	2.3 Role of planes and axes in human body
	2.4 Levers and leverage system in human body
	2.5 Application of gravitational force and center of gravity in physical activities
	2.6 Application of types of motion
	    a. Translation
	    b. Linear and curvilinear
	    c. Rotation: rotary and angular
	    d. Distance and displacement
	    e. Speed
	    f. Velocity
	    g. Acceleration
	    h. Laws of motion
	2.7 Application of force and its types in physical activities
	    a. Centrifugal and centripetal
	    b. Friction and resistance
	    c. Equilibrium
	2.8 Types of movement skills
	2.9 Movement principles
	2.10 Movement Therapies used in health promotion

	Unit 3: Sports and Recreational Activities in Promoting Active Living (15)
	Meaning and importance of sports and recreational activities
	Meaning, philosophy and need of Sports for All
	Factors affecting performance and participation in sports and recreational activities
	Guidelines for participation in sports and recreational activities
	Active relaxation
	    a. Meditation
	    b. Yoga
	    c. Acupressure
	    d. Massaging
	    e. Rest and sleep
	Integrating sports and active relaxation in teaching

References

Penney, D., & Jess, M. (July, 2004). Physical education and physically active lives: A lifelong approach to curriculum development. *Sport, Education and Society*, Vol. 9, No. 2, pp. 269–287

WHO (2002). *The world health report 2002 – Reducing risks, promoting healthy life*. Geneva: Author. http://www.who.int/whr/2002/en

WHO Regional Office for Europe (2006). *Physical activity and health in Europe: evidence for action*. Copenhagen: Author.

European Commission (2005). *Diet, physical activity and health – EU platform for action*. Brussels: Author. http://ec.europa.eu/health/ph_determinants/life_style/nutrition/platform/platform_en.htm

Caspersen, C., Powell, K., & Christensen, G. (1985). Physical activity, exercise, and physical fitness: definitions and distinctions for health-related research. *Public Health Reports*, 100: 126-131.

Centers for Disease Control and Prevention (1996). *Physical activity and health: a report of the Surgeon General*. Atlanta: Author.

Edwards, P., & Tsouros, A. (2006). *Promoting physical activity and active living in urban environments; the role of local governments.* Copenhagen: WHO Regional Office for Europe. http://www.euro.who.int/__data/assets/pdf_file/0009/98424/E89498.pdf

<h1 align="center">Semester-Second</h1>

Core Course:

1. Research Methods in Education (Ed.521)

Major Courses:

1. Exercise Science and Fitness Promotion (Hp.Ed.521)
2. Health Communication (Hp.Ed.522)
3. Strategies of Health Promotion (Hp.Ed.523)
4. Leadership in Community Health (Hp.Ed.524)
5. Sexual and Reproductive Health (Hp.Ed.525)

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: **Research Methods in Education**   Semester: Second

Course No. : Ed.521   Credit Hours: 3

Level: M.Ed.   Nature of Course: Theory

1. Course Description and Goals

This course is designed to provide a general introduction to research methodologies used in contemporary educational research with reference to the concepts and understanding of the current knowledge and practices in educational research. We shall consider a range of alternative research methods, including observation, archival research, questionnaire surveys, case studies and experimentation. We will also consider the ethics of educational research, It is hoped that by the end of the course, you will have sufficient competence (a) to design and carry out your own research, (b) to critically assess the research of others, and (c) to be a more competent in research work.

2. General Objectives

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

1. Describe the meaning, purpose, scope and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. To enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.
4. Conduct a literature search and develop a research proposal.
5. Prepare a research proposal on a selected theme.
6. Understand the role and use of statistics in educational research.
7. Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
8. To develop an understanding about the different types of research methodology and data analyses techniques of educational research.
9. Compute relevant measures of central tendency, measures of variation and correlation.

3. Content with specific objectives

Specific Objectives	Content

Unit One
1. To define research.
2. To explain types of research.
3. To illustrate purpose of the research.
	Unit One- Concept of Research (5)
	1.1. Introduction of Research: Meaning and Definition of Research
	1.2. Types of Research:
	   a) Basic, Applied, Action and Evaluation Research
	   b) Descriptive, Exploratory and Explanatory
	   c) Quantitative and Qualitative
	1.3. Purpose of Research

2.1. To identify sources of research problem 2.2. To describe purpose and sources of literature review 2.3. To explain hypothesis formulation Process 2.4. To understand basic concept of variables,	**Unit Two: Identification and conceptualization of Research problem (6)** 2.1. Sources of research problems: Selection of research problem, Statement of problem; Research questions and objective

techniques, sampling and theoretical & conceptual conEcept	2.2. Review of literature
	  a) Purpose and sources (Primary, secondary & tertiary);
	  b) Literature search: (Manual, using databases & internet).
	2.3. Hypothesis:
	  a) Introduction, Types and Functions;
	  b) Criteria for a good hypothesis
	2.4. Sampling.
	  a) Introduction
	  b) Types:
	    I. Probability sampling (Simple Random, Stratified random & Cluster sampling)
	    II. Non probability sampling (Purposive, Quota convenience & Snowball sampling)

1. To explain philosophy of research and research paradigm
2. To categorize approaches of quantitative research design
3. To describe approaches qualitative research design
4. To understand basic concept of mixed research design
	Unit Three: Research Designs (6)
	3.1. Introduction
	3.2. Philosophy of Research, Research Paradigm
	3.3. Types of Research Design
	  a) Quantitative Research Designs: Introduction and approaches: a) Experimental research design b)Co relational research design c) Survey
	  b) Qualitative Research Designs: Introduction & approaches: a) Narrative research, Phenomenological Research c) Grounded theory research d) Ethnographic Research e) Case Study Research
	  c) Mixed Design

4.1 To elucidate data collection and analysis process
4.2 To differentiate primary,
4.3 To distinguish qualitative and quantitative data
4.4 To explain data collection process in qualitative and quantitative design
	Unit Four: Data Collection Process (6)
	4.1 Introduction
	4.2 Types of data
	  a) Primary and Secondary Data
	  b) Qualitative and Quantitative Data
	4.3 Data Collection Process:
	  a) Data Collection Process in Quantitative design
	  b) Data Collection Process in Qualitative Design
	4.4 Tools and Techniques of Data collection process:
	  a) Construction and validation
	  b) Types: (Observation, Interview Schedule, Tests, Questionnaire, Opinionaire, Attitude scale, FGD and Document analysis)
	  c) Application of internet & E-mail in Data collection Process

5.1 Explain data analysis process
5.2 To Describe data analysis process of quantitative design
5.3 To organize data in SPSS & Excel
5.4 To apply statistics techniques in research
5.5 To describe data analysis process of qualitative design
5.6 To apply software in qualitative data analysis
	Unit Five: Data Analysis Process (12)
	5.1 Introduction
	5.2 Data Analysis Process
	5.2.1 Data Analysis Process in Quantitative design:
	   a) Processing, Classification and Tabulation & Graphical Presentation of Data
	   b) Data Organization in SPSS and Excel (Introduction only)
	   c) Discussion and Interpretation of Results;
	   d) Application of statistics in Research: (Measurement of Central tendency & Dispersion, Correlation, Derived scores-z & T scores, T test and Chi Square Test)
	5.2.2 Data Analysis process in Qualitative Design: (Transcribing, Organizing, Coding, Categorization, Developing concept)
	5.3 Application of software in qualitative data analysis (Introduction only)

1. To list components of research proposal 2. To select and conceptualize research problem 3. To understand literature review process for research problem 4. To select research methods for research problem 5. To organize reference according to APA.	**Unit Six: Research Proposal (5)** 6.1 Introduction 6.2 Components of Research Proposal: 6.2.1 Research problem and topic, 4.2.2 Unit one: Introduction (Background of the study, Statement of the problem. Rationale of the study, Objective of the study, Research Question, hypothesis formation, Importance of the study, Delimitation of the study, defining terms) 4.2.3 Unit Two: Literature Review Review of related literature- (Thematic, empirical, theoretical and methodological review), Theoretical and conceptual framework 4.2.4 Unit Three: Research Method- Philosophical orientation and research design, Study area, Population of the study, Sampling, Tools of data collection, Reliability, Validity and Trustworthiness, Data Collection Process, Data analysis process, 4.3.5 References

1. To organize research report
2. To explain component of research report
3. Apply APA manual in reports
4. To clarify plagiarism
	Unit Seven-Report Writing (5)
	5.1 Organization of the Research Report
	5.2 Components of research report
	   a) Preliminaries,
	   b) Main body of Report,
	   c) Reference & Appendices
	   d) Timeframe
	5.3 Writing Style, (APA Manual)
	5.4 Plagiarism

4. Methods and Techniques

Modes of instruction:

- Lecture
- Discussion
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

Modes of learning:

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing,
- Group study
- Peer discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

Internal Evaluation: 40%

SN	Activities	Marks	Remarks
1	Reflection Note	5	For every units
2	Presentation	5	Cover all units & Students
3	Discussion/Project work/Group work	5	Any one activities
4	Term Paper	5	Topic related to syllabus
5	Review Work (Article IInd Semester)	5	Article review
6	Attendence	5	95%:5, 85%:4, 80%:3
7	Mid Term	10	50 marks written/practical

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: **Exercise Science and Fitness Promotion**

Course No. : Hp.Ed.521	Nature of course: Theoretical
Level: M.Ed.	Semester: Second
Credit hr : 3	Total periods: 45
Time per period: 1 Hour	

1. Course Introduction

This course intends to develop understanding of the students on the various aspects of exercise science and fitness promotion. It intends to familiarize students with the importance of exercise physiology and physical fitness and knowledge in the physiological effects of exercise on different systems of body. It also intends to provide practical knowledge on different physical exercises which are necessary to become physically fit.

2. General Objectives

The general objectives of this course are as follows:

- To make students familiar with the concept, importance and objectives of expertise science.
- To make the students able to analyze the effects of exercise on different human body systems.
- To acquaint students with different activities to maintain physical fitness.

5.   3. Specific Objectives and Contents

Specific Objectives	Contents
• Explain the meaning and importance of exercise science. • Illustrate the use of exercise to develop and entertain fitness.	**Unit- I Exercise Science (5)** 1.1 Concept and definition of exercise science. 1.2 Need and importance of exercise science. 1.3 Exercise in relation to immunity, longevity and activeness 1.4 Fitness and exercise
• Explain the effects of exercise in respiratory system. • Discuss the effects of exercise in circulatory system. • Describe the effects of exercise in skeleton-muscular system. • Illustrate the effects of exercise in excreto-digestive system.	**Unit- II Effects of exercise in human body systems; (8)** 2.1 Effects of exercise on respiratory system 2.2 Effects of exercise on circulatory system 2.3 Effects of exercise on skeleto-muscular system 2.4 Effects of exercise on excreto-digestive system

• Define health and physical fitness.
• List the components of physical fitness.
• Discuss the importance of physical fitness.
	Unit III. Physical Fitness
	3.1 Meaning and definition of health and physical fitness
	   3.1.1 Components of physical fitness
	      a. Health related physical fitness Cardio

- Analyze the status of physical fitness. - Suggest the measures to main physical fitness.	respiratory Fitness - Body Composition - Flexibility - Muscular Strength - Muscular Endurance b. Skill Related Fitness - Agility - Balance - Coordination - Reaction Time - Speed - Power 3.1.2 Importance of physical fitness 3.1.3 Status of physical fitness (Global/Regional/National) 3.1.4 Maintenance of physical fitness

- Identify the weight requirements for different people. - List the activities required to manage weight. - Perform different activities of weight management. - Measure BMI	**Unit IV. Weight Management (06 hrs)**
	4.1 Weight loss/gain and body composition
	4.2 Weight management and lifestyle
	  4.2.1 Active walking
	  4.2.2 Jogging
	  4.2.3 Cycling
	  4.2.4 Swimming
	  4.2.5 Dancing
	  4.2.6 Playing games and sports
	  4.2.7 Weight training
	  4.2.8 Gymnastic activities
	  4.2.9 Aerobics
	  4.2.10 Yogasana
	  4.2.11 Gardening and household chores
	4.3 Measurement of BMI

4. Reference Books

Barrow, Harold M. (1977). Man and movement: Principles of physical Education Philadelphia: Lea and Febiger.

Karpovich, peter V. and Sinning, Wayne E (1976) Physiology of muscular Activity, Philadelphia: W. B. Saunders coy.

Lamb, David R. (1984) Physiology of exercise: Responses and Adaptations Newyork: Memillan Pub. co.

Mirken, G. and Hoffman, M. (1978). The sports medicine book. Boston: Little Brown and company.

Baruwal, H. B. and friends (2013). Sports science and games Kathmandu: Pinacal Publishers.

Sherchan, L. (2013). Sports science and games. Kirtipur: Quest Publication.

Course title: Health Communication   **Semester**: Second

Course No.: Hp.Ed.522   **Credits**: 3

Course Introduction

This course is designed to provide the students with in-depth knowledge of health communication. Moreover, emphasis is placed on communication in health education and information technology, instructional designs and innovative technology in health education. The course also includes different materials and media and their application in teaching health education.

Course Objectives

The objectives of this course are as follows:

a) To acquaint the students with the concept and functions of health communication.

b) To acquaint the students with the concept, need and importance of information technology in health education teaching.

c) To make students able to gain a broad understanding of different instructional designs in health education

d) To provide the students with the understanding of instructional design and theories of teaching

e) To provide students with necessary knowledge on the concept and application of different innovative and participatory strategies in health education teaching

f) To make students able to gain a broad understanding of different teaching materials and media in health education

Contents in detail with specific objectives

Specific Objectives	Contents in detail

• Describe the concept of health communication
• Discuss the functions of health communication.
• Describe theories of communication.
• Discuss the models of communication.
• Illustrate communication as change process in health education
• Explain the factors affecting communication process
• Discuss the different methods of communication
• Illustrate communication planning process in health education teaching
 	
• Discuss the concept and application of Cybernetics in health education
	Unit 1. Health Communication (12)
	1.16 Concept of health communication
	1.17 Functions of health communication: information, education, motivation, persuasion, counseling, raising morals, health development and organization
	1.18 Theories of communication
	    1.18.1 Individual difference theory
	    1.18.2 Bullet theory
	    1.18.3 Trickledown theory
	    1.18.4 Information theory
	1.4 Models of communication
	    1.4.1 Aristotle model
	    1.4.2 Schramm model
	    1.4.3 Laegans model
	    1.4.4 Fano model
	    1.4.5 Literers model

	1.5 Communication as a change process 1.6 Factors affecting communication process 1.7 Methods of communication: intrapersonal, interpersonal, group, public and mass communication 1.8 Communication planning process in health education teaching 1.7 Concept and application of Cybernetics in health education
• Describe the concept of information technology • Discuss the needs and importance of information technology in health education teaching • Explain health communication in the age of information technology • Describe the concept and application of telehealth in Nepalese context • Explain strategic communication and a systematic process of developing strategic communication programme • Discuss meaning and concept of participatory health communication • Explain participatory health communication as renewal and dialogical process • Discuss basic process of participatory communication	**Unit II Information Technology (10)** 2.1 Concept of information technology 2.2 Needs and importance of information technology in health education teaching 2.3 Health communication in the age of information technology 2.4 Concept and application of telehealth education in Nepalese context 2.5 Strategic communication and a systematic process of developing strategic communication programme 2.6 Meaning and concept of participatory health communication 2.7 Participatory health communication as renewal and dialogical process 2.8 Basic process in participatory communication

• Describe concept and types of instructional design in health education
 	
• Discuss different theories of teaching
 	
• Describe different types of instructional designs
 	
• Explain the concept of innovative teaching strategies in health education
 	
• Illustrate the concept and application of different innovative and participatory strategies in health education teaching
	Unit III: Instructional Designs and Innovative Teaching Strategies in Health Education (14)
	Concept of instructional design in health education
	Types of instructional designs
	    Objective based
	    Skill based
	    Competency based
	    Learning style based
	    Model based
	Theories of teaching: formal, descriptive and normative)
	Concept of innovative teaching strategies in health education
	Concept and application of different innovative and participatory strategies in health education teaching
	    Workshop/Seminar
	    Project methods

	Micro teaching and peer teaching Games simulation and imagination Collaborative learning Critical thinking Problem based learning Case study

• Discuss the concept of materials and media in health education
• Explain need and importance of materials and media in health education
• Describe principles of selecting materials and media in health education teaching
• Explain steps in selection of message and designing of teaching materials.
• Discuss the application of different hardware in teaching health education
• Describe different software in teaching health education
	Unit IV: Materials and Media in Health Education (12)
	
	4.1 Concept of the materials and media in health education
	4.2 Need and importance of materials and media in health education
	4.3 Principals of selecting materials and media
	4.4 Steps in selection of message and designing of teaching materials
	4.5 Application of different hardware in teaching health education:
	    4.5.1 Radio/Fm
	    4.5.2 Television
	    4.5.3 Close Circuit Television (CCTV)
	    4.5.4 Computer
	    4.5.5 Slide/ Filmstrip Projector
	    4.5.6 Overhead Projector
	    4.5.7 Motion Picture/ Films
	4.6 Application of different Software in teaching health education
	    4.6.1 Black/White board
	    4.6.2 Bulletin board
	    4.6.3 Flip charts
	    4.6.4 Posters
	    4.6.5 Flannel Graphs
	    4.6.6 Map and Diagram
	    4.6.7 Model

Prescribed Books

Aggrawal, J.C. (1990). Principles, methods and techniques of teaching. New Delhi: Vikas publishing House Pvt.Ltd (for Unit III)

Aggrawal, J.C. (2008). Essentials of educational technology innovations in teaching learning. New Delhi: Vikas publishing House Pvt.Ltd (for Unit III)

Bradshaw, M.J. and Lowenstain, A. J. (2011). Innovative teaching strategies in nursing and related health professions. Boston: Jones and Bartlett Publishors (for Unit III)
.
Corcorn,N.(2007). Communicating health: strategies for health promotion. London, New Delhi: sage Publication (for Unit I and II)

Park, K. (2010). *Park's textbook of preventive and social medicine*. Jabalpur, India: M/S
Banarsidas Bhanot Publishers. (Unit I and IV)

Mangal,S.K. and Mangal,U.(2009). Essentials of educational technology. New Delhi: PHI
Learning Pvt.Ltd. (for Unit II)
References:
Kumar, R. (2009) . Educational technology. India: AIT B.S. Publishers.
Mudwari, N. (2008). Modern approaches in health education. Kathmandu: Jupitar publisher and
Distributor Pvt.Ltd. (In Nepali)
Rajinikanth, A. M. (2006). Essential communication in nursing. New Delhi: Jaypee Brothers.

Sampath, K., Panneerselvam, A. & Santhanam, S. (2006). Introduction to educational technology.
New Delhi: Sterling Publishers Pvt.Ltd.

Pradhan, H.B. (2060). Text book of health education. Kathmandu: Educational Books Interprises.

Ramachandran, L. & Dharmalinghan, T. (2004). Health education: a new approach> New Delhi:
Vikas Publishing House Pvt.Ltd.

Course title: Strategies of Health Promotion   **Semester**: Second
Course no.: Hp.Ed.523   **Credits**: 3

Course Introduction

This course provides students with the knowledge and understanding of health promotion in the modern context. The emphasis is on the critical understanding of strategies of health promotion. It aims to develop critical understanding and appraisal of the nature of the relationship between people and their social-ecological contexts in terms of its impact on the health of individuals and community. It provides students in depth understanding of strategies and methods including education and media use for promoting health.

Course Objectives

The general objectives of the course are as follows:
- Conceptualize features and approaches to health promotion.
- Familiarize students with the framework of health promotion as provided by the Ottawa charter with an overview of the genesis of the health promotion concept.
- Acquaint students with the concept and procedure of various strategies and methods of health promotion.
- Establish an association between health education and health promotion.
- Develop ability in students with using media in promoting health.

Contents in Detail with Specific Objectives

Specific objectives	Contents in detail

- Conceptualize the meaning, features and importance of health promotion in modern world. - Highlight the historical milestones contributing to the emergence of health promotion and its development. - Explain Ottawa Charter of Health Promotion and the framework of Health Field Concept. - Discuss various social contexts and issues as determinants of health. - Illustrate the political context and dimensions of health promotion in relation to political ideologies and globalization affecting health. - Identify the basic approaches to health promotion.	*Unit 1: Health Promotion in the Context (10)*
	    1.1 Health promotion – concept, features and importance
	    1.2 Genesis of health promotion
	    1.3 Ottawa charter and health field concept
	    1.4 Social determinants of health
	    1.5 Politics of health promotion
	    1.6 Approaches to health promotion

- Describe concept and characteristics of healthy public policy (HPP). - Explore skills and resources required for HPP. - Define advocacy and agenda setting for policy making. - Describe the characteristics and aspects	*Unit 2: Health Promotion Strategies and Methods (25)*
	2.1 Building healthy public policy (HPP)
	    a. Concept and characteristics of HPP
	    b. Skill and resources required for HPP
	    c. Advocacy and agenda setting for policy making
	2.2 Creating supportive environments
	    a. Concept and characteristics of supporting

of supportive environments for health.
• Explain the role of settings approach in creating supportive environments.
• Explore the dimensions and methods of community empowerment.
• Discuss the community development, community participation and community organization in health promotion.
• Explore the role of community capacity for community development.
• Discuss roles of education, training and coaching in personal skill development.
• Summarize key concepts of intrapersonal health behavior change theories and their application in personal skill development
• Describe concept of reorienting health services in health promotion
• Discuss the roles of health promotion through health services and health promotion in health sector
• Describe the scenario of health promotion services in Nepal
• Explain principles and role of PHC and equitable distribution of health services
	environments for health.
	    b. Aspects of supportive environments
	    c. Creating supportive environment through settings approach to health promotion
	2.3 Strengthening community action
	    a. Dimensions and methods of community empowerment
	    b. Community development for health promotion and its continuum
	    c. Community participation and organization in health promotion
	    d. Mapping Community capacity for community development
	    e. Community development as a process of health promotion
	2.4 Developing personal skills
	    a. Personal skills development through education, training and coaching
	    b. Review of intrapersonal behaviour change theories: Protection motivation theory, theory of reason action and planned behaviour, stages of change model and precaution adoption process model
	2.5 Reorienting health services
	    a. Promoting health in and through health care sector
	    b. Promotional health services in Nepal
	    c. Promoting health though primary health care approach: Principles and philosophy of PHC, roles of PHC in health promotion and equitable distribution of health services

• Discuss contribution of health education to health promotion
• Summarize key concepts of contemporary approach to health promotion
• Discuss the facilitating learning process in health education
• Explain the roles of new health education and health literacy for health promotion
• Discuss the effect of mass media in health promotion
• Explain planned campaign and unpaid coverage of media
• Describe the process of developing effective communication strategies
• Discuss the importance of media advocacy for health promotion
• Critically analyze the use of social marketing approach in health promotion
	Unit 3: Education and Media Use in Health Promotion(10)
	3.1 Educating people for health
	    a. Contribution of health education to health promotion
	    b. A review of contemporary approach to health education
	    c. Facilitating learning process
	    d. Critical/new health education and health literacy for health
	3.2 Using media in health promotion
	    a. Effect of mass media on health promotion
	    b. Planned campaign and unpaid coverage of media
	    c. Developing effective communication strategies
	    d. Media advocacy for health promotion
	    e. Social marketing in health promotion

Prescribed Books

Naidoo, J. & Wills, J. (2009). *Foundations for health promotion* (3rd ed.). Edinburgh: Elsevier Limited.

Aryal, B. (2011). *Theories and practices in health promotion.* Kathmandu: Sunlight Publishers.

References

Green, L.W. & Kreuter, M.W. (1999). *Health promotion planning; an educational and environmental approach* (3rd ed.). London: Mayfield Publishing Company.

Katz, J., Peberdy, A., & Douglas, J. (2000).*Promoting health: knowledge and practice* (2[nd]ed.). London: The Open University.

Laverack, G. (2004). *Health promotion practice; power and empowerment.* New Delhi: SAGE Publications India Pvt Ltd.

Seedhouse, D. (1997). *Health Promotion: Philosophy, Prejudice and Practice*. Chilchester: John Wiley and Sons.

Victorian Curriculum and Assessment Authority (2007). Advice for teachers: social model of health.*VCE health and human development, unit 3.* p. 1-8.

World Health Organization.(1986). *Ottawa charter for health promotion*. Geneva: Author.

World Health Organization.(1998). *Health promotion glossary.* Geneva: Author.

World Health Organization.(2009). *Milestones in health promotion; Statements from global conferences.* Geneva: Author.

Far-western University
Faculty of Education
M.Ed. in Health Education

Course Title: Leadership in Community Health

Course No.: Hp.Ed.524	**Nature of course: Theoretical**
Level: Master	**Credit Hour: 3**
Semester: Second	**Teaching Hour: 45**

1. Course Description
   The concept of community leadership takes many forms. It is often impossible to arrive at one single definition of community leadership. Generally, community leadership is a specific form of the general concept of leadership. It is frequently based in place and so is local, although it can also represent a community of common interests, purpose or practice. It can be individual or group leadership, voluntary or paid.
   This course is designed to enhance students' knowledge, understanding and skills in terms of community health and community organization, leadership in community health and development. This course also deals with the issues of community development. The course provides critical understanding on how leadership interacts with the community and how they contribute to community health, development and behavior change.

2. General Objectives
The general objectives of this course are as follows:

- To familiarize students with views on key concepts of community health and community development.
- To comprehend different theoretical perspectives of community organization and community development.
- To recognize the role and responsibilities of leadership for community health and community development.

3. Specific Objectives and Contents

Specific Objectives	Units and Contents

• Define community health and community development.
 	
• Explain the role and functions of community health development programme.
 	
• Critically analyze the community health development programme conducted by different organization (LOs, GOs, NGOs, and INGOs).
 	
• Review the national health plan, policies and programmes.
	Unit I. Community health and community development(15 hrs)
	1.1 Community health
	    1.1.1 Concept
	    1.1.2Genesis
	    1.1.3Major community health problems
	1.2 Community Health Programme conducted by GOs, NGOs and INGOs
	    1.2.1. Community Led Total Sanitation (CLTS)
	    1.2.2. Community Based Integrated Management of Childhood Illness (CB- IMCI)
	    1.2.3. Heritage Community Clinic (HCC).
	    1.2.4. Primary Health Care/Out- reach clinic (PHC/ORC clinic)
	    1.2.5. Oral Health Clinic (OHC).
	    1.2.6. Review of national health Plan policies and programme (Five year plan, Three year Interim Plan, Nepal Health Sector Programme Implementation Plan II/NHSP-II)

	1.3 Community Development
	    1.3.1 Concept of community development
	    1.3.2 Community health in community development programs

• Analyze the concept of community organization.
 	
• Comprehend different theoretical perspectives on community organization
 	
• Determine the steps and processes of community organization.
 	
• Associate the motivational approach for community organization
 	
• Drive the students on group dynamic and team building in health care organization and community development.
	Unit II Community Organization (15 hrs)
	  2.1 Concept, need and principles of community organization
	  2.2 Modern theories of community organization
	    2.2.1. Introduction
	    2.2.2. General system theory
	    2.2.3. Contingency theory
	    2.2.4. Transaction cost economic theory
	    2.2.5. Resource dependent theory
	    2.2.6. Institutional theory
	  2.3 Basic steps and processes of community organization
	  2.4 Individual behavior and motivation for community organization
	    2.4.1 Introduction
	    2.4.2 Theories of motivation
	    2.4.3 Motivation in the work environment
	    2.4.4 Changes in motivation
	    2.4.5 Impact of age and cultural factors on motivation and learning
	  2.5 Group Dynamics
	    2.5.1. Concept, need, principles and factors influencing group dynamics
	    2.5.2. Group and team building in health care organizations
	    2.5.3. Role, diversity and trust in group
	    2.5.4. Group processes
	    2.5.5. Group formation and its application in community development
	    2.5.6. Application of Crew Resource Management (CRM) to healthcare
	    2.5.7. Performance and group effectiveness
	    2.5.8. Conflict and interpersonal relations

• Describe about leadership in community health
 	
• Comprehend the leadership theories in community health
 	
• Relate the effective communication for community health development.
	Unit III. Leadership in community health (15 hrs)
	3.1 Concept, importance and principles of leadership in community health
	3.2 A Chronological leadership theory
	3.3 Leadership phase evolution
	3.4 Leadership model
	    3.4.1 The dynamic culture leadership model
	    3.4.2 The omnibus leadership model
	3.5 Types and qualities of leadership in community health
	3.6 Role and responsibilities of community health leaders
	3.7 Decision making and communication in community development
	    3.7.1 Concept
	    3.7.2 Decision making tools
	    3.7.3 Communication strategies and tools

4. Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	• The students are mobilized to search the related contents independently by using E/B library. • The teacher provides input as per need by discussion and interaction.
II	• The students are facilitated by teachers regarding the concept of organization and its models. • Theories related to organization described and guided by the teachers by mobilizing the students inductively. • Students are encouraged to construct group and show the model of group dynamic.
III	• The students are divided into groups and suggest preparing the definition and theories of leadership through searching references. The students participate by discussion and interaction. • The students are assigned to prepare tools for finding out existing leadership practice in terms of community health service. Finally, they are encouraged to develop report and disseminate the research findings.

5. Recommended Reading Materials

Budhathoki, C. B. & Wagle B. P. (2068 BS). *Community health and community organization*. Kathmandu: Pinacle Publication Pvt. Ltd.

CBS. (2011). Final report of national cencus. Thapathali, Kathmandu: Central Bureau of Statistics, Nepal

Devkota, B. (2056 BS*). Community health diagnosis.* Kathmandu: Rratna Pustak Bhandar.

Godnigh, R. (2004). *Laissez- faire leadership*.Enecyclopedia of leadership. London: Sage publication.

Jhonson, J. A. (2009) Health organizations: Theory, behavior and development. London: Jones and Bertlett Publishers

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Ledlow, G., Cweik, M. (2005). *The process of leading*. Lisban Portugal.

Ledlow, G., Cweik, M.,Jhonson,J.(2002). *Dynamic culture leadership:Effectiveness leadership as both scientists and artist.* Portugal, Lisban.

MOHP/New Era/OrgMacro (2011). *Demographic and health survey*. Kathmandu: Ministry of Health and Population.

Park, K. (2011). *Park's textbook of preventive and social medicine.* (21st ed.). Jabalpur: M/S Banarsidas Bhanot.

Park, K. (2008). *Essentials of community health nursing*. Jabalpur: M/S Banarsidas Bhanot. .

Ross, M., G. (1967). *Community organization: Theory, principles and practices* (2nd ed.). Newyork: Harper and Raw Publishers.

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Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: Sexual and Reproductive health

Course No. : Hp.Ed.525	**Nature of course: Theoretical**
Level: M.Ed.	**Semester: Second**
Credit Hr: 3	**Total periods: 45**
Time per period: 1 Hour	

1. Course Introduction

This course has been designed to acquaint the student with the concept and understanding of adolescence sexuality education, reproductive system, family life education, reproductive health and comprehensive sexuality education.

2. General Objectives

Following are the general objectives of course:

- To develop students with understanding on conceptualization of adolescence sexuality education, need of adolescence sexuality education, problems of adolescence and their management.
- To build and in-depth knowledge in students on human reproductive system.
- To acquaint the students with the concept of family, marriage, values of family and responsible parenthood.
- To familiarize the students with components of reproductive health and their concept and importance.
- To help the student develop understanding the concept and values of comprehensive sexuality education.

3. Course outlines

Specific Objectives	Unit and Content Specification
• Highlight the traditional and contemporary view toward sexuality • Delineate the needs of adolescence sexuality education. • Identify the problems of adolescents and discuss the ways of their management	**Unit I: Adolescence Sexuality Education (10)** 1.1 Traditional and contemporary view toward sexuality 1.2 Need of sexuality education for adolescents 1.3 Problems of Adolescents and their Management 　1.3.1 Sexual harassment 　1.3.2 Peer pressures 　1.3.3 Consequences of teen age sexual activity, teen age marriage, teen age pregnancy and teen age mother 　1.3.4 HIV and AIDS and RTIs 　1.3.5 Drug addictions 1.4 Management of adolescent's problems 　1.4.1 Guidance and counseling 　1.4.2 Peer education 　1.4.3 Participation in creative activities

	1.4.4 Adolescents friendly health services
• Delineate anatomy and physiology of male and female reproductive system. • Illustrate the process of menstruation, fertilization, pregnancy and birthing	**Unit II. Reproductive System (10)** 2.1 Anatomy and physiology of male and female reproductive organs 2.2 Menstrual cycle 2.3 Fertilization 2.4 Pregnancy 2.5 Birth

• Elaborate the meaning and concept of a family and marriage.
• Determine the factors to be considered while selecting marriage partner
• Highlight the importance of pre-marriage education.
• State the values of ideal family size.
• Discuss family life cycle, family needs and responsible parenthood
	Unit III: Family Life Education (10)
	
	3.1 Concept of a family
	3.2 Marriage
	    3.2.1 Factors considering while selecting marriage partner
	    3.2.2 Importance of pre-marriage education
	3.3 Significance of ideal family size
	3.4 Family life cycle
	3.5 Family's need
	3.6 Responsibilities of parents

• Highlight the importance of reproductive health. • Identify the components of reproductive health and elaborate it.	**Unit IV: Reproductive Health (10)** 4.1 Concept and importance of reproductive health 4.2 Introduction to components of reproductive health 4.2.1 Family planning 4.2.2 Safe motherhood 4.2.3 Infant and child health care 4.2.4 Prevention and management of the consequences of abortion 4.2.5 Prevention against STI/RTIs and HIV and AID 4.2.6 Prevention and management of sub-fertility 4.2.7 Adolescence reproductive health 4.2.8 Life cycle issues including elder women's problems and their management 4.2.9 Gender based violence
• Explain the meaning, importance, development and components of comprehensive sexuality education	**Unit V. Comprehensive Sexuality Education (5)** 5.1 Concept of comprehensive sexuality education (CSE) 5.2 Importance of CSE 5.3 Components of comprehensive sexuality education

4. **Recommended Books**

Dhakal, S. N. (2067 B.S.). *Samudayik tatha prajajan swasthya*. Kathmandu: Ratna Pustak Bhandar.

FPAN (2067). *Brihat younikt siksha sikshak sandarva samagri.* Lalitpur: The author

Hatcher, R. A. (1997). *The essentials of contraceptive technology.* Baltimore: John Hopkins School of Public Health.

Karki, A.K. (2065 B.S.). *Youn tatha prajanan swasthya*. Kathmandu: Pairavi Prakashan.

Maharjan, R. K. & Maharjan, S. K. (2054 B.S.). *Pariwarik jeevan shikshya*. Kirtipur: Population Education Unit, FOE, T.U.

Maharjan, S. K. (2070). *Manav younikta ra prajanan swasthya.* (Sixth Ed.). Kirtipur: Sun Light Publication.

Pokhrel, N. (2060) *Youn, garva ra sutkeri.* Kathmandu: Educational Enterprise.

Shrestha, D. R. (2008). *Reproductive health: National and international perspectives.*

Tuitui, R. & Tuitai, S. (2064). *Prajajan swasthya*. Kathmandu: Prashanti Prakashan.

Semester-Third

Core Course:

1. Educational Psychology (Ed.531)

Major Courses:

1. Healthy Lifestyle Promotion (Hp.Ed.531)

2. Health Promoting Schools (Hp.Ed.532)

3. Contemporary Approaches in Health Education (Hp.Ed.533)

4. Health Statistics and Research (Hp.Ed.534)

5. Fitness Through Ball Games (Hp.Ed.535)

Far-Western University
Faculty of Education

Course Title: Educational Psychology

Semester: Third   Course No. : Ed.531

Credit Hour: 3   Full marks: 100

Level: M.Ed.   Pass marks: 50

Course Nature: Core, Theory   Teaching hours: 45

1. Course Introduction

This course is designed by including the basic aspects of psychology keeping especially the educational process in view. This is a core course for M. Ed. programme and the course enables the students to understand the components of educational psychology. Besides the basic concept of educational psychology, the course introduces students with human development. Individual differences and various learning theories are also introduced in the course. Finally, the course makes students know about the general aspects of learning, complex cognitive processes and the education of the exceptional children.

2. General Objectives

General objectives of this course are as follows:

- To conceptualize the psychology and educational psychology.
- To understand the human growth and development.
- To describe various aspects of childhood, puberty and adolescence.
- To be familiar with the various aspects of individual differences.
- To know nature of learning and explain various learning theories.
- To develop understanding of general aspects of learning.
- To get acquainted with complex cognitive processes.
- To be familiar with types of exceptional children and their education.

3. Content with Specific Objectives

Specific Objectives	Contents
- Explain the meaning, nature and scope of psychology. - Discuss the branches of psychology. - Be familiar with meaning, nature and scope of educational psychology. - Describe the methods of educational psychology.	**Unit One: Concept of Psychology (5)** 1.1 Meaning, nature and scope of psychology. 1.2 Branches of psychology. 1.3 Meaning, nature and scope of educational psychology. 1.4 Methods of educational psychology.

- Explain the meaning of developmental psychology and change. - Highlight the principles of development and their educational implications. - Discuss major factors influencing human development. - Describe various theories of growth and development. - Introduce various aspects of childhood, puberty and adolescence.	**Unit Two: Developmental psychology (8)** 2.1 Meaning of developmental psychology and developmental change. 2.2 Principles of development and their educational implications. 2.3 Major factors influencing human development. 2.4 Theories of growth and development (Freud's theory of psycho-sexual development, Erickson's theory of psycho-social development, Kohlberg's theory of moral development, and Piaget's theory of cognitive development). 2.5 Early and late childhood (characteristics, developmental task, physical development, skills, emotions, socialization, play interests, hazards, happiness). 2.6 Puberty (characteristics, criteria, causes, effect, sources of concern, hazards, unhappiness) and adolescence (characteristics, developmental task, physical change, emotions, social change, family relations, hazards, happiness).
- Discuss the meaning and types of individual differences. - Explain the determinants and distributions of individual differences. - Assess the role of heredity and environment as determinants of individual differences. - Discuss school adjustments to individual differences. - Enumerate the educational implications of the psychology of individual differences. - Explain meaning and theories of intelligence and measure it.	**Unit Three: Psychology of Individual Differences (7)** 3.1 Meaning and types of individual differences. 3.2 Determinants and distributions of individual differences. 3.3 Role of heredity and environment as determinants of individual differences. 3.4 School adjustments to individual differences. 3.5 Educational implications of individual differences 3.6 Intelligence (Meaning, theories and measure in Binet period)

- Define learning and discuss its nature. - List the types of learning and explain them. - Elucidate the factors affecting learning. - Explain the various learning theories with their educational implications.	**Unit Four: Nature and Theories of Learning (8)** 4.1 Meaning and nature of learning. 4.2 Types of learning (Gagne's view). 4.3 Factors affecting learning. 4.4 Theories of learning (Skinner's operant conditioning theory, Hull's systematic behaviour theory, Lewin's field theory, Tolman's sign learning theory, Bandura's social learning theory, and Vygotsky's socio-cultural theory).
- Define motivation with its causes and explain various theories of motivation. - Define memory and describe techniques of improving it. - Define forgetting and explain its types and theories. - Explain meaning, types and theories of transfer of learning. - Enumerate the educational implications of transfer of learning. - Accept unlearning and relearning as learning.	**Unit Five: General Aspects of Learning (7)** 5.1 Motivation (meaning, needs, drives, incentives, motives). 5.1.1 Theories of motivation (Mc Dougall's theory of instinct, Hull's drive reduction theory, Freud's psycho-analytic theory, Behaviourist's learning theories, Goal-oriented theory of cognitivism, and Maslow's self actualisation theory). 5.2 Memory: Remembering and forgetting. 5.2.1 Meaning and types of memory 5.2.2 Training memory. 5.2.3 Meaning and types of forgetting. 5.2.4 Theories of forgetting. 5.3 Transfer of learning. 5.3.1 Meaning and types of transfer of learning. 5.3.2 Theories of transfer of learning. 5.3.3 Educational implications of transfer of learning. 5.4 Unlearning and relearning.

- Be familiar with aspects of learning and teaching about concepts. - Develop skills to teach concepts through discovery, through exposition and in diverse classroom. - Explain the stages of problem solving. - List the factors that hinder problem solving. - Define thinking and reasoning. - Explain the theories of thinking. - List the types of thinking and explain them. - List and explain the types of reasoning.	**Unit Six: Complex Cognitive Process. (6)** 6.1 Learning and teaching about concepts. 6.1.1 Views of concept learning. 6.1.2 Strategies for teaching concepts. 6.1.3 Teaching concepts: through discovery, through exposition, in diverse classroom. 6.2 Problem solving. 6.2.1 Problem solving process (identifying problem, defining goal and representing the problem, exploring possible solution strategies, anticipate outcomes and acting, looking back). 6.2.2 Factors that hinder problem solving. 6.3 Thinking and reasoning. 6.3.1 Meaning and theories of thinking. 6.3.2 Types of thinking (perceptual, conceptual, reflective, creative, and critical). 6.3.3 Meaning and types of reasoning.
- Explain the meaning of exceptional children and classify them. - Discuss the education of gifted, creative, and backward child. - Describe the meaning, causes, education, and treatment of juvenile delinquency.	**Unit Seven: Education of Exceptional children. (4)** 7.1 Meaning and types of exceptional children. 7.2 Education of gifted, creative and backward child. 7.3 Juvenile delinquency (meaning, causes, education, and treatment).

4. References

a) Mangal, S. K. (2012). *Advanced Educational Psychology (2nd ed).*New Delhi: PHI

    Learning Private Limited. (Unit 1 - 7).

b) Woolfolk, A. (2013). *Educational Psychology(9th ed)*. India: Dorling Kindersley (India) Pvt. Ltd.(Unit 2,

    3, 4, 5 and 6).

c) Schunk, D. H. (2011). *Learning Theories An Educational Perspective (5th ed).*New Delhi: Dorling

    Kindersley (India) Pvt. Ltd. (Unit 4)

d) Chauhan, S.S. (2007). *Advanced Educational Psychology (7th ed)*. Noida: Vikas Publishing House Pvt.

    Ltd. (Unit 2, 3 and 7)

e) Hilgard, E. R. (2011). *Theories of Learning.* Delhi: Surjeet Publications. (Unit 4)

f) Skinner, C. E. (2008). *Essentials of Educational Psychology.* Delhi: Surjeet Publications. (Unit 2, 3, 5)

g) Crow, L. D. and Crow, A.(2007). *Educational Psychology.* Delhi: Surjeet Publications. (Unit 2 and 3)

h) Hurlock, E. B. (2011). *Developmental Psychology A Life-Span Approach (5th ed)*.New Delhi: Tata

McGraw Hill Education Private Limited. (Unit 2)

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: **Healthy Lifestyle Promotion**

Course No. : Hp.Ed.531   Nature of course: Theoretical

Level: M.Ed.   Semester: Third

Credit hr : 3   Total periods: 48

Time per period: 1 Hour

1. Course Introduction

This course is designed to develop awareness among students on healthy lifestyle and its importance. It is also designed to acquaint students on the consequences of unhealthy lifestyles. The course also intends to provide adequate knowledge of promoting healthy lifestyles.

2. General Objectives

The general objectives of this course are as follows:
- To acquaint the students with the definition and importance of healthy lifestyles.
- To familiarize the students with the knowledge of the consequences of unhealthy lifestyles.
- To provide the students with the knowledge of the ways of promoting healthy life styles.

3. Specific Objectives and Contents

Specific Objectives	Contents

• Define healthy lifestyle.
• Discuss the importance of healthy lifestyle.
• Describe the components of lifestyle.
	Unit - I Healthy Lifestyle **(18)**
	1.1 Definition of healthy lifestyle
	1.2 Importance of healthy lifestyle
	1.3 The components of a healthy lifestyle
	    1.3.1 Healthy eating
	    1.3.2 Active living
	    1.3.3 Physical and mental fitness
	    1.3.4 Avoidance of alcohol and tobacco use
	    1.3.5 Interpersonal relationships
	    1.3.6 Stress Management
	    1.3.7 Assertiveness
	    1.3.8 Regular health check ups

• Explain the consequences of unhealthy lifestyle. • Describe the causes and prevention of non-communicable diseases.	**Unit – II Consequences of Unhealthy Lifestyle (18)** 2.1 Obesity 2.2 Sedentary life 2.3 Alcoholic 2.4 Coronary Heart Disease 2.5 Rheumatic Heart Disease 2.6 Stroke 2.7 Hypertension 2.8 Diabetes 2.9 Cancer
• Describe the ways of promoting	**Unit-III Promotion of Healthy Lifestyle** **(12)**

healthy lifestyle. • Explain the importance of healthy diets and regular exercise to promote healthy lifestyle. • Discuss the importance of social network to maintain healthy lifestyle.	3.1 Healthy diets 3.2 Regular exercise 3.3 Regular health check ups 3.4 Control alcohol and tobacco use 3.5 Adequate relax 3.6 Improve social network 3.7 Mental and Emotional wellness

4.   Reference Books

Park, K. (2007), *Textbook of preventive and social medicine* (19th Edition), Jabalpur: M/S Banarsidas Bhanot Publishers.

Maharjan, R. K., Shrestha, P. K. and Karki K. B. (2007). *Non-communicable diseases prevention and control: Training manual for school teachers.* Kathmandu: Centre for Educational Development (Supported by WHO).

Shrestha, R. P. (2003). *Surveillance of risk factors for non-communicable diseases in Nepal.* A WHO Funded Research Report, Society for Local Integrated Development Nepal (SOLID NEPAL).

http://www.webmd.com/balance/features/healthy-living-8-steps-to-take-today

http://www.mayoclinic.org/healthy-lifestyle

http://www.health.com/health/gallery/0,,20366671,00.html Live healthy, live longer.

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: **Health Promoting School**

Course No. : Hp.Ed.532   Nature of course: Theoretical

Level: M.Ed.   Semester: Third

Credit hr : 3   Total periods: 48

Time per period: 1 Hour

Course Introduction

This course is devised to provide students with an understanding of health promoting school as a setting based concept of school health program. Guided by the concepts of health promotion, health promoting schools are established and implemented. This course intends to help students in understanding of major components of a health promoting school.

Course Objectives

The general objectives of the course are as follows:

- Conceptualize health promoting school and other models of school health program.
- Identify the importance of school health policy and promotive environment in developing school ethos and environment for health promotion.
- Understand teaching and learning in curriculum as a key part of health promoting school.
- Comprehend the importance of staff's health in health promoting school.
- Identify methods of promoting healthy lifestyle among staff and students.
- Elucidate the methods of establishing community links.
- Ascertain the types and methods of providing health services in the school.

Contents in Detail with Specific Objectives

Specific objectives	Contents in detail
- Identify the development of school health programs as a result of relationship between education and health sectors. - Describe the concept and components of health promoting school, comprehensive school health program, child friendly school and focusing resources in effective school health.	**Unit I: Introduction to School Health Program (10)** 1.1 Education and Health Sector Relationship 1.2 School Health Program- Concept, Development and Importance 1.3 Health Promoting School (HPS)- Concept, Aims, Values, Principles and Components 1.4 Other Models of Health Promotion in Schools 1.4.1 Comprehensive SHP- Concept and Components 1.4.2 Child Friendly School- Concept and Components 1.4.3 FRESH- Concept and Components
- Describe school health policy as a primary requisite of developing health promoting school. - Identify the methods of developing school health policy. - Explain the concept and importance of	**Unit II: Developing School Ethos and Environment (10)** 2.1 Developing School Health Policy 2.1.1 Concept and Need 2.1.2 Criteria for a School Health Policy 2.1.3 Conceptual Framework for Developing a

school's physical and social environment in health promoting school.
• Plan and design appropriate elements for a physically and socially healthy school.
	School Health Policy
	2.2 Creating Health Promotive Environment in School
	    2.2.1 The School's Physical Environment- Concept, Importance and Elements
	    2.2.2 The School's Social Environment- Concept, Importance and Elements

• Explain the methods of enabling students to build competencies in taking action to improve health and wellbeing of themselves and others in their community.
• Describe the health education provided through formal and informal curriculum.
• Analyze the role of staff's health and competences in health promotion in school.
• Identify healthy lifestyles among students and staff to be developed by health education curriculum and teaching and learning.
	Unit III: Curriculum, Teaching and Learning (12)
	
	3.1 Student's Individual Health Skills and Action Competences
	    3.1.1 Health Education through Formal and Informal Curriculum
	    3.1.2 Planning Teaching-Learning in Health Education
	    3.1.3 Types of Health Instruction
	    3.1.4 Encouraging Students to Develop Action Competencies
	    3.1.5 Evaluating Health Instruction
	3.2 Staff's Health and Competences
	    3.2.1 Health Role Modelling by School Staff
	    3.2.2 Occupational Health Hazards of School Staff
	    3.2.3 Health Promotion Activities for School Staff
	    3.2.4 Teacher Education for Health Promotion
	3.3 Promotion of Healthy Lifestyles among Students and Staff
	    3.3.1 Involvement in Exercises, Sports and Extra-Curricular Activities
	    3.3.2 Healthy Food Habits and Sanitation
	    3.3.3 Managing Stress
	    3.3.4 Preventing Substance Abuse

• Identify the importance and methods of consultation and participation of school with parents and community.
• Explain the importance and aspects of health services provided to the people in school.
• Identify the types of school health services.
• Discuss the process of providing health service through school.
	Unit IV: Partnership and Services (13)
	
	4.1 Community Links
	    4.1.1 Importance of Teamwork and School
	    4.1.2 Community Cooperation
	    4.1.3 Involving Parents and Community in School
	    4.1.4 Involving School in Community
	    4.1.5 Organizing Joint Programs
	4.2 Health Services
	    4.2.1 Need and importance of School Health Service
	    4.2.2 Types of Health Services
	      • Appraisal Health Services
	      • Preventive Health Services
	      • Remedial Health Services
	    4.2.3 Health Services to Students with Special Needs
	    4.2.4 Mental Health Services
	    4.2.5 Methods of Arranging Health Services through School
	    4.2.6 School Health Clinic

References

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

Barnekow, V., Bujis, G., Clift, S., Jensen, B.B., Paulus, P., Rivett, D. & Young, I. (2006). *Health-promoting schools: a resource for developing indicators.* _____ : International Planning Committee of the European Network of Health Promoting Schools. http://www.euro.who.int /ENHPS.

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

Gray, G., Young, I. & Barnekow, V. (2006). *Developing a health-promoting school.* A practical resource for developing effective partnerships in school health, based on the experience of the European Network of Health Promoting Schools. _____ : International Planning Committee of the European Network of Health Promoting Schools. http://www.euro.who.int /ENHPS.

Jenne, F.H. (1976). *Turner's school health and health education* (7th ed.). Saint Louis: The CV Mosby Company.

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

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World Health Organization Expert Committee on Comprehensive School Health Education and Promotion. (1997). *Promoting health through schools* (WHO technical report series; 870). Geneva, Switzerland: Author.

World Health Organization. (2009). *Milestones in health promotion; Statements from global conferences.* Geneva: Author.

Young, I. (2005). Health promotion in schools-a historical perspective. *Promotion and Education, 12*(3-4), p. 112-117.

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: Contemporary Approaches in Health Education

Course No. : Hp.Ed.533	**Nature of course: Theoretical + Practical**
Level: M.Ed.	**Semester: Third**
Credit hr : 3	**Total periods: 72**

Time per period: 1 Hour

1. Course Introduction

This course is designed to widen students' knowledge and practice regarding theories of teaching, contemporary approaches of teaching health Education, teaching strategies in health education, and model of teaching health education, teacher's behavior and classroom interaction and management of teaching Learning. It enables the students to design, select and use appropriate teaching methods and materials in health education for effective teaching. This course is based on interactive, cooperative and participative teaching approaches.

2. Course Objective

The general objectives of this course are as follows:

- To familiarize the students with theories of teaching health education and their application.
- To develop better understanding in students with various kinds of teaching strategies of health education.
- To enable students to conceptualize the model of teaching health education and their uses in teaching.
- To equip student's knowledge and skill to measure and analyze teacher's teaching behavior using systematic tool.
- To make students able to manage teaching learning situation orderly.
- To enable to use appropriate teaching method for effective teaching.

3. Contents in detail with specific objectives

Specific Objectives	Contents in Detail
- Discuss the concept and nature of teaching. - Enlist and elaborate the significance of theories of teaching - Explain the scopes of teaching with illustration. - Discuss the types of theories of teaching and their significances. - Highlight the general principles of teaching. - Delineate the psychological principles of teaching	**Unit 1 Theories of Teaching Health Education** (10) 1.1 Concept of teaching 1.2 Nature of teaching theory 1.3 Significance of theory of teaching 1.4 Scope of teaching theory 1.5 Types of teaching theories 1.5.1 Formal theories of teaching 1.5.2 Descriptive theories of teaching 1.5.3 Normative theories of teaching 1.6 General principles of teaching 1.7 Psychological principles of teaching
- List down the types of learning - Discuss the concept, steps and	**II. Teaching Strategies in Health Education** (15)

characteristics of different kinds of learning like active, critical, experiential and discussion methods. • Delineate the steps, characteristics and use of problems solving method. • Perform a case study in a certain case related to health and health education. • Explain the characteristics steps of dialogical learning. • Elucidate features, procedure and use of pair teaching and collaborative learning. • Elaborate the significance, process and use of online learning, workshop and seminar. • Organize a workshop or seminar on issues of health or health education.	2.1 Active learning 2.2 Critical thinking 2.3 Experiential learning 2.4 Discussion strategies 2.2 Problems based learning 2.4 Case study 2.5 Dialogical learning 2.5 Games/simulation 2.6 Pair teaching 2.5 Collaborative/cooperative learning 2.6 Online learning 2.6 Workshop and seminar
• Highlight the characteristics of model of teaching. • Discuss the fundamental elements of teaching method. • Identify the types of teaching model and elaborate the process and characteristics of social interaction, personal development and behavioral modification model.	**III Models of Teaching Health Education (10)** 3.1 Characteristics of teaching model 3.2 Fundamental elements of teaching model 3.3 Types of teaching models 3.3.1 Information processing model 3.3.2 Social interaction model 3.3.3 Personal development model 3.3.4 Behavioral modification model
• Identify the characteristics of a good teacher. • Illustrate the steps and procedures of OSCAR, Bale's Interaction Process Categories and FIAC. • Assess teacher's class observation following any system and analyze teaching behavior based on collected information from observation.	**IV. Teacher's behavior and classroom interaction (5)** 4.1 Characteristics of a good teacher 4.2 Types of class observation 4.2.1 Observation schedule and record (OSCAR) 4.2.2 Bale's Interaction Process Categories 4.2.3 Flander's Interaction Analysis System (FIAC)
• Illustrate the needs and significance of management of teaching leaning. • Elaborate the stages or components of teaching in a class. • Identify the appropriate teaching strategies and teaching aids based on learner and areas of subject. • Assess the students leaning using a systematic toll.	**V. Management of Teaching Learning (8)** 5.1 Needs and significance of management of teaching and learning 5.2 Stages /components of teaching 5.3 Planning teaching learning 5.4 Section of appropriate teaching strategies 5.5 Selection of proper teaching aids 5.6 Monitoring student's learning

Note: *The figures in parenthesis indicate approximate teaching hours.*

4. Reference Books

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Health Education Teaching Techniques Journal. http://www.cashe.org/wp-content/uploads/2011/05/hettj-volume-1-REVISED.pdf

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Teacher/Student Interactions and Classroom Behavior: The Role of Student Temperament and Gender https://steinhardt.nyu.edu/scmsAdmin/uploads/007/642/McClowry%20et%20al%202013%20Cluster%20article%20.pdf

Teacher expectation and teacher classroom behavior. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_197304_jeter.pdf

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: **Health Statistics and Research**

Course No. : Hp.Ed.534	Nature of course: Theoretical
Level: M.Ed.	Semester: Third
Credit hr : 3	Total periods: 48
Time per period: 1 Hour	

Course Introduction

This course is designed to acquaint students with advanced research strategies. It intends to broaden students' understanding of research process, methods, analysis and reporting procedures. It will develop students to prepare research report in health education and promotion field as well as in preparation of their thesis.

Course Objectives

The general objectives of the course are as follows:

- Help students to find out the types of researches and their process in health education and promotion.
- Acquaint students in identifying research methodology for their research work.
- Familiarize students with qualitative, quantitative and mixed research analysis techniques including statistical analysis.
- Make students able to draw conclusion and recommendations from research findings.
- Make students able in preparing research report as per format and referencing using APA guideline.

Contents in Detail with Specific Objectives

Specific objectives	Contents in detail

- Conceptualize research. - Describe various types of research. - Find out the importance of research in health related area. - Identify the research process in health education and promotion.	**Unit I: Introduction to Research (6)**
	
	1.1 Concept of Research
	1.2 Types of Research
	1.3 Importance of Research in Health Education and Promotion
	1.4 Research Process in Health Education and Promotion
	    1.4.1 Selection and formulation of the research problem
	    1.4.2 Review of literature
	    1.4.3 Formulation of objectives and research questions or hypothesis
	    1.4.4 Preparation of research design
	    1.4.5 Data collection
	    1.4.6 Analysis and interpretation of data and/or test of hypothesis
	    1.4.7 Interpretation and generalization of the findings
	    1.4.8 Reporting

• Determine various types of research designs.
• Identify population of the study.
• Define various sources of data.
• Describe various process of identifying sample from population.
• Explain various qualitative and quantitative tools and instruments of data collection.
• Describe the data collection procedure in research process.
• Discuss ethical considerations to be applied in health related research.
	Unit II: Research Methodology (12)
	
	2.1 Research Designs- Concept and Types
	2.2 Population of the Study
	2.3 Sources of Data
	2.4 Sampling Procedure and Sample Size
	    2.4.1 Principles of sampling
	    2.4.2 Sampling designs
	    2.4.3 Calculation of sample size
	2.5 Tools and Instruments of Data Collection
	    2.5.1 Qualitative tools
	        • Interview guideline
	        • FGD guideline
	        • In-depth Interview Guideline
	        • Case study
	    2.5.2 Quantitative tools
	        • Questionnaire
	        • Interview schedule
	        • Attitude scale
	        • Observation checklist
	        • Rating scale
	    2.5.3 Use of instruments in data collection
	    2.5.4 Finalization and validity of the tools
	2.6 Data Collection Procedure
	2.7 Ethical Considerations in Health Related Research

• Explain the process and methods of analyzing, presenting and interpreting data through quantitative techniques.
• Identify statistical techniques of data analysis.
• Identify use of computers in data entry and analysis.
• Describe the approaches, methods and presentation of data through qualitative techniques.
• Conceptualize mixed methods in data analysis.
• Draw conclusion through findings.
• Make recommendations on the basis of findings and conclusion.
	Unit III: Data Analysis Process and Conclusion (17)
	
	3.1 Quantitative Data Analysis
	    3.1.1 Concept of quantitative data analysis
	    3.1.2 Data management and processing- Checking, editing, coding, recoding, entry and tabulation
	    3.1.3 Data analysis and presentation- Frequency, percentage, tabulation (uni-variate, bi-variate, multi-variate), bar graphs, pie-charts, line graphs and figures
	    3.1.4 Descriptive and inferential statistics in health related research
	    3.1.5 Test of significance
	    3.1.6 Data interpretation and discussion of the findings
	    3.1.7 Data entry and analysis by use of software (MS Excel and SPSS)
	3.2 Qualitative Data Analysis
	    3.2.1 Concept of qualitative data analysis
	    3.2.2 Approaches of qualitative data analysis- Thematic, inductive and domain
	    3.2.3 Methods of qualitative data analysis- Constant comparative, phenomenological, ethnographic, narrative and discourse
	    3.2.4 Presentation and interpretation of qualitative information
	3.3 Mixed Data Analysis
	    3.3.1 Concept of mixed data analysis

	3.3.2 Approaches of mixed data analysis 3.3.3 Drawing Conclusion from the Findings 3.4 Making Recommendations- For Improvement, Policy Change and Further Study
• Identify the format and components of research report. • Discuss the steps in research report writing. • Discuss the techniques of citation and referencing by using APA. • Identify the methods of sharing and disseminating research report by organizing seminar and sharing program.	**Unit IV: Reporting a Thesis (10)** 4.1 Format and Components of Research Report 4.2 Steps in Report Writing 4.3 Referencing- APA Guideline 4.4 Sharing and Dissemination of Research Report

Note: This course is theoretical as well as the practical one. Therefore, all the theoretical activities will be performed in the classroom whereas the practical activities will be performed in fields. Lecture, guest lectures, discussion, class presentation, project work, demonstration, etc. will be adopted to teach the practical lessons.

References

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Frankel, J.R., Wallen, N.E., & Hyun, H.H. (2012). *How to design and evaluate research in education.* New York: Mc-Graw Hill.

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Peat, J.K. (2001). *Heath science research: Handbook of quantitative research*. NSW, Australia: Allen and Unwin.

Ulin, P.R., Robinson, E.T., & Tolley, E.E. (2005). *Qualitative methods in public health: A field guide for applied research.* San Francisco, CA: Jossey-Bass.

Semester-Fourth

Major Courses:

1. Environment and Sustainable Health (Hp.Ed.541)
2. Development, Management and Evaluation of Health Education Program (Hp.Ed.542)
3. Teaching Practice (Hp.Ed.543)
4. Thesis (Hp.Ed.544)

Course title: Environment and Sustainable Health   **Semester**: Fourth
Course no.: Hp.Ed. 541   **Credits**: 3

1 .Course Introduction

This course is devised to provide students with an understanding of influence of the environment to human health and quality of life. It aims to provide basic principles in studying the environment, sustainable development and health and the importance of the interaction between them. This course intends to help students in understanding of major problems and issues of the world that adversely affect human health.

2. Course Objectives

The general objectives of the course are as follows:
- To make the students to understand the links between environment, sustainable development and health;
- To acquaint the students in identifying the controlling measures of environmental pollution for sustainable health;
- To develop the students to comprehend the need of environmental sanitation for sustainable health;
- To provide experience to ascertain the need and conservation of natural resources for sustainable health.
- To help students identifying the impact and measures of control of natural disasters and global warming as burning issues in present world.

3. Contents in Detail with Specific Objectives

Specific objectives	Contents in detail
• Conceptualize the meaning and aspects of environment. • Identify the scope and importance of environment • Describe the concept of sustainable development • Identify principles and importance of sustainable development • Describe health in terms of dynamic equilibrium with surrounding • Explain the relationship between environment, sustainable development and health.	**Unit I: Connecting Environment, Sustainable Development and Health (10)** 1.1 Aspects of environment i. Natural and human-made environment 1.2 Scope of environment 1.3 Importance of environment 1.4 Emergence of the concept of sustainable development 1.5 Principles of sustainable development 1.6 Importance of sustainable development 1.7 Health as a dynamic equilibrium with surroundings 1.8 Sustainable health as a result of sustainable environment 1.9 Interrelationship between environment, sustainable development and health

• Describe the meaning, sources, effects and control measures of air pollution.
• Mention the sources of water and its pollution.
	Unit II: Controlling Environmental Pollution for Sustainable Health (10)
	2.1 Air pollution:
	   2.1.1 Meaning and sources of air pollution
	   2.1.2 Effects of air pollution in human health

• Suggest the different purification methods of water.
• Explain the meaning of land pollution and its management.
• Describe the noise pollution and its controlling measures.
• Discuss the radiation hazards in the modern world.
	2.1.3 Control measures of air pollution
	2.2 Water pollution
	   2.2.1 Sources of water and its pollution
	   2.2.2 Effects of water pollution on human health and other creatures
	   2.2.3 Different purification methods of water
	2.3 Land pollution
	   2.3.1 Meaning of land pollution
	   2.3.2 Effects of land pollution on human health and soil
	   2.3.3 Control measures of land pollution
	2.4 Noise pollution
	   2.4.1 Meaning of noise pollution
	   2.4.2 Causes and sources of noise pollution
	   2.4.3 Effects and control measures of noise pollution
	2.5 Radiation hazards in the modern world and their control measures

• Define environmental sanitation
• Identify various sources of poor sanitation
• Explain adverse effects of poor sanitation in human health
• Identify measures of waste management for sustainable health
• Describe selected sanitation programs and activities conducted in Nepalese urban and rural areas.
• Describe the methods of excreta disposal.
	Unit III: Environmental Sanitation for Sustainable Health (12)
	3.1 Meaning of environmental sanitation
	3.2 Sources of poor sanitation
	  i. Solid wastes (degradable and non-degradable)
	  ii. Liquid wastes including sewage and sullage
	3.3 Adverse effects of poor sanitation in human health
	3.4 Waste management for sustainable health
	3.5 Sanitation programs and activities in Urban and rural areas of Nepal
	3.6 Excreta disposal and different types of latrine

• Describe the meaning and types of natural resources
• Explain the importance of natural resources
• Identify various natural resources found in Nepal with their usage
• Conceptualize carrying capacity of resources
• Explain methods of conservation of natural resources.
	Unit IV: Sustainable use of Natural Resources for Sustainable Health (13)
	4.1 Concept and types of natural resources
	4.2 Importance of natural resources
	4.3 Various natural resources of Nepal and their use
	  i. Water resources
	  ii. Land resources
	  iii. Mineral resources
	  iv. Energy related resources
	  v. Forest resources
	  vi. Wild life resources
	4.4 Carrying capacity of resources
	4.5 Methods of conservation of natural resources

• Identify the impact of natural disasters and global warming on the life and economy of the world. • Describe global and local efforts in environment management in addressing these issues.	**Unit V: Addressing Global Environmental Issues affecting Health** 5.1 Impact on life and economy due to various natural disasters 5.2 Impact on life and economy due to global warming 5.3 Efforts in environment management

4. References

Pande, B.D., Maharjan, S.D., Shakya, V., & Karki, U.B. (2000). *Environmental education source book for bachelor of education programme.* Kathmandu: IUCN Nepal.

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प्रधानाङ्ग, योगेन्द्र (२०५४) । *वातावरणीय सरसफाइ*। भक्तपुर : प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद् ।
ओझा, शत्रुघ्न, (२०५२) । *वातावरणीय स्वास्थ्य*। काठमाडौं : शिवली प्रकाशन ।

Far-Western University
Faculty of Education
M.Ed. in Education

Course Title: Development, Management and Evaluation of Health Education Programme

Course No.: Hp.Ed. 542	**Nature of course: Theoretical**
Level: Master	**Credit Hour: 3**
Semester: fourth	**Teaching Hour: 50**

1. Course Description
This course is designed to enhance students' knowledge and understanding in terms of development, management and evaluation of Health Education Program. This course provides students of critical understanding on how health education programmes are developed, managed and evaluated. This course provides students hands on knowledge and skills in developing, implementing and evaluating health education programmes.

2. General Objectives
The general objectives of this course are as follows:

- To familiarize students with trend and process of developing health education programme
- To enable students understand implementation process and management of health education programmes.
- To develop capacity of the students in developing appropriate tools for evaluation of the health education programmes and carry out evaluation.

3. Specific Objectives and Contents

Specific Objectives	Units and Contents

• Trace historical development of health education Define community health and community development.
 	
• Explain the role of Faculty of Education, Ministry of Health and medical institutions in developing health education in Nepal
 	
• Enhance students' understanding on designing health education programmes
 	
• Enable students to critically analyze the health education programme implemented by different organizations (LOs, GOs, NGOs, and INGOs).
 	
• Review the national health plan, policies and programmes.
	Unit I: Development of Health Education (20 hrs)
	1.1 Historical development of health education
	    1.1.1 Changing concepts of health education
	    1.1.2 Emergence of the concept of health promotion
	    1.1.3 Development history of health education in Nepal
	1.2 Role of Faculty of Education, Ministry of Health and Medical institutions in developing health education in Nepal
	1.3 Developing/designing health education programmes
	    1.3.1 Concept of needs assessment for development of health education programmes
	    1.3.2 Process of needs assessment
	    1.3.3 Factors to be considered while designing health education programmes
	1.4 Provision of health education programmes in Nepal's health plans, policies and programmes

• Analyze the concept and principles of management in health education programmes.	**Unit II Management of Health Education (15 hrs)** 2.1 Concept, need and principles of management in health education

• Comprehend different approaches of management in health education.
 	
 • Describe leader styles and their roles in management of health education programmes.
 	
 • Associate manager's personality with management performance of in health education programmes.
 	
 • Enable students to understand dynamics of team building and conflict management
 	
 • Explain strategies to be adopted by a manager while making decisions and for effective communication
	2.2 Approaches of management in health education
	    2.2.1 Introduction
	    2.2.2 Medical approach
	    2.2.3 System approach
	    2.2.4 Contingency approach
	    2.2.5 Organizational approach
	 2.3 Leadership styles and their roles in management of health education programmes
	    2.3.1 Autocratic leadership
	    2.3.2 Democratic leadership
	    2.3.3 Leissiz faire leadership
	    2.3.4 Dynamic culture leadership
	    2.3.5 Impact of manager's personality in management performance of health education programmes
	 2.4 Team building
	    2.4.1 Concept, need, principles and factors influencing team building
	    2.4.2 Role of management in team building
	    2.4.3 Management of conflict and interpersonal relations in health education
	   2.5 Decision making and communication strategies in management of health education programmes

• Describe concept and importance of health education
 	
 • Comprehend steps of evaluation in health education
 	
 • Enable students to plan health education programmes
 	
 • Develop students' skills in formulating monitoring and evaluation indicators/benchmarks
 	
 • Explain the approaches and parameters of evaluation in health education programmes
	Unit III. Evaluation of Health Education program (15 hrs)
	    3.1 Concept and importance of evaluation in health education
	    3.1.1. Concept
	    3.1.2 Importance
	    3.2 Steps/process of evaluation in health education
	    3.2.1 Planning and designing evaluation of health education programme
	    3.2.1 Creating baseline benchmarks
	    3.2.2 Monitoring of health education programmes
	    3.2.3 Supervision of health education programmes
	    3.3 Evaluation approaches in health education programmes
	    3.3.1 Formative approach
	    3.3.2 Summative approach
	    3.3.3 Theory of change approach/Logical framework
	    3.4 Parameters of health education programme evaluation
	    3.4.1 Relevancy
	    3.4.2 Effectiveness
	    3.4.3 Efficiency
	    3.4.4 Impact
	    3.4.5 Sustainability
	    3.4.6 Equity
	    3.4 Documentation of health education programmes

4. Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	• The students are mobilized to search the related contents independently by using E/B library and visiting organizations and resource persons • Student make presentations in the class • The teacher provides input as per need by discussion and interaction.
II	• Teacher facilitates students on concept, approach of management, leadership styles, team building, decision making and communication strategies. • Students visit different organizations and discuss on approaches of leadership, team building and effective communication and present outcome of the group discussion in the class. Teacher provides feedback on student presentations.
III	• The students are divided into groups and suggest preparing bullet points concept, importance and steps of evaluation in health education programmes. • Students divided in groups visit to health education programme implementing organizations and their programmes, prepare their group report and present in class . Teacher provides feedback on evaluation approach and in monitoring and evaluation indicators . • The students are assigned to search library and internet and to prepare report approaches of evaluation in health education programmes.

4. Recommended Reading Materials

Galli, Nicholas (1978*). Foundations and Principles of Health Education*. NY: John Wiley & Sons, Inc. For (Unit I)

Budhathoki, C. B. & Wagle B. P. (2068 BS). *Community health and community organization*. Kathmandu: Pinacle Publication Pvt. Ltd.9Unit I,II, III)

Devkota, B. (2056 BS*). Community health diagnosis.* Kathmandu: Rratna Pustak Bhandar(Unit I,II)

Godnigh, R. (2004). *Laissez- faire leadership*. Enecyclopedia of leadership. London: Sage publication.(Unit II)

Jhonson, J. A. (2009) Health organizations: Theory, behavior and development. London: Jones and Bertlett Publishers(Unit II)

Ledlow, G., Cweik, M. (2005). *The process of leading*. Lisban Portugal.(Unit II)

Ledlow, G., Cweik, M.,Jhonson,J.(2002). *Dynamic culture leadership:Effectiveness leadership as both scientists and artist.* Portugal, Lisban.(Unit II)

Park, K. (2011). *Park's textbook of preventive and social medicine.* (21st ed.). Jabalpur: M/S Banarsidas Bhanot. (Unit III)

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Pradhan, HM.,(1995). A Text Book of Health Education: Philosophy and Principles., Kathmandu: Educational Resources for Health.(Unit I,III)

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Tilson TP., Kincaid, DL., Rimon II JG., Rinehart, W., (1997). Westport, Conecticut, London: Center for Communication Programs, Johns Hopkins School of Public Health. (Unit III)

Tones, K.,& Green J.,(2004). Health Promotion: Planning and Strategies. London, New Delhi: Sage Publications (Unit I,III)

Far-western University
Faculty of Education
M.Ed. in Health Education

Course Title: **Practicum**   Semester: IV
Course No.: Hp..Ed.543   Full Marks: 100
Credit Hour: 3 (45 hours)   Pass Marks: 50

1. Course Introduction
This is a practical course in which students are required to prepare and present lessons in the classrooms. This is an opportunity for them to implement what they have learnt in their course work. This course is divided into two parts; on-campus preparation and off-campus teaching. In the on-campus preparation, students learn to plan their lessons, activities and tasks and present them to their peers in micro-teaching contexts. In the second part of the course, students will go to the designated institution for supervised teaching.

2. Course Objectives
The objectives of the course are:
   a) to enable the students to prepare lesson plans and teaching materials
   b) to engage them in designing teaching/learning activities and tasks
   c) to involve them in micro-teaching as a preparation to the real teaching
   d) to develop in students class observation skills
   e) to expose students in classroom context for real teaching experience
   f) to enable them to prepare case studies and conduce co-curricular activities.

3. Course Contents
Part I: On-campus preparation
Prior to the real teaching in schools/colleges, the students will be engaged in the preparatory work. This part of the course will consist of two key components; lesson plan preparation, supervised micro-teaching.

a) Lesson Plans, Activities and Tasks
Each student will be required to prepare at least 20 lesson plans from various related courses prescribed for grades 11, 12 of Higher Secondary Education Board (HSEB) and the undergraduate courses of various universities and submit them to their tutors/supervisors. The students will work closely with their tutors/supervisors to improve their lesson plans including the activities and tasks.

b) Supervised Micro-teaching
Each student will be required to present at least ten micro-lessons to their peers in a micro-teaching context and this will be closely supervised by their tutors/supervisors. Students will improve their lessons based on the feedback given by their tutors/supervisors and their colleagues and submit the final versions of the ten micro lessons to their tutors/supervisors for final grading.

Part II: Off Campus Real Teaching and Other Activities:
Each student will be assigned to teach either in a college or a campus. In addition to classroom teaching, students will also be engaged in organizing co-curricular activities and writing a case study report.

a) Actual Teaching
Students will teach a minimum of 30 lessons in the class they are assigned. Prior to their teaching in the colleges/campus, students will be required to prepare the lessons including the tasks, activities, worksheet and teaching materials and show them to their tutor/supervisor. Tutors/supervisors will observe the classes at a fixed interval and provide feedback on a regular basis. Out of thirty lessons, at least 7 classes will be supervised by their tutor/supervisor.

b) Case Study
Each student will be asked to identify a particular case for a detailed study during their classroom teaching. In their day-to-day classroom teaching, student teachers will encounter various situations and they might want to have a close look at something that they have noticed. They will be encouraged to identify a particular case such as a student who seems to possess extra talent, a student with a unique learning style, a student who seems to be aloof and isolated in class, a student or a group of students who

are less confident to speak English in class etc.and do an in-depth study of a particular case. Student teacher will collect the data to understand the case and prepare a report (in about 2500 words) either to learn lessons or address the problem that lies in the case.

c) Co-curricular Activities

Students either in group or individually should organize at least one co-curricular activity in the college/campus where they are assigned to teach. Such an event might include spelling contest, quiz contest, debate, class presentation etc. After the completion of the event, they will need to submit a report to their tutor/supervisor.

5. Evaluation Scheme

5.1.On-campus internal evaluation   40%
- Preparation of lesson plan, teaching learning activities, tasks, worksheet   10%
- Supervised micro-teaching   30%

5.2. Off-campus teaching   60%
- Real classroom teaching   40 marks
- Case study   10 marks
- Co-curricular activities event report   10 marks

6. Prescribed Texts

a) Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.

b) Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.

Far-western University
Faculty of Education
M.Ed. in Health Education

Course Title: **Thesis Writing**   Semester: IV
Course No. Hp.Ed.544   Full Marks: 100
Credit Hour: 6 (90 hours)   Pass Marks: 50

1. Course Description

This is a research course in which the students carry out research work and produce a thesis document. The course begins with the introductory work such as background reading, brainstorming for the research topic, elaborated discussion on the topic with their supervisor(s) and their friends, identifying the appropriate methods of the inquiry process including the design and procedures. Then the students will carry out the research and write a thesis for final evaluation.

2. Course Objectives

The objectives of course are as follows**:**
   a) to practically introduce the students to the inquiry process in the world of academia
   b) to offer them a framework for their research project
   c) to help them find the appropriate research design for their research
   d) to provide them backstopping support during their research process
   e) to guide them to successfully complete their research.

3. Contents and Process in Detail

Research is a phase-wise process. Each phase requires a careful planning. The entire research project can be divided into following five key stages:

Stage One: Pre-research phase

In this phase students do some background reading in the area of their interest. Getting the right topic for the research is the most difficult task. One way of thinking of a research topic is to look into the problems, challenges and concerns in the related field. It is not necessary to be very specific about the topic at this stage. This will be done later. Students need to read books, references and previous research work in order to crystalize their idea. Once the students have some idea of what they are going to do for their research, they can list some possible research topics and talk to their supervisors who will guide them to finalize the topic.

Stage Two: Proposal Phase

In this phase, the students will write the proposal on their research topic under the close supervision of their supervisor. If a proposal is academically rich and procedurally well built, half of the research is done. A proposal is a roadmap that outlines the details of how the researcher is going to undertake the research journey. Proposal should clearly mention what is going to be researched, how it is going to be researched and what is expected from the research. The proposal should be written according to the format provided by the department. However, the proposal should include the following key components:

   1) Introduction of the research topic
   2) Research problem
   3) Review of related literature
   4) Research objectives
   5) Research questions
   6) Research design

7) Research instruments
8) Research sample
9) Research process
10) Analysis and discussion framework
11) Timeline
12) References

Once the proposal is ready, it should be submitted to the department through the supervisor and the department will ask the students to present it to the panel of experts from the department. The experts will provide feedback on the proposal and the student will submit the final version to the department for final approval.

Stage Three: Research Phase

In this phase the student will go to the field and collect the data. Depending upon the nature of research, the data could be collected from the respondents or reviewing the secondary sources in the library. Collecting rich data is very crucial in research as the entire thesis will be written based on the data collected at this stage. In addition to the research instrument, students should also have a diary and they need to make notes of anything relevant that they observe during the field which are not necessarily covered by the research instrument. Students need to report the progress of their field work to their supervisors on a regular basis.

Stage Four: Thesis Writing Phase

Once the data are collected, they need to be organized in a systematic manner. The data should be read and re-read so that the researcher could make a clear mind map for the discussion. Looking at the patterns in the data, themes and sub-themes should be generated for discussion. The arguments should be discussed along with the evidences from the data and the discussion should be substantiated with the appropriate tables, figures, charts etc.

The thesis format will be provided by the department that will include the following components:

Preliminaries and front matters:

- Cover Page
- Declaration
- Recommendation For Acceptance
- Recommendation For Evaluation
- Evaluation And Approval
- Dedication
- Acknowledgements
- Abstract
- Table Of Contents
- List Of Tables And Charts
- List Of Abbreviations And Symbols

Body of the Thesis

Chapter One: Introduction

- Context or background of the research
- Review of literature: Thematic review and empirical review
- Objectives
- Research questions

- Significance of the research

Chapter Two: Methodology

- Research design
- Research sample
- Research instrument(s)
- Data collection procedures
- Limitation/delimitation

Chapter Three: Analysis and Discussion - Thematic discussion of the data.

Chapter Four: Findings, conclusions and implications

References in APA style

Appendices

- Research tools
- Sample data

Stage Five: Post Research Phase

This is the stage in which the students will present their thesis findings to the panel of experts. When the final draft of the thesis is ready, it should be submitted to the department through the supervisor and the department will assign an external examiner to assess the research work. After the evaluation, the department will conduct a viva voce in which the student will have to present the summary of the thesis. The experts panel will provide comments and feedback. The student will have to submit the final version of the thesis to the department incorporating all the comments and feedback.

3. Evaluation Scheme

3.1. Internal Examination (Proposal development)　　40%

- Background reading and topic selection　　5%
- Review of literature　　10%
- Research design and inquiry process　　5%
- Proposal viva voce　　20%

3.2. External Examination (Thesis work and viva voce)　60%

- Language　　7%
- Layout　　5%
- Time　　3%
- Methodology　　5%
- Analysis and discussion　　10%
- Conclusion and implications　　5%
- Citations and references　　5%
- Viva voce　　20%

References

1) American Psychological Association. (2010). *Publication manual of the American Psychological Association (6thed.)*. Washington, DC: APA.

2) Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation*. London: Palgrave Macmillan.
3) Blakeslee, A. & Fleischer, C. (2007). *Becoming a writing researcher*. London. Lawrence Erlbaum Associates, Publishers.
4) Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: CUP.
5) Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in education (6th edition)*. London: Routledge.
6) Dornei, Z. (2007). *Research methods in applied linguistics*. Oxford: OUP.
7) McDonough, J. & McDonough, S. (2008). *Research methods for English language teachers.* London: Hodder Arnold.
8) Mckay, S.L. (2006). *Researching second language class rooms.* New Jersey: Lawrence Erlbaum Associates.
9) Nunan, D. (2008). *Research methods in language learning.* Cambridge: Cambridge University Press.
10) Richards, K. (2003). *Qualitative inquiry in TESOL*. New York. Palgrave Macmillan.
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Methodology and Techniques

Modes of instruction:
- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work
- Practical work

Modes of learning:
- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion
- Field visit

Evaluation Scheme

- Internal   40%
- External   60%

The internal evaluation will be conducted as follow:

Activities

Marks

a)	Regularity and class participation	5
b)	Class room presentation	5
c)	Term paper	5
d)	Investigative project work / article review (2nd sem.)/Book review (3rd sem.)	5
e)	Group work/discussion	5
f)	Reflection notes / Portfolio (3rd sem.)	5
g)	Mid-term exams	10

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination and will contain 50% questions and full marks of it.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation. Format of the question paper for End-term examination will be as follow:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice items	10	10 x 1 mark	10
Group B: Short subjective questions	6+1 or question	6 x 10 marks	60
Group C: Long subjective questions	2+1 or question	2x15 marks	30
Total	Objective: 10 Subjective: 8+2 or qns.	Objective: 10 Subjective: 8	100

Strict Notice: Each student must secure 50% marks in internal evaluation and 80% attendance in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUILIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

KEY TO ACADEMIC RECORD

Letter Grading System for Master's Level:

At the end of each semester, students are awarded letter grades which are based on grades and scores obtained in various segments of the course evaluation. Final evaluation of the course is carried out on a four points grading system, as follows:

Grade	Grade Point Average	Marks Obtained in Percent	Remarks	Cumulative Grade Point Average (CGPA)
A	4.00	90 – 100	Distinction	4.00
A -	3.70	80 – 89	Very Good	3.70 – 3.99
B +	3.30	70 – 79	Good	3.30 – 3.69
B	3.00	60 – 69	Fair	3.00 – 3.29
B-	2.70	50 – 59	Pass in Individual Course	2.70 – 2.99
F	Below 2.70	Below 50	Fail	Below 2.70

Grade Point Average:

Each course grade is converted into the specific number of grade value associated with the grade. Grade point Average (GPA) is calculated by multiplying the grade value of the earned grade by the number of credits for each course and dividing the total grade points by the total number of semester credits. The GPA must be 2.7 or above at the end of each semester.

Cumulative Grade Point Average (CGPA):

CGPA is calculated at the end of the program. For graduation, a student has to maintain a CGPA at least 2.7 or above. If a student fails to secure this CGPA, or fails in more than one course in all the examinations (thus securing a permanent F in that course), then the student may have to withdraw from the program.

CGPA Calculation:

The overall performance is reported by CGPA, which is a weighted average, calculated as Follows:

$$CGPA = (c_1 g_1 + c_2 g_2 + c_3 g_3 ......)/(c_1 + c_2 + c_3 + ...)$$

Where c_1, c_2........ Denote credits associated with the courses and g_1, g_2...... denote grade values of the grades earned by the students in the respective courses.

Other Abbreviations

The following letters (in the Remarks column) can also be awarded according to the nature of performance:

W   : Withdrawn
INC   : Incomplete
F   : Permanent F