प्रदेश लोक सेवा आयोग,

कोशी प्रदेश, विराटनगर

प्रदेश निजामती सेवा तथा स्थानीय सरकारी सेवा अन्तर्गतका स्वास्थ्य सेवा, हेल्थ एजुकेशन समूह, सातौं तह, स्वास्थ्य शिक्षा अधिकृत पदको प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

पाठ्यक्रमलाई निम्नानुसार विभाजन गरिएको छ :

परीक्षाको चरण	परीक्षाको किसिम	पूर्णाङ्क
प्रथम	लिखित परीक्षा	२००
अन्तिम	कम्प्युटर सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता	५०

परीक्षा योजना (Examination Scheme)

प्रथम चरण

पत्र	विषय	पणांड	उत्तीर्णाङ्क	परीक्षा प्रणाली	प्रश्न संख्या x अङ्कभार	समय
प्रथम	सामान्य विषय (General Subject)	१००	४०	वस्तुगत बहुवैकल्पिक (MCQs)	१०० x १ =१००	१ घण्टा १५ मिनेट
द्वितीय	सेवा समूह सम्बन्धी	१००	४०	विषयगत (Subjective)	१० x १० = १००	३ घण्टा

अन्तिम चरण: कम्प्युटर सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता

विषय	पूर्णाङ्क	परीक्षा प्रणाली	समय
कम्प्युटर सीप परीक्षण	१०	प्रयोगात्मक (Practical)	२० मिनेट
सामूहिक परीक्षण (Group Test)	१०	सामूहिक छलफल (Group Discussion)	३० मिनेट
व्यक्तिगत अन्तर्वार्ता (Individual Interview)	३०	मौखिक (Oral)	-

द्रष्टव्यः-

१. यो पाठ्यक्रम योजनालाई **प्रथम चरण (लिखित परीक्षा) तथा अन्तिम चरण (कम्प्युटर सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता)** गरी दुई भागमा विभाजन गरिएको छ।

२. **प्रश्न पत्र अंग्रेजी वा नेपाली भाषामा हुनेछ।**

३. लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुनेछ।

४. वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नहरूको गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अङ्क कट्टा गरिने छ। तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन।

५. वस्तुगत प्रश्न हुने परीक्षामा क्यालकुलेटर तथा कुनै पनि परीक्षामा मोबाईल फोन, स्मार्ट वाच, हेडफोन तथा अन्य कुनै पनि प्रकारको विद्युतीय उपकरणहरूको प्रयोग गर्न पाइने छैन।

६. विषयगत प्रश्नका लागि तोकिएका अङ्कका हकमा एउटा लामो प्रश्न वा एउटै प्रश्नका दुई वा दुईभन्दा बढी भाग (Two or more parts of a single question) वा एउटा प्रश्न अन्तर्गत दुई वा बढी टिप्पणीहरू (Short notes) सोध्न सकिनेछ।

७. परीक्षामा सोधिने प्रश्न संख्या, अङ्क र अङ्कभार यथासम्भव सम्बन्धित पत्र/विषयमा दिइए अनुसार हुनेछ।

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८. द्वितीय पत्र (विषयगत प्रश्न हुने पत्र) का हकमा प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरू हुनेछन्। परीक्षार्थीले प्रत्येक खण्डका प्रश्नहरूको उत्तर सोही खण्डको उत्तर पुस्तिकामा लेख्नु पर्नेछ।

९. यस पाठ्यक्रम योजना अन्तर्गतका पत्र/ विषयका विषयवस्तुमा जेसुकै लेखिएको भएतापनि पाठ्यक्रममा परेका कानुन, ऐन, नियम तथा नीतिहरू परीक्षाको मिति भन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधन भइ हटाइएका वा थप गरी संशोधन भएका) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्झनु पर्दछ।

१०. प्रथम चरणको लिखित परीक्षामा छनौट भएका उम्मेदवारहरूलाई मात्र अन्तिम चरणको कम्प्युटर सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्तामा सम्मिलित गराइने छ।

११. प्रथम चरणको लिखित परीक्षा र अन्तिम चरणको कम्प्युटर सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ताको कूल अङ्क योगका आधारमा अन्तिम परीक्षाफल प्रकाशित गरिनेछ।

१२. पाठ्यक्रम लागू हुने मितिः- २०८३/६/२३ (आ.व. ०८३/८४ को विज्ञापनदेखि लागू हुने)

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प्रथम पत्र (Paper I): सामान्य विषय (General Subject)

1. HEALTH, DISEASE, EPIDEMIOLOGY AND VITAL HEALTH STATISTICS 20%
   - 1.1 Health and Disease
     - 1.1.1 Concept, Definition, dimension and spectrum of Health
     - 1.1.2 Concept of Wellbeing
     - 1.1.3 Determinants of Health
       - 1.1.3.1 Biological
       - 1.1.3.2 Behavioral and Socio-cultural
       - 1.1.3.3 Environmental
       - 1.1.3.4 Socio-economic
       - 1.1.3.5 Health services
       - 1.1.3.6 Politics, gender, age, physical facilities, war, disaster, education etc.
     - 1.1.4 Health system and level of health care of federal, provincial and local level
     - 1.1.5 Disease Process/Disease theories
       - 1.1.5.1 Agent, Host and Environment
       - 1.1.5.2 Theories of disease
     - 1.1.6 Public Health-definition, its different terminology and development
   - 1.2 Epidemiology and Vital Health Statistics
     - 1.2.1 Concept, History, Definition and Aim of Epidemiology
     - 1.2.2 Basic Measurement in Epidemiology-tools, indicators and methods
     - 1.2.3 Use of Epidemiology
     - 1.2.4 Dynamics of Disease Transmission
       - 1.2.4.1 Source and Reservoir
       - 1.2.4.2 Modes of Transmission
       - 1.2.4.3 Susceptible host and host defense
     - 1.2.5 Disease Prevention and Control measures and disinfections
     - 1.2.6 Investigation of epidemics - steps
     - 1.2.7 Management of epidemic such as Diarrhea, Cholera, Encephalitis, Measles etc. through management of-
       - 1.2.7.1 Early diagnosis & treatment.
       - 1.2.7.2 Interruption of mode of transmission
       - 1.2.7.3 Immunization
       - 1.2.7.4 Wastes, sewage, excreta & its disposal.
       - 1.2.7.5 Control of street dogs, animal & slaughter house
       - 1.2.7.6 Protection of source of water
       - 1.2.7.7 Protection of food from contamination
       - 1.2.7.8 Health Education Measures to control epidemics/campaign & participation
   - 1.3 Health Statistics and Research
     - 1.3.1 Screening of disease and health indicators
     - 1.3.2 Health Statistics: source of health information, tabulation and presentation of data and simple statistical methods- mean, median, mode, sampling and sampling size
     - 1.3.3 Demography: National Population Policy; Population Process; Trends, Measures-fertility, mortality, migration; Population size, growth, composition, marital status, spatial distribution
     - 1.3.4 Health promotion and health education research: Operational, health system, behavioral, diagnostic, evaluation, cost benefit, effectiveness research and its steps, design and applications
   - 1.4 Community Diagnosis
     - 1.4.1 Process, methods, techniques, tools, analysis and presentation
     - 1.4.2 Community Mobilization/Social Mobilization

1.4.3 Community Participation

1.5 Social Problems in Nepal Population explosion and migration, Poverty, Unemployment, Substance abuse, Prostitution, Violence, Child abuse /exploitation, Gender bias, Girl trafficking, Ignorance

1.6 Health Research and International Health

1.6.1 WHO, UNFPA, UNICEF, USAID, UNDP, WORLD BANK, JICA, CARE, SCF, GTZ, DFID, Global Fund, IUHPE

1.6.2 Health Research Council

2. PRIMARY HEALTH CARE (PHC) AND ESSENTIAL HEALTH CARE SERVICES (EHCS) 10%

2.1 Primary Health Care

2.1.1 Concept

2.1.2 Elements

2.1.3 Principles

2.1.4 Analytical view of PHC approaches in present context

2.2 Essential Health Care Services (EHCS)

2.2.1 Concept and origin

2.2.2 Elements/components

2.2.3 Principles

2.2.4 Analytical view of EHCS approaches in present context

2.2.5 Responsibilities of government, individual, family, group & community in EHCS

2.2.6 Differentiation and importance of PHC and EHCS

2.3 Health Professional Councils and Associations

2.3.1 Nepal Health Professional Council - roles, act, rules and regulations

2.3.2 Health promotion and education association (HEPEAN)

2.3.3 Public Health Association of Nepal

3. COMMUNICABLE DISEASE AND NON-COMMUNICABLE DISEASE 15%

3.1 Communicable Disease

3.1.1 Leprosy, Malaria, Japanese Encephalitis, Kala-azar, HIV/AIDS, STD, Diarrhea, ARI, Filariasis, Rabies

3.1.2 Vaccine preventable Diseases -Tuberculosis, Measles, Diphtheria, Pertussis, Tetanus, Poliomyelitis, Hepatitis B

3.1.3 Meningitis, Typhoid, Influenza, Food Poisoning. Amoebiasis, Cholera, Trachoma and intestinal parasites induced diseases

3.2 Non-Communicable Disease

3.2.1 Diabetes

3.2.2 Cancers

3.2.3 Heart Diseases - Hypertension, Stroke, RH and Coronary HD

3.2.4 Arthritis

3.2.5 Asthma

3.2.6 Obesity

3.2.7 Blindness

3.2.8 Accident and injury

3.2.9 Mental and dental health problems

4. Environmental and Occupational Health and Home Hygiene 20%

4.1 Environmental Health

4.1.1 Concept & Definitions

4.1.2 Major Environmental Issues and its contribution in morbidity, mortality and Environmental degradation

4.1.3 Sources of water, water quality assurance and household purification

4.1.4 Solid waste and its management at community and household level.

4.1.5 Excreta disposal management

- 4.1.6 Control of Fly, rodent and street dogs
- 4.1.7 Animal Health and Management of Slaughter House
- 4.1.8 Air pollution, its assessment and mitigation measures
- 4.1.9 Hospital waste management
- 4.1.10 Environmental Sanitation Campaign

4.2 Occupational Health
- 4.2.1 Definition
- 4.2.2 Occupational health hazards and diseases
- 4.2.3 Measures of health protection of workers
- 4.2.4 Preventive measures of occupational diseases
- 4.2.5 Social abuses like tobacco, drug abuse and Alcoholism: effects, prevention and control

4.3 Home Hygiene
- 4.3.1 Personal hygiene - Hand washing, Bathing and Laundering
- 4.3.2 Domestic Hygiene - Food, water and environment
- 4.3.3 Community hygiene - Market and Animal rearing

5. SCHOOL HEALTH, NUTRITION AND HEALTH PROMOTION 15%

5.1 5.1 School Health Program
- 5.1.1 Definition and objectives
- 5.1.2 Areas of School Health Program
  - 5.1.2.1 School Health Services
  - 5.1.2.2 Health Instructions
  - 5.1.2.3 Healthy School environment
  - 5.1.2.4 School community cooperation

5.2 Nutrition and Malnutrition
- 5.2.1 Definition Nutrition
- 5.2.2 Classification of Foods
- 5.2.3 Nutrients and its types, functions, effects and sources
- 5.2.4 Factor Affecting and Measurement of Nutrition
- 5.2.5 Malnutrition

5.3 Health Promotion
- 5.3.1 Definition and Concept
- 5.3.2 Priority Areas
- 5.3.3 Settings

5.4 Family Life Education, Sex Education and Life Skills Education

6. NATIONAL HEALTH POLICY, STRATEGIES AND PROGRAMS 10%

6.1 National Health Policy and Strategies
- 6.1.1 Health Policy, 1991 and Current Health policy, Current 5 Year Plan, Second Long Term Health Plan, Health Sector Strategy and Nepal Health Sector Program: Implementation Plan
- 6.1.2 Health System and its Structure
  - 6.1.2.1 Federal health system
  - 6.1.2.2 Provincial Health system
  - 6.1.2.3 District level health system
  - 6.1.2.4 Local level health system
- 6.1.3 National Communication/IEC Strategies
- 6.1.4 National Health Program Policies and Strategies of different national health programs
- 6.1.5 Health Promotion, Education and Communication Activities- Federal, Provincial and local level
- 6.1.6 The Millennium Development Goals and Sustainable Development Goals: Concept, goals/areas and indicators

- 6.2 National Health Programs
  - 6.2.1 Child Health
    - 6.2.1.1 Integrated Management of Childhood Illness (IMCI) CDD, ARI, Measles, Malaria
    - 6.2.1.2 Nutrition - IDD, Iron, Vitamin A, Deworming
    - 6.2.1.3 Immunizations
  - 6.2.2 Reproductive Health
    - 6.2.2.1 Safe Motherhood Neonatal health,
    - 6.2.2.2 Family Planning
    - 6.2.2.3 Adolescent RH
    - 6.2.2.4 Care of elderly women
    - 6.2.2.5 RTI/STD, Male Involvement, Infertility Management, Comprehensive Abortion Services
  - 6.2.3 Epidemiology and Disease Control Malaria, Kalazar, J. Encephalitis, Filariasis, Rabies
  - 6.2.4 Tuberculosis Control
  - 6.2.5 Leprosy Control
  - 6.2.6 Eye and Oral Health
  - 6.2.7 Health Training
  - 6.2.8 Logistic Management
  - 6.2.9 HMIS
  - 6.2.10 Disaster Management
  - 6.2.11 Health Education, Information and Communication
  - 6.2.12 Non-Communicable Disease Control: Cancer, Heart, Accident, Tobacco addiction, Alcohol, Drug addiction.
  - 6.2.13 Essential Care Services at different level.
  - 6.2.14 Mental Health programs
  - 6.2.15 Tobacco Control
  - 6.2.16 Health Library and health literature
  - 6.2.17 Health Financing and Health Insurance

7. HEALTH CARE PLANNING AND MANAGEMENT 10%
   - 7.1 Health Planning - Definition and Planning Steps/Cycle
   - 7.2 Role of Health Professionals and Volunteers
     - 7.2.1 Ministry of Health and Food Safety
     - 7.2.2 Director General of DoHS
     - 7.2.3 Directors of Center and Divisions
     - 7.2.4 Director of Provincial Health Directorate
     - 7.2.5 Health Education Professionals (H.E.O., HET)
     - 7.2.6 Public Health professionals (Medical Doctors, PHO, PHI, etc.)
     - 7.2.7 Public Health Nurse
     - 7.2.8 Health Assistant
     - 7.2.9 ANM
     - 7.2.10 AHW
     - 7.2.11 MCHW
     - 7.2.12 VHW
     - 7.2.13 FCHV
   - 7.3 Organization Structure and Health Care Delivery system in federal, provincial and local level
   - 7.4 Health Information and Resource Management
   - 7.5 Management - concept, principles, theories and skills

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द्वितीय पत्र (Paper II): समूह सम्बन्धी

Section A- 30 Marks

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

Section B-20 Marks

3. Fundamental Factors of Health Promotion and Education 20%
   - 3.1 Communication
     - 3.1.1 Definition and Communication process
     - 3.1.2 Elements, Models and Types of communication
     - 3.1.3 Principles of Communication
     - 3.1.4 Different Techniques / Methods of communication
     - 3.1.5 Barriers of communication
     - 3.1.6 Effective Communication
     - 3.1.7 Health Communication Planning Steps
   - 3.2 Perception
     - 3.2.1 Concept and meaning
     - 3.2.2 Types of perception and its example
     - 3.2.3 Role of perception in health education
   - 3.3 Motivation
     - 3.3.1 Concept and definition
     - 3.3.2 Theories, tools and techniques
     - 3.3.3 Role of motivation in health education
     - 3.3.4 Motivation skills
   - 3.4 Learning process
     - 3.4.1 Concept and definition of learning process
     - 3.4.2 Ways/Techniques of learning
     - 3.4.3 Learning principles and process
     - 3.4.4 Theories of learning
     - 3.4.5 Factors affecting learning
     - 3.4.6 Adult learning
   - 3.5 Leader/leadership
     - 3.5.1 Concept and definition of leader/leadership

- 3.5.2 Role and function of leader/leadership
- 3.5.3 Identification of leader types
- 3.5.4 Role of leader / leadership in health promotion and health education

3.6 People's Participation
- 3.6.1 Concept and definition of people's participation
- 3.6.2 Role/Needs of people's participation
- 3.6.3 Techniques of community participation
- 3.6.4 Community involvement in health promotion and health education activities

3.7 Group Dynamics
- 3.7.1 Concept of group process and dynamics
- 3.7.2 Characteristics of group
- 3.7.3 Communication in group setting
- 3.7.4 Group roles and individual roles
- 3.7.5 Mobilization of groups in health education

3.8 Change process
- 3.8.1 Concept and definition of change process
- 3.8.2 Planned and unplanned change
- 3.8.3 Ways/method/techniques of change
  - 3.8.3.1 Compliance
  - 3.8.3.2 Identification
  - 3.8.3.3 Internalization
  - 3.8.3.4 Diffusion process
- 3.8.4 Different models (Kurt Lewin, Maslow, Rosenstock, Festinger) including Behaviour Change Communication (BCC) model and social behaviour change communication (SBCC)

3.9 Applied Sociology and Social Psychology
- 3.9.1 Definition
- 3.9.2 Role of sociology and social psychology in health behaviour
- 3.9.3 Social sciences and its role in health education
- 3.9.4 Components of Cultures values, norms, mores, customs, tradition, religion, belief, folkways, totem/taboos, habit, magic, ideology and its relation to health and health education.

3.10 Community Development and Community Organization
- 3.10.1 Concept and definition
- 3.10.2 Characteristics
- 3.10.3 Approaches/techniques
- 3.10.4 Factors Resistant to Community Development/Organization
- 3.10.5 Importance of Community Development/Organization in Health Education

Section C-20 Marks

4. Methods and Media of Health Promotion and Health Education 20%

4.1 Methods - concept, meaning, types and process
- 4.1.1 Individual methods - Interview, Counseling, Home Visit, Conversation Telephone Call, Personal Letter
- 4.1.2 Group methods - Group Discussion, Mini Lecture, Demonstration, Role Play, Panel Discussion, Small Group Meeting, Workshop, Seminar, Case study, Educational Field Trip, problem solving, brainstorming, etc.
- 4.1.3 Mass Method - Lecture/Speech, Films/documentary, Radio / TV/ FM Programs, Rally, Miking, Exhibition, Internet (social medias), Email
- 4.1.4 Folk Methods Traditional Folk Drama, Debates, Colloquy, Poems, Folk Dances, Folk Songs, Puppet Show

4.2 Media - concept, meaning, types, importance and process
- 4.2.1 Audio Aids - Radio, Cassettes, FM, Telephone/mobile, Gramophone
- 4.2.2 Visual Aids - Projected and Non-projected
  - 4.2.2.1 Projected Aids - OHP, LCD, Slides, Film Strips, Photography
  - 4.2.2.2 Non-Projected Aids Display Boards (Black Board, Flannel Board, Hoarding Board, Notice Board, Wall Painting, Banners etc., Graphic (Poster, Pamphlet,

Flipchart, Flash Card, Flannel Graph, Journal, Brochure, Booklet, Manual, Newspaper, Cartoon, Comic and other printed materials) and three-dimensional aids (Models, Specimens, Mockups, Diorama)

4.2.3 Audio Visual Aids - Tele-Film, Celluloid Films, Videos, Documentary, Computer, television

4.3 Health Promotion and Health Education Materials Development Process
- 4.3.1 Need assessment
- 4.3.2 Target segmentation
- 4.3.3 Develop and test message concepts
- 4.3.4 Develop draft or dummy materials
- 4.3.5 Pre-test of materials, reason, process and methods
- 4.3.6 Review and revise materials
- 4.3.7 Finalize and produce materials
- 4.3.8 Distribute and disseminate
- 4.3.9 Evaluate effects
- 4.3.10 Ensure continuity

Section D-30 Marks

5. Planning, Implementation and Evaluation of Health Promotion and Education Program 30%

5.1 Planning Process
- 5.1.1 Needs Assessment / Identification of Health Problems
- 5.1.2 Educational Diagnosis
- 5.1.3 Assessment of Resources
- 5.1.4 Establishment of Priorities
- 5.1.5 Determination of objectives (general / specific / behavioral)
- 5.1.6 Plan of Action for Health Education
  - 5.1.6.1 Deciding Target Audiences
  - 5.1.6.2 Deciding the Contents/Messages
  - 5.1.6.3 Determination of Methods and Media
  - 5.1.6.4 Preparation and Pretesting of Health Education Materials
  - 5.1.6.5 Preparation of Evaluation Plan
- 5.1.7 Preparation of implementation schedule
- 5.1.8 Models of Health promotion and health education program planning
  - 5.1.8.1 PRECEDE/PROCEED model
  - 5.1.8.2 P-PROCESS model
- 5.1.9 Evaluation of Health Education Programs

5.2 Implementation of Health Promotion and Health Education Program
- 5.2.1 Concept, definition and processes
- 5.2.2 Implementation strategies
  - 5.2.2.1 Building commitment
  - 5.2.2.2 Capacity building of human resource for health education
  - 5.2.2.3 Mobilization and utilization of resources
  - 5.2.2.4 Formation and organization of community groups
  - 5.2.2.5 Effective communication, selection and use of appropriate methods and media
  - 5.2.2.6 Monitoring, supervision and follow-up of health promotion and health education program
  - 5.2.2.7 Recording and reporting of health promotion and health education events and outcome

5.3 Evaluation of Health Promotion and Health Education Programs
- 5.3.1 Concept and definition and types of evaluation
- 5.3.2 Levels of evaluation
- 5.3.3 Criteria of evaluation
- 5.3.4 Method / techniques of evaluation
- 5.3.5 Steps of evaluation
- 5.3.6 Development and testing of evaluation tools
- 5.3.7 Indicators of health promotion and education

प्रदेश लोक सेवा आयोग,

कोशी प्रदेश, विराटनगर

प्रदेश निजामती सेवा तथा स्थानीय सरकारी सेवा अन्तर्गतका स्वास्थ्य सेवा, हेल्थ एजुकेशन समूह, सातौं तह, स्वास्थ्य शिक्षा अधिकृत पदको प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

प्रथमपत्रका एकाइहरूबाट सोधिने प्रश्नसंख्या निम्नानुसार हुनेछः

प्रथम पत्रका एकाई	1	2	3	4	5	6	7
प्रश्न संख्या	20	10	15	20	15	10	10

द्वितीय पत्रहरुका एकाइहरुबाट सोधिने प्रश्नसंख्या निम्नानुसार हुनेछ :

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

नमूना प्रश्नहरु (Sample questions)

1. Which of the following better represents the skill objective of a participant?
   (A) Recalls vaccine preventable diseases (B) Describe the side effects of pills
   (C) Realize the importance of family planning (D) Administer IV injection
2. The test instrument measures what it is intended to measure is called.
   (A) Validity (C) Objectivity and (B) Reliability (D) Practicability
3. Steps of adoption process is
   (A) Interest, awareness, evaluation, trial and adoption
   (B) Awareness, interest, evaluation, trial and adoption
   (C) Evaluation, trial, interest, awareness and adoption
   (D) trial, Evaluation, interest, awareness and adoption
4. Who is the primary producer of child health?
   (A) Ministry of health (B) District public health officers
   (C) Sub health post/health post/PHC nursing staffs (D) Mothers

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

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विषयः- कम्प्युटर सीप परीक्षण (Computer Skill Test)

प्रयोगात्मक परीक्षा योजना (Practical Examination Scheme)

विषय	पूर्णाङ्क	विषयवस्तु शिर्षक	अङ्क	समय
कम्प्युटर सीप परीक्षण (Computer Skill Test)	१०	Devanagari Typing	२.५ अङ्क	५ मिनेट
		English Typing	२.५ अङ्क	५ मिनेट
		Word Processing	२ अङ्क	१० मिनेट
		Electronic Spreadsheet	१ अङ्क	
		Presentation System	१ अङ्क	
		Windows basic, Email and Internet	१ अङ्क	
जम्मा			१० अङ्क	२० मिनेट

Contents

1. Windows basic, Email and Internet

- Introduction to Graphical User Interface
- Use & Update of Antivirus
- Concept of virus, worm, spam etc.
- Starting and shutting down Windows
- Basic Windows elements - Desktop, Taskbar, My Computer, Recycle Bin, etc.
- Concept of file, folder, menu, toolbar
- Searching files and folders
- Internet browsing & searching the content in the web
- Creating Email ID, Using email and mail client tools
- Basic Network troubleshooting (checking network & internet connectivity)

2. Word processing

- Creating, saving and opening documents
- Typing in Devanagari and English
- Copying, Moving, Deleting and Formatting Text
- Paragraph formatting (alignment, indentation, spacing etc.)
- Creating lists with Bullets and Numbering
- Creating and Manipulating Tables
- Borders and Shading
- Creating Newspaper Style Documents Using Column
- Security Techniques of Document
- Inserting header, footer, page number, Graphics, Pictures, Symbols
- Page setting, previewing and printing of documents
- Mail merge

3. Presentation System

- Introduction to presentation application
- Creating, Opening & Saving Slides
- Formatting Slides, Slide design, Inserting header & footer
- Slide Show
- Animation
- Inserting Built-in picture, Picture, Table, Chart, Graphs, and Organization Chart etc.

4. Electronic Spreadsheet

- Organization of Electronic Spreadsheet applications (Cells, Rows, Columns, Worksheet, Workbook and Workspace)
- Creating, Opening and Saving Work Book
- Editing, Copying, Moving, Deleting Cell Contents
- Formatting Cells (Font, Border, Pattern, Alignment, Number, Protection, Margins and text wrap)
- Formatting Rows, Column and Sheets
- Using Formula with Relative and Absolute Cell Reference

- Using Basic Functions (IF, SUM, MAX, MIN, AVERAGE etc.)
- Sorting and Filtering Data
- Inserting Header and Footer
- Page Setting, Previewing and Printing

<u>अंग्रेजी वा देवनागरी Typing Skill Test को लागि निर्देशनः-</u>

1. देवननागरी Typing Skill Test को लागि १५० शब्दहरूको एउटा Text दिइनेछ र देहाय अनुसार अंक प्रदान गरिनेछः-

	शुद्ध शब्द प्रति मिनेट (Correct Words/Minute)	पाउने अङ्क
१.	५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	० अङ्क
२.	५ वा सोभन्दा बढी ७.५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	०.५० अङ्क
३.	७.५ वा सोभन्दा बढी र १० भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	०.७५ अङ्क
४.	१० वा सोभन्दा बढी र १२.५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.०० अङ्क
५.	१२.५ वा सोभन्दा बढी र १५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.२५ अङ्क
६.	१५ वा सोभन्दा बढी र १७.५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.५० अङ्क
७.	१७.५ वा सोभन्दा बढी र २० भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.७५ अङ्क
८.	२० वा सोभन्दा बढी र २२.५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	२.०० अङ्क
९.	२२.५ वा सोभन्दा बढी र २५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	२.२५ अङ्क
१०.	२५ वा सोभन्दा बढीशुद्ध शब्द प्रति मिनेट बापत	२.५० अङ्क

2. English Typing Skill Test को लागि २०० शब्दहरूको एउटा Text दिइनेछ र देहाय अनुसार अंक प्रदान गरिनेछः-

	शुद्ध शब्द प्रति मिनेट (Correct Words/Minute)	पाउने अङ्क
१.	६ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	० अङ्क
२.	६ वा सोभन्दा बढी ९ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	०.५० अङ्क
३.	९ वा सोभन्दा बढी र १२ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	०.७५ अङ्क
४.	१२ वा सोभन्दा बढी र १५ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.०० अङ्क
५.	१५ वा सोभन्दा बढी र १८ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.२५ अङ्क
६.	१८ वा सोभन्दा बढी र २१ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.५० अङ्क
७.	२१ वा सोभन्दा बढी र २४ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	१.७५ अङ्क
८.	२४ वा सोभन्दा बढी र २७ भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	२.०० अङ्क
९.	२७ वा सोभन्दा बढी र ३० भन्दा कमशुद्ध शब्द प्रति मिनेट बापत	२.२५ अङ्क
१०.	३० वा सोभन्दा बढीशुद्ध शब्द प्रति मिनेट बापत	२.५० अङ्क

3. अंग्रेजी वा देवनागरी Typing मा दिइएको Text लाई आधार मानी टाइप गरेको Text सँग भिडाई चेक गरिनेछ । दिइएको अंग्रेजी वा देवनागरी Text मा उल्लिखित स्थान बमोजिम परीक्षार्थीहरूले आफ्नो Text मा Punctuation टाइप नगरेको पाइएमा त्यसको शब्दमा गणना गरिने छैन । तत्पश्चात निम्न Formula प्रयोग गरी शुद्ध शब्द प्रति मिनेट (Correct Words/minute) निकालिनेछ ।

<u>Formula:</u>

$$\text{शुद्ध शब्द प्रति मिनेट (Correct words/minute)} = \frac{(\boldsymbol{Total\ words\ typed - Wrong\ words})}{\mathbf{5}}$$

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सामूहिक परीक्षण (Group Test)

सामूहिक परीक्षण परीक्षा व्यक्तित्व परीक्षण (Personality Test) को एक महत्वपूर्ण परीक्षण विधि हो। निजामती सेवाको क्षेत्र विस्तार तथा कार्य पद्धति परिवर्तन समेत भैरहेको सन्दर्भमा संघ तथा प्रदेश सरकारका नीति, योजना, कार्यक्रम आदि माथि विचार-विमर्श, छलफल गरी प्रभावकारी तथा कार्यान्वयनयोग्य समाधान पहिल्याउन सक्ने उम्मेदवारहरूको सक्षमता (Competencies) पहिचान गर्नु यस परीक्षणको मूल उद्देश्य हो।

सामूहिक छलफल (Group Discussion) प्रयोजनको लागि गरिने परीक्षण १० पूर्णाङ्क र ३० मिनेटसम्म (प्रतिव्यक्ति ५ मिनेटका दरले हुने समय) अवधिको नेताविहिन सामूहिक छलफल (Leaderless Group Discussion) को रुपमा सञ्चालन गरिने छ। समूहमा एक वा सो भन्दा बढी विज्ञापनका कम्तीमा तीन जना र बढीमा छ जना सहभागी रहनेछन्। तीन जना भन्दा कम उम्मेदवार भएको अवस्थामा समान योग्यता भएको अन्य विज्ञापनको उम्मेदवारलाई समावेश गराइने तथा त्यस्तो अवस्था पनि नरहेमा डमी उम्मेदवार सहभागी गराइ परीक्षा सञ्चालन हुनेछ।

सामूहिक छलफल परीक्षाका विधि बारे छलफल शुरु हुनु अघि समूहमा जानकारी दिई विषय (topic) दिइन्छ। विषय (topic) पाएपछि बढीमा तीन मिनेट प्रस्तुत गर्ने विषयमा सोच्ने समय दिइन्छ। सो पछि कुनै उम्मेदवारले दिइएको निर्देशन बमोजिम छलफल शुरु गरी पालैपालोसँग निर्दिष्ट समयभित्र समूहबीच छलफल गर्दै प्रत्येक उम्मेदवारले व्यक्तिगत प्रस्तुति (Individual Presentation) गर्नु पर्नेछ। उम्मेदवारहरू दिइएको समसामयिक विषय/सवाल/समस्यामा सामूहिक छलफल गरी प्रभावकारी र कार्यान्वयनयोग्य समाधानतर्फ उन्मुख हुनु पर्नेछ।

यस परीक्षामा समूहगत रूपमा उम्मेदवारले प्रस्तुत गरेको छलफल तथा विचार-विमर्शबाट परिस्थिति बुझ्न सक्ने, निर्णय दिने, सरोकारवालालाई क्रियाशील बनाउने, निर्धारित लक्ष्य अनुसार काम गर्ने/गराउनेजस्ता कामका सन्दर्भमा समस्यालाई यथार्थपरक ढंगले प्रस्तुतीकरण गर्नुपर्नेछ । समस्या वा विषयवस्तु पहिचान गर्न सक्ने, वाकपटुता, शिष्टता एवं तर्कशक्तिका आधारमा उम्मेदवारहरूको बौद्धिक क्षमता, संचार सीप, समूह गतिशीलता, व्यवहार, व्यक्तित्व, मनोवृत्ति, क्रियाशीलता, निर्णयशक्ति, समस्या समाधान क्षमता, नेतृत्व क्षमता, समय व्यवस्थापन तथा व्यक्तित्वमा भएका गुणहरूको आंकलन गरी व्यक्तिगत रूपमा मूल्याङ्कन हुनेछ।

यस परीक्षामा गरीबी निवारण, सामूहिक सौदावाजी, महिला सशक्तीकरण आदि जस्ता सामान्य विषय (general topic) छलफलका लागि दिइनेछ।