

लोक सेवा आयोग
नेपाल स्वास्थ्य सेवा, हेल्थ एजुकेशन समूह सातौँ तहको खुला र आन्तरिक प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

पाठ्यक्रमको रूपरेखा :- यस पाठ्यक्रमको आधारमा निम्नानुसार दुई चरणमा परीक्षा लिइने छ :

प्रथम चरण :- लिखित परीक्षा

पूर्णाङ्क :- २००

द्वितीय चरण :- सामूहिक परीक्षण र अन्तर्वार्ता

पूर्णाङ्क :- ४०

प्रथम चरण – लिखित परीक्षा योजना (Examination Scheme)

पत्र	विषय	पूर्णाङ्क	उत्तीर्णाङ्क	परीक्षा प्रणाली	प्रश्न संख्या X अङ्कभार	समय
प्रथम	हेल्थ एजुकेशन सम्बन्धी	१००	४०	वस्तुगत बहुवैकल्पिक (MCQs)	१०० X १ = १००	१ घण्टा १५ मिनेट
द्वितीय	समूह सम्बन्धी	१००	४०	विषयगत (Subjective)	१० X १० = १००	३ घण्टा

द्वितीय चरण

विषय	पूर्णाङ्क	परीक्षा प्रणाली	समय
सामूहिक परीक्षण (Group Test)	१०	सामूहिक छलफल (Group Discussion)	३० मिनेट
व्यक्तिगत अन्तर्वार्ता	३०	मौखिक	-

- लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुन सक्नेछ ।
- पाठ्यक्रमको प्रथम र द्वितीय पत्रको विषयवस्तु फरक फरक हुनेछन ।
- प्रथम र द्वितीय पत्रको लिखित परीक्षा छुट्टाछुट्टै हुनेछ ।
- प्रथम तथा द्वितीय पत्रहरूका एकाइहरूबाट सोधिने प्रश्नसंख्या निम्नानुसार हुनेछ :

प्रथम पत्रका एकाई	1	2	3	4	5	6	7
प्रश्न संख्या	20	10	15	20	15	10	10
द्वितीय पत्रका खण्ड	A		B	C		D	
द्वितीय पत्रका एकाई	1	5	2	3		4	
प्रश्न संख्या	2	1	2	2		3	

- वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नहरूको गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अङ्क कट्टा गरिनेछ । तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन ।
- बहुवैकल्पिक प्रश्नहरू हुने परीक्षामा कुनै प्रकारको क्याल्कुलेटर (Calculator) प्रयोग गर्न पाइने छैन ।
- विषयगत प्रश्नका लागि तोकिएका १० अङ्कका प्रश्नहरूको हकमा १० अङ्कको एउटा लामो प्रश्न वा एउटै प्रश्नका दुई वा दुई भन्दा बढी भाग (Two or more parts of a single question) वा एउटा प्रश्न अन्तर्गत दुई वा बढी टिप्पणीहरू (Short notes) सोध्न सकिने छ ।
- द्वितीय पत्रमा प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरू हुनेछन् । परीक्षार्थीले प्रत्येक खण्डका प्रश्नहरूको उत्तर सोही खण्डको उत्तरपुस्तिकामा लेख्नुपर्नेछ ।
- यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जेसुकै लेखिएको भए तापनि पाठ्यक्रममा परेका कानून, ऐन, नियम तथा नीतिहरू परीक्षाको मिति भन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधन भई हटाईएका वा थप गरी संशोधन भई) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्झनु पर्दछ ।
- यस भन्दा अगाडि लागू भएको माथि उल्लिखित समूहको पाठ्यक्रम खारेज गरिएको छ ।
- पाठ्यक्रम लागू मिति :- २०६३/२/९ देखि (२०७२/०७/२४ को निर्णय अनुसार सामूहिक परीक्षण समावेश)
- मिति २०७०/२/९ मा सातौँ तहमा कायम गर्ने निर्णय ।

प्रथम पत्र :- हेल्थ एजुकेशन सम्बन्धी

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
- 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 Diarrhoea, 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 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, WOLD 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 Education Association of Nepal
 - 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, Diarrhoea, 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 **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, 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

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- 6.1.2.1 Central
- 6.1.2.2 Regional
- 6.1.2.3 Zonal
- 6.1.2.4 District
- 6.1.2.5 Constituency
- 6.1.2.6 VDC
- 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- central, regional, district and community level
- 6.1.6 The Millennium 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, Rabis
 - 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 – Tobacco, Alcohol, Drug, Cancer, Heart, Accident
 - 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
 - 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 Director General of DoHS
 - 7.2.2 Directors of Center and Divisions
 - 7.2.3 Director of Regional Health Directorate
 - 7.2.4 Health Education Professionals (H.E.O., HET)

- 7.2.5 Public Health professionals (Medical Doctors, PHO, PHI, FPA, DTLA, etc.)
 - 7.2.6 Public Health Nurse
 - 7.2.7 Health Assistant
 - 7.2.8 ANM
 - 7.2.9 AHW
 - 7.2.10 MCHW
 - 7.2.11 VHW
 - 7.2.12 FCHV
 - 7.3 Organization Structure and Health Care Delivery system in Nepal**
 - 7.4 Health Information and Resource Management**
 - 7.5 Management – concept, principles, theories and skills**
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वस्तुगत बहुउत्तर नमूना प्रश्नहरू (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
Correct Answer (D)
2. The test instrument measures what it is intended to measure is called
(A) Validity (B) Reliability
(C) Objectivity and (D) Practicability
Correct Answer (A)
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
Correct Answer (B)
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
Correct Answer (D)

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पाठ्यक्रम
द्वितीय पत्र :- 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
- 5. Training and Curriculum Development** **10%**
- 5.1 Definition, Concept and Objectives, Types of Training**
 - 5.2 Concept, types and models of Curriculum Development**
 - 5.3 Training Process**
 - 5.3.1 Need Assessment - definition, level, analysis steps, methods, tools
 - 5.3.2 Training Planning - analysis, objective, strategies, action plan, monitoring and evaluation
 - 5.3.3 Curriculum Development and Lesson Plan - definition, importance, process and elements of curriculum and lesson plan and its adaptation
 - 5.3.4 Training Implementation and Methods, Aids, Materials, Monitoring, Follow-up and Report
 - 5.3.5 Training Evaluation
 - 5.4 Trainers' Training Techniques**
 - 5.5 Role of NHTC in basic, orientation and refresher training of various categories of health workers and volunteers**

Section B- 20 Marks

- 2. Fundamental Factors of Health Education** **20%**
- 2.1 Communication**
 - 2.1.1 Definition and Communication process
 - 2.1.2 Elements, Models and Types of communication
 - 2.1.3 Principles of Communication
 - 2.1.4 Different Techniques / Methods of communication
 - 2.1.5 Barriers of communication
 - 2.1.6 Effective Communication
 - 2.1.7 Health Communication Planning Steps
 - 2.2 Perception**
 - 2.2.1 Concept and meaning
 - 2.2.2 Types of perception and its example
 - 2.2.3 Role of perception in health education
 - 2.3 Motivation**
 - 2.3.1 Concept and definition
 - 2.3.2 Theories, tools and techniques

- 2.3.3 Role of motivation in health education
- 2.3.4. Motivation skills
- 2.4 Learning process**
 - 2.4.1. Concept and definition of learning process
 - 2.4.2. Ways/Techniques of learning
 - 2.4.3. Learning principles and process
 - 2.4.4. Theories of learning
 - 2.4.5. Factors affecting learning
 - 2.4.6. Adult learning
- 2.5 Leader / leadership**
 - 2.5.1 Concept and definition of leader/leadership
 - 2.5.2 Role and function of leader/leadership
 - 2.5.3 Identification of leader types
 - 2.5.4 Role of leader / leadership in H.Ed.
- 2.6 People's Participation**
 - 2.6.1 Concept and definition of people's participation
 - 2.6.2 Role / Needs of people's participation
 - 2.6.2 Techniques of community participation
 - 2.6.3 Community involvement in health education activities
- 2.7 Group Dynamics**
 - 2.7.1 Concept of group process and dynamics
 - 2.7.2 Characteristics of group
 - 2.7.3 Communication in group setting
 - 2.7.4 Group roles and individual roles
 - 2.7.5 Mobilization of groups in health education
- 2.8 Change process**
 - 2.8.1 Concept and definition of change process
 - 2.8.2 Planned and unplanned change
 - 2.8.3 Ways / method / techniques of change
 - 2.8.3.1 Compliance
 - 2.8.3.2 Identification
 - 2.8.3.3 Internalization
 - 2.8.3.4 Diffusion process
 - 2.8.4 Different models (Kurt Lewin, Mashlow, Rosestock, Festinger) including Behaviour Change Communication (BCC) model
- 2.9 Applied Sociology and Social Psychology**
 - 2.9.1 Definition
 - 2.9.2 Role of sociology and social psychology in health behaviour
 - 2.9.3 Social sciences and its role in health education
 - 2.9.4 Components of Cultures – values, norms, mores, customs, tradition, religion, belief, folkways, totem/taboo, habit, magic, ideology and its relation to health and health education.
- 2.10 Community Development and Community Organization**
 - 2.10.1 Concept and definition
 - 2.10.2 Characteristics
 - 2.10.3 Approaches/techniques
 - 2.10.4 Factors Resistant to Community Development/Organization
 - 2.10.5 Importance of Community Development/Organization in Health Education

Section C- 20 Marks

- 3. Methods and Media of Health Education 20%**
- 3.1 Methods - concept, meaning, types and process**
- 3.1.1 Individual methods - Interview, Counseling, Home Visit, Conversation Telephone Call, Personal Letter
 - 3.1.2 Group methods - Group Discussion, Mini Lecture, Demonstration, Role Play, Panel Discussion, Small Group Meeting, Workshop, Seminar, Case study, Educational Field Trip
 - 3.1.3 Mass Method - Lecture/Speech, Films/documentary, Radio / TV / FM Programs, Rally, Miking, Exhibition, Internet, Email
 - 3.1.4. Folk Methods - Traditional Folk Drama, Debates, Colloquy, Poems, Folk Dances, Folk Songs, Puppet Show
- 3.2 Media - concept, meaning, types, importance and process**
- 3.2.1 Audio Aids - Radio, Cassettes, FM, Telephone/mobile, Gramophone
 - 3.2.2 Visual Aids - Projected and Non-projected
 - 3.2.2.1 Projected Aids - OHP, LCD, Slides, Film Strips, Photography
 - 3.2.2.2 Non-Projected Aids - Display Boards (Black Board, Flannel Board, Hoarding Board, Notice Board, Wall Painting, Banners etc., Graphic (Poster, Pamphlet, Flipchart, Flash Card, Flannel Graph, Journal, Brochure, Booklet, Manual, Newspaper, Cartoon, Comic and other printed materials) and three dimensional aids (Models, Specimens, Mockups, Diarroma)
 - 3.2.3 Audio Visual Aids - Tele-Film, Celluloid Films, Videos, Documentary, Computer
- 3.3 Health Education Materials Development Process**
- 3.3.1 Need assessment
 - 3.3.2 Target segmentation
 - 3.3.3 Develop and test message concepts
 - 3.3.4 Develop draft or dummy materials
 - 3.3.5 Pre-test of materials, reason, process and methods
 - 3.3.6 Review and revise materials
 - 3.3.7 Finalize and produce materials
 - 3.3.8 Distribute and disseminate
 - 3.3.9 Evaluate effects
 - 3.3.10 Ensure continuity

Section D- 30 Marks

- 4. Planning, Implementation and Evaluation of Health Promotion and Education Program 30%**
- 4.1 Planning Process**
- 4.1.1 Needs Assessment / Identification of Health Problems
 - 4.1.2 Educational Diagnosis
 - 4.1.3 Assessment of Resources
 - 4.1.4 Establishment of Priorities
 - 4.1.5 Determination of objectives (general / specific / behavioral)
 - 4.1.6 Plan of Action for Health Education

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पाठ्यक्रम

- 4.1.6.1 Deciding Target Audiences
- 4.1.6.2 Deciding the Contents/Messages
- 4.1.6.3 Determination of Methods and Media
- 4.1.6.4 Preparation and Pretesting of Health Education Materials
- 4.1.6.5 Preparation of Evaluation Plan
- 4.1.7 Preparation of implementation schedule
- 4.1.8 Evaluation of Health Education Programs
- 4.2 Implementation of Health Education Program**
 - 4.2.1 Concept, definition and processes
 - 4.2.2 Implementation strategies
 - 4.2.2.1 Building commitment
 - 4.2.2.2 Capacity building of human resource for health education
 - 4.2.2.3 Mobilization and utilization of resources
 - 4.2.2.4 Formation and organization of community groups
 - 4.2.2.5 Effective communication, selection and use of appropriate methods and media
 - 4.2.2.6 Monitoring, supervision and follow-up of health education program
 - 4.2.2.7 Recording and reporting of health education events and outcome
- 4.3 Evaluation of Health Education Programs**
 - 4.3.1 Concept and definition and types of evaluation
 - 4.3.2 Levels of evaluation
 - 4.3.3 Criteria of evaluation
 - 4.3.4 Method / techniques of evaluation
 - 4.3.5 Steps of evaluation
 - 4.3.6 Development and testing of evaluation tools
 - 4.3.7 Indicators of health promotion and education

द्वितीय पत्रहरूका एकाइहरूबाट सोधिने प्रश्नसंख्या निम्नानुसार हुनेछ :

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

विषयगत नमूना प्रश्नहरू (Sample questions)

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 are the basis of preparing public health FM/Radio program in the district/Region/Center? 10

लोक सेवा आयोग
नेपाल स्वास्थ्य सेवा, हेल्थ एजुकेशन समूहको सातौँ तहको खुला र आन्तरिक प्रतियोगितात्मक लिखित परीक्षाको
पाठ्यक्रम
नेपाल आर्थिक योजना तथा तथ्याङ्क, इन्जिनियरिङ्ग, कृषि, वन, विविध र शिक्षा सेवाका सबै समूह/उपसमूह,
राजपत्रांकित तृतीय श्रेणी र एवं स्वास्थ्य सेवाको सातौँ र आठौँ तहका पदहरूमा
प्रथम चरणको लिखित परीक्षाबाट छनौट भएका उम्मेदवारहरूलाई मात्र
लिइने **सामूहिक परीक्षण (Group Test)** को लागि

सामूहिक छलफल (Group Discussion)

यस प्रयोजनको लागि गरिने परीक्षण १० पूर्णाङ्क र ३० मिनेट अवधिको हुनेछ जुन नेताविहिन सामूहिक छलफल (Leaderless Group Discussion) को रूपमा अवलम्बन गरिने छ । दिइएको प्रश्न वा Topic का विषयमा पालैपालोसँग निर्दिष्ट समयभित्र समूहबीच छलफल गर्दै प्रत्येक उम्मेदवारले व्यक्तिगत प्रस्तुति (Individual Presentation) गर्नु पर्नेछ । यस परीक्षणमा मूल्याङ्कनको लागि देहाय अनुसारको ३ जना भन्दा बढीको समिति रहनेछ ।

आयोगका सदस्य	-	अध्यक्ष
आयोगका सदस्य	-	सदस्य
मनोविज्ञ	-	सदस्य
दक्ष/विज्ञ (१ जना)	-	सदस्य

सामूहिक छलफलमा दिइने नमुना प्रश्न वा Topic

उदाहरणको लागि - उर्जा संकट, गरीबी निवारण, स्वास्थ्य बीमा, खाद्य सुरक्षा, प्रतिभा पलायन जस्ता Topics मध्ये कुनै एक Topic मात्र दिइनेछ ।