

**Mid-West University**  
**Graduate School of Education**

Birendranagar, Surkhet, Nepal



**Labor Market-Driven Program (LMDP) Approach-  
Based Curricular Redesign for Master of Education  
(M.ED.) Program  
(Health Education & Promotion)**

**Redesign-2026**

## **Introduction**

The Master of Education (M.Ed.) in Health Education and Promotion is a graduate-level programme offered by Mid-West University under the Graduate School of Education. Redesigned in 2025 following the University's Labor Market–Driven Program (LMDP) framework, the programme aims to prepare competent professionals for higher education teaching and applied health promotion roles. The curriculum adopts a progressive learning structure that integrates philosophical and educational foundations with advanced competencies in health promotion planning, communication, community health, applied research, and leadership. Through a balanced combination of coursework, practicum, seminar, and thesis research, the programme emphasizes evidence-based practice, interdisciplinary engagement, ethical professionalism, and responsiveness to contemporary public health and educational needs.

## **Programme Goal**

To prepare academically sound, pedagogically skilled, and professionally competent health education graduates who can effectively teach health education at college and university levels and actively design, implement, and evaluate health education and promotion programs in community and public health contexts.

## **Programme Objectives**

The M.Ed. in Health Education and Promotion aims to:

1. Develop advanced theoretical, philosophical, and developmental understanding of education, health education, and health promotion as a foundation for higher education teaching and professional practice.
2. Equip graduates with subject-specific pedagogical competencies, including curriculum design, instructional strategies, assessment practices, and use of ICT and soft skills for effective health education teaching.
3. Strengthen capacity in planning, communication, leadership, and community organization for implementing sustainable health promotion programs across educational and community settings.
4. Build applied research competence through training in research methods, applied epidemiology, and evidence-based inquiry relevant to health education and promotion.

5. Prepare graduates to address priority and emerging public health issues, such as environmental health, adolescent health, psychosocial well-being, and community health, through educational and promotional interventions.
6. Foster professional leadership, ethical responsibility, and collaborative skills required for working with diverse stakeholders in higher education institutions, public health organizations, and community-based programs.
7. Enable graduates to engage in scholarly activities, including seminar presentation, academic article writing, and thesis research, contributing to knowledge generation and dissemination in health education and promotion.

### **Rationale for Curriculum Redesign**

The redesign of the M.Ed. in Health Education and Promotion curriculum is informed by evolving public health priorities, higher education reforms, and changing labor market expectations in health and education sectors. The previous curriculum was largely theory-oriented and insufficiently aligned with contemporary health promotion practices, interdisciplinary engagement, and professional competencies required in academic, community, and institutional settings. Based on systematic curriculum review, faculty consultations, and gap analysis, the redesign is guided by the following rationale:

- **Labor Market Responsiveness:** The revised curriculum emphasizes competencies required for higher education teaching, health promotion programme management, community-based interventions, and leadership roles in public health and development institutions.
- **Contemporary Public Health Relevance:** Emerging areas such as health promotion planning, behavioral change theories, digital health communication, adolescent and reproductive health, and policy-oriented practice are integrated to address current and future health challenges.
- **Pedagogical Advancement:** The curriculum adopts learner-centered, participatory, problem-based, and technology-enhanced pedagogies consistent with 21st-century higher education standards.

- **Research and Practice Integration:** Enhanced focus on applied research, seminars, practicum, and capstone/thesis work strengthens evidence-based practice and community engagement.
- **Policy and Global Alignment:** The redesign aligns with Nepal's National Education Policy, public health strategies, university academic standards, and international frameworks including the SDGs, WHO health promotion strategies, and rights-based approaches to health.

This curriculum redesign reflects Mid-West University's commitment to producing academically competent, professionally skilled, and socially responsive health education and promotion specialists.

### **Learning Objectives**

Upon successful completion of the M.Ed. in Health Education and Promotion programme, graduates will be able to:

1. Demonstrate advanced knowledge of health education, health promotion, behavioral sciences, and public health principles.
2. Apply contemporary pedagogical approaches for teaching health education at college and university levels.
3. Design, implement, and evaluate evidence-based health education and promotion programmes in educational and community settings.
4. Analyze health behaviors and determinants using relevant theories and models to inform intervention planning.
5. Conduct applied research, needs assessments, and policy analyses related to health education and promotion.
6. Integrate digital tools, communication strategies, and soft skills for effective health education and advocacy.
7. Promote ethical, inclusive, gender-sensitive, and culturally responsive health education practices.
8. Provide academic and professional leadership in health education, health promotion projects, and public health initiatives.

**Mid-West University**  
**Graduate School of Education**  
*M. ED. In Health Education & Promotion: Curriculum Redesign-2025*

<b>Course</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Year I/ Semester I</b>		<b>18</b>
EDU211	Philosophical Foundations of Education	3
EDU212	Education and Development	3
HEP213	Foundations of Health Education	3
HEP214	Advanced Health Promotion & Planning	3
HEP215	Sexual & Reproductive Health Education	3
HEP216	School Health Program Management	3
<b>Year I/ Semester II</b>		<b>18</b>
EDU221	Diversity in Education	3
EDU222	Application of Learning Theories	3
HEP223	Environmental Health Issues & Policies	3
HEP224	Strategic Communication in Health Promotion	3
HEP225	Community Organization for Health Promotion	3
HEP226	Training & Leadership Development in HE	3
<b>Year II/ Semester III</b>		<b>18</b>
EDU231	Research Methods in Education	3
HEP232	Modern approaches in Health Education	3
HEP233	Applied Epidemiology & Research in HE	3
HEP234	ICT & Soft Skills for Health Education	3
HEP235	Advanced Psychosocial Counseling	3
HEP236	Practicum in Community Health	3
<b>Year II/ Semester IV</b>		<b>12</b>
HEP241	Teaching Practicum	3
HEP242	Seminar & Academic Writing in Public Health Issues	3
HEP243	Thesis Writing	6
<b>Total Credit Hours</b>		<b>66</b>

**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Health Education and Promotion**

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

Course code: EDU211  
 Nature of Course: Theoretical  
 Credit Hours: 3

### 1. Course Description

This core course provides a comprehensive understanding of the philosophical and sociological foundation of education. It critically examines how education is shaped by society, culture, ideology and human development. Emphasis is placed on developing analytical, reflective, and research-based professional competencies essential for advanced educational practice and leadership. This course also provides the theoretical knowledge of philosophy and sociology. It discuss also tripartite relationship among philosophy, education and sociology.

### 2. Competencies

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

1. Understand education as a philosophical and social process.
2. Analyze the major philosophical schools and their educational implication.
3. Examine the concept and relationship between society, culture and education.
4. Critically reflect on contemporary social issues affecting education.
5. Apply socio philosophical perspectives in educational policy and practice

### 3. Course Content

Unit/Content	Learning Outcomes	Detailed contents/Depth of content
<b>Unit I: Philosophical Foundations of Education (10 hrs)</b>	<ul style="list-style-type: none"> <li>• Explain the concept, nature, and definition of education</li> <li>• Describe the concept of philosophy</li> <li>• Analyze the relationship between philosophy, society, and education</li> <li>• Justify education as a normative and social discipline</li> <li>• Over view the field of philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, nature, and definition of education</li> <li>• Meaning and definition of philosophy</li> <li>• Use and functions of philosophy in education</li> <li>• Relationship between education and philosophy</li> <li>• Education as a normative and social process</li> <li>• Brief review of the field of philosophy</li> </ul> <ol style="list-style-type: none"> <li>1. Metaphysics</li> <li>2. Epistemology</li> <li>3. Axiology</li> <li>4. Logic</li> </ol>
<b>Unit II: Different Eastern Philosophy (10 hrs)</b>	<ul style="list-style-type: none"> <li>• Explain the meaning, features scope and sources of Eastern philosophy</li> <li>• Appreciate the holistic and spiritual orientation of Eastern thought</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, features, scope, and sources of eastern philosophy</li> <li>• Concept of Hinduism and its six orthodox ( Naya, Vaisheshika, Sankhya, Yoga, Mimansa and Vedanta)</li> <li>• Meaning of Buddhism and its three Jewel (Ontology, Epistemology and Axiology)</li> </ul>

	<ul style="list-style-type: none"> <li>• Emphasis the educational implication of all eastern philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Islam and its five pillars (Shahada, Salah, Zakat, Sawan and Hajj)</li> <li>• Short concept Kirat, Jain, Confucianism and Taoism</li> <li>• Educational implication of all philosophy</li> </ul>
<b>Unit III: Western Philosophy (8 hrs)</b>	<ul style="list-style-type: none"> <li>• Apply the meaning, characteristics, scope and sources of western philosophy</li> <li>• Study about progressive concept and its educational application</li> <li>• Explain the existential philosophical premises, role of teacher and student and implication</li> <li>• Critically evaluate the Christian philosophy and its ontology, epistemology and axiology</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, features, scope, and sources of western philosophy</li> <li>• Progressivism, its philosophical premises, role of teachers, students and classroom implication</li> <li>• Existentialism, its philosophical premises, role of teachers, students and classroom implication</li> <li>• Concept of Christianity and its Ontology, Epistemology and Axiology</li> </ul>
<b>Unit IV: Sociological Foundations of Education (10 hrs)</b>	<ul style="list-style-type: none"> <li>• Explain sociological perspectives of education</li> <li>• Analyze the role of education in socialization and social change</li> <li>• Examine the relationship between education and social institutions Interpret education as a social process</li> <li>• Know the different between sociology of education and educational sociology</li> <li>• Elaborate the meaning of sociological theories</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and concept of sociology</li> <li>• Education and society: The relationship and function of education in society</li> <li>• Education as an instrument of social change and social control</li> <li>• Concept of socialization</li> <li>• Role of school, family, and community in education</li> <li>• Sociology of education and educational sociology</li> <li>• Sociological theories (Structure functionalism, Conflict and Symbolic )</li> </ul>
<b>Unit V:</b>	<ul style="list-style-type: none"> <li>• Analyze the relationship between education and culture</li> <li>• Explain the impact of social stratification on education</li> <li>• Critically examine issues of equity and social justice</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of social change and transformation</li> <li>• Education and culture: meaning and interrelationship</li> <li>• Social stratification and its basic characteristics (Antiquity, Ubiquity, The</li> </ul>

<b>Social Transformation (10 hrs)</b>	<ul style="list-style-type: none"> <li>Evaluate the role of education in promoting democracy and inclusion</li> </ul>	social patterning, amount, consequences, and the diverging form) <ul style="list-style-type: none"> <li>Equality, equity, and social justice in education</li> <li>Education and democracy</li> <li>Contemporary social issues: globalization, inclusion, multiculturalism</li> <li>Social change and transformation</li> <li>Social mobility and its types (Vertical, Horizontal, Embourgeoisement, Latent, Intra and intergenerational)</li> </ul>
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#### 4. Teaching Learning Strategies

- Lectures (to explain the concept)
- Group discussion and seminar
- Case study and role play
- Demonstration and micro teaching
- Project or assignment work

#### 5. Assessment and Evaluation

40% Internal

60% External

##### Internal Evaluation will be based on the Following Criteria (40%):

- |                 |     |
|-----------------|-----|
| • Attendance    | 5%  |
| • Assignment    | 5%  |
| • Presentation  | 10% |
| • Project work  | 10% |
| • Mid-term Exam | 10% |

##### External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

#### 6. References

- Ozmon, H. A., & Craver, S. M. (2013). *Philosophical Foundations of Education*. Pearson
- Noddings, N. (2016). *Philosophy of Education*. Westview Press
- Sharma, R. A. (2014). *Philosophical and Sociological Foundations of Education*. Surjeet Publications
- Brubacher, J. S. (1962). *Modern Philosophies of Education*. McGraw-Hill
- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. Wiley
- Aggarwal, J. C. (2015). *Philosophical and Sociological Foundations of Education*. Shipra Publications
- Brookover, W. B. (1955). *Sociology of Education*. American Book Company

Ballantine, J. H., & Hammack, F. M. (2012). *The Sociology of Education*. Pearson  
Sadker, D., & Zittleman, K. (2010). *Teachers, Schools and Society*. McGraw-Hill  
Banks, J. A. (2015). *Cultural Diversity and Education*. Routledge  
Bourdieu, P. (1990). *Reproduction in Education, Society and Culture*. Sage  
Gore, M. S. (2002). *Sociology of Education*. Rawat Publication  
Dewey, J. (1916). *Democracy and Education*. Macmillan  
Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum  
Ministry of Education, Nepal. *Education Policies and Reports*

**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Health Education and Promotion**

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

Course code: EDU212  
 Nature of Course: Theoretical  
 Credit Hours: 3

**1. Course Description**

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

**4. Competencies**

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

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

**1. Course Content**

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents/Depth of content
<b>Unit 1: Meaning of Education and Development. ( 9)</b>	1.1- Write the meaning of education and development 1.2- Discuss the historical development of education and development 1.3- Explain the process of social development process 1.4- Explain the approaches to participatory social development modes.	1.1 Meaning of education. - Evolution of Education 1.2 Meaning of development. - Historical concept of development. 1.3 Individual development - Function of education for individual development. 1.4 Social development - Process of social development - Role of education in social development. 1.5 Participatory social development -Approaches of participatory social development. - Participatory - Empowerment - Adjustment - social justice

<p><b>Unit 2: Principles of Resource Mobilization for Development( 10)</b></p>	<p>2.1- Define the principles of resource mobilization for development. 2.2 - Clarify the concept of access to education. 2.3- Elaborate on the different resources in the context of Nepal 2-4- Discuss the role of community participation theory in education 2.6- Clarify the concept of HRD and its role in development. 2.7- Discuss the different principles of vocational training.</p> <p>-</p>	<p>2.1- Concept of Access to Education. - National efforts on access to education. 2.2 - Meaning of inclusion - Policy of inclusion in Nepal 2.3- Protection of resources - Natural resources - cultural resources - social resources - Financial resources 2.4- Community participation theory -Practices in community participation in education -Principles of community participation theory 2.5- Cost-effective and appropriate resourcing in education. - Grants for education - Sources of investment in education 2.6- Concept of human resources development. - strategy of human resources development - Policies and practices of human resources development 2.7- Principles of vocational training - Types of training - Principles of training</p>
<p><b>Unit 3: Globalization and Social Development (10 Hrs)</b></p>	<p>3.1 Clarify the different dimensions of globalization 3.2- Analyze the educational deficits and gaps of the educational sector. 3.3- Explain the progress coverage in education. 3.4- Show the relation between education, employment, and income. 3.5- Discuss the dynamics of the production and employment structure. 3.6- Analyze the globalization and labor flexibility.</p>	<p>3.1- Meaning and concept of globalization 3.2 Different dimensions of globalization. 3.3- Educational deficits and gaps of the educational sector. 3.4- Progress coverage in education. 3.5- Education, employment, and income. 3.6- Globalization and employment 3.7- Dynamics of the production and employment structure. 3.8 Globalization and labor flexibility. 3.9 Role of ICT in globalization</p>
<p><b>Unit-4 School and Development(9)</b></p>	<p>4.1-Explore the concept of a school as a learning organization.</p>	<p>4.1- Concept of school as a learning institution.</p>

	<p>4.2- Elaborate on the process of teacher recruitment.</p> <p>4.3 List out the stages of the carrier development programme.</p>	<p>4.2 – Significance and process of teacher recruitment.</p> <p>4.3 Stage of the carrier development programme.</p> <p>4.4 – The nature of the Profession.</p> <p>-Principles of an effective classroom setting</p> <p>4.5- Teacher collaboration and contrived collegiality.</p> <p>4.6- Knowledge and teaching are the new foundation of reform.</p> <p>- types of knowledge</p> <p>- Sources of knowledge</p> <p>-Approaches of pedagogical reasoning</p>
<p><b>Unit 5: Development Theories (10Hrs)</b></p>	<p>5.1- Analyze the dependency theory.</p> <p>5.2- Discuss the different modes of production theory.</p> <p>5.3- Explain the principles of world system theory.</p> <p>5.4 Analyze the impact of neoliberalism in the educational sector.</p> <p>5.5- Explore the concept of modernism and its application in development.</p> <p>5.6- Identify postmodernism with its principles.</p>	<p>5.1- Dependency theory.</p> <p>- Principles of dependency theory</p> <p>- Impact of dependency theory on society</p> <p>5.2- Concept of production theory.</p> <p>- Key features and modes of production theory</p> <p>5.3- World system theory and its assumptions</p> <p>5.4- Neoliberalism.</p> <p>- Objective and principles of neoliberalism.</p> <p>5.5- Modernism</p> <p>- objectives and principles of modernism</p> <p>5.6- Post-modernism</p> <p>- Objectives and principles of modernism.</p>

#### 4. Teaching Learning Strategies

Discussion, Lecture, Project method, presentation, note-taking, individual study, demonstration, and seminar sessions will be used to clarify the suggested content of this course.

#### 5. Assessment and Evaluation

40% Internal

60% External

##### Internal Evaluation will be based on the Following Criteria (40%):

- Attendance 5%
- Assignment 5%
- Presentation 10%
- Project work 10%
- Mid-term Exam 10%

##### External Evaluation will be based on the Following Criteria (60%):

<b>Nature of Questions</b>	<b>Total Questions to be Asked</b>	<b>Number of Questions to be Answered</b>	<b>Weightage</b>
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

#### **6. References:**

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

**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Health Education and Promotion**

Course Title: **Foundations of Health Education**

Course code: HEP213

Level: M.Ed.

Nature of course: Theoretical

Semester: First

Credit Hours: 3

### 1. Course Description

This course provides graduate students with a comprehensive theoretical grounding in the concepts, philosophies, behavioural foundations, socio-cultural dimensions, and professional bases of health education. It examines traditional and contemporary perspectives of health, major models and theories of health and disease, and emerging holistic approaches, including One Health, Eco-health, and digital health contexts. The course further explores philosophical, scientific, educational, psycho-behavioural, socio-cultural, and legal foundations that inform health education practice. Emphasis is also placed on health education as a profession, professional ethics, and career development, with particular attention to the Nepalese context.

### 2. Competencies

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

1. Explain foundational concepts, perspectives, and evolving definitions of health and health education.
2. Analyze major models and theories of health and disease from biomedical, behavioural, social, and ecological perspectives.
3. Examine philosophical foundations underpinning health education theory and practice.
4. Analyze scientific and educational bases of health education, including curriculum development and instructional planning.
5. Apply psycho-behavioural theories and models to understand health-related behaviours and behaviour change processes.
6. Examine socio-cultural determinants of health and their implications for health education practice.
7. Analyze legal, policy, and ethical frameworks influencing health education and promotion, with reference to the Nepalese context.
8. Explain the professional roles, competencies, ethical standards, and career pathways of health educators.
9. Critically assess contemporary and emerging issues in health education, including digital health, environmental health, and global health challenges.

### 3. Course Content

Learning Outcomes	Detailed Contents
<b>Unit One: Conceptualization of Health and Health Education (8 hours)</b>	
1. Explain traditional and contemporary views of health and their implications for health education.	1. Traditional and contemporary views of health
2. Describe and compare major models of health.	2. Models of health: Medical, social, ecological, and biopsychosocial model
3. Analyze holistic approaches to health.	3. Holistic Approaches to Health: One health, Eco-health, Planetary health

<ol style="list-style-type: none"> <li>4. Examine the role and implications of digital technologies in shaping health and health education in contemporary contexts.</li> <li>5. Explain major theories of disease and their relevance to health education practice.</li> <li>6. Analyze traditional, dialogical, and participatory approaches to health education and their application in diverse contexts.</li> </ol>	<ol style="list-style-type: none"> <li>4. Health in the digital context and beyond</li> <li>5. Theories of diseases</li> <li>6. Approaches of health education: Traditional/preventive, dialogical and participatory</li> </ol>
<b>Unit Two: Philosophical, Scientific and Educational Foundations (10 hours)</b>	
<ol style="list-style-type: none"> <li>1. Explain the concept of philosophy and its relevance to health education.</li> <li>2. Describe major branches of philosophy and analyze their interpretations of health education.</li> <li>3. Examine leading philosophical viewpoints and predominant philosophies influencing health education theory and practice.</li> <li>4. Explain the role of science, facts, and evidence as foundational bases of health education.</li> <li>5. Analyze the contribution of natural sciences to the content and scope of health education.</li> <li>6. Examine the impact of advances in biomedical technology and health care on health education practices.</li> <li>7. Describe the historical development of health education as an academic and professional field.</li> <li>8. Explain conceptual approaches to health education curriculum development.</li> <li>9. Analyze the role of educational technologies and contemporary innovative strategies in health education.</li> <li>10. Examine the priority and integration of health education within national health and education policies and institutional curricula.</li> </ol>	<ol style="list-style-type: none"> <li>1. Philosophical foundations <ol style="list-style-type: none"> <li>1.1 Concept of philosophy</li> <li>1.2 Branches of philosophy and their explanations of health education</li> <li>1.3 Leading philosophical viewpoints regarding health education</li> <li>1.4 Predominant health education philosophies</li> </ol> </li> <li>2. Scientific foundation <ol style="list-style-type: none"> <li>2.1 Science, facts and evidences as bases of health education</li> <li>2.2 Natural sciences as source of contents</li> <li>2.3 Advances in biomedical technology and health care</li> </ol> </li> <li>3. Educational foundations <ol style="list-style-type: none"> <li>3.1 History of health education</li> <li>3.2 Conceptual approach to health education curriculum development</li> <li>3.3 Advances in educational technologies</li> <li>3.4 Contemporary and innovative strategies in health education</li> <li>3.5 Priority to health education in health and educational policies</li> <li>3.6 Integration of health education into educational institutions' curricula</li> </ol> </li> </ol>
<b>Unit Three: Psycho-behavioural Foundations (10 hours)</b>	
<ol style="list-style-type: none"> <li>1. Explain the concept, types, and determinants of health-related behaviours.</li> <li>2. Analyze the relationships among knowledge, attitude, and behaviour in the context of health education.</li> <li>3. Examine facilitating and hindering factors influencing health behaviour change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept, types and determinants of health behaviours</li> <li>2. Relation between knowledge, attitude and behaviour</li> <li>3. Facilitating and hindering factors for behaviour change</li> </ol>

<ol style="list-style-type: none"> <li>4. Explain the application of major learning theories in health education.</li> <li>5. Analyze the role of perception, motivation, and cognition in health behaviour change processes.</li> <li>6. Describe key intrapersonal, interpersonal, and community-level theories and models of health behaviour change.</li> <li>7. Analyze the applicability of health behaviour theories and models to health education interventions.</li> </ol>	<ol style="list-style-type: none"> <li>4. Application of learning theories in health education</li> <li>5. Role of perception and motivation in health behaviour change</li> <li>6. Theories and models of health behaviour change             <ol style="list-style-type: none"> <li>6.1 Intrapersonal theories/models: Health belief model, theory of planned behaviour, transtheoretical model, precaution and adoption process model (PAPM), protection motivation theory</li> <li>6.2 Interpersonal theories/models: Social cognitive theory</li> <li>6.3 Community theories/models: Diffusion of innovation theory</li> </ol> </li> </ol>
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**Unit Four: Socio-cultural and Legal Foundations (10 hours)**

<ol style="list-style-type: none"> <li>1. Explain the concepts of society and culture and their relevance to health and health education.</li> <li>2. Analyze the influence of social values, norms, socialization processes, and social networks on health behaviour.</li> <li>3. Examine the roles of folkways, mores, customs, and social sanctions in shaping health-related practices.</li> <li>4. Analyze major social theories and their implications for health education.</li> <li>5. Explain the concepts of health culture, ethno-medicine, and spirituality and their relevance to health education practice.</li> <li>6. Describe cultural competencies required for effective health education in diverse populations.</li> <li>7. Analyze the principles and significance of transcultural health education.</li> <li>8. Explain the historical development of health legislation and its role in public health protection.</li> <li>9. Examine key governmental acts and policies related to the protection and promotion of people’s health.</li> <li>10. Analyze advocacy strategies and the rationale for lobbying mandatory health education in school systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Socio-cultural foundations             <ol style="list-style-type: none"> <li>1.1 Concept of society and culture</li> <li>1.2 Social values, norms, socialization, social network and health behavior</li> <li>1.3 Folks, mores, customs and sanctions in health-related issues</li> <li>1.4 Social theories and health education</li> <li>1.5 Health culture, ethno-medicine and spirituality</li> <li>1.6 Cultural competencies for health educators</li> <li>1.7 Transcultural health education</li> </ol> </li> <li>2. Legal foundations             <ol style="list-style-type: none"> <li>2.1 Historical perspective on health legislation</li> <li>2.2 Government’s acts and policies protecting and promoting people’s health</li> <li>2.3 Lobbying for mandatory health education in schools</li> </ol> </li> </ol>
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**Unit Five: Health Education Profession and Professional Ethics (10 hours)**

<ol style="list-style-type: none"> <li>1. Explain the concept and scope of the health education profession.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conceptualization of health education profession</li> </ol>
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<ol style="list-style-type: none"> <li>2. Describe criteria and processes involved in the professionalization of health education.</li> <li>3. Identify and analyze professional qualities essential for effective health educators.</li> <li>4. Explain professional responsibilities and core competencies of health educators.</li> <li>5. Examine major areas of professional specialization within health education and health promotion.</li> <li>6. Describe professional preparation programmes and pathways for health educators.</li> <li>7. Explain the roles and functions of professional organizations related to health education.</li> <li>8. Analyze the need and importance of ethics in the health education profession.</li> <li>9. Explain codes of conduct and ethical standards governing health educators.</li> <li>10. Analyze career development trends, emerging opportunities, and challenges in health education.</li> <li>11. Examine key problems and issues affecting the health education profession in the Nepalese context.</li> </ol>	<ol style="list-style-type: none"> <li>2. Criteria for professionalization</li> <li>3. Professional qualities of health educators</li> <li>4. Professional responsibilities and competencies of health educators</li> <li>5. Areas of professional specialization in health education</li> <li>6. Professional preparation programme in health education and health promotion</li> <li>7. Professional organizations regarding health educations</li> <li>8. Need of ethics in health education profession</li> <li>9. Code of conduct for health educators</li> <li>10. Career development trend and issues</li> <li>11. Problems and issues in health education and health education profession in Nepal</li> </ol>
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#### 4. Instructional Strategies

##### 4.1 General Instructional Strategies

- Interactive lectures supported by guided questioning
- Structured group discussions and brainstorming
- Case-based and issue-based analysis
- Seminar presentations and peer feedback
- Reflective writing and analytical assignments
- Concept mapping and framework analysis
- Guided library research and use of digital learning resources
- Guest lectures and expert interaction
- Audio-visual and multimedia-supported instruction

##### 4.2 Specific Instructional Strategies

Unit	Instructional Strategies
One	<ul style="list-style-type: none"> <li>• Interactive lectures on health concepts and models</li> <li>• Comparative analysis of traditional and contemporary health perspectives</li> <li>• Group discussion on holistic and digital health approaches</li> <li>• Concept mapping of health models and education approaches</li> </ul>
Two	<ul style="list-style-type: none"> <li>• Guided lectures on philosophical and scientific foundations</li> <li>• Group discussion on philosophical viewpoints and educational implications</li> <li>• Case-based analysis of curriculum development approaches</li> <li>• Seminar presentation on innovations in health education and technology</li> </ul>

Three	<ul style="list-style-type: none"> <li>• Problem-based learning using behaviour change scenarios</li> <li>• Application-oriented discussion of learning theories and behaviour models</li> <li>• Comparative analysis of intrapersonal, interpersonal, and community models</li> <li>• Reflective writing on determinants of health behaviour</li> </ul>
Four	<ul style="list-style-type: none"> <li>• Case analysis of socio-cultural influences on health behaviour</li> <li>• Group discussion on ethno-medicine, spirituality, and transcultural health education</li> <li>• Policy and legal document review related to health legislation</li> <li>• Seminar presentation on advocacy and legal dimensions of health education</li> </ul>
Five	<ul style="list-style-type: none"> <li>• Interactive lectures on professionalization and ethics</li> <li>• Group discussion on roles, competencies, and specializations of health educators</li> <li>• Case-based ethical dilemma analysis</li> <li>• Reflective discussion on career trends and professional issues in Nepal</li> </ul>

## 5. Assessment and Evaluation

### 5.1 Internal Assessment: 40%

1. Attendance and class participation	5%
2. Take home assignments	5%
3. Thematic presentations (Individual/Group)	5%
4. Case studies (Individual/Group)	5%
5. Project work and Presentations	10%
6. Midterm exams	10%

### 5.2 External Assessment: 60%

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

## 6. References

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**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Health Education and Promotion**

Course Title: **Advanced Health Promotion & Planning**

Course code: HEP214

Level: M.Ed.

Nature of course: Theoretical

Semester: First

Credit Hours: 3

### 1. Course Description

This course provides graduate students with advanced theoretical knowledge and analytical understanding of health promotion concepts, strategies, educational approaches, and systematic planning processes. It examines the historical evolution, paradigms, socio-political contexts, and theoretical foundations of health promotion, with emphasis on equity, social justice, and social determinants of health. The course critically explores major international frameworks, health promotion models, policy-oriented strategies, community empowerment approaches, and setting-based interventions. It also integrates educational, media, and social marketing perspectives to strengthen health promotion practice. A major focus is placed on planning models, programme design, implementation, and evaluation processes relevant to health education and promotion.

### 2. Competencies

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

1. Explain the concepts, scope, paradigms, and historical evolution of health promotion within global and national contexts.
2. Analyze major theories, models, and approaches of health promotion, including medical, behavioural, educational, empowerment, and socio-ecological perspectives.
3. Examine the socio-political context of health promotion, including social determinants of health, equity, social justice, and social responsibility.
4. Analyze the influence of globalization, privatization, liberalization, and political processes on health promotion initiatives.
5. Explain strategies and methods of health promotion, including healthy public policy development, supportive environments, community empowerment, and reorientation of health services.
6. Analyze the role of health education, media, social marketing, and health literacy in advancing health promotion outcomes.
7. Examine setting-based approaches to health promotion, with particular reference to workplace and community settings.
8. Explain health promotion planning concepts, phases, and cycles, including projects, programmes, and interventions.
9. Analyze and compare major health promotion planning models, including PRECEDE–PROCEED, PATCH, MATCH, and comprehensive health education models.
10. Examine processes of needs assessment, programme design, implementation strategies, and evaluation in health promotion planning.

### 3. Course Content

Learning Outcomes	Detailed Contents
Unit One: Concepts and Contexts of Health Promotion	(11 hours)

<ol style="list-style-type: none"> <li>1. Explain the concept, key features, and scope of health promotion.</li> <li>2. Describe the historical development of health promotion, including its genesis, the Ottawa Charter, the health field concept, and major international efforts.</li> <li>3. Analyze major paradigms of health promotion and their underlying assumptions.</li> <li>4. Compare medical, behavioural change, educational, empowerment, and social change approaches to health promotion.</li> <li>5. Explain the role and importance of theory and theoretical models in health promotion.</li> <li>6. Describe and analyze major theoretical models of health promotion.</li> <li>7. Analyze the socio-political context of health promotion, including social determinants of health and social responsibility.</li> <li>8. Examine issues of equity and social justice in health promotion.</li> <li>9. Analyze theories of social change and new social movements relevant to health promotion.</li> <li>10. Examine the influence of political theories, globalization, privatization, and liberalization on health promotion policies and practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept, features and scope of health promotion</li> <li>2. Historical development of health promotion <ol style="list-style-type: none"> <li>a. Genesis of health promotion</li> <li>b. Ottawa charter and health field concept</li> <li>c. International efforts on health promotion</li> </ol> </li> <li>3. Paradigms of health promotion</li> <li>4. Approaches to health promotion: Medical, Behavioral change, Educational, Empowerment and social change approach</li> <li>5. Concept and role of theory and theoretical models in health promotion</li> <li>6. Major theoretical models of health promotion: Tannahill's model of health promotion, Health action model, Social ecological model, Empowerment model, Pender and Beattie's health promotion model</li> <li>7. Socio-political context and health promotion <ol style="list-style-type: none"> <li>7.1 Social determinants of health</li> <li>7.2 Social responsibility of health and health promotion</li> <li>7.3 Equity and social justice in health promotion</li> <li>7.4 Theories of social change in relation to health promotion</li> <li>7.5 New social movement for health promotion</li> <li>7.6 Politics of health promotion: Insights from political theories</li> <li>7.7 Health promotion in the context of globalization, privatization and liberalization</li> </ol> </li> </ol>
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**Unit Two: Strategies and Methods of Health Promotion (10 hours)**

<ol style="list-style-type: none"> <li>1. Explain the concept, characteristics, and significance of healthy public policy in health promotion.</li> <li>2. Analyze skills, resources, and advocacy processes required for healthy public policy development and agenda setting.</li> <li>3. Explain the concept, characteristics, and key aspects of supportive environments for health.</li> <li>4. Analyze strategies for creating and sustaining supportive environments for health promotion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing healthy public policy (HPP): <ol style="list-style-type: none"> <li>1.1 Concept and characteristics of HPP</li> <li>1.2 Skill and resources required for HPP</li> <li>1.3 Advocacy and agenda setting for policy making</li> </ol> </li> <li>2. Creating supportive environments <ol style="list-style-type: none"> <li>2.1 Concept and characteristics of supporting environments for health</li> <li>2.2 Aspects of supportive environments</li> </ol> </li> <li>3. Strengthening community action <ol style="list-style-type: none"> <li>3.1 Dimensions and methods of community empowerment</li> </ol> </li> </ol>
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<ol style="list-style-type: none"> <li>5. Explain the dimensions, methods, and continuum of community empowerment and community development for health promotion.</li> <li>6. Analyze approaches to strengthening community action in health promotion initiatives.</li> <li>7. Explain the concept and components of personal and life skills development.</li> <li>8. Analyze the role of education, training, and coaching in developing personal skills for health promotion.</li> <li>9. Examine the application of behaviour change theories and models in personal skills development.</li> <li>10. Analyze strategies for reorienting health services toward health promotion.</li> </ol>	<ol style="list-style-type: none"> <li>3.2 Community development for health promotion and its continuum</li> <li>4. Developing personal skills <ol style="list-style-type: none"> <li>4.1 Life skill development</li> <li>4.2 Personal skills development through education, training and coaching</li> <li>4.3 Use of behaviour change theories and models in personal skills development</li> </ol> </li> <li>5. Reorienting health services <ol style="list-style-type: none"> <li>5.1 Promoting health in and through health care sector</li> <li>5.2 Promotional health services in Nepal</li> <li>5.3 Promoting health through primary health care approach</li> </ol> </li> </ol>
<b>Unit Three: Educational Approaches to Health Promotion (7 hours)</b>	
<ol style="list-style-type: none"> <li>1. Explain the symbiotic relationship between health education and health promotion.</li> <li>2. Analyze the contribution of health education to achieving health promotion goals.</li> <li>3. Examine contemporary and emerging approaches to health education in the context of health promotion.</li> <li>4. Analyze the concepts of critical and new health education and the role of health literacy in health promotion.</li> <li>5. Explain empowerment education and analyze Freire's model of adult education in relation to health promotion.</li> <li>6. Examine the role and influence of media in health promotion initiatives.</li> <li>7. Analyze planned media campaigns, unpaid media coverage, and media advocacy strategies for health promotion.</li> <li>8. Explain the principles and applications of social marketing in health promotion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Symbiotic relationship between health education and health promotion</li> <li>2. Contribution of health education to health promotion</li> <li>3. A review of contemporary approaches to health education</li> <li>4. Critical/new health education and health literacy for health promotion</li> <li>5. Empowerment education and Freire's model of adult education</li> <li>6. Use of Media for Health Promotion <ol style="list-style-type: none"> <li>6.1 Role of media in health promotion</li> <li>6.2 Planned campaign and unpaid coverage of media for health promotion</li> <li>6.3 Media advocacy for health promotion</li> <li>6.4 Social marketing in health promotion</li> </ol> </li> </ol>
<b>Unit Four: Setting Approach to Health Promotion (5 hours)</b>	
<ol style="list-style-type: none"> <li>1. Explain the concept and need of the setting approach to health promotion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concepts and needs of setting approach to health promotion</li> <li>2. Evolution/Development of setting approach</li> <li>3. Types of healthy settings</li> </ol>

<ol style="list-style-type: none"> <li>2. Describe the evolution and development of the setting approach within the health promotion framework.</li> <li>3. Identify and explain different types of healthy settings used in health promotion.</li> <li>4. Explain the concept, evolution, and importance of workplace health promotion.</li> <li>5. Analyze the planning and implementation processes of worksite health promotion programmes from a theoretical and strategic perspective.</li> </ol>	<ol style="list-style-type: none"> <li>4. Concept, evolution and importance of workplace health promotion</li> <li>5. Planning and implementing of worksite health promotion programme</li> </ol>
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**Unit Five: Planning Process in Health Promotion (15 hours)**

<ol style="list-style-type: none"> <li>1. Explain the concept, features, and significance of planning in health education and promotion.</li> <li>2. Differentiate among projects, programmes, and interventions in health promotion contexts.</li> <li>3. Describe the phases and cyclical nature of health promotion planning processes.</li> <li>4. Explain major planning models used in health education and health promotion.</li> <li>5. Analyze systematic steps involved in health promotion planning.</li> <li>6. Explain processes for selecting appropriate interventions, methods, resources, and materials for health promotion programmes.</li> <li>7. Analyze planning procedures for developing logical frameworks, detailed plans, and action plans in health promotion.</li> <li>8. Explain strategies and processes involved in implementing health promotion interventions.</li> <li>9. Analyze processes and methods of programme evaluation in health promotion.</li> <li>10. Design a context-specific health promotion intervention plan for a locally relevant health issue using appropriate planning models, evidence-based strategies, and integrated implementation and evaluation components.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept and features of planning</li> <li>2. Concept of project, programme and intervention</li> <li>3. Phases and cycles of health education and promotion planning</li> <li>4. Planning models in health education and health promotion       <ol style="list-style-type: none"> <li>4.1 PRECEDE-PROCEED Model</li> <li>4.2 Planned approach to community health (PATCH)</li> <li>4.3 Multilevel approach to community health (MATCH)</li> <li>4.4 Comprehensive health education model</li> </ol> </li> <li>5. Planning process       <ol style="list-style-type: none"> <li>5.1 Assessing needs</li> <li>5.2 Stating vision, mission, goals and objectives</li> <li>5.3 Selecting theory/models and programme components</li> <li>5.4 Selecting appropriate programme/interventions and methods</li> <li>5.5 Selecting resource and materials</li> <li>5.6 Planning programme:           <ol style="list-style-type: none"> <li>5.6.1 Identify programme components and sub-components</li> <li>5.6.2 Link vision, mission, goals, objectives, interventions and activities</li> <li>5.6.3 Prepare logical framework and detailed plan</li> <li>5.6.4 Prepare action plan</li> </ol> </li> <li>5.7 Plan for evaluation</li> </ol> </li> <li>6. Strategies and process of implementing health promotion interventions</li> <li>7. Process of program evaluation</li> </ol>
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## 4. Instructional Strategies

### 4.1 General Instructional Strategies

- Interactive and concept-based lectures
- Guided reading and critical review of core texts and policy documents
- Group discussions and structured academic dialogues
- Comparative analysis of theories, models, and approaches
- Case-based learning using national and global health promotion examples
- Seminar presentations and peer feedback
- Problem-based and inquiry-oriented learning
- Use of audio-visual media, infographics, and policy briefs
- Reflective and analytical writing assignments
- Project-based learning focused on health promotion planning

### 4.2 Specific Instructional Strategies

Unit	Instructional Strategies
One	<ul style="list-style-type: none"><li>• Interactive lectures on concepts, paradigms, and historical development</li><li>• Concept mapping of health promotion models and approaches</li><li>• Group discussion on socio-political determinants, equity, and justice</li><li>• Comparative analysis of health promotion paradigms</li><li>• Guided review of international frameworks (Ottawa Charter, WHO initiatives)</li></ul>
Two	<ul style="list-style-type: none"><li>• Case-based discussion on healthy public policy and advocacy</li><li>• Group work on community empowerment and supportive environments</li><li>• Scenario analysis of personal skill development interventions</li><li>• Application exercises linking behaviour change theories to practice</li><li>• Reflective discussion on reorienting health services in Nepal</li></ul>
Three	<ul style="list-style-type: none"><li>• Seminar presentations on contemporary and critical health education approaches</li><li>• Guided discussion on Freire's empowerment education model</li><li>• Media analysis exercises (campaigns, advocacy messages)</li><li>• Group debate on health literacy and social marketing</li><li>• Case discussion on education–promotion linkages</li></ul>
Four	<ul style="list-style-type: none"><li>• Interactive lectures using setting-based case examples</li><li>• Comparative discussion of healthy settings (school, workplace, community)</li><li>• Case study analysis of workplace health promotion programmes</li><li>• Conceptual planning exercises for setting-based interventions</li><li>• Reflective discussion on feasibility and sustainability</li></ul>
Five	<ul style="list-style-type: none"><li>• Step-by-step guided instruction on planning models (PRECEDE-PROCEED, PATCH, MATCH)</li><li>• Practical exercises on needs assessment and objective formulation</li><li>• Group work on logical framework and action plan development</li><li>• Case analysis of programme implementation and evaluation</li><li>• Project-based learning to design a context-specific health promotion intervention plan</li></ul>

## 5. Assessment and Evaluation

### 5.1 Internal Assessment: 40%

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|--|-----|----|
| 1. Attendance and class participation        |     | 5% |
| 2. Take home assignments                     | 5%  |    |
| 3. Thematic presentations (Individual/Group) |     | 5% |
| 4. Case studies (Individual/Group)           | 5%  |    |
| 5. Project work and Presentations            | 10% |    |
| 6. Midterm exams                             | 10% |    |

### 5.2 External Assessment: 60%

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

## 6. References

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**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Health Education and Promotion**

Course Title: **Sexual & Reproductive Health Education**

Course code: HEP215

Level: M.Ed.

Nature of course: Theoretical

Semester: First

Credit Hours: 3

### 1. Course Description

This course provides graduate students with comprehensive understanding of human sexuality, sexual behaviour, reproductive health, and comprehensive sexuality education from educational, psychosocial, and public health perspectives. It examines key sexual and reproductive health issues across the life cycle, with particular focus on adolescents and youth in the Nepalese context, including early marriage, gender-based violence, STIs/HIV, and unsafe abortion. The course also analyzes national and international policies, legal frameworks, and programme initiatives related to sexual and reproductive health and sexuality education.

### 2. Competencies

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

1. Explain the concepts, dimensions, and developmental aspects of human sexuality and sexuality education.
2. Analyze sexual behaviour, sexual orientation, and common sexual dysfunctions and disorders from educational and health perspectives.
3. Describe the components and importance of reproductive health across the life cycle, including adolescent and gender-related issues.
4. Critically examine sexual and reproductive health problems affecting adolescents, youth, and vulnerable groups in the Nepalese context.
5. Analyze global and national initiatives, policies, and legal frameworks related to sexual and reproductive health and comprehensive sexuality education.
6. Explain the principles, components, and pedagogical foundations of comprehensive sexuality education (CSE).
7. Examine programme planning, implementation, monitoring, and evaluation processes for CSE programmes.
8. Demonstrate professional sensitivity, ethical understanding, and inclusive perspectives in addressing sexuality and reproductive health issues in educational settings.

### 3. Course Content

Learning Outcomes	Detailed Contents
<b>Unit One: Concept of Human Sexuality and Sexuality Education (8 hours)</b>	
1. Explain the concept and scope of human sexuality.	1. Concept and scope of human sexuality
2. Describe the biological, psychological, and socio-cultural dimensions of human sexuality.	2. Dimensions of human sexuality: Biological, psychological and socio-cultural dimensions
3. Analyze the need and significance of sexuality education during adolescence.	3. Review of western and eastern views on sexuality
	4. Need of sexuality education for adolescence

<ol style="list-style-type: none"> <li>4. Examine common myths, misconceptions, and factual understandings related to sexuality education.</li> <li>5. Describe major sexuality-related problems experienced during adolescence and analyze appropriate management approaches from educational and health perspectives.</li> <li>6. Explain the concept and historical evolution of comprehensive sexuality education (CSE).</li> <li>7. Analyze the rationale, importance, key components, and guiding principles of CSE.</li> </ol>	<ol style="list-style-type: none"> <li>5. Myths, misconceptions and truth in relation to sexuality education</li> <li>6. Problems of sexuality in adolescence and management</li> <li>7. Comprehensive sexuality education <ol style="list-style-type: none"> <li>7.1 Concept and evolution of comprehensive sexuality education (CSE)</li> <li>7.2 Rational and importance of CSE</li> <li>7.3 Key components and principles of CSE</li> </ol> </li> </ol>
<b>Unit Two: Sexual Behaviour and Dysfunctions/Disorders (7 hours)</b>	
<ol style="list-style-type: none"> <li>1. Explain the concept of sexual behaviour.</li> <li>2. Describe values, attitudes, and practices associated with responsible and safer sexual behaviours.</li> <li>3. Analyze premarital and extramarital sexual behaviours and their associated social, psychological, and health issues.</li> <li>4. Explain the concept of sexual orientation and describe homosexuality and the characteristics of LGBTIQ+ populations.</li> <li>5. Analyze abnormal sexual behaviours, including paraphilias, hypersexuality, and high-risk sexual behaviours.</li> <li>6. Examine alternative means of sexual satisfaction, including the use of sexual toys, and analyze their potential consequences.</li> <li>7. Describe the causes, manifestations, and treatment approaches of common male and female sexual dysfunctions and disorders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept of sexual behaviour: Love, affection, intimacy, sexual arousal, and response</li> <li>2. Values and ways of responsible and safer sex behaviours</li> <li>3. Premarital and extramarital sexual behaviours and their issues</li> <li>4. Sexual Orientation: <ol style="list-style-type: none"> <li>4.1 Concept of sexual orientation</li> <li>4.2 Homosexuality</li> <li>4.3 Characteristics of LGBTIQ+</li> </ol> </li> <li>5. Abnormal sexual behaviour: Paraphilias, Hyper sexuality and High-risk sexual behaviours.</li> <li>6. Alternative ways of sexual satisfaction (Use of sexual toys and its consequences).</li> <li>7. Causes and treatment of male and female sexual dysfunctions/disorders <ol style="list-style-type: none"> <li>7.1 Male: Sexual desire disorder (Hypoactive), Impotence (Erectile dysfunction), Premature ejaculation, Retarded ejaculation</li> <li>7.2 Female: Vaginismus, Anorgasmia, Rapid orgasm, Dyspareunia</li> </ol> </li> </ol>
<b>Unit Three: Components of Reproductive Health (8)</b>	
<ol style="list-style-type: none"> <li>1. Explain the concept and importance of reproductive health.</li> <li>2. Describe the major components of reproductive health.</li> <li>3. Explain preventive and management approaches related to abortion and its consequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept and importance of reproductive health</li> <li>2. Components of reproductive health <ol style="list-style-type: none"> <li>2.1 Family planning</li> <li>2.2 Safe motherhood</li> <li>2.3 Infant and child health care</li> <li>2.4 Prevention and management of the consequences of abortion</li> </ol> </li> </ol>

<ol style="list-style-type: none"> <li>4. Analyze strategies for the prevention and management of sexually transmitted infections (STIs/RTIs).</li> <li>5. Describe the causes, prevention, and management of sub-fertility among males and females.</li> <li>6. Explain adolescent reproductive health needs and challenges.</li> <li>7. Analyze reproductive health issues across the life cycle, including health problems of elder women and their management.</li> <li>8. Examine the nature, causes, and health implications of gender-based violence within the reproductive health framework.</li> </ol>	<ol style="list-style-type: none"> <li>2.5 Prevention against STI/RTIs and HIV and AIDS</li> <li>2.6 Prevention and management of sub-fertility</li> <li>2.7 Adolescence reproductive health</li> <li>2.8 Life cycle issues including elder women's problems and their management</li> <li>2.9 Gender based violence</li> </ol>
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**Unit Four: Sexual and Reproductive Health Issues and Initiatives for Their Management (15)**

<ol style="list-style-type: none"> <li>1. Analyze major sexual and reproductive health issues affecting adolescents and youth in the Nepalese context.</li> <li>2. Examine management approaches and response strategies for addressing adolescent and youth SRH issues in Nepal.</li> <li>3. Analyze specific sexual and reproductive health issues affecting vulnerable subgroups of children and young people.</li> <li>4. Describe global initiatives, frameworks, and commitments related to sexual and reproductive health.</li> <li>5. Analyze national plans, policies, strategies, guidelines, programmes, and legal provisions related to child marriage, abortion, and sexual violence in Nepal.</li> <li>6. Examine the extent and effectiveness of integrating comprehensive sexuality education into the school curriculum in Nepal.</li> <li>7. Explain the concept, components, and importance of adolescent- and youth-friendly sexual and reproductive health services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sexual and reproductive health issues among adolescents and youths in Nepalese context and their management <ol style="list-style-type: none"> <li>1.1 Menstrual health problems (Girls)</li> <li>1.2 Early marriage and early pregnancy</li> <li>1.3 Sexual exploitation, harassment, and violence</li> <li>1.4 Girls trafficking and commercial sex</li> <li>1.5 Sexually Transmitted Infections (STIs) and HIV</li> <li>1.6 Unsafe Abortion Practices</li> <li>1.7 SRH information gaps and misinformation</li> <li>1.8 Other contemporary issues</li> </ol> </li> <li>2. Specific SRH issues affecting subgroups of young people and their management: Young people living with HIV (YPLHIV), Young people with disabilities, Sexual minorities, young people affected by humanitarian crisis</li> <li>3. Digital sexuality and online sexual behaviors including technology-facilitated sexual exploitation and abuse</li> <li>4. Global and national initiatives including legal and policy frameworks to manage SRH issues <ol style="list-style-type: none"> <li>4.1 Review of global initiatives and frameworks</li> <li>4.2 Review of national initiatives and frameworks: Plans, policies, strategies, guidelines and programmes</li> <li>4.3 Legal provisions on child marriage, abortion, and sexual violence</li> </ol> </li> </ol>
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	<ol style="list-style-type: none"> <li>5. Review of the integration of CSE in school curriculum in Nepal</li> <li>6. Adolescent- and youth-friendly health services: Concept and components</li> </ol>
<b>Unit Five: Programme Planning and Pedagogical Approaches for CSE (10)</b>	
<ol style="list-style-type: none"> <li>1. Explain the processes involved in building institutional and community support for the implementation of comprehensive sexuality education programmes.</li> <li>2. Describe the preparatory and content development phases of effective CSE curriculum design.</li> <li>3. Analyze key steps involved in designing and implementing CSE programmes.</li> <li>4. Explain monitoring and evaluation mechanisms used to assess the effectiveness of CSE programmes.</li> <li>5. Analyze strategies for scaling up CSE programmes in diverse educational contexts.</li> <li>6. Examine the role and importance of parental and guardian involvement in CSE.</li> <li>7. Explain and compare widely used pedagogical approaches for teaching CSE.</li> </ol>	<ol style="list-style-type: none"> <li>1. Building support and planning for the implementation of CSE programmes</li> <li>2. Effective CSE curriculum development: Preparatory phase and content development phase</li> <li>3. Designing and implementing CSE programmes</li> <li>4. Monitoring and evaluation of CSE programmes</li> <li>5. Scaling up CSE programmes</li> <li>6. Involving parents/guardians in CSE</li> <li>7. Widely used pedagogical approaches for teaching CSE <ol style="list-style-type: none"> <li>7.1 Learner-Centered Approach</li> <li>7.2 Rights-Based Approach</li> <li>7.3 Participatory and Interactive Approach</li> <li>7.4 Age-Appropriate and Developmentally Appropriate Approach</li> <li>7.5 Gender-Transformative Approach</li> <li>7.6 Life skills-based education approach</li> <li>7.7 Peer education approach</li> </ol> </li> </ol>

#### 4. Instructional Strategies

##### 4.1 General Instructional Strategies

- Interactive lectures with guided questioning
- Structured group discussions and brainstorming
- Case study analysis (contextual and issue-based)
- Problem-based learning (PBL) using SRH scenarios
- Seminar presentations and peer feedback
- Reflective writing and analytical assignments
- Guided library research and use of digital resources
- Guest lectures and expert interaction
- Audio-visual and multimedia-supported instruction

##### 4.2 Specific Instructional Strategies

Unit	Instructional Strategies
One	<ul style="list-style-type: none"> <li>• Concept-focused interactive lectures</li> <li>• Brainstorming on myths and misconceptions</li> <li>• Group discussion on adolescent sexuality needs</li> <li>• Concept mapping of dimensions of sexuality and CSE</li> <li>• Short reflective writing on sexuality education relevance</li> </ul>

Two	<ul style="list-style-type: none"> <li>• Case study analysis of sexual behaviour issues</li> <li>• Guided discussion on responsible and safer sex values</li> <li>• Scenario-based analysis of sexual orientation and diversity</li> <li>• Seminar presentations on sexual dysfunctions and disorders</li> <li>• Expert talk</li> </ul>
Three	<ul style="list-style-type: none"> <li>• Interactive lectures with visual aids</li> <li>• Comparative analysis of reproductive health components</li> <li>• Group discussion on life-cycle reproductive health issues</li> <li>• Problem-based learning on reproductive health challenges</li> <li>• Analytical assignments on gender-based violence and SRH</li> </ul>
Four	<ul style="list-style-type: none"> <li>• Case-based analysis of Nepal-specific SRH issues</li> <li>• Policy and legal document review (national and global)</li> <li>• Group discussion on vulnerable populations and SRH</li> <li>• Seminar presentation on SRH programmes and initiatives</li> <li>• Reflective discussion on adolescent- and youth-friendly services</li> </ul>
Five	<ul style="list-style-type: none"> <li>• Guided lectures on CSE programme planning and curriculum design</li> <li>• Comparative analysis of pedagogical approaches to CSE</li> <li>• Mini case analysis of CSE programme models</li> <li>• Group discussion on parental involvement and scaling up CSE</li> <li>• Reflective critique of CSE implementation challenges in Nepal</li> </ul>

## 5. Assessment and Evaluation

### 5.1 Internal Assessment: 40%

1. Attendance and class participation	5%
2. Take home assignments	5%
3. Thematic presentations (Individual/Group)	5%
4. Case studies (Individual/Group)	5%
5. Project work and Presentations	10%
6. Midterm exams	10%

### 5.2 External Assessment: 60%

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

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**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Health Education and Promotion**

Course Title: **School Health Program Management**

Course code: HEP216

Level: M.Ed.

Nature of course: Theoretical

Semester: First

Credit Hours: 3

### **1. Course Description**

This course equips graduate students with essential knowledge and skills for the effective planning, organization, implementation, and supervision of school health programmes. It integrates administrative and management theories with practical approaches to managing comprehensive school health components, including health promotion, nutrition services, physical education, counseling, healthy school environments, and community engagement. The course emphasizes traditional and contemporary management theories, strategic management, supervision, human resource management, and decision-making processes relevant to school health contexts. It also examines national and international school health policies, with specific reference to Nepal, including Health Promoting Schools, Child-Friendly Schools, and the FRESH framework, preparing students for professional leadership roles in school and higher education settings.

### **2. Competencies**

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

1. Explain the concepts, philosophy, principles, and components of traditional and comprehensive school health programmes.
2. Analyze national and international school health policies, frameworks, and strategies, with particular reference to the Nepalese context.
3. Apply theories and principles of administration and management to the effective planning and implementation of school health programmes.
4. Demonstrate managerial skills related to leadership, human resource management, decision-making, and conflict resolution in school health settings.
5. Plan, organize, and supervise major components of school health programmes, including health services, nutrition, physical education, counseling, and health education.
6. Design organizational structures and supervision mechanisms for effective delivery and quality assurance of school health programmes.
7. Integrate community participation, inter-sectoral collaboration, and stakeholder engagement in school health programme management.
8. Critically assess challenges and risks in school health programme implementation and propose context-responsive managerial solutions.

### **3. Course Content**

<b>Learning Outcomes</b>	<b>Detailed Contents</b>
<b>Unit One: Introduction to School Health Programme and Policies (15 hours)</b>	

<ol style="list-style-type: none"> <li>1. Explain the concepts of traditional and comprehensive school health programmes and their historical development.</li> <li>2. Analyze the philosophy, principles, and rationale of school health programmes in national and global contexts.</li> <li>3. Describe the concepts, elements, and significance of Health Promoting Schools, Child-Friendly Schools, and the FRESH framework.</li> <li>4. Assess the need and importance of school health programmes in the Nepalese context.</li> <li>5. Identify and explain the components of a comprehensive school health programme and their interrelationships.</li> <li>6. Evaluate the objectives, types, and activities of key components of SHP.</li> <li>7. Examine the concept, need, and scope of school health policies at local, national, and global levels, including national strategies for school health programmes in Nepal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept of traditional and comprehensive school health programme</li> <li>2. Historical development of SHP</li> <li>3. Philosophy and principles of SHP</li> <li>4. Concept, elements and global standards of health promoting schools</li> <li>5. Concept and elements of child friendly schools</li> <li>6. Concept of Focusing Resources on Effective School Health (FRESH)</li> <li>7. Needs and importance of school health programme in Nepalese context</li> <li>8. components of comprehensive school health programme <ol style="list-style-type: none"> <li>8.1 School health services: objectives, types and activities</li> <li>8.2 Healthy school environment: objectives, types and planning</li> <li>8.3 Nutrition services: Objectives, rationale and programme</li> <li>8.4 School health education: Goals, objectives, types and planning</li> <li>8.5 Physical education and sports: Objectives, types and activities</li> <li>8.6 Counseling and psychosocial services: objectives, rationale, types and activities</li> <li>8.7 Health promotion for staff: Objectives, rationale, activities</li> <li>8.8 Parent/community involvement: Objective, types and activities</li> </ol> </li> <li>9. School health policy <ol style="list-style-type: none"> <li>9.1 Concept and need of school health policy</li> <li>9.2 School health policy in local, national and global context</li> <li>9.3 National strategies for school health programme in Nepal</li> </ol> </li> </ol>
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**Unit Two: Theories and Principles of Administration and Management (10 hours)**

<ol style="list-style-type: none"> <li>1. Explain the concepts, need, and principles of administration and management in the context of school health programmes.</li> <li>2. Differentiate between traditional and modern theories of administration and management and analyze their</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept, need and principles of administration in school health programme (SHP)</li> <li>2. Traditional and modern theories of administration and their application in SHP</li> <li>3. Administrative duties for implementation of SHP</li> <li>4. Concept, need and importance of management in SHP</li> <li>5. Functions and principles of management</li> </ol>
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<p>applicability to school health programme management.</p> <ol style="list-style-type: none"> <li>3. Apply classical, neo-classical, and modern management theories to the planning, implementation, and improvement of school health programmes.</li> <li>4. Describe administrative duties, managerial roles, skills, and qualities required for effective leadership in school health programmes.</li> <li>5. Analyze the functions and principles of management relevant to school health programme implementation.</li> <li>6. Apply strategic management concepts and processes to school health programmes.</li> <li>7. Develop strategies for human resource management, team building, and decision-making in school health programme settings.</li> <li>8. Identify potential conflicts and risks in school health programme implementation and propose appropriate management and mitigation strategies.</li> </ol>	<ol style="list-style-type: none"> <li>6. Theories of management and their application in SHP <ol style="list-style-type: none"> <li>6.1 Classical theory: Scientific management, administrative and bureaucracy theories</li> <li>6.2 Neo-classical theory: Human relation and behavioural science theories</li> <li>6.3 Modern management theory: Management science, system, contingency, Total quality management and team management theories</li> </ol> </li> <li>7. Managerial roles, skills and qualities for effective implementation of SHP</li> <li>8. Qualities of effective SHP manager</li> <li>9. Strategic management in SHP <ol style="list-style-type: none"> <li>9.1 Concept of strategic management</li> <li>9.2 Components/steps of strategic management: Strategic planning, Strategy implementation, Strategic control, Feedback</li> </ol> </li> <li>10. Strategies for human resource management for SHP</li> <li>11. Conflict and risk management in implementation of SHP</li> <li>12. Process of decision making and team building in SHP</li> </ol>
<p><b>Unit Three: Organization and Supervision of School Health Programme (8 hours)</b></p>	
<ol style="list-style-type: none"> <li>1. Explain the concept, need, and key elements of organization in school health programmes.</li> <li>2. Differentiate among various types of organizational structures and assess their relevance to school health programme management.</li> <li>3. Analyze the organizational structure of school health programmes within the Nepalese educational and health system context.</li> <li>4. Examine the roles of authority, responsibility, and control in the effective organization of school health programmes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept, need and elements of organization</li> <li>2. Types of organizational structure</li> <li>3. Organizational structure of SHP in the context of Nepal</li> <li>4. Authority and control in organization of SHP</li> <li>5. Concept and principles of supervision in SHP</li> <li>6. Concept and process of general supervision in SHP</li> <li>7. Concept, elements and process of clinical supervision in SHP</li> <li>8. Procedures and techniques of supervision in SHP</li> <li>9. Basic supervisory skills</li> <li>10. Problems and challenges of SHP supervision in present context</li> </ol>

<ol style="list-style-type: none"> <li>5. Explain the concept and principles of supervision as applied to school health programmes.</li> <li>6. Describe the concepts and processes of general and clinical supervision in school health programme implementation.</li> <li>7. Analyze appropriate supervisory procedures and techniques for monitoring and improving school health programme performance.</li> <li>8. Examine basic supervisory skills required for effective guidance, support, and evaluation of school health programme activities.</li> <li>9. Identify current problems and challenges in the supervision of school health programmes and propose context-appropriate solutions.</li> </ol>	
<b>Unit Four: Management of School Programme in Action (15 hours)</b>	
<ol style="list-style-type: none"> <li>1. Explain the processes and procedures involved in organizing school health services.</li> <li>2. Analyze the objectives, planning requirements, budgeting processes, and operational steps of student health appraisal services.</li> <li>3. Describe the organizational structure and functional roles required for effective delivery of school-based nutrition services.</li> <li>4. Examine the components and management requirements of a healthy physical and psychosocial school environment.</li> <li>5. Analyze the planning, budgeting, and resource management processes related to physical education, sports, and fitness programmes within school health programmes.</li> <li>6. Explain the processes of planning and organizing school health education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organization of school health services <ol style="list-style-type: none"> <li>1.1 Decide objective and activities of appraisal aspects of health services</li> <li>1.2 Plan for health appraisal: Prepare schedule and budget, collect materials/forms and resources, and develop procedures of health examination, screening test, observation and health records</li> <li>1.3 Organize services for health appraisal of students</li> <li>1.4 Keep the records of health appraisal</li> <li>1.5 Plan and organize preventive and remedial health services</li> </ol> </li> <li>2. Organization of nutrition services in school <ol style="list-style-type: none"> <li>2.1 Formation of school nutrition management committee and decide its roles</li> <li>2.2 Organize mid-day meal programme</li> <li>2.3 Supervise cafeteria and student's tiffin</li> </ol> </li> <li>3. Organization and management of healthy school environment <ol style="list-style-type: none"> <li>3.1 Plan for healthy physical environment including school building, classroom, play grounds and sanitation facilities</li> <li>3.2 Plan for healthy mental environment</li> </ol> </li> </ol>

<p>7. Describe approaches for promoting health and well-being among school staff and teachers.</p> <p>8. Analyze mechanisms for school–community cooperation.</p>	<p>3.3 Prepare schedule for classroom cleaning and waste managing, establish funds for maintenance of water supply and sanitation facilities, mobilize child clubs and students for school sanitation and healthy school environment</p> <p>4. Organizing physical education, sport and fitness programme</p> <p>4.1 Planning and budgeting</p> <p>4.2 Select and purchase supplies and equipments, and establish facilities for physical education, sports and fitness programme</p> <p>4.3 Organize physical education, sports and fitness as components of SHP</p> <p>5. Plan and organize school health education</p> <p>5.1 Prepare curriculum of health education based on local needs</p> <p>5.2 Prepare work plan, unit plan and lesson plan</p> <p>5.3 Organize health education activities outside and inside classroom</p> <p>6. Plan and organize health promotion activities for staff and teachers</p> <p>7. Organize school community cooperation programme</p> <p>7.1 Formation of School Health Council, PTA and Child Clubs</p> <p>7.2 Establish linkage between health institutions, local clubs, NGOs and other stakeholders</p> <p>7.3 Conduct school led health and sanitation programm in community</p> <p>7.4 Organize joint venture programme in school and community</p>
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#### **4. Instructional Strategies**

##### **4.1 General Instructional Strategies**

- Interactive lectures with guided questioning
- Structured group discussion and brainstorming
- Case study analysis (school and community health contexts)
- Problem-based learning (PBL)
- Project- and assignment-based learning
- Seminar presentations and peer feedback
- Reflective writing and analytical reporting
- Guided library research and digital resources use
- Guest talks / expert interaction (school health, public health, NGOs)

##### **4.2 Specific Instructional Strategies**

Unit	Instructional Strategies
One	<ul style="list-style-type: none"> <li>• Concept clarification through interactive lectures</li> <li>• Comparative analysis of HPS, CFS, and FRESH frameworks</li> <li>• Policy review and short analytical briefs (Nepal vs global)</li> <li>• Group discussion on Nepalese school health needs</li> <li>• Concept mapping of comprehensive SHP components</li> </ul>
Two	<ul style="list-style-type: none"> <li>• Case-based application of management theories</li> <li>• Problem-based scenarios on SHP leadership and decision-making</li> <li>• Mini strategic-planning exercises (theory-to-practice)</li> <li>• Role-play on conflict resolution and team building</li> <li>• Group presentation on management models in SHP</li> </ul>
Three	<ul style="list-style-type: none"> <li>• Organizational structure analysis exercises</li> <li>• Supervision simulation (general vs clinical supervision)</li> <li>• Observation-based discussion using sample supervision tools</li> <li>• Skill-focused workshops on supervision techniques</li> <li>• Reflective discussion on supervision challenges in Nepal</li> </ul>
Four	<ul style="list-style-type: none"> <li>• Guided analysis of school health service workflows</li> <li>• Case analysis of nutrition, environment, and PE management</li> <li>• Budget and planning simulations (paper-based)</li> <li>• Group task on school–community coordination models</li> <li>• Reflective critique of real or hypothetical SHP cases</li> </ul>

## 5. Assessment and Evaluation

### 5.1 Internal Assessment: 40%

1. Attendance and class participation	5%
2. Take home assignments	5%
3. Thematic presentations (Individual/Group)	5%
4. Case studies (Individual/Group)	5%
5. Project work and Presentations	10%
6. Midterm exams	10%

### 5.2 External Assessment: 60%

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

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