यस पाठ्यक्रम योजनालाई दुई चरणमा विभाजनगरिएको छ :

प्रथम चरण :– लिखित परीक्षा (Written Examination) — पूर्णाङ्क :– २००

द्वितीय चरण :– अन्तर्वार्ता (Interview) — पूर्णाङ्क :– ३०

प्रथम चरण (First Phase) : **लिखित परीक्षा योजना (Written Examination Scheme)**

Paper	Subject		Marks	Full Marks	Pass Marks	No. Questions & Weightage		Time Allowed
I	General Subject	Part I: Management, General Health Issues, Academic Research and Teaching-Learning Practices	50	100	40	$10 \times 5 = 50$ (Subjective)	1.30 hrs	2.15 hrs
		Part II: Technical Subject (Relevant Subject)	50			$50 \times 1 = 50$ (Objective Multiple Choice)	45 min	
II	Technical Subject (Relevant Subject)			100	40	$7 \times 10 = 70$ (Long answer) $2 \times 15 = 30$ (Critical Analysis)		3.00 hrs
द्वितीय चरण (Second Phase)								
	Interview			30		Oral		

द्रष्टव्य :

१. लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुन सक्नेछ ।

२. प्रतिष्ठानको प्राज्ञिक सेवा अन्तर्गतका सबै समूह/सबै उपसमूहहरुको लागि प्रथमपत्रको Part I को पाठ्यक्रमको विषयवस्तु एउटै हुनेछ । तर प्रथम पत्रको Part II र द्वितीयपत्र Technical Subject को पाठ्यक्रम समूह/उपसमूह अनुरुप फरक फरक हुनेछ ।

३. प्रथम र द्वितीय पत्रको लिखित परीक्षा छुट्टाछुट्टै हुनेछ । प्रथम पत्रको Part II र द्वितीय पत्रको विषयवस्तु एउटै समूहको हकमा समान हुनेछ । परीक्षामा सोधिने **प्रश्नसंख्या र अङ्कभार** यथासम्भव सम्बन्धित पत्र, विषयमा दिइए अनुसार हुनेछ ।

४. वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नहरुको 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 ।

५. वस्तुगत बहुवैकल्पिक हुने परीक्षामा परीक्षार्थीले उत्तर लेख्दा अंग्रेजी ठूलो अक्षर (Capital letter) A, B, C, D मा लेख्नुपर्नेछ । सानो अक्षर(Small letter) a, b, c, d लेखेको वा अन्य कुनै सङ्केत गरेको भए सबै उत्तरपुस्तिका रद्द हुनेछ ।

६. बहुवैकल्पिक प्रश्नहरु हुने परीक्षामा कुनै प्रकारको क्याल्कुलेटर (Calculator) प्रयोग गर्न पाइने छैन ।

७. विषयगत प्रश्नहरुको हकमा एउटै प्रश्नका दुई वा दुई भन्दा बढी भाग (Two or more parts of a single question) वा एउटा प्रश्न अन्तर्गत दुई वा बढी टिप्पणीहरु (Short notes) सोध्न सकिने छ ।

८. विषयगत प्रश्नमा प्रत्येक पत्र/विषयका प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरु हुनेछन् । परिक्षार्थीले प्रत्येक खण्डका प्रश्नहरुको उत्तर सोही खण्डका उत्तरपुस्तिकामा लेख्नुपर्नेछ ।

९. यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जेसुकै लेखिएको भएतापनि पाठ्यक्रममा परेका कानून, ऐन, नियम, विनियम तथा नीतिहरु परीक्षाको मितिभन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधन भई हटाइएका वा थप गरी संशोधन भई) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्फनु पर्दछ ।

१०. प्रथम चरणको परीक्षाबाट छनौट भएका उम्मेदवारहरुलाई मात्र द्वितीय चरणको परीक्षामा सम्मिलित गराइनेछ ।

११. पाठ्यक्रम लागु मिति : २०७९/१२/२१

Paper I: General Subject
Part I:
(Management, General Health Issues, Academic Research and Teaching - Learning Practices)
Section (A) - 25 Marks

1. **Management**
   1.1. Health care management system in Nepal and other parts of the world
   1.2. Fundamental principles of healthcare institution and hospital management.
   1.3. Effective hospital management principles
   1.4. Purpose of medical and non-medical data and records
   1.5. Ethics and responsibility of management
   1.6. Concept of management and its application in health care including hospital
      1.7.1 Management: Concept, principles, functions, scope and role, level and skills of manager
      1.7.2 Planning: Concept, principles, nature, types, instruments and steps
      1.7.3 Leadership: Concept, function, leadership styles, leadership and management
      1.7.4 Coordination: Concept, types, techniques of effective coordination
      1.7.5 Communication and counselling: Concept, communication processes and barrier to effective communication, techniques for improving communication
      1.7.6 Decision making: Importance, types, rational process of decision making, problem solving techniques, improving decision making
      1.7.7 Participative management: Concept, advantage and disadvantage, techniques of participation
      1.7.8 Time management: Concept, essential factors and strategies for effective time management
      1.7.9 Conflict management: Concept, approaches to conflict, levels of conflict, causes of conflict and strategies for conflict management
      1.7.10 Stress management: Concept, causes and sources of stress, techniques of stress management
      1.7.11 Change management: Concept, sources of organizational change, resistance to change, management of resistance to change
      1.7.12 Appreciative inquiry: Concept, basic principle and management
      1.7.13 Human resource management: Concept, functions and different aspects
      1.7.14 Health manpower recruitment and development
      1.7.15 Financial management: Concept, approaches, budget formulation and implementation, Auditing and topics related to fiscal administration

2. **General Health Issues**
   2.1. Present constitution of federal republic of Nepal (including health and welfare issues)
   2.2. Organizational structure of Ministry of Health at national/federal, regional/state, district (if applicable), municipal and village council level
   2.3. Professional council and related regulations
   2.4. National Health Policy
   2.5. Health Service Act and Regulation
   2.6. Second Long term health plan
   2.7. Health Management Information System, forms, indicators, annual reports
   2.8. Human Development Indices, Sustainable Development Goals
   2.9. Health volunteers in the national health system, its rationale, use and effectiveness
   2.10. Local governance and community participation in health service delivery

2.11. Health Insurance and financing in health care

2.12. Alternative health care system: Ayurveda, homeopathy, Unani, Chinese etc.

2.13. Indigenous and traditional faith health and health practices

2.14. International Health Agencies: Roles and responsibilities of WHO, UNICEF, UNFPA, Inter-agency relationships, Government-agency coordination: Joint Annual Review meeting

2.15. Supervision, types and its usage in health sector

2.16. Monitoring and evaluation system in health sector

2.17. National Health Training Centre

2.18. National and International Disaster Plan, Coordination

2.19. Patan Academy of Health Sciences Act, Mission, Goals, Organogram

2.20. Scope and function of Patan Academy of Health Sciences executive bodies (senate, executive committee, academic council, faculty board, hospital management committee, subject committee), various other committees

Section (B) - 25 Marks

3. **Academic Research**

   3.1 Ethics, Bio-ethics and Professionalism

   3.2 Human dignity and Human Right

   3.3 Benefit and Harm

   3.4 Autonomy and Individual responsibility

   3.5 Consent and capacity to consent

   3.6 Privacy and confidentiality

   3.7 Respect for humans and personal integrity

   3.8 Non-discrimination and non-stigmatization

   3.9 Respect for cultural diversity and pluralism

   3.10 National Health Research Council (NHRC) and its guidelines

   3.11 Research process: ethical research proposal development, research principles, methods and materials, conclusion/recommendation/lesson learnt, commonly used referencing styles

   3.12 IRB/IRC forms, types, use, importance; getting IRB/IRC clearance

   3.13 Ethics on research methodology: sample selection, sample size calculation, ensuring reliability and validity of the instruments as well as methods proposed for health research

   3.14 Quantitative and Qualitative studies

   3.15 Data analysis (data visualization, descriptive statistics, inferential statistics with statistical hypotheses and appropriate tools/methods for quantitative studies; theme and code generation, thematic analysis, content analysis, grounded theory for qualitative and triangulation for mixed method studies)

   3.16 Research ethics on vulnerable and non-vulnerable population

   3.17 Research proposal/protocol/publication:

   3.18 Publication ethics, plagiarism including self-plagiarism

4. **Teaching - Learning, Assessment and Evaluation**

   4.1 Lancet Commission Report on Education of Health Professionals

   4.2 Adult learning: Theories, principles, use, importance and outcomes, Adragogy vs. Pedagogy

   4.3 Conventional teaching - learning: Didactic lectures, Teacher centred approaches, use and importance

   4.4 Surface learning, deep learning and metacognition

   4.5 Integrated teaching: Genesis, use, importance and outcomes

   4.6 Problem-based learning: Genesis, use, importance and outcomes

   4.7 SPICES model its use, importance and outcomes

4.8   Socialization, self-directed learning, mentoring, role model

4.9   Community orientation/community posting, re-orientation of medical education camp, community based learning and community engaged teaching-learning methods/models, use, importance and outcomes

4.10 Outcome Based Education (Competency-based Medical/Health Professions Education): Genesis, use, importance and outcomes

4.11 Experiential learning, Reflective practice, Feedback and feed-forward, Situated learning, Co-operative learning, Communities of practice

4.12 Assessment of students

      4.12.1 Blueprinting (Table and specification) : use, importance and outcomes

      4.12.2 Bloom's taxonomy of cognitive, psychomotor and affective domains, use and importance

      4.12.3 Diagnostic, Formative, Summative and Professional exams

4.13 Assessment of knowledge: Selection methods like Multiple Choice Questions, Extended Matching Items and supply methods like Short Answer Question, Problem Based Question, Long Answer Question with or without model answers and marking schemes, unstructured, semi-structured and structured viva-voce examination, advantages and limitations, use and importance, outcomes and its use in quality control

4.14 Assessment of performance (in-vitro): Direct observation of skills in the simulated setting, lab, ward etc. with or without checklist, Objective Structured Practical Examination, Objective Structured Clinical Examination, Standardized patients, use and importance, analysis, quality assurance, outcomes and its use in quality control

4.15 Assessment of performance (in-vivo): Mini-Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedural Skills (DOPS), Case-Based Discussion (CbD), OSATS/ PBA, Multi-Source feedback (360 degree evaluation) use and importance for competency based health professions education, analysis, quality assurance, outcomes and its use in quality control

4.16 Assessment of observable behaviours in small groups e.g. Problem Based Learning sessions, Community Based Learning and Education sessions, Clinical clerkship rotations

4.17 Evaluation: Difference between assessment and evaluation, theory of change and its use in health professions education, process and outcome evaluation, qualitative, quantitative and mixed methods used in evaluation of health professions education

2.10 Data analysis software (Epi-info, Excel, SPSS, STATA, R)

2.11 Data management (coding, processing, importing, exporting)

2.12 Questionnaire design, reliability and validity of the tools

2.13 Application of various statistical methods and tools in observational, cross-sectional, comparative, longitudinal, quasi-experimental and experimental research designs

3. Health Promotion Education

3.1 Health education, health promotion, behavioral change in health promotion   education

3.2 Approaches and theories of health promotion education

3.3 National and international discourse in health promotion and education

3.4 Frameworks/models/theories of health promotion and education

3.5 Settings in health promotion and education

3.6 Strategies of health education and promotion and their application in individual, groups and mass situations.

3.7 Planning, implementation and evaluation of health education and promotion programs and feedback mechanism.

3.8 Health communication

3.9 Health Promotion Policy, Principles and Practices

3.10 Roles of health promotion and education in public health programs

3.11 Community participation in public health promotion education

3.12 Group dynamics and leadership

3.13 Critical appraisal of health promotion education in international and national contexts

4. Society, Culture and Health

4.1 Behavioral science and medicine

4.2 Social and cultural understanding of health, illness, disease, disability and suffering

4.3 Social determinants of health

4.4 Social problems, causes and consequences

4.5 Social and cultural factors in health and wellbeing

4.6 Formal and informal medical systems and practices with special reference to Nepal

4.7 Health care pluralism

4.8 Provider-consumer relationship

4.9 Inter-professional relationship

4.10 Health politics

4.11 Research methods of society and culture applied to population health

5. Family Health

5.1 Family health and well-being

5.2 Women and Child health (safe motherhood, family planning, STIs, HIV/AIDS,

ASRH; child health, adolescent health)

5.2   Gender and health (gender issues in health, gender-based violence, girls migration and trafficking)

5.3 Ageing and well-being

5.4 Disability and wellbeing

5.5   Community mental health

6.   Food and Nutrition

6.1   Food and nutrition science
6.2   Nutritional requirements in different stages of life
6.3   Metabolism of protein, fat, carbohydrate, fat soluble vitamins, water soluble   vitamins, iron, B12, folic acid, iodine and water
6.4   Food and Nutrition education and behavioral change communication
6.5   Clinical features and prevention strategies and management of important nutrition deficiency diseases
6.6   Nutrition policy, strategies, and nutritional deficiency disease
6.7   Critical appraisal of nutritional policies, strategies and activities of the government and non-governmental organizations in Nepal

7.   Demography

7.1   Demography & health
7.2   Sources of demographic data, population structure, characteristics and population growth.
7.3   Population movement, internal and international migration, foreign labor migration, urbanization, urban-rural linkages, demographic cycles, demographic transition
7.4   Population growth rates, population projection, and methods of population standardization
7.5   Measures of fertility/mortality/migration,   urbanization, nuptiality & their relationships

7.6   Human development index, gender development index
7.7   Relationship between population, ecology, development and health
7.8   Migration causes and consequences: push and pull factors, internal and external migration, seasonal migration, cross border migration, international migration.

7.9 Health workforce migration and consequences with special reference to Nepal

9.10 Relation between migration and socio-economic conditions in the place of origin and place of destination.

7.11 Critical appraisal of population health policy and program in Nepal

8.   Environmental Health

8.1   Environment and health

8.2   Water and health

8.3   Sanitation and health

8.4   Waste management

8.5   Food security/quality/hygiene and sanitation/ food act

8.6   Air pollution and its impact

8.7   Noise pollution and its impact

8.8   Housing and health

8.9   Other environmental issues- Global environmental problem (radiation, global warming, acid raid, ozone depletion, deforestation), Natural and man-made disasters, urbanization

8.10   Environmental policy and planning, Environmental Act & Role of Role of Private Sector

8.11   Infectious and tropical diseases control: bacteria and parasites of public health importance, public health entomology/control of vector borne diseases,

8.12   Climate change and human health risks and response

8.13   Environmental protection and human health

8.14   Environmental health Sustainable Development Goals

8.15   Environmental risk assessment

Section (D) - 25 Marks

9.   Occupational Health

9.1   Occupation health & its components

9.2   Occupational environment and Hazards (physical, chemical, biological, mechanical, psychosocial)

9.3   Occupational safety, occupational health situation (occupational disease) in Nepal

9.4   Risk assessment

9.5 Ergonomics and workers compensation

9.6 Occupational health, safety and management system

10. Health System, Health Planning and Management and Health Care Services

10.1   Models of health system around the world

10.2   Health care delivery system

10.3   Health information system

10.4   Infrastructure and logistics management

10.5   Organizational diagnosis and managing change in an organization

10.6   Hospital management

10.7　Concept of health systems management (management theories)
10.8　Management process / managerial functions: Planning, organizing, directing, coordinating and controlling (PODCC) perspectives.
10.9　Concept of planning, Strategic planning (need and process)
10.10　Health care policy and strategies with special reference to Nepal
10.11　Structure and function of health system
10.12　Human resource and financial management
10.13　Information management system and their use

11.　Health Economics

11.1　Health economics and health care finance
11.2　Demand and supply theory
11.3　Health care financing and welfare state
11.4　National health budget
11.5　Private and public spending in health
11.6　Equity and the evaluation of health care interventions and program
11.7　Health insurance, types, opportunities and challenges
11.8　 Factors affecting the quantity demanded for health insurance,
11.9　Government and private sector as health insurer, moral hazards of health insurance
11.10　Critical appraisal of health insurance and other social security policies and other social support systems of Nepal

12.　Public Policy & Health Policy

12.1　Theory and practice of health policy
12.2　Human resource management policy
12.3　Education in health and curriculum development policy
12.4　Training policy
12.5　Review of health policies in Nepal
12.6　Health system and policy research
12.7　Recent advances in public policies
12.8　Recent advances in health policies
12.9　Federalization and health policy of Nepal

13.　International Health and Primary Health Care

13.1　International health, public health and global health: issues and agendas
13.2　Primary health care and other initiatives
13.3　Issues and agendas and health equity and social justice
13.4　Health service, health care service and universal health coverage
13.5　Globalization and health and global institutional players
13.6　Recent advancement in international health
13.7　Health and Sustainable Development Goals

14.   Project Design, Project work and Leadership

14.1   Project management knowledge and skills
14.2   Project life cycle
14.3   Project planning tools and application
14.4   Project implementation, monitoring and evaluation
14.5   Project quality management
14.6   Social entrepreneurship
14.7   The role of project manager
14.8   Project management health workforce
14.9   Leadership quality

15.   Recent advances in evidence-based public health practices

15.1   Evidence-based public health
15.2   Advances in public health system research
15.3   Appraisal of roles of public health discipline in health and national development
15.4   One health and planetary health

16. Community-Based Learning and Education (CBLE) in Medicine

16.1 Need and importance of CBLE in medicine

16.2 Attributes of community-oriented health professionals

16.3 Strategies of CBLE

17. Humanities in Medicine

17.1 Humanizing medicine

17.2 Human centered approach, empathy and compassion

17. 3 Observation, listening and reflection

17.4 Professionalism and resilience buildin

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