

- 2.2 Model of structural change (Total quality diversity)
- 2.3 A holistic model of total quality diversity
- 2.4 The process of change
  - Contemporary challenges of ethnic diversity
  - Diversity: challenges for national policy makers and planners
  - Models for incorporating diversity
  - Need to revisit policy responses to diversity

**Unit Three: Factors for Managing Diversity (5 hrs)**

- 3.1 Diversity management plan
- 3.2 Objectives
- 3.3 Role of leadership
- 3.4 Initial approach
- 3.5 Strategy and links to key planning
- 3.6 Goals and measures

**Unit Four: Diversified Sources (5 hrs)**

- 4.1 Changing patterns
- 4.2 Privatization
  - Different modes of privatization
  - The strategies for privatization
  - Arguments of privatization

**Unit Five: Education Strategies for Disadvantaged Groups(5 hrs)**

- 5.1 Definition of disadvantaged group
- 5.2 Motivation
- 5.3 Work opportunities
- 5.4 Challenges
- 5.5 Government and aid agencies

**Unit Six: Challenges and constraints of Diversity management (7 hrs)**

- 6.1 Resistance
  - Poor communication
  - Disorganization
- 6.2 Context matter
- 6.3 Organization structure
- 6.4 Legitimacy of government and policy change
- 6.5 Social structure and beliefs system
- 6.6 Federation issues

**Master of Education in Population Education**

**Course Objective:**

The Master of Education (M. Ed.) in Population Education is a two-year, four semester program leading to a Master Degree specializing in Population Education. This program is designed to equip students with advanced knowledge on demography/ population and also familiarize them on contemporary educational issues related to population education. Upon the successful completion of this degree, students will be acquainted with skills necessary for pursuing a career in population education.

**Course Detail:**

The M.Ed. in Population Education

Subject Code	Title	Credit Hours
<b>Semester I</b>		
EDU 511	Philosophical Foundations of Education	Three
EDU 512	Education and Development	Three
Pop. Ed. 513	Advanced Study in Population Education	Three
Pop. Ed. 514	Theories of Population Dynamics	Three
Pop. Ed. 515	Population Analysis	Three
Pop. Ed. 516	Advanced Population Policies	Three
<b>Semester II</b>		
EDU 521	Managing Diversity in Education	Three
EDU 522	Application of Learning Theories in Education	Three
EDU 523	Research Methods in Education	Three
Pop. Ed. 524	Applied QT for Population Education	Three
Pop. Ed. 525	Advanced Study in Human Sexuality and Reproductive Health	Three
Pop. Ed. 526	Population and Human Development	Three
<b>Semester III</b>		
Pop. Ed. 531	Population and Social Justice	Three
Pop. Ed. 532	Approaches and Communication in Population Education	Three
Pop. Ed. 533	Migration, Urbanization and Development	Three
Pop. Ed. 534	Applied Research in Population Education	Three
Pop. Ed. 535	Applied and Business Demography	Three
Pop. Ed. 536	Seminar in Population Issues	Three
<b>Semester IV</b>		
Pop. Ed. 541	Student Teaching : On Campus	Six
Pop. Ed. 542	Student Teaching : Off Campus	Three
Pop. Ed. 543	Thesis Writing	Three (Theory) + Nine (Pra.)

Course Title: **Managing Diversity in Education**  
Course: **ED 521** Nature of course: Theory+Practical  
Level: M.Ed. Credit Hours: 3  
Semester: Second Teaching Hours: 48

**1. Course Introduction**

This course is designed to help students understand the meaning and perspectives of diversity management. The course acquaints the students with the diversity management performance, practices and factors that are affected by multicultural perspectives. It also deals with diversity technology, sources and managing for diversity to disadvantaged group of peoples.

**2. Course Objectives**

The objectives of this course are as follows:

- a) To make meaning of diversity management from different perspectives
- b) To provide a deeper knowledge on multiculturalism for managing diversity.
- c) To make the students familiar with the different factors and causes of diversity management.
- d) To identify the different ways of diversified sources for managing diversity.
- e) To develop the concept and ways for measure the education strategies for disadvantaged groups.
- f) To provide a better understanding about the challenges for managing diversity.
- g) To provide the knowledge of constraints of diversity management.

**3. Course Contents**

- Unit One: Diversity Management (13 hrs)**
- 1.1 Meaning and concept of diversity management
    - International perspective
    - Population dynamics as a driver of diversity management
  - 1.2 Diversity management from a student perspective
  - 1.3 Diversity management from a personnel perspective
  - 1.4 Diversity management from an institutional management perspective
    - Diversity management linked to the strategic plan
    - Main thrusts of the strategic plan
    - The role of management information in institutional diversity management
    - Levels of management information

- Unit Two: Multiculturalism (13 hrs)**
- 2.1 Concept

Ministry of Health and Population (MoHP). (2067 BS). *Population Perspective Plan, 2010-2031*. Kathmandu: MoHP.

Ministry of Population and Environment (MoPE). (1998). *Review of Population Policy in Nepal*. Kathmandu: MoPE.

National Planning Commission (NPC). (2002). *The Tenth Plan 2002-2007*. Kathmandu: NPC.

National Planning Commission. (2064 BS). *Three-Year Interim Plan (2007/08-2009-10)*. Kathmandu: National Planning Commission.

Rowland, D. T. (2003). *Demographic Methods and Concepts*. New York: Oxford University Press.

United Nations. (1995). *Fourth World Conference on Women, Beijing*. New York: United Nations.

United Nations. (1994). *International Conference on Population and Development*. New York: United Nations.

United Nations Population Division. (2001). *World Population Monitoring 2002: Reproductive Rights and Reproductive Health*. New York: United Nations Population Division.

United Nations Population Fund. (1994). *Population and Development*. New York: United Nations Population Fund.

United Nations. (2005). *The Millennium Development Goals Report*. New York: United Nations.

United Nations. (1992). *United Nations Conference on Environment and Development*. New York: United Nations.

United Nations. (1995). *World Summit for Social Development: The Copenhagen Declaration and Program of Action*. New York: United Nations.

Course Title: **Philosophical Foundations of Education**

Course: ED 511 Nature of course: Theory+Practical

Level: M.Ed. Credit Hours: 3

Semester: First Teaching Hours: 48

**1. Course Introduction**

This is the core and compulsory course designed to for the students who want to do master degree in science education. It aims to develop dynamic, competent and persistent people who have comprehensive theoretical knowledge in philosophy and sociology. It deals philosophy and its relationship with education. In the field of education philosophy is regarded as a foundation. This course also discusses about sociology and its relationship with education.

**2. Course Objectives**

The objectives of this course are as follows:

- a) To elaborate the philosophical basses of education and it acquaint students about different philosophical schools.
- b) To relate the sociological theory with education from the different perspectives.
- c) To familiarize students with existentialism and its application of education in Nepal.
- d) To familiarize students with different philosophy linking it with education.
- e) To explain the origin, nature and educative process of Buddhism.
- f) To elaborate the Islamic philosophy with its educational practice.
- g) To describe the origin and nature of sociology and explain the relationship between educational sociology and sociology of education.
- h) To elucidate the concept of social stratification with its basic characteristics and elements.
- i) To enable students with in making comprehensive view about social transformation with types.
- j) To analyze the influencing factors of education.
- k) To describe the role of culture in education with different dimensions.

**3. Course Contents**

**Unit One: Origin of Philosophy in the East and the West (10 hrs)**

- 1.1 Fields of philosophy (Metaphysics, Epistemology Axiology and Logic) and their educational implication
- 1.2 Progressivism, reconstructions in terms of: aims, objectives, methods, role of teacher and students and curriculum

**Unit Two: Existentialism and Education (5 hrs)**

- 2.1 Philosophical premises
- 2.2 Objectives of education
  - 2.2.1 Curriculum process
  - 2.2.2 Students' and teachers' role
- 2.3 Application of this philosophy in Nepalese education

**Unit Three: Different Philosophy and Education (15 hrs)**

- 3.1. Hinduism and its ontology, epistemology and axiology
- 3.2. Six orthodox Hindu schools (Naya, Vaisheshika, samkhya, yoga, mimamsa, Vedanta)
- 3.3. Educational implication of Hinduism
- 3.4 Buddhism
  - The first Jewel- Ontology of Buddhism
  - The second Jewel- Epistemology of Buddhism
  - The third Jewel- Axiology of Buddhism
  - Philosophical premises of Buddhism
  - Educational implication of Buddhism
- 3.5 Islamic and Christianity
  - The five pillars of Islam
  - Teaching of Islam
  - Education and Islam (aims of education, curriculum and teaching process)
  - Christianity as philosophy
  - Origin of Christianity
  - Metaphysics, epistemology and axiology of Christianity
  - Teaching of Christianity
  - Educative process of Christianity

**Unit Four: The Origin of Sociology and its Development (5 hrs)**

- 4.1 Origin of sociology and four founding fathers and their contributions.
- 4.2 Origin of educational sociology and sociology of education
- 4.3 Methods of studying sociology
- 4.4 Sociological theories: (Structural functionalism conflict and symbolic interactions)

**Unit Five: Social Stratification (5hrs)**

- 5.1 Concept of stratification and discrimination
- 5.2 Basic characteristics of stratification antiquity, ubiquity, the social patterning, amount and consequences, the diverging form
- 5.3 Perspective in stratification:
  - 5.3.1 Max Weber and stratification

**Unit Six: Social Transformation (8 hrs)**

- 6.1 Concept (Change, mobility and transformation)

**Master of Education in Population Education**

Unit	Content	Hours
III.	<b>World Population Policies</b> <ul style="list-style-type: none"><li>1. Population Policies in Developed Countries</li><li>2. Population Policies in Developing Countries</li><li>3. Population Policies in ESCAP Region</li><li>4. Population Policies in SAARC Region</li><li>5. Population Policies in Nepal</li></ul>	10
IV.	<b>Population Policies and Emerging Issues</b> <ul style="list-style-type: none"><li>1. Population Challenges and Development Goals</li><li>2. Economic Implications of Remittances and Migration</li><li>3. Gender Equality</li><li>4. Reproductive Health and Reproductive Rights</li><li>5. Adolescent Health and Rights</li><li>6. Elderly Health and Rights</li><li>7. Gender, Poverty and Development</li><li>8. Environment and Sustainable Development</li></ul>	12

**1. Instructional Techniques:**

Lecture  
Discussion  
Interaction  
Project work  
Brain Storming  
Questioning answer  
Debate  
Small group discussion  
Workshop  
Seminar

**2. Evaluation**

**5.1. Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
<b>Total</b>		<b>40</b>

**5.2 External Examination (Final Examination) 60%**

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
<b>Total</b>		<b>60</b>

**6. Reference Books:**

KC, B. K., & Acharya, S. (1999). *A Review and Revision of Population Policies in Nepal*. Kathmandu: CDPS, TU.

Course Title: **Advanced Population Policies**  
Semester: First  
Level: Master of Education (M. Ed.)  
Subject Code: Pop. Ed. 516

Nature of course: Theory  
Credit Hours: 3  
Teaching Hours: 48

1. **Course Introduction:** This course is designed to equip students with advanced knowledge on the theoretical and practical implications of population policies and their relevance in development activities and population education. This course aims to equip students' with necessary skills for understanding the application of population policies for population management. The course consists of four units: i) Introduction to Population Policies, ii) Population Policy in International Conferences, iii) World Population Policies, and iv) Population Policies and Emerging Issues.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Distinguish the types of population policies.
  - Delineate between population-influencing and population-responsive policies.
  - Understand the integration of population policies in development planning.
  - Explain selected population policies formulated in international conferences.
  - Elucidate world population policies.
  - Understand the emerging issues of population policies.

3. **Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Introduction to Population Policies</b> 1. Concept and Types of Population Policies a. Pro-natalist policies b. Anti-natalist policies 2. Population-Influencing Policies a. Fertility and nuptiality b. Mortality and morbidity c. Migration and urbanization 3. Population-Responsive Policies a. Health, education and basic needs b. Basic infrastructural development c. Information, education and communication, behavioural change communication (BCC) and advocacy 4. Integration of Population Policies in Development Planning	10
II.	<b>Population Policy in International Conferences</b> 1. Bucharest Conference, 1974 2. Mexico Conference, 1984 3. Rio conference, 1992 4. Cairo Conference, 1994 5. Beijing Conference, 1995 6. Rio +10, 2002 7. Beijing +5 (2001) and +10 (2006) + 8. ICPD +5 (1999), +10 (2004) and +15 (2009) 9. Millennium Development Goals	16

- 6.2 Theories related to social change  
6.2.1 Evolutionary, conflict and cyclic
- 6.3 Social mobility  
6.3.1 Vertical  
6.3.2 Horizontal  
6.3.3 Embourgeoisement  
6.3.4 Latent mobility  
6.3.5 Intergenerational and intergenerational mobility
- 6.4 Factors affecting mobility (Socio -economic status, intelligence, education)
- 6.5 Culture and education  
6.5.1 Concept function of culture  
6.5.2 Relationship between culture and education

4. **Instructional Techniques**

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing paper, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. **Evaluation Schemes**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' questions	2x10 Marks	20 Marks

**6. Prescribed Texts**

Abrahm, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University press (unit 5, 6 & 7)  
Brannigan, M.C. (2000). *The pulse of wisdom* (2nded.). United State (for unit 3 & 4)  
Michael, M. (2008). *Experiencing the world's religions tradition, challenge and change* (4thed.). New York: The Mc Graw- Hill companies (Unit 2&4).  
Ozmon, H.A. & Craver, S.M. (1999). *Philosophical foundation of education* (6thed.). New Jersey USA: Prentice Hall ((Unit 1&2).  
Giddens, A. (2005). *Sociology* (5thed).New Delhi: A.I.T.B.S. Publication(Unit 6&7)  
Haralambos,M. (2003). *Sociology themes and perspectives*. New Delhi: Oxford University Press (Unit 6&7).  
Mrunalini,T. (2008). *Philosophical Foundations of Education*. New Delhi: Neel Kamal Publications Pvt LTD.(Unit 1-4)

**6. Reference Books:**

Barclay, G. W. (1958). *Techniques of Population Analysis*. Ney York: John Wiley & Sons, Inc.  
Bhende, A., & Kanitkar, T. (1993). *Principles of Population Studies*. Bombay: Himalaya Publishing House.  
Bogue, D. J. (1969). *Principles of Demography*. New York: John Wiley and Sons Inc.  
Mishra, B. D. *An Introduction to the Study of Population*. Bombay: South Asian Publishers.  
Newell, C. (1994). *Methods and Models in Demography*. Chichester: John Wiley and Sons.  
Pressat, R. (1980). *Demographic Analysis*. New York: Aldine Publishing Company.  
Pressat, R. (1985). *The Dictionary of Demography*. (C. Wilson, Ed.) New York: Basil Blackwell Inc.  
Rowland, D. T. (2003). *Demographic Methods and Concepts*. New York: Oxford University Press.  
Shryock, H. S., Siegel, J. S., & Associates. (1976). *The Methods and Materials of Demography*. San Diego, California: Academic Press, Inc.  
United Nations. *Manual V: Methods of Projecting the Economically Active Population*. New York: United Nations.  
United Nations. *Manual VII: Methods of Projecting Households and Families*. New York: United Nations.  
United Nations. *Manual VIII: Methods of Projecting Urban and Rural Populations*. New York: United Nations.  
United Nations. (1983). *Manual X: Indirect Techniques for Demographic Estimation*. New York: United Nations.

Unit	Content	Hours
<b>V.</b>	<b>Life Table</b> <ol style="list-style-type: none"> <li>General Background</li> <li>Anatomy of Life Table</li> <li>Construction of Life Table</li> <li>Complete and abridge life tables</li> <li>Application of Life Table</li> </ol>	<b>5</b>
<b>VI.</b>	<b>Population projection</b> <ol style="list-style-type: none"> <li>Population Projections <ol style="list-style-type: none"> <li>Mathematical methods <ul style="list-style-type: none"> <li>Arithmetic, Geometric, Exponential, Modified-exponential, Logistic and Gompertz</li> </ul> </li> <li>Component Method <ol style="list-style-type: none"> <li>General Background</li> <li>Adjusting Base Year Population (Hill Technique)</li> <li>Fertility, Mortality and Migration levels and trends</li> </ol> </li> </ol> </li> </ol>	<b>10</b>
<b>VII.</b>	<b>Projection by Sub-National and Sectors</b> <ol style="list-style-type: none"> <li>Ratio Method</li> <li>Projection of Rural/Urban Populations</li> <li>Projection of Economically Active Populations</li> <li>Projection of Households and Families</li> <li>Projection of School Going Populations</li> </ol>	<b>5</b>

**4. Instructional Techniques:**

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

**5. Evaluation**

**5.1. Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
<b>Total</b>		<b>40</b>

**5.2 External Examination (Final Examination) 60%**

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
<b>Total</b>		<b>60</b>

Course Title: **Education and Development**

Course: **ED 512**

Level: M.Ed.

Semester: First

Nature of course: Theory+ Practical

Credit Hours: 3

Teaching Hours: 48

**1. Course Introduction**

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

**2. Course Objectives**

The objectives of the course are as follows:

- To enable the students in exploring the meaning of education and development.
- To make the students familiar with principles of resource mobilization for development through the educational process.
- To make the students in exploring the knowledge of globalization and social development.
- To enable the students familiar with the relation of school and development.
- To provide the students about the concept of different types of development theory.

**3. Course Contents**

**Unit One: Meaning of Education and Development (5 hrs)**

- Individual
- Society

**Unit Two: Principles of Resource Mobilization for Development (8 hrs)**

- Access to education
- Inclusion
- Protection
- Community participation
- Cost effective and appropriate resourcing
- Human resource development
- Principles of vocational training

**Unit Three: Globalization and Social Development (10 hrs)**

- 3.1. Educational deficits and gaps
- 3.2. Progress coverage
- 3.3. Education, employment and income
- 3.4. Globalization and employment
- 3.5. Dynamics of the production and employment structure
- 3.6. Globalization and labor flexibility

**Unit Four: School and Development (10 hrs)**

- 4.1. The school as a learning organization: distant dreams
- 4.2. Recruitment and reaffirmation
- 4.3. Career and work rewards
- 4.4. The nature of profession
- 4.5. Collaboration and contrived collegiality
- 4.6. Teachers and their career story
- 4.7. Knowledge and teaching: Foundations of the new reform
- 4.8. School experiences and teacher socialization

**Unit Five: Development Theory (10 hrs)**

- 5.1. Dependency theory
- 5.2. Modes of production theory
- 5.3. World system theory
- 5.4. Neo liberalism
- 5.5. Modernism
- 5.6. Post modernism

**Unit Six: The forms of Capital (5 hrs)**

- 6.1. Cultural capital
- 6.2. Social capital
- 6.3. Conversions

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/ practical work
- Project work
- Self study

**5. Evaluation scheme**

- Internal 40%
- External 60%

Course Title: **Population Analysis**

Semester: First

Level: Master of Education (M. Ed.)

Subject Code: Pop. Ed. 515

Nature of course: Theory

Credit Hours: 3

Teaching Hours: 48

**1. Course Introduction:** This course is designed to equip students with the methods and materials of demographic analysis. This course aims to endow students' with tools and techniques necessary for the analysis of population dynamics. The course consists of six units: i) Sources of Demographic Data, ii) Evaluation and Adjustment of Census Data, iii) Measures of Population Dynamics, iv) Demographic Models, v) Life Table, vi) Growth Rates and Projections, and vii) Projections by Sub-National and Sectors.

**2. Course Objectives:** Upon the completion of this course, students will be able to:

- Explain the various sources of demographic data.
- Delineate how census data is evaluated and adjusted.
- Elucidate the selected measures of population dynamics
- Mention the concept and theoretical foundation of stable population.
- Distinguish between constructive and model life tables.
- Examine growth rates and projections as well as their applications.
- Elucidate selected analysis techniques for projection by sub-national and sectors.

**3. Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Sources of Demographic Data</b> 1. Census 2. Registration Systems 3. Sample Surveys 4. Administrative Records 5. International Publications	5
II.	<b>Evaluation and Adjustment of Census Data</b> 1. Types of Errors in Census/Survey Content, Coverage, Over-enumeration and Under-enumeration 2. Method of Detecting Errors UN-Age sex accuracy Index, Index of age preference, Whipple's index, Myer's index, 3. Cross check between survey data and registration	8
III.	<b>Measures of Population Dynamics</b> 1. General Background 2. Measures of Nuptiality 3. Measures of Fertility 4. Measures of Morbidity 5. Measures of Mortality 6. Measures of Migration 7. Measures of Urbanization	10
IV.	<b>Demographic Models</b> 1. Stable Population 2. Model Life Tables a. UN Model Life Table b. Coale - Demeny Model Life Tables c. UN Model Life Tables for Developing Countries 3. Application of model life tables	5



Subedi, P. K. (2012). *Principles of Demography*. Kathmandu: Kriti Prakashan.

Todaro, M. P. (1977). *Internal Migration in Developing Countries: A Review of Theory Evidence, Methodology and Research Priorities* . Geneva: International Labour Organization.

United Nations. (1990). *Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (CMRW)*. New York: United Nations.

Zelinsky, W. (1971). The Hypothesis of the Mobility Transition. *Geographic Review* , 61, 219-249.

Internal Evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

*Education and development* (2002).Module 3 (compendium of readings part one) unit 6 and 7

Christopher, C., Jeff, E. and Mathew, A. (2005). *Human resource management practices alignment and firm performance*. Ithaca, NY: Cornell University.

Course Title: **Advanced Study in Population Education**

Semester: First

Nature of course: Theory

Level: Master of Education (M. Ed.)

Credit Hours: 3

Subject Code: Pop. Ed. 513

Teaching Hours: 48

- 1. Course Introduction:** This course is designed to acquaint the students with principles and philosophy of Population Education. It also intends to provide the students with principles and philosophy of population education, determinants of population change, population and quality and gender perspectives.
- 2. Course Objectives:** The general objectives of this course are as follows:
- To develop wider understanding of principles and philosophy of population education and various concepts related to population education.
  - To provide understanding of determinants of population change and their impacts.
  - To acquaint the students with understanding population and quality of life
  - To make understand on gender perspectives.
- 3. Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
<b>I.</b>	<b>Principles and Philosophy of Population Education</b> 1. Introduction to Population Education 2. Misconceptions and reconceptualization of population education 3. Emergence of population education in general and particular in Nepal 4. Principles of population education 5. Philosophical bases of population education 6. Core messages on population education 7. Population education as a means of social change 8. Teachers preparation in population education	<b>5</b>
<b>II.</b>	<b>Determinants of Population Change</b> 1. Fertility a. Fertility level and trends in developing and developed countries b. Factors affecting fertility c. Trends of fertility in Nepal 2. Mortality a. Mortality level and trends in developed and developing countries b. Factors affecting mortality c. Trends of mortality in Nepal 3. Migration a. Migration level and trends in developing and developed countries b. Types of migration c. Factors affecting migration d. Impact of migration	<b>15</b>
<b>III.</b>	<b>Population and Quality of Life</b> 1. Relationship between human needs and quality of life 2. Bio-physical needs 3. Psycho-social needs 4. Individual and felt needs	<b>8</b>

Master of Education in Population Education

**1. Reference Books:**

Bhende, A., & Kanitkar, T. (1993). *Principles of Population Studies*. Bombay: Himalaya Publishing House.

Bogue, D. J. (1969). *Principles of Demography*. New York: John Wiley and Sons Inc.

Bongaarts, J. (1978). A Framework for Analyzing the Proximate Determinants of Fertility. *Population and Development Review* , 4 (1), 105-132.

Caldwell, J. C. (1979). Education as a Factor in Mortality Decline: an Examination of Nigerian Data. *Population Studies* , 33 (3), 395-415.

Caldwell, J. C. (1991). Routes to Low Mortality in Poor Countries. *Health Transition Series* , 1-37.

Caldwell, J. C. (1986). The Role of Mortality Decline in Theories of Social and Demographic Transition. *Consequences of Mortality Trends and Differentials*, 31-42.

Davis, K., & Blake, J. (1956). Social Structure and Fertility: An Analytical Framework. *Economic Development and Cultural Change* , 4 (3), 211-235.

Ellis, F. (2003). *A Livelihoods Approach to Migration and Poverty Reduction*. UK: Univeristy of East Anglia.

Gubhaju, B. B. (1991). *Child Mortality and Child Survival in South Asia: Nepalese Prospective*. New Delhi: Anil Mittal, Daya Publishing House.

Lee, E. S. (1966). A Theory of Migration. *Demography* , 13 (2), 205-232.

Maharjan, S. K. and Khanal, S. P. (2069). *Fundamentals of population*. Kathmandu: Quest Publication.

Mishra, B. D. *An Introduction to the Study of Population*. Bombay: South Asian Publishers.

Mosley, W. H., & Chen, L. C. (1984). An Analytical Framework for the Study of Child Survival in Developing Countries. *Population and Development Review*, 10, 25-45.

Newell, C. (1994). *Methods and Models in Demography*. Chichester: John Wiley and Sons.

Omran, A. R. (1981). The Epidemiologic Transition. (J. A. Ross, Ed.) *International Encyclopedia of Population* , 172-175.

Omran, A. R. (1971). The Epidemiologic Transition: A Theory of the Epidemiology of Population Change. *Milbank Memorial Fund Quarterly* , 49 (4), 509-538.

Palloni, A. (1987). Theory, Analytical Frameworks and Causal Approach in the Study of Mortality at Young Ages in Developing Countries. *Annales de la Societe Belge de Medecine Tropicale* , 31-45.

Population Reference Bureau. (2004). *Population Handbook*. USA: Population Reference Bureau.

Pressat, R. (1985). *The Dictionary of Demography*. (C. Wilson, Ed.) New York: Basil Blackwell Inc.

Revenstein, E. G. (1885). The Laws of Migration. *Journal of the Royal Statistical Society* , 48, 167-235.

Revenstein, E. G. (1889). The Laws of Migration. *Journal of the Royal Statistical Society* , 52, 241-305.

Rowland, D. T. (2003). *Demographic Methods and Concepts*. New York: Oxford University Press.

Shryock, H. S., Siegel, J. S., & Associates. (1976). *The Methods and Materials of Demography*. San Diego, California: Academic Press, Inc.

Unit	Content	Hours
<b>IV.</b>	<b>Migration</b> 1. Migration Trends in Developed and Developing Countries 2. Migration Theories a. Ravenstein's Law of Migration b. Lee's Theory of Migration c. Todaro Model of Migration d. Bogue, Lee and Miller's Migration Differentials e. Zelinsky's Hypothesis of Mobility Transition f. Ellis's Livelihoods Approach to Migration and Poverty	<b>12</b>
<b>V.</b>	<b>Urbanization</b> 1. History of World Urbanization 2. Levels and Trends of Urbanization in Developed and developing Countries 3. Theories of Land Use and Urban Growth a. Concentric Zone, Sector and Multiple Nuclei Theory b. Central Place Theory	<b>6</b>

#### 1. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

#### 2. Evaluation

##### 5.1. Internal Evaluation 40%



Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Repor	5
<b>Total</b>		<b>40</b>

##### 5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
<b>Total</b>		<b>60</b>

Unit	Contents	Hours
	5. Basic measurement of quality of life 6. Poverty alleviation and quality of life 7. Governmental policy guidelines for population management	<b>8</b>
<b>IV.</b>	<b>Gender Perspective</b> 1. Gender equality, equity and development a. Gender discrimination and its impacts b. Government's role in promoting gender equality and equity c. Social norms related to gender equality and equity d. Strategy for promoting gender quality and equity  Institutional reform for equal right and responsibilities  Economic development with equal resources and participation 2. Women empowerment a. Evolution of women empowerment in general and particular in Nepal b. Strategies for developing women empowerment	<b>15</b>
<b>V</b>	<b>Population and Health ( Review)</b> 1. Population and food and nutrition 2. Population and diseases 3. Population and health facilities and health service 4. Population and safety 5. population and environment	<b>5</b>

#### 4. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

#### 5. Evaluation

##### 5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
<b>Tota</b>		<b>40</b>

##### 5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
<b>Total</b>		<b>60</b>

**4. References Books:**

Bhende, A. A. & Kanitkar, T. (1992).*Principles of population studies*. New Delhi: Himalayan Publishing House.

Bogue, D. (1969). *Population demography*. New York: John Wiley and Sons INC.

CBS, (2003). *Population monograph of Nepal. Vol I & II*. Kathmandu.

Clark, J. I. (1992). *Population theories and demographic analysis*. Meerut: Meenakhshi Prakashan.

FOE.(2059). *Social justice education*. Kirtipur: T.U.

Nam, C. B. & Philleber, S. G. (1991). *Population – a basic orientation*. (2<sup>nd</sup> Ed.). Prentice Hall II

Oxford University. (2001). *A world bank policy research report*. Engendering Development.

Sharma, R. C. (1988). *Population resource, environment and quality of life*.New Delhi: DhanpatRai and Sons.

Shrestha, D. L. &Rajbanshi, B. S. (1991). *Population theories and population dynamic* (1<sup>st</sup> Ed.) Kathmandu: CDC. T.U.

Shrestha, D. (2005). *Population change and quality of life*.Lalitpur: Millennium Publication.

Shryock, H. S. et al. (1973). *The methods and materials of demography*.Washington D.C.: Gureau of the Census, U.S. Government Printing Office.

UNDP. *Human development report*. New York:

World Bank. *World development report*. Washington:

Bista, P. S. & Joshi, M. R. (2061).*Foundation of population education*. Kathmandu: Bhudipuram Publication.

Dhakal, S. N. (2060).*Foundation of population education*. Kathmandu: Ratna Pustak Bhandar.

Maharjan, R. K. et al. (2065). *Population studies, part –I*. Kirtipur: Sunlight Publication.

Maharjan, S. K. and Khanal, S. P. (2069). *Fundamentals of population*. Kathmandu: Quest Publication.

Sharma, M. P. (2060). *Population studies*. Kathmandu: National Book Center.

Shrestha, D. (2005). *Population change and quality of life*.Lalitpur: Millennium Publication.

Course Title: **Theories of Population Dynamics**  
Semester: First  
Level: Master of Education (M. Ed.)  
Subject Code: Pop. Ed. 514

Nature of course: Theory  
Credit Hours: 3  
Teaching Hours: 48

- Course Introduction:** This course is designed to equip students with the theoretical foundations of population dynamics. This course aims to expand students' horizon regarding population, nuptiality, fertility, mortality, migration and urbanization theories necessary for pursuing a career in population education. The course consists of five units: i) Introduction to Population and Demography, ii) Population Theories, iii) Nuptiality and Fertility, iv) Migration, and V) Urbanization.
- Course Objectives:** Upon the completion of this course, students will be able to:
  - Distinguish between demography and population education.
  - Explain various population theories.
  - Discuss terminologies related to nuptiality and fertility.
  - Explain selected fertility theories.
  - Elucidate selected morbidity and mortality theories.
  - Explain the selected migration theories.
  - Delineate selected urbanization theories.

**3. Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Introduction to Population and Demography</b> <ol style="list-style-type: none"> <li>Definition, Importance and Scope of Population and Demography</li> <li>Demography as a Scientific Discipline</li> <li>Relation of Demography with other disciplines</li> </ol>	5
II.	<b>Population Theories</b> <ol style="list-style-type: none"> <li>Ancient and Medieval: Greek, Roman, Chinese and Indian views</li> <li>Malthusian Theory</li> <li>Marxist Theory</li> <li>Optimum Population Theory</li> <li>Demographic Transition</li> <li>Other Theories: Biological, Social...</li> </ol>	10
III.	<b>Nuptiality and Fertility</b> <ol style="list-style-type: none"> <li>Nuptiality Levels and Trends in Developing and Developed Countries</li> <li>Fertility Differentials by Education, Employment, Income, Ethnicity, Place of Residence and Mortality</li> <li>Fertility Theories <ol style="list-style-type: none"> <li>Intermediate Variable Framework of Davis and Blake</li> <li>Proximate Determinant Model of Bongaarts</li> <li>Caldwell's Theory of Fertility Decline</li> <li>Freedman, Eastelin, Lebeinstein and Becker's Economic Theories</li> <li>Threshold Hypothesis of Fertility Decline</li> <li>Distributive Justice Hypothesis of Fertility Decline</li> </ol> </li> </ol>	15

Course Title: **Migration, Urbanization and Development**

Semester: Third

Nature of course: Theory

Level: Masters of Education (M. Ed.)

Credit Hours: 3

Subject Code: Pop. Ed. 533

Teaching Hours: 48

1. **Course Introduction:** This course is designed to enhance students' knowledge on migration issues and its interrelationship with urbanization and development. This course aims to equip students' abilities in understanding migration and urbanization issues essential for a career in population education. The course consists of six units: i) Basic Concepts, ii) Global Migration Trends and Patterns, iii) Migration Theories, iv) Global, Regional, National Migration Policies and International Conferences, v) Migration and Development, and vi) Urbanization.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Explain the basic concepts related to migration.
  - Delineate voluntary and involuntary migration and its types.
  - Examine global migration trends and patterns.
  - Elucidate global, regional and national migration policies.
  - Explain urbanization patterns in Western Countries, SAARC Region and Nepal.
3. **Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Basic Concepts</b> 1. Definition and Concepts of Migration 2. Types of Migration a. Voluntary migration and its types i. Internal Migration ii. International Migration b. Involuntary migration and its types i. Internally displaced persons ii. Refugees iii. Asylum seekers	10
II.	<b>Global Migration Trends and Patterns</b> 1. Historical Patterns 2. Contemporary Patterns a. Labour migration b. Forced migration c. Safe migration	6
III.	<b>Global, Regional, National Migration Policies and International Conferences</b> 1. Convention on the Protection of the Rights of All Migrant Workers (CMRW) 2. Guiding Principles on Internal Displacement 3. Migration Related Strategies and Policies in Nepal including the 1950 Treaty	12

4. **Instructional Techniques**

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. **Evaluation Scheme**

- Internal:40%
- External:60%

**Internal evaluation will be based on the following criteria:**

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' questions	2x10 Marks	20 Marks

6. **Prescribed Texts**

Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development.

\_\_\_\_\_(2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission.

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University.

Course Title: **Application of Learning Theories in Education**  
Course: **ED 522** Nature of course: Theory+Practical  
Level: M.Ed. Credit Hours: 3  
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is a core course for the students studying Master Degree in Educational Science. This deals with psychology of learning and application of learning theory in classroom teaching. It includes the learning theories and paradigms ranging from the behaviouristic theories to cognitive theories. As the implementation of these theories for teaching and professional development, this course enables the student in drawing upon these theories in their everyday teaching and professional practices.

2. Course Objectives

- On completion of this course the students will be able:
- a) To explain cognitivism, behaviorism and constructivism as a broader family of learning theory
  - b) To develop understanding of Pavlovian conditioning
  - c) To discuss various types of conditioning
  - d) To familiarize students with meaning and concept of operant conditioning
  - e) To make students able to explain the acquisition process of operant conditioning
  - f) To give the concept of reinforcement and its application to change behaviors of learners
  - g) To use the operant conditioning in classroom teaching and learning
  - h) To clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning
  - i) To list the principles of perception with explanation
  - j) To enable students to explain purposive behavior
  - k) To discuss Tolman's experiments and draw the conclusion from them
  - l) To enable to analyze the premises of individual constructivism
  - m) To make the meaning of basic features of individual constructivism
  - n) To draw a educational implication of individual constructivism
  - o) To define the social constructivism and its premise

3. Course Contents

Unit One: Philosophical Orientation to Learning Theories (10 hrs)

- 1.1. Origin of learning theories
- 1.2. Major learning theories

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education science will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

6. References Books:

Aggarwal, J. C. (1995). *Essentials of educational technology: teaching learning*. New Delhi: Vikash Publishing House Pvt. Ltd.

Dahama, O.P. & Bhatnagar, O.P. (1994). *Education and communication for development*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Fodor, J. T. & Dalis, G. T. (1974). *Health instruction: Theory and application*. Philadelphia: Lea & Febiger. (For units III and V)

Hubley, J. (1993). *Communicating health: An action guide to health education and health promotion*. Malaysia: Macmillan Education Limited.

Mangal, S.K. (2001). *Fundamentals of educational technology*. India: Prakash Brothers Educational Publishing.

Ramachandran, L. & Dharmalingham, T. (2004). *Health education: A new approach*. New Delhi: Vikash Publishing House Pvt. Ltd.

Skinner, B.F. (1968). *Technology of teaching*. NY: APP leton Century Crofts.

Smith, W.J. & Moore, W.J. (1962). *Programmed learning*. NY: Von Nostrand.

Vedanayagam, E.G. (1989). *Teaching technology for college teachers*. New Delhi: Sterling Publishers (P.) Ltd.

Dale, E. (1961). *Audio-visual methods in teaching*. New York: Holt Rinehart and Winston.

Joyce, B. & Weil, M. (1972). *Models of teaching*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Kerry J. R., Larry, K. O. & Charles, R. B. (1988). *Organization of school health programmes*. New York: MacMillan Publishing Company.

Khanal, S.P. (2008). *Program evaluation (2<sup>nd</sup> Ed.)*. Kathmandu: Jupiter Publishers and Distributors (P.) Ltd.

Khanna, S. D., Saxena, V. K., Lamba, T. P. & Murthi, V. (1997). *Technology of teaching and essentials of teaching learning (educational innovations)*. New Delhi: DOABA House Booksellers & Publishers.

Mohanty, J. (2009). *Modern trend in educational technology*. New Delhi: Neelkamal Publication Pvt. Ltd.

Mudbari, N.R (2069). *Teaching population education*. Kathmandu: Jupiter Publishers and Distributers Pvt. Ltd.

Sampath, K. et al. (1995). *Introduction to educational technology (3<sup>rd</sup> Ed.)*. New Delhi: Sterling Publishers (P.) Ltd.

Siddiqi, N. & Gaur, P. (2000). *Educational technology and teaching skills*. New Delhi: DOABA House.

Vanaja, M. (2010). *Educational technology*. New Delhi: Neelkamal Publication Pvt. Ltd.

Unit	Contents	Hours
	4. Communication Planning Process in Population Education 5. Use of Interaction Analysis Techniques (FIAC) in Teaching Population Education 6. Transaction Analysis of Behaviour between Teachers and Students	10
IV.	<b>Approaches of and Use of Teaching Population Education</b> 1. Organization of Workshop 2. Organization of Seminar 3. Brain Storming 4. Case Study 5. Group Discussion 6. Problem Solving 7. Peer Approach 8. Teaching through Games 9. Programmed Instruction 10. Life skill approach	12
V.	<b>Selection/Construction and Use of Materials and Media in Population Education</b> 1. Principles of Using Audio-visual Materials 2. Construction and Use of Audiovisual Aids <ol style="list-style-type: none"> <li>Audio aids</li> <li>Visual aids</li> <li>Audio-visual aids</li> <li>Electronic devices and medias</li> <li>IT</li> </ol> 3. Use of Edgar Dale's Cone of Experience in Teaching Population Education	5
VI.	<b>Theories of Teaching and Its Application in Teaching Population Education</b> 1. Meaning and Nature of Theory of Teaching 2. Need and Significance of Theory of Teaching in Teaching Population Education 3. Types of Teaching Theory <ol style="list-style-type: none"> <li>Formal theories of teaching</li> <li>Descriptive theories of teaching</li> <li>Normative theories of teaching</li> </ol> 4. Application of Teaching Theories in Teaching Population	10

#### 4. Instructional Techniques

- ❖ Lecture
- ❖ Small group discussion
- ❖ Brain storming
- ❖ Questioning answer
- ❖ Project work
- ❖ Interaction
- ❖ Field study
- ❖ Guest lecture
- ❖ Seminar

#### 5. Evaluation

##### 5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

### Master of Education in Population Education

- 1.2.1. Behaviorism and its basic characteristics
- 1.2.2. Cognitivism and its basic characteristics
- 1.2.3. Constructivism and its basic characteristics

#### Unit Two: Principles of Pavlovian conditioning and Implication (8 hrs)

- 2.1 Acquisition of the conditioned response
  - Measures of conditioning
  - Conditioning paradigms
- 2.2 Nature of extinction and its paradigm
- 2.3 Other inhibitory processes
- 2.4 Conditioning
  - Higher-order conditioning
  - Sensory preconditioning
  - Vicarious conditioning
- 2.5 Application of Pavlovian conditioning in teaching

#### Unit Three: Operant Conditioning (10 hrs)

- 3.1. Meaning and concept
- 3.2. Acquisition of operant behavior (CR) (Principle and Mechanism)
- 3.3. Shaping and its principle
- 3.3. Meaning, concept and schedule of reinforcement
- 3.5. Application of Reinforcement
- 3.4. Implication for teaching and learning

#### Unit Four: Wertheimer Productive Thinking (10 hrs)

- 4.1. Concept of phi-phenomenon
- 4.2. Concept and principle of perception
- 4.3. Implication for teaching and learning

#### Unit five: Tolman's Purposive Behaviorism (10 hrs)

- 5.1. Concept of purposive behaviorism
- 5.2. Theory of purposive behaviorism (Expectancy, Place and Insight learning)
- 5.3. Drawing conclusions for educational implication

#### Unit Six: Constructivism (10 hrs)

- 6.1. Meaning and concept
- 6.2. Piaget's constructivism (Psychological/Individual constructivism)
- 6.3. Basic premises of Piaget's Constructivism (Implicit Theories and Knowledge construction process)
- 6.4. Basic features (Scheme, Adaptation-Assimilation and Accommodation, Equilibration)

- 6.5. Implication for teaching and learning
- 6.6. Vygotsky's constructivism (Social constructivism)
- 6.7. Basic premises of social constructivism (Situated cognition and Knowledge construction process)

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

Internal Evaluation is based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

Course Title: **Approaches and Communication in Population Education**  
Semester: Third Nature of course: Theory  
Level: Master of Education (M. Ed.) Credit Hours: 3  
Subject Code: Pop. Ed. 532 Teaching Hours: 48

1. **Course Introduction:** This course is designed for developing wider knowledge, understanding fundamentals of teaching population education, curriculum planning and development review, communication process, approach and use of teaching population education, selection and use of audiovisual in population education, and evaluation techniques and its application in population education.
2. **Course Objectives:** General objectives of this course are as follows:
  - To provide wider knowledge on fundamentals of technology of teaching population education.
  - To develop skill in using various types of teaching devices.
  - To acquaint the students with the developing process of population education curriculum.
  - To provide the skills to the students in using appropriate methods, media and teaching aids.
  - To enable the in applying theories of teaching in population education.
  - To familiarize the students with various planning and evaluation techniques in population education.
  - To develop capacity and skills in selecting, constructing and using teaching aids effectively.
  - To provide skills in applying theories of teaching population education.
3. **Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
I.	<b>Fundamentals of Teaching in Population Education</b> 1. Teaching Technology 2. Principles of Teaching 3. Teaching Models and its Implementation a. Types of teaching models <ul style="list-style-type: none"><li>• Behaviour modification model</li><li>• Information processing model</li><li>• Social interaction model</li><li>• Personal approach model</li></ul>	6
II.	<b>Curriculum Planning and Development Review</b> 1. Principles of Curriculum Development 2. Process of Curriculum Development in Population Education 3. Criteria for Organizing Population Education Curriculum a. Continuity b. Sequence c. Integration 4. Curriculum Evaluation in Population Education	5
III.	<b>Communication Process in Population Education</b> 1. Communication Concept 2. Models of communication 3. Diffusion Theory of Communication	10



S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

**1. Reference Books:**  
Bhende, A., & Kanitkar, T. (1993). *Principles of Population Studies*. Bombay: Himalaya Publishing House.  
Faculty of Education (FoE). (2059 BS). *Social Justice Education*. Kirtipur: TU.  
Fukuda-Parr, S., & Shiva Kumar, A. K. (2005). *Readings in Human Development*. New Delhi: Oxford University Press.  
Ministry of Women, Children and Social Welfare (MoWCSW). (2002). *United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)*. Kathmandu: MoWCSW.  
Pradhan, B. (2006). Gender and Human Development. *Nepal: Readings in Human Development* , 81-118.  
Subedi, G (2010). *Population and Social Justice: Concepts, Theories and Empirical Evidences*. Kathmandu: Kriti Prakashan.  
United Nations Children's Fund. (1997). *The State of the World's Children 1997: Focus on Child Labour* . New York: United Nations Children's Fund.  
United Nations Development Programme (UNDP). (2006). *Nepal: Readings in Human Development*. Kathmandu: UNDP.  
United Nations. (1995). *Fourth World Conference on Women, Beijing*. New York: United Nations.  
United Nations Population Division. (2001). *World Population Monitoring 2002: Reproductive Rights and Reproductive Health*. New York: United Nations Population Division.  
United Nations. (1994). *International Conference on Population and Development*. New York: United Nations.  
United Nations Population Fund. (1994). *Population and Development*. New York: United Nations Population Fund.  
United Nations. (1995). *World Summit for Social Development: The Copenhagen Declaration and Program of Action*. New York: United Nations.

**6. Prescribed Texts**  
Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone. (Unit I to VII)  
Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit I to VII)  
Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill.  
Klein, S.B. (1996). *Learning: Principle and application*. McGraw Hill. Inc. (Unit I to VII)  
Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit I to VII)  
Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education. (Unit I to VII)

Course Title: **Research Methods in Education**  
Course: **ED 523** Nature of course: Theory +Practical  
Level: M.Ed. Credit Hours: 3  
Semester: Second Teaching Hours: 48

**1. Course Introduction**

This course is designed to acquaint the students with the basic understanding of research skills with a particular relevance to studying and understanding of the educational issues and problems. It provides them both with both theoretical knowledge and practical skills in carrying out the independent research work by developing research proposal in a standard APA format.

**2. Course Objectives**

- On completion of this course the students will be able to
- a) Discuss the basic concept and meaning of research and educational research
  - b) Explain the nature and purpose of educational research
  - c) Identify various research types with their characteristics.
  - d) Classify sampling techniques and explain each with examples.
  - e) Identify various sampling techniques and choose appropriate one for own research project.
  - f) Describe the procedures of carrying out different research designs.
  - g) Identify various data collection tools and discuss advantages and disadvantages.
  - h) Describe and use general procedure followed in the analysis of qualitative and quantitative data.
  - i) Describe the components of a research proposal and report.
  - j) Write a research proposal and report.
  - k) State some of the criteria to use in evaluating a research report.

**3. Course Contents**

**Unit One: Concept of Research (10)**

- 1.1. Meaning and definition of research and educational research
- 1.2. Nature and its purposes in educational research
- 1.3. Scope of educational research
- 1.4. Research problems
- 1.5. Objectives of educational research
- 1.6. Hypothesis
- 1.7. :Review of literature Theoretical, Empirical and conceptual / theoretical framework

Unit	Content	Hours
IV.	<b>Women and Social Justice</b> <ul style="list-style-type: none"><li>1. Women’s Status and their Right to Basic Needs</li><li>2. Women as Agent of Social Change and Social Justice</li><li>3. Conventions on Women’s Empowerment and Social Justice<ul style="list-style-type: none"><li>a. Convention on the Elimination of all forms of discrimination against women (CEDAW)</li><li>b. ICPD on gender equality and empowerment of women</li><li>c. Beijing Platform of Action</li><li>d. MDGs on women empowerment</li><li>e. Nepalese constitutional provision and existing discriminatory laws</li></ul></li></ul>	15
V.	<b>Indigenous, Dalits and Social Justice</b> <ul style="list-style-type: none"><li>1. Concepts and Debates at the National and Global Level Regarding Indigenous Nationalities</li><li>2. Indigenous Nationalities Socio-economic Development and Social Justice</li><li>3. Concepts and Debates at the South Asian and Nepalese Context</li><li>4. Regarding Dalits</li><li>5. Dalits Socio-economic Development and Social Justice</li></ul>	10

**1. Instructional Techniques:**

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

**2. Evaluation**

**5.1. Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

**5.2 External Examination (Final Examination) 60%**

Examination Section, Office of the Dean, Faculty of Education science will conduct final examination at the end of semester.

Course Title: **Population and Social Justice**  
Semester: Third  
Level: Master of Education (M. Ed.)  
Subject Code: Pop. Ed. 531

Nature of course: Theory  
Credit Hours: 3  
Teaching Hours: 48

1. **Course Introduction:** This course is designed to familiarize students with an understanding of social justice and its interrelationship with population. This course aims to equip students' with necessary skills to promote justice in a society and to identify injustice prevailing in a society. The course consists of six units: i) Concepts of Social Justice, ii) Social Justice Paradigms, iii) Children and Social Justice, iv) Women and Social Justice, v) Indigenous, Dalits and Social Justice.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Discuss various concepts related to social justice.
  - Explain John Rawls Theory of social and distributive justice.
  - Delineate the legal and social perspectives of justice.
  - Explain indicators defining the degree of injustice in a society.
  - Understand paradigms in defining social justice.
  - Explain issues and conferences related to children and social justice.
  - Explain issues and conferences related to women and social justice.
  - Elucidate issues related to Indigenous and Dalits.

3. **Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Concepts of Social Justice</b> 1. Social Problems and Need for Social Justice 2. Freedom as Foundation of Social Justice 3. Legal and social perspectives of justice 4. Degree of injustice in society	6
II.	<b>Social Justice Paradigms</b> 1. Malthus and Social Justice 2. Marx and Population/Labour Justice 3. Population, Sustainable Development and Justice 4. Dependency Theory and Justice 5. Basic Needs Approach and Justice 6. Human development perspective of justice	10
III.	<b>Children and Social Justice</b> 1. Basic Rights of Children 2. Children Abstained from the Basic Rights a. Child work and child labour b. Harmful work c. Maximum age, hazardous form and child labour 3. Conventions on the Rights of Children a. Convention on the Right of Children, 1989 b. World declaration on the survival, protection and development of children, 1990 c. Minimum age convention, 1973 d. Dakar Declaration on Education for All, 2000 e. Convention on the worst forms of child labour, 1999	7

- Unit Two: Research Designs** (5)
- 2.1. Quantitative, qualitative and mixed research design
  - 2.2. Basic, applied and action research
  - 2.3. Experimental research design study
  - 2.4. Survey
  - 2.5. Case study
  - 2.6. Historical research
  - 2.7. Ethnography

- Unit Three: Sampling** (10)
- 3.1. Introduction
  - 3.2. Probability sampling
    - Simple random sampling
    - Stratified random sampling
    - Cluster sampling
  - 3.3. Non-probability sampling
    - Purposive sampling
    - Quota sampling
    - Convenience sampling
    - Snowball sampling
  - 3.4. Sample size and error

- Unit Four: Tools of Data Collection** (5)
- 4.1. Interview
  - 4.2. schedule
  - 4.3. Questionnaire
  - 4.4. Observation
  - 4.5. Rating scales : Thurnstone's and likert's scales
  - 4.6. Tests
  - 4.7. Focus group discussions

- Unit Five: Analyzing the Data** (12)
- 5.1. Analyzing quantitative data
    - Data editing and tabulation
  - 5.2. Statistical analysis
    - Measure of central tendency
    - Measure of dispersion
    - Measure of correlation coefficient (Pearson's and Spearman's method)
    - Hypothesis testing
  - 5.3. Analyzing qualitative data
    - Organizing and coding
    - Comparing and Exploring relationships and patterns
    - Final themes and interpretation

Unit Six: Research Proposal and Report (6)

- 6.1 Need of writing research proposal
- 6.2 Components of research proposal
- 6.3 Development of a research proposal
- 6.4 Requirements for writing research report
- 6.5 Essential components of a research report
- 6.6 Use of APA format in research report
- 6.7 Evaluation of research report

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- 1.1 Internal 40%
- 1.2 External 60%

Internal evaluation will be based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

1. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

2. Evaluation

5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

1. Reference Books:

Fukuda-Parr, S., & Shiva Kumar, A. K. (2005). *Readings in Human Development*. New Delhi: Oxford University Press.  
United Nations Development Programme (UNDP). (2006). *Nepal: Readings in Human Development*. Kathmandu: UNDP.  
*Nepal: Human Development Reports*. 1998 onwards.

Unit	Content	Hours
<b>III.</b>	<b>HDI Related Indices</b> <ol style="list-style-type: none"> <li>Gender-Related Development Index (GDI) <ol style="list-style-type: none"> <li>Concept</li> <li>Indicators</li> <li>Computing GDI</li> </ol> </li> <li>Gender Empowerment Index (GEM) <ol style="list-style-type: none"> <li>Concept</li> <li>Indicators</li> <li>Computing GEM</li> </ol> </li> <li>Human Poverty Index (HPI) <ol style="list-style-type: none"> <li>Concept</li> <li>Indicators</li> <li>Computing HPI</li> </ol> </li> </ol>	<b>10</b>
<b>IV.</b>	<b>Thematic Issues of Human Development in Human Development for last 5 Reports.</b> <ol style="list-style-type: none"> <li>Concept and Measurement of Human Development (1990)</li> <li>Financing Human Development (1991)</li> <li>Global Dimensions of Human Development (1992)</li> <li>People's Participation (1993)</li> <li>New Dimensions of Human Security (1994)</li> <li>Gender and Human Development (1995)</li> <li>Economic Growth and Human Development (1996)</li> <li>Human Development to Eradicate Poverty (1997)</li> <li>Consumption for Human Development (1998)</li> <li>Globalization with a Human Face (1999)</li> <li>Human Rights and Human Development (2000)</li> <li>Making New Technologies Work for Human Development (2001)</li> <li>Deepening Democracy in Fragmented World (2002)</li> <li>Millennium Development Goals: A Compact among Nations to End Human Poverty (2003)</li> <li>Cultural Liberty in Today's Diverse World (2004)</li> <li>International Cooperation at a Crossroads: Aid, Trade and Security in an Unequal World (2005)</li> <li>Beyond Scarcity: Power, Poverty and the Global Water Crisis (2006)</li> <li>Fighting Climate Change: Human Solidarity in a Divided World (2007/08)</li> <li>Overcoming Barriers: Human Mobility and Development (2009)</li> <li>The Real Wealth of Nations: Pathways to Human Development (2010)</li> </ol>	<b>8</b>
<b>V.</b>	<b>Human Development in Nepal</b> <ol style="list-style-type: none"> <li>Levels and Trends of HDI (and HDI Related Indices) in Nepal</li> <li>Human Development Dimensions in Nepal <ol style="list-style-type: none"> <li>Inclusiveness and HD in Nepal</li> <li>Gender and HD in Nepal</li> <li>Education and HD in Nepal</li> <li>Health and HD in Nepal</li> <li>Environment and HD in Nepal</li> <li>Poverty and HD in Nepal</li> <li>Governance and HD in Nepal</li> </ol> </li> <li>Human Development and Millennium Development Goals</li> </ol>	<b>10</b>

## 6. Prescribed Texts

Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009). *Introduction to research in education*. (8th ed). Belmont, CA: Wadsworth/Thomson Learning (Unit I to VII)

Best, J.W. and Kahn (2006). *Research in education* (10th ed.), New Delhi: Prentice Hall of India (Unit I to VII)

Creswell, J. and Plano, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage (Unit I to VII)

Cohen, L., Manion, L. and Morrison, Keith (2007). *Research methods in education* (6th ed.) London: Routledge (Unit I to VII).

McMillan, J.H. (2000). *Educational research: fundamentals for the consumer* (3rd ed.). New York, NY: Addison, Wesley and Longman (Unit I to VII).

Punch, K.F. (2009). *Introduction to research methods in education*. London: Sage (Unit I to VII)

Wiersma, W. (2000). *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon (Unit I to VII)

Course Title: **Applied QT for Population Education**  
Semester: Second Nature of course: Theory  
Level: Master of Education (M. Ed.) Credit Hours: 3  
Subject Code: Pop. Ed. 524 Teaching Hours: 45

1. **Course Introduction:** This course is designed to familiarize students with quantitative techniques and tools necessary for a career in population education. The course aims to equip students' with skills essential for applied population education. The course consists of six units: i) Matrix Algebra, ii) Descriptive Statistics, iii) Summarization of Bivariate Data, iv) Inferential Statistics.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Discuss the concepts, operation, properties of matrix.
  - Explain the concepts and properties of determinants.
  - Calculate the inverse matrix.
  - Explain the application of matrix algebra
  - Describe descriptive statistics techniques essential for population education.
  - Delineate techniques for summarization of bivariate data.
  - Highlight techniques of hypothesis testing.
  - Explain parametric and non-parametric tests.

3. **Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Matrix Algebra</b> 1. Concepts and Types of Matrix 2. Operation of Matrix Addition, subtraction and multiplication 3. Properties of Matrix Operation 4. Concepts and Properties of Determinants 5. Calculation of Inverse Matrix 6. Application of Matrix Algebra	12
II.	<b>Descriptive Statistics</b> 1. Basic Terminology used in Statistics 2. Types of Data and Scales of Measurement 3. Summarization of Data Frequency distribution, pie chart, bar diagram 4. Measures of Central Tendency Mean, median, mode, deciles, quartiles, percentiles 5. Measures of Dispersion Range, standard deviation, variance, coefficient of variation	16
III.	<b>Summarization of Bivariate Data</b> 1. Bivariate Data 2. Correlation Coefficients 3. Rank Correlation Coefficients	10
IV.	<b>Inferential Statistics</b> 1. Hypothesis Testing 2. Parametric and Non-parametric tests a. Simple Regression b. Multiple Regression c. Chi-square test	10

Course Title: **Population and Human Development**  
Semester: Second Nature of course: Theory  
Level: Master of Education (M. Ed.) Credit Hours: 3  
Subject Code: Pop. Ed. 526 Teaching Hours: 48

1. **Course Introduction:** This course is designed to familiarize students on the concept of human development, human development index and its interrelationship with development with particular reference to Nepal. The course consists of five units: i) Conceptual Foundations, ii) Measuring Human Development, iii) HDI Related Indices, iv) Thematic Issues of Human Development in Human Development Reports from Birth (1990) to Date, and v) Human Development in Nepal.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Understand the paradigm of development and human development.
  - Compute the human development index.
  - Compute other human development related indices.
  - Explain the thematic issues of human development in human development reports from its birth to date.
  - Elucidate the levels and trends of human development in Nepal.
  - Explain various human development dimensions in Nepal.

3. **Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	<b>Conceptual Foundations</b> 1. Introduction 2. Defining Development a. Economic growth b. Economic development c. Human development (HD) 3. Concept of Human Development a. Development as a capability expansion b. Capability-based and utility-based approach 4. Human Development Paradigm and Neo-Liberal Paradigm	10
II.	<b>Measuring Human Development</b> 1. Selection of Human Development Indicators a. Life expectancy at birth b. Education i. Adult literacy rate ii. Mean years of schooling iii. Gross enrolment ratio c. Adjusted per capita Gross Domestic Product (GDP) 2. Constructing the Human Development Index (HDI) a. Computation of dimension index i. Benchmarks and goalposts of indicators ii. Calculation of life expectancy index iii. Calculation of combined education achievement index iv. Calculation of GDP index b. Calculation of HDI	10

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

6. Recommended Books:

Carroll, J. L. (2008). *Sexuality now: embracing diversity*, (Third edition). Belmont: Wadsworth

Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (Fifth edition) New Delhi: Pearson Education

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

Willson, J. W. (2007). *Anatomy and physiology in health and illness*.(11<sup>th</sup> Edition). New York: Churchil Livingstone.

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1. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

2. Evaluation

5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

6. Reference Books:

Chase, W., & Brown, F. (1996). *General Statistics*. New York: John Wiley and Sons.

Field, A. (2005). *Discovering Statistics Using SPSS*. London: Sage Publication.

Gujarati, D. N. (2003). *Basic Econometrics*. Singapore: McGraw-Hill.

Gupta, S. C. (1990). *Fundamentals of Statistics*. Bombay: Himalaya Publishing House.

Jain, S. K. (1982). *Basic Mathematics for Demographers*. Canberra: The Australian National University.

Salvatore, D., & Reagle, D. (2005). *Statistics and Econometrics*. New Delhi: Tata McGraw-Hill Publishing Company Limited.

Singh, M. L. (2005). *Understanding Research Methodology*. Kathmandu: J.M. Singh.

Subedi, P. K. (2012). *Foundation for Scientific Research (Introduction to SPSS for Data Analysis)*. Kathmandu: Ratna Pustak Bhandar.

Subedi, P. K. (2007). *Quantitative Techniques for Demography*. Kathmandu: Ratna Pustak Bhandar.

Subedi, P. K., & Kunwar, L. S. (2008). *Quantitative Techniques in Population Studies*. Kathmandu: Ratna Pustak Bhandar.

Course Title: **Advanced Study in Human Sexuality and Reproductive Health**  
Semester: Second Nature of course: Theory  
Level: Master of Education (M. Ed.) Credit Hours: 3  
Subject Code: Pop. Ed. 525 Teaching Hours: 48

1. **Course Introduction:** This course is designed to equip students with the professional knowledge and understanding on perspectives of human sexuality like biological, behavioural, psychological, socio-cultural and clinical, components of reproductive health, ageing, comprehensive sexuality education and goals and policies of reproductive health.
2. **Course Objectives:** The general objectives of this course are as follows:
- To make the students familiar with sex education, adolescence education, reproductive health education and challenges and issues of reproductive health.
  - To develop in-depth knowledge on the human sexuality from biological, psychological, behavioural, clinical and socio-cultural perspectives.
  - To familiarise the students with the issues and impacts of high risk sexual behaviour and healthy and responsible sexual behaviour.
  - To provide deeper understanding of the values of reproductive health education as a means of promoting the health status of infant, child, adolescent mother, elderly mothers and people.
  - To enable the students in interpreting the conceptualization of comprehensive sexuality education.
3. **Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
<b>I.</b>	<b>Biological Perspectives of Human Sexuality</b> 1. Sexual anatomy and physiology 2. Reproductive Process 2.1 Menstrual cycle 2.2 Fertilization 2.3 Prenatal changes in unborn child 2.4 Changes in pregnant woman 2.5 Birthing 3. Development of Human Sexuality 3.1 Prenatal 3.2 Infancy 3.3 Childhood 3.4 Adolescence 4. Human sexual response cycle	<b>10</b>
<b>II.</b>	<b>Psychological Perspective of Human Sexuality</b> 1. Infant Sexuality 2. Childhood Sexuality 3. Adolescence Sexuality 4. Adulthood Sexuality 6. Elder's Sexuality	<b>10</b>

Master of Education in Population Education

Unit	Contents	Hours
<b>III.</b>	<b>Behavioural Perspective of Human Sexuality</b> 1. Forms of Sexual Behaviour a. Solitary sexual behaviours b. Heterosexual behaviour c. Sexual orientation: LGBTI 2. The Varieties of Abnormal Sexual Behaviours a. Paraphilia b. Hyper and hypo sexuality c. High risk sexual behaviour 3. Responsible and Safer Sex Behaviours	<b>10</b>
<b>IV.</b>	<b>Clinical Perspective of Human Sexuality</b> 1. Sexual Dysfunction 1.1 Causes and treatment of male sexual dysfunction ▪ Impotence ▪ Premature ejaculation ▪ Retarded ejaculation ▪ Painful intercourse 1.2 Causes and treatment of female sexual dysfunction: ▪ Vaginismus ▪ Anorgasmia ▪ Painful intercourse 1.3 Sexual dysfunctions in handicapped persons and its management 1.4 STIs/RTIs: Types (Sign and symptoms, mode of transmission, control measures) 1.5 Sub-fertility and its Management 1.6 Abortions: Types, Causes, Impact and Management	<b>12</b>
<b>V.</b>	<b>Socio-cultural Perspectives of Human Sexuality</b> 1. Socio Cultural Perception of Sexuality 2. Religion and Sexuality 3. Legal Aspects on Sexuality 4. Gender equity, inequality and women empowerment 5. Role of men in women sexual and reproductive health and right	<b>6</b>

4. **Instructional Techniques:**
- ❖ Lecture
  - ❖ Discussion
  - ❖ Interaction
  - ❖ Project work
  - ❖ Brain Storming
  - ❖ Questioning answer
  - ❖ Debate
  - ❖ Small group discussion
  - ❖ Workshop
  - ❖ Seminar

5. **Evaluation**  
**5.1. Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:



Unit	Content	Hours
IV.	<b>Migration and Development</b> 1. Sources of Migration Data 2. Migration in Nepal: History and Dynamics 3. Migration and Trafficking Nexus: History and Dynamics 4. Causes and Consequences of Voluntary and Involuntary Migration	10
V.	<b>Urbanization</b> 1. Concepts and Definition 2. Population Growth and Urbanization 3. Migration and Urbanization 4. Global Urbanization Patterns a. Western Experiences b. Urbanization in the SAARC Region c. Urbanization in Nepal i. Trends and patterns ii. Urban problems iii. Urbanization problems iv. Urbanization and development	10

4. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

5. Evaluation

5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education science will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

1. Reference Books:

Central Bureau of Statistics (CBS). (1987, 1995, 2003). *Population Monograph of Nepal*. Kathmandu: CBS.

Ellis, F. (2003). *A Livelihoods Approach to Migration and Poverty Reduction*. UK: Univeristy of East Anglia.

Khatiwada, P. P. (2011). *Migration, Urbanization and Development*. Kathmandu: Kriti Prakashan.

Lee, E. S. (1966). A Theory of Migration. *Demography* , 13 (2), 205-232.

Revenstein, E. G. (1885). The Laws of Migration. *Journal of the Royal Statistical Society* , 48, 167-235.

Revenstein, E. G. (1889). The Laws of Migration. *Journal of the Royal Statistical Society* , 52, 241-305.

Rowland, D. T. (2003). *Demographic Methods and Concepts*. New York: Oxford University Press.

Shryock, H. S., Siegel, J. S., & Associates. (1976). *The Methods and Materials of Demography*. San Diego, California: Academic Press, Inc.

Todaro, M. P. (1977). *Internal Migration in Developing Countries: A Review of Theory Evidence, Methodology and Research Priorities* . Geneva: International Labour Organization.

United Nations. (1990). *Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (CMRW)*. New York: United Nations.

United Nations. (1998). *Guiding Principles on Intenal Displacement*. New York: United Nations.

United Nations. (1994). *International Conference on Population and Development*. New York: United Nations.

United Nations. (2005). *The Millennium Development Goals Report*. New York: United Nations.

Zelinsky, W. (1971). The Hypothesis of the Mobility Transition. *Geographic Review*, 61, 219-249.

h) Mauch, J.E., & Park, N. (2003). A guide to successful thesis and dissertation- A handbook for students and faculty. New York: Marcel Dekker In.

Annex I

Criteria for Evaluating the Thesis

Written quality	Weightage (In percentage)
Appropriateness of the title	5
Well stated abstract, objectives, research questions and rationale	5
Clarity of the literature review, conceptual / Theoretical framework	10
Clarity of methods and procedures	10
Analysis and interpretation of result	10
Appropriateness of conclusions implication s , and recommendations	5
References in APA style	5
Overall Quality (physical/ Technical and academic) of the report	5
Proposal and Research Tools	5
Total	60

Oral quality (Viva voce)

Report Dissemination Confidence, fluency and clarity of presentation, slides quality, overall presentation	20
Question answer , openness to comments and suggestions and problem solving skills	10
Overall quality of report	10
Total	40

- 4. Oral Defense of Thesis**  
Every student who has completed a thesis is subject to a final oral examination (viva voce) of his or her work (final defense). Oral examination is scheduled when all degree requirements are satisfied. Prior to scheduling the oral defense, it is strongly recommended that the student must submit a final draft of the thesis to the concerned department with the recommendation letter of supervisor for viva voce and submit other documents to the thesis committee. The thesis committee must receive the final draft of the thesis two weeks prior to the scheduled final defense. The student and thesis committee must agree upon the date, time, and place of the final thesis defense. Thesis committee will appoint an external evaluator. The final thesis defense must be attended by the members of the student's thesis committee and teachers of the concerned department.
- 5. Approval Requirements**  
Before the final submission of the Thesis Report, approvals must be received from the thesis committee members, who sign the Approval sheet. Members of Thesis Committee and Supervisor will sign on the approval sheet only after reading revised report as suggested by the external evaluator and the committee members.
- 6. Submission of Hard and Electronic copies**  
After oral defense, revision of the draft report and approved by the Thesis Committee, each student must submit the required number of hard copy printed in standard format along with an electronic copy.
- 7. Thesis Advisory Committee**  
University will form a Thesis Advisory Committee comprising the Head of instruction committee, senior teachers, a supervisor and an external evaluator. The Advisory Committee is responsible for evaluating the research and the thesis/dissertation to ensure that
- the subject matter and methodology are appropriate
  - the organization, content and format of the thesis/dissertation are appropriate
  - the student has fulfilled the requirements of the degree for which he/she is a candidate
  - final approval of the thesis
- 8. Evaluation of thesis**  
Thesis is evaluated by supervisor, thesis advisory committee members and external evaluator.  
Internal evaluation = 60 %  
External evaluation = 40 %  
The criteria for thesis evaluation is presented in **Annex ii**

**References**

- g) APA (2010). Publication manual of American Psychological Association. Washington, DC: American Psychological Association.

Course Title: **Applied Research in Population Education**  
Semester: Third Nature of course: Theory  
Level: Master of Education (M. Ed.) Credit Hours: 3  
Subject Code: Pop. Ed. 534 Teaching Hours: 48

- 1. Course Introduction:** This course is designed to familiarize students with the foundation of research methods and its application in population education. This course aims to expand students' horizon in conducting research projects and sharpen their abilities to conduct empirical research using methodologically sound scientific methods. The course consists of three units: i) Introduction to Population Research, ii) Research Design, iii) Sampling, iv) Sources of Data, v) Data Presentation and Analysis, and vi) Report Writing.
- 2. Course Objectives:** Upon the completion of this course, students will be able to:
- Distinguish between research methodology and research methods.
  - Explain the scope and types of research.
  - Discuss the research process.
  - Explain the philosophy and ethics in research.
  - Highlight research design and its types.
  - Elucidate sampling terminologies and the importance of sampling.
  - Differentiate between probability and non-probability sampling.
  - Describe sample size allocation and different distributions.
  - Explain the sources of data.
  - Mention data presentation and analysis skills.
  - Show report writing and formatting skills.

- 3. Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
<b>I.</b>	<b>Introduction to Population Research</b>	<b>12</b>
	1. Research Methodology and Research Methods	
	2. The Research Process	
	a. The conceptual phase	
	Research problem, literature review, hypotheses (if any)	
	b. The empirical phase	
	Research design, sample size, data collection	
	c. The analytical phase	
	Analysis, hypotheses testing (if required), interpretation	
	3. Research Concepts and Languages	
	Variables, hypotheses, data	
	4. Philosophy of Research	
	Deduction and induction, theory-driven and data-driven research, positivism and post-positivism, quantitative and qualitative, correlation and causality, validity and reliability	
	5. Ethics in Research	
	6. Research Request and Development of proposal	

Unit	Content	Hours
II.	<b>Research Design</b> <ol style="list-style-type: none"> <li>Conceptual Framework</li> <li>Research Design and its Types</li> <li>Qualitative Research</li> </ol>	5
III.	<b>Basic Sampling Techniques</b> <ol style="list-style-type: none"> <li>Sampling Techonology</li> <li>Types of Sampling <ul style="list-style-type: none"> <li>Sampling unit, sampling frame, sampling and non-sampling errors, parameters and statistics</li> </ul> </li> </ol>	5
IV.	<b>Sources of Data</b> <ol style="list-style-type: none"> <li>Primary and Secondary Data</li> <li>Collection of Primary Data</li> <li>Questionnaire Construction and Administration <ul style="list-style-type: none"> <li>Question content, wording and sequencing; Types of questionnaires; Pre-test and pilot studies; Field management and data collection</li> </ul> </li> <li>Data Management <ul style="list-style-type: none"> <li>Editing and coding of data; data entry using computer software's</li> </ul> </li> <li>Research Interview <ul style="list-style-type: none"> <li>Structured and unstructured, in-depth interviews, focus group discussions and key informant interview</li> </ul> </li> <li>Qualitative and Quantitative Methods</li> <li>Qualitative Data Collection Techniques and Analysis</li> </ol>	10
VI.	<b>Data Presentation and Analysis</b> <ol style="list-style-type: none"> <li>Editing, Coding and Data Entry</li> <li>Exploring, Displaying and Examining Data</li> <li>Measures of Association</li> <li>Univariate, Bivariate and Multivariate Analysis</li> <li>Overview of Statistical Methods: Descriptive and Inferential Statistics</li> <li>Use of Computer Applications for Data Presentation and Analysis</li> </ol>	10
VII.	<b>Report Writing</b> <ol style="list-style-type: none"> <li>Concept of Research Report</li> <li>Subject Matter and Organization of the Report</li> <li>Formatting <ol style="list-style-type: none"> <li>Components of a report: preliminaries, body, and reference materials</li> <li>General format (footnotes, quotations, indentation etc.)</li> </ol> </li> <li>Presentation of a Research Report</li> <li>Techniques of citation and referencing: APA style</li> </ol>	6

**4. Instructional Techniques:**

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

report based on the supervisor's suggestion and contents. Proof reading should be done by students themselves. Before finalizing the report, students should read, revised and edit several times, and then they should request English language teacher to edit the language of the thesis. After approval of thesis report by the supervisor, each student produces several copies of the report on prescribed format and submit them to the concerned Depart of the University for viva voce.

**Format of the thesis report**

Following elements must include while preparing a thesis report. Thesis advisory committee can develop separate format for qualitative and quantitative or mixed type of thesis report.

- Preliminary Section:** This section includes Hard Cover / Title page; fly leaf, approval sheet, Title Page with Faculty Logo, Declaration, Recommendation, Approval Sheet, abstract, acknowledgement, table of contents, and list of tables, list of figures and abbreviations / Acronyms.
- Main body/Section:** This section is divided into five chapters: introduction, review of related literature, methodology and procedure, Analysis and Interpretation of the Results, conclusions, Implications and recommendations.

**Introduction** chapter includes background, problem statement, research questions/ hypothesis, Objectives, rationale, delimitation and operational definitions of key variables and terms

**Review of the related literature** includes theoretical and empirical literature, conceptual/ theoretical framework and Implications of the Review.

**Methodology and procedure** chapter includes study approach and design, Study Site, Sample Population and Strategy , Study Tools/Instruments, Validation of the Tools, Data Collection Procedures, Ethical Consideration and Analysis and Interpretation of the Data.

**Analysis and Interpretation** of the Results chapter presents the Analysis and Interpretation of the Results and Summary of the Findings under different topics and sub-topics with the help of tables, figures or verbatim and discussion of the findings

**Conclusions, Implications and recommendations** chapter presents conclusions and Implications of result drawn from the findings about the issue/problem stated in the first chapter. Then some Recommendations (Policy Related, Practice Related Further Research Related) are forwarded for further study and policy implication.

**3. Supplementary/End section:**

It includes references and appendix. APA style of citation and referencing need to be followed while preparing the list of the reference. Appendix section contains data collection tools, additional long tables, case study or additional materials related to the main body.

Thesis writing  
Course  
General guidelines for thesis work

Practical part ( 9 cr.)

**Selection of Thesis topic**  
Student should select a research topic in his areas of interest with help of teachers and research committee. Each student must write brief introduction, research questions and proposed methodology and orally present it in front the research committee. Research topic will be revised and finalized by the committee and thesis supervisor will be assigned to the student.

**Review of literature**  
After selecting research topic, each student must review the existing research work and literatures available as research reports, published books, and published articles. Based on the review of literature, research student should formulate research questions, hypothesis, write problem statements and develop research proposal.

**Thesis proposal**  
The student submits a detailed proposal outlining the planned research. The proposal should be prepared according to the directions of the student’s supervisor. The proposal must contain an introduction (background, problem statement, research questions/ hypothesis and objectives), a review of the literature, and methods and procedures (research design, study population, sample size, data collection tools and techniques and planned analysis). The student’s thesis may focus on any topic that has direct relevance to their area of specialty.

**Data collection and analysis**  
After approval of the thesis proposal, each student must collect the required data from primary sources. In health education and promotion, students can carry out field works to collect empirical data. But all these may not require empirical data from the field. Some students may write thesis by collecting data and information that appeared as news, case story and articles in daily news paper such as HIV/ AIDS issues, victim of domestic violence, traditional healing practice, suicide etc. according to nature of research work. Some students collect data from health institution records and some can use the data collected by other institutions. The collected data should be entered in computer software or in data entry formed developed by the student. Data must be properly documented and analyzed following standard procedure of qualitative and quantitative data analysis procedure. Thesis supervisor will help the students in collecting and analyzing data systematically.

**Writing thesis and preparing report**  
After completion of research work including analysis and interpretation data, student should develop framework/template of research report considering the format prescribed by the university. Introduction, review literature, methodology, findings and discussion/ interpretation, conclusion must be written coherently and cogently in order to produce as original research work. Draft report should be shown to the supervisor before finalizing the report. Students must revised or rewrite the certain sections of the

5. Evaluation  
5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education science will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

**6. Reference Books:**  
Chase, W., & Brown, F. (1996). *General Statistics*. New York: John Wiley and Sons.  
Field, A. (2005). *Discovering Statistics Using SPSS*. London: Sage Publication.  
Gujarati, D. N. (2003). *Basic Econometrics*. Singapore: McGraw-Hill.  
Gupta, S. C. (1990). *Fundamentals of Statistics*. Bombay: Himalaya Publishing House.  
Jain, S. K. (1982). *Basic Mathematics for Demographers*. Canberra: The Australian National University.  
Kanel, N. R. (2003). *Guidelines to Format Theses and Dissertations: A Quick Reference*. Kathmandu: New Hira Books.  
Kothari, C. R. (1985). *Research Methodology: Methods and Techniques*. New Delhi: Wiley Eastern Limited.  
Pant, P. R. (2011). *Social Science Research and Thesis Writing*. Kathmandu: Buddha Academic Enterprises.  
Salvatore, D., & Reagle, D. (2005). *Statistics and Econometrics*. New Delhi: Tata McGraw-Hill Publishing Company Limited.  
Singh, M. L. (2005). *Understanding Research Methodology*. Kathmandu: J.M. Singh.  
Subedi, P. K. (2012). *Foundation for Scientific Research (Introduction to SPSS for Data Analaysis)*. Kathmandu: Ratna Pustak Bhandar.  
Subedi, P. K. (2007). *Quantitative Techniques for Demography*. Kathmandu: Ratna Pustak Bhandar.  
Subedi, P. K. (2010). *Social Research Methods*. Kathmandu: Kriti Prakashan.  
Subedi, P. K., & Kunwar, L. S. (2008). *Quantitative Techniques in Population Studies*. Kathmandu: Ratna Pustak Bhandar.

Semester: Third	Nature of course: Theory
Level: Master of Education (M. Ed.)	Credit Hours: 3
Subject Code: Pop. Ed. 535	Teaching Hours: 48

- | Unit       | Content   | Hours     |
|------------|---|-----------|
| <b>I.</b>  | <b>Scope and Methods of Applied Demography</b> <ol style="list-style-type: none"> <li>1. Census and Demographic Concepts</li> <li>2. Selected General Measures               <ol style="list-style-type: none"> <li>a. Ratios, proportions and rates</li> <li>b. Average measures</li> <li>c. Observed versus adjusted measures</li> </ol> </li> <li>3. Selected Specific Measures               <ol style="list-style-type: none"> <li>a. The life table</li> <li>b. Residual estimation of demographic changes</li> <li>c. Model construction</li> <li>d. Some measures of inequality and geographic concentration</li> </ol> </li> <li>4. Select and apply selected specific measures</li> </ol> | <b>6</b>  |
| <b>II.</b> | <b>Basic Sources of Demographic and Socioeconomic Data</b> <ol style="list-style-type: none"> <li>1. Federal Sources</li> <li>2. Non-federal Sources</li> <li>3. Administrative Records as Sources of Demographic Data</li> <li>4. Limitations of Census and Survey Data</li> </ol>   | <b>10</b> |

# Master of Education in Population Education

- a) APA (2010). Publication manual of American Psychological Association. Washington, DC: American Psychological Association.
- b) Best, J. W and Khan, J. V. (2010). Research in education. New Delhi: PHI Learning Private Limited.
- c) Maharjan, R. K., Sherchan, L., Maharjan, S. K., Mudwori, N. R. and Aryal, B. (2013). *A handbook of thesis writing in health, physical and population education*. Kathmandu: Sunlight Publication.
- d) Mauch, J.E., & Park, N. (2003). A guide to successful thesis and dissertation-A handbook for students and faculty. New York: Marcel Dekker In.
- e) Pant, P. R. (2009). *Social science research and thesis writing*. Kathmandu: Buddha Publication.
- f) World Health Organization (2001). *Health research methodology*. Manila: WHO.

- 2.2. Qualitative, quantitative and mix method design
- 2.2. Experimental design
- 2.3. Data collection and analysis: Qualitative and quantitative data

Unit Three: Writing a research proposal and report 12

- 3.1. Selecting a topic
- 3.2. Steps of writing proposal in health education research
- 3.3. Steps in research report writing
- 3.4. Components and format of research proposal and report
- 3.5. Techniques of citation and referencing: APA style
- 3.6. Ethics in health education research

Unit Four: Statistical Methods and computer application 12

- 4.1. Sample size determination
- 4.2. An overview of descriptive statistics
- 4.3. An overview of inferential statistics and hypothesis testing
- 4.4. Computer application in data analysis
- 4.5. Use of SPSS and other Software in data analysis
- 4.6. Qualitative data analysis software: Atlas/ it and Nvivo

Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

Student participations and expected works

- 1. Students are required to participate all the classes
- 2. Actively participate in class discussion and activities
- 3. Complete weekly reading and writing assignments
- 4. At least one oral presentation on given project work

Evaluation Scheme 100%

This course will be totally based on internal evaluation and 100% point/ mark will be included in internal evaluation. Internal evaluation will be based on the following criteria:

- |  |     |
|--|-----|
| 1) Attendance and class participation                      | 5%  |
| 2) Review and presentation of research report (any five)   | 20% |
| 3) Formulating research objective, question and hypothesis | 10% |
| 4) Literature Review, Citation and referencing             | 20% |
| 5) Construction and application of research tools          | 20% |
| 6) Midterm exams   | 10% |
| 7) Tabulation of data                                      | 5%  |
| 8) Computer application                                    | 10% |

Unit	Content	Hours
	a. Non-sampling/Response errors b. Sampling errors c. Confidentiality issues and solutions	
III.	<b>Demographic Applications in Business Planning</b> 1. Interface of Marketing and Demography 2. Methods of Measuring the Characteristics of Customers 3. Factors Affecting Business Siting and Sales Forecasting 4. Application of demographic techniques to consumer behaviour, service and product	6
IV.	<b>Demographic Applications to Government and Private Non-profit Organizations</b> 1. Use of Demographic Data and Methods in Local Government Planning and Community Action 2. Compliance with Regulations Relating to the Conduct of Public and Private Non-profit Organizations 3. Use of demographic data and method and methods by nonprofit organizations in community action	6
V.	<b>The Demography of the Labour Force and of the Workforce of Organizations</b> 1. Introduction a. Types of workforce b. The labour force concept 2. Demographic Processes and Characteristics 3. Tables of Working Life 4. Special Workforces 5. Demographic Aspects of Employer Administrative Records	10
VI.	<b>Population Projections: Basic Demographic Characteristics</b> 1. Introduction 2. National Projections 3. Sub-national Projections 4. Projections of Socio-economic Characteristics 5. Projections of Personnel, Facilities and Service Requirements	10

4. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Interaction
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop
- ❖ Seminar

5. Evaluation

5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
<b>Total</b>		<b>40</b>

### 5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education science will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
<b>Total</b>		<b>60</b>

### 6. Reference Books:

Central Bureau of Statistics (CBS). (1987, 1995, 2003). *Population Monograph of Nepal*. Kathmandu: CBS.

Pol, L. G., & Thomas, R. K. (1997). *Demography for Business Decision Making*. New York: Greenwood Publishing Group.

Siegel, J. S. (2002). *Applied Demography: Applications to Business, Government, Law and Public Policy*. California: Academic Press.

Course Title: **Thesis Writing**

Semester: Fourth

Level: Master of Education (M. Ed.)

Subject Code: Pop. Ed. 543

Nature of course: Theory +Practicum

Credit Hours: 12

Teaching Hours: 48

### 1. Course Description

Masters student must conduct a research work and prepare a thesis report under the supervision of academic supervisor in order to receive the degree of Master of Educational Sciences in Population Education the fourth semester of the Master Programme. The thesis constitutes a significant part of the work toward a Master's degree and is the culmination of all other activities. It includes a review of existing research, collection and analysis of data and conclusion about the issues raised in problem statement and research questions. The thesis must represent standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student's area of study and should reflect the student's independent efforts with guidance from the thesis committee. It is intended to demonstrate the student's ability to conduct, document and communicate the results of independent research.

### 2. Course objectives

Upon completion of thesis work, students will be able to:

- Develop research proposal on a subject of research work
- Carry out review of related literature systematically and prepare review report
- Develop data collection tools
- Collect valid and reliable data from different sources
- Analyze the collected data using standard procedures, statistical tools and data analysis software
- Document findings of the research and prepare a standard research report independently
- Communicate the results of the research works by oral presentation and publishing research articles on journal and news paper.
- Demonstrate ability to analyze data, develop format of the report, write and edit research report independently.

### 3. Course contents (Theoretical part: 3 cr.)

#### Unit One: Fundamental of Population Education Research 12

- Concept and Process
- General guidelines for thesis work
- Selecting research problem and formulating research question and hypothesis
- Reviewing the literature: Theoretical, empirical and conceptual/theoretical framework

#### Unit Two: Writing Research approach and design 12

- Epidemiological research design: Descriptive design.



**c. Case study of the school / campus programme**

Each student should collect data and information about history, organization and activities of the cooperative school to write down the back ground of the institution. Students specializing health education and promotion should analyze the context, inputs, process and outcomes of the health/population education programme. In addition to this, attempts should be made to analyze SWOT (Strength, Weakness, Opportunities and Threat) of the programme. On the basis of in-depth analysis, each student should prepare a case study report independently.

**d. Organization of health promotion activities in school/campus/ECA**

A group of student teachers teaching health/population education should organize health promotion activities for student and teachers such as sanitation, waste management, healthy food habits, diet and weight control, smoking cessation, physical exercise and sports. After conducting such activities, each group should prepare a report on worksite health promotion activities.

**e. Evaluation of text book and curriculum**

Each student should review and analyze a textbook related to health/population education and analyze health/population education curriculum, and prepare a brief report on textbook and curriculum. Evaluation report should present in a seminar organized by student teachers with help of cooperative teachers and school/campus.

**f. Organization of seminar**

Case study, ECA and Evaluation of curriculum report should present in a seminar organized by student teachers with help of cooperative teachers and school/campus.

**Evaluation Scheme**

S.N	Means of Evaluation	Score %
1	Teaching lessons	50%
2	Maintain teaching logbook:	10%
3	Case study / Curriculum Analysis	15%
4	Test item construction	10%
5	Extra- curricular activities event report	15%
Total		100%

**Reference**

Cohen, L., Manion, L., & Morrison, K. (2004). A guide to teaching practice (fifth edition). London: Routledge.

Course Title: **Seminar in Population Issues**

Semester: Third

Nature of course: Theory+ Practicum

Level: Master of Education (M. Ed.)

Credit Hours: 3

Subject Code: Pop. Ed. 536

Teaching Hours: 48

**1. Course Introduction:** This course is designed to acquaint the students with advanced knowledge on population issues. This course aims to equip students' with necessary skills for understanding the population issues. The course consists of five units: i) Review of recent population Trends, Prospects and interrelations, ii) Social issues related to population, iii) Economic issues related to population, iv) Population and environment and v) Review on Human Sexuality and reproductive health.

**2. Course Objectives: Upon the completion of this course, students will be able to:**

- Analyses the recent population trends and its interrelationships.
- Explain the social issues related to population.
- Elucidate economic issues related to population.
- Find out the issues of population and environment
- Organize and present seminar paper related to issues of human sexuality and RH.

**3. Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
I	<b>Review of recent trends, prospect and interrelations on demographic issues</b> 1.1 Fertility 1.2 Mortality 1.3 Migration 1.4 Nuptiality	5
II	<b>Social issues related to population</b> 2.1 Population and quality of Education 1.2 Population and health 1.3 Conflict and internal displacement 1.4 Slums dwellers and street children 1.5 Human trafficking 1.6 Social inclusion and exclusion 1.7 Situation and care of elderly people in developed and developing countries 1.8 Gender issues and women empowerment	8
III	<b>Economic issues related to population</b> 3.1 Unplanned urbanization 3.2 Regional imbalance on develop and federalism 3.3 Gender role in development 3.4 Child labour 3.5 Issues of quality life 3.6 Food security 3.7 Labour force and migration 3.8 Health and population policies in periodic plans	8

Unit	Contents	Hours
IV	<b>Population and environment</b> 4.1 Green house effects, Global warming and Climate change 4.2 Scarcity of drinkable water 4.3 Deforestation 4.4 Natural disaster and risk management 4.5 Environmental pollution 4.6 Solid waste and waste water management 4.7 Situation of Sustainable development	7
V.	<b>Review the issues on Human Sexuality and reproductive health</b> 5.1 Adolescence, sexuality and risky sexual behavior 5.2 Marriage and cohabitation, sexual relationship 5.3 Sexual exploitation and harassment 5.4 LGBTI 5.5 Abortion and its impacts 5.6 Commercial sex 5.7 Surrogacy 5.8 National reproductive health strategy	5
VI	<b>Practicum</b> <ul style="list-style-type: none"><li>• Group formation</li><li>• Selection of any one of the emerging issue of population education</li><li>• Preparation (review of literature)</li><li>• Collection of materials, development of guidelines, etc</li><li>• Preparation of seminar paper by each students on selected issue</li><li>• Organization of seminar and presentation seminar paper</li></ul>	15

4. Instructional Techniques:

- ❖ Lecture
- ❖ Discussion
- ❖ Project work
- ❖ Brain Storming
- ❖ Questioning answer
- ❖ Debate
- ❖ Small group discussion
- ❖ Workshop

5. Evaluation

5.1. Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

S.N	Particular	Points
1	Attendance	5
2	Participation in learning activities / Home assignment	10
3	First assessment: Project work and Presentation	10
4	Second assessment: Midterm test	10
5	Third assessment: Reflective Report	5
Total		40

Course Title: **Students Teaching (Off Campus)**

Semester: Fourth

Nature of course: Practical

Level: Master of Education (M. Ed.)

Credit Hours: 3

Subject Code: Pop. Ed. 542

Teaching Hours: 48

1. Description of Course (Student teaching)

In university student should learn theory and techniques of teaching population education. Student teaching is the first steps on the path of novice to expert. Student Teaching is the most essential and valuable components of teacher education programme. In student teaching, they should learn to apply that knowledge and techniques in real setting with support, guidance and increased responsibility. It is an opportunity to practice what has been learned on the campus, and more importantly it is an opportunity to continue academic and professional growth.

Off campus Student teaching is a full-time, 48 days teaching experience. The student will go to the assigned college / campus and start their real teaching as a regular teacher and deliver the lesson in class.

2. Course Objectives

Upon completion of the off campus student teaching, students will be able to:

- To give student real teaching experiences in college/campus.
- Develop and apply professional teaching competencies and skills of population education teacher and readiness to enter the teaching profession.
- To develop skill to organize ECA/ population related activities, seminar, evaluate curriculum/textbook and so on.
- Prepare to meet the challenges that confront a beginning teacher.

3. Course Contents:

The student will go to the college/campus and start their real teaching. In addition teaching, they will also learn organizing ECA/ population related activities, case study; maintain logbook, curriculum/textbook analysis and seminar organization and so on. Student teachers should perform following activities in cooperative school/campus setting.

a. Teaching Lessons

Each student teacher must develop lesson plan on population education related subject of the assigned class and teach at least 30 lessons in classroom setting within duration of two months. One lesson in one day should be toughed. Each lesson needs to be taught as per plan using appropriate teaching techniques and teaching aids/materials. Student teachers' class should be supervised by subject teacher/ cooperative teacher and university supervisors periodically. Fellow students also observe the classes and provide feedback to the student teacher. These activities will help them to improve lesson plan and teaching skills.

b. Maintain teaching logbook:

Students will be required to maintain a logbook of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out.

4. Micro-teaching

- 3.1. Concept of micro teaching
- 3.2. Steps and process of micro teaching
- 3.5. Effective use of different teaching strategies
- 3.5. Criteria of selecting appropriate teaching strategies
- 3.6. Classroom management
- 3.7. Factors consideration at the time of teaching
- 3.8. Case study
- 3.9. Organization of ECA
- 3.10. Criteria for evaluation of textbook / curriculum

Practical Activities

Students will be divided into several groups comprising 10-12 students for conducting micro-teaching practice on peer groups. Each student should develop instructional plans such as work plan, unit plan and lesson plan. Each student should develop a lesson plan and teach the lesson to their fellow students for 15 minutes. After teaching, s/he receives feedbacks from subject teacher and fellow students re-plan the lesson and re-teach the lesson and re-received the feedback. Every student should teach at least five lessons within a period of three weeks. Micro-teaching practice creates an opportunity to rehearsal the teaching activities on campus and prepare for assuming the responsibilities of the student teacher in cooperative school/campus.

Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Co-operative learning
- Problem solving
- Project work
- Role-play and simulation
- Practical exercise

Student participations and expected works

- 1. Students are required to participate all the classes
- 2. Actively participate in class discussion and activities

5. Evaluation Criteria

S.N.	Means of evaluation	Score
1	Attendance / Participation	5%
2	Field (class) observation and class seminar	20%
3	Preparation of model lesson plan	15%
4	Preparation of teaching learning materials	20%
5	Micro teaching	30%
6	Midterm	10%
Total		100%

5.2 External Evaluation will be based on two parts:

- 1. Written examination (40%) will be based the following criteria:

Examination Section, Office of the Dean, Faculty of Education science will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		60

1. Practicum on Seminar (20%)

Evaluation of seminar on health promotion including report writing will be jointly evaluated by the internal and external supervisors for 20 percent of marks.

Evaluation of the practical work will be based on the following criteria:

1	Participation in journal clubs and group work	Paper writing and presentation skills	Viva	Total
	5	5	10	20

Note: Students having less than 80 percent attendance are not allowed to participate in the external examination.

Prescribed Texts

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

Maharjan, S.K. and Khanal, S. P. (2068). *Fundamentals of population education*. Kathmandu: Quest Publication.

Best, J. W and Khan, J. V. (2010). *Research in education*. New Delhi: PHI Learning Private Limited.

Maharjan, R. K. Sherchan, L.,Maharjan, S. K., Mudwori, N. R. and Aryal, B. (2013). *A handbook of thesis writing in health, physical and population education*. Kathmandu: Sunlight Publication.

Galea, S. (2007). *Macro-social determinants of population health*. Spring Street, New York: Springer.

Government of Nepal, Current national periodic plan.

MOHP (2011). *Nepal population report*. Kathmandu: MOHP.

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Course Title: **Students Teaching (On Campus)**  
Semester: Fourth  
Level: Master of Education (M. Ed.)  
Subject Code: Pop. Ed. 541

Nature of course: Theory +Practicum  
Credit Hours: 3  
Teaching Hours: 90

**1. Course Introduction**

This is a course designed to provide students an opportunity to get prepared for their practice teaching towards the end of the semester. The students will learn to make lesson plans and prepare the teaching learning materials during the course work. In addition to this they will also do the micro-teaching and observe some of the classes in the higher secondary schools or the campuses and bring their comments to their class. Finally, the students will go to the colleges / campuses and teach the assigned course. On campus Student teaching is a full-time, 48 days teaching experience. It moves from observation and partial responsibility to assuming the responsibility for the full range of teaching duties under the direction and supervision of a competent cooperating teacher and a university supervisor.

**2. Course Objectives**

- The objectives of the course are:
- i. Apply principles and methods of teaching population education in classroom setting
  - ii. To develop in students class observation and organize class seminar.
  - iii. To Plan and apply instructional activities in real settings
  - iv. to expose students to micro-teaching experience as a preparation to the real teaching in colleges/campuses
  - v. Preparation and use a variety of teaching aids, materials and communication skills in classroom
  - vi. to provide students an opportunity to prepare teaching learning materials for real teaching

**3. Course Contents**

The objective of the on-campus activities is to prepare students with the required skills for their real classroom teaching in colleges / campuses. On-campus activities will have four major components viz. field observation and class seminars; preparation of lesson plans; preparation of teaching learning materials; and supervised micro - teaching. The details of each component are given below:

**1. Field (class) Observation and Class seminars**

- 1.1. Introduction
- 1.2 Purposes and importance
- 1.3 Process and steps
- 1.4 Factors to be considered at the time of field (class) observation
- 1.5 Organization of class seminar
  - 1.5.1. Introduction and rationale
  - 1.5.2. Process and steps
  - 1.5.3. Format of report

**Practical Activities**

At the beginning the fourth semester of the Master Programme, students should be prepared for going to be involved in student teaching practice. Instruction Committee of Health Education and promotion and population education will organize a two-day orientation workshop in order to introduce the mission, goal, objectives, process and procedure of student teaching programme. After orientation programme, each student should fill up the teaching form.

Each student will be assigned to a college after ending of the orientation programme. The student will visit the college/ campus, build a rapport with the population education teacher, and discuss the issues of population education teaching at the real classroom setting. The observation will mainly focus on use of teaching strategies, instructional materials and media, evaluation, beginning and ending of the class, classroom i, student participation and interaction etc. Prior to the college/ campus visit, the supervisor and the students will prepare an observation form and the students will be given due orientation at the campus on what to observe, how to observe and how to keep the record of what was observed in class. Each student will observe at least five lesions in certain interval and prepare a report for conference and discussion. The seminar will discuss the issues observed in college/campus and the students will draw implicative lessons from the discussion for their practice teaching. After the class seminar the students will submit an individual report of their observation along with their critical reflections in about 1000-1500 words

**2. Preparation of lesson plans**

- 2.1. Concept and parts of lesson plan
- 2.2. Models of lesson plans

**Practical Activities**

The students will prepare 10 model lesson plans from different areas of health education and promotion/Population education teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

**3. Preparation of teaching learning materials**

- 3.1. Selecting, constructing and developing instructional materials
- 3.2. Effective use of different teaching materials
- 3.3. Criteria of selecting appropriate teaching materials

**Practical Activities**

A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, model, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.



Mid-Western University  
Faculty of Education  
SURKHET, NEPAL

Master of Education in Population Education

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(M.Ed.)  
Four Semester (Two Years) Program**

**Curriculum**  
2073/2016