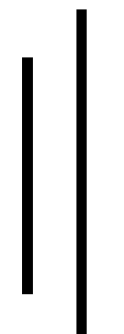


Mid-Western University
Faculty of Education
Surkhet, Nepal



Bachelor of Education
B.Ed.
(4 Years Program)



POPULATION EDUCATION
Curriculum 2012

B.Ed. Population Education

Course Objectives:

The Bachelor of Education (B.Ed.) in Population Education is a four-year, eight semester program leading to a Bachelor Degree specializing in Population Education. This program aims to enhance students’ understanding of 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 Details:

The BES in Population Education consists of 31 professional and 2 teaching practice courses, the details of which are provided below:

Subject Code	Title	Credit Hours
Semester I		
COMP 311	English Language Proficiency I	Three
COMP 312	Compulsory Nepali I	Three
EDU 313	Socio-Philosophical Foundations of Education	Three
EDU 314	Human Development	Three
Pop. Ed. 315	Foundations of Population Education	Three
Pop. Ed. 316	Principles of Demography	Three
Semester II		
COMP 321	English Language Proficiency II	Three
COMP 322	Reading in Nepali Language	Three
EDU 323	Emerging Theories of Language	Three
EDU 324	Curriculum and Assessment	Three
Pop. Ed. 325	Direct Techniques for Population Analysis	Three
Pop. Ed. 326	Basic Mathematics	Three
Semester III		
EDU 331	Educational Development in Nepal	Three
EDU 332	Guidance and Counseling	Three
Pop. Ed. 333	Fertility	Three
Pop. Ed. 334	Mortality	Three
Pop. Ed. 335	Migration	Three
Pop. Ed. 336	Population Policy	Three
Semester IV		
EDU 341	Social Justice and Education	Three
EDU 342	Fundamentals of Research in Education	Three
Pop. Ed. 343	Population Dynamics of Nepal	Three
Pop. Ed. 344	Population, Environment and Development	Three
Pop. Ed. 345	Population and Quality of Life	Three
Pop. Ed. 346	Sexual and Reproductive Health Education	Three
Semester V		
Pop. Ed. 451	Foundation of Public Health	Three
Pop. Ed. 452	Ageing Education	Three
Pop. Ed. 453	Maternal and Child Health	Three
Pop. Ed. 454	Nutrition Education	Three
Pop. Ed. 455	Population Management	Three
Pop. Ed. 456	Drug Abuse and its Management	Three

Subject Code	Title	Credit Hours
Semester VI		
Pop. Ed. 461	Gender Studies	Three
Pop. Ed. 462	Population and Conflict	Three
Pop. Ed. 463	Fundamentals of Epidemiology	Three
Pop. Ed. 464	Child Labour	Three
Pop. Ed. 465	Political Demography	Three
Pop. Ed. 466	Basic Statistics	Three
Semester VII		
Pop. Ed. 471	Leadership in Population Education	Three
Pop. Ed. 472	Community Survey	Three
Pop. Ed. 473	Curriculum Development in Population Education	Three
Pop. Ed. 474	Teaching Techniques & Communication in Population Education	Three
Pop. Ed. 475	Information Technology and Population Education	Three
Pop. Ed. 476	Audio-visual Aids in Population Education	Three
Semester VIII		
Pop. Ed. 481	Seminar on Population Education	Three
Pop. Ed. 482	Teaching Practice: On Campus	Three
Pop. Ed. 483	Teaching Practice: Off Campus	Three

Course Title: **English Proficiency I**
Nature of course: Theory and Practice
Level: B.Ed.
Course No: COMP 311

Credit hours: 3
Teaching hours: 45
Semester: I

1. Course Introduction

This is a general English language proficiency course for B.Ed. first semester students. The course aims at developing basic conversational skill in English. It also makes an attempt to enhance the students' reading, writing and basic grammar skills. Additionally, through the wide exposure of the varied reading materials, students are also encouraged to promote their critical thinking skills.

2. Course Objectives

The objectives of the course are:

- a) To expose the students to the variety of academic listening texts.
- b) To enhance students' spoken English for academic conversation.
- c) To expose the students to the variety of academic reading texts.
- d) To develop in students the ability to write in English.
- e) To familiarize the students with the academic vocabulary items.
- f) To sharpen students' grammatical ability to write and speak correct English.
- g) To promote critical thinking skills among the students.

3. Contents

Unit One: Listening	8
1.1. Listen for main ideas	
1.2. Listen for details	
1.3. Make inferences	
1.4. Listen for opinions	
1.5. Follow a summary	
1.6. Listen for specific information	
1.7. Understand figurative expressions to interpret speaker's intention	
1.8. Listen for signposts to understand the structure of the text	
1.9. Listening for rhetorical questions to understand the structure of a lecture	

Unit Two: Speaking	6
2.1. Participate in a conversation	
2.2. Make notes to prepare for a presentation or group discussion	
2.3. Take turns to make conversation go smoothly	
2.4. Give advice, ask for clarification, express reasons, ask for reasons, ask questions and use the language functions that are used in a day-to-day communication in academic settings	
2.5. Lead discussions in groups	
2.6. Prepare dialogues with a partner for various conversations	

Unit Three: Reading	6
3.1. Preview text using a variety of strategies	
3.2. Read for main ideas	

- 3.3. Read for details
- 3.4. Read and recognize different text types
- 3.5. Scan text to find specific information
- 3.6. Make prediction about texts

Unit Four: Writing 6

- 4.1. Write paragraphs of different genres
- 4.2. Plan, write, revise, edit and rewrite
- 4.3. Make outline for writing
- 4.4. Write a summary
- 4.5. Write personal response to the texts
- 4.6. Write letter to the editor
- 4.7. Write essays

Unit Five: Vocabulary 6

- 5.1. Dictionary skills
- 5.2. Understanding idiomatic meaning
- 5.3. Increase vocabulary understanding word families
- 5.4. Understanding phrasal verbs
- 5.5. Understanding meaning from context
- 5.6. Understanding pre-fixes and suffixes to increase comprehension

Unit Six: Grammar 7

- 6.1. Tenses
- 6.2. Modals
- 6.3. Questions, multi-word verbs and verb structure
- 6.4. Determiners and preposition
- 6.5. Adjectives, adverbs, the passive and conditionals
- 6.6. Word formation and sentences
- 6.7. Tag questions
- 6.8. Gerund and infinitives

Unit Seven: Critical Thinking 6

- 7.1. Relate personal experience to the topic
- 7.2. Integrate information from multiple sources
- 7.3. Reflect on experiences to take risks
- 7.4. Analyze personal experiences
- 7.5. Evaluate experiences and events
- 7.6. Consider social responsibility on various levels

4. Instructional Techniques

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

5. Evaluation Scheme

- 6.1. Internal: 40%
- 6.2. External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10% (1 essay each of descriptive, narrative and argumentative in nature)
- Project Work/Assignment/Essay II 10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project 15% (2 reading writing projects that address the critical thinking skills given in the course)

6. External evaluation will be based on the following criteria:

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

7. Prescribed Texts

Craven, M. and Sherman, K.D. (2011). *Q: skills for success (listening and speaking)* – 3. New York. Oxford University Press.

Davis, F. and Rimmer, W. (2012). *Active grammar level 2*. Cambridge. Cambridge University Press.

Gramer, M.F. and Ward, C. S. (2011). *Q: skills for success (reading and writing)* – 3. New York. Oxford University Press.

8. References

Hornby. A.S. (2010). (8th Edition). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

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Course Title: **Socio-Philosophical Foundations of Education**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 313

Credit hours: 3

Teaching hours: 45

Semester: I

1. Course Description

This course is a core course designed for the students of Bachelor in Education. The course has categorized into two parts. The first part of this course is philosophical foundation which deals with the concept and fields of philosophy; and importance of philosophy in education. Along with this, philosophical part also incorporates basic and educational philosophies with their introduction, major pre-mises and educational implications. The second part of this course is sociological foundation which attempts to develop understanding of community, society, sociology, educational sociology, sociology of education and their implication in education. Similarly, this part also deals with concept of socialization, agencies and modes of socialization, cultural diversity in education, and education for national integration. Thus, the overall focus of this course is to inform students about how the philosophy and society directly and indirectly influence on education.

2. Course objectives

At the end of this course, the students will be able to:

- Introduce concept and the fields of philosophy in brief.
- Explain the relationship between philosophy and education.
- Clarity the importance of philosophy in education.
- Introduce the basic philosophies in concise form.
- Synthesize the major premises of basic philosophies.
- Apply the ideology of basic philosophies in the field of education.
- List out the types of educational philosophies with brief introduction.
- Elucidate the major tenets of educational philosophies in brief.
- Draw the educational implications of educational philosophies.
- Give brief introduction to Hindu and Buddhist philosophies.
- Explain the major principles of these religious philosophies.
- Use basic principles of religious philosophies in the field of education.
- Distinguish between society and community with short introduction.
- Illuminate the meaning and importance of socialization.
- Specify the agencies and modes of socialization.
- Describe the meaning of national integration in brief.
- Elaborate the measures, importance, and obstacles of national integration.
- Analyze the role of education for national integration.

3. Content Specifications

Unit I: Introduction to philosophy

6

- 1.1 Concept of Philosophy
- 1.2 Fields of Philosophy (Brief review)
 - Epistemology
 - Ontology
 - Axiology

1.3	Relationship between Philosophy and Education	
1.4	Importance of Philosophy in Education	
Unit II: Basic Philosophies		10
2.1	Idealism (Introduction, Major premises, Influence on education)	
2.2	Realism (Introduction, Major premises, Influence on education)	
2.3	Naturalism (Introduction, Major premises, Influence on education)	
2.4	Pragmatism (Introduction, Major premises, Influence on education)	
Unit III: Educational Philosophies		10
3.1	Perennialism (Introduction, Major tenets, Educational implications)	
3.2	Essentialism (Introduction, Major tenets, Educational implications)	
3.3	Progressivism (Introduction, Major tenets, Educational implications)	
3.4	Reconstructionism (Introduction, Major tenets, Educational implications)	
Unit IV: Religious Philosophies		3
4.1	Hindu Philosophy (Introduction only)	
4.2	Buddhist Philosophy (Introduction only)	
Unit V: Society and Education		10
5.1	Concept of Society and Community	
5.2	Meaning and Importance of Socialization	
5.3	Agencies of Socialization	
	• Formal agencies (School, college, university)	
	• Informal agencies (Family, peer group, society, and channels of communication)	
5.4	Modes of Socialization and their Impact on Education	
Unit VI: Education for National Integration		6
6.1	Concept of National Integration	
6.2	Measures of National Integration	
6.3	Importance of National Integration	
6.4	Obstacles of National Integration	
6.5	The Integrating Forces and the Role of Education	

Instructional Techniques

Lecture, questionnaire, demonstration, discussion, individual study, buzz session, and project method with seminar session will be used to clarify the suggested contents within this course.

Evaluation Procedures

There will be two types of evaluation techniques – 40% internal and 60% external. The knowledge, skills and attitudes of the students will be evaluated during academic session through classroom participation, content presentation, project work, seminar, and written tests which will be formative in nature. Continuous feedback will be provided to the students on the basis of results obtained from the employed evaluation tools and techniques to improve their knowledge, skills and attitudes. The overall achievement in the course will be assessed through annual examination conducted by the Office of the Controller of Examination established under Mid– Western University.

References

- Brannigan, M. C. (2000). *The pulse of wisdom: The philosophies of India, China, and Japan (2nd ed.)*. Belmont, CA: Thomson Learning, Inc.
- Chaube, S. P. and Chaube, A. (2002). *Foundations of education (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kneller, G. F. (1971). *Foundations of education*. New York: John Wiley and Sons, Inc.
- Morrish, I. (1978). *The sociology of education: An introduction*. London: George Allen and Unwin.
- Ozmon, A. H. and Craver, S. M. (1999). *Philosophical Foundations of Education (6th ed.)*. New Jersey: Prentice Hall, Inc.
- Purkait, B. R. (2004). *Principles and practices of education*. India: New Central Book Agency (P.) Ltd.

Course Title: Title: **Human Development in Education**
Nature of course: Theory and Practice
Level: B.Ed.
Course No: EDU 314

Credit hours: 3
Teaching Hours: 45
Semester: I

1. Course Introduction

This course deals with concept, different issues and approaches to human development, and brief review of life span from conception to death. It further intends to widen understanding of human development for fostering growth and development of the children in their perspective fields. Taking the major focus of the course on puberty and adolescence into consideration, it discusses the puberty and adolescence in the light of its implication to the planners, decision makers, parents and teachers in their related fields.

2. Course objectives

- On completion of this course the students will be able;
- To enable the students to grasp the meaning and concept of growth and development.
 - To identify the determining factors of growth and development.
 - To list the influencing factors of human development with their explanations.
 - To enable students to compare critically with different issues of human development
 - To familiarize the students with basic assumption of major approaches to human development.
 - To review the developmental stages with their concept, characteristics and developmental tasks.
 - To enable students to acquaint with characteristics and nature of physical growth and development during puberty.
 - To become able to grasp the distinctive characteristics of puberty.
 - To assess the social relation of children and their major social characteristics.
 - To enable to clarify the concept of emotion and list out their characteristics.
 - To make the students familiarize with pubertal children's recreational activities and games.
 - To analyze the major hazards of children during puberty.
 - To list out the annoying and satisfying factors of during puberty.
 - To draw conclusions of overall changes and developments happening during puberty for educational purpose.
 - To enable students to prepare the list of major physical characteristics and their impacts on psychology, health and sexual behavior of adolescence.
 - To trace out the mental characteristics as a major development during adolescence.
 - To enable students to familiarize with adolescent's involvement in major recreational and games.
 - To make the students aware of the potent hazards that influence overall development of adolescence.
 - To explore factors lading adolescents to be happy and unhappy during adolescence.

- To draw conclusions based on developmental characteristics and changes during adolescence for sound educational achievement.

3. Content specifications

Unit 1. Meaning and Definition of Human Development

8

- 1.1 Concept of Growth and Development
- 1.2 Influencing Factors of Human Development
- 1.3 Determinants of Growth and Development
 - Genetics
 - Environment factors
 - ✓ Psycho-social environment
 - ✓ Economic and educational factor

Unit 2. Approaches to Human Development

12

- 2.1 Issues of Human Development
 - Nurture Vs Nurture
 - Maturation Vs Learning
 - Continuity Vs Discontinuity
- 2.2 Major Theories of Human Development
 - Psychoanalytical Approach- Freud's View
 - Cognitive Approach-Piaget's View
 - Humanistic Approach-Maslow's View

Unit 3. A Brief overview of lifespan

5

- (Conception to Old Age)
- Concept
 - Characteristics
 - Developmental Task

Unit 4. Puberty: Understanding and Implication

10

- 4.1 Physical Growth and Development
- 4.2 Mental Growth and Development
- 4.3 Social Relation and Development
- 4.4 Emotional Development
- 4.5 Entertainment and Play
- 4.6 Hazards and Happiness
- 4.7 Implication: Role of Parents and School Teacher

Unit 5. Adolescence: Understanding and implication

10

- 5.1 Physical Characteristics/Development
 - ❖ Psychological Effects of Physical Changes
 - ❖ Effect of Physical Changes on Health and Sexual Behaviors
- 5.2 Mental Characteristics/Development
- 5.3 Emotional Characteristics/Development
 - ❖ Heightened Emotionality
- 5.4 Entertainment and Play
- 5.5 Hazards and Happiness
- 5.6 Implication: Role of Parents and School Teachers

Suggested methodologies

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, group study and peer discussion.

Assessment:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

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

References

Baron, R. (2005). *Psychology*. India: Pearson Education.
Ciccarelli, S. K. & Meyer. G. E. (2007). *Psychology*. India: Pearson Education.
Hurlock, E.B. (2002). *Developmental psychology: A life span approach*. New Delhi: Tata McGraw-Hill Publishing Company LTD.
Grace J. C. (1976). *Human development*. NJ: Prentice Hall.
Jersild, A.T., Telford, C.W., & Sawrey, J.M. (1997). *Child psychology*. New Delhi:

Course Title: **Foundations of Population Education**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 315

Semester: First
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course has been designed for those students who specialize in population education. The main purpose of this course is to provide the wider knowledge and understanding on foundation of population education. So, this course is designed for the student to develop an understanding of the conceptualization of population education, relationship of population education with different disciplines, determinants of population change, impacts of RPG, measures to control population growth and population education programs of different agencies.
2. **Course Objectives:** Upon of the course the students will be able to:
 - Delineate the meaning, importance, aims and objectives of population education.
 - Identify the scopes and major contents of population education.
 - Show the relationship of population education with different disciplines.
 - Delineate the meaning of rapid population growth.
 - Examine the impacts of rapid population growth on different aspects.
 - Elucidate the direct and indirect measures to control and manage population growth
 - Discuss the population education program conducted by formal as well as non-formal sectors and NGOs / INGOs.

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

Unit	Contents	Hours
I.	Concept of Population Education 1. Concept and importance of population education 2. Development of population education in general and particular in Nepal 3. Aims and objectives of population education 4. Major areas of population education <ul style="list-style-type: none">a. Demography/population studiesb. Determinants of population changec. Impacts of rapid population growthd. Human sexuality and reproductione. Family planning	5
	Relation of Population Education with Other Disciplines 1. Demography 2. Health 3. Economics 4. Geography 5. Environment and ecosystem 6. Sociology 7. Political Science	

B.Ed. Population Education

Unit	Contents	Hours
III.	Impacts of Rapid Population Growth 1. Food and nutrition 2. Health facilities and health services 3. Housing 4. Social security 5. Natural resources 6. Environment/Ecosystem 7. Economic development	10
IV.	Measures to Control Population Growth 1. Direct measures <ul style="list-style-type: none">a. Family planning devices: natural and artificial techniquesb. Liberalization in abortionc. Delay marriaged. Incentives/Disincentivese. Law 2. Indirect measures <ul style="list-style-type: none">a. Awareness programb. Safe motherhood servicec. Improvement of women's statusd. Nutrition and health services for childrene. Social securityf. Population education	10
V.	Population Education Program in Formal and Non-formal Sectors 1. Formal sectors: <ul style="list-style-type: none">• Governmental Organization• MOE: Curriculum Development Centre (CDC), National Centre for Education and Development (NCED), Higher Secondary Education Board (HSEB)• T.U.: Faculty of Education and Central Department of Population Studies• Other Universities 2. Non formal Sectors <ul style="list-style-type: none">• MOE: Ministry of Health and Population and National Non Formal Education Centre• NGOs: FPAN, Nepal Red Cross Society, CRIHPA, SAATHI, SOLID Nepal and others• INGOs: UNFPA, IPPF, UNESCO, UNICEF and others	10

4. **Instructional Techniques:**
- Lecture
 - Discussion
 - Interaction
 - Project work
 - Brain Storming
 - Questioning answer

- Debate
- Small group discussion
- Workshop
- Seminar

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

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

Bista, P. S. & Joshi, M. R. (2061 B.S). *Janasankhyasikshaskoaadhar*. Kathmandu: Bhudipuram Publication.

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

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

Maharjan, R. K. , Maharjan, S.K., Simkhad, P., GC, B.,& Sharma, T. (2065). *Janasankhya Aadhyan*. (part-I &II). Kirtipur: Sunlight Publication.

Population Education Unit, FOE. (2053 B.S.). *Janasankhya siksha srotupustak*. Kirtipur: Author.

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

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

Thapa, N. R. (2068 B.S). *Fundamentals of population education*. Kathmandu: Sara publication.

Course Title: **Principles of Demography**

Level: Bachelor of Education (B.Ed.)

Subject Code: Pop. Ed. 316

Semester: First

Credit Hours: 3

Teaching Hours: 45

1. Course Introduction: This course is designed to introduce students with the basic concept and background of demography and its inter-linkage with population education. The course consists of three units: i) Introduction to Demography and Population Education, ii) Basic Concepts, and iii) History, Philosophy and Theory of Population.

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

- Delineate the basic difference between demography and population education.
- Establish the relationship between demography and other disciplines.
- Understand the basic concepts used in the study of population.
- Explain the history, philosophy and theories of population.

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

Unit	Content	Hours
I.	Introduction to Demography and Population Education 1. Distinction between Demography and Population Education 2. Relation of Demography with Other Disciplines	5
II.	Basic Concept 1. Tools of Demography 2. Age and Sex Composition 3. Fertility, Nuptiality and its Determinants 4. Mortality and Morbidity 5. Household and Families 6. Population Change 7. Children, Adolescents and Youth, Ageing 8. Human Development 9. Epidemiology 10. Maternal and Child health 11. Population Policy 12. Migration and Urbanization 13. Population, Development and Environment 14. Child labour 15. Quality of Life 16. Gender Issue 17. Peace and Conflict	30
III.	History, Philosophy and Theory of Population 1. Ancient and Medieval: Greek, Roman, Chinese and Indian 2. Malthusian Theory 3. Marxist Theory 4. Other Theories as Relevant: Biological, Social, and Demographic Transition	10

4. **Instructional Techniques:**

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

5. **Evaluation Scheme:**

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. **Reference Books:**

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

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

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

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

Course Title: **Title: English Proficiency II**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: ENG 321

Credit hours: 3

Teaching Hours: 45

Semester: II

1. **Course Introduction**

The English Proficiency Course – II is a continuation of English Proficiency Course – I of the first semester and it also focuses on basic conversational skill, reading and writing skills and basic grammar skills. These skills are introduced in context through varieties of reading materials. In addition to this, it also aims to develop students' vocabulary of general use required for reading, writing and everyday communication.

2. **Course Objectives**

The objectives of this course are as follows:

- a) to develop vocabulary knowledge of different thematic field
- b) to expose the students to the variety of academic listening texts.
- c) to enhance students' spoken English for academic conversation.
- d) to expose the students to the variety of academic reading texts.
- e) to develop in students the ability to write in English.
- f) to promote critical thinking skills among the students.

3. **Contents**

Unit One: Listening

- 1.1. General listening
- 1.2. Micro-listening
- 1.3. Drawing inferences
- 1.4. Make opinions from the listening texts
- 1.5. Listen and summarize
- 1.6. Comprehending figurative expressions to interpret speaker's intention
- 1.7. Guided listening
- 1.8. Listening to a lecture

Unit Two: Speaking

- 2.1. Communicating with friends
- 2.2. Use of language functions in different academic settings
- 2.3. Turn taking in conversation
- 2.4. Participating in discussion
- 2.5. Presenting information to the audience

Unit Three: Reading

- 3.1. Previewing skills
- 3.2. Prediction skills
- 3.3. Micro-reading skills
- 3.4. Macro-reading skills
- 3.5. Reading different genres
- 3.6. Reading for detail comprehension
- 3.7. Reading with strategies

Unit Four: Writing

- 4.1. Writing different genres
- 4.2. Process writing
- 4.3. Writing letters
- 4.4. Essay writing

Unit Five. Vocabulary

Vocabulary related to the following themes:

- 5.1. Countries, nationalities and languages
- 5.2. The weather
- 5.3. Describing people
- 5.4. Relationships
- 5.5. At home
- 5.6. Everyday problems
- 5.7. Global problems
- 5.8. Education
- 5.9. Work
- 5.10. Sport
- 5.11. The arts
- 5.12. Food
- 5.13. The Environment
- 5.14. Town s
- 5.15. The natural world
- 5.16. Clothes
- 5.17. Health and Medicine
- 5.18. Travel
- 5.19. Number and shapes
- 5.20. Science and Technology
- 5.21. The press and media
- 5.22. Politics and Public institutions
- 5.23. Crime
- 5.24. Money – buying, selling and paying

Unit Six. Critical Thinking

- 7.1. Relate personal experience to the topic
- 7.2. Integrate information from multiple sources
- 7.3. Reflect on experiences to take risks
- 7.4. Analyze personal experiences
- 7.5. Evaluate experiences and events
- 7.6. Consider social responsibility on various levels

4. Instructional Techniques

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

5. Evaluation Scheme

- 6.1. Internal: 40%
- 6.2. External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10% (1 essay)
- Project Work/Assignment/Essay II 10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project 15% (2 reading writing projects that address the critical thinking skills given in the course)

6. External evaluation will be based on the following criteria:

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

7. Prescribed Textbooks

- 1. Daise, D., Norloff, C. and Carne, P. (2011)). Q: Skills for Success (Reading and Writing) – 4. New York. Oxford University Press.
- 2. Freire, R. and Jones, T. (2011). Q: Skills for Success (Listening and Speaking) – 4. New York. Oxford University Press.
- 3. McCarthay, M. & O'Dell F. (1994) English Vocabulary in Use, Upper Intermediate and Advanced . Cambridge: Cambridge University Press

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B.Ed. Population Education

Course Title: **Title: Emerging Theories of learning**
Nature of course: Theory and Practice
Level: B.Ed.
Course No: EDU 323
Credit hours: 3
Teaching Hours: 45
Semester: II

1. Course Description
This course is designed as a core educational course of Bachelor in Education The overall goal of this course is to acquaint the students with various theories that explain how an individual learn within their real-life environment. This course includes the content areas including learning theories and paradigms ranging from the behaviouristic to cognitivist theoretical models. As a requirement for the implementation of these theories for teaching and professional development, this course enables the students to use these theories in their everyday teaching learning practices.

- 2. Course objectives**
- To acquaint the students with meaning and concepts of learning theory
 - To develop understanding of empiricism and rationalism of learning in relation to the origin of learning theories
 - To specify different types of learning theories
 - To discuss the importance of learning theories in education and teaching
 - To introduce the meaning of classical conditioning theory
 - To understand the process and mechanism of classical conditioning theory
 - To use the operant conditioning theory in teaching learning practices
 - To familiarize the students with meaning and concept of operant conditioning
 - To explain the acquisition process of operant conditioning
 - To develop the concept of reinforcement and its application to change behaviors of learners
 - To use the operant conditioning in classroom teaching and learning
 - To clarify the concept of phi-phenomenon in productive thinking
 - To list the principles of perception with explanation
 - To discuss the implication of productive thinking in classroom practices
 - To explain the meaning of purposive behavior
 - To explain the Tolman's experiments and draw the conclusion from them
 - To derive implication of Tolman's learning theories for teaching and learning practices
 - To acquaint with, and develop critical insight of, the premises of individual constructivism
 - To explain the basic features of individual constructivism
 - To draw educational implications of individual constructivism
 - To define social constructivism and its premise
 - To discuss the concept of Zo - Ped (Zone of proximal development and Totem in relation to knowledge construction
 - To draw educational implications of social constructivism

- 3. Content Specifications**
- Unit I: Introduction to Learning Theories** 7
- 1.1 Meaning and Issues of Learning
 - 1.2 Origin of learning theories
 - 1.2.1 Empiricism – Behaviorism

1.2.2	Rationalism – Cognitivism	
1.3	Major Types of Theories (Introduction only)	
1.3.1	Behaviorisms	
	<ul style="list-style-type: none"> ■ Pavlov's Classical Conditioning ■ Skinner's Operant Conditioning ■ Thorndike's Connectionism ■ Hull's Systematic Behavior Theory ■ Guthrie's Contiguous Theory 	
1.3.2	Cognitive Theories	
	<ul style="list-style-type: none"> ■ Gestalt Theories ■ Tolman's Sign learning Theory 	
1.4	Importance and Use of Learning Theories in classroom teaching	
Unit II:	Classical Conditioning Learning Theory	7
2.1	Introduction	
2.2	Process and Mechanism of Classical Conditioning	
2.3	Implication in Classroom Teaching	
Unit III:	Operant Conditioning Learning Theory	7
3.1	Meaning and Concept	
3.2	Acquisition of Operant Behavior (Principles and Mechanism)	
3.3	Concept and Application of Reinforcement	
3.4	Implication for Teaching and Learning	
Unit IV:	Wertheimer's Phi-Phenomenon Theory	7
4.1	Basic Concept of Phi-Phenomenon/Productive thinking	
4.2	Principles of Perception	
4.3	Educational Implication of Productive Thinking	
Unit V:	Tolman's Sign Learning/Purposive Behaviorism	7
5.1	Introduction	
5.2	Reward Expectancy Learning	
5.3	Place Learning/Alternative Path Learning	
5.4	Latent Learning	
5.5	Educational Implications of Sign Learning Theory	
Unit VI:	Constructivism	10
6.1	Piaget's Individual constructivism (5)	
6.1.1	Philosophical Premises	
6.1.2	Basic Features (Scheme, Adaptation, Assimilation, Accommodation, and equilibration)	
6.1.3	Educational Implications of Piaget's Theory	
6.2	Vygotsky's Social Constructivism (5)	
6.2.1	Introduction	
6.2.2	Basic Premises (Situating Cognition)	
6.2.3	Fundamental Entities of Social Constructivist Theory	
6.2.4	Zone of Proximal Development (Zo-Ped)	

6.2.5	Cultural Tool (Totem)
6.2.6	Process of Knowledge Construction
6.2.7	Educational Implications of Vygotsky's Theory

4. Suggested methodology

Modes of instruction: 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, group study and peer discussion

Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

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

References

Grace, J.C. (1976). *Human Development*. New York, NY
Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone
Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall
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
Rogers, D. (1972). *Psychology of adolescence*. New York
Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall
Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education

Course Title: **Title: Curriculum and Assessment**
Nature of course: Theory and Practice
Level: B.Ed.
Course No: EDU 324

Credit hours: 3
Teaching hours: 45
Semester: II

1. Course introduction

This course is one of the core courses in education which aims to provide the students with learning opportunities to grasp meaning and concept of curriculum and help them develop understanding of assessment with reference to classroom teaching. It intends to acquaint the students with the meaning of curriculum, elements of curriculum and difference between curriculum and course of study. It then provides them with learning opportunities to understand curriculum development models, curriculum framework and taxonomy of educational objectives. In addition, this course intends to acquaint students with the basic concepts of measurement and assessment, types of assessment, principles of assessment and norm-referenced and criterion-referenced assessment. It further provides the concept and understanding of reliability and validity, test construction and appraisal, and non-testing devices of assessment.

2. Objectives

- On the completion of this course the students will be able to
- Conceptualize and understand the meaning and concept of curriculum.
 - Distinguish between curriculum and course of study.
 - Specify and illustrate the elements of curriculum.
 - Understand and reflect on the various models of curriculum development.
 - Acquaint with subject-cantered, activity-centred and core curriculum.
 - Develop various types of learning objectives based on the taxonomies of educational objectives.
 - Differentiate between measurement and assessment.
 - Understand and appraise various types of assessment.
 - Use assessment in academic purpose.
 - Acquaint the students with the concept of reliability and validity of measuring instrument and be able to estimate reliability and validity of classroom tests.
 - Differentiate between standardised and classroom tests.
 - Construct various kinds of subjective and objective tests.
 - Appraise scoring techniques of subjective and objective tests.
 - Calculate difficulty level and discrimination index of objective test using item analysis techniques.
 - Acquaint the students with various non-testing devices and techniques of assessment.

3. Content specifications

Unit I Introduction to curriculum	5
1. Meaning of curriculum <ul style="list-style-type: none">• Etymological meaning• Narrow meaning• Wider meaning	

2. Distinctions between curriculum and course of study	
3. Elements of curriculum <ul style="list-style-type: none">• Objectives• Contents• Teaching-learning strategies• Evaluation	
4. Needs and importance of curriculum	
Unit II : Curriculum development models and process	6
1. Tylor’s model of curriculum development	
2. Taba’s model of curriculum development	
3. Nicholls and Nicholls’s models of curriculum development	
4. Walker’s models of curriculum development	
5. Strengths and weaknesses of these models	
6. Curriculum development process in Nepal	
Unit III: Curriculum framework	5
1. Subject curriculum	
2. Activity-centred curriculum	
3. Core curriculum	
Unit IV : Taxonomy of Educational objectives	6
1. Bloom’s taxonomy <ul style="list-style-type: none">• Cognitive domain• Affective domain• Psychomotor domain	
2. New taxonomy (introduction only) <ul style="list-style-type: none">• Theoretical basis• Three domains of knowledge• Six levels of new texonomy	
Unit V : Measurement and Assessment	6
1. Meaning and concept of test, measurement, assessment and evaluation	
2. The role of measurement and assessment in teaching	
3. General principles of assessment	
4. Types of evaluation <ul style="list-style-type: none">• Placement• Formative• Diagnostic• Summative	
5. Norm-referenced and criterion-referenced assessment	
6. Assessment system in school education in Nepal	
Unit VI : Reliability and validity	6
1. Meaning and definition of reliability	
2. Types and methods of estimating reliability <ul style="list-style-type: none">• Test-retest method• Parallel form method	

- Split-half method
3. Meaning and definition of validity
 4. Types validity
 - Content validity
 - Criterion-related validity
 - Construct validity

Unit VII : Test construction and appraisal **6**

1. Standardised test
2. Teacher made test
 - Subjective test
 - Objective test
3. Scoring of subjective and objective test
4. Analysis of test results
 - Difficulty level
 - Discrimination index
 - Power of distracters

Unit VIII: Non-testing devices of assessment **5**

1. Rating scale and check list
2. Portfolio
3. Peer-appraisal
4. Anecdotal records
5. Self-report techniques

4. Suggested methodology

Modes of instruction: 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, group study and peer discussion

5. Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. External evaluation will be based on the following criteria:

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

7. References

Linn, R.L & Gronlund, N.E. (2000). *Measurement and assessment in teaching* (8th ed.) Delhi: Pearson Education

Marzano, R.J. and Kendall, J.S. (2007). *The new taxonomy of educational objectives* (2nd ed.) California: Carwin Press

Ornstein, A. & Hunkins, F. (2004). *Curriculum: foundation, principles and issues* (4th ed.). Boston: Allyn and Bacon

Print, M. (1993) *Curriculum development and design*. Sydney: Allen

Course Title: **Direct Techniques for Population Analysis** Semester: Second
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 325 Teaching Hours: 45

- 1. Course Introduction:** This course is designed with the intention of familiarizing students with the basic methods of population measures necessary in the study of population education. The course consists of six units: i) Age-Sex Composition, ii) Population Change, iii) Nuptiality, iv) Fecundity and Fertility, v) Morbidity and Mortality, and vi) Migration and Urbanization.
- 2. Course Objectives:** Upon the completion of this course, students will be able to:
- Understand the measures of age-sex composition.
 - Describe the measures of population change and calculate population change between two intervals.
 - Distinguish between fecundity/fertility and morbidity/mortality.
 - Understand and describe the measures of nuptiality, fertility, mortality, migration and urbanization.

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

Unit	Content	Hours
I.	Age-Sex Composition 1. Measures of Age-Sex Composition Mean age, median age, index of ageing, dependency ratios, sex ratio, masculinity proportion	5
II.	Population Change 1. The Balancing Equation 2. Rate of Natural Increase 3. Arithmetic, Geometric and Exponential Growth Rates 4. Population Doubling Time	8
III.	Nuptiality 1. Measures of Nuptiality Proportion married/widowed/divorced by age and sex, crude marriage rate, general marriage rate, age-specific marriage rate, mean/median age at first marriage, crude divorce rate, general divorce rate, age-specific divorce rate	7
IV.	Fecundity and Fertility 1. General Background 2. Period Measures Crude birth rate, general fertility rate, age-specific fertility rate, general marital fertility rate, age-specific marital fertility rate 3. Synthetic Cohort Measures Total fertility rate, total marital fertility rate, gross reproduction rate, net reproduction rate, replacement level fertility 4. Real Cohort Measures Children ever born, child-woman ratio	10

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Unit	Content	Hours
V.	Morbidity and Mortality 1. General Background 2. Measures of Mortality Crude death rate, age-specific death rate, cause-specific death rate, infant mortality rate (neonatal mortality rate and post-neonatal mortality rate), child mortality rate, under-five mortality rate, maternal mortality rate, maternal mortality ratio, life expectancy 3. Introduction to Life Table	10
VI.	Migration and Urbanization 1. Measures of Migration Crude immigration (in-migration) rate, crude emigration (out-migration) rate, net-migration rate, gross migration rate 2. Measures of Urbanization Level of urbanization, tempo of urbanization, primacy index	5

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. 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.

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.

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.

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.

Course Title: **Basic Mathematics**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 326

Semester: Second
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course is developed to introduce students to the basic mathematical tools and techniques required in the study of population education and develop their skills to apply such techniques in demographic data analysis and teaching population. The course consists of six units: i) Set Theory, ii) Functions and Graphs, iii) Elementary Algebra, iv) Logarithms and Indices, v) Matrix and Determinants, and vi) Calculus.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
 - Understand the basic concepts and application of sets.
 - Explain the concepts of functions and the application of analytical geometry in population education.
 - Discuss the application of elementary algebra, logarithms and indices in population education.
 - Explain the concepts, operation, types and application of matrix algebra.
 - Differentiate between differential and integral calculus and their application.

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

Unit	Content	Hours
I.	Set Theory 1. Concepts and Operation of Sets Universal and null set, Venn diagram, equality and inclusion, union, intersection and complementation, sub-sets 2. Application of Sets 3. The Real Number System	5
II.	Functions and Graphs 1. Concepts of Function Domain and range, one-to-one and many-to-one functions, continuous and discontinuous functions 2. Analytical Geometry a. Distance between two points b. Equation of a straight line Three standard forms of a equation of straight lines c. Graphical representation of linear, quadratic and exponential functions	10
III.	Elementary Algebra 1. Constant and Variables 2. Algebraic Expression, Polynomials, Equation and Identity 3. Linear and Quadratic Equations 4. Sequence and Series	5
IV.	Logarithms and Indices 1. Definition and Properties of Logarithms and Indices 2. Laws of Logarithms 3. Application of Logarithms in Population Growth Rates 4. Concepts of Antilogarithms	5

Unit	Content	Hours
V.	Matrix and Determinants	10
	1. Concepts and Types of Matrix	
	2. Operation of Matrix	
	3. Addition, subtraction and multiplication	
	4. Properties of Matrix Operation	
	5. Concepts and Properties of Determinants	
VI.	Calculus	10
	1. Differential Calculus	
	a. Concepts of limits, continuity, differentiation	
	b. Maximum, minimum and turning points	
	2. Integral Calculus	
	a. Concepts of anti-derivatives	
	b. Techniques of integration	

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

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5

6. External evaluation will be based on the following criteria:

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

7. **Reference Books:**
Chase, W., & Brown, F. (1996). *General Statistics*. New York: John Wiley and Sons.
Jain, S. K. (1982). *Basic Mathematics for Demographers*. Canberra: The Australian National University.
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: **Title: Educational development in Nepal**
Nature of course: Theory and Practice
Level: B.Ed.
Course No: EDU 331

Credit hours: 3
Teaching hours: 45
Semester: III

1. **Course description**
This course is designed for the students of B.Ed. level of MWU. This course intends to acquaint the student with various aspect of system and structure of education in Nepal. It also deals different educational projects and role of institution have also been included in this course to indicated development practice of the education system over the year.

2. **Course objectives**
- To make the students familiar with the historical development of education in Nepal.
 - To enable the student in describing the educational policies, structure and system of Neal
 - To orient the various university of Nepal
 - To impart the knowledge on NFE and CTEVT

- Unit 1: Education in Nepal** 5
- 1.1 Historical development of education in Nepal
 - 1.2 Pre- democratic period (indigenous, negligence, opposition period)
 - 1.3 Post democratic period 2007-2027
 - 1.4 Developmental period 2028 to 062
 - 1.5 Curriculum prarup 2062 to on ward

- Unit 2: Pre-primary level Education** 5
- 1.1 Evolution
 - 1.2 Objectives
 - 1.3 Curriculum
 - 1.4 Policy suggested by HLNEC 1998
 - 1.5 Role of NGOs and INGOs in promoting pre-primary education
 - 1.6 Problem and issues in primary education

- Unit 3: School Level Education in Nepal** 5
- 3.1 Historical development of primary, lower secondary, secondary and higher secondary school education
 - 3.2 Objectives of primary, lower secondary, secondary and higher secondary school education
 - 3.3 Existing curriculum, structure and evaluation system of primary, lower secondary, secondary and higher secondary school education
 - 3.4 Problem and issues of school education in Nepal

- Unit 4: Higher Education in Nepal** 5
- 4.1 Evolution
 - 4.2 Objectives
 - 4.3 General introduction of different universities (TU, NSU, PU,KU,Pok U....)

UNIT 5: Non- formal Education in Nepal

8

5.1 Evolution of NFE in Nepal

5.2 Types/ different programme of NFE in Nepal (basic concept only)

• Adult education

• Out of school children (OSP)

• Flexible schooling program (FSP)

• School out teach program(SOP)

• Community learning centre (CLC)

• Extension primary education program

5.3 Open and distance education in Nepal

5.4 Problem and issues of NFE in Nepal

Unit 6: Major Recommendation of Commission, Plans in their application School system

6

6.1 NNEPC 1951

6.2 ARNEC 1961

6.3 NESP 1971

6.4 NEC 1991

6.5 HLNEC 1998

Unit 7: Efforts of Educational Movement in Nepal (basic concept only)

6

7.1 Lahachok experiment

7.2 Seti education for rural development

7.3 PEP 1984 and BPEP 1992, 1999

7.4 EFA 2001-2015

7.5 SSRP 2010-2015

Unit 8: Vocational and Technical Education in Nepal

5

8.1 Evolution

8.2 Objectives

8.3 Role

8.4 Problem and issues

Assessment
External: 60%
Internal: 40%
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

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

References
ARNEC (1961). Repot of ARNEC. Kathmandu: MOE.
Government of Nepal (2009). SSRP 2009-O15. Kathmandu: Author.
HLNEC (1998). Report of HLNEC. Kathmandu: Author.
MOE (2003). Education in Nepal. Kathmandu: Author.
Mohanty and Mohanty (1996). Early child case and Education. New Delhi: Deep and Deep Publication.
MOE (1971). NESP 2028-032. Kathmandu: Author.
NNEPC (1956). Nepal ma Shiksha. Kathmandu: Author.

Course Title: **Guidance and Counseling**
Level: B.Ed.
Course No.: EDU 332

Credit hours: 3
Teaching hours: 45

Course description

This course is designed for Bachelor of Education (B.Ed.) in MWU. This course is the core course of B.Ed. which intends to acquaint students with the general background of education with reference to the meaning of guidance and counseling and its need, importance and implication in the different fields in Nepal.

Course objectives

The general objectives of the course are as below:

- Generalize the needs of guidance and counseling and educational guidance and counseling.
- Enumerate the different educational guidance and counseling.
- Explain the types, approaches and process of guidance and counseling.
- Describe the implication of guidance and counseling in the field of education.

Unit 1. Concept of Guidance

5

- Meaning and definition of guidance
- Philosophy of guidance
- Need and importance of guidance
- Types of guidance
- Services of guidance

Unit 2. Concept of Counseling

6

- Meaning and Definition of counseling
- Need and importance of counseling
- Types of counseling
- Function of counseling

Unit 3. Guidance and counseling in the educational setting

8

- Concept of educational guidance
- Guidance needs to related to education
- Aptitude and interest
- Guidance at secondary school

- 3.2 Concept of educational counseling
- Counseling at secondary school child
 - Role of presents teachers in counseling
 - Educational curriculum and counseling

Unit 4. Emergence and growth of guidance and counseling psychology

12

- Factors contributing the emergence of counseling
- Moral and philosophical issues
- Economic changes and challenges
- Educational Aspects

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- Mental measurement
- The mental hygienic movement
- Progress in psychology
- Social Theories, important period in development of counseling
- Philosophical concern

Unit 5. Approaches of counseling

7

- Directive approach (Psychoanalytic)
- Non directive approach
- Humanistic Approach
- Elective Approach

Unit 6. Process of counseling preparation of counseling

7

- Counseling relatives
- Counseling interactions
- Variables affecting the counseling process
- Counselor skills
- Portrait of an affective counselor
- Counselor factors

Note: Figures indicate the approximate periods for the respective unit.

1. Teaching Method/instructional techniques
The methods of instruction will mostly lectures discussion & question answer.

Assessment
External: 60%
Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. External evaluation will be based on the following criteria:

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

References
Rao, S. Narayan (2011). Counseling & guidance, New Delhi; Tata McGrow hill Companies
Deck, CE (1963). Philosophical Foundation and Guidance N.G. printice Hall
Welfel, Eligabeth R. & patterson lewis E. (2005) the counseling process a multicultural integration approach, Australia Thompson Brooks/ cole
Kochhar SK () Educational & vocational guidance in secondary schools, New Delhi sterling published Pvt.
SND sister marry Ushila (2008), Guidance & counseling, New Delhi, S. Chandra & company Ltd.

1. **Course Introduction:** This course is designed to provide students with detailed knowledge on the theories, determinants and differentials of human fertility deemed applicable in the study of population education. This course consists of four units: i) Review of Fertility Measures, ii) Fertility Theories, iii) Fertility Determinants and iv) Fertility Differentials by Socio-economic Status.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
 - Mention the various sources of fertility data for fertility measure.
 - Understand and explain selected fertility theories.
 - Explain the basic differences between proximate, demographic, socio-economic and cultural and institutional determinants of fertility.
 - Differentiate fertility differentials by socio-economic status.

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

Unit	Content	Hours
I.	Review of Fertility Measures 1. Sources of Fertility Data for Fertility Measures	5
II.	Fertility Theories 1. Intermediate Variable Framework of Davis and Blake 2. Proximate Determinant Model of Bongaarts 3. Wealth Flow Model 4. Economic Theory	15
III.	Fertility Determinants 1. Proximate Determinants 2. Demographic Determinants 3. Socio-economic Determinants 4. Cultural and Institutional Determinants	10
IV.	Fertility Differentials by Socio-economic Status 1. Education and Fertility 2. Age at Marriage and Fertility 3. Employment and Fertility 4. Income and Fertility 5. Mortality and Fertility 6. Migration and Fertility 7. Ethnicity and Fertility 8. Place of Residence and Fertility 9. Sex Preference, Value of Children and Fertility	15

4. **Instructional Techniques:**

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

5. **Evaluation Scheme:**

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

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

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

7. **Reference Books:**

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

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

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

Course Title: **Mortality**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 334

Semester: Third
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course is designed to introduce the concept of mortality among students and enhance their understanding on the theories, determinants and differentials of mortality in population education. The course consists of four units: i) Review of Mortality Measures, ii) Mortality Theories, iii) Mortality Determinants, and iv) Mortality Differentials.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Mention the various sources of mortality data for mortality measure.
 - Understand and explain selected mortality theories.
 - Explain the basic differences between proximate, demographic, socio-economic and cultural and institutional determinants of mortality.
 - Elucidate mortality differentials by demographic and socio-economic status.

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

Unit	Content	Hours
I.	Review of Mortality Measures 1. Sources of Mortality Data for Mortality Measures	5
II.	Mortality Theories 1. Modernization and Technological Diffusion Theories 2. Epidemiological Transition Theory 3. Health Transition 4. Theoretical Framework for Mortality Studies	15
III.	Mortality Determinants 1. Proximate Determinants 2. Demographic Determinants 3. Socio-economic Determinants 4. Cultural and Institutional Determinants	10
IV.	Mortality Differentials 1. Age and Mortality 2. Sex and Mortality 3. Fertility and Mortality 4. Education and Mortality 5. Income and Mortality 6. Ethnicity and Mortality	15

4. **Instructional Techniques:**

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

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. **Reference Books:**

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

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.

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

Course Title: **Migration**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 335

Semester: Third
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course is designed to enhance students' knowledge regarding the concepts of migration and its importance on population education. This paper will enable students in understanding the importance of migration on development. This paper consists of four units: i) Basic Concepts, ii) Migration Trends and Patterns, iii) Migration Theories, and iv) Migration and Development.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Explain the concepts and types of migration.
 - Elucidate the historical and contemporary trends and patters of migration.
 - Distinguish between labour, forced and safe migration.
 - Understand and explain selected mortality theories.
 - Relate the reciprocal relationship between migration and development.

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

Unit	Content	Hours
I.	Basic Concepts 1. Definition and Concepts of Migration 2. Types of Migration	10
II.	Migration Trends and Patterns 1. Historical Patterns 2. Contemporary Patterns a. Labour migration b. Forced migration c. Safe migration	10
III.	Migration Theories 1. Ravenstein's Law of Migration 2. Lee's Theory of Migration 3. Zelinsky's Hypothesis of Mobility Transition	15
IV.	Migration and Development 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

4. **Instructional Techniques:**

- Lecture
- Discussion
- Interaction
- Project work
- Brain Storming
- Questioning answer
- Debate

- Small group discussion
- Workshop
- Seminar

5. **Evaluation Scheme:**

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

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

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

7. **Reference Books:**

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

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

Khatriwada, 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.

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

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

Course Title: **Population Policy**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 336

Semester: Third
Credit Hours: 3
Teaching Hours: 45

1.

Course Introduction: This course is designed to provide students with a wider knowledge of the theoretical and practical implications of population polices and their relevance in development activities and population education. The course consists of three units: i) Introduction to Population Policies, Population Policy in International Conferences, and iii) Population Policies of Nepal.
2.

Course Objectives: Upon the completion of this course, students will be able to:
 - Distinguish between pro-natalist and anti-natalist population policies.
 - Delineate population-influencing and population-responsive policies.
 - Explore approaches on the integration population policies in development activities.
 - Explain selected population policies formulated in international conferences.
 - Understand the dynamics of population policies in Nepal through time.

3.

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

Unit	Content	Hours
I.	Introduction to Population Policies	15
	1. Definition and Types of Population Policies	
	a. Pro-natalist and Anti-natalist policies	
	2. Population-Influencing Policies	
	a. Fertility and nuptiality	
II.	b. Mortality and morbidity	15
	c. Migration and urbanization	
	3. Population-Responsive Policies	
	a. Health, education and basic needs	
	b. Basic infrastructural development	
III.	c. Information, education and communication; behavioural change communication (BCC) and advocacy	15
	4. Integration of Population Policies in Development Planning	
	Population Policy in International Conferences	
	1. The Great Population Debate	
	2. Rio Conference, 1992	
	3. Cairo Conference, 1994	
	4. Beijing Conference, 1996	
	5. Millennium Development Goals	
	Population Policies of Nepal	
	1. Development of Population Policies in Nepal	
	2. Population Policies According to Various Plans	
	3. Population policy and development activities	

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4.

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

5.

Evaluation Scheme:
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6.

External evaluation will be based on the following criteria:

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

7.

Reference Books:
Bhende, A., & Kanitkar, T. (1993). *Principles of Population Studies*. Bombay: Himalaya Publishing House.
KC, B. K., & Acharya, S. (1999). *A Review and Revision of Population Policies in Nepal*. Kathmandu: CDPS, TU.
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. (2064 BS). *Three-Year Interim Plan (2007/08-2009-10)*. Kathmandu: National Planning Commission.

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.

Course Title: **Title: Social Justice in Education**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 341

Credit hours: 3

Teaching hours: 45

Semester: IV

Course description

This course is designed to assist the students to understand the essence of education and social justice in real life situation. It aims to generate multiplier effect of education and social justice extending from the Bachelor in educational science level classroom to the realities of the households. It will also assist the students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs. The students are supposed to identify not only the local education and social justice but also explore their scenario at the national and global contexts.

Course objectives

- At the end of this course the students will be able:
- To identify the evolution concept of social justice education
 - To enhance the knowledge of students in promoting social justice through affirmative action
 - To impart the knowledge on education as a requisite for social justice
 - To make the students familiar with the contribution of social justice for social development and empowerment.
 - To enable the students in carrying out an enquiry into social movements as a global movement.

Unit 1: Concept of social justice 10

- 1.1 Meaning and evolvement of social justice education
- 1.2 Theoretical foundations of social justice education
- 1.3 Pedagogical framework for social justice education
- 1.4 Concept of poor law and corn laws
- 1.5 Concept of anti poor laws and anti Corn Laws.

Unit 2: Education for social justice 7

- 2.1 Education as a conservative force to change in social justice
- 2.2 Education as a transformative force to bring change in social justice
- 2.3 Education as reformatory force for social justice
- 2.4 Curricular role for social justice
- 2.5 Pedagogical role for social justice
- 2.6 Classroom practice
- 2.7 Participation and inclusion of students in the classroom

Unit 3: Social justice for equitable development 5

- 3.1 Social justice as political, distributive and economic justice
- 3.2 Critical domains of equity and equality
- 3.3 Poverty alleviation for social justice
- 3.4 Human rights for social development and justice

Unit 4: Social justice through affirmative action

7

4.1 Affirmative action and morality relevant characteristics

4.2 Affirmative action compensatory justice

4.3 Justification of affirmative action in employment

4.4 Individual rights and group rights

4.5 Pluralism in politics

Unit 5: Social justice and empowerment

5

5.1 Social defense programs

5.2 Employment and poverty alleviation

5.3 Self employment and development programs

5.4 Rights of persons with special needs

Unit 6: Glocalization of social movements

5

6.1 Nature of international and national social movements

6.2 Movements for diversified people in Nepal and abroad in relation to children, women, special needs people, elderly people, indigenous people and other disadvantaged groups of people.

Unit 7: Approaches to promote social justice

6

7.1 Educational approaches

7.2 Legal approaches

7.3 Awareness campaign

7.4 Internalization process

7.2 Advocacy campaign

7.6 Rehabilitation program

Assessment

External: 60%
Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. External evaluation will be based on the following criteria:

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

References

Adams, M. (1997). *Pedagogical frameworks for social justice education*. In teaching for diversity and social justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Bell, L. A. (1997). *Theoretical foundations for social justice education*. In teaching for diversity and social justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Bourdieu, P. (1980).*The logic of practice* (English translation) translated by Richard Nice, 1990. Stanford, California: Stanford university press.

Dumont, L. (1980). *Homo hierarchicus: the caste system and its implications*. Chicago: the university press.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury press

Mahajan, G. (1998) (edit). *Democracy, difference and social justice*. New Delhi: Oxford University Press.

National master plan against child labour- ministry of labor and transport management (2001)

Stake, R.E. (1995). *The art of case study*. California, USA: Sage publication

United Nations (2006). *Social justice in an open world: The role of United Nations*. New York: United Nations

Yugh, P. (2000). *Social justice and empowerment*. Delhi: Kal Paz publications

ILO conventions: No.29 –*forced labor convention* (1930), No. 87- *freedom of association and protection of the right to organize* (1948), No.98- *right to organize and collective bargaining convention* (1949), No.100- *equal remuneration convention* (1951), No.105- *abolition of forced labor convention* (1957), No.111- *discrimination employment and occupation convention* (1958), No.138 –*minimum age convention* (1973) and No.182- *worst forms of child labor convention* (1999).

Nature of course: Title: Fundamentals of Research Methodology in Education	
Nature: Theory and Practice	Credit hours: 3
Level: B.Ed.	Teaching hours: 45
Course No: EDU 342	Semester: IV

Course description

This course provides students with fundamental knowledge and understanding about research methodology in education. It also enables students to develop basic skills in preparing research proposal and essential tools for collecting the data. This course includes the basic concept and terminology of research, types of research, use of action research, data collection tools, data analysis and writing reports in standardized format.

Course objectives

- To introduce basic concepts and types of research in education
- To acquaint the students with the concept and use of action research in education
- To develop understanding about various types of data collection instruments and processes
- To enable the students to acquire basic quantitative and qualitative techniques of data collection
- To develop students' understanding and skill of writing research proposal and research report

Contents

Unit I Meaning and concept of research 8

- 1.1 Meaning and importance of educational research
- 1.2 Types of research
 - Quantitative and qualitative
 - Basic, Action and applied
 - Experimental and descriptive
- 1.3 Importance of research in education
- 1.4 Basic terminologies and concepts used in research
- 1.5 Hypothesis
- 1.6 Sampling

Unit II Methods of data collection 8

- 2.1 Interview
- 2.2 Observation
- 2.3 Questionnaire
- 2.4 Rating scale and check list
- 2.5 Tests

Chapter III Statistical data analysis 7

- 4.1 Measures of central tendency
- 4.2 Measures of dispersion
- 4.3 Correlation

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Chapter IV Qualitative data analysis 7

- ## 5.1 Thematic analysis
- ## 5.2 Constant Comparison method

Chapter V Proposal writing 7

- 6.1 Need and importance of research proposal
- 6.2 Essential components of research proposal
- 6.3 Criteria for measuring qualities of a research proposal

Chapter VI Research report 8

- 7.1 Essential components of research report
- 7.2 Format of report writing
- 7.3 Qualities of a good research report

Suggested methodology

Modes of instruction: 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, group study and peer discussion.

Assessment

External 60%
Internal 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

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

References

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

B.eD.t, J.W. and Kahn (2006) *Research in education* (10th ed.), New Delhi:Prentice Hall of India.

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

Punch, K.F. (2009) *Introduction to research methods in education*. London: Sage.
MacMillan (2007) *Educational research: fundamentals for the consumer*.

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

1.

Course Introduction: The purpose of this course is to acquaint students on the population dynamics of Nepal based on the findings from different studies / sources and to familiarize them on the changing demographic situation of Nepal. The course consists of seven units: i) Population Change and Distribution, ii) Social Characteristics, iii) Nuptiality, iv) Fertility, v) Mortality, vi) Migration and Urbanization, and vii) Economic Characteristics.
2.

Course Objectives: Upon the completion of this course, students will be able to:
 - Understand the distribution of population and the changes brought about in the density and age-sex composition.
 - Explain the dynamics in the social characteristics with regard to religion, language, caste/ethnicity and education.
 - Elucidate the determinants of age at marriage, marital differentials and understand marital distribution by age and sex.
 - Analyze the levels, trends, determinants and differentials of fertility, mortality and migration.
 - Explain the economic characteristics of Nepalese population.
3.

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

Unit	Content	Hours
I.	Population Change and Distribution <div>1. Population Change and Distribution</div> <div>2. Population Density</div> <div>3. Age-Sex Composition</div>	5
II.	Social Characteristics <div>1. Religious Composition</div> <div>2. Mother Tongue and Language</div> <div>3. Caste and Ethnicity</div> <div>4. Educational Attainment and Literacy</div>	8
III.	Nuptiality <div>1. Marital Distribution by Age and Sex</div> <div>2. Marital Differential</div> <div>3. Determinants of Age at Marriage</div>	5
IV.	Fertility <div>1. Fertility Levels</div> <div>2. Fertility Differentials</div> <div>3. Determinants of Fertility</div>	7
V.	Mortality <div>1. Mortality Levels</div> <div>2. Mortality Differentials</div> <div>3. Determinants of Mortality</div>	7

Unit	Content	Hours
VI.	Migration and Urbanization 1. Levels and Trends of Migration Trends 2. Levels and Trends of Urbanization in Nepal	5
VII.	Economic Characteristics 1. Levels and Trends of Labour Force 2. Age-Sex Participation Rate and Inter-Censal Changes by Rural/Urban Areas 3. Occupational Classification and Inter-Censal Changes by Sex, Rural/Urban Areas	8

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

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

Ministry of Health and Population (MoHP). (1996, 2001, 2006, 2011). *Nepal Demographic and Health Survey*. Kathmandu: MoHP.

Course Title: **Population, Environment and Development** Semester: Fourth
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 344 Teaching Hours: 45

1. **Course Introduction:** This course is designed broaden students’ understanding of the interrelationship between population, environment and development. This course specifically focuses on the complex issues of environmental implications of population change in developing and developed countries. The course consists of four units: i) Basic Concepts, ii) Population, Development and Environment: General Perspectives, iii) Population, Environment and Development, and iv) Environment: Nepal’s Profile.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Explain the basic concepts and terminologies used in environment and development.
 - Discuss the definition and components of environment and development.
 - Differentiate the various perspectives in analysing population, environment and development.
 - Describe the inter - relationship between population environment and development.
 - Understand Nepal’s environmental profile.

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

Unit	Content	Hours
I.	Basic Concepts 1. Definition and Components of Development and Environment 2. Population and Resources 3. Human Carrying Capacity	10
II.	Population, Development and Environment: General Perspectives 1. Natural Science Perspective 2. The Multiplicative Perspective 3. Mediating Perspective 4. Political Economy/Dependency Perspective 5. Complex and Adaptive Perspective	15
III.	Population, Environment and Development 1. Population Growth, Environment and Development 2. Migration, Population Change and the Rural Environment 3. Population, Environment and Development in Urban Setting 4. Women and Environment 5. Health, Morbidity, Mortality and Environment 6. Sustainable Development and Environment	15
IV.	Environment: Nepal’s Profile General itroduction	5

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

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

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

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

7. **Reference Books:**

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

Ehrlic, P.R., Ehrlic, A.H., & Holdren, J.P. (1977). *Ecoscience: Population, Resources, Environment*. San Francisco: W.H. Freeman and Company.

Pachauri, K., & Qureshy, L.F. (1997). *Population, Environment and Development*. New Delhi: Tata Energy Research Institute.

Sharma, R. C. (1988). *Population Resource: Environment and Quality of Life*. New Delhi: Dhanpat Rai and Sons.

United Nations Population Division. (2001). *Populations, Environment and Development: The Consise Report*. New York: United Nations Population Division.

World Commission on Environment and Development. (1987). *Our Common Future*. Oxford: Oxford University Press.

Course Title: **Population and Quality of Life**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 345

Semester: Fourth
Credit Hours: 3
Teaching Hours: 45

1.

Course Introduction: This course is designed to familiarize students with the inter-relationship between population and quality of life issues. The course consists of four units: i) Basic Concepts of Life, ii) Population and Quality of Life, iii) Population, Poverty and Basic Needs, and iv) Sustainable Quality of Life.
2.

Course Objectives: Upon the completion of this course, students will be able to:
 - Understand the basic concepts of quality of life.
 - Discuss the effects of fertility, morbidity, mortality, migration and urbanization on quality of life.
 - Explain the relationship between population, poverty and basic needs.
 - Understand issues related to sustainable quality of life.

3.

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

Unit	Content	Hours
I.	Basic Concepts of Quality of Life <ol style="list-style-type: none"> Food, Nutrition, Sanitation, Health, Education, Social Security, Socio-political Participation Gender Equality, Equity and Empowerment Employment, Income Distribution, Consumption, Immunization and Child Survival, Minimum Age at Marriage, Access to Family Planning Methods 	10
II.	Population and Quality of Life <ol style="list-style-type: none"> Fertility and Quality of Life Morbidity, Mortality and Quality of Life Migration and Quality of Life Urbanization and Quality of Life in Urban Areas Family Size and Quality of Life <ol style="list-style-type: none"> Health risks of early, late, too-closely spaced pregnancies Human resource development and quality of life Family welfare and quality of life Problems of under and over population Population and Quality of Life Indicator (PQLI) 	15
III.	Population, Poverty and Basic Needs <ol style="list-style-type: none"> Food, Shelter, Clothing and Housing Employment and Income Distribution Roads, Telecommunication and Electricity Health and Education Social Security System 	10
IV.	Sustainable Quality of Life <ol style="list-style-type: none"> Adolescents and Children Delinquencies and Drug Abuse Trafficking Child Marriage, Teenage Pregnancy and Access to Information Fertility, Infant and Maternal Mortality 	10

4.

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

5.

Evaluation Scheme:
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6.

External evaluation will be based on the following criteria:

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

7.

Reference Books:
Central Bureau of Statistics (CBS). (1987, 1995, 2003). *Population Monograph of Nepal*. Kathmandu: CBS.
Curriculum Development Centre (CDC). (1993). *Population and Quality of Life*. Kathmandu: CDC, TU.
Sharma, R. C. (1988). *Population Resource: Environment and Quality of Life*. New Delhi: Dhanpat Rai and Sons.

Course Title: **Sexual and Reproductive Health Education** Semester: Fourth
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 446 Teaching Hours: 45

- 1. Course Introduction:** This course is designed to acquaint the student of BES level with conceptualization and understanding on sexuality education, adolescence and sexuality education, changes during adolescence and its management, reproductive system of male and female, family life education, and reproductive health and comprehensive sexuality education
- 2. Course Objectives:** Upon completion of the course the students will be able to:
- Conceptualize adolescence and reproductive health and sex and sexuality education.
 - Identify the major problems of adolescents and suggest their management.
 - Elucidate the changes occurred during adolescence and their management
 - Delineate anatomy and physiology of male and female reproductive health with labeled diagram.
 - Discuss the process of menstruation, fertilization, pregnancy and birth
 - Elaborate the meaning and concept of a family.
 - Determine the factors to be considered while selecting marriage partner and importance of pre- marriage education.
 - State the values of ideal family size.
 - Describe the family functions, family life cycle, family needs and responsible parenthood
 - Explain the concepts, causes and signs of ageing and suggest the measures to promote health of senior citizens
 - Highlight meaning, importance and components of reproductive health with examples.
 - Conceptualize the meaning, importance, and components of comprehensive sexuality education

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

Unit	Contents	Hours
I.	Adolescence Sexuality Education 1. Concept of sex and sexuality education. 2. Concept of adolescence sexuality and reproductive health 3. Need of adolescence sexuality and reproduction health education 4. Problems faced during adolescence by the adolescents related to sexuality and reproductive health and their management a. Sexual harassment b. Peer pressures c. Consequences of teen age marriage, teen age sexual activity, teen age pregnancy and teen age mother d. HIV and AIDS and RTIs e. Drug addictions f. Girls trafficking	10

Unit	Contents	Hours
	5. Management for reducing of adolescent's problems a. Parents guidance b. Counseling c. Peer education d. Participation in creative activities e. Adolescents friendly education f. Recreational activities g. Involvement in social activities	
II.	Changes During Adolescents and its Management 1. Physical 2. Psychological/emotional 3. Social 4. Coping changes of adolescents	5
III.	Reproductive System 1. Anatomy and physiology of male and female reproductive organs 2. Menstrual cycle 3. Fertilization 4. Pregnancy 5. Birth	10
IV.	Family Life Education 1. Meaning and concept of a family 2. Marriage a. Factors considering while selecting marriage partner b. Importance of pre-marriage education 3. Significance of ideal family size 4. Functions of a family 5. Family life cycle 6. Family's need 7. Responsible parenthood 8. Ageing a. Concept and determinants of ageing b. Signs of aging c. Measures for promoting senior citizens' health	10
V.	Reproductive Health and Comprehensive Sexuality Education 1. Meaning and importance of reproductive health 2. Introduction to reproductive health and its components 3. Meaning and importance of comprehensive sexuality education 4. Development of comprehensive sexuality education 5. Introduction to Components of comprehensive sexuality education	10

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

5. Evaluation Scheme:
 Assessment 40% and final 60%
 Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Book:
 Hatcher, R. A. (1997). *The essentials of contraceptive technology*.Baltimore: JohnHopkinsSchool of Public Health.
 Maharjan, R. K. & Maharjan, S. K. (2054 B.S.).*Pariwarik jeevanshikshya*. Kirtipur: Population Education Unit, FOE, T.U.
 Maharjan, S. K. (2069). *Human Sexuality and reproductive*.Kirtipur: Sun Light Publication.
 Maharjan, S.K. (2065). *Swasthyakoadhar*. Kathmandu: Bhundi Puran.
 Population Education Unit (2054). *Janasankhyasikchhako srot pustak*.Author
 Tuitui, R. & Tuitai, S. (2064). *Prajajanswasthya*. Kathmandu: PrashantiPrakashan.

Course Title: **Foundation of Public Health**
 Level: Bachelor of Education (B.Ed.)
 Subject Code: Pop. Ed. 451

Semester: Fifth
 Credit Hours: 3
 Teaching Hours: 45

- Course Introduction:** This course examines the major domains of public health especially introducing what is public health and how to apply public health to dealing health issues in Nepal. The content of course will focus on basic material related to the main areas of public health such measurement of health and diseases, infectious disease epidemiology, environmental and occupational health, nutrition, health systems and public health programme.
- Course Objectives:** Upon completion of this course, students will be able to:
 - Define and describe key terms such as health, public health and public health paradigms
 - Discuss and reflect on historical development of public health
 - Explain the method and techniques of measuring health and diseases in population
 - Discuss and describe environmental and occupational health issues
 - Apply knowledge and skills of methods of prevention and control of infectious diseases in their locality
 - Discuss the role of nutrition in improving public health
 - Discuss and reflect on national health system and public health programme
- Course Outlines:** The following units and contents will be covered in this course:

Unit	Content	Hours
I.	Fundamental Concepts of Health and Public Health <ol style="list-style-type: none"> Meaning and concept of health Dimensions of health Determinants of health: physical, social, cultural, behavioural and health care Meaning and definition of public health and population health Aims and functions of public health Demography and public health An overview of history of public health Public health paradigms: Medical, Behavioural and holistic, social-ecological 	8
II.	Measuring Health and Diseases in Population <ol style="list-style-type: none"> Measurement of disease occurrence (Incidence and prevalence) Measurement of mortality Health indicators and indices Source of data for public health Burden of diseases and quality of life Health and epidemiologic transition 	5
III.	Environmental and Occupational Health <ol style="list-style-type: none"> Concept of environmental health and sanitation Water pollution and its impact on public health Air pollution and its impact on public health Open defecation, land pollution and public health Pesticide pollution and public health 	10

Unit	Content	Hours
	6. Preventive measures of water, air and land pollution 7. Principles and practices of solid waste management 8. National law and policy of solid waste management in Nepal 9. Concept of occupational health 10. Burden of occupational morbidity and mortality 11. Occupational hazards and diseases 12. Ergonomics and work related musculoskeletal disorders 13. Occupational safety and health standard	
IV.	Infectious Disease Epidemiology 1. Concept of infectious and communicable diseases 2. Epidemiological triads and infectious disease models 3. General principles and methods of communicable diseases prevention and control 4. Symptoms, prevention and control of water and food borne diseases: Diarrhea, cholera, typhoid, dysentery, hepatitis (jaundice) 5. Symptoms, prevention and control of vector borne diseases: malaria, dengue, encephalitis, kala-azar and filariasis 6. Symptoms, prevention and control of air-borne diseases: Acute Respiratory infection (ARI), influenza, tuberculosis 7. Symptoms, prevention and control of skin infection diseases: leprosy, chicken pox and measles. 8. Symptoms, prevention and control of disease of soil contact: Trichuris (whipworm), Ascaris (round worm), Hookworms, Tetanus	10
V.	Nutrition Issues in Public Health 1. Concept, functions and classification of food and nutrition 2. Nutritional requirement of carbohydrate, protein, fats, mineral and vitamins 3. Nutritional deficiency disease of public health importance 4. Assessment of nutritional status: Anthropometric measurement, Body Mass Index (BMI) and Growth chart 5. Malnutrition problem in Nepal	5
VI.	National Health System and Public Health Programme in Nepal 1. Concept of health systems and health care system 2. Prevailing health care system in Nepal: Traditional and modern system 3. Organizational structure of health care delivery system 4. Primary health care in Nepal: Elements, principles and practices 5. Expanded Programme on Immunization 6. Control of Diarrheal Diseases 7. National Tuberculosis Control Programme 8. HIV/AIDS and STI control 9. Malaria, Kala-azar and Lymphatic Filariasis control programme 10. Safe motherhood and Family Planning 11. FCHV programme 12. Primary Health Care Outreach 13. Leprosy control 14. Nutrition and child health	7

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Goldsteen, R.L., Goldsteen, K., & Graham, D. (2011). Introduction to public health. New York: Springer Publishing Company
 Tulchinsky, T.H, & Varavikova, E. A. (2009). The new public health (Second Edition). San Diego, California: Elsevier Academic Press
 Young, T.K. (2004). Population health: Concept and methods. New York: Oxford University Press
 Barsai, M.E. (2003). Human Nutrition: A health perspective. London: Hodder Arnold

Course Title: **Ageing Education**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 452

Semester: Fifth
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course is designed to introduce the concepts of demographics of ageing education to students and provide them with theoretical and practical foundations regarding the problems of elderly and retired. The course consists of three units: i) Population Ageing: Introduction and Concepts, ii) Theories and Conferences on Ageing, and iii) Condition of Elderly Population in Nepal.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
 - Understand the concepts of ageing including the various measures.
 - Explain the changes in age structure as a result of fertility, mortality and migration.
 - Discuss the theories of ageing and issues formulated in international conferences.
 - Explore the condition of elderly in Nepal and policies formulated in Nepal regarding elderly population.

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

Unit	Content	Hours
I.	Population Ageing: Introduction and Concepts <div>1. Definition and Concepts of Ageing: Gerontology and Geriatrics</div> <div>2. Measures of Ageing Population<div>a. The median age</div><div>b. The proportion of aged population</div><div>c. The proportion of children under 15 years</div><div>d. The ratio of elderly population to the number of children</div></div> <div>3. Change in Age Structure as a Result of Fertility, Mortality and Migration</div>	15
II.	Theories and Conferences on Ageing <div>1. Theories on Ageing<div>a. Biological theories</div><div>b. Social theories</div><div>c. Psychological theories</div></div> <div>2. Conferences on Ageing<div>a. World assemblies</div><div>b. International conferences (Vienna Conference)</div><div>c. Programs and policies</div></div>	15
III.	Condition of Elderly Population in Nepal <div>1. Levels and Trends of Elderly in Nepal</div> <div>2. National Policies on Elderly</div>	15

B.Ed. Population Education

4. **Instructional Techniques:**

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

5. **Evaluation Scheme:**

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

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

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

7. **Reference Books:**

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

Preston, S., & Martin, L. (1994). *The Demography of Ageing*. Washington D.C.: Academy Press.

1. **Course Introduction:** This course is designed to introduce the concepts of maternal and child health to students with particular reference to Nepal. The course consists of five units: i) Determinants of Maternal Health, ii) Components of Maternal Health, iii) Nutritional Status of Mother, iv) Determinants of Child Health, and v) Nutritional Status of Children.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
 - Understand the determinants of maternal health.
 - Explain the components of maternal health.
 - Explore the determinants of mother’s nutritional status.
 - Discuss the determinants of child health.
 - Explain the importance of nutritional status of children.

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

Unit	Content	Hours
I.	Determinants of Maternal Health <ul style="list-style-type: none">1. Socio-economic Characteristics2. Age at First Marriage and Age at First Birth3. Children Even Born and Birth Interval4. Contraceptive Use and Unmet Need5. Decision Making Authority6. Nutritional Status	10
II.	Components of Maternal Health <ul style="list-style-type: none">1. Antenatal Care2. Delivery Care3. Postnatal Care4. Newborn Care5. Abortion6. Uterine Prolapse	10
III.	Nutritional Status of Mother <ul style="list-style-type: none">1. Body Mass Index (BMI)2. Prevalence of Anemia in Women3. Micronutrient Intake among Women	5
IV.	Determinants of Child Health <ul style="list-style-type: none">1. Child's Weight and Size at Birth2. Vaccination/Immunization3. Acute Respiratory Infections4. Fever5. Diarrheal Diseases	10
V.	Nutritional Status of Children <ul style="list-style-type: none">1. Measurement of Nutritional Status among Children (e.g. Stunting, Wasting, Underweight and Overweight/Obesity)2. Breastfeeding and Complementary Feeding3. Prevalence of Anemia in Children4. Micronutrient Intake among Children	10

*All units and its contents will cover levels and trends with reference to Nepal.

4. **Instructional Techniques:**

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

5. **Evaluation Scheme:**

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

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

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

7. **Reference Books:**

Ministry of Health and Population (MoHP). (1996, 2001, 2006, 2011). *Nepal Demographic and Health Survey*. Kathmandu: MoHP.

Course Title: **Nutrition Education**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 454

Semester: Seventh
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course has been designed for those students who specialize in health education. The main purpose of this course is to provide the wider knowledge on food and nutrition. So, this course is designed for the students to develop an understanding on food and nutrient: values, functions, sources and requirements for human health and their life. It also equips students on assessing nutritional status, planning for balance diet, widening the knowledge on the causes of malnutrition, nutrition deficiency diseases and preserving the nutrients in various food processing. It also makes aware the students on the trend of food adulteration, food additives, beverages, food strategies and consumer’s right in Nepal.
2. **Course Objectives:** Upon completion of the course the students will be able to:
 - Delineate the meaning, importance and values of food and nutrition.
 - Describe about the chemical compositions, functions, sources, deficiencies and requirement of macro nutrients and micro nutrients.
 - Assess the nutritional status individual and community people with various methods.
 - Delineate the causes of malnutrition and nutrition deficiency diseases.
 - Plan for balance diet and manage nutritious food from locally available resources.
 - Discuss on food additives, beverage, fads, fallacious and adulteration.
 - Describe the food preservation methods.
 - Elucidate the nutrition policy and strategies of Nepal.
 - Make aware on consumer’s right in the perception food and nutrition.

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

Unit	Contents	Hours
I.	Introduction to Food and Nutrition 1. Meaning and importance of food and nutrition 2. Food, health and disease 3. Food value in the perspective of human anatomy and physiology, socio-cultural, and psychological point of view 4. Basic food groups	4
II.	Classification of Nutrients and Micro-nutrients (Chemical composition, functions, sources, deficiencies and requirement) 1. Carbohydrate 2. Protein 3. Water	3
III.	Malnutrition and Assessment of Nutritional Status 1. Malnutrition and health problems 2. Under nutrition 3. Over nutrition 4. Assessment of Nutritional status a. Clinical examination	8

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Unit	Contents	Hours
	b. Laboratory and biochemical examination c. Customs d. Dietary examination e. Vital statistics f. Socio-economic status g. Health and educational services h. Anthropometric measurements i. Height and weight ii. Arm circumference iii. Skinfold thickness	
IV.	Leading Factors in Malnutrition and Food Deficiency Diseases 1. Lack of nutrition education 2. Food fads and fallacious 3. Blocks on food path 4. Improper distribution 5. Poor economic status 6. Illegal business activities, food syndicating system, cartelizing, hiding foods, adulteration 7. Prevalence of diseases 8. Wrong food habits and behaviours 9. Improper food storage and preservation 10. Improper cooking 11. Individual interest and choice of foods 12. Lack of food sanitation	10
V.	Symptoms, Causes and Prevention of Food Deficiency Diseases 1. Kwashiorkor 2. Marasmus 3. Rickets 4. Anaemia 5. Scurvy 6. Goiter 7. Pellagra 8. Beri-beri 9. Night blindness, Exophthalmia, and Xerosis	5
VI.	Balanced Diet 1. Planning balanced diet with locally available food items 2. Taking initiation in food production by self and searching pure and fresh food for nutritious food	2
VII.	General Trends in Food Values and Practices in Community and its Effects on Health 1. Additives 2. Beverages 3. Fads 4. Fallacious 5. Adulteration	5
VIII.	Preservation of Food and Nutrients and Storage of Food 1. Nutrient loss during food processing and preparation 2. Preservation of food 3. Storage of food	4
IX.	Food Policy, Strategies and Consumers' Right in Nepal 1. Food policy 2. Strategies of food and nutrients 3. Consumer's right	4

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

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. **Reference Books:**

Gupta, M. C. and Mahajan, B. K. (2003). *Textbook of preventive and social medicine*. New Delhi: Jaypee Brothers (P) Ltd.

King, M. H. (1978). *Nutrition for developing countries*. London: English Language Book Society.

Mathur, j. S. (2007). *Preventive and social medicine - A comprehensive textbook*. New Delhi: CBS Publishers & Distributers.

Meeks, L., Heit, P. and Page, R. (2003). *Comprehensive school health education: Totally awesome strategies for teaching health (3rd)*. New York: The McGraw-Hill Companies.

National nutrition policy and strategies (2004). Nutrition Section, CHD, DoHS, MoHP.

Park, K. (2000). *Park’s textbook of preventive and social medicine*. Jabalpur: Banarasidas Bhanot.

Sivasankar, B.(2011). *Food processing and preservation*. New Delhi: PHI Learning Private Limited

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Course Title: **Population Management**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 455

Semester: Fifth
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course is designed to provide the students with basic concept of population management. The course consists of three units: i) Review of Recent Population Trends of Nepal, ii) Causes and Consequences of Population Growth in Nepal, and iii) Population Growth and Various Efforts to its management.
2. **Course Objective:** Upon completion of this course; the student will be able to:
- Delineate the basic difference between population management and population growth.
 - Understand the causes and consequence of population growth.
 - Understand linkage between the international population conference and the population management.
 - Explain the population policies to the management of population.

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

Units	Contents	Hours
I.	Review of recent population trends of population 1. Population Censuses 2. Demographic and Health Survey 3. Adolescent and Youth Survey	5
II.	Causes and Consequences of Population Growth in Nepal 1. Population and Poverty 2. Population and Environment 3. population and Health 4. Population and education 5. Migration, Poverty and Remittances 6. Population and Food Security	20
III.	Population Growth and Various Efforts to its Management 1. Bucharest Conference 1974 2. Mexico Conference 1984 3. International Conference on Population and Development, 1994 4. ICEPD+5, +10, +15, +20 and Beyond 2014 5. Millennium Development Goals 6. Population Policies to its Management	20

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

- Seminar

5. **Evaluation Scheme:**

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. **Reference Books**

Central Bureau of Statistics (CBS), 2012. Population Repoort. Kathmandu: Central Bureau of Statistics
 Ministry of Health andon , 2011. Adolescent and Youth Survey Report. Kathmandu: Ministry of Health and Population.
 Ministry of Health and Population (MOHP) [Nepal], New Area, and ICF International Inc. 2012.

Nepal Demographic and Health Survey 2011. Kathmandu, Nepal: Ministry of Health and Population, New ERA , and ICF International, Calverton, Maryland.

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Course Title: **Drug Abuse and its Management**
 Level: Bachelor of Education (B.Ed.)
 Subject Code: Pop. Ed. 456

Semester: Fifth
 Credit Hours: 3
 Teaching Hours: 45

- Course Introduction:** This course is designed to provide the students with basic concept and understanding about drug abuse situation and problem in Nepal. It consists of concept and knowledge of drug abuse demography of drug abuse, types of drug, Factors leading to drug abuse, consequences of drug abuse in public health, preventive measures of drug abuse and its management.
- Course Objective:** Upon completion of this course; the student will be able to:
 - Define the drug abuse and state situation of drug abuse in Nepal.
 - Describe the problem of drug abuse.
 - Analyse the demography of drug abuse.
 - Classify the drug and describe its effects.
 - Identify and discuss the determinants of drug abuse.
 - Explain the effect of drug abuse in Public Health.
 - Highlight the preventive measures of drug abuse.
 - Explain the management aspect of drug abuse.
- Course Outline:** The following units and contents will be covered in this course:

Units	Contents	Hours
I.	Concept and Situation of Drug Abuse <ol style="list-style-type: none"> Drug abuse <ol style="list-style-type: none"> Meaning of drug and drug abuse/Addiction Definition of drug and drug abuse Global drug problems Symptoms of drug abuse/Addiction Situation of drug abuse in Nepal Drug abuse problem in Nepal Types of drug and its effects <ol style="list-style-type: none"> Mild drug Hard drug Restricted drug Non restricted drug 	15
II.	Demography of Drug Addicts <ol style="list-style-type: none"> Demography of adolescents and youth Demography of smokers Demography of Alcohol user Demography of Hard drug abuser 	5
III.	Factors Leading to Drug Abuse <ol style="list-style-type: none"> Peer pressure Failure in different task/examination Broken home, single parent families Large urban environment Certain occupation Areas where drug are sold, traded or produced Living away from home Areas where delinquency is common Other Factors 	8

Units	Contents	Hours
IV.	Preventive Measures of Drug Abuse <ol style="list-style-type: none"> Traditional Approach <ol style="list-style-type: none"> Primary Secondary Tertiary Legal Approach Education Approach Community Approach Other Preventive measure of drug abuse <ol style="list-style-type: none"> Reducing the availability of drug abuse Reducing the demand Community involvement Role of Media Pharmacological approaches 	9
V.	Management of Drug Abuse <ol style="list-style-type: none"> Health Education Family effort Community participation Legal provision Organizational efforts 	8

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books

Devkota, B (2054). *Health service and health problems in Nepal*. Kathmandu: Ratna Pustak Bhandar

Park, K (2007). *A Text book of preventive and social medicine* (19th edition). Jabalpur: M/S Banarsidas: Bhanot Publishers

Hamid, G. *Drugs and addictive behaviour*(Third Edition) Cambridge University Press. (available in net)

Dhakal, S.N. (2010). *Fundamental of public health*. Kathmandu: Vidhyarthi Prakashan

CBS (2007). *Statistical year book of Nepal 2007*. Kathmandu: Government of Nepal. National Planning Commission CBS.

Dhakal, K.P. (2056 BS). *Basic health science*. Kathmandu: Nima Prakashan.

Serchan, L (2056 BS). *Basic health science*. Kathmandu: Ratna PustakBhandar.

Course Title: **Gender Studies**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 461

Semester: Sixth
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** The objective of this course is to familiarize students with the concepts and theoretical foundations regarding gender and establish its interrelationship with development with particular reference to Nepal.
2. **Course Objective:** Upon the completion of this course, students will be able to:
 - Understand the definition and basic concepts of gender.
 - Delineate the various approaches to gender analysis.
 - Explain agendas formulated in international conferences regarding gender equity, equality and empowerment.
 - Explore the relationship between gender and development with reference to Nepal.
3. **Course Outline:** The following topics will be covered in this course:

Unit	Content	Hours
I.	Definition and Concepts 1. Languages of Gender a. Sex, Gender, Gender Roles, Gender Mainstreaming, Patriarchy, Matriarchy 2. Gender Equity, Equality and Empowerment 3. Reproductive Health, Gender Equality and MDG 4. Gender Analysis Tools a. Human Development Index (HDI) b. Gender Development Index (GDI) c. Gender Empowerment Measure (GEM)	10
II.	Approaches to Gender Analysis 1. Women in Development (WID) 2. Women and Development (WAD) 3. Gender and Development (GAD)	10
III.	International Conferences on Gender Equity, Equality and Empowerment 1. Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) 2. Mexico City and Nairobi Conferences on Women and Development 3. Vienna Convention on Human Rights 4. International Conference on Population and Development 5. Copenhagen Summit 6. Beijing Conference on Women and Development 7. Millennium Development Goals	15
IV.	Gender and Development in Nepal 1. Trends of GDI in Nepal 2. Trends of GEM in Nepal 3. Health, Education, Employment, Income and Rights Disparity by Gender 4. Status of Women: Social, Economic, Cultural and Health	10

B.Ed. Population Education

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

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. **Reference Books:**
Acharya, M. (2003). Changing Gender Status - Achievements and Challenges. *Population Monograph of Nepal* , 217-250.
Faculty of Education (FoE). (2059 BS). *Social Justice Education*. Kirtipur: TU.
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. (1995). *Fourth World Conference on Women, Beijing*. New York: United Nations.
United Nations. (1994). *International Conference on Population and Development*. New York: United Nations.

1. **Course Introduction:** The objective of this course is to enable students to have a better understanding of conflict, its concepts and its effect on the population.
2. **Course Objective:** Upon the completion of this course, students will be able to:
 - Understand the basic concepts and terminologies related to conflict.
 - Explain the causes and types of conflict.
 - Explore how population inequality and stratification leads to conflict.
 - Explain how conflict impacts various population sub-groups.
 - Understand the situation of armed conflict in Nepal with respect to gender.

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

Unit	Content	Hours
I.	Introduction to Conflict <ul style="list-style-type: none">1. Concept and Terminologies of Concept2. Causes of Conflict<ul style="list-style-type: none">a. Historical Reasons / Ethnic / Religious / Uneven Development / Problem of Representation / Exploitation and Exclusion / Competition for Resources / Environmental Degradation3. Types of Conflict<ul style="list-style-type: none">a. War / Civil War / Cold War / Revolutionary Wars / Terrorism / Question of Sovereign Monopoly of Force / Non-State Actors in Conflicts	10
II.	Population Inequality and Stratification <ul style="list-style-type: none">1. Concepts of Inequality and Stratification2. Stratification<ul style="list-style-type: none">a. Caste, class, gender, religion, race and language3. Dimension and Inequality and Stratification<ul style="list-style-type: none">a. Wealth, power and prestige	10
III.	Population and Conflict <ul style="list-style-type: none">1. Internal Displaced Persons2. Refugees3. Children and Women in Conflict4. Adults and Elderly in Conflict5. Caste/Ethnicity and Religion in Conflict6. Conflict and Internal Displacement	15
IV.	Gender and Armed Conflict in Nepal <ul style="list-style-type: none">1. Gender Dimensions of Conflict2. Gender Relations and Armed Conflict3. Violence against Women4. Gendered Impact of Armed Conflict	10

4. **Instructional Techniques:**
 - Lecture
 - Discussion
 - Interaction
 - Project work

- Brain Storming
- Questioning answer
- Debate
- Small group discussion
- Workshop
- Seminar

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. **Reference Books:**
Burton, J. W. (n.d.). Conflict Resolution: The Human Dimension. *The International Journal of Peace Studies* .
Subedi, G. (2010). *Population and Social Justice: Concepts, Theories and Empirical Evidences*. Kathmandu: Kriti Prakashan.
Wallenstein, P. (2003). *Understanding Conflict Resolution: War, Peace and the Global System*. London: Sage Publications.
Williams, A. (1994). Resolving Conflict in a Multicultural Environment. *MCS Conciliation* , 2-6.
<http://www.bambooweb.com/articles/c/o/conflict.html>
<http://www.bambooweb.com/articles/c/o/conflict-resolution.html>
<http://www.population-security.org/unfpa-84.htm>

Course Title: **Fundamental of Epidemiology**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 463

Semester: VI
Credit Hours: 3
Teaching Hours: 45

1. **Course Description:** This course is designed to provide fundamental knowledge and skills of epidemiologic components, measurement, approaches, methods and tools that can be used for assessing health problems, identifying risk factors, planning and managing population health education programme.
2. **Course Objectives:** On completion of this course the student will be able to:
- Describe the concept, history, components and measurement of epidemiology
 - Describe and apply epidemiological approach and measures in explaining the health and illness situation of a community
 - Calculate rate and ratio of diseases and health problem using epidemiological tools
 - Gain understanding of epidemiological methods and able to conduct epidemiological studies in the community.
 - Explain the agent, host and environmental interaction and dynamic of diseases transmission
 - Apply concept of screening and its measurement in epidemiological studies
 - Acquaint with the concepts of error, bias, reliability and validity in epidemiology
 - Apply epidemiological knowledge and skill in studies of population health
3. **Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
I.	Basic Concept of Epidemiology 1. Definition, concept, scope and use of epidemiology 2. Branches/fields of epidemiology 3. Components of epidemiology 4. Measurement in epidemiology a. Measurement tools (Rate, Proportion and Ratio) b. Measurement of diseases frequency c. Mortality measurement d. Measurement of association (Relative risks and odds ratio)	2
II.	Epidemiologic Approach and Study Designs 1. Epidemiologic approaches a. Getting information/collecting data b. Making Comparison 2. Types of epidemiological studies a. Observational studies b. Experimental studies 3. Descriptive epidemiology and its design a. Concept and types of descriptive epidemiological study design b. Objective and steps of descriptive study design c. Description of diseases/health problem by characteristics of persons, time and place 4. Analytical study design a. Case-control study design b. Cohort study design	12

Unit	Contents	Hours
	5. Experimental/intervention study design a. Randomized control trial b. Field trial c. Community trial 6. Sources of data for epidemiologic studies	
III.	Causation and Association in Epidemiology 1. Concept of causation and association 2. Necessary and sufficient cause 3. Single and multiple causes 4. Factors in causes of diseases 5. Causation vs. association 6. Types of causation a. Causal association b. Spurious association c. Evaluating causality and association in practice	8
IV.	Infectious Disease Epidemiology and Demography 1. Concept of infectious disease epidemiology 2. Terminology used in communicable disease epidemiology 3. Essential elements of communicable diseases 4. Dynamic disease transmissions 5. Host, parasites and environmental relationship 6. Migration, social network and diseases transmission 7. Prevention and control and communicable diseases 8. Defense mechanism of body against infectious diseases 9. Outbreak and epidemic of diseases 10. Steps in outbreak investigation 11. Surveillance of communicable diseases 12. Demography of major communicable diseases: Tuberculosis, HIV/AIDS, Diarrhoea, Acute Respiratory Tract Infections (ARI), Malaria	15
V.	Screening/Diagnostic Testing 1. Concept of screening and diagnostic test 2. Principles of screening test 3. Types of screening: Mass, selective and multiphasic 4. Use of screening in population health 5. Sensitivity and specificity of screening and diagnostic test	5
VI.	Bias, Reliability and Validity in Epidemiology 1. Concept and types of biases 2. Concept and types of reliability 3. Concept and types of validity 4. Reviews of epidemiological studies conducted in Nepal and developing countries	3

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

5. Evaluation Scheme:
 Assessment 40% and final 60%
 Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:
 Beaglehole, R.; Bonita, R. & Kjellstrom, T. (2001). *Basic epidemiology*. Geneva: World Health Organization.
 Gordis, L. (2008). *Epidemiology* (Fourth Edition). Philadelphia: Saunders
 CDC, *Principle of epidemiology in public health practice*. Available from www.cdc.gov/training/products/ss1000
 Park, K. (2007). *Park’s textbook of preventive and social medicine*. Jabalpur, India: M/S BanarsidasBhanot Publishers.
 Webber, R. (2005). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing (Unit III)

Course Title: **Child Labour**
 Level: Bachelor of Education (B.Ed.)
 Subject Code: Pop. Ed. 464

Semester: Sixth
 Credit Hours: 3
 Teaching Hours: 45

- Course Introduction:** This course is designed to familiarize students with the concepts of child labour and the causes and consequences of child labour with special reference to Nepal. The course consists of four units: i) Concepts, ii) International Conferences on the Rights of Children, iii) Situation of Children in Nepal, and iv) Child Labour in Nepal.
- Course Objectives:** Upon the completion of this course, students will be able to:
 - Explain the basic concepts related to child labour.
 - Delineate the ambiguities in defining child labour.
 - Discuss the major international conferences on the rights of children.
 - Explain the situation of children in Nepal.
 - Describe the situation of child labour in Nepal.

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

Unit	Content	Hours
I.	Concepts <ol style="list-style-type: none"> Understanding Basic Rights of Children Children Abstained from the Basic Rights Ambiguities in Defining Child Labour <ol style="list-style-type: none"> Child Work and Child Labour Harmful Work Approach Minimum Age Hazardous Forms and Worst Forms of Child Labour 	10
II.	International Conferences on the Rights of Children <ol style="list-style-type: none"> Convention on the Rights of Children, 1989 World Declaration on the Survival, Protection and Development of Children, 1990 Minimum Age Convention of ILO, 1973 (No. 183) Convention on the Worst Forms of Child Labour, 1999 (No. 182) Dakar Declaration on Education for All, 2000 	15
III.	Situation of Children in Nepal <ol style="list-style-type: none"> Problems Relating to Nepalese Children Nepal's Commitment on Children Issues Children and their Distribution Health Status of Children <ol style="list-style-type: none"> Infant and Under-Five Mortality Rate Immunization Nutritional Status Educational Status 	10
IV.	Child Labour in Nepal <ol style="list-style-type: none"> Causes and Consequences of Children Abstained from Basic Rights Minors at Work and Children in Economic Activities <ol style="list-style-type: none"> Domestic Workers Children in Industries and Factories Situation of Child Labour in Nepal Causes and Consequences of Child Labour in Nepal Legislative and Legal Provision of Child Labour in Nepal 	10

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

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

Pant, P., & Nepal, S. (2003). Status of Children in Nepal. *Population Monograph of Nepal* , 295-324.

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.

Course Title: **Plitlital Demography**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 465

Semester: Sixth
Credit Hours: 3
Teaching Hours: 45

1. **Course Introduction:** This course is designed to introduce students with the basic concept political demography. The course consists of three unots: i) Introduction to Poltical Demography, ii) Election Systems and appropionment population in the parliament, and iii) History of Political Demography of Nepal.
2. **Course Objectives:** Upon the completion of this course, students will be able to:
- Delineate the basic difference between political demography and other disciplines.
 - Understand the mathematical calculation of representatives in parliament.
 - Explain the political demographic history in the context of Nepal.

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

Unit	Content	Hours
I.	1. Introduction to the Political Demography 1. Definition of political demography 2. Theories of political demography i. Ancient thinking : Confucius ,Plato and Aristotal ii. Mercantilist thinking iii. Modern thinking: Malthus, Marx iv. Contemporary thinking 3. History of political demography in the world	10
II.	Election systems and appotionment population in the parliament 1. The United States of America 2. United Kingdom 3. European Union 4. Chinese 5. Indian 6. Nepal 7. Other major politiacal demography in the world	25
III.	History of Political Demography in Nepal 1. Pre - 1951 2. Post - 1951 3. comstitutional Assembly	10

4. Instructional Techniques:

- Lecture
- Discussion
- Interaction
- Project work
- Brain Storming
- Questioning answer

- Debate
- Small group discussion
- Workshop
- Seminar

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Gurung, Hark, 2001, Social Demography. Kathmandu

Jacob S., 2001, *Applied Demography : Applications to Business, Government, Law, and Public Policy*, J. Steward Siegel Demographic Services, North Bethesda, Maryland, USA

Weiner, Myron and Sharon Stanton Russell, 2001. *Demography and National Security*. New York: Berghahn bool.

Weiner, Myron 1973. *The Political Demography of Nepal*. Asian Survey, Vol. 13 (6), 617-630.

See website of Nepal Election Commision including USA, UK, india and China

Course Title: **Basic Statistics**
 Level: Bachelor of Education (B.Ed.)
 Subject Code: Pop. Ed. 466

Semester: Sixth
 Credit Hours: 3
 Teaching Hours: 45

1. Course Introduction: This course is designed with the aim of introducing students on the tools and techniques of statistics and its application to demographic data analysis as well as population education. The course consists of five units: i) Univariate Distribution, ii) Bivariate Distribution, iii) Probability Theory and Distribution, iv) Sample and Design, and v) Inferential Statistics.

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

- Delineate between univariate and bivariate distributions.
- Explain probability theory and distributions.
- Understand the concepts of samples and distinguish between probability and non-probability sampling.
- Distinguish between descriptive and inferential statistics.
- Differentiate between parametric and non-parametric tests.

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

Unit	Content	Hours
I.	Univariate Distribution <ol style="list-style-type: none"> 1. Basic Terminology used in Statistics 2. Types of Data and Scales of Measurement 3. Summarization of Data 4. Measures of Central Tendency 5. Measures of Dispersion 6. Skewness and Kurtosis 	7
II.	Bivariate Distribution <ol style="list-style-type: none"> 1. Bivariate Data 2. Correlation Coefficients 3. Rank Correlation Coefficients 4. Principle of Least Square Method 5. Simple Regression 	8
III	Probability Theory and Distributions <ol style="list-style-type: none"> 1. Concept of Random Experiment, Trial and Event, Equally Likely Events, Exhaustive Events, Mutually Exclusive Events 2. Permutation and Combination 3. Definition and Basic Concepts of Probability 4. Rules of Probability 	10
IV	Sample and Design <ol style="list-style-type: none"> 1. Probability and Non-probability Sampling 2. Types of Probability and Non-probability Sampling 	10
V.	Inferential Statistics <ol style="list-style-type: none"> 1. Concept of Population, Population Parameters and Population Distributions 2. Sampling Distributions Binomial and normal distribution 3. Hypothesis Testing 4. Introduction to Parametric and Non-parametric tests 	10

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Chase, W., & Brown, F. (1996). *General Statistics*. New York: John Wiley and Sons.
Jain, S. K. (1982). *Basic Mathematics for Demographers*. Canberra: The Australian National University.
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: Leadership in Population Education

Level: Bachelor of Education (B.Ed.)

Subject Code: Pop. Ed. 471

Semester: VII

Credit Hours: 3

Teaching Hours: 45

1. **Course Introduction:** This course has been designed for those students who specialize in population education. The main purpose of this course is to provide the wider knowledge of leadership in population education. So, this course is designed for the student to develop an understanding of the conceptualization of leadership, appreciative leadership and team building, and leadership practices in population education.
2. **Course Objectives:** Upon completion of the course the students will be able to;
 - Delineate the meaning, elements, functions and role of leadership in population education.
 - Describe the concept and cycle of appreciative inquiry.
 - Discuss principles and model of appreciative leadership.
 - Explore the traits of a good leader.
 - Assess the leadership qualities and culture within the leader of population education.
 - Elucidate the concept and steps for team building.
 - Discuss leadership practices for population education.
3. **Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
I.	Concept of Leadership <ol style="list-style-type: none">1. Meaning and definition of leadership2. Elements of leadership3. Functions of leadership4. Role of leadership in population education5. Qualities of leadership	5
II.	Appreciative Leadership and Team building <ol style="list-style-type: none">1. Concept of appreciative inquiry2. 4D cycle of appreciative inquiry3. Principles of appreciative leadership4. Model of appreciative leadership5. Distinction between leadership and management6. Traits of a good leader7. Concept and steps of team building8. Qualities of a good team	15
III.	Leadership Styles and Culture <ol style="list-style-type: none">1. Self-assessment of leadership<ol style="list-style-type: none">a. Emotional intelligenceb. Self-awarenessc. Self-regulationd. Motivatione. Empathyf. Social Work	10

Unit	Contents	Hours
	2. Leadership styles <ol style="list-style-type: none"> Autocratic Democratic Free rein Progressive/Situational 3. Leadership: Ethos, Culture and Climate 4. Human behaviour: Belief and values	
IV.	Leadership Practice in Population Education <ol style="list-style-type: none"> Leadership approach: Proactive vs reactive Leadership and decision making Transformational and transactional leadership Horizontal leadership (Bridging the gap) Planning for leadership development Models and responsibilities of leadership in population organization (Classical and contemporary trends) 	15

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Chapagain, C.P. (2009). *Appreciativ inquiry*. Kathmandu: Appreciative Learning and Development Management (ALDM)/Jupiter Publishers & Distributors (P.) Ltd.

Diana Whitney, Amanda Trosten-Bloom, Kae Rader (2010). *Appreciative leadership: focus on what works to drive winning performance and build a thriving organization*. NY: Tata MacGraw Hill Companies.

Diana Whitney, Amanda Trosten-Bloom, Jay Cherney and Ron Fry (2004).Appreciative Team Building: Positive Questions to Bring Out the Best of Your Team. USA: iUniverse, Inc.

Iwasan D. Kejawa (2010).*Education: leadership in positive ways*. USA: Red Lead Press.

Lloyd F. Novick, Cynthia B. Morrow, Glen P. Mays (2008). *Public health administration: principles for population-based management (Second Edition)*, Canada: Jones and Bartlett Publishers.

Peter G. Northouse (2010). *Leadership: theory and practice (Fifth Edition)*. New Delhi: SAGE Publication India Pvt. Ltd.

1. **Course Introduction:** This course is designed to familiarize students on community surveys and acquaint them with necessary skills necessary for conducting such surveys. The course consists of six units: i) Sources of Demographic Data, ii) Evaluation and Adjustment of Data, iii) Evaluation of Data Quality, iv) PRA/RRA, v) Sample Size Determination for Community Survey, and vi) Example of Various Surveys Carried out in Nepal.
2. **Course Objective:** Upon the completion of this course, students will be able to:
 - Understand the basic sources of demographic data.
 - Explain the types of errors in census/survey and the methods of detecting errors.
 - Explore methods of evaluating data quality.
 - Describe the importance of PRA and RRA methods for community surveys.
 - Elucidate various methods of sample size determination for community surveys.
 - Explain and provide examples of various surveys carried out in Nepal.

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

Unit	Contents	Hours
I.	Sources of Demographic Data 1. Census 2. Registration Systems 3. Sample Surveys 4. Administrative Records 5. Service Statistics and Institutional Records 6. International Publications	8
II.	Evaluation and Adjustment of Data 1. Types of Errors in Census/Survey a. Content, Coverage, Over-enumeration and Under-enumeration 2. Method of Detecting Errors a. Single year population pyramid, sex ratios, cross checks between survey data and registration systems	10
III.	Evaluation of Data Quality 1. Whipple’s Index 2. Myer’s Blended Index 3. UN Age-sex Accuracy Index	5
IV.	PRA/RRA	7
V.	Sample Size Determination for Community Survey	8
VI.	Example of Various Surveys Carried out in Nepal	7

4. **Instructional Techniques:**
 - Lecture
 - Discussion
 - Interaction

- Project work
- Brain Storming
- Questioning answer
- Debate
- Small group discussion
- Workshop
- Seminar

5. **Evaluation Scheme:**
Assessment 40% and final 60%
Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

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

Course Title: **Curriculum Development in Population Education** Semester: Seventh
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 473 Teaching Hours: 45

1. **Course Introduction:** This course is designed to equip students with the professional knowledge, and understanding on curriculum design. It also enhances the students’ skills on analysing school curriculum of population education.
2. **Course Objectives:** On completion of this course the students will be able to:
- To develop the understanding of designing curriculum in population education
 - To enable the students in developing curriculum.
 - To enable the students to critically analyze the Population and HPE Ed curriculum and textbook of grade 9 and 10.
3. **Course Outline:** The following units and contents will be covered in this course:

Unit	Course Contents	Hours
I.	Concept of Curriculum in Population Education 1. Concept, meaning and need of population education curriculum. 2. Historical development of population education curriculum in Nepal 3. Patterns of curriculum in population education a. Separate subject b. Core c. Broad field d. Correlated e. Integrated	15
II.	Curriculum Planning in Population Education 1. Curriculum planning a. Continuous planning b. Cycle Planning c. Modified cycle d. Psychological planning 2. Traditional and conceptual approaches of curriculum development 3. Process of developing population education curriculum: a. Components b. Steps c. Vertical and horizontal organization 4. Factors to be considered in developing population education curriculum a. Students' needs b. National educational policies c. Nature of the subject matter d. Objectives of the subject matter e. Physical resources f. Teacher’s competency and experience	20

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Unit	Course Contents	Hours
III.	Critical Analysis of Curriculum and Textbook 1. Analysis of curriculum of Population Education and Health, Population and Environment Education of grade 9 and 10 a. Objectives b. Contents (Scope and sequence) c. Methodologies for delivering the contents d. Evaluation procedures and grids 2. Analysis of textbook of Population Education and Health, Population and Environment Education of grade 9 and 10 a. Physical aspect b. Academic aspect	10

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

5. **Evaluation Scheme:**
Assessment 40% and final 60%

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Bhatia, B.D. and Bhatia, K. (2001). *Principles and methods of teaching* (Nineteenth ed.) Delhi: Doba House Book Sellers and Publisher.

CDC, (1988). *Population education instructional materials*. Bhaktapur: Author.

FOE, (1995). *Jana Sankhyako Srot Pustak*, Kirtipur: Author.

Redican, K.J. et al (1986). *Organization of school health programs*. New York: Macmillan Publishing Company.

Sharma, R.A. (1994). *Curriculum development*. Meerut: Eagle Books International.

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

Sylor, J.G. & Alexander, W.M. (1974). *Curriculum for schools*. New York: Holt Rimehart and Winston, Inc.

UNESCO, (1992) *Integrated population education in Nepal*. Bangkok: Author.

UNESCO, (1985). *Teaching method for population education*. Bangkok: Author

Course Title: **Teaching Techniques & Communication in Population Education**
Semester: Seventh
Level: Bachelor of Education (B.Ed.)
Credit Hours: 3
Subject Code: Pop. Ed. 474
Teaching Hours: 45

- 1. Course Introduction:** This course is designed to develop knowledge and practice into the realms of the educational technology, instructional designs, innovative teaching approaches, communication in teaching. It enables the students in designing, selecting and using appropriate teaching material and media in health education. Moreover, this course aims to equip the students with knowledge and skills in terms of planning and evaluation in population education
- 2. Course Objectives:** On completion of this course the students will be able to:
 - Equip the students on general knowledge of education technology, innovative instructional designs and approaches in population education.
 - Widen the horizon of knowledge and understanding of students with a view to making them able to select appropriative approaches and materials/media for classroom teaching.
 - Apply the innovative teaching strategies and materials as per the situation of school and community.
 - Make the students familiar with information and communication technology (ICT) in population education.
 - Improve the knowledge and skills on planning and evaluation in population education.
- 3. Course Outline:** The following units and contents will be covered in this course:

Unit	Contents	Hours
I.	Teaching and Teaching Techniques <ul style="list-style-type: none">1. Teaching in population education (Definition of teaching, Nature and characteristics of teaching, principles of good teaching, factors of effective teaching, stages & phases of teaching, principles & maxims of teaching.2. Teaching Techniques in Population Education (Concept, components, strategies & implication)<ul style="list-style-type: none">a. Participatory Techniques<ul style="list-style-type: none">• Rapid Rural Appraisal (RRA)• Participatory Rural Appraisal (PRA)• Workshop• Seminar• Interaction• Project Method• Discussion Methods (Focus Group Discussion, Panel Discussion, Round Table Discussion)• Programme Instruction• Peer Approach• Micro Teaching• Dramatic Techniques	15

Unit	Contents	Hours
	b. Individual Techniques <ul style="list-style-type: none"> • Case Study • Interview • Guidance & Counseling • Library Study c. Electronics Learning <ul style="list-style-type: none"> • Cd- Rom • E-mail • Teleconferencing • Telelecture, Teletutorial, Teleseminar • Video, Interactive video, Videotex, Internet 	
II.	Communication in Population Education <ol style="list-style-type: none"> 1. Concept, need and importance, functions and principles of communication in population education 2. Applicable communication models in population 3. Characteristics & elements of communication in population education 4. Problem in population education Communication 5. Communication as a change process 6. Information and communication technology (ICT) in population education 7. Communication planning process in population education programme 8. Communication through satellite, written words, teaching aids and mass interview 	10
III.	Teaching Materials & Media in Teaching Population Education <ol style="list-style-type: none"> 1. Principles of selecting teaching materials and media 2. Steps in selection message and designing of teaching materials 3. Types of teaching materials in population education 4. Hardware and software approaches in teaching population <ol style="list-style-type: none"> a. Hardware <ul style="list-style-type: none"> • Black/ white/Green board • Bulletin /information board • Radio • Tape Recorder • Television • CCTV • Computer • Projector/OHP3 b. Software <ul style="list-style-type: none"> • Flip charts • Maps • Cartoons • Pastors • Diagrams • Newspaper/Journals • Globes • Flash Cards • Models • Slide cum filmstrips • Motion picture & films • Programme learning package 5. Edgar Dale' cone of experience 	10

Unit	Contents	Hours
IV.	Planning and Evaluation in Population Education <ol style="list-style-type: none"> 1. Concept, need & importance and process of population education programme planning 2. Development of work plan, unit plan and lesson plan in teaching population education. 3. Application of different evaluation models in population education (CAS, CIPP) 4. Types and approaches to evaluation process in population education 5. Tools and techniques of evaluation in population education 6. Strength and weaknesses of evaluation techniques with appropriate correction 	10

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

6. Reference Books:

Aggrawal, J.C. (1999). *Principles, methods & techniques of teaching*. New Delhi: Vikal Publishing house Pvt. Ltd.(Unit I,II)

Dahama, O.P. & Bhatnagar, O.P. (2009). *Education and communication for development*. New Delhi: Oxford & IBH publishing Co.Ltd.(Unit II)

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

K. Sempath A. Panneerselvam & S. Santhanan (2000). *Introduction to educational technology (4th edit.)* New Delhi: Sterling Publishers Pvt. Ltd. (Unit I)

K.L. Kumar (1996). *Educational technology*. New Delhi: New Age International (P) Ltd. (Unit II & III)

Mangal, S. K. & Mangal, U(2009). *Essential of educational technology*. New Delhi: PHI learning limited.(Unit I,III,IV)

Mudwari, N.R. (2068). (Nepali) *Modern approaches in heath education. Kathmandu*: Jupiter publisher and distributors, Teku. (Unit I)

Passi, B.K. (1976). *Becoming better teacher: Micro- teaching approach* .Ahmedabad : Sahitya Mudranalaya. (For unit I)

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

Course Title: **Information Technology and Population Education** Semester: Seventh
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 475 Teaching Hours: 45

B.Ed. Population Education

1. **Course Introduction:** This course is designed to acquaint students on the use of computers and information technology for population education and research. This is a practical paper designed to complement other papers such as population analysis, quantitative techniques and fundamentals of research in population education offered in previous semesters. The course consists of four units: i) Introduction to Computers and Computer Application, ii) Microsoft Office for Population Education, iii) Statistical Package for Social Sciences (SPSS) in Population Education, and iv) Internet Use for Population Education.
2. **Course Objective:** Upon the completion of this course, students will be able to:
- Understand the hardware components and software application of computers.
 - Explain the use of Microsoft Word, Excel and PowerPoint in population education and research.
 - Use Statistical Package for Social Sciences (SPSS) in population education.
 - Apply the use of internet for population education and research.
 - Understand the application of computers for demographic and quantitative techniques analysis and their application in preparing population related papers, projects and research.

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

Unit*	Content*	Hours
I.	Introduction to Computers and Computer Application 1. General Hardware and its Components 2. Software and their Application	5
II.	Microsoft Office for Population Education 1. Microsoft Word a. Writing Proposals and Reports 2. Microsoft Excel a. Basic Mathematical Operations b. Summarization of Data c. Graphical Representation of Data 3. Microsoft PowerPoint a. Presentation Skills	12
III.	Statistical Package for Social Sciences (SPSS) in Population Education 1. Creating Data Frame a. Creating Variables b. Labels c. Recoding Variables d. Multiple Response 2. Data Analysis a. Table Generation b. Descriptive Statistics c. Graphical Representation of Summary Measures d. Parametric and Non-Parametric Tests	18

Unit*	Content*	Hours
	i. Correlation ii. Regression iii. Other Tests	
IV.	Internet Use for Population Research 1. Search Engines 2. Concept of E-Library 3. Use of Boolean Operators for Reviewing	10

*All units and its contents will be dealt practically with the use of computers by an instructor.

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Field, A. (2005). *Discovering Statistics Using SPSS*. London: Sage Publication.
Subedi, P. K. (2012). *Foundation for Scientific Research (Introduction to SPSS for Data Analysis)*. Kathmandu: Ratna Pustak Bhandar.

Course Title: **Audio-visual Aids in Population Education** Semester: Seventh
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 476 Teaching Hours: 45

1. Course Introduction: The education field uses ample number of materials/ aids in teaching to make the classes effective. Today the multi - sensory approach is being used through the mix of different aids. This course provides participants with the knowledge of such aids that appeal to different senses of the students while teaching population education. The teacher practitioners in population education are introduced different types of audio-visual aids that can be used in varieties of situations and lessons.

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

- Conceptualize the meaning and importance of different types of teaching aids.
- Discuss the psychology of using teaching aids
- Explain the methods of using audio aids in population education.
- Be familiar with various visual aids used in population education.
- Highlight the audio-visual media used in population education.

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

Unit	Contents	Hours
I.	Introduction to Teaching Aids 1. Concept of educational technology 2. Meaning of teaching aids 3. Psychology of using teaching aids 4. Advantage of using teaching aids in population education 5. Classification of teaching aids a. Projected and Non-projected b. Print and Non-print c. Audio, Visual and Audio-visual 6. Dale’s cone of experience 7. Need of integrated use of teaching aids in population education 8. Criteria of selecting appropriate teaching aids in population education 9. Abuse of teaching aids	12
II.	Use of Audio Aids 1. Meaning of audio aids 2. Importance of audio aids in population education 3. Using radio and tape recordings	5
III.	Use of Visual Aids 1. Meaning of visual aids 2. Importance of visual aids in population education 3. Preparation and use of Graphic aids (charts, posters, flash cards, maps, graphs, pictures, photographs, diagrams and cartoons) 4. Preparation and use of Display boards (chalk board, marker board, flannel board, bulletin board, magnetic board, peg board and hook board) 5. Preparation and use of 3-Dimensional aids (models, objects, specimens, puppets and dioramas) 6. Using filmstrips, slides and overhead projector	18

Unit	Contents	Hours
IV.	Use of Audio-visual aids <ol style="list-style-type: none"> 1. Meaning of audio-visual aids 2. Importance of audio-visual aids in population education 3. Using films, television and video 4. Preparation and use of multimedia projector 5. Use of internet 	10

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

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

Mangal, S.K. and Mangal Uma (2010). *Essentials of educational technology* (Second edition). New Delhi: PHI Learning Private Limited

Mohanty, J. (1994). *Educational broadcasting; radio and television*. New Delhi: Sterling Publishers.

Sampath, K., Panneerselvam, A. & Santhanam, S. (1998). *Introduction to educational technology* (3rd ed.). New Delhi: Sterling Publishers Pvt. Ltd.

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

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

Course Title: **Seminar on Population Education** Semester: Eighth
Level: Bachelor of Education (B.Ed.) Credit Hours: 3
Subject Code: Pop. Ed. 481 Teaching Hours: 45

- 1. Course Introduction :** This course is designed to introduce students with the role of development partners and UN organization for the population management and its inter-linkage with population education. The course consists of three units: i) Introduction to the UN organization and major Development Partners
- 2. Course Objectives:** Upon the completion of this course, students will be able to:
- Delineate the basic difference between the role of UN organizations and other development partners for the issues of population education.
 - Understand the roles of UN organizations and other development partners.
 - Understand the objectives of UN organizations and other development partners for the population management.
 - Explain the population policies and programmes of UN organizations and development partners.

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

Unit	Content	Hours
I.	Introduction to the UN organization and Major Development Partners 1. Structure of UN System 2. World Bank and Asian Development Bank 3. Other Major Development Parters	5
II.	Role of UNFPA 1. Fertility 2. Mortality 3. Migration 4. HIV/AIDS	20
III.	Role of other UN organizations and Development Partners 1. Climate Change 2. Water and Sanitation 3. Food Security 4. Education	20

4. Instructional Techniques:

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

5. Evaluation Scheme:

Assessment 40% and final 60%

Internal Assessment:

S.N.	Activities	Score
1	Attendance	2
2	Project work: field work/data collection, writing, presentation	5
3	Participation in discussion	3
4	Oral examination	5
5	Paper pencil test	10X2=20
6	Article review	-
7	Home assignment	-
8	Workshop	-
9	Seminar	-
10	Curriculum review	5
11	Creative writing	-
12	Extra Course	-
		40

6. External evaluation will be based on the following criteria:

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

7. Reference Books:

Teitelbaum, Michael S., 2001. *Policical Demography : Power, Poverty/ Wealth, and Persecution*. New York: Alfred P. Sloan Foundation.

The World Bank, 2006. *Global Economic Prospects: Economic Implications of Remittances and Migration*. Washington D.C. : The World Bank.

United Nations Population Division, 2001, Replacement migration: is it a Solution to Declining and ageing Population? (New York: United Nations Population Division).

See website of UN organization and development partners

Course Title: **Teaching Practice (On Campus)**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 482

Semester: Eighth
Credit Hours: 3
Teaching Hours: 45

1.

Course Description: This is a practical course designed to those students who intended to participate in peer at class of same level. In this course the student teachers put into practice what they have learned in all theoretical courses in their specialization subjects particularly in teaching techniques courses. Mainly the course has four components e. g. field observation, planning and peer teaching.
2.

Course Objectives: The main objective of this course is to enable the student teachers to transfer into practice the theories, principles, techniques, what they have learned in their classless.
3.

Specific Objectives:
 - Prepare report of demonstration class.
 - Prepare daily a lesson plan and implement effectively.
 - Construct, collect and use instructional materials appropriately.
 - Plan and conduct peer teaching effectively.
 - Observe peer’s teaching critically and supply constructive comments.
 - Prepare evaluation tools.

S.N.	Required activities	Credit Hours (3)																				
1.	Field Observation and Critical Report Writing Guidelines : 1. Site visit model school 2. Model class observation 3. Model class demo through U tube or any audio-visual media 4. Critical reflection writing: (Following components should be included) in the writing a. Introduction b. Objectives c. Methods used d. Discussion e. Conclusion f. Recommendations g. References 5. Discussion seminar organization 6. Participation	1																				
2.	Planning 1. Lesson plan: At least 10 lesson plans should be prepared and 5 should be applied per a day. Format of lesson plan: <table border="1"><thead><tr><th>Objectives</th><th>Instructional materials</th><th>Instructional activities</th><th>Evaluation</th><th>Remarks</th></tr></thead><tbody><tr><td>1.</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr></tbody></table> 2. Development of teaching learning materials 3. Materials development workshop 4. Preparation of teaching note	Objectives	Instructional materials	Instructional activities	Evaluation	Remarks	1.					2					3					1
Objectives	Instructional materials	Instructional activities	Evaluation	Remarks																		
1.																						
2																						
3																						

S.N.	Required activities	Credit Hours (3)
3.	Supervised pair-teaching (5-10) Guidelines: Lesson first: <ul style="list-style-type: none">• Preparation of lectures notes• Peer teaching• Post class discussion• Providing feedbacks• Fill up of peer observation form• Noting down strength and weakness of peers• Recording of each participant’s teaching by movie camera• Observe own recorded class and fill up of observation form• Preparation of DVD of own teaching by each student (Remaining lessons will follow the previous activities)	1

4. Evaluation

S.N	Means of evaluation	Score
1	Report on critical reflection writing on site visit and video demonstration	20
2	Discussion and participation in seminar	10
3	Lesson plan	20
4	Supervised teaching	20
5	Comments on peer teaching	10
6	Teaching note	10
7	Self evaluation report	10
Total		100 %

Course Title: **Teaching Practice (Off Campus)**
Level: Bachelor of Education (B.Ed.)
Subject Code: Pop. Ed. 483

Semester: Eighth
Credit Hrs: 3
Teaching Hrs: 45

1. **Course Description:** This is a practical course designed to those students who will participate in teaching practice (Off campus). In this course the student teachers put into practice what they have learned in all theoretical courses in their specialization subjects particularly in teaching techniques courses. Mainly the course has three components e.g. preparation, teaching practice and reports.
2. **Course Objectives:** The main objective of this course is to enable the student teachers to transfer into practice the theories, principles, teaching techniques, what they have learned in their classes.
3. **Specific Objectives:**
 - Prepare work plan of teaching practice.
 - Prepare daily a lesson plan and implement effectively.
 - Prepare evaluation tools.
 - Perform 5 peer observations and with detail comments
 - Organize any co curricular activities.
 - Prepare a case study on any extraordinary student.
 - Prepare school report.

S.N.	Activities	Credit Hours (3)
1.	<div>1. Preparation of teaching practice<ul style="list-style-type: none">• Orientation on teaching practice• Fill up of forms by the students for participation in teaching practice• Sending student teachers to the cooperating schools with a campus teacher• Orientation of student teachers with school teachers• Preparation of work plan on teaching practice</div> <div>2. Conducting supervised teaching practice (30 lessons, one per a day) Note:<ul style="list-style-type: none">• The school teacher of cooperating school will observe class daily and supply feedbacks and check the log book.• Minimum 5 classes will be observed by the internal supervisor and feedbacks will be provided.• A general supervisor will supervise and check log books that are prepared by the students.• Final/External supervision will be done by a senior experienced professor based on evaluation.• The external supervisor, internal supervisor and school subject teacher should observe full class based on observation scale.• They will check all previous lesson plans, teaching materials, teaching notes, and case study and school report.</div>	1

S.N.	Activities	Credit Hours (3)
2.	<div>Co-curricular activities:<ul style="list-style-type: none">• Organize co curricular activities. in any area like sports competition, cultural program, debate, quiz context, health camp, interaction program, seminar on population issues etc.</div>	1
3.	<div>Submission of report:<ul style="list-style-type: none">• Case Study• School Report• Report on co-curricular activities• SWOT Analysis</div>	1

4. Evaluation

S.N	Activities	Score %
1	Observation by internal supervisor	25
2	Observation by external supervisor	35
3	Case study Report	10
4	School report	10
5	Report on co-curricular activities	10
6	SWOT analysis report	5
7	Observation by school teacher	5
Total		100%