

**Mid-West University
Faculty of Education
Surkhet, Karnali, Nepal**



**Bachelor of Education (B.Ed.)
Curriculum**

**POPULATION EDUCATION
2021**

B.Ed. in Population Education

Subject Code	Title	Credit Hours
Semester I		
COMP 411	English Language Proficiency I	Three
COMP 412	Compulsory Nepali I	Three
EDU 413	Socio-Philosophical Foundations of Education	Three
POP 414	Foundations of Population Education	Three
POP 415	Principles of Demography	Three
Semester II		
COMP 421	English Language Proficiency II	Three
COMP 422	Reading in Nepali Language	Three
EDU 423	Emerging Theories of Language	Three
POP 424	Direct Techniques for Population Analysis	Three
POP 425	Population Policy	Three
Semester III		
EDU 331	Educational Development in Nepal	Three
EDU 332	Curriculum and Assessment	Three
POP 433	Fertility	Three
POP 434	Mortality	Three
POP 435	Migration	Three
Semester IV		
EDU 441	Social Justice and Education	Three
EDU 442	Fundamentals of Research in Education	Three
POP 443	Population Dynamics of Nepal	Three
POP 444	Population, Environment and Development	Three
POP 445	Population and Quality of Life	Three
Semester V		
POP 451	Ageing Education	Three
POP 452	Maternal and Child Health	Three
POP 453	Nutrition Education	Three
POP 454	Population Management	Three
POP 455	Drug Abuse and its Management	Three
Semester VI		
POP 461	Gender Studies	Three
POP 462	Population and Conflict	Three
POP 463	Child Labour	Three
POP 464	Political Demography	Three
POP 465	Basic Statistics	Three
Semester VII		
POP 471	Leadership in Population Education	Three
POP 472	Curriculum Development in Population Education	Three
POP 473	Teaching Techniques & Communication in Population Education	Three
POP 474	Audio-visual Aids in Population Education	Three
POP 475	Sexual and Reproductive Health Education	Three
Semester VIII		
POP 481	Seminar on Population Education	Three
POP 482	Community Survey	
POP 483	Information Technology and Population Education	
POP 484	Teaching Practice: On Campus	Three
POP 485	Teaching Practice: Off Campus	Three

Semester I

Course Title: **Foundations of Population Education**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 414

Full Marks:

Level/Semester: B.Ed./First

Pass Marks:

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 a. Demography/population studies b. Determinants of population change c. Impacts of rapid population growth d. Human sexuality and reproduction e. Family planning	5
II.	Relation of Population Education with Other Disciplines 1. Demography 2. Health 3. Economics 4. Geography 5. Environment and ecosystem 6. Sociology 7. Political Science	10
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	10

	7. Economic development	
IV.	Measures to Control Population Growth 1. Direct measures a. Family planning devices: natural and artificial techniques b. Liberalization in abortion c. Delay marriage d. Incentives/Disincentives e. Law 2. Indirect measures a. Awareness program b. Safe motherhood service c. Improvement of women's status d. Nutrition and health services for children e. Social security f. Population education	10
V.	Population Education Program in Formal and Non-formal Sectors 1. Formal sectors: a. 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 • 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:

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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 srotpustak*. 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**

Nature of the Course: Theory/Practical

Course No: POP 415

Level/Semester: B.Ed./First

Credit Hours: 3

Full Marks:

Pass Marks:

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

7. Evaluation Scheme:

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Semester II

Course Title: **Foundations of Population Education**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 424

Full Marks:

Level/Semester: B.Ed./Second

Pass Marks:

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	10

	Children ever born, child-woman ratio	
V.	Morbidity and Mortality - General Background - 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 - Introduction to Life Table	10
VI.	Migration and Urbanization - Measures of Migration Crude immigration (in-migration) rate, crude emigration (out-migration) rate, net-migration rate, gross migration rate - 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

- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Reference Books:

Barclay, G. W. (1958). *Techniques of Population Analysis*. New 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: **Population Policy**

Nature of the Course: Theory/Practical

Course No: POP 425

Level/Semester: B.Ed./Second

Credit Hours: 3

Full Marks:

Pass Marks:

1. **Course Introduction:** This course is designed to provide students with a wider knowledge of the theoretical and practical implications of population policies 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 1. Definition and Types of Population Policies a. Pro-natalist and Anti-natalist policies 2. Population-Influencing Policies a. Fertility and nuptiality b. Mortality and morbidity c. Migration and urbanization 3. Population-Responsive Policies a. Health, education and basic needs b. Basic infrastructural development c. Information, education and communication; behavioural change communication (BCC) and advocacy 4. Integration of Population Policies in Development Planning	15
II.	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	15
III.	Population Policies of Nepal 1. Development of Population Policies in Nepal 2. Population Policies According to Various Plans 3. Population Perspective Plan	15

4. **Instructional Techniques:**

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

- Debate
- Small group discussion
- Workshop
- Seminar
- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Semester III

Course Title: **Fertility**

Nature of the Course: Theory/Practical

Course No: POP 433

Level/Semester: B.Ed./Third

Credit Hours: 3

Full Marks:

Pass Marks:

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
- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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**

Nature of the Course: Theory/Practical

Course No: POP 434

Level/Semester: B.Ed./Third

Credit Hours: 3

Full Marks:

Pass Marks:

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
- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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**

Nature of the Course: Theory/Practical

Course No: POP 435

Level/Semester: B.Ed./Third

Credit Hours: 3

Full Marks:

Pass Marks:

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 patterns 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
- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

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

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

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

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

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.

Semester IV

Course Title: **Population Dynamics of Nepal**

Nature of the Course: Theory/Practical

Course No: POP 443

Level/Semester: B.Ed./Fourth

Credit Hours: 3

Full Marks:

Pass Marks:

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

	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	

4. Instructional Techniques:

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

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 444

Full Marks:

Level/Semester: B.Ed./Fourth

Pass Marks:

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	5
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	10

4. Instructional Techniques:

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

- Debate
- Small group discussion
- Workshop
- Seminar
- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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**

Nature of the Course: Theory/Practical

Course No: POP 445

Level/Semester: B.Ed./Fourth

Credit Hours: 3

Full Marks:

Pass Marks:

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 Quality 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 1. Food, Nutrition, Sanitation, Health, Education, Social Security, Socio-political Participation 2. Gender Equality, Equity and Empowerment 3. Employment, Income Distribution, Consumption, Immunization and Child Survival, Minimum Age at Marriage, Access to Family Planning Methods	10
II.	Population and Quality of Life 1. Fertility and Quality of Life 2. Morbidity, Mortality and Quality of Life 3. Migration and Quality of Life 4. Urbanization and Quality of Life in Urban Areas 5. Family Size and Quality of Life a. Health risks of early, late, too-closely spaced pregnancies b. Human resource development and quality of life c. Family welfare and quality of life d. Problems of under and over population 6. Population and Quality of Life Indicator (PQLI)	15
III.	Population, Poverty and Basic Needs 1. Food, Shelter, Clothing and Housing 2. Employment and Income Distribution 3. Roads, Telecommunication and Electricity 4. Health and Education 5. Social Security System	10
IV.	Sustainable Quality of Life 1. Adolescents and Children 2. Delinquencies and Drug Abuse 3. Trafficking 4. Child Marriage, Teenage Pregnancy and Access to Information 5. Fertility, Infant and Maternal Mortality	10

4. Instructional Techniques:

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

- **Evaluation Scheme:**

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Semester V

Course Title: **Ageing Education**

Nature of the Course: Theory/Practical

Course No: POP 451

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

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

4. Instructional Techniques:

- Lecture
- Discussion
- Interaction

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

Evaluation Scheme:

Internal: 40%

External: 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

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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Course Title: **Maternal and Child Health**

Nature of the Course: Theory/Practical

Course No: POP 452

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

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 1. Socio-economic Characteristics 2. Age at First Marriage and Age at First Birth 3. Children Even Born and Birth Interval 4. Contraceptive Use and Unmet Need 5. Decision Making Authority 6. Nutritional Status	10
II.	Components of Maternal Health 1. Antenatal Care 2. Delivery Care 3. Postnatal Care 4. Newborn Care 5. Abortion 6. Uterine Prolapse	10
III.	Nutritional Status of Mother 1. Body Mass Index (BMI) 2. Prevalence of Anemia in Women 3. Micronutrient Intake among Women	5
IV.	Determinants of Child Health 1. Child's Weight and Size at Birth 2. Vaccination/Immunization 3. Acute Respiratory Infections 4. Fever 5. Diarrheal Diseases	10
V.	Nutritional Status of Children 1. Measurement of Nutritional Status among Children (e.g. Stunting, Wasting, Underweight and Overweight/Obesity) 2. Breastfeeding and Complementary Feeding	10

	3. Prevalence of Anemia in Children 4. Micronutrient Intake among Children	
--	---	--

*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

Evaluation Scheme:

- Internal: 40%
- External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Reference Books:

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

Course Title: **Nutrition Education**

Nature of the Course: Theory/Practical

Course No: POP 453

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

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 4. Minerals: Calcium, phosphorus, iron, iodine, chlorine, sulfur, zinc, copper, potassium sodium, magnesium, fluorine, cobalt 5. Vitamins: Vitamin- A, B, C, D, E and K 6. Requirement and recommended allowance of food and nutrients for different age groups, pregnant and lactating mother	5
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 b. Laboratory and biochemical examination	10

	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	8
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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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 & Distributors.

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

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

भट्टराई, गीता (२०४९)। खाद्य र पोषण। काठमाण्डौ: राष्ट्रिय पोषण नीति समन्वय समिति, पोषण तथा भिटामिन ए परियोजना

Course Title: **Drug Abuse and its Management**

Nature of the Course: Theory/Practical

Course No: POP 455

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

1. 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.

2. 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.

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

Units	Contents	Hours
I.	Concept and Situation of Drug Abuse 1. Drug abuse a. Meaning of drug and drug abuse/Addiction b. Definition of drug and drug abuse c. Global drug problems d. Symptoms of drug abuse/Addiction e. Situation of drug abuse in Nepal f. Drug abuse problem in Nepal g. Types of drug and its effects i. Mild drug ii. Hard drug iii. Restricted drug 2. Non restricted drug	15
II.	Demography of Drug Addicts 1. Demography of adolescents and youth 2. Demography of smokers 3. Demography of Alcohol user 4. Demography of Hard drug abuser	6
III.	Factors Leading to Drug Abuse 1. Peer pressure 2. Failure in different task/examination 3. Broken home, single parent families 4. Large urban environment 5. Certain occupation 6. Areas where drug are sold, traded or produced 7. Living away from home 8. Areas where delinquency is common 9. Other Factors	8

IV.	Preventive Measures of Drug Abuse 1. Traditional Approach a. Primary b. Secondary c. Tertiary 2. Legal Approach 3. Education Approach 4. Community Approach 5. Other Preventive measure of drug abuse a. Reducing the availability of drug abuse b. Reducing the demand c. Community involvement d. Role of Media e. Pharmacological approaches	9
V.	Management of Drug Abuse 1. Health Education 2. Family effort 3. Community participation 4. Legal provision 5. Organizational efforts	9

4. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40%
- External: 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

- **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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Semester VI

Course Title: **Gender Studies**

Nature of the Course: Theory/Practical

Course No: POP 461

Level/Semester: B.Ed./ Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

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

4. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Course Title: **Population and Conflict**

Nature of the Course: Theory/Practical

Course No: POP 462

Level/Semester: B.Ed./Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

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 1. Concept and Terminologies of Concept 2. Causes of Conflict a. Historical Reasons / Ethnic / Religious / Uneven Development / Problem of Representation / Exploitation and Exclusion / Competition for Resources / Environmental Degradation 3. Types of Conflict 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 1. Concepts of Inequality and Stratification 2. Stratification a. Caste, class, gender, religion, race and language 3. Dimension and Inequality and Stratification a. Wealth, power and prestige	10
III.	Population and Conflict 1. Internal Displaced Persons 2. Refugees 3. Children and Women in Conflict 4. Adults and Elderly in Conflict 5. Caste/Ethnicity and Religion in Conflict 6. Conflict and Internal Displacement	15
IV.	Gender and Armed Conflict in Nepal 1. Gender Dimensions of Conflict 2. Gender Relations and Armed Conflict 3. Violence against Women 4. Gendered Impact of Armed Conflict	10

4. Instructional Techniques:

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

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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Wallensteen, 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: **Child Labour**

Nature of the Course: Theory/Practical

Course No: POP 463

Level/Semester: B.Ed./ Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

1. 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.

2. 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 1. Understanding Basic Rights of Children 2. Children Abstained from the Basic Rights 3. Ambiguities in Defining Child Labour a. Child Work and Child Labour b. Harmful Work Approach c. Minimum Age d. Hazardous Forms and Worst Forms of Child Labour	10
II.	International Conferences on the Rights of Children 1. Convention on the Rights of Children, 1989 2. World Declaration on the Survival, Protection and Development of Children, 1990 3. Minimum Age Convention of ILO, 1973 (No. 183) 4. Convention on the Worst Forms of Child Labour, 1999 (No. 182) 5. Dakar Declaration on Education for All, 2000	15
III.	Situation of Children in Nepal 1. Problems Relating to Nepalese Children 2. Nepal's Commitment on Children Issues 3. Children and their Distribution 4. Health Status of Children a. Infant and Under-Five Mortality Rate b. Immunization c. Nutritional Status d. Educational Status	10
IV.	Child Labour in Nepal 1. Causes and Consequences of Children Abstained from Basic Rights 2. Minors at Work and Children in Economic Activities a. Domestic Workers b. Children in Industries and Factories 3. Situation of Child Labour in Nepal 4. Causes and Consequences of Child Labour in Nepal 5. 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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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: **Plitical Demography**

Nature of the Course: Theory/Practical

Course No: POP 464

Level/Semester: B.Ed./ Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

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 Politcal Demography, ii) Election Systems and approprioment 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

Unit	Content	Hours
I.	1. Introduction to Political Demography 1. Definition of political demography 2. Theories of Politial Demography i. Ancient thinking: Confucius, Plato and Arristotal ii. Mercantilist Thinking iii.Mordern Thinking : Malthus, Marx iv.Contemporary Thinking	10
II.	Election system and appointment population in the parliament 1. The United State of America 2. United Kingdom 3. European Union 4. China 5. India 6. Nepal 7. Other major political demography in the world	25
III	History of Political Demography in Nepal 1. Pre-1951 2. Post-1951 3. Constitutional Assembly	10

4. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40%
- External: 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

- **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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 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**

Nature of the Course: Theory/Practical

Course No: POP 465

Level/Semester: B.Ed./ Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

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 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 8. Bivariate Data 9. Correlation Coefficients 10. Rank Correlation Coefficients 11. Principle of Least Square Method 12. Simple Regression	8
III	Probability Theory and Distributions 4. Concept of Random Experiment, Trial and Event, Equally Likely Events, Exhaustive Events, Mutually Exclusive Events 5. Permutation and Combination 6. Definition and Basic Concepts of Probability 7. Rules of Probability	10
IV	Sample and Design 1. Probability and Non-probability Sampling 2. Types of Probability and Non-probability Sampling	10
V.	Inferential Statistics 1. Concept of Population, Population Parameters and Population Distributions	10

	2. Sampling Distributions Binomial and normal distribution 3. Hypothesis Testing 4. Introduction to Parametric and Non-parametric tests	
--	--	--

5. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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.

Semester VII

Course Title: **Leadership in Population Education**

Nature of the Course: Theory/Practical

Course No: POP 471

Level/Semester: B.Ed./ Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

- 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 1. Meaning and definition of leadership 2. Elements of leadership 3. Functions of leadership 4. Role of leadership in population education 5. Qualities of leadership	6
II.	Appreciative Leadership and Team building 1. Concept of appreciative inquiry 2. 4D cycle of appreciative inquiry 3. Principles of appreciative leadership 4. Model of appreciative leadership 5. Distinction between leadership and management 6. Traits of a good leader 7. Concept and steps of team building 8. Qualities of a good team	16
III.	Leadership Styles and Culture 1. Self-assessment of leadership a. Emotional intelligence b. Self-awareness c. Self-regulation d. Motivation e. Empathy f. Social Work 2. Leadership styles a. Autocratic b. Democratic	10

	c. Free rein d. Progressive/Situational 3. Leadership: Ethos, Culture and Climate 4. Human behaviour: Belief and values	
IV.	Leadership Practice in Population Education 1. Leadership approach: Proactive vs reactive 2. Leadership and decision making 3. Transformational and transactional leadership 4. Horizontal leadership (Bridging the gap) 5. Planning for leadership development 6. Models and responsibilities of leadership in population organization (Classical and contemporary trends)	16

4. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40%
- External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Reference Books:

- Chapagain, C.P. (2009). *Appreciative 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.

Course Title: **Curriculum Development in Population Education**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 472

Full Marks:

Level/Semester: B.Ed./ Seventh

Pass Marks:

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
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	13

	2. Analysis of textbook of Population Education and Health, Population and Environment Education of grade 9 and 10 a. Physical aspect b. Academic aspect	
--	---	--

4. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40%
- External: 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

- **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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Reference Books:

- कार्की, अशोक कुमार.(२०६४). *जनसंख्या शिक्षा शिक्षण प्रविधि*. काठमाडौं: पैरवी प्रकाशन
- ढकाल, सोमनाथ.(२०६३). *जनसंख्या शिक्षण विधि*. काठमाडौं: रत्न पुस्तक भण्डार
- न्यौपाने, इश्वर (२०६५) । *जनसंख्या शिक्षण विधि*. काठमाडौं: विद्यार्थी पुस्तक भण्डार
- 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**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 473

Full Marks:

Level/Semester: B.Ed./ Seventh

Pass Marks:

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 appropriate 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 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) a. Participatory Techniques • 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 b. Individual Techniques • Case Study • Interview	18

	• Guidance & Counseling • Library Study c. Electronics Learning • Cd- Rom • E-mail • Teleconferencing • Telelecture, Teletutorial, Teleseminar • Video, Interactive video, Videotex, Internet	
II.	Communication in Population Education 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 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 a. Hardware • Black/ white/Green board • Bulletin /information board • Radio • Tape Recorder • Television • CCTV • Computer • Projector/OHP3 b. Software • 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

IV.	Planning and Evaluation in Population Education 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

Evaluation Scheme:

- Internal: 40%
- External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 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* .Ahmedabed : Sahitya Mudranalaya. (For unit I)
- Siddiqi, N. & Gaur, P. (2000). *Educational technology and teaching skills*. New Delhi: DOABA House.(For Unit I)

Course Title: **Audio-visual Aids in Population Education**

Nature of the Course: Theory/Practical

Course No: POP 474

Level/Semester: B.Ed./ Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

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	6
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
IV.	Use of Audio-visual aids 1. Meaning of audio-visual aids 2. Importance of audio-visual aids in population education	10

	3. Using films, television and video 4. Preparation and use of multimedia projector 5. Use of internet	
--	--	--

4. Instructional Techniques:

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

Evaluation Scheme:

- Internal: 40%
- External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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: Sexual and Reproductive Health Education

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 475

Full Marks:

Level/Semester: B.Ed./ Seventh

Pass Marks:

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 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	10

	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

Evaluation Scheme:

- Internal: 40%
- External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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). *Swasthyakoaadhar*. Kathmandu: Bhundi Puran.

Population Education Unit (2054). *Janasankhyasikchhako srotpustak*. Author

Tuitui, R. & Tuitai, S. (2064). *Prajajanswasthya*. Kathmandu: PrashantiPrakashan.

Semester VIII

Course Title: **Seminar on Population Education**

Nature of the Course: Theory/Practical

Course No: POP 481

Level/Semester: B.Ed./ Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

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.

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

Unit	Contents	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 Partners	5
II.	Role of UNDPA 1. Fertility 2. Mortality 3. Migration 4. HIV/AIDS	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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Reference Books:

Teitelbaum, Michael S., 2001. *Political 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: **Community Survey**

Nature of the Course: Theory/Practical

Course No: POP 482

Level/Semester: B.Ed./Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

2. 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.

3. 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.

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

Unit	Contents	Hours
I.	Sources of Demographic Data 4. Census 5. Registration Systems 6. Sample Surveys 7. Administrative Records 8. Service Statistics and Institutional Records 9. International Publications	8
II.	Evaluation and Adjustment of Data 5. Types of Errors in Census/Survey a. Content, Coverage, Over-enumeration and Under-enumeration 6. 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 4. Whipple's Index 5. Myer's Blended Index 6. 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

5. Instructional Techniques:

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

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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 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: Information Technology and Population Education

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: POP 483

Full Marks:

Level/Semester: B.Ed./Eighth

Pass Marks:

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 i. Correlation ii. Regression	18

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

Evaluation Scheme:

- Internal: 40% External: 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

- 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	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. 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: **Teaching Practice (On Campus)**

Nature of the Course: Theory/Practical

Course No: POP 484

Level/Semester: B.Ed./Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

- 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><tr><th>Objectives</th><th>Instructional materials</th><th>Instructional activities</th><th>Evaluation</th><th>Remarks</th></tr><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></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																						
3.	Supervised pair-teaching (5-10) Guidelines: Lesson first: • 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)**

Nature of the Course: Theory/Practical

Course No: POP 485

Level/Semester: B.Ed./Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

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.	1. Preparation of teaching practice •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 2. Conducting supervised teaching practice (30 lessons, one per a day) Note: • 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.	1

	- 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.	
2.	Co-curricular activities: Organize co curricular activities. in any area like sports competition, cultural program, debate, quiz context, health camp, interaction program, seminar on population issues etc.	1
3.	Submission of report: - Case Study - School Report - Report on co-curricular activities - SWOT Analysis	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%