**Course Title: Technology of Teaching Population Education**

Course No. : Pop. Ed. 535 Nature of Course: Theoretical

Level: M.Ed. Credit hours: 3

Semester: Third Teaching hours: 48

**1. Course Description**

This course is designed to acquaint the students with educational technology, instructional designs, innovative teaching approaches and communication in teaching population education. It also intends to enable the students to develop skills in designing, selecting and using appropriate teaching materials and media in teaching population education.

**2. General Objectives:**

The general objectives of this course are as follows:

* To acquaint the students with education technology, innovative instructional designs and approaches in teaching population education.
* To make them able to select appropriative approaches and materials/media for classroom teaching.
* To enable the students to apply those innovative teaching strategies and materials in the teaching situation.
* To acquaint the students with information, communication and technology (ICT) in teaching population education.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Differentiate between educational and instructional technology. * Discuss the scope and educational advantage of educational technology. * Apply different types of instructional designs in teaching population education. | **Unit I: Educational Technology and Instructional Designs in Population Education (12)**   * 1. Difference between educational and instructional technology   1.2. Scope and advantage of educational technology  1.3 Instructional designs  1.3.1 Objective based  1.3.2 Skill based  1.3.3 Competency based  1.3.4. Learning-style based  1.3.5. Model based |
| * Apply different modern teaching strategies in classroom situation * Implicate modern approaches in teaching population education. * Explain the importance of distance mode approach in population education | **Unit II: Approaches of Teaching Technologies** **(15)**   * 1. Modern Teaching strategies in population education (concept, components, strategies, implication)   2.1.1 Direct Instruction (lecture, drill & practice, demonstrations, didactic questioning, etc.)  2.1.2 Indirect Instruction (problem solving, case studies, inquiry, reflective discussion, etc.)   * + 1. Experiential Learning (field trips, experiments & simulations, storytelling, role-playing, etc.)     2. Independent Study (essays, journals & reports, homework, assignments etc.)     3. Interactive Instruction (debates, brainstorming sessions, cafeteria sessions, interviewing, conferencing, collaborative learning, etc.)     4. Innovative strategies (Workshop, seminar, critical thinking, problem-based learning (PBL)   2.2 Approaches of teaching population education  2.2.1 Peer approach  2.2.2 Life skills approach  2.3 Distance mode approach  2.3.1 E- learning  2.3.2 D- learning  2.3.3 O- learning |
| * Discuss the concept and type of communication * Explain the essentials of effective communication in population education * Discuss the barriers in population education communication. * Conceptualize various aspects of diffusion theory of communication. * Highlight the behaviour change communication (BCC) * Discuss social marketing theory of communication * Plan communication process in population education. | **Unit III: Communication Process in Population Education (9)**  3.1 Concept, and type of communication  3.2 Essentials of effective communication in population education  3.3 Barriers in population education communication  3.4 Diffusion theory of communication  3.5 Behaviour change communication (BCC) 3.6 Social marketing theory of communication  3.7 Communication planning process in population education |
| * Explain the principles of selecting teaching materials and media in population education. * Use different types of ICTs in teaching population education. * Prepare and use different teaching aids in population education. * Illustrate the importance of Edgar Dale’s cone of experience in teaching population education. | **Unit IV: Teaching Materials and Media in Population Education (6)**   * 1. Principles of selecting teaching materials and media for population education   2. Use of ICTs in teaching population education   4.2.1 Electronic materials  4.2.2 E-library  4.2.3 Television  4.2.4 Social sites  4.2.5 Moodle  4.2.6 Online conference  4.3 Application of Edgar Dale’s cone of experience in teaching population education |
| * Review population education curriculum of school level of Nepal. * Analyse existing curriculum of population education in school and higher education level. | **Unit V: Curriculum Analysis in Population Education (6)**   * 1. Review of school curriculum on Population Education and Health, Population and Environment Education   2. Critical Analysis of existing population education curriculum (Secondary and B. Ed.) |

*Note: The figures in the parenthesis indicate the approximate periods for the perspective units*

**4. Instruction Techniques**

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units.

* 1. **General Instructional Techniques**
* Lecture
* Document review
* Discussion
* Collaborative works/learning
* Brainstorming
* Presentation
* Guest speech
* Project work
* Collaborative learning
* Interaction
* Research based learning activities

**4.2 Specific Instructional techniques**

|  |  |
| --- | --- |
| **Units** | **Activity and instructional technique** |
| I | Students will be asked to review the meaning and importance of educational technology and prepare individual notes on the concept, objectives and importance of educational technology. They will also be asked to analyse different learning theories applied to teaching technology especially in population education. Teacher will explain whenever necessary. |
| II | The students will be divided into different groups to apply different teaching strategies and approaches in teaching health education. The group leaders will present collections and organize interaction session. The teacher will explain and demonstrate the newly introduced teaching strategies. |
| III | The teacher will describe the concept, need and importance of communication in teaching population education and she will also explain different methods and types of communication in teaching population education. The students will be asked to apply communication models in teaching population education. Discussion sessions will be organised to ensure to plan communication process in population education. |
| IV | The teacher will explain need and importance of teaching materials and media in population education teaching. The students will be asked to collect and prepare different ICT materials which can be applied in teaching population education. |
| V | Students will be asked to collect curriculum of population education of different levels. They will also be asked to review that curriculum in terms of objectives, contents and their relevancy. |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

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

|  |  |  |
| --- | --- | --- |
| **S.N** | **Particular** | **Marks** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | First assessment: Article review/ book review/ open book test/ unit test, etc. | 10 |
| 4 | Second assessment: Midterm test | 10 |
| 5 | Third assessment: Project work/case study/field study/survey/seminar/workshop | 10 |
| **Total** | | **40** |

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

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

|  |  |  |
| --- | --- | --- |
| **S.N** | **Types of question** | **Marks** |
| 1 | Objective type questions (Multiple choice questions 10x1 mark) | 10 |
| 2 | Short answer questions (6 questions with 2 OR questions x 5 marks) | 30 |
| 3 | Long answer questions (2 questions with one OR questions x 10 marks) | 20 |
| **Total** | | **60** |

1. **Recommended books and references** 
   1. **Recommended Books**

Acharya, K.P & Adhikari, B.K. (2014). *Modern approaches in health education. Kirtipur: Dixant Publication* ***(I-v)***

Aggrawal, J.C. (1999). *Principles, methods & techniques of teaching.* New Delhi: Vikas Publishing House Pvt. Ltd. (***For Unit I)***

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

Kumar, K.L. (1996). *Educational technology*. New Delhi: New Age International (P) Ltd. (***For Unit I)***

Mangal, S. K. & Mangal, U. (2009). *Essential of educational technology*. New Delhi: PHI Learning Limited. (***For Unit I, II & IV).***

Mudwari, N. (2068 B.S.). (Nepali*) Modern approaches in heath education. Kathmandu:* Jupiter Publisher and Distributors, (***For Unit I, II, III & IV).***

Park, K. (2009). *Park’s textbook of preventive and social medicine (20th ed.).* Jabalpur, India: M/s Banarsidas Bhanot Publishers. ***For Unit III.***

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

* 1. **References**

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

[www.ai-media.tv/‎](http://www.google.com/aclk?sa=l&ai=CrlpuqDKWVLiKHNPOuAS2-oHoB_Srlo8HjNeZ5dwB-L_6CQgAEAEgpbmXGSgEYI0EoAH8s-3hA8gBAakC5I0U1RBRqz7IAxuqBCVP0ANbugwkK8WrJ6pHUZUXZxeMa3Ca41GLltFprDsHpBP65ntYgAfsy5IekAcBqAemvhs&sig=AOD64_0zRB3qaTSTBXPC5p9cIaPLCMYJBA&adurl=http://www.ai-media.tv/visible-classroom-teaching-strategies/&nb=1&res_url=http%3A%2F%2Fwww.amazon.com%2Fgp%2Fbit%2Fapps%2Fweb%2FSERP%2Fsearch%2Fref%3Dbit_bds-p12_serp_ff_us%3Fie%3DUTF8%26tbrId%3Dv1_abb-channel-12_12e645351e5540879dbe95f274274e0e_39_1006_20140614_NP_ff_sp_enrest79win-npd%26tagbase%3Dbds-p12%26query%3DInstructional%2Bapproached&rurl=http%3A%2F%2Fwww.amazon.com%2Fwebsearch%2Fref%3Dbit_bds-p12_serp_ff_us_display%3Fie%3DUTF8%26tagbase%3Dbds-p12%26tbrId%3Dv1_abb-channel-12_12e645351e5540879dbe95f274274e0e_39_1006_20140614_NP_ff_sp_enrest79win-npd&nm=25)

www.scalelive.com/education.html

**Course Title: Seminar in Issues of Population Education**

Course No.: Pop. Ed. 537 Nature of Course: Practical

Level: M.Ed. Credit hours: 3(2 Th. and 1 Pr.)

Semester: Third Teaching hour: 64 (Th: 32, Pr: 32)

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**1. Course Description**

This course has been designed to equip the students with in-depth knowledge on issues and challenges of population. It has been developed in order to enhance their skills for identifying related literature, writing seminar papers in concern issues and challenges and organize a seminar.

**2. General Objectives**

The general objectives of the course are as follows

* To make the students familiar with identification of resources materials in related issues and challenges.
* To acquaint the students with global population issues and challenges related to overgrowth of population, growth of aged population, environmental issues, adolescents of sexuality and health related issues.
* To help students develop skills in reviewing literature and peer review.
* To enable the students writing a seminar papers and presents in a seminar.
* To make the students develop skills in conducting a seminar.
* To enable the students supply comments on peer’s papers and presentation skills.
* To help the students edit the seminar paper after getting feedbacks

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Delineate the impacts of urban migration in different aspects like health service, transpiration, water supply, housing etc. * Discuss the issues of labor migration, force migration, and internal displacement. * Elucidate the situations and problems of slums, street children, human trafficking and suggest their management. * Discuss uneven spatial distribution of population * Discuss tobacco, alcohol and drug abuse * Explain Dowry system and domestic violence * Describe Chhaupadi and witchcraft * Highlight social security. | 1. **Social issues related to growth of** **population (12)**    1. Urban migration/Unmanaged migration    2. Labor migration    3. Force migration    4. Internal displacement    5. Slums    6. Street children and their rehabilitation    7. Human trafficking    8. Uneven spatial distribution of population    9. Tobacco, alcohol and drug abuse    10. Dowry system and domestic violence    11. *Chhaupadi* and witchcraft    12. Social security |
| * Assess the situation of senior population of developed and developing countries including SAARC countries. * Discuss the social an economics issues of growth of senior population. * Express the social, psychological and health problems of seniors and suggest measures to manage their problems. * Identify the issues in utilization of health services among senior citizens. * Analyze the issues of children’s migration and its impact in citizens left behind. | 1. **Senior Citizen’s Population (8)**    1. Situation of elderly people in developed and developing countries including SAARC countries    2. Social and economic issues of growing senior citizens    3. Problems of senior citizens (Social, physical and mental health)    4. Health service utilization among senior citizens    5. Children's migration and its impact on senior citizens left behind |
| * Analyze the changes of population and its impacts on environment especially on natural resources. * Delineate the causes of climate change, global warming and green house effects, acid rainand their impacts. * Find out the issues of deterioration of drinking fresh water, natural disaster and deforestation and suggest their management | 1. **Population and environment (8)**    1. Changes in population and its impact on environment and natural resources    2. Climate change    3. Global warming effects    4. Green house effects    5. Acid rain    6. Scarcity of drinkable water    7. Deforestation    8. Natural disaster (Flood, Landslide, desertification and wildfire) |
| * Analyze the perception of people regarding adolescence sexuality education. * Describe adolescent-friendly reproductive health services. * Discuss the impacts of risky sexual behavior, early marriage, force marriage, teenage pregnancy, pre-marital and extra marital sex, commercial sex works and their impacts. * Explain the situation and problems of LGBITQA+ and suggest their management. * Highlight the situation of unsafe abortion, impacts of induced abortion and their management. * Analyze the legal aspects on sexuality living together and surrogacy etc. | 1. **Human Sexuality (10)**    1. Adolescence sexuality education    2. Adolescent-friendly reproductive health services    3. Risky sexual behaviour    4. Early marriage/Child marriage, forced marriage and teenage pregnancy    5. Pre-marital and extramarital sex and their impacts    6. Sexual exploitation/sexual harassment    7. LGBTIQA+    8. Unsafe abortion and its impacts    9. Commercial sex    10. Legal aspects on sexuality    11. Living together    12. Surrogacy |
| * Analyze the situation of Health in All Policy in Nepal. * Highlight the issues of newly emerging and resurgent communicable * Describe non-communicable disease. * Discuss the issues of health policy. * Explore the problems MCH service in the country and suggest the measures to promote. * Highlight the issues of health insurance. * Discuss immunization and nutrition issues in the context of Nepal. | 1. **Health Service (10)**    1. Health in All Policy (HiAP)    2. Newly emerging and resurgent communicable disease    3. Non communicable diseases (Hypertension, diabetes and cancer)    4. National health policy    5. Health facilities and services in rural areas    6. Maternal and child health care    7. Health insurance    8. Immunization    9. Nutrition |

*Note: The figures in the parenthesis indicates the approximate periods for the perspective units.*

**4. Instructional Techniques**

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units.

**4.1 General Techniques**

* Discussion
* Brain storming
* Cooperative Learning
* Independent study
* Presentation

**4.2 Specific Instructional Techniques**

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| --- |
| **Activities** |
| * Discussion and clarification of issues * Discussion about sources of learning materials * Identifying concern issues in libraries and websites. |
| * Discussion of concept of seminar and its procedure * Clarification about ways of preparing seminar papers * Distribution of issues/assignments for seminar paper |
| * Visiting libraries and websites to identify related materials * Collection of information * Reviewing documents * Writing papers |
| * Printing papers and distribution to the peers for making comments * Organizing seminar * Presentation of paper by individual * Collecting feedbacks * Editing papers |
| * Evaluation of seminar papers by internal teachers * Viva by external examiner |

***(Note: All assignments done by the students should be signed by the internal teacher and these should be submitted to the external examiner)***

**5. Evaluation**

* 1. **Internal Evaluation (Practical) 40%**

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

|  |  |  |
| --- | --- | --- |
| **SN** | **Particular** | **Marks** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | First assessment /midterm examination | 15 |
| 4 | Second assessment/term paper | 15 |
| **Total** | | **40** |

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

Examination Division, Office of the Dean, Faculty of Education will conduct final

examination at the end of semester.

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| 1. **Written Exam** | | **40 Marks** |
| 1 | Objective type question (multiple choice 10 x 1 marks) | 10 |
| 2 | Short answer questions (4 questions x 5 marks with 1 OR questions) | 20 |
| 3 | Long answer questions (1 questions x 10 marks with 1 OR question)) | 10 |
|  | | |
| 1. **Practical examination (Internal 8+External 12)** | | **20** |

1. **References**

Adhikari, R. (2010). *Are Nepali students at risk of HIV? A cross-sectional study of condom use at first sexual intercourse among college students in Kathmandu*. Journal of the International AIDS Society 2010, 13:7 <https://onlinelibrary.wiley.com/doi/abs/10.1186/1758-2652-13-7>

Adhikari, R and Tamang J. (2009). *Premarital sexual behavior among male college students of Kathmandu*, Nepal. BMC Public Health 2009, 9:241 <http://www.biomedcentral.com/1471-2458/9/241>

Adhikari, R. (2015). *Prevalence and Correlates of Sexual Risk Behaviors among Nepalese Students.* Social Science Asia. Vol. 1 (4): pp 38-50. DOI: 10.14456/ssa.2015.29.<http://www.socialscienceasia.nrct.go.th/index.php/SSAsia/article/view/72>

Adhikari, R. and Sawangdee Y(2011). ***Influence of women’s autonomy on infant mortality in Nepal***. Reproductive Health 2011, 8:7 <http://www.reproductive-health-journal.com/content/8/1/7>

Carrol, J. N. (2010). *Sexuality now: embracing diversity.* Belmont: Wadsworth Centage Learning cbs.gov.np/.../Chapter%2020%20%20Status%20of%20**Children**%20in%..

Centers for Disease Control and Prevention

Division of Global Migration and Quarantine

dnet**nepal**.com/swedish/pdf/**Air**%20**Pollution**%20**status**%20**nepal**.pdf

fepb.gov.np/.../Final%20Report%20-%20Submitted%20on%2028%20Ja...

<http://pub.iges.or.jp/modules/envirolib/upload/1508/attach/1ws-8-Joshi.pdf>

<http://www.geni.org/globalenergy/issues/global/population/index.shtml>

<http://www.thelongestwayhome.com/blog/nepal/street-children-in-kathmandu-nepal/>

Maharjan, S.K. (2070). *Human sexuality and reproductive health*. Kathmandu: Sunlight Publication.

Shrestha, D. R. (2008). *Reproductive health: national and international perspective.* Dhulikhel: Narayan Devi Shrestha.

<http://www.cdc.gov/immigrantrefugeehealth/pdf/bhutanese-health-profile.pdf> March 20, 2014,

Ministry of Population and Environment (2000). State of the Environment Report, Nepal

National Center for Emerging and Zoonotic Infectious Diseases

**Nepal Demographic Health Survey (2011). Kathmandu: MoHP**

nhrc.org.np/files/download/67938b3f9818700

**Shrestha B.** Air pollution status. Kathmandu: **Institute of medicine, Tribhuvan University**

Shrestha, D.R (2008). *Reproductive health: national and international perspectives.* Dhulikhel: Narayan Devi Shrestha

UNID (2014). Nepal human development report.

un.org.np/oneun/undaf/**slum**

**Course title**: **Applied Research in Population Education**

Course No.: Pop. Ed. 538 Nature of course: Theoretical

Level: M. Ed. Credit hours: 3

Semester: Third Teaching hours: 48

**1. Course Description**

This course is designed to acquaint the students with the knowledge of applied research in population education and to enable them to conduct research on different issues of population education. The course will make students able in construct and administer tools and analyze and interpret the data and prepare the report.

**2. General Objectives**

The general objectives of this course are as follows:

* To provide the students with the knowledge on historical trend of population education research.
* To familiarize the students with different types of variables and measurement scales.
* To develop knowledge and skills on literature review.
* To provide the in-depth knowledge in systematic review on data base
* To provide knowledge on sampling procedure in population research
* To provide knowledge and skills to construct and use of different research tools in population education research.
* To develop the skills in using basic statistics for research and analyze data.
* To make the students able in developing the research report.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain the trend of population education research. * Describe the types of research used in the population education. * Differentiate between quantitative, qualitative and mixed methods. * Discuss the variables and measurement scales. | **Unit I: Research in Population Education**  **(7)**  1.1 Historical trend of population education research  1.2 Review the types of research used in population education  1.2.1 Descriptive method  1.2.2 Exploratory method  1.2.3 Analytical method  1.2.4 Longitudinal and cross-sectional method  1.3 Quantitative, qualitative and mixed methods  1.4 Variable and measurement scale |
| * Highlight the need of literature review. * Describe the guidelines of literature review. * Explain the systematic review on data base. * Use internet for literature. * Discuss the format of bibliography/references. | **Unit II: Reviewing the Literature (6)**  2.1 Need of literature (theoretical and empirical) review.  2.2 Guidelines for literature review.  2.3 Systematic review on data base (Pubmed, Biomed, Medline, Scopus, Science Direct HINARI etc.)  2.4 Format of presenting the literature review  2.5 Format of presenting Reference |
| * Calculate the sample size. * Explain the errors and biases in sampling. * Describe the commonly use sampling techniques in population education research. | **Unit III: Sampling Procedure in Population Research (6)**  3.1 Determination of sample size in both quantitative and qualitative research  3.2 Errors and biases in sampling  3.3 Major sampling techniques used in population education research |
| * Develop and use of different research tools in population education. * Discuss the validation of research tools. * Explain the techniques of conducting interview and FDG. | **Unit IV: Construction and Use of Different Research Tools in Population Education**  **(8)**  6.1 Development of questionnaire, Interview-schedule, Observation­ guidelines and Focus group discussion guidelines  6.2 Validation of research tools  6.3 Techniques of conducting interview and FGD  6.4 Simulation/mock practice |
| * Explain the techniques of data processing and management. * Handle the computer software for quantitative data analysis (MS-excel and SPSS). * Compare and contrast uni-variate, bi-variate and multi-variate analysis. * Calculate the x2, and z-test, t-test and f-test. * Discuss the procedure of collecting and management of qualitative data * Explain the qualitative data analysis using computer software * Explain the techniques for maintaining research ethics | **Unit V: Data Management Analysis and Ethical Considerations (15)**  5.1 Data coding, entry and processing- including classification and tabulation  5.2 Use of computer software (MS-excel and SPSS) in quantitative data analysis: Defining variable, inputting data, saving data, data analysis framework-dummy tables  5.3 Uni-variate, bi-variate and multi-variate analysis  5.4 Calculation of x2 test, t-test, z-test and F- test.  5.5 Procedures of collecting and management of qualitative data: Recording and transcribing, translating, identifying themes/sub-themes, coding data, categorizing and organizing data by codes/themes and displaying data  5.6 Concept of using computer software in qualitative data (Atlas ti, Nvivo)  5.7 Ethics in population research  5.7.1 Concept and importance of ethics in research  5.7.2 Informed consent  5.7.3 Plagiarism in research |
| * Prepare an abstract and executive summary. * Explain the techniques of data interpretation. * Describe how to write findings and draw conclusion. * Prepare slides for presentation. * Use OHP or multimedia for presentation. | **Unit VI. Translating Research into Practice (6)**  6.1 Writing an abstract and summary  6.2 Techniques of data interpretation  6.3 Findings and drawing conclusion  6.4 Preparation and presentation of  findings through Multimedia |

*Note: The figures in the parenthesis indicate the approximate periods for the perspective units*

**4. Instructional Techniques**

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units or sub units or content.

* 1. **General Instructional Techniques**
* Lecture
* Document review
* Discussion
* Collaborative works/learning
* Brainstorming
* Presentation
* Guest speech
* Project work
* Collaborative learning
* Interaction
* Research based learning activities

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activities and Instructional Techniques** |
| **I** | **Research in Population Education**   * The students will be asked to collect information about research and its importance in development and let them discuss and finalize in the group. Its copy will be distributed to students after editing. * The students will be asked to collect materials related to types of research methods and discuss in the group. * A guest lecture will be arranged to deliver topic regarding variables, and measurements scale. |
| **II** | **Reviewing the Literature**   * The students will be given reading materials on some published articles to review them. They will also be asked to draw conclusions from the materials and submit as a home assignment. * The students will be given assignment to search literature in their interested topics though internet and discuss in the group. |
| **III** | **Sampling Procedure in population research**   * The students will be asked to visit library or website to collect information on sampling and different formula to calculate sample size in quantitative research. * They will be asked to prepare a list about major sampling techniques used in population education (both quantitative and qualitative) research. |
| **IV** | **Construction and use of different research tools in population education**   * The students will be asked to develop a survey form/questionnaire to collect information on their interested topic. * They will be asked to collect information at least from twenty people to draw ideas about the research on their interest. |
| **VI** | **Techniques of Data Management and Analysis**   * The students will be asked to prepare code list of the collected information through survey tools. * The student will be given assignment to analyze the data using suitable statistical tools and present in the class. |
| **VII** | **Translating Research into Practice**   * Students will be asked to review research reports and discuss in group. * Students will be assigned to prepare short report from the information collected by them. * They will be asked to present their short report in the class. |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

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

|  |  |  |
| --- | --- | --- |
| **S.N** | **Particular** | **Marks** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | First assessment: Article review/ book review/ open book test/ unit test, etc. | 10 |
| 4 | Second assessment: Midterm test | 10 |
| 5 | Third assessment: Project work/case study/field study/survey/seminar/workshop | 10 |
| **Total** | | **40** |

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

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

|  |  |  |
| --- | --- | --- |
| **S.N** | **Types of question** | **Marks** |
| 1 | Objective type questions (Multiple choice questions 10x1 mark) | 10 |
| 2 | Short answer questions (6 questions with 2 OR questions x 5 marks) | 30 |
| 3 | Long answer questions (2 questions with one OR questions x 10 marks) | 20 |
| **Total** | | **60** |

1. **Recommended books and references** 
   1. **Recommended Books**

Best, J. W. &Kahn, J. V. (2004). *Research in Education.* New Delhi: Prentice Hall of India **(For units I-VII)**

Krishna Swami, O.R. (1993). *Methodology of research in social sciences.* Bombay: Himalaya Publishing House. **(For units- I, II, IV and V)**

Kothari, C.R.(2002). *Research methodology.* New Delhi: Viswa Prakashan. **(For units- I-VII)**

Pokharel, B.(2003). *Research methodology in economic.* Kathmandu: New Hira Books. **(For units II, VI and VII)**

Ranjit Kumar (1999). *Research methodology.* New Delhi: Sage Publication. **(For units II)**

Spiegel, N. R.(1980). *Theory and problems of probability and statists.* New York: Mc.Graw Hill Book.**(For unit VII)**

Trochim, W. M. (2003). *Research methods knowledge base.* Newyork: Atomic Dog Publishing. **(For units III, IV, V and VI)**

Wolff, H. K. & Pant, P.R..(2007). *Social science research and thesis writing.* Kathmandu: Buddha academy publication. **(For units III, IV, VII)**

**6.2 References**

Acharya, B. (2063). Research methodology and report writing. Kathmandu: National K. Book Centre.

Banskota, S. (2004). *Research methodology*. Kathmandu: New Hira Books.

Jnawali, D. (2008). Research: Principles and Techniques. Kathmandu: Vidyarthi Pustak Bhandar

Khanal, P. (2065). *Educational research methodology.* Kirtipur: Sunlight Publication

Khatri, B.B (2070). Research and Statistics in Population Educaiton. Kathmandu. Kriti Publication.

Maharjan, R.M. et al. (2065). *Population studies, Part II.* Kirtipur: Sunlight Publication.

Course Title: **Population of Nepal**

Course No. : Pop Ed. 539 Nature of course: Theoretical

Level: M. Ed. Credit hours: 3

Semester: Third Teaching hours: 48

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**1. Course Description**

This course is designed to acquaint the students with the various characteristics of population in Nepal. Specifically, this course intends to enable the students in analyzing the basic population data with reference to population size, growth, composition, distribution, fertility, mortality and migration in Nepal. Activities such as seminar, report writing, presentation, review of literature etc. will be conducted under this course.

**2. General Objectives of the Course**

The general objectives of this course are as follows:

* To familiarize the students with the knowledge of population size, growth, composition and distribution.
* To make the students able to analyze the population data.
* To enable the students in utilizing demographic and socio-economic data in different situation.
* To equip the students with the knowledge and skills on population projection on the basis of past and present data.

**3. Specific Objectives and Contents**

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| **Specific Objectives** | **Contents** |
| * Explain the meaning and sources of population data. * Discuss the types of sources of population data such a population census, vital registration system, sample survey and administrative records. | **Unit I. Sources of Population Data in Nepal (8)**  1.1 Meaning and sources of population data  1.2 Types of sources of population data  1.2.1 Population census and operation  1.2.2 Vital registration system  1.2.3 Sample survey and operation  1.2.4 Administrative records  1.2.5 International publications (PRB and UN data) |
| * Discuss the size and growth rate of population in Nepal. * Analyze the population distribution by ecological zones/province and rural urban areas. * Analyze the population density by national, ecological zones and /province. * Discuss the age and sex composition of population in Nepal. | **Unit II. Population Characteristics of Nepal (10)**  2.1 Population size and growth rate  2.2 Population distributions  2.2.1 Ecological zones  2.2.2 Provinces  2.2.3 Rural urban areas  2.3 Population density  2.3.1 National situation  2.3.2 Ecological zones  2.3.3 Provinces  2.4 Age and sex composition (province level) |
| * Assess the level and trends of fertility in Nepal in-terms of CBR, ASFR, TFR and GFR. * Assess the level and trends of mortality in Nepal in-terms of CDR, ASDR, IMR, MMR and U5MR. * Analyze the trends of fertility, mortality and migration in Nepal. * State the level and trends of internal and international migration. * Discuss the level and trends of SMAM in Nepal. | **Unit III. Demographic Characteristics of Nepal (10)**  3.1 Level and trends of fertility in Nepal (CBR, ASFR,TFR and GFR)  3.2 Level and trends of mortality in Nepal (CDR, ASDR, IMR, MMR andU5MR)  3.3 Level and trends of internal migration in Nepal  3.4 Level and trends of international migration in Nepal  3.5 Level and trends of SMAM in Nepal |
| * Discuss the trend of religious composition of population in Nepal. * Discuss the trend of lingual composition of population in Nepal. * Explain the trend of caste and ethnical composition of population in Nepal. * Describe the trend of educational composition of population in Nepal. * Analyze the trend of religious, lingual and educational composition of population in Nepal. | **Unit IV. Social Characteristics of Population (10)**  4.1 Religious composition of population and its trends  4.2 Lingual composition of population and its trends  4.3 Caste and ethnic composition of population and its trends  4.4 Literacy rate and educational attainment and its trends |
| * Discuss the level and trends of urbanization in Nepal by ecological zones and province. * Explain the level and trends of labour force. * Discuss the level and trends of population by occupations. | **Unit V. Economic characteristics (10)**  5.1 Level and trends of urbanization in Nepal  5.2 Level and trends of urbanization by provinces and ecological zones  5.3 Level and trends of labour force  5.4 Level and trends of major occupations of population |

***Note:*** *The figures in the parentheses indicate the approximate teaching hours for the respective units.*

**4 Instructional Techniques**

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lecture
* Document review
* Discussion
* Collaborative works/learning
* Brainstorming
* Presentation
* Guest speech
* Project work
* Collaborative learning
* Interaction
* Research based learning activities

**4.2. Specific Instructional Techniques**

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| **Units** | **Activities and Instructional Techniques** |
| **I** | Review of books, population monograph, statistical year books, National planning reports, survey reports etc. and discuss on them. Conducting group work, report writing and presenting through seminar. |
| **II** | Review of books, population monograph, statistical year books, PPP report, survey reports etc. and discuss on them. Conducting group work, report writing and presenting within the class. |
| **III** | Review of books, population monograph, statistical year books, National planning reports, survey reports etc. and discuss on them. Conducting group work, report writing and presenting through seminar. |
| **IV** | Review of books, population monograph, statistical year books, National planning reports, survey reports etc. and discuss on them. Conducting group work, report writing and presenting within the class. |
| **V** | Review of books, population monograph, statistical year books, National planning reports, survey reports etc and discuss on them. Conducting group work, report writing and presenting within the class. |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

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

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| **S.N** | **Particular** | **Marks** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | First assessment: Article review/ book review/ open book test/ unit test, etc. | 10 |
| 4 | Second assessment: Midterm test | 10 |
| 5 | Third assessment: Project work/case study/field study/survey/seminar/workshop | 10 |
| **Total** | | **40** |

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

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

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| **S.N** | **Types of question** | **Marks** |
| 1 | Objective type questions (Multiple choice questions 10x1 mark) | 10 |
| 2 | Short answer questions (6 questions with 2 OR questions x 5 marks) | 30 |
| 3 | Long answer questions (2 questions with one OR questions x 10 marks) | 20 |
| **Total** | | **60** |

1. **Recommended books and references** 
   1. **Recommended Books**

Barclay, G. W. (1953) *Techniques of population analysis*. New work: Wiley. **(Unit I-V)**

Bhende, A. & Kanitkar, T. (2006). *Principle of Population Studies*. Delhi: Himalayan Publishing House. **(Unit I-V)**

CBS, (2014). *Population Monograph of Nepal*. Central Bureau of Statistics. Kathmandu, Nepal. **(Unit I-V)**

K.C., Balkumar, et al., (1997). *Migration Situation in Nepal,* Kathmandu: CDPS. **(Unit III)**

PRB, (2014), *World Population Data Sheet* Washington D.C.: Population Reference Bureau. **(Unit I-V)**

PRB, (1998). *Population hand book*. Washington D.C.: Population Reference Bureau. **(Unit I-V)**

**6.2 References**

Ministry of Health, Nepal; New ERA; and ICF (2017). Nepal Demographic and Health Survey 2016. Kathmandu, Nepal: Ministry of Health, Nepal.

Ministry of Health, Nepal; New ERA; and ICF (2011). Nepal Demographic and Health Survey 2011. Kathmandu, Nepal: Ministry of Health, Nepal.

Maharjan, S. K. and Khanal, S. P. (2069). *Fundamentals of Population Education,* Kirtipur: Quest Publication.

Maharjan, R. K., et al., (2069). *Population studies, part-I & II*. Kirtipur: Sunlight Publication.

Thapa, N. R. (2073). *Population Situation of Nepal*. Vidhyarthi Pustak Bhandar, Bhotahity, Kathmandu.

Bacci, M. L. (2017). *A concise history of world population*. John Wiley & Sons.

Bennett, L., Dahal, D. R., & Govindasamy, P. (2008). Caste ethnic and regional identity in Nepal: Further analysis of the 2006 Nepal Demographic and Health Survey.

Chen, N., Valente, P., & Zlotnik, H. (1998). What do we know about recent trends in urbanization. *Migration, urbanization, and development: New directions and issues*, 59-88. <https://doi.org/10.1007/978-94-011-4852-8_2>

Coale, A. J. (1974). The history of the human population. *Scientific American*, *231*(3), 40-51.

<https://doi.org/10.1038/scientificamerican0974-40>

Dahal, D. R. (2003). Social composition of the population: caste/ethnicity and religion in Nepal. *Population monograph of Nepal*, *1*, 87-135.

Gautam, R. P. (2012). Vital Registration System in Nepal: An Overview. *Economic Journal of Nepal*, *35*(4), 235-251. <https://doi.org/10.1038/scientificamerican0974-40>

Retherford, R. D., & Thapa, S. (2004). Recent trends and components of change in fertility in Nepal. *Journal of biosocial science*, *36*(6), 709-734. <https://doi.org/10.1017/S0021932003006448>