

Master of Arts in Population Studies

Course of Study



Population Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

January 2025
(Marg 2081 BS)



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Master of Arts in Population Studies



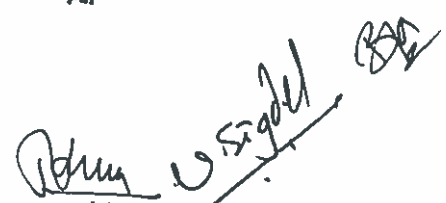
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Background

The Faculty of Humanities and Social Sciences (FoHSS), Tribhuvan University (TU) is revising its Masters of Arts (MA) course for all of its programs starting from 2025 (2081 BS) with necessary revisions to incorporate current/contemporary updates. To support this initiative, the Population Studies Subject Committee has revised/updated its 'Master of Arts in Population Studies' course, passed it as per TU rules and regulations (संगठन तथा शैक्षिक प्रशासन सम्बन्धि नियम २०५०: परिच्छेद ७७-८०; नियम ३२१-३४२) and forwarded it to the FoHSS.

The revised 63 credit hour course is more practical-based/skill-oriented and is designed to enhance students' knowledge on demographic concepts/theories/techniques, dynamics of population and society, linkage between population and development and application of research and computer skills in population studies that involves both class room and practical/field work based papers. This course of study includes the detailed syllabus approved by the Population Studies Subject Committee for the Master of Arts in Population Studies (MPS) starting from 2025 (2081 BS). A summary on the evolution of the MPS program and details regarding the revised course of study are provided in the subsequent sections: Part I: Evolution of Master of Arts in Population Studies; Part II: Course structure/detail and evaluation; and Part III: Scope of 'Master of Arts in Population Studies' program.

PART I: EVOLUTION OF MASTERS OF ARTS IN POPULATION STUDIES

1.1 Establishment of the Central Department of Population Studies, University Campus

The Government of Nepal (GoN) rightfully recognized that sound population policy formulation in areas of population and development, as well as the effective and efficient implementation of these policies depend on competent professional research, analysis and advice. With this realization, the GoN collaborated with TU to establish an esteemed research and training institution that serves the country's population and development programs. In this context, the Central Department of Population Studies (CDPS) was established by the TU Council in 1988 and commenced its regular programs from 1990.

Over the years, the department has made significant contributions towards the nation's population sector—is the focal point for conducting trainings and research activities for government agencies viz. Ministry of Health and Population (MoHP) and also works collaborately with sectoral ministries and policy/planning agencies viz. National Statistics Office (NSO). It has also contributed in formulating 'population policies' for MoHP. The department also partners with international/national agencies to support issues related with



population namely United Nations (UN) agencies like United Nations Population Fund (UNFPA) and International Organization on Migration (IOM).

- It is envisaged that CDPS will continue to grow parallel with the evolving needs for research and training in the country and that it will emerge as a major research and training center in South Asia in due time. The department aims to trigger academic discourses and foster high quality research by promoting greater public understanding, advance independent analysis and encourage further professional competence on issues relate to population and development, the overarching goal of the country. The department intends to achieve this by attracting students and scholars committed to interdisciplinary theoretical and methodological approaches in population and development.

Objectives

The main objective for establishing CDPS is to strengthen the national human resources' capacity for training, research and policy analysis in areas of population and development. The specific objectives include:

- Increase the human resource of the country that are skilled/trained in population studies at the Master of Arts (MA), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) levels in Population Studies. The trained human resources, competent in demographic/development research, policy analysis, programme implementation, monitoring, evaluation and training will possess the analytical skills necessary to assist the Government (or its stakeholders) in its effort to integrate population into development.
- Provide introductory and specialized short-term trainings designed to enhance job performance (capacity building) of officials from the GoN, TU and I/NGOs in their capacity as planners, educators, trainers or as deliverers of social services.
- Conduct research and policy analysis projects at the request of the GoN and/or UN agencies to design policy strategies and implement/monitor their programs.
- Clarify issues on population and formulate (advocate) policies by organizing national conferences, seminars and workshops by bringing together policy makers, programme implementers, community leaders, technical experts and researchers.
- Provide professional advisory services to the GoN, UN agencies, NGOs and local communities of Nepal.
- Contribute to the heightened awareness of issues on population and poverty prevailing in the country and link their interrelations with human development through publication of research reports, position papers, seminar proceedings, teaching aids and other resource materials.
- Work collaboratively and network with other institutions of Nepal and other countries.

Funding and Support

Central Department of Population Studies receives regular support from TU that in turn receives support from the GoN. From 1990 till 2007, UNFPA provided technical and financial assistance to CDPS that includes the current physical infrastructure. The department was the implementing partner of UNFPA's seventh country programme (2013-2017) and is currently entrusted with preparing 14 thematic papers for NSO based on National Population and Housing Census (NPHC) 2021 database.



In recent days, CDPS/TU and IOM Nepal have been collaborately working together on migration management through a memorandum of understanding (MOU) between the two. The Migration School has acclaimed great recognition and is a popular program in which the Ministry of Labour, Employment and Social Security (MoLESS), GoN has joined hands as a government collaborator. Started in 2023, the two-week non-credited training aims towards the capacity building of early career government employees, academia, post graduate (PG), MA, MPhil and PhD students, activists and employees from non-government organizations/private sectors working on various themes and issues related to migration. In addition, the two institutions are periodically organizing migration management policy discourse for senior officials from the government, academia, non-government and private sectors. International Organization on Migration also funds early career students of CDPS in migration research.

The department also received technical assistance from Department for International Development (DFID) to support institutional linkages with the Centre for Population Studies (CPS), London School of Hygiene and Tropical Medicine. The International Labour Organization (ILO), World Bank and British Council/DFID have been recurrent sources of funding for small and medium scale research and curriculum development. Between November 27-30 2025, CDPS hosted the 6th Asian Population Conference organized by the Asian Population Association (APA) that was supported by TU, MoHP/GoN, UNFPA and IOM. In addition to these sources, CDPS also generates its own income by undertaking projects/surveys and conducting workshop/seminar/training.

Teaching pedagogy/physical infrastructure and library facilities

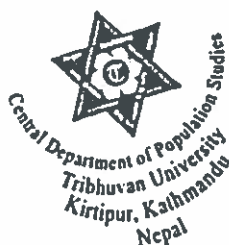
Central Department of Population Studies has established itself as a *center for excellence* with application-oriented (research-based skill oriented) knowledge that links teaching with applied research. The pedagogy combines a number of methods to achieve the learning objectives of the program among which classroom teaching – lectures, seminars, tutorials and assigned readings are collaborated with practical activities – essay writing, workshops, group work, field visits and computer based practice.

The department has state of the art audio-visual classrooms with multimedia touch board, air conditioning, solar backup and internet. Research work involve research seminars, bibliographic exercises, internet searches and literature review. It has ample physical space within its well-equipped furnished building and library premises. It has an excellent collection of more than 15,000 books, research reports, journals and periodicals.

1.2 Department of Population Studies (Constituent campuses)

Tribhuvan University envisions a central department at the University Campus and a separate department at its constituent campus for most of its programs. Many constituent campuses are offering MPS course at their respective campus. In addition to this, TU has also permits public/community/private campuses/colleges to offer MPS program at their campus through affiliation.

Since its establishment thirty-five years ago, CDPS has produced thousands of skilled professionals that have successfully established themselves across various campuses/colleges as academia, government officers or under various responsibilities in INGO/NGO/private agencies. Nearly all academia involved at various constituent campus are products from CDPS.



1.3 Population Studies Subject Committee

As per TU rules and regulations (संगठन तथा शैक्षिक प्रशासन सम्बन्धि नियम २०५०: परिच्छेद ७७-८०; नियम ३३१-३४२), the population studies subject committee is chaired by the Head, Central Department of Population Studies and includes a maximum of 21 members [16 (maximum) in-service TU faculties, including the chair, that teach population studies; 3 experts from outside TU and 2 faculties from affiliated campuses]. This committee is mandated with the task of updating the course of study for population studies and once approved, forward it to the faculty board, Office of the Dean, FoHSS, TU for review which, upon consent, is forwarded to the academic council for approval after which the course is implemented.

Admissions

Admission for each batch will open once a year and candidates will need to apply at the Office of the Dean, FoHSS, TU fulfilling the assigned criteria. Prospective students must have a Bachelor's degree in any disciplines from a university recognized by Tribhuvan University. Applicants must attend and pass an entrance/qualifying exam for eligibility. Fifty students will be selected on a merit basis based on results from the entrance exam and other criteria deemed necessary by the Population Studies Subject Committee.

PART II: COURSE STRUCTURE/DETAIL AND EVALUATION

2.1 Course structure and details

The MPS program follows a credit system and consists of four semesters spread over a period of two years. The program covers 7 major themes (topics) deemed essential for students to be awarded with a Master's Degree in Population Studies: theories and concepts in demography, demographic techniques, dynamics of population and society, population and development, research in population studies, computer application in population research and thesis.

In total, there are 20 papers (including a thesis) which a student must successfully complete for them to be awarded a MPS degree. All papers are of 3 credit hours (CH) except the thesis which is 6 CH, hence, the total of 63 credit hours. These papers can be broadly categorized as: i) theory papers, ii) semi-practical papers and iii) practical papers. Altogether there are 14 theory papers, 3 semi-practical papers, 2 practical papers and a thesis.

Paper Themes/Title	Semester	Credit Hours
A. Theories and Concepts in Demography		
1. Demographic concepts and theories	I	3.0
2. Social and development theories for population studies	II	3.0
B. Demographic Techniques		
3. Basic demographic techniques	I	3.0
4. Advanced demographic techniques	III	3.0
C. Dynamics of population and society		
5. Population dynamics – global and local perspective	I	3.0
D. Population and Development		
6. Migration, urbanization and entrepreneurship	I	3.0
7. Population health	II	3.0
8. Population ageing and social welfare	II	3.0
9. Contemporary population issues	II	3.0
Part I: Sexual and reproductive health rights and justice		



Part II: Political demography		
10. Poverty, gender and social inclusion	III	3.0
11. Resources, population diversity and inequality Applied and business demography	III	3.0
E. Research in Population Studies		
12. Research methodology in population studies	I	3.0
13. Applied statistics for population studies	II	3.0
14. Survey research design and implementation (practical paper)	III	3.0
15. Population and development planning Part I: Planning, monitoring and evaluation Part II: Population and climate change	IV	3.0
16. Survey data analysis, interpretation and dissemination (semi-practical paper)	IV	3.0
17. Academic writing (practical paper)	IV	3.0
F. Computer application in population research		
18. Computer application for data management and documentation (semi-practical paper)	III	3.0
19. Computer application for statistical and geospatial analysis (semi-practical paper)	IV	3.0
G. Thesis	IV	6.0
Total		63.0

Note: Students will be trained in the following computer software (or equivalent software)

- 1 Documentation, calculation and graphics: MS Word, Excel, and PowerPoint
- 2 Data management: Kobo, Google Form, MS Form and CSPro
- 3 Demographic estimation: MORTPAK, DemProj etc.
- 4 Statistical package: Stata/SPSS/R/Python (any one on availability)
- 5 GIS Mapping and analysis: ArcGIS (or equivalent software on availability)

A detailed allocation of the 20 papers for each semester is provided below:

SEMESTER I: 5 courses x 3 credit hours = 15 CH

Paper	Code	Paper Title	CH
I	Pop 501	Demographic concepts and theories	3.0
II	Pop 502	Basic demographic techniques	3.0
III	Pop 503	Research methodology in population studies	3.0
IV	Pop 504	Population dynamics: global and local perspectives	3.0
V	Pop 505	Migration, urbanization and entrepreneurship	3.0
		Total	15.0

SEMESTER II: 5 courses x 3 credit hours = 15 CH

Paper	Code	Paper Title	CH
VI	Pop 551	Social and development theories for population studies	3.0
VII	Pop 552	Applied statistics for population studies	3.0
VIII	Pop 553	Population health	3.0
IX	Pop 554	Population aging and social welfare	3.0
X	Pop 555	Contemporary population issues Part I: Sexual and reproductive health rights and justice Part II: Political demography	3.0
		Total	15.0



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SEMESTER III: 5 courses x 3 credit hours = 15 CH

Paper	Code	Paper Title	CH
XI	Pop 601	Advanced demographic techniques	3.0
XII	Pop 602	Poverty, gender and social inclusion	3.0
XIII	Pop 603	Computer application for data management and documentation (semi-practical paper)	3.0
XIV	Pop 604	Survey research design and implementation (practical paper)	3.0
XV (Elective)	Pop 605-1 Pop 605-2	Resources, population diversity and inequality Applied business demography	3.0
Total			15.0

SEMESTER IV: (4 courses x 3 credit hours) + Thesis (6 CH) = 18 CH

Paper	Code	Paper Title	CH
XVI	Pop 651	Population and development planning Part I: Planning, monitoring and evaluation Part II: Population and climate change	3.0
XVII	Pop 652	Computer application for statistical and geospatial analysis (semi-practical paper)	3.0
XVIII	Pop 653	Survey data analysis, interpretation and dissemination (semi-practical paper)	3.0
XIX	Pop 654	Academic writing (practical paper)	3.0
XX	Pop 655	Thesis	6.0
Total			18.0
Grand Total			63 Credit Hours

2.3 Evaluation

The overall evaluation scheme for all the papers constitutes of an internal assessment worth 40 % (evaluated by the respective campus/college offering the MPS program) and an end-of-semester written invigilated exam (evaluated by a faculty appointed by the Head, Population Studies Subject Committee) worth 60 %. This evaluation scheme applies for all the 20 papers. For theory papers, the evaluation is straight forward. A detailed evaluation structure for the 14 theory papers is provided below:

Theory Papers: All papers except those mentioned below as semi-practical and practical papers.

Evaluation Structure	Evaluator	Marks (%)
1. Participation and interaction – classroom	Campus	5.0
2. Project work I (1 or 2): essay writing; synopsis of readings; literature review; home assignment; working paper; project paper; report	Campus	7.5
3. Project work II (1 or 2): practical exercises – workshop/seminar; field study; methodological and data analysis; project paper; field report	Campus	7.5
4. Internal assessment (2 invigilated class exam/s aimed to familiarize students with the final exam and kept as record in the respective campus)	Campus	20.0
5. Final exam (invigilated semester-end final written exam)	Subject committee	60.0
Total		100.0

The same 40:60 ratio mentioned above for the theory papers also applies for the three semi-practical papers but with a few revisions. Forty percent constitutes of an internal evaluation (evaluated by the respective campus), 40% constitutes of a practical exam (external examiner¹ appointed by the Head, Population Studies Subject Committee) and 20 % constitutes of an end-of-semester written invigilated exam (evaluated by a faculty appointed by the Head, Population Studies Subject Committee). Details regarding the evaluation structure for the 3 semi-practical papers is provided below:

¹ In-service TU faculty teaching the respective semi-practical/practical paper at one of the campus/college offering MPS program.



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Semi-Practical Papers:

Pop.603 – Computer application for data management and documentation;
 Pop.652 – Computer application for statistical and geospatial analysis; and
 Pop.653 – Survey data analysis, interpretation and dissemination

Evaluation Structure	Evaluator	Marks (%)
1. Participation and interaction – classroom	Campus	5.0
2. Project work I (1 or 2): essay writing; synopsis of readings; literature review; home assignment; working paper; project paper; report	Campus	7.5
3. Project work II (1 or 2): practical exercises – workshop/seminar; field study; methodological and data analysis; project paper; field report	Campus	7.5
4. Internal assessment (2 invigilated class exam/s aimed to familiarize students with the final exam and kept as record in the respective campus)	Campus	20.0
5. Practical invigilated examination conducted by an external evaluator nominated by Head, Population Studies Subject Committee teaching the respective semi-practical paper at one of the campus/colleges offering MPS program	Subject committee	40.0
6. Final exam (invigilated semester-end final written exam)	Subject committee	20.0
Total		100.0

The same 40:60 ratio mentioned above also applies for the 2 practical papers. Students need not sit for an end-of-semester written invigilated exam for the practical papers. However, it is mandatory that students participate in field visits and are actively involved in various stages involved in the practical papers. As in the theory and semi-practical papers, 40 % marks is evaluated by the respective campus and the remaining 60 % is evaluated by the subject committee. A detailed evaluation structure for the practical papers is provided below:

Practical Papers:

Pop.604 – Survey research design and implementation; and
 Pop.654 – Academic writing

Evaluation Structure	Evaluator	Marks (%)
Participation and interaction	Campus	10
Proposal	Campus	10
Field Survey	Campus	20
Data management/analysis	Subject committee	20
Documentation	Subject committee	20
Viva-Voce	Subject committee	20
Total		100

A Master's thesis also follows the same 40/60 modality mentioned above. An overall outline of the evaluation scheme to follow for a thesis is provided below:

Thesis:

Evaluation Structure	Evaluator	Marks (%)
Proposal	Campus	20
Field Survey	Campus	20
Data management/analysis	Subject committee	20

Documentation	Subject committee	20
Viva Voce	Subject committee	20
Total		100

PART III: SCOPE OF MASTER OF ARTS IN POPULATION STUDIES

The scope of MPS program encompasses the analysis of the size, structure, distribution, composition and dynamics of human populations that include factors like fertility, mortality, migration and their impacts on social, economic, and environmental conditions across different regions and time periods. The key aspects of population studies include: population size, growth and structure; spatial distribution; fertility analysis; mortality analysis; migration analysis; migrations studies; demographic forecasting and linking population with development to name a few.

The scope of the 'Master of Arts in Population Studies' program is applicable in the following field/area:

1. **Academia** – The MPS program is the foundation for those who want to pursue their career in the field of population studies or any other interdisciplinary social science subject.
2. **Policymaking** – Analyzing government policies related to population (demography), healthcare, education, social security and economic development by understanding population needs and challenges. Hundreds of MPS graduates are currently engaged in policymaking as academia and government officers.
3. **Research** – Exploring the social, economic and cultural factors influencing population dynamics. Numerous MPS graduates are globally engaged as researchers/consultants/experts.
4. **Data management, analysis and academic writing**
5. **Urban planning** – Designing sustainable urban environments needs due consideration of the population density, demographics and migration patterns to name a few.
6. **Environmental studies** – Assessing the impact of population growth on resource consumption and environmental sustainability.
7. **Business strategy** – Understanding market demographics to target products and services effectively.

Chair
Population Studies Subject Committee

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Population Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

Master of Arts in Population Studies
Courses of Study

SEMESTER I





Paper	Code	Paper Title	CH
I	Pop 501	Demographic concepts and theories	3.0
II	Pop 502	Basic demographic techniques	3.0
III	Pop 503	Research methodology in population studies	3.0
IV	Pop 504	Population dynamics: global and local perspectives	3.0
V	Pop 505	Migration, urbanization and entrepreneurship	3.0
		Total	15.0





Central Department of Population Studies
Tribhuvan University
Kirtipur, Kathmandu
Nepal

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DEMOGRAPHIC CONCEPTS AND THEORIES

Course Code: Pop 501
Course Title: Demographic Concepts and Theories
Semester: I

Credit Hour: 3
Teaching Hour: 48
Paper: I

Course Objectives

The objective of this course is to provide students with a broad knowledge of population concepts, theories and models in demography. This is the foundation course upon which students build a background for studying other advanced level courses.

Teaching hours

Unit I: Introduction to demography 5

Defining demography as multidisciplinary; demography connects the dots; population actors; demographic equation; age-sex composition; population distribution and demographic destiny (future direction)

Unit II: Population and resource interaction 5

- A. Relationship of population to resources (food, water, energy, housing; infrastructure and environmental degradation)
- B. Relationship of population to social and political dynamics (global, regional and local conflicts; globalization and gender)

Unit III: Demographic perspectives and theories 20

- A. Pre-modern population doctrines (Ancient Greece; Plato; Confucius; Kautilya; Cicero; Augustine; Khaldun; Mercantilism; John Graunt; David Hum; Robert Wallace)
- B. Malthusian perspective (causes and consequences of population growth; avoiding the consequences; critiques; neo-Malthusians)
- C. The Marxian perspective (causes and consequences of population growth; critiques; neo-Marxism)
- D. The theory of demographic transition (prelude the demographic transition theory – John Stuart Mill, Arsène Dumont and Durkheim; theory of demographic transition; critique of demographic transition theory; reformulation of demographic transition theory)
- E. The theory of the second demographic transition (health and mortality transition; fertility transition; age transition; migration transition; urban transition; family and household transition; impact on local and global society)
- F. Demographic change and response – cohort size effects theory

Unit IV: Demographic drivers of age transition

- A. The impact of declining mortality
- B. The impact of declining fertility
- C. Where does migration fit in?



- D. Demographic dividends – age transitions at work (measuring the age structure; progression from a young to an old age structure; youth bulge – dead end or dividend?)

Unit V: Theories of demographic processes

10

- A. Fertility theories (Davis and Blake; proximate determinant model and political economic theories of Greenhalgh, Caldwell and Terrell)
B. Mortality theories (morbidity and mortality in epidemiological transition; theories of mortality decline; democide mortality; theoretical framework for mortality analysis)
C. Theories of migration – classical (Ravenstein, Lee, Zipf); human interaction (Todaro)

Unit VI: The social construction of population science

3

- A. Demography as mathematics and modernization; demographic dilemma and prophylactic practices; creation of field; partial embrace of anthropology; demography in crisis
B. Future of the planet earth (ecological, sociological and philosophical consideration)

Required Readings

Unit I

Lundquist, J. H., Anderton, D. L., & Yaukey, B. (2015). *Demography: The study of human population* (4th ed.). Waveland Press, Inc., 1-3.

Poston, D. L., & Bouvier, L. F. (2017). *Population and society: An introduction to demography* (2nd ed.). Cambridge University Press, 13-27.

Sharma, M. P. (2013). *Population studies* (Bachelor's level, 1st year). MK Publisher and Distributor P. Ltd. Kathmandu

Unit II

Weeks, J. R. (2021). *Population: An introduction to concepts and issues* (13th ed.). Cengage Learning, Inc., 3-11.

Sharma, M. P. (2011a). *A text book of population, environment, and quality of life* (Bachelor level, 3rd year). Heritage Publication P. Ltd. Kathmandu.

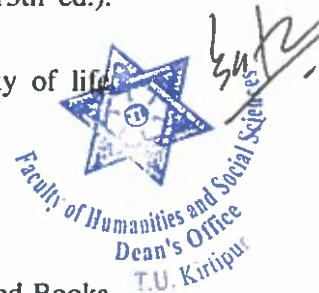
Unit III

Dyson, T. (2010). *Population and development: The demographic transition*. Zed Books Ltd, 3-8, 159-214.

Weeks, J. R. (2021). *Population: An introduction to concepts and issues* (13th ed.). Cengage Learning, Inc., 91-135.

Unit IV

Weeks, J. R. (2021). *Population: An introduction to concepts and issues* (13th ed.). Cengage Learning, Inc., 338-347.



Unit V

Andreev, E. M. (2019). Reflections on demographic theories. *Population and Economics*, 3(2), 1–9. <https://doi.org/10.3897/popecon.3.e37965>

Bhagat, R. B. (2020). *Migration theories: A critical evaluations and synthesis*. <https://www.researchgate.net/publication/344641827>, <https://doi.org/10.13140/RG.2.2.14713.90722>, 1-14

Bongaarts, J. (2015). Modeling the fertility impact of the proximate determinants: Time for a tune-up. *Demographic Research*, 133(19), 535-560.

DeBrujin, B. J. (2006). Fertility: Theories, frameworks, models, concepts. *Demography: Analysis and Synthesis*, Chapter 39. Elsevier Inc., 549-564.

Rummel, R. J. (1995). Democracy, power, genocide and mass murder. *The Journal of Conflict Resolution*, 39(1), 3-26. <https://www.jstor.org/stable/174320>

Shallo, S. A. (2020). Roles of proximate determinants of fertility in recent fertility decline in Ethiopia: Application of the revised Bongaarts model. *Dove Press Journal Open Access Journal of Contraception*, 11, 33-41. <http://www.dovepress.com/open-access-journal-of-contraception-journal>

Sharma, M. P. (2013). Population studies (Bachelor's level, 1st year). MK Publisher and Distributor P. Ltd. Kathmandu.

Siegel, J. S. (2012). The demography and epidemiology of human health and aging. *Springer Science + Business Media B.V.*, 304-309.

Unit VI

Greenhalgh, S. (1996). The social construction of population science: An intellectual, institutional and political history of twentieth-century demography. *Society for Comparative Study of Society and History*, 26-65.

Poston, D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography*. Cambridge University Press, 367-377.



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BASIC DEMOGRAPHIC TECHNIQUES

Course Code: Pop 502
Course Title: Basic Demographic Techniques
Semester: I

Credit Hour: 3
Teaching Hour: 48
Paper: II

Course Objectives

The objective of this course is to make students familiar with basic demographic techniques for population analysis. This course includes basic demographic methods/techniques used to measure demographic parameters of fertility, mortality and migration. Population projections and model life tables are also introduced in this paper. This paper aims to provide theoretical foundation on demographic techniques and is later complemented by a computer-based practical course, Pop.653 – Computer application for statistical and geospatial analysis using practical software. Class lectures will focus on the application, data requirement, assumption/s, limitation/s, evaluation and interpretation of each method.

Teaching hours

Unit I: Sources and quality of demographic data 9

- A. Census, sample survey and registration systems (concept, methods and uses)
- B. Evaluation of data: Coverage and content errors; sampling and non-sampling errors; post-enumeration survey
- C. Measurement of errors in age data: Age-sex ratios; Whipple's and Myers' indices; inter-censal cohort analysis; UN age-sex accuracy index; and adjustment of age not reported

Unit II: Measurements 15

- A. The tools of demography: Count; rate; ratio; proportion; constant; period measure; cohort measure; lexis diagram
- B. Age-sex analysis: Age-sex composition; young and old populations; median age; sex ratio; age dependency ratio; aging index; population pyramid; rapid, slow and zero or decreasing growth
- C. Nuptiality: Crude and general rates; specific rates; mean/median age of marriage; singulated mean age at marriage (SMAM)
- D. Fertility and reproduction: Period fertility (crude rates, general rates, age-specific rates, standardized rates); cohort fertility (synthetic cohort - total fertility rate, gross reproduction rate; net reproduction rate; real cohort - children ever born (CEB), mean age of child bearing, mean length of generation, parity progression ratio); Bongaart's fertility model
- E. Mortality: Crude death rate; specific rates: age, sex, cause; standardized rates; maternal mortality rate/ratio; pregnancy wastage (foetal and perinatal rates/ratios); childhood mortality (infant mortality (conventional and adjusted), child mortality, under-five mortality); life expectancy at birth
- F. Morbidity: concept, incidence and prevalence rate, risk factors, relative risk, case fatality


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- G. Migration and urbanization: Migration (basic concepts and terminologies, migration rates); urbanization (basic concepts, level and tempo of urbanization, Lorenz curve and Gini coefficient)
- H. Basic concept and measures of labour force participation and economically active population

Unit III. Population projection

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- A. Mathematical methods: Arithmetic growth function, geometric growth function, exponential growth function, doubling time, modified exponential growth function, and logistic growth function
- B. Ratio method of population projection by sub-nation and sectors: Projection of rural/urban populations and projection of school going populations

Unit IV: Demographic models

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- A. Basic concepts, utility of demographic model and life tables: Models and construction (anatomy of life table, construction of life table, complete and abridge life tables, application of life table)
- B. Demographic models: Concepts, methods and uses, types of model life tables (Coale-Demeny model life tables; Brass-Logit model life tables; UN model life tables for developing countries)

Required Readings

Unit I

Shryock, H., Siegel, J., & Stockwell, E. G. (1976). *The methods and materials of demography* (Condensed ed.). Academic Press, Inc., 102-119.

Siegel, J. S., & Swanson, D. A. (eds.). (2004). *The methods and materials of demography*. Elsevier Academic Press, 9-42, 43-64, 92-102.

Unit II

Shryock, H., Siegel, J., & Stockwell, E. G. (1976). *The methods and materials of demography* (Condensed ed.). Academic Press, Inc., 1-10.

Siegel, J. S., & Swanson, D. A. (eds.). (2004). *The methods and materials of demography*. Elsevier Academic Press, 125-174, 253-264, 265-300, 371-406, 429-454, 455-492, 493-522, 523-560.

Unit III

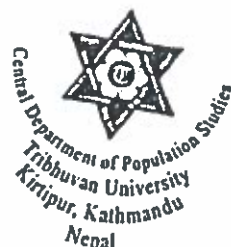
Mehta, A. C. (2004). *Module on enrolment and population projections*. National Institute of Educational Planning and Administration (NIEPA).

United Nations. (1974). *Manual VIII: Methods for projections of urban and rural population*. United Nations Department of Economic and Social Affairs, Population Studies.

Unit IV

Siegel, J. S., & Swanson, D. A. (eds.). (2004). *The methods and materials of demography*. Elsevier Academic Press, 301-340.

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 Faculty of Humanities and Social Sciences
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 T.U. Kirtipur



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United Nations. (1983). *Manual X: Indirect techniques for demographic estimation*. United Nations, 11-26.

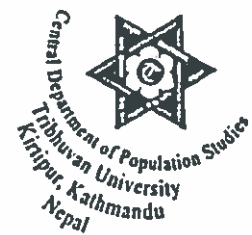
Suggested Readings

Devkota, B. M. (2021). *Basic demographic analysis*. Heritage Publishers & Distributors Pvt. Ltd., Kathmandu, Nepal.

Newell, C. (1994). *Methods and models in demography*. John Wiley and Sons.

Population Reference Bureau. (2004). *Population handbook*. Population Reference Bureau.

Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford University Press.



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RESEARCH METHODOLOGY IN POPULATION STUDIES

Course Code: Pop 503
Course Title: Research Methodology in Population Studies
Semester: I

Credit Hour: 3
Teaching Hour: 48
Paper: III

Course Objectives

The objective of this course is to make students familiar with research methodology in population studies. This course provides theoretical foundation on research methodology for future semi-practical and practical papers. The course includes the following topics:

Teaching hours

Unit I: Philosophical foundation 13

Research and its types; paradigm; ontology; epistemology; axiology; concept, construct and variable; proposition and hypothesis; method and methodology; positivism and post positivism; model and theory; interpretative and critical theory; cause and effect; causal relation; third space paradigm (indigenous research methodology); and validity and reliability

Unit II: Introduction to quantitative research design 15

Research question and hypothesis; research tools/instrument; designing standard tools (questionnaire, scales, and tests); constructing a questionnaire; measurement scales and uses in quantification of variables/constructs; universe (population), sample frame and sample; probability and non-probability sampling; and determining the sample size; and sampling error calculation; qualitative research design

Unit III: Methods of data collection and analysis 10

Quantitative and qualitative method; mixed method; triangulation; quantitative data analysis; qualitative data analysis; unobtrusive measures; and verbal autopsy

Unit IV: Writing research report 10

Key elements (documentation/literature review, reference citation, preliminary, the conceptual framework, the empirical framework, the analytical framework, appendices, formatting); ethics in research; reviewing the national surveys methodology (NDHS, NLFS, NMICS, NLSS)

Required Readings

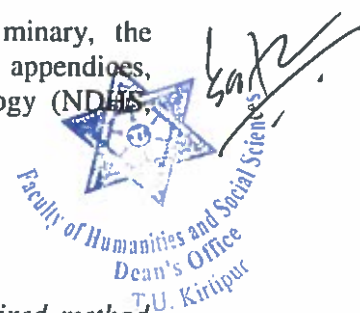
Unit I

Creswell, J. W. (2014). *Research designs: qualitative, quantitative and mixed method approach*. <https://kspjournals.org/index.php/JSAS/article/view/1313>

Kumar, R. (2011). *Research methodology: a step-by-step guide for beginners*. SAGE Publications Ltd. London.



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Trouchim, W. M. (2002). *Research methods knowledge base*. <https://www.educationdissertation.com/wp-content/uploads/2019/10/Research-Methods-Knowledge-Base.pdf>

Vaishali, K. *Various types of research*. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiQu46Pv6r8AhWxi2MGHe10Cq4QFnoECAsQAO&url=https%3A%2F%2Fwww.slide-share.net%2Fvaisalik%2Ftypes-of-research&usg=AOvVaw2f7St6I23CJTxxZNjDr4FeM>

Unit II

Black, T. R. (1999). *Doing quantitative research in the social sciences: an integrated approach to research design, measurement and statistics*. London: Sage Publications.

Creswell, J.W. (2014). *Research designs: qualitative, quantitative and mixed method approach*. <https://kspjournals.org/index.php/JSAS/article/view/1313>

Nachmias, D. & Nachmias, C. (1996). *Research methods in the social sciences*. New York, NY: St. Martin Press.

Unit III

Patton, M. Q. (2002). *Qualitative research & evaluation methods*. California, CA: Sage Publications, Inc.

Unit IV

Pant, P. R. (2012). *Social science research and thesis writing (6th edition)*. Kathmandu: Buddha Academic Publishers and Distributors Pvt. Ltd.



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POPULATION DYNAMICS: GLOBAL AND LOCAL PERSPECTIVE

Course Code: Pop 504

Course Title: Population Dynamics: Global and Local Perspective

Semester: I

Credit Hour: 3

Teaching Hour: 48

Paper: IV

Course Objectives

This course comprises learning of dynamics of population in the global, regional and national level. It includes historical population scenario and its different phases. This course aims to empower the learners with an understanding of the dynamics of population.

Teaching hours

Unit I: Diversity 5

Concept of diversity; different models of pluralist society: the empire model, nationalistic model, and patchwork of minorities model

Unit II: World population dynamics 8

History of global population growth; contemporary world population; future dynamics of world population

Unit III: Population dynamics of Nepal 15

Population size and structure (age, sex, gender); level and trend of fertility, mortality and migration (national & international); special population groups (elderly, single women, and persons with disability, LGBTQI+); sub-national population characteristics (Population distribution by ecological zone, province, district, and place of residence; and municipalities; population dynamics at Province Level)

Unit IV: Socioeconomic characteristics 15

Family size; head of family; family household amenities and facilities; education (literacy, educational level); occupation; employment; economic activity; wealth quintile; and marital status; caste groups (hill (Parbate), Madhesi); Janajati Groups (Hill (Parbate) and Tarai); Muslim; Dalits (hill, Madhesi); others: religious and linguistic groups

Unit V: Language and religion

Languages of Nepal; language families; languages reported as mother tongues; foreign languages; religions: Hindu, Buddha, Islam, Kirat and Others

Required Readings

Unit I

Geiser, A. (2005). Exclusion of caste and ethnic groups. *FAST Country Risk Profile Nepal Report*.

Sayles, A. H. (1998). On diversity. *Strategic Studies Institute, US Army War College Stable*. <https://www.jstor.com/stable/resrep11557>



Unit II

Bavel, J. V. (2013). The world population explosion: causes, backgrounds and projections for the future. *PubMed Central. U.S. National Institutes of Health's National Library of Medicine (NIH/NLM)*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3987379/>

Blue, L., & Espenshade, T. J. (2011). Population momentum across the demographic transition. *Population and Development Review*, 37(4), 721–747. <https://doi.org/10.1111/j.1728-4457.2011.00454>

Kent, M. M. & Carl H. (2005). *Global demographic divide*. <https://u.demog.berkeley.edu/~jrw/Biblio/Eprints/PRB/files/60.4GlobalDemographicDivide.pdf>

Lundquist, J.H., Douglas L. Anderton & David Yaukey (2015). *Demography: The study of human population*. USA: Waveland Press, Inc.

Notestein, F. W. (1983). Frank Notestein on Population Growth and Economic Development. *Population and Development Review*, 9(2), 345–360. <https://doi.org/10.2307/1973057>

PRB (2022). *Eight demographic trends we're watching as the world population passes 8 billion*. <https://www.prb.org/articles/eight-demographic-trends-were-watching-as-the-world-population-passes-8-billion/>

PRB (2022). *World population datasheet 2022*. <https://www.prb.org/wp-content/uploads/2022/09/2022-World-Population-Data-Sheet-Booklet.pdf>

Roser, M., Ritchie, H., Oritz-Ospina, E. & Rodés-Guirao, L. (2019). *World population growth*. <https://ourworldindata.org/world-population-growth#the-distribution-of-the-world-population-over-the-last-5000-years>.

Wolfgang, L. & KC S. (2010). Dimensions of global population projections: what do we know about future population trends and structures? *Phil. Trans. R. Soc.*, Article B3652779–2791. <https://doi.org/10.1098/rstb.2010.0133>

World Population Review (2022). <https://worldpopulationreview.com>

Unit III

Chalise, H. N. (2023). Aging trend and situation in Nepal. *Advances in Aging Research*. <https://www.researchgate.net/publication/371221203>

Dangol, B. D. (2014). Fertility level, pattern and trends. *Population Monograph of Nepal, Vol. I*. Kathmandu: Central Bureau of Statistics.

Joshi, P. L. (2014). Mortality level and patterns in Nepal. *Population Monograph of Nepal, Vol. I*. Kathmandu: Central Bureau of Statistics.

Khatiwada, P. P. (2014). International migration and citizenship in Nepal. *Population Monograph of Nepal, Vol. I*. Kathmandu: Central Bureau of Statistics.

NSO (2023; 2024 & 25). National Population and Housing Census 2021 thematic reports on population composition, housing and household dynamics, fertility, mortality, internal migration, international migration, single women, persons with disability, ageing.

Pradhan, A. (2014). Maternal mortality. *Population Monograph of Nepal, Vol. I*. Kathmandu: Central Bureau of Statistics.



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Shing, M. L. (2014). Aspects of aging. *Population Monograph of Nepal, Vol. II*. Kathmandu: Central Bureau of Statistics.

Singh, S. N., Upadhyay, A. and Chalise, H. N. (2021). Living arrangement of older people: A study of community living elderly from Nepal. *Advances in Aging Research*, 10, 133-142. <https://doi.org/10.4236/aar.2021.106008>

Suwal, B. R. (2014). Internal migration. *Population Monograph of Nepal, Vol. I*. Kathmandu: Central Bureau of Statistics.

नेपाल सरकार (२०८१). राष्ट्रिय जनगणना, २०७८: प्रदेशस्तरीय जनसाङ्ख्यिक प्रतिवेदन. काठमाडौं: राष्ट्रिय तथ्याङ्क कार्यालय, रामशाहपथ.

Unit IV

Bista, D. B. (2007). *People of Nepal* (7th ed.). Kathmandu: Ratna Pustak Bhandar.

Dahal, D. R. (2014). Social composition of the population. *Population Monograph of Nepal, Vol. II*. Kathmandu: Central Bureau of Statistics.

Gurung, H. (2001). *Social demography and expressions*. Kathmandu: New Era.

Gurung, Y. B. (2024). *Social demography of Nepal: evidence from population and housing census, 2011*. Kathmandu: CBS/GoN.

NSO (2023; 2024 & 25). National Population and Housing Census 2021 thematic reports on housing and household dynamics, economic activity, education and caste ethnicity.

Unit V

NSO (2023; 2024 & 25). National Population and Housing Census 2021 thematic reports on language, religion.

Yadav, Y. P. (2014). Languages used in Nepal. *Population Monograph of Nepal, Vol. II*. Kathmandu: Central Bureau of Statistics.



MIGRATION, URBANIZATION AND ENTREPRENEURSHIP

Course Code: Pbp 505
Course Title: Migration, Urbanization and Entrepreneurship
Semester: I

Credit Hour: 3
Teaching Hour: 48
Paper: V

Course Objectives

This course comprises learning of migration, urbanisation and entrepreneurship and aims to impart learners with the concepts of migration, urbanisation and entrepreneurship. This course further aims to transform the analytical skills among the learners on issues, trends and patterns of migration, urbanization and entrepreneurship.

Teaching hours

Unit I: Concept of migration and urbanization 10

Concept of migration; migration terms and terminology; migration typology (voluntary and forced); migration as a voluntary-forced dichotomy; world history of migration; concept of urbanisation among developed and developing countries; urbanisation terms and terminology; interrelationship between migration and urbanisation

Unit II: Migration and urbanization theories 15

Migration theories: Revenstein, Lee, Todaro, Mabogunje and Zelinsky; new economics of labour migration; the aspirations-capabilities framework; theories of urban growth and urbanization (hierarchies and zonation): rural-urban linkage (central place theories, concentric zone theory), urban development theories and policies; world pattern of urbanization

Unit III: Entrepreneurship 10

Concept of entrepreneurship: historical perspective and present context; theory of entrepreneurship; social entrepreneurship; migration and entrepreneurship

Unit IV: Migration governance and development 13

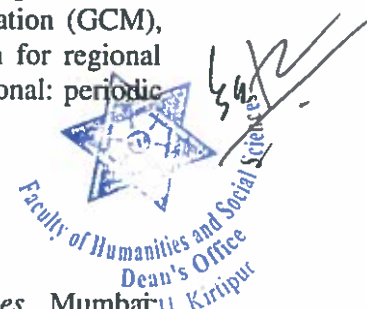
Global: sustainable development goals (SDGs), global forum for migration and development (GFMD), global compact for safe, orderly and regular migration (GCM), regional: Colombo process, Abu Dhabi dialogue, south Asian association for regional cooperation (SAARC), bilateral: government to government (G to G), national: periodic plans, policies and legal framework, urbanization policies of Nepal

Required Readings

Unit I

Bhende, A. A. & Kanitkar, T. (2004). *Principles of population studies*. Mumbai: Himalayan Publishing House (migration chapter).

Chiswick, B. & Hatton, T. J. (2003). International migration and the integration of labor markets – globalization in historical perspective. *History of Migration*. University of



Chicago Press (ISBN: 0-226-06598-7).
<https://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=bbv>

Khatiwada, P. P. (2006). Forced Migration: concept and context. In Lok Raj Baral et al. (eds) *Nepali Journal of Contemporary Studies*, 7 (2). Nepal Centre for Contemporary Studies (NCCS).

Shanmugaratnam, R. L., & StØlen, K. A. (2003). *In the maze of displacement: conflict, migration and change*. Norway: Norwegian Academic Press.

Unit II

Ajobiewe, T. (2022). Urban development theories and policies: a critical review and evaluation. *Annals of Geographical Studies*, 2 (3), 32-45, ISSN 2642-9136.
<https://www.researchgate.net/publication/336987657> Rapid Urbanisation Theories Causes Consequences and Coping Strategies

Carter, H. (1995). *The study of urban geography*. London: Arnold.

De Haas, H. (2021). A theory of migration: the aspirations-capabilities framework. *Comparative Migration Studies*, 9(1), 8.

De Haas, H. (2008). Migration and development: A theoretical perspective (Working Paper 9). *International Migration Institute*, James Martin 21 Century Schools, University of Oxford.

Kasarda, J. D. & Crenshaw, E.M. (1991). *Third world urbanization: dimension, theories and determinants*.
<https://www.annualreviews.org/doi/pdf/10.1146/annurev.so.17.080191.002343>

Lee, E. S. (1966). A theory of migration. *Demography*. Vol. 3, 428-445.

Peterson, W. (1959). A general typology of migration. *American Sociological Review*, 23 (3), 256-266.

Ravenstein, E.G. (1889): The laws of migration. *Journal of the Royal Statistical Society*, Vol. 52, No. 2, pp. 241-305.

Roland, D. T. (2003). *Demographic methods and concept* (Chapter II). New York: Oxford University Press.

Stark, O. & Taylor, E. J. (1991). *Relative deprivation and migration theory: evidence, and policy implications*. New York: The World Bank.

Todaro, M. P. (1969). A model of labour migration and urban unemployment in less developed countries. *The American Economic Review*, Vol. LIX, No. 1, 138-148.

United Nations. (2011). *Population distribution, urbanization, internal migration and development: An international perspective*. [https://wedocs.unep.org/bitstream/handle/20.500.11822/18920/Population Distribution Urbanization.pdf?sequence=1&isAllowed=y](https://wedocs.unep.org/bitstream/handle/20.500.11822/18920/Population%20Distribution%20Urbanization.pdf?sequence=1&isAllowed=y)

United Nations. (2018). *World urbanization prospects*
<https://population.un.org/wup/>

Zelinsky, W. (1971). The hypothesis of the mobility transition. *The Geographical Review*, Vol. LX1, 219-249.



Unit III

Hébert, R. F. & Link, A. N. (2006). *Historical perspectives on the entrepreneur*. <https://www.nowpublishers.com/article/Details/ENT-008>

Mishra, C. S. & Zachary, R. K. (2015). *The theory of entrepreneurship*. <https://www.degruyter.com/document/doi/10.1515/erj-2015-0042/html>

Peredo A.M., McLean M. (2006). *Social entrepreneurship: A critical review of the concept*. <https://www.sciencedirect.com/science/article/abs/pii/S1090951605000751>

Peredo A.M., McLean M. (2020). Social entrepreneurship research: A review and future research agenda. *Journal of World Business*, 41 (1), 56-65.

Singh, K. D., Onahring, B. D. (2019). Entrepreneurial intention, job satisfaction and organisation commitment - construct of a research model through literature review. *J Glob Entrepr Res*, 9, 16. <https://doi.org/10.1186/s40497-018-0134-2>

Utbildning, J. (2016). *The entrepreneurship concept – a short introduction*. <https://www.researchgate.net/publication/309208976> The entrepreneurship concept - a short introduction

Unit IV

IOM. (2018). Migration and the 2030 agenda: A guide for practitioners. https://publications.iom.int/system/files/pdf/sdg_en.pdf

IOM. (2019). Migration in Nepal: A country profile 2019. <https://publications.iom.int/books/migration-nepal-country-profile-2019>



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Population Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

Master of Arts in Population Studies

Courses of Study

SEMESTER II

Paper	Code	Paper Title	CH
VI	Pop 551	Social and development theories for population studies	3.0
VII	Pop 552	Applied statistics for population studies	3.0
VIII	Pop 553	Population health	3.0
IX	Pop 554	Population aging and social welfare	3.0
X	Pop 555	Contemporary population issues Part I: Sexual and reproductive health rights and justice Part II: Political demography	3.0
Total			15.0

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 Dean's Office
 T.U. Kiripur


 Central Department of Population Studies
 Tribhuvan University
 Kiripur, Kathmandu
 Nepal

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SOCIAL AND DEVELOPMENT THEORIES FOR POPULATION STUDIES

Course Code: Pop 551

Course Title: Social and Development Theories for Population Studies

Semester: II

Credit Hour: 3

Teaching Hour: 48

Paper: VI

Course Objectives

This course intends to introduce students with the fact that society is a stratified structure of relationship among different groups of human population. The social and economic categories which contribute to form these strata are sometimes identified in terms of nominal variations of their social, economic and cultural attributes and at others in terms of hierarchical ordering of these variations. This differentiation has been contributing the demographic processes. The main objective of this course is to familiarize students with the basic notion of social and economic development theories that helps for a deeper understanding of the demographic phenomenon. This course, therefore, posits demographic processes in historical context with its major contributions and shaping ideas.

Teaching hours

Unit I: Introduction to social theories

3

Social and sociological theories; perspectives of sociological theories; social construction of demography; application of social theories in demographic research

Unit II: Social theories and its emergence

15

- A. Rise of classical tradition: The idea of science of society (August Comte); revolutionary theory of Karl Marx; the promise of sociology (Emile Durkheim);
- B. Rethinking classical tradition: Talcott Parson; Peter Berger;
- C. The critical theory: Jurgen Habermas, Stuart Hall, Anthony Giddens and Pierre Bourdieu

Unit III: Revisions and revolts: the postmodern turn

10

The postmodern world of Jacques Derrida; Michel Foucault; feminist theory; critical race theory; LGBTQ

Unit IV: Economic and development theory

10

Overview of development theory (modernization; dependency; world system; globalization; neo-liberalism); human development; development as freedom; and sustainable development goals

Unit V: Colloquium on Nepal

10

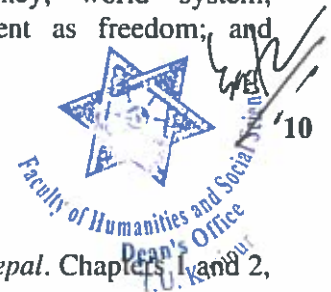
Application of social and economic theories in Nepalese context

Blaikie, P., Cameron, J., & Seddon, D. *Peasants and Workers in Nepal*. Chapters 1 and 2, 1-23, 24-58.



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Fitzpatrick, I. C. (2011). *Cardamom and class: A Limbu village and its extension in east Nepal*. 23(26), 271-77.

Macfarlane, A. (1976). *Resources and population: A study of Gurungs of Nepal*. Cambridge University Press. 1-21.

Piers, B., John C., & David, S. (1980). *Nepal in crisis: growth and stagnation in the periphery*. Oxford University Press. 24-58.

Shah, A. & Pettigrew, J. (2009). Windows into a revolution: ethnographies of Maoism in South Asia. *Dialectical Anthropology*, 33 (3/4), 225-251.

Thomes, E. Fricke (1981). *Himalayan households, Tamang demography and domestic process*. Book Faith India.

Required Readings

Harriss, J. (2013). *Development theories*. IDRC Research Results (Résultats de recherches du CRDI). <http://hdl.handle.net/10625/51544>

Seidman, S. (2017). *Contested knowledge: Social theory today* (6th ed.). Wiley Blackwell Publishing.

Sen, A. (2000). *Development as freedom*. New York.

Shareia, B. F. (2015). Theories of development. *International Journal of language and Linguistic*, 2(1), 78-90.

Stewart, F. (2019). *The human development approach: An overview*. Oxford Development Studies. <http://www.doi.org/10.1080/13600818.2019.1585793>

UNDP (2017). *Evaluation for agenda 2030: providing evidence on progress and sustainability*. International development evaluation association (IDEAS), UK.



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APPLIED STATISTICS FOR POPULATION STUDIES

Course Code: Pop 552
Course Title: Applied Statistics for Population Studies
Semester: II

Credit Hour: 3
Teaching Hour: 48
Paper: VII

Course Objectives

The objective of this course is to familiarize students with the statistical methods and techniques required for population studies. This course provides theoretical foundation on various statistical tools/techniques and this paper is later complemented by a semi-practical course, Pop.653 – Survey data analysis, interpretation and dissemination in semester IV.

Teaching hours

Unit I: Basic mathematics and descriptive statistics 3

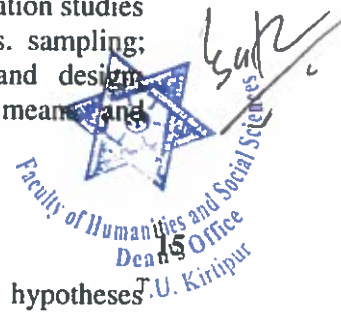
- Nature of data: concept and nature of data
- Summarize data: central tendency and dispersion
- Basic mathematics: concept of set; matrix and determinants
- Application of basic mathematics and descriptive statistics in population studies

Unit II: Probability theory and probability distribution 12

- Concept and importance of probability; additive and multiplicative probability; conditional probability; Baye's theorem
- Probability distribution: binomial distribution, poisson distribution, normal distribution, chi-square distribution, t distribution, F distribution; properties of different distribution
- Application of probability theory and probability distribution in population studies
- Sampling and distributions – principle of sampling; population vs. sampling; probability and non-probability sampling; sampling techniques and design; sampling and non-sampling errors; sampling distributions of mean and proportions; standard errors; determination of sample size
- Application sampling method and distribution in population studies

Unit III: Inferential statistics

- Hypothesis testing: hypothetico-deductive method; statistical hypotheses (parametric and nonparametric)
- Concept of null hypothesis and alternative hypothesis; one tailed test and two tailed test; statistical significance and p -values; statistical inferences: estimation of population mean and confidence interval; parametric and non-parametric statistics
- Tests for one measurement variable: parametric methods (t-test; paired t-test; z-test; analysis of variance (ANOVA) – one-way, multi-way and nested; non-parametric methods (chi-square test for goodness of fit; correlation, rank correlation; selection of an appropriate test)
- Regression: parametric; non-parametric; error distribution; linear and nonlinear regression; standardization of variables; stepwise variable selection; multiple regression



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E. Application of hypothesis testing in population studies

Unit IV: Bivariate and multivariate distribution

18

- A. Linear correlation
- B. Simple linear regression (OLS); multiple linear regression, logistic regression, properties of regression coefficient, partial and multiple correlation and regression coefficient and time series and forecasting
- C. Multivariate: objectives, nature of multivariate data, multivariate statistics, multivariate description and inference
- D. Cluster analysis, discriminant analysis, canonical correlation analysis classification: hierarchical and K-means clustering
- E. Factor analysis: types of factor analysis: exploratory factor analysis (EFA); confirmatory factor analysis (CFA); linear algebra basics; factor extraction methods: principal component analysis (PCA); principal axis factoring (PAF); determining the number of factors and interpretation of factor loadings and communalities and confirmatory factor analysis (CFA): introduction to structural equation modeling (SEM); path diagrams; model specification, identification, and estimation
- F. Application of bivariate and multi variate distribution in population studies

Required Readings

Brown, T. A. (2015). *Confirmatory factor analysis for applied research* (2nd ed.). The Guilford Press.

Chase, W. & Fred B. (1986). *General statistics*. New York: John Wiley and Sons.

Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). New York: John Wiley and Sons.

Croxton, F. E., Cowden, D.J. & Klein, S. (1975). *Applied general statistics*, (3rd ed.). New Delhi: Prentice-Hall of India Pvt. Ltd.

David, M. L., Timothy, C. K., Mark, L. B., & Bereson, P. K. (2010). *Business statistics: A first course* (2nd ed.). USA: Pearson Education, Inc. Publishing as Prentice Hall.

Devkota, B. M. (2021). *Basic mathematics and statistics for population studies*. Heritage Publishers & Distributors Pvt. Ltd., Kathmandu, Nepal.

Fabrigar, L. R., & Wegener, D. T. (2012). *Exploratory factor analysis*. Oxford University Press.

Gupta, S.C. (2011). *Fundamentals of statistics*. Delhi: Himalaya Publishing House.

Hair, J. F., Jr. Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage.

Hogg, R. & A. Craig (1970). *Introduction to mathematical statistics* (3rd ed.). New York, McMillian.

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

Levin, R. I. & Rubin, D. S. (1999). *Statistics for management* (7th ed.). New Delhi: Prentice-Hall of India, Pvt. Ltd.

Miller I. & Miller M. (2004). *John E. Freund's mathematical statistics with applications* (7th ed.). New York, Pearson Prentice Hall.



Handwritten signatures and stamps. A blue circular stamp reads 'Faculty of Humanities and Social Sciences, Dean's Office, T.U. Kirtipur'. There are several handwritten signatures in black ink, including one that appears to be 'U. Singh'.

POPULATION HEALTH

Course Code: Pop 553
Course Title: Population Health
Semester: II

Credit Hour: 3
Teaching Hour: 48
Paper: VIII

Course Objectives

The course aims to provide a comprehensive understanding of population health, focusing on key concepts and principles including health equity. It examines epidemiological and health transitions, particularly the shift from communicable to non-communicable diseases. Additionally, the course evaluates recent trends in health disparities, their impact on overall population health and explores the role of healthcare in improving population health with a practical focus on analyzing health disparities in Nepal.

Teaching hours

Unit I: Contextualizing population health 12

Concepts and definition of health, population health and public health; road to population health; a changing society and changing healthcare system; social determinants of health: roots of population health; sustainability of population health; basic measures of epidemiology and their uses: rates, ratios, proportion, population at risk, prevalence and incidence [deaths, disability adjusted life years (DALY), years of life lost due to premature mortality (YLL), years lived with a disability (YLD)]

Unit II: Health in transition 16

Theories of epidemiological and overall health transition, linkage of demographic transition with epidemiological transition; Mosley and Chen model, stochastic theory of mortality; health transition in developing and developed countries, discussion on shift from communicable to non-communicable diseases; understanding of interrelationship between demographic and health transition

Unit III: Understanding trends in population health and disparities 12

Population health dynamics and shift towards non-communicable diseases; recent trends in health disparities and increasing (global, national, and subnational) changes in over-all population health; changes in disease patterns: impact of non-communicable diseases, injuries and disabilities on population health; population health as a model for a new public health; seven foundational principles of population health policy

Unit IV: Population health, health policy and healthcare delivery (global, national and subnational) 8

Role of health care in population health improvement and population health; population health management; population health: health policy (health in all Policy)



30



Required Readings

Unit I

Kindig D. & Stoddart G. (2003). What is population health? Models for population health. *American Journal of Public Health*, 93(3).

Murray, C. J. L., Salomon, J. A., Mathers, C. D., & Lope, A. D. (eds.). (2002). *Summary measure of population health*. WHO.

Rainham, D. G. C., & McDowell, I. (2005). The sustainability of population health. *Population and Environment*, 26(4), 303–324. <https://doi.org/10.2307/27503927>

Starfield, B. (2001). Basic concepts in population health and health care. *Journal of Epidemiology and Community Health*, 55, 452–454.

Thomas, R. (2021). Population health and the future of healthcare. *Springer Nature*. <https://doi.org/10.1007/978-3-030-83887-4>

Unit II

Defo, B. K. (2014a). Beyond the “transition” frameworks: the cross-continuum of health, disease and mortality framework. *Global Health Action*, 7(1), 24804. <https://doi.org/10.3402/gha.v7.24804>

Defo, B. K. (2014b). Demographic, epidemiological, and health transitions: are they relevant to population health patterns in Africa? *Global Health Action*, 7(1), 22443. <https://doi.org/10.3402/gha.v7.22443>

Manderson, L. (2016). Anthropological perspectives on the health transition. *Elsevier eBooks*, 1, 122–128. <https://doi.org/10.1016/b978-0-12-803678-5.00020-5>

Marmot, M., & Bell, R. (2019). Social determinants and non-communicable diseases: time for integrated action. *BMJ (Clinical Research ed.)*, 364(364), 1251. <https://doi.org/10.1136/bmj.1251>

Martens, P. (2002). Health transitions in a globalising world: towards more disease or sustained health? *Futures*, 34(7), 635–648. [https://doi.org/10.1016/s0016-3287\(02\)00005-8](https://doi.org/10.1016/s0016-3287(02)00005-8)

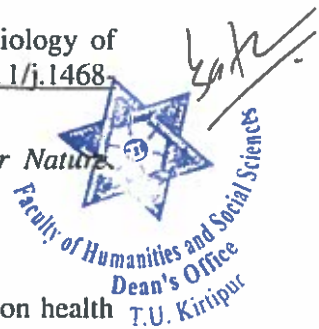
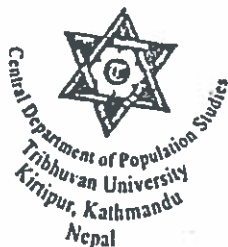
McKeown, R. E. (2009). The epidemiologic transition: changing patterns of mortality and population dynamics. *American Journal of Lifestyle Medicine*, 3(1), 19S26S. <https://doi.org/10.1177/1559827609335350>

Omran, A. R. (2005). The epidemiologic transition: A theory of the epidemiology of population change. *Milbank Quarterly*, 83(4), 731–757. <https://doi.org/10.1111/j.1468-0009.2005.00398.x>

Thomas, R. (2021). Population health and the future of healthcare. *Springer Nature*. <https://doi.org/10.1007/978-3-030-83887-4>

Unit III

Bhattacharya, D., & Bhatt, J. (2017). Seven foundational principles of population health policy. *Population Health Management*, 20(5), 383–388. <https://doi.org/10.1089/pop.2016.0148>



Raphael, D., & Bryant, T. (2002). The limitation of population health as a model for a new public health. *Health Promotion International*, 17(2), 189–199. <https://watermark.silverchair.com/170189.pdf>

Unit IV

Deprez, R., & Thomas, R. (2016). Population health improvement: it's up to the community not the healthcare system. *Maine Policy Review*, 25(2). <https://doi.org/10.53558/aunh5368>

Thomas, R. (2021). Population health and the future of healthcare. *Springer Nature*. <https://doi.org/10.1007/978-3-030-83887-4>



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POPULATION AGEING AND SOCIAL WELFARE

Course Code: Pop 554
Course Title: Population Ageing and Social Welfare
Semester: II

Credit Hour: 3
Teaching Hour: 48
Paper: IX

Course Objectives

This course begins with conceptualization and theoretical underpinnings of demographic processes, specifically population aging and its far-reaching implications for social, economic, and health policies. The course analyzes global trends and patterns of ageing and investigates social policies designed to protect and support the elderly. Viewing aging as a lifelong journey marked by evolving roles and increasing age, the course critically examines theories rooted in biology, sociology, psychology, and modernization. It explores the intricate connections between aging and social welfare, particularly for the elderly in developed and developing nations.

Teaching hours

Unit I: Introduction to ageing and demographics 8

- A. Key concepts and definitions of ageing (chronological, biological and psychological perspectives)
- B. Gerontology and geriatrics
- C. Global and regional ageing trends (comparison across developed and developing countries, Nepal's demographic shift)
- D. Measures of ageing – ageing index; life expectancy; dependency ratio; old age dependency ratio; child dependency ratio; median age; population pyramids

Unit II: Theories of population ageing 10

- A. Biological theories: immunological theory; error theory; wear and tear theory; programmed theory
- B. Sociological theories: disengagement theory; continuity theory; modernization theory; conflict theory; person-environment fit theory; social gerontology theory
- C. Psychological theories: human needs theories (Maslo, 1954); theory of individualism (Jung, 1960); stages of personality development theories (Eric Erikson, 1963)

Unit III. Social implication of ageing 6

Social roles and transition in later life (family structures, retirement, and societal expectations)

Social support and care giving (family caregiving, institutional care, and community support)

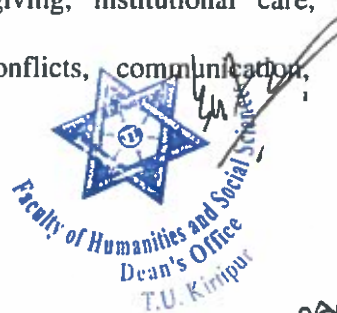
Ageing and intergenerational relationship (conflicts, communication, and cooperation between generations)

Unit IV. Economic implications of ageing 8

- A. Capital accumulation and population ageing
- B. Labour market dynamics and retirement



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C. Social security and pensions

Unit V. Health and well-being in later life

8

- A. Physical and mental health issues in ageing (chronic diseases, cognitive decline, and mental health challenges)
- B. Access to healthcare and long-term care (availability, affordability and health care challenges)
- C. Psychosocial well-being and quality of life (living arrangement, social support and life satisfaction)
- D. Gender and health inequalities in old age (health, disability, and life expectancy)
- E. Determinants of active ageing:

Cross-cutting determinants: culture and gender; determinants related to health and social service system; determinants related to personal factors, physical environment, social; environments and economic factors

Unit VI. Policy Responses

8

- A. Age-friendly policies and communities (urban planning, transportation and housing policies)
- B. Legal protections for older adults (international conventions, Nepal's ageing policies and rights-based frameworks for elderly protection)
- C. Social welfare (social security, health insurance and pension)
- D. International practices (ageing policies of Japan, Norway, Canada, India and China)

Required Readings

Unit I

Cohen, J. E. (2003). Human population: The next half century. *Science*, 302(5648), 1172–1175.

Harper, S. & Hamblin, K. (2014). *Ageing societies: myths, challenges and opportunities*. Routledge.

Harper, S. (2014). *Demography: key concepts in social research*. Cambridge University Press.

NSO (2024). *Thematic report on ageing*. Kathmandu: National Statistics Office.

United Nations. (2017). *World population ageing 2017: highlights*. UN Department of Economic and Social Affairs.

WHO. (n.d.). *Definition of an older or elderly person*. <https://www.who.int/healthinfo/survey/ageingdefnolder/en/>. Accessed on 17/01/2018

World Bank Group. (2023). *World Bank perspective on population ageing*. <https://iegworldbankgroup.org>

Unit II

Atchley, R. C. (1989). A continuity theory of normal aging. *The Gerontologist*, 29(2), 183-190. <https://doi.org/10.1093/geront/29.2.183>



Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology. In V. L. Bengtson, D. Gans, N. Putney, & M. Silverstein (Eds.), *Handbook of theories of aging*. Springer Publishing Company, LLC.

Cumming, E., & Henry, W. E. (1961). *Growing old: The process of disengagement*. New York: Basic Books.

Debra, A. S. (2007). Sociological approaches to understanding age and aging in Blackburn. In A. B. James, & N.D. Catherine (Eds.), *Handbook of gerontology: evidence-based approaches to theory, practice and policy*. John Wiley & Sons, Inc.

Diggs, J. (2008). Activity Theory of Aging. In S.J. Loue & M. Sajatovic (Eds.), *Encyclopedia of aging and public health*. Springer, Boston, 2008.

Havighurst, R. J. (1961). Successful aging. *The Gerontologist*, 1(1), 8–13.

Lawton, M. P. (1982). Competence, environmental press and the adaptation of older people in Lawton, M. P., Windley, P. G., & Byerts T. O. (Eds.), *Aging and the environment: theoretical approaches*, 33–59. New York, NY: Springer.

Maslow, A. H. (1954). *Motivation and personality*. New York, NY: Harper & Row.

Pankow, L.J., & Jeffrey, M.S. (2007). Biological Aspects and Theories of Aging (Chapter 2). In James, A.B., & Catherine, N.D. (Eds.), *Handbook of gerontology: evidence-based approaches to theory, practice and policy*. John Wiley & Sons, Inc.

Townsend, P. (1981). The structured dependency of the elderly: A creation of social policy in the twentieth century. *Ageing and Society*, 1(1), 5–28.

Viña J., Borrás C., Miquel J. (2007). Theories of ageing. *IUBMB life*, 59(4-5), 249-254. <https://iubmb.onlinelibrary.wiley.com/doi/abs/10.1080/15216540601178067>. Accessed on 12/01/2022.

Walker, A. (1980). The social creation of poverty and dependency in old age. *Journal of Social Policy*, 9(1), 49–75.

Wernher, I., & Lipsky, M. S. (2015). Psychological theories of aging. *Disease-a-Month*, 61(11), 480-488.

Unit III

Bengtson, V. L., Elder, G. H., & Putney, N. M. (2012). The life course perspective on ageing: linked lives, timing and history. In R. H. Binstock, & L. K. George (Eds.), *Handbook of aging and the social sciences*. Elsevier.

Hooyman, N. R., & Kiyak, H. A. (2010). *Social gerontology: A multidisciplinary perspective*. Pearson.

Lamb, S. (2000). *White saris and sweet mangoes: aging, gender and body in north India*. University of California Press.

Unit IV

Barr, N. (2012). *The economics of the welfare state*. Oxford University Press.

Turner, J. A., & Hughes, G. (2008). *Retirement income: issues, challenges and reform options for OECD countries*. Oxford University Press.

United Nations. (2015). *World social protection report 2014/2015: building economic recovery, inclusive development and social justice*. International Labour Organization.



Yousaf, N., Ali S., & Asif, A. (2024). Impact of population aging on economic growth in selected developed and developing countries. *Journal of Sustainable and Economic Development*, (2), 9-20.

Unit V

Chalise, H.N., Bohora, P.K. and Khanal, T.R. (2022). Older people and social security system in Nepal. *Gerontol Geriatr Res.*, 8(2), 1075.

Sharma, M. P. (2023b). Demographic perspective of self-reported health of senior citizens in Nepal. *Intercultural Relations – Relacje Międzykulturowe*, 2(14). <https://doi.org/10.12797/RM.02.2023.14.05>

WHO. (2015). *World report on ageing and health*. World Health Organization.

Wolf, S. H., & Aron, L. (2013). *US health in international perspective: shorter lives, poorer health*. National Academies Press.

World Health Organization. (2002). *Active ageing: a policy framework*. <https://iris.who.int/handle/10665/67215>

Unit VI

Béland, D., & Petersen, K. (2014). *The politics of age: political institutions and the elderly in global perspective*. Policy Press.

Help Age International. (2018). *Global age watch index 2018: insight report*.

United Nations. (2002). *Political declaration and Madrid international plan of action on ageing*. UN Department of Economic and Social Affairs.

Suggested Readings

Unit I

Golini, A. (2002). Teaching demography of aging (teaching demography in the early 21st century). *Genus*, 58(3/4), 135-163. URL: <https://www.jstor.org/stable/29788740>. Accessed on 29/08/2014.

Sharma, M. P. (2022). Determinants of self-reported health of elderly people in Nepal (Doctoral dissertation, Tribhuvan University).

Unit II

Bengtson, V. L., Elder, G. H., & Putney, N. M. (2012). The life course perspective on ageing: linked lives, timing and history. In R. H. Binstock, & L. K. George (Eds.), *Handbook of aging and the social sciences*. Elsevier.

Claire, A. E., & Bridges, J. S. (2001). Mid-life transitions. In Worell, J. (Ed.), *Encyclopedia of women and gender (sex similarities and differences and the impact of society on gender)*. Academic Press.

McIntyre, A. (2013). Perspectives of ageing (Chapter II). In A. Atwal & A. McIntyre (Eds.), *Occupational therapy and older people*. Blackwell Publishing Ltd.



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Unit III

Claudine, P.C., Keating, N., Warburton, J., & Roos, V. (2014). Ageing and community: introduction to the special issue. *Journal of Community & Applied Social Psychology*, 24, 1–11. <https://doi.org/10.1002/casp.2171>

Delamonica, E., Minujin, A., Davidzik, A., & Gonzalez, E.D. (2006). *Children living in poverty: overview of definitions, measurements and policy*. Division of Policy and Planning, UNICEF (Working Paper).

The Intergenerational Centre, Temple University. (2012). *Communities for all ages: intergenerational community building-lessons learned*. <https://communitiesforallages.org/>. Accessed: 18/01/2015.

Unit IV

Bloom, D.E., Lutz, W., & Prskawetz, A. (2008). Introduction: population aging, human capital accumulation and productivity growth. *Population and Development Review: A Supplement*, 34, 3-16.

Börsch-Supan, A.H. (2008). The impact of global ageing on labour, product and capital markets. In D.E. Bloom, W. Lutz, & A. Prskawetz (Eds.), *Population aging, human capital accumulation and productivity growth, population and development review: A supplement*, 34, 52-77.

Messkoub, Mahmood. (1999). Crisis of ageing in less developed countries: too much consumption or too little production? *Development and Change*, 30(2), 217-235. Oxford: Blackwell Publishers Ltd.

Unit V

Preston, S.H., & Stokes, A. (2012). Sources of population aging in more and less developed countries. *Population and Development Review*, 38(2), 221–236.

Sharma, M. P. (2023a). Determinations of self-reported health of elderly people in Nepal. The Asian Conference on Ageing & Gerontology 2023: Official Conference Proceedings. <https://doi.org/10.22492/issn.2432-4183.2023.5>,

UN/DESA. (2023). *World population ageing 2023*. Department of Economic and Social Affairs (DESA), Population Division, United Nations.

Unit VI

Lloyd-Sherlock, P. (2002). Social policy and population ageing: challenges for north and south. *International Journal of Epidemiology*, 34, 754-757.

Nelson, G. (1982). Social class and public policy for the elderly. *Social Service Review*, 56(1), 85-107. <https://www.jstor.org/stable/30011540>. Accessed on 29/03/2013.

Rob, V., Jose. A.O., & Cortez, A.L. (2008). *Ageing and Development* (Chapter I). Published in Association with the United Nations.



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CONTEMPORARY POPULATION ISSUES

Course Code: Pop 555
Course Title: Contemporary Population Issues
Semester: II

Credit Hour: 3
Teaching Hour: 48
Paper: X

Course Objectives

This course contains two 1.5 credit hour (24 teaching hours) papers: sexual and reproductive health rights and justice and ii) political demography combined into a single paper.

Reproductive justice is a human right to maintain bodily autonomy while choosing to reproduce, choosing not to reproduce and parenting with dignity. This course introduces these concepts and explores ongoing efforts to define, medicalize, technologize and/or constrain reproductive bodies. This course aims to provide students with a broad knowledge of the concepts of sexual reproductive health (SRH), rights and justice. Students will learn to identify and analyze health disparities through the lens of gender and intersectionality. This course prepares students to contribute to the SRH and justice field effectively.

The objective of the course political demography is to provide students with a broad knowledge of concepts, theories and models of political demography. This is the foundation course upon which students build a background for other advanced courses.

Teaching hours

PART I: SEXUAL AND REPRODUCTIVE HEALTH RIGHTS AND JUSTICE

Unit I: Introduction to sexual and reproductive health rights (SRHR) and justice 8

Definition and scope of reproductive health and justice; historical context and evolution of reproductive rights movements globally; key principles of reproductive justice: the right to have children, not have children, and parent in safe and sustainable communities; sexual rights: meaning, controversies, and promotion; SRHR and justice in crisis

Unit II: Theoretical frameworks in reproductive health and justice

Feminist theories related to reproductive health (RH) and justice; human rights framework; reproductive justice framework; health equity theory; life course approach; gender equity, power, and reproductive justice; intersectionality framework in reproductive health and justice; social determinants of RH

Unit III: Situation of reproductive health justice in Nepal 4

Maternal health; family planning; adolescent reproductive health; HIV and AIDS; gender based violence, abortion and infertility

Unit III: Policy and Legal Framework in RH 4

Existing policies addressing reproductive injustice; legal challenges and advancements in reproductive rights; policy responses and paradigm shifts in RH; future directions



PART II: POLITICAL DEMOGRAPHY

Unit I: Introduction to political demography

3

Concept and definition of political demography; demographic drivers and their outcomes; demographic engineering; strategic demography; demographic challenges to the global system; the politics of population science

Unit II: Global political demography

8

Overview of global political demography; demographic megatrends: global political game changers; global political demographic facts (*age composition of societies, international migration, patterns of covariation between population and political indicators*); globally crosscutting themes of political demography: fertility, mortality, migration and their associates (age-sex composition, religion); the politics of routine mass immigration; the ever-diverging American continent; the African continent: frustrated youth as a simmering threat to political order; the Asian continent: population giants on the move; political demography as a perspective on global challenges

Unit III: Application of political demography in development policies

5

The demographics and politics interface; demographic correlates of political behavior; demographic trends and political change; sources of data for political demography; demography and public policy applications including influencing and responsive (immigration & emigration, fertility, healthcare, education, criminal justice, housing and community development, transportation, economic development, direct and indirect policies); intended and unintended consequences

Unit IV: Democide: population power and its implication

5

Concept and theory of democide; global scenario of democide; population, war, rebellion and democide; socio-economic, cultural and geographic context of democide; redirecting democide; democracy vs totalitarianism; power kills, absolute power kill absolutely; foster democracy

Unit V: Political demography of Nepal

3

Overview of political demography of Nepal; social stratification; federal units; marginalized groups of Nepal; elections in Nepal; bio-metric technology in elections; internal and international migration of Nepal – dynamics of political demography; demography of national security of Nepal

Required Readings

PART I

Unit I

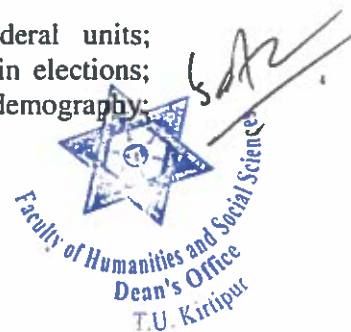
Beckman, L. J. (2018). Gender equity, power and reproductive justice: elusive goals for women. In *APA handbook of the psychology of women: history, theory and battlegrounds*, 273–290. American Psychological Association.

Chrisler, J. C. (2012). *Reproductive justice: A global concern*. ABC-CLIO.

Dang, Q., Murray, J., Bioethics, B., & Student, H. (2019). Reproductive rights, reproductive justice: redefining challenges to create optimal health for all women.



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Articles Journal of Healthcare, Science and the Humanities, IX (1), 19.
<https://pmc.ncbi.nlm.nih.gov/articles/PMC9930478/pdf/jhsh-9-19.pdf>

Inter-agency Working Group on Reproductive Health in Crises. (2010). *Inter-agency field manual on reproductive health in humanitarian settings: 2010 revision for field review*.
<https://www.ncbi.nlm.nih.gov/books/NBK305149/>

Loretta J. R. & Solinger, R. (2017). *Reproductive justice: an introduction*. University of California Press.

Luna, Z., & Luker, K. (2013). Reproductive justice. *Annual Review of Law and Social Science*, 9(1), 327–352. <https://doi.org/10.1146/annurev-lawsocsci-102612-134037>.

United Nations Population Division. (2004). *World population monitoring 2002. Reproductive Rights and Reproductive Health*. New York: United Nations Population Division.

Unit II

HEART. (2016). *Rights-based approaches to increasing access to sexual and reproductive health and rights*. <https://www.heart-resources.org/wp-content/uploads/2016/07/Rights-based-approaches-to-SRHR.pdf>

Morison, T. (2021). Reproductive justice: A radical framework for researching sexual and reproductive issues in psychology. *Social and Personality Psychology Compass*.
<https://doi.org/10.1111/spc3.12605>

Parker, W. J. (2020). The moral imperative of reproductive rights, health, and justice. *Best Practice & Research Clinical Obstetrics & Gynecology*, 62, 3–10.

Petchesky, R. P. (2000). Human rights, reproductive health and economic justice: why they are indivisible. *Reproductive Health Matters*, 8(15), 12–17.
[https://doi.org/10.1016/s0968-8080\(00\)90001-6](https://doi.org/10.1016/s0968-8080(00)90001-6)

Rebouché, R. (2017). Reproducing rights: The intersection of reproductive justice and human rights. *U.C. Irvine Law Review*, 7, 579–609.

Sen, G., & Östlin, P. (2010). Gender equity in health. In G. Sen & P. Östlin (Eds.), *Gender equity in health: The shifting frontiers of evidence and action*. Routledge.

Unit III

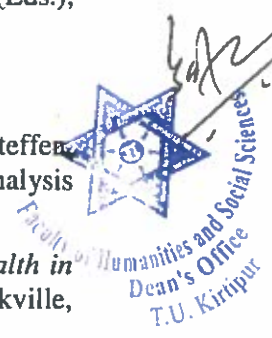
Aryal, K. K., Sharma, S. K., Khanal, M. N., Bista, B., Sharma, S. L., Kafle, S., & Steffen M. (2019). *Maternal health care in Nepal: trends and determinants* (DHS further analysis report No. 118). Rockville, Maryland, USA: ICF.

Kafle, R. B., Paudel, R., Gartoulla, P., & MacQuarrie, K. L. D. (2019). *Youth health in Nepal: levels, trends and determinants* (DHS further analysis report No. 116). Rockville, Maryland, USA: ICF.

Nepal Demographic and Health Survey (NDHS) Reports (different dates – 1996, 2001, 2006, 2011, 2016 & 2022).

PART II

Goerres, A. & Vanhuysse, P. (2021). Introduction: political demography as an analytical window on our world. In A. Goerres & P. Vanhuysse (eds.), *Global Political Demography*, 1-60.



Greenhalgh, S. (2018). Making demography astonishing: lesson in the politics of population science. *Demography*, 55(2), 721-73.

Rummel, R. J. (1995). Democracy, power, genocide and mass murder. *The Journal of Conflict Resolution*, 39(1), pp. 3-26. <https://www.jstor.org/stable/174320>

Rummel, R. J. (1995). Eliminating democide and war through an alliance of democracies. *International Journal on World Peace*, 18(3), 55-69. <https://www.jstor.org/stable/20753317>

Teitelbaum, M. S. (2015). Political demography: power trends under-attended by demographic science. *Population Studies*, 69, 87-95.

Weiner, M. (1973). The political demography of Nepal. *Asian Survey*, 13(6), 617-630. University of California Press.



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Population Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

Master of Arts in Population Studies
Courses of Study

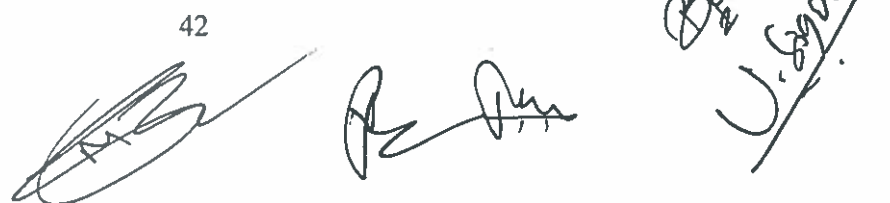
SEMESTER III

Paper	Code	Paper Title	CH
XI	Pop 601	Advanced demographic techniques	3.0
XII	Pop 602	Poverty, gender and social inclusion	3.0
XIII	Pop 603	Computer application for data management and documentation	3.0
XIV	Pop 604	Survey research design and implementation	3.0
XV (Elective)	Pop 605-1 Pop 605-2	Resources, population diversity and inequality Applied business demography	3.0
Total			15.0


Faculty of Humanities and Social Sciences
Dean's Office
T.U. Kirtipur


Central Department of Population Studies
Tribhuvan University
Kirtipur, Kathmandu
Nepal

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ADVANCED DEMOGRAPHIC TECHNIQUES

Course Code: Pop 601
Course Title: Advanced Demographic Techniques
Semester: III

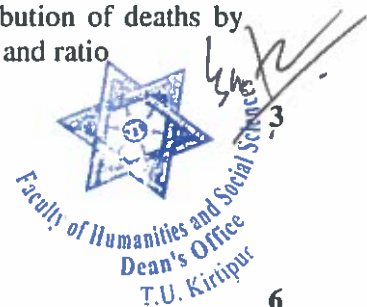
Credit Hour: 3
Teaching Hour: 48
Paper: XI

Course Objectives

This course aims to provide knowledge of advanced demographic techniques to students that have already become familiar with basic demographic techniques in semester I. The objective of this course is to provide extensive knowledge of indirect techniques used for demographic estimation. Class lectures will focus on application, data requirement, assumption/s, limitation/s, evaluation and interpretation of each method. The theoretical foundation established in this paper will later be applied in Pop.652 – Computer application for statistical and geospatial analysis in semester IV. This course includes the following topics:

Teaching hours

- Unit I: Introduction to indirect techniques** 6
- A. Definition, need and evolution of indirect technique
 - B. Stable and stationary models (introduction; fertility estimation from the proportion of population under age 15 and the probability of surviving to age 5)
- Unit II: Estimation of fertility based on information about children ever born** 12
- A. Estimation based on information about children ever born (P/F ratio methods)
 - B. P/F ratio for hypothetical inter survey cohort
 - C. Arriaga's method of fertility estimation
- Unit III: Estimation of mortality** 15
- A. Estimation of child mortality from information on children ever born and children surviving (age of mother, duration since first birth and duration since marriage):
Brass method, Trussell method, Palloni and Heligman method, Feeney method
 - B. Estimation of inter-survey child mortality rate using data classified for a hypothetical inter-survey cohort
 - C. Estimation of adult mortality from information on the distribution of deaths by age: Brass growth balance method and maternal mortality rate and ratio
- Unit IV. Methods of measuring migration**
- A. Vital statistics method
 - B. National growth rate method
 - C. Survival ratio method: census and life table survival method
- Unit V. Component method of national population projection** 6
- A. Methods of adjusting base year population (with focus on the Hill technique)
 - B. Estimating levels and trends of fertility, mortality and migration



Unit VI. Small area estimation (concept and method)

6

Required Readings

Unit I

United Nations. (1983). *Manual X: indirect techniques for demographic estimation*. United Nations, 1-21, 157-177.

Unit II

Arriaga, E. E. (1983). Estimating fertility from data on children ever born by age of mother. *International Research Document*. U.S Department of Commerce, Bureau of the Census, pp. 1-15.

United Nations. (1983). *Manual X: indirect techniques for demographic estimation*. United Nations, 27-72.

Unit III

Hill, K., Stanton, C., & Gupta, N. (2001). Measuring maternal mortality from a census: guidelines for potential users. *Measure Evaluation Manual Series No. 4*. Carolina Population Centre. North Carolina: University of North Carolina at Chapel Hill.

United Nations. (1983). *Manual X: indirect techniques for demographic estimation*. United Nations, 73-96, 129-146.

Unit IV

United Nations (1970). *Manual VI: methods of measuring internal migration*. United Nations.

Siegel, J. S. & Swanson, D. A. (Eds.). (2004). *The methods and materials of demography*. Elsevier Academic Press.

Unit V

United Nations. (1989). *Projection methods for integrating population variables into development planning*. United Nations Department of Economic and Social Affairs. <https://www.un.org>

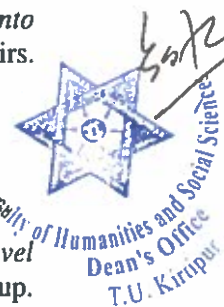
Unit VI

Rao, J. N. K., & Molina, I. (2015). *Small area estimation* (2nd ed.). John Wiley & Sons.

Nguen, M. C., Corral, P., Azevedo, J. P. & Zhao, Q. (2018). *Stata package for unit level small area estimation*. Policy Research Working Paper (WPS8630). World Bank Group. <https://www.worldbank.org/research>

Rayer, Stefan (2015). Demographic techniques: small area estimates and projection. *International Encyclopedia of the Social & Behavioral Science* (2nd ed.), 6, 162-169. <https://dx.doi.org/10.1016/B978-0-08-097086-8.31015-7>

Devkota, B. M. (2022). *Estimation and projection of the fertility: national, provincial and local level in Nepal*. Doctoral dissertation, Faculty of Population Studies, TUCL, Nepal.



Suggested Readings

Moultrie, T. A., Dorrington, R. E., Hill, A. G., Hill, K., Timaus, I. M., & Zaba, B. (Eds.). (2013). *Tools for Demographic Estimation*. International Union for the Scientific Study of Population (IUSSP).

Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford University Press.

Shryock, H., Siegel, J., & Stockwell, E. G. (1976). *The methods and materials of demography* (Condensed ed.). Academic Press, Inc.

Population Reference Bureau. (2004). *Population handbook*. Population Reference Bureau.

Newell, C. (1994). *Methods and models in demography*. John Wiley and Sons.



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POVERTY, GENDER AND SOCIAL INCLUSION

Course Code: Pop 602
Course Title: Poverty, Gender and Social Inclusion
Semester: III

Credit Hour: 3
Teaching Hour: 48
Paper: XII

Course Objectives

This course aims to enable students to understand the basic concepts of poverty, gender and social inclusion. The methodology involved in measuring development/poverty indicators is discussed in detail with evidences from Nepal to quantify poverty and examine its discrepancy by gender for achieving social inclusion. This course also aims to establish interrelationship between population dynamics, poverty, gender and social inclusion.

Teaching hours

Unit I: Concepts and theoretical perspectives on poverty 4

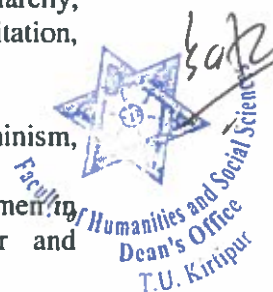
- A. Poverty: income and consumption poverty, relative poverty, multidimensional poverty; vulnerability; globalization and poverty
- B. Understanding poverty from a gender perspective (lens): gender, labor market and poverty; informality, gender and poverty, gender inequality; roles, relations and responsibilities (private vs public); gender-based violence – root of gender inequality; women's agency and social change (Kabeer and A. Sen); gender equality and economic growth

Unit II: Concepts and theoretical perspectives on gender 10

- A. Sex and gender; terminologies in women and gender studies: patriarchy, feminism, gender equity and equality, discrimination, oppression and exploitation, violence, sub-ordination, emancipation
- B. Gender relationship and cross-cultural practices
- C. Feminist theories (Liberal, Marxist, Socialist, Radical, eco-feminism, Multicultural, Care-Focused Feminism)
- D. Theoretical frameworks to guide research on gender and development: women in development (WID), women and development (WAD) and gender and development (GAD)
- E. Gender analysis framework: gender analysis concepts and principles; Harvard framework for gender analysis; Moser's triple role and gender needs framework

Unit III: Measuring development/poverty and evidences from Nepal 24

- A. Measuring development and poverty
The development/poverty paradigm (notion of development/poverty) – economic growth, economic development, human development; empowerment; inequality; inclusion/exclusion
Measuring human development and its related indexes – human development index (HDI), gender development index (GDI); gender empowerment index (GEM); human poverty index (HPI); inequality adjusted human development



index (IHDI); gender inequality index (GII); multidimensional poverty index (MPI)

B. HDI and its related indexes for Nepal

C. Evidences from Nepal:

State of development, poverty, inequality, inclusion/exclusion in Nepal

National, spatial (geographic), gender, caste/ethnicity and socio-economic

Nepal's priority (themes of different Nepal HDI and MPI reports so far)

NHDR (2004): Empowerment and poverty reduction

NHDR (2009): State transformation and human development

NHDR (2014): Beyond geography – unlocking human potential (2014)

NHDR (2020): Beyond graduation – productive transformation and prosperity

NMPI (2021): Analysis towards action (2021)

D. Sustainable development goals and leave no one behind framework.

Unit IV: Conceptualizing social inclusion/exclusion

5

A. Social exclusion: enriching the understanding of deprivation

B. Poverty, capability deprivation, and social exclusion

C. Gender and social inclusion/exclusion

D. State of social inclusion in Nepal

Unit V: Gender poverty and inclusive development: Nepalese initiatives

5

The GESI initiatives; gender in planned efforts; gender and sustainable development goals (SDG); affirmative actions and outcomes; addressing poverty and inequality (poverty reduction policies, inequality reduction policies).

Required Readings

Unit I

Arie M. K. (2007). Globalization, poverty, and the north-south divide. *International Studies Review*, 9(4), 565-580. <https://www.jstor.org/stable/4621860>

Chen, M., Vanek J. & Heintz J. (2006). Informality, gender and poverty: A global picture. *Economic and Political Weekly*, 41(21), 2131-2139. <https://www.jstor.org/stable/4418269>

Kabeer, N. (2008). Gender, labour markets and poverty: an overview. In Dag Ehrenpreis (Ed.), *Poverty in focus: gender equality*. International Poverty Centre, Number 13, January 2008.

Kabeer, N. (2015). Gender, poverty, and inequality: A brief history of feminist contributions in the field of international development. *Gender and Development*, 23(2), 189– 205. <https://doi.org/10.1080/13552074.2015.1062300>

Kabeer, N., & Natali, L. (2013). Gender equality and economic growth: is there a win-win? *IDS Working Paper*, Volume 2013 No. 417.

Morison, A., Raju, D., & Sinha, N. (2007). *Gender equality, poverty and economic growth*. The World Bank: Gender and Development Group, Poverty Reduction and Economic Management Network.

Porter, D. & Craig, D. (2004). The third way and the third world: poverty reduction and social inclusion in the rise of 'inclusive' liberalism. *Review of International Political Economy*, 11(2), 387-423. <https://www.jstor.org/stable/4177503>



Poverty Analysis Discussion Group. (2012). *Understanding poverty and wellbeing - A note with implications for research and policy*. London: DFID. <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7654.pdf>

Sen, A. (2000). Women's agency and social change (Chapter 8). *Development as Freedom*. Oxford University Press.

Sen, G. (2008). Poverty as a gendered experience: the policy implications. In Dag Ehrenpreis (Ed.), *Poverty in focus: gender equality*, 13. International Poverty Centre.

UN Department of Economic and Social Affairs (UNDESA). (2013). *Inequality matters: report of the world social situation 2013*. New York: UN. un.org/esa/socdev/documents/reports/InequalityMatters.pdf

UNDP (2012). Gender and economic policy management initiative – Asia and the Pacific. *Gender and Poverty*. Bangkok: UNDP.

UNDP and OPHI. (2019). *Global multidimensional poverty index 2019: Illuminating Inequalities*. United Nations Development Programme and Oxford Poverty and Human Development Initiative (OPHI), University of Oxford.

UNDP. (1997). *Poverty and human development*. New York.

United Nations Development Programme (UNDP). (2006). *Nepal: Readings in Human Development*. Kathmandu: UNDP.

Unit II

Asian Development Bank. (2010). *Overview of gender equality and social inclusion in Nepal*. Asian Development Bank.

Beasley, C. (2005). *Introduction: Gender & sexuality: critical theories, critical thinkers*. SAGE Publications.

March, C., Smyth, I., & Mukhopadhyay, M. (1999). *A guide to gender analysis frameworks*. Oxfam GB.

Drechsler, D., Johannes J. & Lindberg, C. (2008). Gender, institutions and development: better data, better policies, in Dag Ehrenpreis (Ed.), *Poverty in focus: gender equality*, 13. International Poverty Centre.

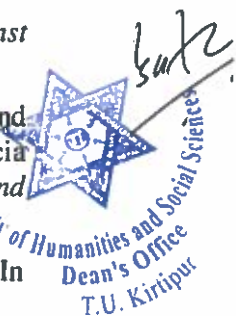
Lewis, S. (2005). Women, half the world, barely represented (Chapter 4). In *Race against time*. [www.aidsfreeeworld.org/Our Issues/Women's Rights](http://www.aidsfreeeworld.org/Our%20Issues/Women's%20Rights)

Connelly, P. M., Li, T. M., MacDonald M. & Parpart J. L. (2000). Feminism and development: theoretical perspectives (Chapter 3). In Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau (Eds.) *Theoretical perspective on gender and development*. Ottawa: International Development Research Centre (IDRC).

Martin, C. L., & Dinella L. M. (2001). Gender development: gender schema theory. In Judith Worell (Ed.), *Encyclopedia of women and gender*. Academic Press.

Moser, C.O.N. (1998). Gender planning in the third world: meeting practical and strategic gender needs. *World Development*, 17(11). 1799-1855.

Pradhan, B. (2006). Gender and human development in Nepal. In S. R. Pande, S. Tropp, B. Sharma and Y.R. Khatiwada (Eds.), *Nepal: readings in human development*. Kathmandu: UNDP.



Razavi, S. (1997). Fitting gender into development institutions. *World Development*, 25(7), 1111-1125.

Razavi, S. & Miller, C. (1995). *From WID to GAD: conceptual shifts in the women and development discourse*.

Reddock, R. (2000). Why gender? Why development? (Chapter 2). In Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau (Eds.), *Theoretical perspective on gender and development*. Ottawa: International Development Research Centre.

Stanford Encyclopedia of Philosophy (2011). *Feminist perspectives on sex and gender*.

Unit III

Human Development Reports (Global) – 1990 till date.

National Planning Commission & United Nations Development Program. (2004). *Nepal human development report 2004*. Kathmandu: NPC & UNDP.

National Planning Commission & United Nations Development Program. (2009). *Nepal human development report 2009*. Kathmandu: NPC & UNDP.

National Planning Commission & United Nations Development Program. (2014). *Nepal human development report 2014*. Kathmandu: NPC & UNDP.

National Planning Commission & United Nations Development Program. (2020). *Nepal human development report 2020*. Kathmandu: NPC & UNDP.

National Planning Commission (NPC). (2021). *Nepal multidimensional poverty index: analysis towards action*. Kathmandu: NPC.

UNDP (2012). Gender and economic policy management initiative – Asia and the Pacific. *Gender and Poverty*. Bangkok: UNDP.

UNDP and OPHI. (2019). *Global multidimensional poverty index 2019: illuminating inequalities*. United Nations Development Programme and Oxford Poverty and Human Development Initiative (OPHI). University of Oxford.

UNDP. (1997). *Poverty and Human Development*. New York.

United Nations Development Programme (UNDP). (2006). *Nepal: readings in human development*. Kathmandu: UNDP.

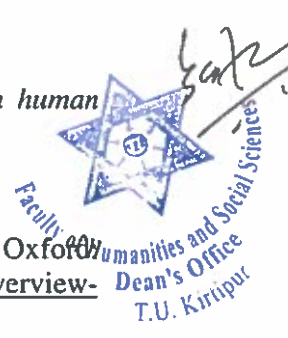
Unit IV

Chancer, L. S., & Watkins, B. X. (2006). *Gender, race and class: an overview*. Oxford: Blackwell Publishing. <https://dokumen.pub/gender-race-and-class-an-overview-0631220348-9780631220343-9781405154604.html>

DFID, & WB. (2006). *Unequal citizens: gender, caste and ethnic exclusion in Nepal*. Kathmandu: Department for International Development (DFID) and the World Bank (WB).

Gurung, Y. B. & Singh, M. (2018). *State of social inclusion in Nepal: social inclusion survey 2018*. <https://www.researchgate.net/publication/347879210>

Haan, A. de. (2000). *Social exclusion: enriching the understanding of deprivation*. <https://www.researchgate.net/publication/237389092>



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Mayra, B., Das Gupta, M. & Casabonne, U. (2009). Gender, poverty and demography: an overview. *The World Bank Economic Review*, 23(3), 347-369. Oxford University Press Stable. <https://www.jstor.org/stable/40647396>

Sen, A. (2000). *Social exclusion: concept, application and scrutiny*. Social Development Papers No. 1. Manila, Philippines: Asian Development Bank

Unit V

Asian Development Bank (2010). *Overview of gender equality and social inclusion in Nepal*. Asian Development Bank.

Holvoet, N. (2006). *Gender budgeting: its usefulness in programme-based approaches to aid*. Institute of Development Policy and Management, University of Antwerp.

Kabeer, N. (1994). *Gender-aware policy and planning: A social-relations perspective*. Oxfam: Oxford.

Lynn, B., Sijapati B., & Thapa, D. (2013). *Gender and social exclusion in Nepal: Update*.

Pradhan, B. (2006). Gender and human development in Nepal. In S. R. Pande, S. Tropp, B. Sharma and Y.R. Khatiwada (Eds.), *Nepal: readings in human development*. Kathmandu: UNDP.

Seguino, S. (2013). *Financing for gender equality: reframing and prioritizing public expenditures to promote gender equality*. UN Women.

Sharp, R., Elson, D., Costa, M. & Dev S. V. (2009). *Gender responsive budgeting in the Asia Pacific region: the case of the federal democratic republic of Nepal*.



COMPUTER APPLICATION FOR DATA MANAGEMENT AND DOCUMENTATION

Course Code: Pop 603

Course Title: Computer Application for Data Management and Documentation
Semester: III

Credit Hour: 3

Teaching Hour: 48

Paper: XIII

Course Objectives

The objective of this course is to familiarize students with computer application software essential for data management and documentation. This is a practical-based course where students will interactively learn how to clean, manage and process collected (primary) data before exporting it to a convenient data analysis software. Students will also be enabled with the essential skills required for documentation. This paper includes two major sections: data management and documentation. The data management section of this paper is later complemented by Pop.652 – Computer application for statistical and geospatial analysis and Pop.653 – Survey data analysis, interpretation and dissemination whilst the documentation section of this paper is later applied in the practical paper Pop.654 – Academic writing all in semester IV.

Teaching hours

Unit I: Introduction to data management

8

- A. Introduction to data management; importance of data management; data management vs. data analysis; data management and data analysis software
- B. Basic data management software (Any one)
 KOBO, Google Form, MS Form

Unit II: Data management using CSPro

24

- A. Installation; Data entry concepts
 Modes of operation; cases and levels; trees; forms; fields; repeating groups of fields; persistent fields; field colors
- B. Open application and data files
 Open an application, open a data file; define file associations
- C. Add cases
 Adding cases; save partially added cases; complete partially added cases; enter data; move around a case in add mode; finish a case; view, hide or move response box
- D. Modify cases
 Select a case; modifying cases; save partially modified case; move between cases; insert a case; delete a case; move around a case in modify mode; go to field; insert a group occurrence; delete a group occurrence; sort a group occurrence; select a level occurrence; add a level occurrence; insert a level occurrence; delete a level occurrence; save a case; edit interactively (data consistency checks)
- E. Export CSPro datasheet to appropriate data analysis software (Stata/SPSS/R/Python)



Unit III: Word processing and documentation

12

- A. Introduction to word processing and documentation (report preparation)
- B. Documentation software – MS Word
- C. Basic features of MS Word (CDPS adopted APA format)
 - Style sheet – creating/modifying styles, table of contents, caption (list of figure and table)
 - Formatting – margin, orientation, spacing, alignment, paragraph, tabs, fonts, breaks
 - References – table of contents, citation, insert caption, table and figure, manage source
 - Mailings – Mail Merge
 - Review – Track change

Unit IV: Artificial Intelligence for Demographic Research

4

Required Readings (Manuals)

CSPro user's guide: <https://www2.census.gov/software/cspro/documentation/cspro75.pdf>

MS Word user's guide: https://download.microsoft.com/download/2/6/2/26253c22-d8ec-4230-a3ed-e2deed9e8e8e/microsoft%20word%202010%20product%20guide_final.pdf

Note: Faculty are encouraged to provide real examples from national/international census or survey questionnaires so that students can interactively engage themselves in data management. In addition, faculty are also encouraged to provide practical examples that can support documentation.



SURVEY RESEARCH DESIGN AND IMPLEMENTATION

Course Code: Pop 604 *
Course Title: Survey Research Design and Implementation
48
Semester: III

Credit Hour: 3
Teaching Hour:

Paper: XIV

Course Objectives

The overall objective of this course is to provide students with an overview of theory and practice of modern survey design. Upon completion of this course, students will be equipped with the knowledge and skills essentials for conducting their own surveys and critically assess existing surveys/survey documentation. The theoretical foundation established in Pop. 503 – Research methodology in population studies and Pop.552 – Applied statistics in population studies in semester I and II respectively is applied in this paper to conduct independent surveys. This paper is complemented by Pop.602 – Computer application for data management and documentation, Pop.652 – Survey data analysis, Pop.653 – Computer application for statistical and geospatial analysis and Pop.654 – Academic writing.

This is a practical-based field study where students will visit a designated area and conduct independent survey/s and present a report of their work for evaluation. Since this is practical paper, students will not need to sit for a final invigilated written/oral exam.

Teaching hours

Unit I: Introduction to survey research design

6

- A. Basic concepts
- B. Population, sample frame, sample, inferences, degree of precision, sample design, sampling units, questionnaire, pretest
- C. Objectives, goals and scope of the survey; duration, periodicity and timing; cost and staff requirements
- D. Linking survey – research problem, objectives and hypotheses
- E. Types of research design

Unit II: Sampling techniques

12

A. Sampling methods

Basic concepts - sample size; sample size determination; need for determining sample size; confidence level; margin of error (confidence interval); standard deviation; population variability; response rate; survey audience.

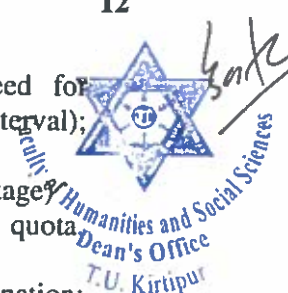
Probability sampling (simple random, stratified, cluster, and multi stage)

Non probability sampling (convenience, judgement, purposive, quota snowball etc.)

Sample size determination; statistical significance in sample size determination; constraints – timeline, budgetary and population; methods for calculating sample size; sample weight (concept, method and application); statistical analysis plan.



53



Unit III: Questionnaire design

12

- A. Objectives of the survey; target audience
- B. Identification of variables (transforming concept to variables)
 - Level of measurement – nominal, ordinal and scale (interval or ratio)
 - Converting quantitative to qualitative variables and vice versa
 - Formulating hypotheses
- C. Types of questions
 - Self-administered or researcher-administered, open-ended or closed ended, structured or semi-structured)
 - Questionnaire – layout, order/coherence, wording, language, pilot testing
 - Quantitative vs qualitative (statistical analysis)

Unit IV: Field survey

12

- A. Data collection tools
 - Quantitative – questionnaire
 - Qualitative – Focus group discussion (FGD), key informant interview (KII), in-depth interview (IDI), case study, observation
 - Survey manual/guideline, training, field management and field operation
- B. Caveats' (field survey and tools)
- C. Cleaning and consistency checks

Unit V: Post-survey processing

6

- A. Cleaning and post-coding
- B. Data management
- C. Data analysis
- D. Qualitative data transcribing
- E. Report writing, documentation and dissemination

Required Reading

Kumar, Ranjit (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed). Sage publications.

Trochim, W. M., Donnelly, J. P. & Arora, K. (2016). *Research methods: the essential knowledge base* (2nd ed.). Cengage Learning, USA.

Note: This is a field-visit based practical paper where it is mandatory for students to go for at least one field visit so that they can practically learn how to conduct independent surveys. At the end of the field visit, students must submit a report of their work for external evaluation.



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RESOURCES, POPULATION DIVERSITY AND INEQUALITY

Course Code: Pop 605-1

Course Title: Resources, Population Diversity and Inequality
48

Semester: III

Credit Hour: 3
Teaching Hour:

Paper: XV

Course Objectives

This course aims to create a comprehensive discourse on population, resources and inequality that interplay in different development thoughts, resource constraints for human resource development and social and economic development. Students will gain theoretical knowledge from national and international experiences eliminating the fear of population bombs and ways to survive. Students will be able to give perspective on policy formulation and able to pursue the discourse on academic as well as development activities.

Teaching hours

Unit I: Understanding population and subsistence: theories and evidence 6

Theories of population and subsistence; adjustment of households to food supplies and other resources; resource constraints and declining population growth

Unit II. Where is the population bomb? 12

Unusual population in 60s, how and why? Three big concerns: food production, resource depletion and poverty; how did we survive: economic factors, demographic factors; have we really survived? comment: has the world really survived the population bomb? unsustainable use of resources; negative effects on the planetary ecosystem; potential framework to integrate ecology and development

Unit III. Economics of natural resources 12

Resource economics: the state of the art; diminishing returns and resource scarcity: The Malthusian debate; use a renewable resource; models of economic growth and natural resources; economic welfare and the emergence of environmental economics and cost-benefit analysis; frontier issues in resource economics; seven ethical foundations, Nepal's potential minerals

Unit IV. Resources: cultural politics of natural resources 9

Technologies and truths; political ecology and cultural politics; cultural politics of natural resources; natural assets affect political system; natural assets generate divergent elite interests; resource extraction and revenue generation; volatility and irreversible increases in consumption; hydropower for energy in Nepal; interlink the rivers – who will bridge the knowledge gap; interlink of rivers multiply the water conflicts

Unit V: Rethinking inequality 9



55



Explaining inequality; basis and future of inequality; engines of inequality: class, race and family structure; globalization and income; global inequality, unequal access to resources, unequal opportunity; gender inequality, globalization, and economic growth

Required Readings

Unit I

Nigel Crook. (1997). *Principles of population and development* (Part I: Population and Subsistence: Theories and Evidences). Oxford University Press.

Naso, P., Lanz, B. & Tim, S. (2020). The return of Malthus? Resource constraints in an era of declining population growth. *European Economic Review*, 128. 103499. <https://doi.org/10.1016/j.euroecorev.2020.103499>

Unit II

Lam, D. (2011). How the world survived the population bomb: lessons from 50 years of extraordinary demographic history. *Demography*, 48(4), 1231-1262. Springer on behalf of the Population Association of America.

Becker, S. (2013). Has the world really survived the population bomb? *Demography*, 50(6), 2173-2181. Springer on behalf of the Population Association of America

Unit III

Kneese, A. V. (1988). The Economics of Natural Resources. *Population and Development Review*, 14, 281-309.

Kansakar, D. R., Dorian, J. P. & Clark, A. L. (1986). The minerals potential of Nepal. *GeoJournal*, 1(1), 19-31.

Bandyopadhyay, J. & Perveen, S. (2008). The interlinking of Indian rivers. In *Interlinking of rivers in India*. <https://doi.org/10.1201/9780203894576.ch4>

Pokharel, S. (2001). Hydropower for energy in Nepal. *Mountain Research and Development*, 21(1), 4-9. International Mountain Society.

Unit IV

Baviskar, A. (2003). For a cultural politics of natural resources. *Economic and Political Weekly*, 38(48), 5051-5055.

Collier, P. (2010). The political economy of natural resources. *Social Research*, 77(4), 1105-1132.

Unit V

Tilly, C. (2005). Rethinking inequality. *Polish Sociological Review*, 151, 207-219.

Wax, A. L. (2007). Engines of inequality: class, race and family structure. *Family Law Quarterly*, 41(3), 567-599.

Arora, R. U. (2012). Gender inequality, economic development and globalization: a state level analysis of India. *The Journal of Developing Areas*, 46(1), 147-164.



APPLIED BUSINESS DEMOGRAPHY

Course Code: Pop 605-2
Course Title: Applied Business Demography
Semester: III

Credit Hour: 3
Teaching Hour: 48
Paper: XV

Course Objectives

This course introduces the practical application of demographic principles to solve real-world problems in governmental, nonprofit, and business sectors. It covers both applied and business demography, helping students use demographic data in business planning, marketing, and policy formulation.

Teaching hours

- Unit I: Introduction to applied and business demography** 8
Introduction to applied demography in business, rationale of applied demography in business, who uses the business demography, business demographic perspectives and methods
- Unit II: Sources of applied and business demographic data** 7
Nature and type of applied and business demographic data, uses of data, data timelines, census surveys, registration, synthetic data, governmental and private agencies, professional organizations
- Unit III: Business demography** 9
Concepts of business demography, spheres of activity, consumer research, product development, product sales/marketing, site selection
- Unit IV: Workforce demography and labor markets** 8
Labor force participation, employment trends, and retirement, demographic trends in staffing and employment, legal aspects of age, gender, and racial discrimination in workforce management
- Unit V: Geographic dimensions of business demography** 8
Concepts, spatial considerations and implications, industry specialization, knowledge spillover, resource mapping (natural hazard mapping for flood disasters, natural hazard mapping for mass-movement and natural hazard mapping for earthquake disaster) and case of Nepal (Depopulating the Himalayan highlands)
- Unit VI: Application of business demographic statistics**
Overview of business demographic statistics, methodological guidelines on business demography statistics, basic parameters of business demography statistics, use of business demography statistics: a policy perspective, case of small area and business demography teaching case study methods of business demography



Required Readings

Bloom, D. E., Canning, D., & Sevilla, J. (2003). *The demographic dividend: A new perspective on the economic consequences of population change*. Rand Corporation.

Poston, D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography*. Cambridge University Press.

Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford University Press.

Siegel, J. S., & Swanson, D. A. (2004). *The methods and materials of demography*. Elsevier Academic Press.

Toossi, M. (2002). A century of change: The US labor force, 1950–2050. *Monthly Labor Review*, 125(5), 15–28.

Weeks, J. R. (2022). *Population: An introduction to concepts and issues* (13th ed.).



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Population Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

Master of Arts in Population Studies
Courses of Study

SEMESTER IV

Paper	Code	Paper Title	CH
XVI	Pop 651	Population and development planning Part I: Planning, monitoring and evaluation Part II: Population and climate change	3.0
XII	Pop 652	Computer application for statistical and geospatial analysis (practical paper)	3.0
XIII	Pop 653	Survey data analysis, interpretation and dissemination (practical paper)	3.0
XIX	Pop 654	Academic writing (field-based research paper)	3.0
XX	Pop 655	Thesis	6.0
		Total	18.0


U. Singh

POPULATION AND DEVELOPMENT PLANNING

Course Code: Pop 651
Course Title: Population and Development Planning
Semester: IV

Credit Hour: 3
Teaching Hour: 48
Paper: XVI

Course Objectives

This course contains two 1.5 credit hour (24 teaching hours) papers: planning, monitoring and evaluation and ii) population and climate change. The part on planning, monitoring and evaluation discusses on the notion of evidence-based planning, its design and efficient implementation and the importance of continuous monitoring and evaluation (M&E). The course aims to familiarize students with the basic concepts and principles on management of development results (MfDR) from a result based management (RBM) and theory of change (ToC) approach. The course begins with the principles and basic notion of evidence based planning (EBP), M&E and the basic terms/terminologies used in planning, monitoring and evaluation. Upon completion of this course, students will be imparted with the skills for planning, monitoring and evaluation as well as work in a logical framework (log-frame).

Change in climate is an outcome of human behaviour and an understanding of the impact human activities have on the global and local climatic condition is necessary. In this context, this course aims to: a) demonstrate an understanding of how human population contributes to anthropogenic climate change in the context of demographic heterogeneity, b) understand how anthropogenic climate change is interrelated to human health, wellbeing and livelihoods, and c) identify/establish statistical evidences between population dynamics and climate change.

PART I: PLANNING, MONITORING AND EVALUATION

Unit I: Concepts and principles of evidence-based planning

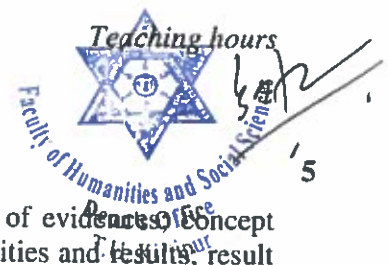
Essence and concept of evidence-based planning (EBP); sources of evidence; concept and essence of RBM for MfDR; relationship between inputs, activities and results; result chain; theory of change (ToC); log-frame (4 by 4 matrix)

Unit II PM&E concepts, tools and principles for RBM

Concept of PM&E; introduction; putting planning, monitoring and evaluation together for RBM and MfDR; planning for results; monitoring for results; result based evaluation; output, outcome, impact, good practice and innovation; types of evaluation; methods of evaluating report and agencies role in successful evaluation

Unit III: MFDR and applying log-frame in projects

Concepts and tools: development outcomes, development effectiveness, performance management; MfDR principles: focus the dialogue on results at all phases; align programming, monitoring, and evaluation with results; keep measurement and reporting



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simple; manage for, not by results; use of results information for learning and decision making

Unit IV: Project work – application of RBP in development projects 8

Concept of research proposal and project proposal; levels and institutional structure of monitoring and evaluation; Nepal's state of SDG implementation; Nepal's roadmap for peaceful, just and inclusive societies; National framework for leaving no one behind

PART II: POPULATION AND CLIMATE CHANGE

Unit I: Concepts and linkages between population and climate change 6

Definitions and Concepts of Climate Change and Population Dynamics

- The Anthropocene and Human Impacts on Climate Systems
- Basic Climate Science (IPCC 6th Assessment Report, 2021)
- Population Growth, Urbanization, and Environmental Stress

Unit II: Demographic heterogeneity, climate vulnerability, and "leave no one behind" (LNOB) 6

Demographic differentials: age, gender, ethnicity, disability

Climate vulnerability mapping

Climate justice and equity

Aligning demographic heterogeneity with SDG 10 (reduced inequalities) and LNOB principle

Unit III: Population, energy consumption, carbon emissions, and sectorial impacts 6

Nexus of population growth and energy demand

Carbon footprint and sustainable consumption

Impacts on water, food security, health, and family structures

Demographic impacts on fertility, mortality, and migration

Future population projections and climate scenarios

Unit IV: Climate change and shared socioeconomic pathways (ssps) 2

Introduction to SSPs Framework (SSP1-SSP5)

How Demographic and Economic Trends Shape Climate Futures

Scenario Planning for Adaptation and Mitigation

Unit V: Climate transition and gender equality

Gendered dimensions of climate vulnerability and resilience

Women's leadership in climate action

Intersectionality and climate transition policies

SDG 5 (Gender Equality) and climate-smart solutions



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Required Readings

PART I

Unit I

CDPS. (2015). *Curriculum handbook: evidence-based planning (EBP) and result-based management (RBM) training workshop* (With reference to long-term population perspective plan, 2010-2031, Nepal).

UNDP. (2009). *Handbook on planning, monitoring and evaluation for development results*. United Nations Development Programme (UNDP). <http://www.undp.org/eo/handbook>

Unit II

OECD. (2002). *Glossary of key terms in evaluation and results based management*. Development Assistance Committee.

OECD/WB. (n.d.). *Emerging good practices in managing for development results*. OECD and World Bank. <https://www.oecd.org/dac/effectiveness/36853468.pdf>

Unit III

Hatton, M. J. & Schroeder, K. (2007). Results-based management: friend or foe? *Development in Practice*, 17(3), 426-432. <http://www.jstor.org/stable/25548228>

Unit IV

IIED. (2013). *Appraisal of existing monitoring and evaluation systems in Nepal and design of TAMD prototypes*. International Institute for Environment and Development (IIED). https://www.jstor.org/stable/pdf/resrep18155.4.pdf?refreqid=fastly-default%3A00bae44a78078c5172c63bb8cbcf8d26&ab_segments=0%2Fbasic_search_gs_v2%2Fcontrol&origin=&initiator=search-results&acceptTC=1.

NPC. (2013). *National monitoring and evaluation guidelines*. Kathmandu: National Planning Commission.

NPC. (2021). *Nepal's roadmap for peaceful, just and inclusive societies: a SDG 16+ report*. https://www.npc.gov.np/images/category/SDG_16+_Report_final_version_June_28.pdf

NPC. (Forthcoming). *National framework for leaving no one behind*. Kathmandu: National Planning Commission.

NPC. (2018). *Need assessment, costing and financing strategy for sustainable development goals*. Kathmandu: National Planning Commission. https://www.npc.gov.np/images/category/SDGs_Costing_Final_Version.pdf

NPC. (2020). *Sustainable development goals progress assessment report 2016-2019*. Kathmandu: NPC. http://sdg.npc.gov.np/media/items/19/bSDG_Progress_Report_2016-2019_final.pdf



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PART II

Unit I

IPCC (2021). *Sixth Assessment Report (AR6) Summary for Policymakers*

UNFPA (2021). *State of World Population Report*

Unit II

UN DESA (2020). *World Social Report: Inequality in a Rapidly Changing World*

UNFCCC (2022). *Climate Change and Human Rights Report*

Unit III

IEA (2022). *World Energy Outlook*

FAO (2021). *The State of Food Security and Nutrition in the World*

Unit IV

IPCC (2018). *Special Report on Global Warming of 1.5°C*

O'Neill et al. (2017). *The Roads Ahead: Narratives for Shared Socioeconomic Pathways*

Unit V

UN Women (2022). *Gender Equality in the Context of Climate Change*

UNFCCC Gender Action Plan (2019)

Required readings

Bongaarts, J. (2023). Population and environment: The evolution of the debate between optimists and pessimists. *Population and Environment*, 45(2), 11. <https://doi.org/10.1007/s11111-023-00424-5/>

Hunter, L. M., Gray, C., & Véron, J. (Eds.). (2022). *International handbook of population and environment*. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-76433-3_1

Lutz, W., & Mutarak, R. (2017). Forecasting societies' adaptive capacities through a demographic metabolism model. *Nature Climate Change*, 7(3), 177–184. <https://doi.org/10.1038/nclimate3222>

Mutarak, R. (2021). Demographic perspectives in research on global environmental change. *Population Studies*, 75(sup1), 77–104. <https://doi.org/10.1080/00324728.2021.1988684>

Khatiwada, P. P., Subedi, D. R., Gurung, Y. B., Pradhan, M. S., Pradhan, P. (2024). Challenges to leave no one behind in Nepal for achieving sustainable development goals. In: Leal Filho, W., Ng, T.F., Iyer-Raniga, U., Ng, A., Sharifi, A. (Eds.) *SDGs in the Asia and Pacific Region*. Implementing the UN Sustainable Development Goals – Regional Perspectives. Springer, Cham. https://doi.org/10.1007/978-3-030-91262-8_105-1

Starka, A. Galeb, F. & Murphy-Gregory, H. *Just transitions' meanings: A systematic review*. <https://www.tandfonline.com/doi/epdf/10.1080/08941920.2023.2207166?needAccess=true>

Cohen, J. E. (2010). Population and climate change. *Proceedings of the American philosophical society*, 154 (2), 158-182. <https://www.jstor.org/stable/41000096>

COMPUTER APPLICATION FOR STATISTICAL AND GEOSPATIAL ANALYSIS

Course Code: Pop 652

Credit Hour: 3

Course Title: Computer Application for Statistical and Geospatial Analysis

Teaching Hour: 48

Semester: IV

Paper: XVII

Course Objectives

The overall objective of this course is to equip students with the skills essential for statistical and geospatial data analysis. Upon completion of this course, students will be familiarized with a statistical analysis software (Stata/SPSS/R/Python) and a geospatial software (ArcGIS or any equivalent software upon availability/accessibility). This course will enable students to manipulate data and generate graphs/geospatial maps later essential for statistical analysis. This is a semi-practical course and the skills acquired from this paper are later used in Pop.653 – Survey data analysis.

Teaching hours

Unit I: Statistical analysis

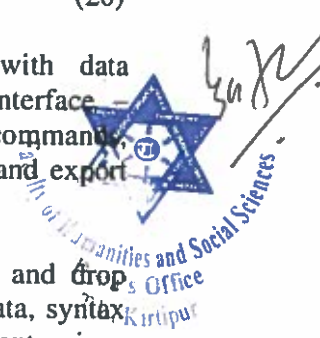
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- A. Introduction to data analysis (2)
- B. Demographic Analysis (6)
Demographic analysis and population projection system (DAPPS); population analysis system (PAS); MS Excel add-on programs; rural urban projection (RUP); Demproj; MORTPAK; international union for the scientific study of population (IUSSP) tools and templates for demographic estimation.
- C. Statistical Analysis: (26)
MS Excel: (6)
-Concept of spreadsheet; basic calculations; graphs and figures.
Statistical package (Stata/SPSS/R/Python may be used upon availability – detailed example for Stata provided) (20)

Introduction to data analysis software - linking Stata with data management and analysis; introduction to the Stata user interface – versions, interface, do file, syntax language/colour; execute commands, comments, wrap text, basic operators and commands; import and export data, open existing files, create new data file, generate variables

Language – define variable labels, define value labels, keep and drop variables; use help and understand the Stata/SPSS language; data, syntax and output (log) files (example in Stata: *.dta, *.do and *.smcl extensions and their application); wrap text in syntax files; operators and logical expressions; conditional operators.

Data Manipulation – identify variables; inspect variables: codebook and summarize variables; generate: frequency table, cross tabulations, new variable; manipulate existing variables: compare variables, replace



variables, label variables; label define, label values; replace contents of existing variables; recode categorical variables; merge data - one to one, many to one, one to many, and many to many; append data; concept of weights – frequency, sample, household, population; example in stata (fw, pw, aw and iw); conditional selection and filtering ('if' and 'over'); recode variables – into new variable, for long syntax lines.

Unit II: Geospatial analysis

14

- A. Geographical information system (GIS):
Concept and definition; functions and components; application in geodemographic planning process and development
- B. Remote sensing (RS)
- C. Global positioning system (GPS)
- D. Geographical data, its sources and data model:
Geographic data: point line, polygon; data sources: analog map, aerial photo, remote sensing, GPS, existing digital data, socio-economic data & others; data model: raster, vector and their advantage and disadvantage; conversion

Required Reading

Unit I

StataCorp. (2023). *Stata 18 base reference manual*. College Station, TX: Stata Press.

Unit II

Aronoff, S. (1989). *Geographic information systems: A management perspective*. Ottawa: WDL Publications.

Burrough, P. A. (1986). *Principles of geographical information systems of land resources assessment*. U.K: Oxford University Press.

Chang, K. T. (2010). *Introduction to geographical information systems*. Higher Education, McGraw-Hill.

Deby, R. A. (ed.) (2000). *Principles of geographic information systems*. Enscheda: The International Institute of Aerospace Survey and Earth Sciences (ITC).

Heywood, I., Cornelius, S. & Carver, S. (2006). *An introduction to geographic information system* (3rd ed.). Prentice Hall. ISBN-10: 0131293176.

Lillisand T. M. & Keifer, R.W. (1994). *Remote sensing and image interpretation*. New York: John Willey.

Robinson, A. H. (ed.). (1995). *Elements of cartography*. New York: John Willey Sons.

Van Sickle, J. (2008). *GPS for land surveyors*. CRC Press.

Note: Faculty are encouraged to provide a database (national/international census or survey) to students so that they can engage in a project work where they can merge/append datasets, generate new variables, manipulate data and generate appropriate figures, charts, graphs and maps.



SURVEY DATA ANALYSIS, INTERPRETATION AND DISSEMINATION

Course Code: Pop 653

Course Title: Survey Data Analysis, Interpretation and Dissemination

Semester: III

Credit Hour: 3

Teaching Hour: 48

Paper: XVIII

Course Objectives

The overall objective of this course is to equip students with computer skills essential for statistical analysis. Upon completion of this course, students will be able to perform statistical analysis required for demographic and social science research using computer applications. Students will also be able to interpret the obtained results, present the obtained statistics as graphs/charts/maps and altogether use them for report writing and dissemination. The theoretical foundation established from Pop.502 – Basic demographic techniques, Pop.552 – Applied statistics of population studies and Pop.601 – Advanced demographic techniques are practically applied in this paper. This paper also complements Pop.603 – Computer application for data management and documentation and the skills developed from this paper are applied in Pop.652 – Computer application for statistical and geospatial analysis and Pop.654 – Academic writing.

Teaching hours

Unit I: Descriptive statistics

6

- A. Frequency table and percentage distributions
- B. Cross tabulations
- C. Central tendency and dispersion – Mean, median, mode, dispersion, standard deviation and standard error
- D. Interpretation of descriptive statistics

Unit II: Inferential statistics

12

- A. Chi-square (χ^2) test
- B. z-test and t-test
- C. F-test
- D. Analysis of variance (ANOVA) test
- E. Correlation
- F. Regression – simple linear (OLS) regression, multivariate linear regression (MLR), and logistic regression
- G. Interpretation of inferential statistics



Unit III: Other statistical analysis and interpretation

6

- A. Indexing; normalizing
- B. Cluster analysis
- C. Variable reduction – factor analysis/ principle component analysis
- D. Methods of qualitative data analysis
- E. Interpretation



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Unit IV: Presentation of Data

20

- A. Graphical presentation – graphs (bar, line), charts, figures, scatter plots, histogram, pie charts
- B. Maps – ARCGIS (or equivalent)
Map Projection and geo-referencing; coordinate system, types, and projection transformation; spatial data creation (point, line, polygon); attribute data management and link table; GIS analysis: geo-processing (buffer, clip, dissolve, merge, extraction, proximity and overlay), geo-demographic analysis, geospatial analysis in population studies; map output: cartographic principles, map making, mapping and GIS-design of maps; map elements; basic of GIS-design of maps; elements of map, laying out, printing and presentation maps; global positioning system (GPS): GPS mapping, updating existing map and handling of mobile GPS

Unit VI: Report Dissemination

4

- A. Presentation of results
- B. Report distribution/dissemination in prints (flyers, pamphlets, publication), CD/DVD or electronic copy

Required Reading

Unit I-IV

StataCorp. 2023. Stata 18 Base Reference Manual. College Station, TX: Stata Press.

Unit IV

Aronoff, S. (1989). Geographic Information Systems: A Management Perspective. Ottawa: WDL Publications.

Burrough, P.A. (1986). Principles of Geographical Information Systems of Land Resources Assessment. U.K: Oxford University Press.

Chang, K. T. (2010), "Introduction to Geographical Information Systems" Higher Education, McGraw-Hill

Deby, R.A. (ed.) (2000). Principles of Geographic Information Systems. Enscheda: The International Institute of Aerospace Survey and Earth Sciences (ITC).

Heywood, I., Cornelius, S. and Carver, S. (2006), "An introduction to Geographic Information System", 3rd Edition, Prentice Hall. ISBN-10: 0131293176

Lillisand T. M. and Keifer, R.W. (1994). Remote Sensing and Image Interpretation. New York: John Willey.

Robinson, A. H. (ed.) (1995). Elements of Cartography. New York: John Willey E-sons.

Van Sickle, J. (2008). GPS for land surveyors. CRC Press.

Note: Faculty are encouraged to provide a database (national/international census or survey) to students for computing statistical output (descriptive, inferential and other statistical analysis) necessary for demographic research with necessary figures, charts, graphs and maps essential for report writing/dissemination.



ACADEMIC WRITING

Course Code: Pop 654
Course Title: Academic Writing
Semester: IV

Credit Hour: 3
Teaching Hour: 48
Paper: XIX

Course Objectives

This paper introduces academic/profile writing to Master's degree students and aims at their capacity building for academic/profile writing, research conceptualization, methodology, data collection and report writing. This is a practical paper and it will enable students to engage in literature based academic writing, problematization, generate hypotheses and/or research questions, develop research methodology, conduct research based field visit, data management, data analysis and interpretation. Skills obtained from Pop.603 – Computer application for data management and documentation are applied in this paper to prepare academic writing paper.

This is a practical-based field study where students will visit a designated area, conduct survey/s and present an academic report of their work for evaluation. Since this is practical paper, students will not need to sit for a final invigilated written/oral exam.

Teaching hours

Unit I: Demographic literacy: orientation and writing skill 15

Demographic historiography; introduction to demography and the John Graunt orientation; personalizing data; the population autobiography; rates and the risk population; demographic profile; the policy simulation; writing in English as a foreign language (EFL); demography: language of communication, metaphors and rhetoric

Unit II: Demographic data and strategic analysis 5

Promise of demographic analysis; strategy management; unity of perspective; demography and strategic management; demographic considerations; demographic education and analysis.

Unit III: Social science writing 5

Statement of problem; hypothesis; research questions; objectives; scope of research; theoretical and conceptual framework; research design.

Instruction

Visit one of the PM&E divisions of selected Ministries, Social Welfare Council or NPC or research organization and prepare research or evaluation report either individually or in group on established practices of research report writing or planning, monitoring and evaluation.

Unit IV: Writing of quantitative and qualitative data 5

Data analysis writing; data interpretation writing; writing findings of the study and its discussion; writing conclusion and writing recommendations and policy briefs/implications; writing abstract, writing key words



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Unit V: Writing project works and research proposal	10
Difference between academic writing and profile writing; language of research; fact-based writing; difference between factual writing, fictional writing and media writing; journal paper writing; concept of research proposal and project proposal; writing monitoring and evaluation reports.	
Unit VI. Paper writing format: APA and the CDPS	3
APA format 7 th edition; CDPS format	
Unit VII: Project work	5

Required Reading

Unit I

Poston Jr, D. L., & Sullivan, T. A. (1986). Developing demographic literacy and evaluation skills: techniques for the introductory demography course. *Teaching Sociology*, 83-91.

Nagode, G. P., Pižorn, K., & Korošec, Ž. (2023). The demographic factors affecting the writing skills of Slovenian year 6 EFL students. *ELOPE: English Language Overseas Perspectives and Enquiries*, 20(1),

Francisco, A. A. D. S. (1995). Graunt's observations: a model of demography's whole design. In *the Seventh National Conference of the Australian Population Association, Australia's Population Towards the 21th Century*, 21-23. Canberra.

Unit II

Halachmi, A., Hardy, W. P., & Rhoades, B. L. (1993). Demographic data and strategic analysis. *Public Administration Quarterly*, 159-174.

Unit III

Creswell, J.W. (2014). Research designs: qualitative, quantitative and mixed method approach. <http://kspjournals.org/index.php/JSAS/article/view/1313>

Unit IV

Ranjit K. (2011). *Research methodology: a step-by-step guide for beginners*. SAGE Publications Ltd. London.

Unit V

Trochim, W. M. (2002). *Research methods knowledge base*. <https://www.educationdissertation.com/wp-content/uploads/2019/10/Research-Methods-Knowledge-Base.pdf>

Suggested Readings

Dunleavy, Patrick (2003). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Palgrave Macmillan, New York.

Gastel, Barbara & Day, Robert A. (2016). *How to write and publish a scientific paper*. Eight Edition. Greenwood, Santa Barbara, California.

Turabian, Kate L. (2008). *A Manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. Eight Edition. The University of Chicago Press, Chicago.

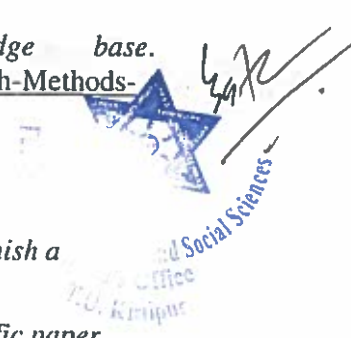


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THESIS

Course Code: Pop 655
Course Title: Thesis
Semester: IV

Credit Hour: 6
Paper: XX

Course Objectives

The overall objective of this course is to assess students' depth of understanding, knowledge and competence on the topic of their choice. It is intended to evaluate if a student can demonstrate a deep understanding of their chosen subject area, showcase their ability to conduct independent research, present original contributions to knowledge within their field and apply scholarly methods to address a specific research question, ultimately proving their competence to further academic or professional work in the discipline of population studies. Skills acquired from the 19 theory, semi-practical and practical papers during the two-years MPS program will complement this paper.

A Master's thesis is compulsory for a student to be awarded a degree in 'Master of Arts in Population Studies' and it is part of the regular semester program so it should be pursued from the start of Semester IV. For a student to be marked as 'regular' in the final transcript, a student must successfully submit their thesis and have completed their viva-voce within 3 months from the result date of Semester IV. Failure to complete these tasks within the designated time will result in the student's final transcript to be marked as 'partial'. The evaluation scheme for a thesis is provided in the preliminary section part II.

Requisites of a thesis

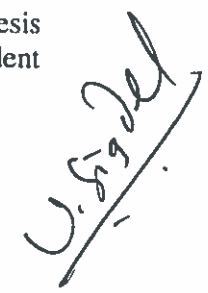
1. **Thesis proposal** – Students must submit a thesis proposal to their respective department for it to be evaluated. They must defend it over an expert committee (of at least 3 members) from the department/college/campus. Once the proposal is accepted by the expert committee, a supervisor (in-service faculty teaching population studies at Master's level) will be allocated. The supervisor is then responsible for guiding the student during the course of the thesis writing process.
2. **Field survey** – As per the objective the MPS program, students are encouraged to conduct their thesis on primary data collected from field survey.
3. **Data management** – Upon returning from the field survey, students are expected to engage in data management.
4. **Data analysis** – Once data management is complete, students are expected to engage in data analysis.
5. **Documentation** – Students will then begin their thesis writing process to prepare and academic writing following scientific methods.
6. **Viva Voce** – Once the thesis is approved by the supervisor, the supervisor will assign an internal examiner (in-service faculty associated with the thesis topic of the student) and an external examiner (expert outside of the department and campus/college or retired faculty from TU and other Universities associated with the thesis topic of the student or a recognized expert on the topic). Once the thesis is accepted by the supervisor, internal examiner and external examiner, the student will need to defend his/her thesis in a viva voce.

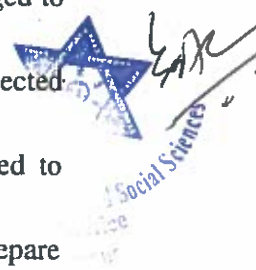












Suggested Readings

Creswell, J.W. (2014). Research designs: qualitative, quantitative and mixed method approach. <http://kspjournals.org/index.php/JSAS/article/view/1313>

Dunleavy, Patrick (2003). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Palgrave Macmillan, New York.

Gastel, Barbara & Day, Robert A. (2016). *How to write and publish a scientific paper*. Eight Edition. Greenwood, Santa Barbara, California.

Ranjit K. (2011). *Research methodology: a step-by-step guide for beginners*. SAGE Publications Ltd. London.

Trochim, W. M. (2002). *Research methods knowledge base*. <https://www.educationdissertation.com/wp-content/uploads/2019/10/Research-Methods-Knowledge-Base.pdf>

Turabian, Kate L. (2008). *A Manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. Eight Edition. The University of Chicago Press, Chicago.



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the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million (19.5% of the population).

There is a growing awareness of the need to address the needs of older people, and the Government has set out a strategy for the 21st century in the White Paper on *Ageing Better: The Government's Strategy for Older People* (Department of Health, 1999). This strategy is based on the following principles:

- (i) older people should be able to live independently and actively in their own homes;
- (ii) older people should be able to live in their own communities;
- (iii) older people should be able to live in their own homes and communities for as long as possible.

These principles are underpinned by the following objectives (Department of Health, 1999):

- (i) to ensure that older people are able to live independently and actively in their own homes;
- (ii) to ensure that older people are able to live in their own communities;
- (iii) to ensure that older people are able to live in their own homes and communities for as long as possible.

The White Paper also sets out a number of key actions to be taken to achieve these objectives:

- (i) to ensure that older people are able to live independently and actively in their own homes;
- (ii) to ensure that older people are able to live in their own communities;
- (iii) to ensure that older people are able to live in their own homes and communities for as long as possible.

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- (ii) to ensure that older people are able to live in their own communities;
- (iii) to ensure that older people are able to live in their own homes and communities for as long as possible.