

**Far Western University
Mahendranagar, Kanchanpur
Faculty of Education**



**Bachelor of Education
(Population Education)**

Far Western University
Faculty of Education
Course Structure of Population Education
Major/ Minor Subjects

B Ed 1st Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed 101	Major I	Basics of Population Education	3

B Ed 2nd Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.121	Major I	Population and Environment Education	3
Pop.Ed. 122	Major II	Sexual and Reproductive Health Education	3

B Ed 3rd Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.231	Major I	Basic Demographic Measures and Techniques	3
Pop.Ed.232	Major II	Population and Quality of Life	3

B Ed 4th Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.241	Major I	Demographic Theory	3
Pop.Ed.242	Major II	Population and Development	3
Pop.Ed.243	Major III	Population Policy	3
Pop. Ed. 244	Minor	Basics of Population Education	3

B Ed 5th Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.351	Major I	Population and Family Life Education	3
Pop.Ed.352	Major II	Population and Gender Development	3
Pop.Ed.353	Major III	Population Planning and Management	3
Pop.Ed.354	Major IV	Fundamentals of Ageing	3
Pop. Ed. 355	Minor	Sexual and Reproductive Health Education	3

B Ed 6th Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.361	Major I	Basic Research in Population Education	3
Pop.Ed.362	Major II	Population and Social Justice	3
Pop.Ed.363	Major III	Basic Statistics in Population Education	3
Pop.Ed.364	Major IV	Population of Nepal	3
Pop.Ed.365	Minor I	Basic Demographic Measures and Techniques	3
Pop.Ed.366	Minor II	Population and Quality of Life	3

B Ed 7th Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.471	Major I	Community Organization and Population Education	3
Pop.Ed.472	Major II	Community Survey in Population Issues	3

Pop.Ed.473	Major III	Population , Migration and Urbanization	3
Pop.Ed.474	Minor	Population of Nepal	3

B Ed 8th Semester

Code	Group	Course Details	CR. Hr.
Pop.Ed.481	Major	Methods of Teaching Population Education	3
Pop.Ed.482	Major	Workshop and Seminar in Population Education	3
Pop.Ed.483	Minor	Workshop and Seminar in Population Education	3

Far Western University
Faculty of Education

Course Title: **Basics of Population Education**

Course No. : Pop. Ed. 101 (Major)

Level: B.Ed.

Semester: 1st

Nature of course: Theory

Credit hours: 3

Teaching hours: 45

1. Course Description

This course has been designed to provide students with basic knowledge on foundation of population education. This course aims at developing an understanding of the concepts of population education and familiarize them with the development of population education, need of population education, relationship of population education with different disciplines, determinants of population change, consequences of population growth, measures of control of population growth and population education programs launched by different agencies.

2. General Objectives

The general objectives of the course are as follows:

- To make the students able in delineating the conceptualization and objectives of population.
- To enable the students in analyzing the population situation of the world and of population situation of the SAARC countries.
- To make the students familiar with the determinants of population change.
- To develop the capacity of examining the consequences of population growth and its control measures.
- To familiarize the students with the classification of the population policy and explain population characteristics.
- To orient the students with the population policies and programs of different development plan.
- To acquaint the students with the population education programs of formal and non-formal sectors.
- To enable the students with population and development

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Delineate the meaning, importance and objectives of population education. • Describe the philosophy and principles of population education. • Identify the scopes and major contents of population education. • Show the relationship of population education with other disciplines. • Explain the need of teachers preparation in population education.. 	<p>Unit I: Concept of Population Education (8)</p> <p>1.1 Concept and importance of population education</p> <p>1.2 Aims and objectives of population education</p> <p>1.3 Philosophy and principles of population education</p> <p>1.4 Scopes and major contents areas of population education</p> <ul style="list-style-type: none"> • Demography • Determinants of population change • Consequence of rapid population growth • Human sexuality and reproduction • Planning for future <p>1.5 Relation of population education with other discipline Such as: sociology, economics, geography, statistics, home science, health education, environment science, demography and anthropology</p> <p>1.5 Teachers preparation in population education</p>
<ul style="list-style-type: none"> • Discuss the trend of population growth of the world. • Compare the population size and growth of developed and developing countries. • Describe current population situation of SAARC countries. 	<p>Unit II: World Population Situation (7)</p> <p>2.1 Growth of world population</p> <p>2.2 Comparison of population of some developed countries (USA, UK, Japan, Australia) and developing countries (Nigeria, Brazil, China and Somalia)</p> <p>2.3 Current population situation of the SAARC</p>

<ul style="list-style-type: none"> • Discuss types and uses of population pyramid 	<p>countries (Size, Growth, Fertility and mortality)</p> <p>2.4 Population pyramid (types and uses)</p>
<ul style="list-style-type: none"> • Clarify and distinguish between fertility and fecundity. • Discuss the determinants of fertility • Analyze the fertility differentials with examples. • Define mortality, express the determinants of mortality and its differentials with examples. • Clarify the meaning of migration. • Classify the types of migration. • Analyze the determinants and impacts of migration. 	<p>Unit III: Determinants of Population Change (7)</p> <p>3.1 Fertility</p> <p> 3.1.1 Determinants of fertility (general)</p> <p> 3.1.2 Fertility differentials</p> <p>3.2 Mortality</p> <p> 3.2.1 Determinants of mortality</p> <p> 3.2.2 Mortality differentials</p> <p>3.3 Migration</p> <p> 3.3.1 Migration and it's types</p> <p> 3.3.2 Determinants of migration (push and pull factors)</p> <p> 3.3.3 Impacts of migration</p>
<ul style="list-style-type: none"> • Delineate the meaning of rapid population growth. • Examine the consequences of rapid population growth on different aspects. • Elucidate the direct and indirect measures of population managements. • Discuss role of different organization in population management. 	<p>Unit IV: Population Growth and its Management (9)</p> <p>4.1 Consequences of Rapid Population growth (RPG) on:</p> <p> 4.1.1 Food and nutrition</p> <p> 4.1.2 Health facilities and health services</p> <p> 4.1.3 Housing</p> <p> 4.1.4 Social security</p> <p> 4.1.5 Natural resources</p> <p> 4.1.6 Environment/Ecosystem</p> <p> 4.1.7 Economic development</p> <p>4.2 Population management (Direct and Indirect)</p>

	4.3 Role of different organization in population management.
<ul style="list-style-type: none"> • Define population policy. • Highlight the characteristics of population policy. • Classify population policy. • Analyse and examine the population policies of different plan. • Discuss the population education programme conducted by formal as well as non formal sectors and NGOs / INGOs. 	<p>Unit V: Population Policies and Programs (9)</p> <p>5.1 Concept of population policy and population programme</p> <p>5.2 Characteristics of population policy</p> <p>5.3 Classification of population policy</p> <p>5.4 Population policies and plan of Nepal</p> <p>5.5 Population education program in formal and non-formal sectors (focusing objective and activities)</p> <p>5.5.1 Formal sectors:</p> <ul style="list-style-type: none"> • GON <ul style="list-style-type: none"> - MOE: Curriculum Development Centre (CDC), National Centre for Education and Development (NCED), Higher Secondary Education Board (HSEB) - T.U.: Faculty of Education and Central Department of Population Studies - Open distance learning <p>5.5.2 Non formal Sectors</p> <ul style="list-style-type: none"> • MOE: Ministry of Health and Population and National Non Formal Education Centre • NGOs: FPAN and Nepal Red Cross Society • INGOs: UNFPA, UNESCO, UNICEF

<ul style="list-style-type: none"> • Explain population and gender development • Discuss women empowerment • Describe role of women in population development • Discuss ageing and role of elderly people in development • Explain economic development and growth 	<p>Unit VI: Population and Development (5)</p> <p>6.1 Population and gender development</p> <p>6.2 Women empowerment</p> <p>6.3 Role of women in population development</p> <p>6.4 Economic development and growth</p>
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Note : Figures in the parenthesis indicates the approximate no. of period for a unit.

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question-answer

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
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Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books

Bhende, A. & Kanitkar, (2012), *Principles of Population Studies*. Delhi: Himalaya Publishing House.

Bisht, P.S. & Joshi, M. R. (2075). *Foundation of population education*. Kathmandu: Bhudipurana Prakashan Pvt. Ltd.

Central Bureau of Statistics (CBS). (2014). *Population Monograph of Nepal. Vol. I, II & III*. Kathmandu: Author.

Faculty of Education (FOE/TU) (1995), *Population education source book*. Kirtipur: Author

FOE IUCN (2000), *Environmental Education Source Book for Bachelor of Education Programme*. Kathmandu: IUCN (for Unit: 4)

National Planning Commission (NPC). *Developmental plans in different five years and three years plan periods*. Kathmandu: Author.

Population Reference Bureau (PRB). (recent). *The World Population Data Sheet*. Washington D.C.: Author

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

Shryyock H.S. (1977). *The Methods and Materials of Demography*. New York: Academic Press, INC.

Far Western University
Faculty of Education

Course Title: **Population and Environment Education**

Course No. : Pop. Ed. 121 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 2nd

Teaching hours: 45

1. Course Description

The course is designed to impart student's basic understanding of environment and environment education in relation to population context. The course aims to set environmental studies in relation to developmental problem and consciousness for the environmental protection and promotion. It also helps to provide the students advance knowledge of interrelationship between population and environment.

2. General Objectives

On the completion of the course, the student teacher will able to:

- Explain the basic concept of environment and environmental education.
- Elucidate the interrelationship between population and environment.
- Describe the major environmental problems created by population growth.
- Identifying the relationship between population, resource and sustainable development.
- Explain the global issues of environment.
- Explain the major global and national efforts made for environmental management.

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the concept of environment, its types. • Clarify the concept of structure of the earth. • Describe the concept of environmental education, its scope, types and evolution. 	<p>Unit I: Concept of Environment and Environment Education (5)</p> <p>1.1 Concept of environment and its types</p> <p>1.2 Structure of the earth</p> <p>1.3 Concept and evolution of environmental education</p> <p>1.4 Goals of environmental education</p> <p>1.5 Scope of environmental education</p>
<ul style="list-style-type: none"> • Discuss man's interaction with environment focussing adaptation and modification • Explain the interrelationship between population and environment. • Describe the impact of population growth on ecosystem. • Show the relationship between population growth and urban environment. 	<p>Unit II: Population and Environment Relationship (4)</p> <p>2.1 Man's interaction with environment</p> <p style="padding-left: 20px;">2.1.1 Adaptation</p> <p style="padding-left: 20px;">2.1.2 Modification</p> <p>2.2 Population growth and environment</p> <p>2.3 Population growth and ecosystem</p> <p>2.4 Population growth and urban environment</p>

<ul style="list-style-type: none"> • Mention the causes, consequences of deforestation and suggest its controlling measures. • Describe the types of natural hazards. • Suggest measures to control environmental pollution. • Discuss the effects of population growth on environmental degradation. 	<p>Unit III: Population Growth and Environmental Degradation (8)</p> <p>3.1 Deforestation</p> <p>3.1.1 Causes of deforestation</p> <p>3.1.2 Consequences of deforestation</p> <p>3.1.3 Controlling measures</p> <p>3.2 Environmental Hazards</p> <p>3.2.1 Landslide</p> <p>3.2.2 Flood</p> <p>3.2.3 Drought</p> <p>3.2.4 Earthquake</p> <p>3.2.5 Others (Tsunami/Tornado)</p> <p>3.3 Causes, consequences and controlling measures of environmental pollution</p> <p>3.3.1 Air</p> <p>3.3.2 Water</p> <p>3.3.3 Land</p> <p>3.3.4 Sound</p> <p>3.4 Effects of population growth on environmental degradation</p>
<ul style="list-style-type: none"> • Mention the meaning and concept of development and sustainable development. • Discuss the concept and scope of eco-tourism. • Explain the concept of natural resources and its types such as renewable, non-renewable and perpetual natural 	<p>Unit IV: Population Resource, and Development (7)</p> <p>4.1 Meaning/concept of development and sustainable development</p> <p>4.2 Concept and scope of eco-tourism in Nepal</p> <p>4.3 Natural resources and its types</p> <p>4.3.1 Renewable resources</p> <p>4.3.2 Non-renewable resources</p> <p>4.3.3 Perpetual resources</p> <p>4.4 Manmade resources</p> <p>4.4.1 Hydropower</p> <p>4.4.2 Solar energy</p> <p>4.4.3 Wind energy</p>

<p>resources.</p> <ul style="list-style-type: none"> • Discuss different man made resources with special emphasis in Nepal 	<p>4.4.4 Others (Use of tides/ Nuclear energy)</p>
<ul style="list-style-type: none"> • Describe the causes of ozone layer depletion, global warming and acid rain. • Point out the causes of climatic changes at global level. • Mention the causes affecting the extinction of endangered species of vegetation, birds and animals and carbon trading. 	<p>Unit V: Global issues on Environment (9)</p> <p>5.1 Climate changes 5.2 Global warming/greenhouse effect 5.3 Extinction of endangered species 5.4 Carbon trading 5.5 Acid rain 5.6 Ozone layer depletion</p>
<ul style="list-style-type: none"> • Point out the ways of using consuming and Preserving natural resources. • State the environmental management policies adopted by Nepal. • State the major declaration of world environmental conferences. 	<p>Unit VI: Environmental Management (12)</p> <p>6.1 Consumption, conservation and preservation of natural resources 6.2 Government policies and programmes for environmental management 6.3 International treaties on environment Management. 6.4 International environmental Conferences (Rio Da Janero, Earth Summit and other Latest international conferences on environment</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question-answer

7. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

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Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books/Materials/ and References

- Central Bureau of Statistics (CBS). (2012). *Population monograph of Nepal. Vol.1, 2 & 3*. Kathmandu: Government of Nepal (GON), National Planning Commission Secretariat.
- International Union for Conservation of Natural Resources (IUCN). (2000). *Environmental education source book for bachelor of education programme*. Kathmandu: Author.
- Joshi, M.R. (2067). *Population, environment and quality of life*. Kathmandu: Bhudipuran Publication Pvt. Ltd.
- National Planning Commission (NPC). (2016). *Fourteenth three year plan*: Kathmandu: Author
- Population Education Unit (PEU/TU). (1995). *Environmental education*, Kathmandu: Author
- Sharma, R.C. (1988). *Populatio, resource, environment and quality of life*. New Delhi: Dhanpat Rai and Sons.
- Sharma, P. D. (2010). *Ecology and Environment*. Meerut: Rastogi publication.
- Singh, S. (2010). *Environmental Geography*. Allahabad: Prayag Pustak Bhawan.
- Tripathi, S.N. & Panda, S. (1999). *Environmental Studies*. Delhi: Vrinda Publications Pvt. Ltd.

Far Western University
Faculty of Education

Course Title: **Sexual and Reproductive Health Education**

Course No. : Pop. Ed. 122 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 2nd

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge of sexual and reproductive health education. This course deals with the various components such as introduction to sexual and reproductive health education, adolescent's sexual and reproductive health, safe motherhood, prevention and management of the consequences of unsafe.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize students with understanding the concept of sexual and reproductive health education and strategies of teaching sexuality education.
- To help students gain knowledge on sexual and reproductive health problems and issue of adolescents and use approaches to manage those problems.
- To familiarize students on the ways of safe motherhood practice.
- To help students developing a basic understanding of infant health care and ways of caring.
- To strengthen the capacity in students to discuss causes and consequences of unsafe abortion and suggest its prevention and management.
- To acquaint students with understanding of prevention of HIV and STIs, cancer related to reproductive system and their management.
- To enhance capacity of students to discuss the sexual and reproductive health policies.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept and need of sexual and reproductive health education. • Clarify the misconception of sexual health education 	<p>Unit I: Introduction to sexual and reproductive health education (7)</p> <ul style="list-style-type: none"> 1.1 Meaning and definition of sexual and reproductive health education 1.2 Concept of sexual and reproductive health education 1.3 Misconception of sexual and reproductive health education 1.4 Need of sexual and reproductive health education
<ul style="list-style-type: none"> • Clarify the concept of adolescent's sexual and reproductive health and services. • Illustrate physical, social and psychological changes during adolescence. • Identify the barriers to the utilization of available SRH service by adolescents. • Discuss the impacts of teenage marriage, teen age pregnancy and teenage mother. 	<p>Unit II: Adolescent's sexual and reproductive health (ASRH) and services (10)</p> <ul style="list-style-type: none"> 3.1 Concept of adolescent's sexual and reproductive health (ASRH) 3.2 Changes (physical, social and psychological) in sexuality during adolescence 3.3 Barriers to utilization of available sexual and reproductive health (SRH) services by adolescents 3.4 Problems and issues of adolescence sexuality <ul style="list-style-type: none"> 3.4.1 Peer pressures 3.4.2 Sexual harassment, Bullying 3.4.3 Sexual violence and abuse 3.4.4 Unsafe sexual behaviour 3.4.5 Teen age marriage, teen age pregnancy and teen age motherhood and their impacts 3.5 Management of problems of

	adolescent sexuality
<ul style="list-style-type: none"> Identify measures to reduce high-risk pregnancy and its complications. Illustrate risks of home delivery. Discuss importance of mother and new born child care. 	<p>III. Safe motherhood (8)</p> <p>3.1 Antenatal care</p> <p>3.1.1 Importance of ANC visits</p> <p>3.1.2 Measures to reduce high-risk pregnancy and complications</p> <p>3.2 Delivery care</p> <p>3.2.1 Risk of home/traditional delivery</p> <p>3.2.2 Care for the mother</p> <p>3.2.3 Care of new born baby</p> <p>3.3 Postnatal care</p> <p>3.3.1 Importance of postnatal care</p> <p>3.3.2 Care of mother</p> <p>3.3.3 Post-natal check up</p> <p>3.3.4 Care of the baby</p>
<ul style="list-style-type: none"> Discuss the legal status of abortion Elucidate the impacts of unsafe abortion on physical, mental and social aspects. Suggest preventive measures against unsafe abortion. 	<p>IV Prevention and management of the consequences of unsafe abortion (5)</p> <p>4.1 Concept of safe and unsafe abortion</p> <p>4.2 Legal status of abortion</p> <p>4.3 Impacts of unsafe abortion</p> <p>4.3.1 Physical</p> <p>4.3.2 Mental</p> <p>4.3.3 Others (economic, Social emotional)</p> <p>4.4 Prevention and management</p>
<ul style="list-style-type: none"> Differentiate STIs from RTIs. Explain programmes of prevention and treatment in Nepal. Review causes, modes of transmission, sign and symptoms and prevention of HIV and 	<p>V Prevention against sexually transmitted infections and other reproductive health problems (10)</p> <p>5.1 Concept of STIs and RTIs</p> <p>5.2 HIV and AIDS prevention and treatment programme in Nepal</p>

<p>AIDS, gonorrhoea and syphilis.</p> <ul style="list-style-type: none"> • Illustrate preventive measures against cervical, uterine and breast cancer. 	<p>5.3 Gonorrhoea, Syphilis, Chlamydia 5.4 Cervical cancer and its prevention 5.5 Prevention of uterine cancer 5.6 Breast cancer 5.7 Uterine prolapsed</p>
<ul style="list-style-type: none"> • Explain international policies and laws regarding sexual and reproductive health • Familiarize national laws, policy and programs related to sexual and reproductive health and right 	<p>VI. Policy related to sexual and reproductive health (5)</p> <p>6.1 International policies 6.2 National laws, policy and programs</p>

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

4. Methods/Instructional Techniques

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

- Lecture
- Discussion
- Presentation by students

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

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End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

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Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

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Group B: Short	7 with 1 alternative	7 x 8 marks	56

questions	questions		
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books and References

- Bruess, C.E & Greeiberg, J. S. (2004). *Sexuality education: theory and practice*. Boston: Jones and Bartlett Publishers.
- Department of Maternal, Newborn, Child and Adolescent Health (2012). *Making adolescent health friendly services*. Geneva: WHO.
- Hawkes, S.....& Shaya, B. (2013). *Tracking cases of gender-based violence in Nepal: Individual, institutional, legal and policy analyses*. Kathmandu: CREHPA, UNDP.
- Hatcher, R.A. Rinehart, W. Blackburn, R. & Geller, J. S. (1997). *The essentials of contraceptives technology*. Baltimore: WHO/ USAID.
- Masters, W.H., Johnson, V. E. & Kolondy R. C. (2007). *Human sexuality (Indian edition)* New Delhi: Dorling Kindersley.
- MoH & Unicef (1996). *National maternity care*. Kathmandu: Authors.
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- Maharjan R.K & Maharjan S. K (2053 B.S). *Family life education*. Kirtipur: Population Education Unit, FoE, TU
- Maharjan, S.K. (2073 B. S). *Manav younikta ra prajanan swasthya*. (7th Ed.). Kirtipur: Sun Light Publication.
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- Tuitui, R. & Tuitui, S. (2064 B. S). *Prajajan swasthya*. Kathmandu: Prashanti Prakashan.

Far Western University
Faculty of Education

Course Title: **Basics Demographic Measures and Techniques**

Course No. : Pop. Ed.231(Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 3rd

Teaching hours: 45

1. Course Introduction

This course has been designed to acquaint the students with nature and scope of demography and its sources of demographic data. Specifically, this course intends to provide the students with demographic measures and techniques with reference to age-sex composition, nuptiality, fertility, morbidity, mortality, migration and population projection. It is expected that after completing this course the students will be able to develop the capacity to compute demographic measures as well as apply the demographic techniques.

2. General Objectives

The general objectives of this course are as follows:

- To acquaint the students with demography and sources of demographic data.
- To make the students able to compute and interpret various demographic measures.
- To develop the knowledge and skills on various demographic measures and techniques.
- To make the students able in utilizing demographic data according to need and situation.

- To equip the students with the knowledge and skills on population projection on the basis of past and present data.

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Introduce the demography and describe its scope and nature. • Discuss the relation of demography with other disciplines. • Identify the various sources of demographic data. • Explain the historical background, definition, applications and limitations of various sources of demographic data. 	<p>Unit I: Introduction of Demography(7 hours)</p> <p>1.1 Definitions, scope and nature of demography</p> <p>1.2 Relation of demography with other disciplines</p> <p>1.3 Sources of demographic data</p> <p>1.3.1 Population census (Historical background, definition, applications and limitations)</p> <p>1.3.2 Vital registration system (Historical background, definition, applications and limitations)</p> <p>1.3.3 Demographic surveys (historical background, definition, applications and limitations):- Nepal demographic and health survey (NDHS), National ageing survey, National family health survey (NFHS)</p>
<ul style="list-style-type: none"> • Compute the measures of age composition and analyze them. • Compute the measures of sex composition and analyze them. 	<p>Unit II: Age-Sex Composition (5 hours)</p> <p>2.1 Measures of age composition: Mean age, median age, index of ageing, dependency ratios,</p> <p>2.2 Measures of sex composition: Sex ratios, Sex ratio at birth, Sex ratio at death, Sex ratio of migrants, Age-sex pyramid</p>

<ul style="list-style-type: none"> • Define, prepare and analyze the age-sex pyramid. 	
<ul style="list-style-type: none"> • Conceptualize the definition of nuptiality and marital status. • Compute the measures of nuptiality and interpret them. • Define the fecundity and fertility. • Compute the period measures of fertility and interpret them. • Compute the cohort measures of fertility and interpret them. 	<p>Unit III: Nuptiality and Fertility (12 hours)</p> <p>3.1 Definition of nuptiality and marital status</p> <p>3.2 Measures of nuptiality: Proportion of married/widowed/divorced by age and sex, crude marriage rate, general marriage rate, age-specific marriage rate, mean/median age at first marriage</p> <p>3.3 Definition of fecundity and fertility</p> <p>3.4 Measures of fertility: Period measures:- Crude birth rate, General fertility rate, Age-specific fertility rate, General marital fertility rate, Age-specific marital fertility rate, Cohort Measures:- Total fertility rate, Total marital fertility rate, Gross reproduction rate and Net reproduction rate</p>
<ul style="list-style-type: none"> • Define the morbidity and mortality. • Compute the measures of morbidity and explain them. • Compute the measures of mortality and interpret them. 	<p>Unit IV: Morbidity and Mortality (10 hours)</p> <p>4.1 Definition of morbidity and mortality</p> <p>4.2 Measures of morbidity: Prevalence rate, Incidence rate and Case fatality ratio</p> <p>4.3 Measures of mortality: Crude death rate, Age-specific death rate, Cause-specific death rate, Infant mortality rate (neonatal mortality rate and post-neonatal mortality rate), Child mortality</p>

<ul style="list-style-type: none"> • Introduce the concept of life table. • Identify the importance and use of life table and life expectancy. 	<p>rate, Under-five mortality rate, Maternal mortality rate, Maternal mortality ratio</p> <p>4.4 Introduction and uses of life table and life expectancy</p>
<ul style="list-style-type: none"> • Define migration and describe the key terms of migration. • Classify the types of migration. • Calculate the direct measures migration and elucidate them. 	<p>Unit V: Measures of Migration (5 hours)</p> <p>5.1 Definitions of migration</p> <p>5.2 Key terms of migration: Circulation, Mobility, Commutation, migration and migration stream</p> <p>5.3 Types of migration: Internal and International</p> <p>5.4 Direct measures of migration: Crude immigration (in-migration) rate, Crude emigration (out-migration) rate, Net-migration rate, Gross migration rate</p>
<ul style="list-style-type: none"> • Introduce the concept of population estimation, forecast and projection. • Explain the need and importance of population projection and its types. • Describe various measures used in computing population change. • Compute and explain the concepts of rate of natural 	<p>Unit VI: Population Projection (6 hours)</p> <p>6.1 Concept of population estimation, forecast and projection</p> <p>6.2 Importance and uses of population projection</p> <p>6.3 Types of population projection</p> <p>6.4 Population change: The balancing equation, Rate of natural increase (RNI), Arithmetic growth rate, Geometric growth rate, Exponential growth rate and population doubling period</p>

<p>increase (RNI), arithmetic, exponential and geometric growth rate of population, population doubling period.</p>	
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4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture
- Problem- Solving
- Class presentation by students
- Group work/ pair work
- Project work/Assignments
- Demonstration
- Guest Lectures/Speakers

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUILIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24

Total	100
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Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Reference materials and books

Barclay, G.W. (1953). *Techniques of population analysis*. New York: South Asian Publishers.

Bhende, A.&Kanitkar, T. (1999). *Principles of population studies*. Bombay: Himalayan Publishing House.

Bisht, P.S. & Joshi, M. R. (2066). *Demographic techniques and measures*. Kathmandu: Bhudipuram Prakashan

Cox, P.R. (1990). *Demography*. New Delhi: Universal Book Stall.

Gosh, B.N. (1984). *A dictionary of demography*. New Delhi: Arnold Heinemann Publisers.

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

Jhingan, M.L., B.K. Bhatt & J. N. Desai (2005). *Demography*. New Dealhi: Vrinda Publication (P) Ltd.

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Pressat, R. (1972). *Demographic analysis*. New York: Aldine.

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Siegel, J.S. (2002). *Applied demography*. Sandiego: Academic Press.

Far Western University
Faculty of Education

Course Title: **Population and Quality of Life Education**

Course No. : Pop. Ed. 232 (Major) Nature of course: Theory

Level: B.Ed. Credit hours: 3

Semester: 3rd Teaching hours: 45

1. Course Description

The course is designed to impart students basic understanding of different variables related to quality of life and their impact on quality of life so that it will help them fundamental guideline to pursue advance study and empower to work in population related field as well.

2. General Objectives

On the completion of the course, the student teacher will able to:

- Explain the concept and importance of quality of life.
- Elucidate the dimension of human needs and quality of life.
- Describe and use of different approaches and methods of measuring quality of life.
- Identifying the demographic, economic, social, environmental, political and cultural factors and its impact on quality of life.
- Assist the students in highlighting the government efforts to raise the quality of life.

- Explain the issues relating to quality of life.
- Explain the quality of life of future generation.

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Delineate meaning and definitions of quality of life.• Explain the importance of quality of life in different aspects.• Delineate the dimension of human needs and quality of	Unit I: Introduction to Quality of Life (6) 1.1 Concept of quality of life and standard of living 1.2 Meaning and definitions of quality of life 1.3 Importance of quality of life: education, health, employment, income 1.4 Dimension of human need and quality of

<p>life</p>	<p>life</p> <ul style="list-style-type: none"> • Bio-physical needs • Psycho-social needs • Individual and felt needs
<ul style="list-style-type: none"> • Explain the concept of measurement of quality of life. • Discuss various types of measurement of quality of life. • Describe the basic needs approach. • Explain HDI and its measures • Explain PQLI, its measures Explain GEM, and its measures 	<p>Unit II: Measurement of Quality of Life (8)</p> <p>2.1 Concept of measurement of quality of life</p> <ul style="list-style-type: none"> • Qualitative aspects • Quantitative aspects <p>2.2 Concept of measurement of quality of life</p> <p>2.1.1 Basic needs approach</p> <p>2.1.2 Human development indicators (HDI)</p> <p>2.1.3 Physical quality of life indicators (PQLI)</p> <p>2.1.4 Gender empowerment measures (GEM): measures and trends</p>
<ul style="list-style-type: none"> • Explain the demographic factors in relation to quality of life. • Explain the economic factors of quality of life. • Explain the social factors of quality of life. • Describe the environmental factors of quality of life. • Describe political and cultural factors such as political stability, human rights and quality of life. 	<p>Unit III: Factors Affecting Quality of life (12)</p> <p>3.1. Demographic factors: (Population size and growth rate, migration, life expectancy, birth rate and death rate).</p> <p>3.2 Economic Factors (Per capita income, employment, infrastructure development, technological advancement, skilled and unskilled manpower).</p> <p>3.3 Social factors (Education, health</p>

	<p>services</p> <p>and facilities, social security and women empowerment).</p> <p>3.4 Environmental factors (Natural resources, environmental degradation and pollution, conservation and conservation of resources</p> <p>3.5 Political and cultural factors (Political stability, human rights, family welfare</p>
<ul style="list-style-type: none"> • Describe the recent government plan and policies on food supply. • Explain the recent government plan and policies on housing and clothing. • Describe the recent government plan and policies on education. • Discuss the recent government plan and policies on health service. • Discuss the recent government plan and policies on women empowerment. • Describe the recent government plan and policies on child protection 	<p>Unit IV: Government Efforts to Raise of Quality of Life in Nepal (8)</p> <p>4.1 Plan and policies on food supply</p> <p>4.2 Plan and policies on housing</p> <p>4.3 Plan and policies on clothing</p> <p>4.4 Plan and policies on education</p> <p>4.5 Plan and policies on health</p> <p>4.6 Plan and policies on Women empowerment</p> <p>4.7 Plan and policies on child protection</p> <p>4.8 Plan and policies on social security</p>

and social security.	
<ul style="list-style-type: none"> • Explain the concept ageing in relation to quality of life • Describe the concept of gender equally and equality in relation with quality of life • Describe the issue poverty in relation with quality of life • Delineate the issue of drug abuse and its relation with quality of life • Identify the concept of globalization in relation to quality of life. • Explain the brain drain problem and quality of life 	<p>Unit V: Issues of Quality of Life (7)</p> <p>5.1 Ageing 5.2 Gender difference 5.3 Poverty 5.4 Drug Abuse 5.5 Globalization 5.6 Brain drain/gain</p>
<ul style="list-style-type: none"> • Explain the concept of generation gap in relation to quality of life • Describe the concept of sustainable development and quality of life • Delineate the concept of carrying capacity • Describe the current challenges on quality of life of future generation 	<p>Unit VI: Quality of Life of Future Generation (4)</p> <p>6.1 Generation gap 6.2 Sustainable development and quality of life 6.3 Carrying capacity 6.4 Current challenges on quality of life in future generation: Child labour, child marriage, girls trafficking and drug abuse</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work

- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books and References

Central Bureau Of Statistics (CBS). (2012). *Population monograph of Nepal. Vol. 2 (Social demography)*. Kathmandu: Government of Nepal (GON), National Planning Commission Secretariat.

Joshi, M.R. (2073). *Quality of life*. Kathmandu: Bhudipuran Publication Pvt. Ltd.

National Planning Commission (NPC). (2016). *Fourteenth three year plan*: Kathmandu: Author

Population Education Unit. (1995). *Jansankhya shikshya ko Srot Pustak*, Kathmandu: Population Education Unit, FOE. T.U.

Population Reference Bureau (PRB). (2018). *The world Population Data Sheet*. Washington DC: Author

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

United Nations Development Programme (UNDP). (2018). *Global human development report*. New York: Author

World Bank. (2018). *The world development report*. Washington DC: Author

Far Western University
Faculty of Education

Course Title: **Demographic Theory**

Course No. :Pop. Ed. 241(Major)

Level: B.Ed.

Semester: 4th

Nature of course: Theory

Credit hours: 3

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge of different theories related to demography. This course deals with the various components such as ancient population theories, modern population theories, fertility theories, mortality theories, migration theories, and demographic transition theories.

2. General Objectives

The general objectives of this course are as follows:

- To provide students with understanding the concept of ancient population theories.
- To help students gain knowledge on modern population theories.
- To explain students on the fertility theories.
- To acquaint with students to develop the knowledge on mortality theories
- To explain students on migration theories
- To discuss on demographic transition theories.
- To compare sociological, mathematical and psychological theories of population

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept of ancient population theories. • Discuss about medieval writings of population 	<p>Unit I: Ancient and medieval theories on population(7)</p> <p>1.5 Concept of ancient population theories</p> <p>1.6 Ancient writings on Population</p> <p style="padding-left: 20px;">1.1.1 Ancient Chinese (Confucian)</p> <p style="padding-left: 20px;">1.1.2 Ancient Greek (Plato, Aristotle)</p> <p style="padding-left: 20px;">1.1.3 Ancient Indian (Kautilya)</p> <p style="padding-left: 20px;">1.1.4 Ancient Rome</p> <p>1.7 Mercantilist and Physiocratic views</p> <p>1.4 Political Arithmeticians' views.</p>
<ul style="list-style-type: none"> • Explain about modern theory of population • Familiarize students with Malthusian theory of population • Discuss about socialist and Marxist writings on population 	<p>Unit II: Modern theories of Population(9)</p> <p style="padding-left: 20px;">a. The Malthusian theory</p> <p style="padding-left: 40px;">2.2.1 The basic model</p> <p style="padding-left: 40px;">2.2.2 Criticisms of the model</p> <p style="padding-left: 20px;">b. Neo-Malthusian</p> <p style="padding-left: 40px;">i. Basic model</p> <p style="padding-left: 40px;">ii. Criticism</p> <p style="padding-left: 20px;">c. Socialist and Marxist writings</p> <p style="padding-left: 40px;">2.3.1 Socialist and Marxist writings</p> <p style="padding-left: 40px;">2.3.2 Early socialist</p> <p style="padding-left: 40px;">2.3.3 Marx and Engel</p>
<ul style="list-style-type: none"> • Explain the biological and proximate determinants of fertility. • Discuss economic theory of fertility 	<p>III. Fertility Theories(10)</p> <p style="padding-left: 20px;">3.1 Biological and proximate determinants</p> <p style="padding-left: 40px;">3.1.1 Intermediate variable framework of Davis and Blake</p> <p style="padding-left: 40px;">3.1.2 Proximate determinants model of Bongaarts</p> <p style="padding-left: 20px;">3.2 Economic theory of fertility</p>

<ul style="list-style-type: none"> • Discuss the migration theories 	<p>IV Migration theories(6)</p> <p>4.1 Ravenstein's Laws of migration</p> <p>4.2 Everett S Lee's hypotheses of migration</p> <p>4.3 Central Place theory</p> <p>4.4 Todaro's theory</p>
<ul style="list-style-type: none"> • Explain the mortality theories 	<p>V Mortality theories(6)</p> <p>5.1 Introduction to the epidemiological transition theory</p> <p>5.2 Mosley and Chen</p>
<ul style="list-style-type: none"> • Explain demographic transition theory • Discuss optimum theory of population 	<p>VI Other theories (7)</p> <p>5.1 Demographic transition theory</p> <p>5.1.1 The western experience</p> <p>5.1.2 The experience of developing country</p> <p>5.1.2 The criticisms</p> <p>5.2 Relevancy of demographic transition theory in the context of Nepal</p> <p>5.3 Optimum theory of population</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

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Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

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End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal:	40 %
External:	60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination

conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Readings

Bhende, Asha A. and Tara Kanitkar (1982). Principles of Population

Studies,(Bombay: Himalaya Publishing House. Bogue, Donald J. (1969).

Principles of Demography, New York: John Wiley and Sons, Inc.

Bongaarts John and Potter Robert G., 1983.Fertility, biology and behaviour.An analysis of the proximate determinants. New York, Academic Press, 230 p.

Bongaarts John and Watkins Susan C., 1996. Social interactions and contemporary fertility transitions, Population and Development Review, vol. 22(4), p. 639–682

Caldwell, J.C. (1982). Theory of Fertility Decline, London: Academic Press

De Bruijn BJ. 2006. Fertility: Theories, frameworks, models, concepts. In: Caselli G, Vallin J, WunschGJ, eds. Demography: Analysis and synthesis. New York: Academic Press, pp. 549569:

Demey, Paul, 2003. Population Policy: A concise summary. Population Research Divisiton Working Paper No 173, population Council.

John Hopkins University Mortality and Morbidity Trends and Differentials
Determinants and Implications for the Future

Joshi, M.R. (2073). Introduction to population studies. Kathmandu: Bhudipuran
Publication.

Shryock, Henry S., and Jacob S. Siegel, and Associates (1976). The Methods and
Materials of Demography, Condensed edition by Edward G. Stockwell ,
London: Academic Press, INC..

Far Western University
Faculty of Education

Course Title: **Population and Development**

Course No. : Pop. Ed. 242 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 4th

Teaching hours: 45

1. Course Introduction

This course is designed to acquaint the wider knowledge and understanding on population and development. It enables the students with concept, core values of development, characteristics of underdevelopment and basic demographic issues of development. More specifically, it equips students with views regarding population and development debate, relationship between population growth and economic development, poverty status, sustainable development and human resource management. After completion of this course, students will be able to develop their critical views on population and development.

2. General Objectives

The general objectives of this course are as follows:

- To enable students to conceptualize knowledge on concept of growth and development, core values of development, characteristics of underdevelopment and basic demographic issues of development.
- To equip students with views regarding the population and development.
- To provide the knowledge to examine the population and economic development.

- To enable the students with the capability of analyzing poverty status in Nepal.
- To make the students familiar with population and sustainable development.
- To develop the student's understanding on human resources and development.

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept of growth and development. • Delineate meaning, definition and core value of development. • Discuss underdevelopment and characteristics of underdevelopment. • Analyze basic demographic issues of development. 	<p>Unit – I: Concept of Development (8 hours)</p> <p>1.1 Concept of growth and development</p> <p>1.2 Meaning, definition and core values of development</p> <p>1.3 Underdevelopment and characteristics of underdevelopment</p> <p>1.4 Basic demographic issues of development: Employment, migration and population composition (population dividends, population ageing)</p>
<ul style="list-style-type: none"> • Discuss on population as development issue. • Devise various pessimistic perspective, optimistic perspective and neutralist perspective regarding the population and development. 	<p>Unit – II: Views Regarding the Population and Development Debate (9 hours)</p> <p>2.3 Population as development issue</p> <p>2.4 Pessimistic perspective: Population growth viewed as an obstacle to development (Malthus Theory, Coale and</p>

	<p>Hoover study, Enke's Investment model etc.)</p> <p>2.5Optimistic perspective: Population growth is conducive to development (Mercantilist views, Views of Colin Clark, and Ester Boserup</p> <p>2.6Neutralist/revisionist perspective: Need to study linkages between population change and development (Views of Simon Kuznes, Bloom and Willianson etc.)</p>
<ul style="list-style-type: none"> • Describe economic growth and economic development. • Clarify the concept of inequality in development. • Recognize socio-economic indicators of development and their computational formulae. • Discuss the relationship between population change and economic development. 	<p>Unit – III: Population and Economic Development (8 hours)</p> <p>a. Economic growth and economic development</p> <p>b. Concept of inequality in development</p> <p>c. Socio-economic indicators of development (per capita income, basic need index, human development index, physical quality of life index)</p> <p>d. Relation between population change and economic development</p>
<ul style="list-style-type: none"> • Delineate meaning of poverty, absolute poverty and relative 	<p>Unit – IV: Poverty Status in Nepal (7 hours)</p>

<p>poverty.</p> <ul style="list-style-type: none"> • Explain poverty line and poverty trap • Discuss the causes of poverty and its prevalence in Nepal • Describe the poverty reduction measures. 	<p>4.5Meaning of poverty</p> <p>4.6Absolute poverty and relative poverty</p> <p>4.7Poverty line and poverty trap</p> <p>4.8Causes of poverty and its prevalence in Nepal</p> <p>4.9Poverty reduction measures</p>
<ul style="list-style-type: none"> • Conceptualize sustainable development and its evolution. • Point out the principles and key indicators of sustainable development. • Discuss global movement and practice on sustainable development. • Analyze sustainable development movement and practice in Nepal. 	<p>Unit – V: Population and Sustainable Development (8 hours)</p> <p>5.1Concept of sustainable development and its evolution</p> <p>5.2Principles of sustainable development</p> <p>5.3Key indicators of sustainable development</p> <p>5.4Global movement and practice on sustainable development</p> <p>5.5Sustainable development movement and practice in Nepal</p>
<ul style="list-style-type: none"> • Define the concept of human resources • Explain human resource in relation to brain gain/brain drain • Describe the effects of population growth on human resources 	<p>Unit – VI: Human Resources and Development (5 hours)</p> <p>6.5Concept of human resources</p> <p>6.6Situation of human resource: Brain gain/brain drain</p> <p>6.7Effect of population growth on human</p>

	resources: Unemployment, violence, conflict, quality of life
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4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture
- Problem- Solving
- Class presentation by students
- Group work/ pair work
- Project work/Assignments
- Demonstration
- Guest Lectures/Speakers

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Reference materials and books

- Andrew Mason. (2007). *Demographic dividends: The past, the present, and the future (Chapter 4). Population change, labor markets, and sustainable growth towards a new economic paradigm*, by A. Mason and M. Yamaguchi (eds.). Elsevier Books.
- Bloom, D. E., Canning, D., & Sevilla, J. (2003). *The demographic dividend: A new perspective on the economic consequences of population change*. USA: RAND. <http://www.rand.org>.
- Bloom D. E. and Williamson J. G. (1997). Demographic change and human resource development in emerging Asia: Changes and challenges. *Asian Development Bank*, pp. 141– 197.
- Bloom D. E. and Williamson J. G. (1998). Demographic transitions and economic miracles in emerging Asia. *World Bank Economic Review*, 12, 419–455.
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- Central Bureau of Statistics (CBS) (2012). *Poverty in Nepal 2010/11*. Kathmandu: Government of Nepal.
- Coale A.J. and Hoover E. (1958). *Population growth and economic development in low-income countries*. Princeton, USA: Princeton University Press.
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- Demeny, P., & McNicoll, G. ed. (2003). *Encyclopedia of Population*. New York: Macmillan Reference.
- Devraj Ray (1999). *Population Growth and Economic Development (Chapter-9). Development Economics*. Oxford India Paperbacks.
- Ehrlich P. (1968) *The population bomb*. New York, USA: Ballentine.
- Ester Boserup (1996). Development Theory: An Analytical Framework and Selected Application. *Population and Development Review*, Vol. 22, No. 3 (Sep., 1996), pp. 505-515.
- Five Year Plans of Nepal* (various issues)

- Gould, W.T.S. (2009). *Population and development*. UK: Routledge
- Haq, Mahbubul, 1995, "The Human Development Paradigm", Reflection on Human Development, Chapter 2 and 3, Oxford University Press, reproduced in Fukuda-Parr, Sakiko and A.K., Shiva Kumar (eds.), Readings in Human Development, Second Edition, 2005 (New York: Oxford University Press), pp. 17-34.
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- Lafferty, William M. and OlufLannghlille (1999). Sustainable development as concept and norm. In William M. Lafferty and OlufLannghlille (eds.), *Towards sustainable development: On the goals of development – and conditions of sustainability (pp 1-29)*. London: Macmillan Press
- Lekhi, R.K. (2008). *Economic Development and Planning. New Delhi: Kalyani Publishers.*
- Malthus T. R. (1978). *An essay on the principle of population*. London, UK: W. Pickering, (reprinted 1986).
- Martin, J. (2010). *Key concepts in human resource management*. New Delhi: Sage.
- National Planning Commission (NPC) (2016). *Fourteenth three-year plan (2016/17-2018/19)*. Kathmandu: Government of Nepal
- National Planning Commission (NPC) (2016). *Plan approach paper*. Kathmandu: NPC
- National Planning Commission (NPC) (2017). *Nepal's sustainable development goals, Baseline Report June 2017*. Kathmandu: Government of Nepal.
- National Planning Commission (NPC) (2017): *Nepal's Sustainable Development Goals, Baseline Report, 2017*. Kathmandu, Nepal: Government of Nepal, NPC.
- Nigel Crook. (1997). *Principles of population and development Part I: Population and subsistence: theories and evidences*. UK: Oxford University Press.
- NPC (2011) *Thirteenth Plan(2070/2071-2072/2073)*. Kathmandu: NPC

R H Cassen (Ed) (1985). *Population and development: Old debates, new conclusions*. Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC.

Sen, A. (2002). *Development as freedom*. New Delhi: Oxford University Press.

Sharma, Pitamber (2003). *Population monograph of Nepal, Vol. I: Urbanization and development*. Kathmandu: CBS.

Tanka Pd. Acharya Foundation, DFID, The World Bank (2008). *Caste, Ethnic and Gender Dimensions of Nepal's Populations: A Statistical Analysis, 1991 - 2001*.

Thirwall, A. P., (2003). *Growth and development with special reference to development economics*. London: Macmillan Press Ltd.

Todaro, M.P & Smith, S.C. (2010). *Economic Development (10th edition)*. Delhi: Pearson Education Asia.

UNDP (2014). *Human Development Report- 2014*.

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UNESCO (2004). *Planning Human Resources: Methods, experience and practices*
Paris: Author

United Nations (2005). *Population Challenges and Development Goals*, New York: UN Population Division, Department of Economic and Social Affairs.

United Nations Development Programme (UNDP (2007). *Human development report 2007/2008*. New York (NY): UNDP

United Nations Development Programme, *Human Development Reports from 1990 to latest subsequent updates*.

World Bank, *World Development Reports* (various issues).

Far Western University
Faculty of Education

Course Title: **Population Policy**

Course No. : Pop. Ed. 243(Major)

Level: B.Ed.

Semester: 4th

Nature of course: Theory

Credit hours: 3

Teaching hours: 45

1. Course Description

This course is designed to introduce the students the basic knowledge of population policy. This course deals with concept and definition of population policy, historical background of population policy, socio-economic development, demographic dividend and window of opportunity, national and international population policies and emerging issues related to population.

2. General Objectives

The general objectives of this course are as follows:

- To understand concept and definition of population policy.
- To familiarize the history of population policy.
- To discuss demographic dividend and window of opportunity
- To provide knowledge of international population policy.
- To describe the population policy of Nepal.
- To understand relationship between population policy and development

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Understand the concept and evolution of population policy.• Discuss the types and importance of population policy	<p>Unit I: Concept, types and definition of Population Policy(8)</p> <p>1.8 Concept and definition of population policy</p> <p>1.9 Types of population policy</p> <p>1.10 Evolution of population policy</p> <p>1.11 Importance of population policy</p>

<ul style="list-style-type: none"> • Explain the various types of population influencing policies. 	<p>Unit II: Population influencing policies(8)</p> <ol style="list-style-type: none"> Fertility influencing policies Mortality influencing policies Migration influencing policies Population responsive policies
<ul style="list-style-type: none"> • Elucidate the interrelationship of population policy and development issues • Describe demographic dividend 	<p>III. Population policy and socio economic development(8)</p> <ol style="list-style-type: none"> 3.1 Implication of population growth on education, health, employment, resources, environment, housing, urban development 3.2 Population policy and development planning 3.3 Demographic dividend, window of opportunity and challenges 3.4 Translating demographic dividend in national development.
<ul style="list-style-type: none"> • Discuss population policies in different international population summit • Discuss the population policies of developed and developing countries. 	<p>IV. International population policies (6)</p> <ol style="list-style-type: none"> 4.1 Population policies in developed country: US, UK, Australia, Japan 4.2 Population policies in developing country: China, Malaysia, India
<ul style="list-style-type: none"> • Elucidate the population policy of Nepal • Discuss the long term population policy of Nepal 	<p>V. Population policy in Nepal(9)</p> <ol style="list-style-type: none"> 5.1 Review of Population Policies of Nepal 5.2 Population Policy in different 5-year plans of Nepal 5.3 Long term population policy 5.4 Recent population policy 5.5 Future prospects of population policy
<ul style="list-style-type: none"> • Explain emerging issues focused in millennium development goals and 	<p>VI. Emerging issues in population policy (6)</p> <ol style="list-style-type: none"> 6.1 Achievements of millennium development goals in Nepal 6.2 Sustainable development goals and

sustainable development goals.	Population challenges
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Note: The figures in the parentheses indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended readings

- Bhende, Asha A. and Tara Kanitkar (1982). *Principles of Population Studies*, (Bombay: Himalaya Publishing House.
- Bisht, P. S. & Joshi, M.R. (2075). *Foundation of Population education*. Kathmandu: Bhudipuram Publication.
- Caldwell, J.C. (1982). *Theory of Fertility Decline* , London: Academic Press.
- Demeny, Paul (2003). *Population Policy: A Concise Summary*, Policy Research Division Working Paper No. 173, Population Council.
- Demeny, paul, 2003. *Population policy: A concise summary*, Policy research division working paper no 173, Population council.
- Joshi, M. R. (2074). *Population of Nepal*. Kathmandu: Bhudipuram Publication.
- Kent, Mary M. Carl Haub, December (2005). "Global Demographic Divide," *Population Bulletin*, Vol. 60, No. 4, Population Reference Bureau: Washington D.C.
- Shryock, Henry S., and Jacob S. Siegel, and Associates (1976). *The Methods and Materials of Demography*, Condensed edition by Edward G. Stockwell , London: Academic Press, INC.
- Singh Jota Shankar 1998. *Creating a new consensus on population*. (London: Earthscan publication sltd)

Far Western University
Faculty of Education

Course Title: **Basics of Population Education**

Course No. : Pop. Ed. 244 (Minor)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 4th

Teaching hours: 45

1. Course Description

This course has been designed to provide students with basic knowledge on foundation of population education. This course aims at developing an understanding of the concepts of population education and familiarize them with the development of population education, need of population education, relationship of population education with different disciplines, determinants of population change, consequences of population growth, measures of control of population growth and population education programs launched by different agencies.

2. General Objectives

The general objectives of the course are as follows:

- To make the students able in delineating the conceptualization and objectives of population.
- To enable the students in analyzing the population situation of the world and of population situation of the SAARC countries.
- To make the students familiar with the determinants of population change.
- To develop the capacity of examining the consequences of population growth and its control measures.
- To familiarize the students with the classification of the population policy and explain population characteristics.
- To orient the students with the population policies and programs of different development plan.
- To acquaint the students with the population education programs of formal and non-formal sectors.
- To enable the students with population and development

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Delineate the meaning, importance and objectives of population education. • Describe the philosophy and principles of population education. • Identify the scopes and major contents of population education. • Show the relationship of population education with other disciplines. • Explain the need of teachers preparation in population education.. 	<p>Unit I: Concept of Population Education (8)</p> <p>1.1 Concept and importance of population education</p> <p>1.2 Aims and objectives of population education</p> <p>1.3 Philosophy and principles of population education</p> <p>1.4 Scopes and major contents areas of population education</p> <ul style="list-style-type: none"> • Demography • Determinants of population change • Consequence of rapid population growth • Human sexuality and reproduction • Planning for future <p>1.5 Relation of population education with other discipline Such as: sociology, economics, geography, statistics, home science, health education, environment science, demography and anthropology</p> <p>1.5 Teachers preparation in population education</p>
<ul style="list-style-type: none"> • Discuss the trend of population growth of the world. • Compare the population size and growth of developed and developing countries. • Describe current 	<p>Unit II: World Population Situation (7)</p> <p>2.1 Growth of world population</p> <p>2.2 Comparison of population of some developed countries (USA, UK, Japan, Australia) and developing countries (Nigeria, Brazil, China and Somalia)</p> <p>2.3 Current population situation of the SAARC</p>

<p>population situation of SAARC countries.</p> <ul style="list-style-type: none"> • Discuss types and uses of population pyramid 	<p>countries (Size, Growth, Fertility and mortality)</p> <p>2.4 Population pyramid (types and uses)</p>
<ul style="list-style-type: none"> • Clarify and distinguish between fertility and fecundity. • Discuss the determinants of fertility • Analyze the fertility differentials with examples. • Define mortality, express the determinants of mortality and its differentials with examples. • Clarify the meaning of migration. • Classify the types of migration. • Analyze the determinants and impacts of migration. 	<p>Unit III: Determinants of Population Change (7)</p> <p>3.1 Fertility</p> <p>3.1.1 Determinants of fertility (general)</p> <p>3.1.2 Fertility differentials</p> <p>3.2 Mortality</p> <p>3.2.1 Determinants of mortality</p> <p>3.2.2 Mortality differentials</p> <p>3.3 Migration</p> <p>3.3.1 Migration and it's types</p> <p>3.3.2 Determinants of migration (push and pull factors)</p> <p>3.3.3 Impacts of migration</p>
<ul style="list-style-type: none"> • Delineate the meaning of rapid population growth. • Examine the consequences of rapid population growth on different aspects. • Elucidate the direct and indirect measures of population managements. • Discuss role of different organization in population management. 	<p>Unit IV: Population Growth and its Management (9)</p> <p>4.1 Consequences of Rapid Population growth (RPG) on:</p> <p>4.1.1 Food and nutrition</p> <p>4.1.2 Health facilities and health services</p> <p>4.1.3 Housing</p> <p>4.1.4 Social security</p> <p>4.1.5 Natural resources</p> <p>4.1.6 Environment/Ecosystem</p> <p>4.1.7 Economic development</p> <p>4.2 Population management (Direct and Indirect)</p>

	4.3 Role of different organization in population management.
<ul style="list-style-type: none"> • Define population policy. • Highlight the characteristics of population policy. • Classify population policy. • Analyze and examine the population policies of different plan. • Discuss the population education programme conducted by formal as well as non formal sectors and NGOs / INGOs. 	<p>Unit V: Population Policies and Programs (9)</p> <p>5.1 Concept of population policy and population programme</p> <p>5.2 Characteristics of population policy</p> <p>5.3 Classification of population policy</p> <p>5.4 Population policies and plan of Nepal</p> <p>5.5 Population education program in formal and non-formal sectors (focusing objective and activities)</p> <p>5.5.1 Formal sectors:</p> <ul style="list-style-type: none"> • GON <ul style="list-style-type: none"> - MOE: Curriculum Development Centre (CDC), National Centre for Education and Development (NCED), Higher Secondary Education Board (HSEB) - T.U.: Faculty of Education and Central Department of Population Studies - Open distance learning <p>5.5.2 Non formal Sectors</p> <ul style="list-style-type: none"> • MOE: Ministry of Health and Population and National Non Formal Education Centre • NGOs: FPAN and Nepal Red Cross Society • INGOs: UNFPA, UNESCO, UNICEF
<ul style="list-style-type: none"> • Explain population and gender development • Discuss women empowerment • Describe role of women in population development • Discuss ageing and role of elderly people in 	<p>Unit VI: Population and Development (5)</p> <p>6.1 Population and gender development</p> <p>6.2 Women empowerment</p> <p>6.3 Role of women in population development</p> <p>6.4 Economic development and growth</p>

development • Explain economic development and growth	
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Note : Figures in the parenthesis indicates the approximate no. of period for a unit.

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question-answer

6. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

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Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

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Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

7. Recommended Books

Bhende, A. & Kanitkar, (2012), *Principles of Population Studies*. Delhi: Himalaya Publishing House.

Bisht, P.S. & Joshi, M. R. (2075). *Foundation of population education*. Kathmandu: Bhudipurana Prakashan Pvt. Ltd.

Central Bureau of Statistics (CBS). (2014). *Population Monograph of Nepal. Vol. I, II & III*. Kathmandu: Author.

Faculty of Education (FOE/TU) (1995), *Population education source book*. Kirtipur: Author

FOE IUCN (2000), *Environmental Education Source Book for Bachelor of Education Programme*. Kathmandu: IUCN (for Unit: 4)

National Planning Commission (NPC). *Developmental plans in different five years and three years plan periods*. Kathmandu: Author.

Population Reference Bureau (PRB). (recent). *The World Population Data Sheet*. Washington D.C.: Author

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

Shryyock H.S. (1977). *The Methods and Materials of Demography*. New York: Academic Press, INC.

Far Western University
Faculty of Education

Course Title: **Population and Family Life Education**

Course No. : Pop. Ed. 351 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 5th

Teaching hours: 45

1. Course Description

This course is designed to identify the interrelationship between family life, sex behavior and gender perspective. It intends to familiarize the prospective teachers with the basic information on family life, gender perspective and reproductive health behavior through lecture, discussion, demonstration, etc. Attempts are made to develop attitudes and skills necessary for happy family life and healthy reproductive health and sexual health behaviors by using appropriate instructional strategies and schemes of evaluation.

2. General Objectives

On the completion of the course, the student teacher will be able to:

- Identify and explain the basic concepts and significance of family and family life.
- Explain the structure and functions of a family and the role of family life in the development of the individual.
- Examine the emerging trend of the present family life in Nepalese society.
- Identify the roles of parents in the family life education of the children emphasizing on skill aspect.
- Explain the effects of drugs and alcohol
- Discuss the human reproductive system.
- Discuss the concept of human sexuality and sexual characteristics according to developmental stages of human being.
- Specify the concept of gender perspective and rights in Nepalese society.
- State the meaning, importance and objectives of family planning.

Describe the knowledge, attitude and practice of common methods of birth control.

Clarify the concept, importance and significance of maternal and child health care.

Describe the issues of reproductive health process

3. **Specific objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"> • Delineate meaning, scope and objectives of family life education. • Explain the importance and factors determining family life education. • Delineate the concept and importance of life skill education 	<p>Unit I: Introduction to Family Life Education (7)</p> <p>1.5 Concept of family life education 1.6 Objectives of family life education 1.7 Scope of Family life education 1.8 Need and importance of family life education 1.9 Factors determining family life 1.10 Concept and importance of life skill education</p>
<ul style="list-style-type: none"> • Explain the concept, meaning and definition and types of family. • Discuss various components and functions of family. • Describe the need, origin and emerging trend of family. • Explain family life cycle. 	<p>Unit II: Introduction to Family (6)</p> <p>2.2 Concept and types of Family 2.3 Components of family 2.4 Functions of family 2.5 Need of family 2.6 Origin of family 2.7 Family life cycle</p>
<ul style="list-style-type: none"> • Discuss the role and responsibilities of parents in the family. • Explain the family needs and resources • Explain the concept of marriage and its types. • Describe the concept of minimum legal age at marriage, appropriate age at 	<p>Unit III: Responsible Parenthood (6)</p> <p>3.1. Role and responsibilities of parents in the family: Care (love and affection), fulfillment of family needs, educating</p>

<p>marriage and teenage marriage.</p> <ul style="list-style-type: none"> • Describe right and obligation of husband and wife • Elucidate the concept of pre-marriage and parenting education • Delineate the problem of addiction of tobacco, alcohol and drug. 	<p>children maintain healthy relationship.</p> <p>3.2 family needs and resources: Food, clothing, housing, education, health services, security, transportation, communication, recreation.</p> <p>3.3 Marriage</p> <p>3.3.1 Concept of marriage</p> <p>3.3.2 Types of marriage</p> <p>3.3.3 Appropriate age at marriage</p> <p>3.3.4 Legal and ideal age at marriage</p> <p>3.3.5 Teenage marriage and its consequences</p> <p>3.3.6 Right and obligation of husband and wife</p> <p>3.3.7 Pre-marriage education</p> <p>3.3.8 Parenting education</p> <p>3.4 Addiction of tobacco, alcohol and drug</p>
<ul style="list-style-type: none"> • Describe the concept, objectives, need and importance of family planning. • Explain different types of means and methods of family planning. • Describe the prenatal, intra-natal, postnatal and 	<p>Unit IV: Family Planning and MCH Care</p> <p style="text-align: right;">(12)</p> <p>4.1 Concept of family planning</p> <p>4.2 Objectives of family planning</p> <p>4.3 Need and importance of family</p>

<p>neonatal health care.</p> <ul style="list-style-type: none"> • Discuss the infant and child care system and breast feeding. • Elucidate the concept of immunization of mother and child. • State the concept of nutrition for mother and child. 	<p>Planning</p> <p>4.4 Delay first pregnancy</p> <p>4.5 Means and methods of family Planning</p> <p>4.5.1 Emergency contraceptives</p> <p>4.5.2 Spacing contraceptives</p> <p>4.5.3 Natural methods</p> <p>4.5.4 Permanent methods</p> <p>4.6 Maternal and child health care</p> <p>4.6.1 Pre natal or antenatal care</p> <p>4.6.2 Intra natal or delivery care</p> <p>4.6.3 Post natal care</p> <p>4.6.4 Neonatal care</p> <p>4.6.5 Care of infant and child</p> <p>4.6.6 Immunization of mother and Child</p> <p>4.6.7 Breast feeding</p> <p>4.6.8 Nutrition for mother and child</p>
<ul style="list-style-type: none"> • Explain the concept of gender based violence and its types • Describe the causes, consequences and impact 	<p>Unit V: Gender Perspective and Rights (8)</p> <p>5.7 Concept of gender based violence</p> <p>5.8 Types of gender based violence</p> <p>5.9 Causes of gender based violence</p> <p>5.10 Consequences of gender based</p>

<p>of gender based violence</p> <ul style="list-style-type: none"> • Elucidate the measures of prevention and management of gender based violence • Identify the various types reproductive rights and child rights 	<p>violence</p> <p>5.11 Impact of gender based violence</p> <p>5.12 Prevention and management of gender based violence</p> <p>5.13 Reproductive rights and child rights</p>
<ul style="list-style-type: none"> • Explain the structure and functions of male and female reproductive system. • Describe the concept of reproductive health process in terms of menstruation, ovulation, structure and function of breast, sperm formation, wet dreams and sex determination. • Delineate the concept of human sexuality and developmental stages and sexual characteristics. 	<p>Unit VI: Reproductive and Sexual Health</p> <p style="text-align: right;">(6)</p> <p>6.1 Male reproductive system</p> <p>6.2 Female reproductive system</p> <p>6.3 Reproductive health process: Menstruation, Ovulation, Structure and function of Breast, Sperm formation, Wet dreams, Sex determination</p> <p>6.4 Concept of human sexuality</p> <p>6.5 Development stages and sexual characteristics</p>

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

3. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

6. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It

carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

Recommended Books and References

- Bisht, P. S. & Joshi, M.R. (2007). *Family life education*. Kathmandu: Bhudipuran Publication Pvt. Ltd.
- Bisht, P. S. & Joshi, M.R. (2074). *Population studies part-II*. Kathmandu: Bhudipuran Publication Pvt. Ltd.
- Maharjan. R. K. & Maharjan, S.K. (2053), *Family life education*. Kathmandu : Population Education Unit. FOE. TU.
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- Pokharel, N. (1986), *Pariwar niyojan ko sahi tarika*. Kathmandu : Family Health Project IOM.TU.
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- Population Education Unit. (2061). *National resource book on sexual and reproductive health*. Kathmandu: Population Education Unit. Faculty of Education. T.U.
- Sharma, S. & Bhandari, S. (2057). *Family life education*. Kathmandu: Family Planning Association of Nepal.
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- Joshi, M.R. (2073). *Quality of life*. Kathmandu: Bhudipuran Publication Pvt. Ltd.
- National Planning Commission (NPC). (2016). *Fourteenth three year plan*: Kathmandu: Author
- Population Education Unit. (1995). *Jansankhya shikshya ko Srot Pustak*, Kathmandu: Population Education Unit, FOE. T.U.
- Sharma, R.C. (1988). *Populatio, resource, environment and quality of life*. New Delhi: Dhanpat Rai and Sons.
- United Nations Development Programme (UNDP). (2018). *Global human development report*. New York: Author
- World Bank. (2018). *The world development report*. Washington DC: Author

Far Western University
Faculty of Education

Course Title: **Population and Gender Development**

Course No. : Pop. Ed. 352 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 5th

Teaching hours: 45

1. Course Introduction

This course is designed to acquaint the students with basic understanding of population and gender development. More specifically, it enables students to provide conceptual, theoretical and empirical knowledge on gender and development, gender and work, gender issues and dimensions, socio-economic status of women and national initiatives regarding women's empowerment and development. After completion of this course, students will be able to develop the knowledge and understanding about misconception and terminology of gender study, gender specific roles, dimensions of gender and development, women status and gender empowerment based national initiatives.

2. General Objectives

The general objectives of this course are as follows:

- To develop knowledge and understanding about misconception and terminology used in gender study.
- To equip the students with deeper understanding on dimensions of gender and development.

- To enable the students with the capability of analyzing gender specific roles, work division, power relation, access to economic resources and changing gender roles.
- To acquaint the students in understanding the gender issues and dimensions of Nepal.
- To make the students familiar with women status in Nepal.
- To enable the students in knowledge and understanding of national initiative regarding women's empowerment and development in Nepal.

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Conceptualize gender as social construction and sex as biological construction. • Discuss about misconception of gender study. • Define basic terminology used in gender. 	<p>Unit – I: Concept of gender (7 hours)</p> <p>1.1 Gender as social construction 1.2 Sex as biological construction 1.3 Misconception of gender study 1.4 Basic terminology used in gender: Gender equality, gender equity, gender discrimination, gender mainstreaming, gender budgeting, gender accounting, gender based violence</p>
<ul style="list-style-type: none"> • Explain history of women's movement. • Discuss women in development. • Describe women and development. • Explain gender and development. • Interpret WID and GAD practice in Nepal. 	<p>Unit – II: Dimensions of Gender and Development (9 hours)</p> <p>2.1 History of women's movement 2.2 Women in development (WID) 2.3 Women and development (WAD) 2.4 Gender and development (GAD) 2.5 WID and GAD practice in Nepal</p>
<ul style="list-style-type: none"> • Discuss gender specific roles in Nepalese society. • Analyze work division and 	<p>Unit – III: Gender and Work (9 hours)</p> <p>a. Gender specific roles in Nepalese society</p>

<p>power relation.</p> <ul style="list-style-type: none"> • Explain multiple roles of women • Identify women's access to economic resources. • Examine women's political participation and women autonomy. • Describe achievements and challenges of gender roles. 	<p>b. Work division and power relation</p> <p>3.3 Multiple roles of women: Reproductive role and productive role</p> <p>3.4 Women's access to economic resources</p> <p>3.5 Women's political participation and women autonomy</p> <p>3.6 Changing gender roles- achievements and challenges</p>
<ul style="list-style-type: none"> • Define and discuss about gender equality and equity. • Describe gender discrimination and inequality. • Explain dimensions and basis of exclusion in Nepal. • Identify gender based violence. • Discuss gender mainstreaming in Nepal. 	<p>Unit – IV: Gender Issues and Dimensions in Nepal (8 hours)</p> <p>4.1 Gender equality and equity</p> <p>4.2 Gender discrimination and inequality</p> <p>4.3 Dimensions and basis of exclusion in Nepal</p> <p>4.4 Gender based violence – root to gender inequality</p> <p>4.5 Gender mainstreaming in Nepal</p>
<ul style="list-style-type: none"> • Appraise trends of women population. • Describe socio-economic status of women in Nepal. 	<p>Unit – V: Status of Women in Nepal (5 hours)</p> <p>5.1 Trends of women population</p> <p>5.2 Socio-economic status of women</p> <ul style="list-style-type: none"> • Education status • employment status • migration status • income level • health status • political status
<ul style="list-style-type: none"> • Describe women empowerment and development. • Discuss women's rights in 	<p>Unit–VI: National Initiatives for Women's Empowerment and Development (7 hours)</p>

constitution of Nepal. • Illustrate national initiatives for women in different periodic development plans and programmes.	6.1 Women empowerment and development 6.2 Women's rights in constitution of Nepal 6.3 Women in periodic development plans and programmes (sixth five year plan (1980-85) and onwards)
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4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture
- Problem- Solving
- Class presentation by students
- Group work/ pair work
- Project work/Assignments
- Demonstration
- Value clarification
- Guest Lectures/Speakers

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Reference materials and books

- Acharya, M. (2007 updated). Gender equality and empowerment of women. Kathmandu: UNFPA.
- Acharya, M. (2001). Women and Economy: The Key Issues. In Manandhar, L. & Bhattachan, K. (Eds.), Gender and Democracy in Nepal. Kathmandu: Central Department of Home Science & Women's Studies Program, Tribhuvan University and FES.
- Acharya, M. (2003). *Efforts at promotion of women in Nepal*. Kathmandu: Tanka Prasad Acharya Memorial Foundation, Friedrich-Ebert-Stiftung (FES).
- Asian Development Bank. (2010). *Overview of gender equality and social inclusion in Nepal*. Asian Development Bank.
- Bhadra, C. (2005). Rationale of Gender Mainstreaming and Efforts Made in Nepal. Hamro Sansar (*A Journal of Women's Studies*) Issue 4., April 2005.
- Bhasin, K. (2000). *Understanding gender*. New Delhi: Kali for Women.
- Bhattacharya, P.C. (2006). Economic development, gender inequality, and demographic outcomes: Evidence from India. *Population and Development Review*, 32(2), 263–291.
- Boserup, E. (1970). *Women's role in economic development*. New York: George Allen & Unwin Ltd.
- DFID/World Bank (2006). *Unequal citizens: Gender, caste and ethnic exclusion in Nepal*. Kathmandu: World Bank/DFID.
- Institute for Integrated Development Studies (IIDS) and United Nations Development Fund for Women (UNIFEM) (2004). *Status and dimensions of trafficking within Nepalese context*. Kathmandu: Modern Printing Press.

- International Organization for Migration (IOM). (nd.) *Migration and gender: The legal framework and global agenda, gender issues and migration policy*. Section 2.10.
- Kabeer, N. (2008). *Gender, labour markets and poverty: An overview*. In Dag Ehrenpreis (ed.), *Poverty in Focus: Gender Equality*. International Poverty Centre, No. 13, January 2008.
- Martin, C.L., & Dinella, L.M. (2001). Gender development: Gender schema theory, in Worell, J. (ed.), *Encyclopedia of Women and Gender*. Academic Press.
- Ministry of Women, Children & Social Welfare. (2004). *National plan of action on gender equality and women empowerment*. Kathmandu: MoWCSW.
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- Pradhan, B. (2006). *Gender and human development in Nepal*. in Pande, S.R., Tropp, S., Sharma, B., & Khatiwada, Y.R. (eds.). *Nepal: Readings in Human Development*. Kathmandu: UNDP.
- Razavi, S. and C. Miller (1995). *From WID to GAD: Conceptual shifts in the women and development discourse*.
- Reddock, R. (2000). *Why gender? Why development?* (Chapter 2) in Parpart, J.L., Connelly, M.P., & Barriteau, V.E. (eds.) *Theoretical Perspective on Gender and Development*. Ottawa, ON, Canada: International Development Research Centre (IDRC).
- Rhonda, S., Elson, D., Costa, M., & Dev, S.V. (2009). *Gender responsive budgeting in the Asia Pacific Region: The Case of Federal Democratic Republic of Nepal*.
- Ritu, M. (ed), (2003). *Say no to gender based violence: Responses from South Asia*. India: UNIFEM.

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

Subedi, G. (2010). *Population and social justice*. Kathmandu: KritiPrakashan.

Tinker, I. (Ed). (1990). *Persistent inequalities: Women and world development*. New York: Oxford University Press.

WB (2005). *Citizens with (out) rights: Nepal gender and social exclusion assessment*. Kathmandu: WB.

WB (2011). *World development report 2011*. Washington: WB.

महिला, बालबालिका तथा समाज कल्याण मन्त्रालय ९दृण्टज्ञ०। लैङ्गिक समानता तथा महिला सशक्तीकरण राष्ट्रिय कार्ययोजना २०६१ ।

राष्ट्रिय महिला आयोग ९दृण्टज्ञ०। नेपालमा महिलाको सामाजिक, आर्थिक तथा राजनीतिक अवस्था: एक अध्ययन। राष्ट्रिय महिला आयोग

राष्ट्रिय योजना आयोग (२०५५), नवौं योजना, काठमाडौं : रा.यो.आ. ।

राष्ट्रिय योजना आयोग (२०५९), दशौं योजना, काठमाडौं : रा.यो.आ. ।

राष्ट्रिय योजना आयोग (२०६३/६४), एघारौं योजना, काठमाडौं : रा.यो.आ. ।

राष्ट्रिय योजना आयोग (२०६७/६८), बाह्रौं योजना, काठमाडौं : रा.यो.आ.

Far Western University
Faculty of Education

Course Title: Population Planning and Management

Course No. : Pop. Ed.353(Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 5th

Teaching hours: 45

1. Course Description

This course is designed to acquaint the students with knowledge and skills about the activities of population policies, planning and management issues with reference to Nepal. Specifically, this course intends to provide the prospective teachers with critical knowledge on population policies, program, planning and management.

2. General Objectives of the Course

The general objectives of this course are as follows:

- To make the students familiar with the knowledge on the population policies, planning and management.
- To develop the understanding about the global population policies and program.
- To make the students familiar with the concept of population planning.
- To make the students familiar with the process of population management.
- To enable the students in understanding the basic approach of population management.

3. Specific Objective and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">▪ Clarify the meaning, definition and importance of population planning▪ Analyze the ICPD, 1994▪ Discuss the MDGs▪ Explain the SDGs	<p>Unit I: Introduction to Population planning and management (12)</p> <p>1.12 Concept of population planning and management</p> <p>1.13 Need and importance of population planning</p> <p>1.14 Population policies by ICPD, 1994</p> <p>1.15 Millennium Development Goals</p> <p>1.16 Sustainable Development Goals</p>

<ul style="list-style-type: none"> ▪ State the meaning, definition and importance of population planning ▪ Discuss different sectors of planning ▪ Explain the planning to promote the population. 	<p>Unit- II Population Planning in Nepal 8</p> <p>2.1 History of population planning</p> <p>2.2 Need and importance of population planning</p> <p>2.3 Different sectors of planning (Health, education, employment, and occupation)</p> <p>2.4 Planning to promote the population of different ages and sexes</p>
<ul style="list-style-type: none"> ▪ Explain the policy related to family planning. ▪ Describe the family planning policy and program in Nepal. ▪ Discuss the role of FPAN and other I/NGO in population management 	<p>Unit III: Family planning policy and programs 5</p> <p>3.1 Policy related to family planning in Nepal</p> <p>3.2 Family planning program in Nepal</p> <p>3.3 Role of FPAN in population management</p>
<ul style="list-style-type: none"> ▪ List out the various approaches of management ▪ Describe the main approaches of population management. 	<p>Unit- IV Basic Approaches of Population Management 10</p> <p>4.1 IEC Approach</p> <p>4.2 Incentives and disincentives approach</p> <p>4.3 Human resource development approach</p> <p>4.4 Integration approach</p>
<ul style="list-style-type: none"> ▪ State concept of population management ▪ Discuss evolution and importance of population management ▪ Describe the role of different organizations. 	<p>Unit- V Population Management in Nepal 10</p> <p>5.1 Need and importance of population management</p> <p>5.2 Evolution of population management in Nepal</p> <p>5.3 Role of government organization in population management</p> <p>5.4 Role of NGO and INGO in population management</p>

4. Instructional Techniques

The instructional techniques for this course are as below.

- Lecture and computing practices

- Participatory approaches
- Guest lecturers and resource persons
- Review of books, data sheet, monograph, research report etc.
- Group work, report writing, seminar and presentation

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books/Materials

CBS (2013), Population National Report- Central Bureau of Statistics, Kathmandu.

MoHP (2013), Annual Population Report of Nepal, Kathmandu Author.

NPC (2007) Three year interim plan (2006/07 - 2009/10) Kathmandu Author.(For Unit- I-II)

NPC (2010).*Nepal millennium development goals progress report*. Kathmandu: Author. (For Unit- I-II)

NPC (2015).Sustainable Development goals.UNDP, NPC/HMG, Nepal.

UN (2011).*Human development report*: New York: Author (For Unit- I-V)

UNDP (2002).Millennium Development goals.UNDP, NPC/HMG, Nepal.

UNESCO (2004). *Planning Human Resources: Methods, experience and practices* Paris: Author

Far Western University
Faculty of Education

Course Title: **Fundamentals of Ageing**

Course No. : Pop. Ed. 354(Major)

Level: B.Ed.

Semester: 5th

Nature of course: Theory

Credit hours: 3

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge of Ageing and its effect. This course deals with the various components such as introduction to Ageing, measure of ageing, global and local situation of ageing, Ageing theory, consequences of ageing population, elderly care and social security.

2. General Objectives

The general objectives of this course are as follows:

- To provide students with understanding the concept of ageing, elderly population and its measurement.
- To help students to know the global and local situation of ageing.
- To familiarize students with ageing and its consequences on family, society and nation.
- To familiarize students with biological and socio-psychological theory of ageing theory of ageing.
- To analyze the relationship between family structure and ageing.
- To familiarise students about retirement, social security and aging policy.
- To identify the social and health related issues of ageing.
- To know about rights and responsibility of elderly people with special reference to Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept of aging, elderly and old. • Explain the characteristics of aging • Identify the measures of ageing 	<p>Unit I: Introduction of ageing(10)</p> <p>1.17 Definition and concept of ageing, elderly population, old population.</p> <p>1.18 characteristics of population ageing</p> <p>1.19 Measures of ageing population: The median age, Proportion of aged persons, proportion of children, ratio of elderly to children, life expectancy</p>
<ul style="list-style-type: none"> • Describe the population ageing in world • Discuss the ageing for developed and developing countries • Explain the ageing population in SAARC countries • Discuss the ageing in Nepal 	<p>Unit II:Global and local population ageing(8)</p> <ol style="list-style-type: none"> a. population ageing in the world b. population ageing in the developed countries c. Population ageing in developing and least developed countries d. Population ageing in SAARC countries e. Population ageing in Nepal
<ul style="list-style-type: none"> • Familiarize students with biological theories of ageing. • Explain the sociological theories of ageing. • Analyze the psychological biological theories of ageing. 	<p>III. Theories of ageing(6)</p> <p>3.1 Biologic theory: Error theory, Free radical theory, cross-linkage theory, wear and tear theory</p> <p>3.2 Sociologic theory: Activity theory, Continuity theory, disengagement theory, Life-satisfaction theory</p> <p>3.3 Psychological theory: Jung’s Theory of Individualism, Erikson’s Eight</p>

	Stages of Life
<ul style="list-style-type: none"> • Discuss the family structure of ageing • Describe the gender on ageing • Discuss the migration situation • Explain the family support system • Explain the retirement, pension and income • Discuss the role and responsibility of elderly people at home, community and nation 	<p>IV Family structure and ageing(6)</p> <ul style="list-style-type: none"> 4.1 Family structure 4.2 Gender 4.3 Migration 4.4 Family support system 4.5 Retirement, Pension and income security 4.6 Role and responsibility of elderly people
<ul style="list-style-type: none"> • Familiarize students with socio-health issues of elderly like: disability, loneliness, depression, elderly abuse and dementia/AD. • Discuss the aging issues of Nepal 	<p>V Socio-health issues of elderly(8)</p> <ul style="list-style-type: none"> 5.1 Functional disability 5.2 Loneliness 5.3 Depression 5.4 Elderly abuse 4.5 Dementia and Alzheimer's disease 4.6 Reproductive Health problems 4.7 Aging issues of Nepal
<ul style="list-style-type: none"> • Discuss the concept of the rights of elderly people. • Describe the concept of social security and history of social security in Nepal. • Discuss the international practices. • Analyze the ageing policies in SAARC and Nepal 	<p>VI Rights and Policies on Elderly people(7)</p> <ul style="list-style-type: none"> 5.1 Laws and Rights of the elderly 5.2 Concept of social security 5.3 History of social security in Nepal 5.4 Active ageing 5.5 International practices 5.6 Ageing policy in SAARC countries 5.7 Ageing Policy in Nepal

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Required readings

- Binstock, G. (1990). *Handbook of Ageing and Social Science*. New York: Academic Press
- Bonita, R. (1998). *Women, ageing and health: achieving health across the life span*. Geneva: World Health organization
- CBS (2013). Population Monograph, National Report- Central Bureau of Statistics, Kathmandu. CBS (2014). Population Monograph of Nepal. Volume II (Social Demography). Central Bureau of Statistics, Kathmandu
- Horlock, E. B. (1967). *Development of psychology*. New Delhi: Hilt Publishing Company
- Maharjan, S.K. (2070). *Human sexuality and reproductive health*. Kathmandu: Sunlight Publication
- Hooyman, N. & Kiyak, H.A. (2011). Social Gerontology: A Multidisciplinary Perspective. Ninth edition. Boston: Pearson/Allyn and Bacon. ISBN 978-0-205-76313-9
- Pipher, M. (1999). Another Country. New York: Riverhead/Penguin Putnam.
- ChaliseHN, 2019. Aging: Basic Concept. Am J Biomed Sci& Res. 2019; 1(1).AJBSR.MS.ID.000503
<https://biomedgrid.com/pdf/AJBSR.MS.ID.000503.pdf> on 4th January, 2019.
- Chalise H N & Brightman J, 2006. Aging trend: Population aging in Nepal. *Geriatrics & Gerontology International*, 2006 (6): 199-204.

- Sugar, J A. Introduction to Aging, Second Edition :A Positive, Interdisciplinary Approach,
- Binstock, G. (1990). Handbook of Ageing and Social Science. New York: Academic Press
- Bonita, R. (1998). Women, ageing and health: achieving health across the life span. Geneva:World Health organization
- CBS (2013). Population Monograph, National Report- Central Bureau of Statistics,Kathmandu. CBS (2014).Population Monograph of Nepal.Volume II (Social Demography). CentralBureau of Statistics, Kathmandu
- NPC (2017) Three year interim plan (2017/19) Kathmandu Author
- PRB, (2018), World Population Data Sheet Washington D.C.: Population Reference Bureau
- Singh, M. L. (2004). Ageing Population of Nepal.TU, Kathmandu. Central Department ofStatistics.
- Bisht, P. S. (2000). Population Ageing: Global and Nepalese Perspective in KC Bal K. (ed.),Population and Development in Nepal (Vol. 7). Kathmandu: CDPS.
- Bisht, P. S. (2003, 8-19 December). Ageing and the Elderly Population in Nepal. (A PaperPresented at Population and Development Training Programme). Kathmandu.
- Chalise, H. N. (2006). Demographic situation of population ageing in Nepal. Kathmandu:University Medical Journal, Vol. No. 3, Issue 15, 354-362.

Far Western University
Faculty of Education

Course Title: **Sexual and Reproductive Health Education**

Course No. : Pop. Ed. 355 (Minor)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 5th

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge of sexual and reproductive health education. This course deals with the various components such as introduction to sexual and reproductive health education, adolescent's sexual and reproductive health, safe motherhood, prevention and management of the consequences of unsafe.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize students with understanding the concept of sexual and reproductive health education and strategies of teaching sexuality education.
- To help students gain knowledge on sexual and reproductive health problems and issue of adolescents and use approaches to manage those problems.
- To familiarize students on the ways of safe motherhood practice.
- To help students developing a basic understanding of infant health care and ways of caring.
- To strengthen the capacity in students to discuss causes and consequences of unsafe abortion and suggest its prevention and management.
- To acquaint students with understanding of prevention of HIV and STIs, cancer related to reproductive system and their management.
- To enhance capacity of students to discuss the sexual and reproductive health policies.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept and need of sexual and reproductive health education. • Clarify the misconception of sexual health education 	<p>Unit I: Introduction to sexual and reproductive health education (7)</p> <p>1.20 Meaning and definition of sexual and reproductive health education</p> <p>1.21 Concept of sexual and reproductive health education</p> <p>1.22 Misconception of sexual and reproductive health education</p> <p>1.23 Need of sexual and reproductive health education</p>
<ul style="list-style-type: none"> • Clarify the concept of adolescent's sexual and reproductive health and services. • Illustrate physical, social and psychological changes during adolescence. • Identify the barriers to the utilization of available SRH service by adolescents. • Discuss the impacts of teenage marriage, teen age pregnancy and teenage mother. 	<p>Unit II: Adolescent's sexual and reproductive health (ASRH) and services (10)</p> <ul style="list-style-type: none"> a. Concept of adolescent's sexual and reproductive health (ASRH) b. Changes (physical, social and psychological) in sexuality during adolescence c. Barriers to utilization of available sexual and reproductive health (SRH) services by adolescents d. Problems and issues of adolescence sexuality <ul style="list-style-type: none"> i. Peer pressures ii. Sexual harassment, Bullying iii. Sexual violence and abuse iv. Unsafe sexual behaviour v. Teen age marriage, teen age pregnancy and teen age motherhood and their impacts e. Management of problems of adolescent sexuality

<ul style="list-style-type: none"> • Identify measures to reduce high-risk pregnancy and its complications. • Illustrate risks of home delivery. • Discuss importance of mother and new born child care. 	<p>III. Safe motherhood (8)</p> <p>3.1 Antenatal care</p> <p>3.1.1 Importance of ANC visits</p> <p>3.1.2 Measures to reduce high-risk pregnancy and complications</p> <p>3.2 Delivery care</p> <p>3.2.1 Risk of home/traditional delivery</p> <p>3.2.2 Care for the mother</p> <p>3.2.3 Care of new born baby</p> <p>3.3 Postnatal care</p> <p>3.3.1 Importance of postnatal care</p> <p>3.3.2 Care of mother</p> <p>3.3.3 Post-natal check up</p> <p>3.3.4 Care of the baby</p>
<ul style="list-style-type: none"> • Discuss the legal status of abortion • Elucidate the impacts of unsafe abortion on physical, mental and social aspects. • Suggest preventive measures against unsafe abortion. 	<p>IV Prevention and management of the consequences of unsafe abortion (5)</p> <p>4.1 Concept of safe and unsafe abortion</p> <p>4.2 Legal status of abortion</p> <p>4.3 Impacts of unsafe abortion</p> <p>4.3.1 Physical</p> <p>4.3.2 Mental</p> <p>4.3.3 Others (economic, Social emotional)</p> <p>4.4 Prevention and management</p>
<ul style="list-style-type: none"> • Differentiate STIs from RTIs. • Explain programmes of prevention and treatment in Nepal. • Review causes, modes of transmission, sign and symptoms and prevention of HIV and AIDS, gonorrhoea and syphilis. 	<p>V Prevention against sexually transmitted infections and other reproductive health problems (10)</p> <p>5.1 Concept of STIs and RTIs</p> <p>5.2 HIV and AIDS prevention and treatment programme in Nepal</p> <p>5.3 Gonorrhoea, Syphilis, Chlamydia</p> <p>5.4 Cervical cancer and its prevention</p> <p>5.5 Prevention of uterine cancer</p> <p>5.6 Breast cancer</p> <p>5.7 Uterine prolapsed</p>

<ul style="list-style-type: none"> • Illustrate preventive measures against cervical, uterine and breast cancer. 	
<ul style="list-style-type: none"> • Explain international policies and laws regarding sexual and reproductive health • Familiarize national laws, policy and programs related to sexual and reproductive health and right 	<p>VI. Policy related to sexual and reproductive health (5)</p> <p>6.1 International policies</p> <p>6.2 National laws, policy and programs</p>

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

4. Methods/Instructional Techniques

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

- Lecture
- Discussion
- Presentation by students

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared

and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20

Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books and References

- Bruess, C.E & Greeiberg, J. S. (2004). *Sexuality education: theory and practice*. Boston: Jones and Bartlett Publishers.
- Department of Maternal, Newborn, Child and Adolescent Health (2012). *Making adolescent health friendly services*. Geneva: WHO.
- Hawkes, S.....& Shaya, B. (2013). *Tracking cases of gender-based violence in Nepal: Individual, institutional, legal and policy analyses*. Kathmandu: CREHPA, UNDP.
- Hatcher, R.A. Rinehart, W. Blackburn, R. & Geller, J. S. (1997). *The essentials of contraceptives technology*. Baltimore: WHO/ USAID.
- Masters, W.H., Johnson, V. E. & Kolondy R. C. (2007). *Human sexuality (Indian edition)* New Delhi: Dorling Kindersley.
- MoH & Unicef (1996). *National maternity care*. Kathmandu: Authors.
- Joshi, M. R. (2075). *Sexual and Reproductive health education*. Kathmandu: Bhudipuram Prakashan.
- Shrestha, D.R. (2008). *Reproductive health: National and international perspectives*. Kavre: Mrs. Narayan Devi Shrestha.
- Pradhan, J. (ND). *Teacher training guide*. Kathmandu: UNFPA, FPAN.
- McIntyre, P. (2002). *Adolescent friendly health services*. Geneva: WHO.
- Unesco (1988). *Family life education*. Bangkok: Unesco Principal Regionl Office for Asia and the Pacific.
- Dhakar, S.N (2067). *Community health and reproductive health*. Kathmandu: Ratna Pustak Bhandar
- Kafle, R. (2066). *Community health and reproductive health*. (2nd Edition). Kathmandu: Jupiter Publishers and Distributers Pvt. Ltd.

Family health division, Department of Health Service. MoE (2000). *National adolescent health and development strategies*. Kathmandu

FoE, TU (2061 BS). *National resource book on sexual and reproductive health*. Kirtipur.

Maharjan R.K & Maharjan S. K (2053 B.S). *Family life education*. Kirtipur: Population Education Unit, FoE, TU

Maharjan, S.K. (2073 B. S). *Manav younikta ra prajanan swasthya*. (7th Ed.). Kirtipur: Sun Light Publication.

Pokhrel, N. (2060 B. S). *Youn, garva ra sutkeri*. Kathmandu: Educational Enterprise.

Regmi, P.R, Teijlingen, E. D., Simkhada, P. & Acharya, D. R. (2010) 'Barriers to Sexual Health Services for Young People in Nepal'. *Journal of Health Population and Nutrition*. Vol. 28 (6), 619-627. (For Unit II).

Tuitui, R. & Tuitui, S. (2064 B. S). *Prajajan swasthya*. Kathmandu: Prashanti Prakashan.

Far Western University
Faculty of Education

Course title: Basic Research in Population Education

Course No. : Pop. Ed. 361 (Major)

Nature of course:

Theory

Level: B.Ed.

Credit hours: 3

Semester: 6th

Teaching hours: 45

1. Course description

This course is designed to acquaint the students with the knowledge of basic research on population education. The course will make students able in writing proposal, construct and administer tools, analyze the result of data and report writing.

2. General Objectives

The general objectives of this course are as follows:

- To strengthen the students to discuss the types of research problems and research questions.
- To equip the students for deeper understanding on operational terms (variables, measurement scale) used in research.
- To develop knowledge and skills in students on literature review.
- To provide students with in-depth understanding in sample, sampling procedure and its types.
- To provide knowledge and skills on methods and tools of data collection.
- To develop the skills in students for using basic statistics in research and analyze data.
- To enable the students in developing research proposal.

3. Specific objectives and contents

Specific objectives	Contents
<ul style="list-style-type: none">• Explain the concept and characteristics of research• State importance of research	Unit I: Concept of Research in Population Education (8) 1.1 Concept and characteristics of research

<ul style="list-style-type: none"> • Describe the types of research • Explain the variables and its types • Discuss the measurement and its types 	<p>1.2 Importance and use of research in population education</p> <p>1.3 Types of research</p> <ul style="list-style-type: none"> • Quantitative • Qualitative • Mixed method <p>1.4 Variables and its types</p> <p>1.5 Measurement scales and types</p>
<ul style="list-style-type: none"> • Clarify the meaning and Highlight the need of literature review • Describe the guidelines of literature review • Discuss the sources of literature • Explain the techniques of citation and references 	<p>Unit II: Reviewing of Literature (7)</p> <p>2.1 Meaning and need of literature review</p> <p>2.2 Review of Theoretical literature/related concept and theories</p> <p>2.3 Review of Empirical Literature/previous studies</p> <p>2.4 Review of Empirical Literature/previous studies</p> <p>2.5 Sources of literature</p> <p>2.6 Techniques of citation and references</p>
<ul style="list-style-type: none"> • Explain universe, samples and sampling techniques. • Discuss the types of probability sampling • Describe the types of non-probability sampling 	<p>Unit III: Population and sampling design (7)</p> <p>3.1 Universe, samples and sampling techniques</p> <p>3.2 Type of sampling</p> <p>3.2.1 Probability sampling</p> <ul style="list-style-type: none"> • Simple random • Systematic • Cluster • Stratified <p>3.2.2 Non probability sampling</p> <ul style="list-style-type: none"> • Snowball • Quota • Convenient
<ul style="list-style-type: none"> • Explain meaning, types and importance of various methods and tools of collecting primary and secondary data 	<p>Unit IV: Method and tools of data collection (8)</p> <p>4.1 Self-administered Questionnaire</p> <p>4.2 Interview Schedule</p>

<ul style="list-style-type: none"> • Discuss appropriate methods and tools for data collection according to nature of research 	4.3 Observation 4.4 Focus Group discussion
<ul style="list-style-type: none"> • Describe the techniques of data processing and analysis • Calculate the rate, ratio, percentage etc • Explain the picture and graph in research 	Unit V: Data management and analysis (8) 5.1 Data processing- editing, coding, classification and tabulation 5.2 Uni-variate and bivariate analysis 5.3 Percentage, Rate and ratio analysis 5.4 Pictorial and graphical presentation
<ul style="list-style-type: none"> • Identify the research problems • Construct research objectives • Explain the significance of research • Use suitable research methodology • Estimate the budget and time schedule • Prepare a list of references 	Unit VI: Development of research proposal (7) 6.1 Problem identification 6.2 Topic selection 6.3 Research objectives/research questions 6.4 Significance of the study 6.5 Review of related literature 6.6 Research methodology 6.7. Budget and work plan 6.8 References/bibliography

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional Techniques

The instructional techniques for this course are as below.

- Lectures
- Document reviews
- Discussions
- Brain storming
- Presentations
- Guest lectures
- Collaborative learning
- Independent learning
- Field works

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students

to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total 60 marks out of 100 marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions	Number of questions to be	Total marks
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	to be asked	answered and marks allocated	
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books and References

- Acharya, B. (2063). *Research methodology and report writing*. Kathmandu: National K. Book Centre.
- Banskota, S. (2004). *Research methodology*. Kathmandu: New Hira Books.
- Khanal, P. (2065). *Educational research methodology*. Kirtipur: Sunlight Publication
- Khatri, B.B (2070). *Research and Statistics in Population Educaiton*. Kathmandu. Kriti Publication.
- Kothari, C.R.(2002). *Research methodology*. New Delhi: Viswa Prakashan.
- Maharjan, R.K. et al. (2065). *Population studies, Part II*. Kirtipur: Sunlight Publication.
- Pokharel, B.(2003). *Research methodology in economic*. Kathmandu: New Hira Books.
- Ranjit Kumar (1999). *Research methodology*. New Delhi: Sage Publication
- Spiegel, N. R.(1980). *Theory and problems of probability and statistis*. New York: Mc.Graw Hill Book.
- Trochim, W. M. (2003). *Research methods knowledge base*. Newyork: Atomic Dog Publishing.
- Wolff, H. K. & Pant, P.R..(2007). *Social science research and thesis wirting*. Kathmandu: Buddha academy publication.

Far Western University
Faculty of Education

Course Title: **Population and Social Justice Education**

Course No. : Pop. Ed. 362 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 6th

Teaching hours: 45

1. Course Description

This course is designed to assist the students to understand concept and practices of social justice with especial reference to Nepal. It also intends to familiarize the prospective teachers with the basic information on various dimensions of social justice. It will help the students to be familiar with the issues of social justice by exploring their own assumptions and beliefs. They are expected to identify not only the local social justice issues but also explore their scenario at the national and international context.

2. General Objectives

On the completion of the course, the student teacher will able to:

- Explain the concept, meaning and history of justice and social justice
- Familiar with international justice and the role of United Nations Describe and use of different approaches and methods of measuring quality of life.
- Highlight the child rights and child labor with universal declaration of human rights
UDHR) and comparison of Nepal Constitution (2072)
- Highlight the status of women in terms of social justice practice in Nepal.
- Delineate the implications of child labor, girl's trafficking and social injustice.
- Explain the concept of poverty and social justice
- Explain the indigenous people and Dalit in Nepal in terms of social justice practice.
- Familiar with the concept of population and conflict in society.

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define the meaning and concept of social justice. • Discuss the developmental aspects of social justice. • Provide the history of social welfare scheme in Nepal. 	<p>Unit I: Introduction to social justice (5)</p> <p>1.1 Meaning and concept of social Justice</p> <p>1.2 Developmental aspects of international justice.</p> <p>1.2 History of social welfare</p> <p>1.3 scheme in Nepal</p> <p>1.4 Need and importance social justice education.</p>
<ul style="list-style-type: none"> • Define the concept of childhood and child labor • Identify the causes of child labor and its practice in Nepal • Critique the legislative provisions of labor act and children act of Nepal • Define the role of international treaty convention, CRC, 1989 • State the current status of street children in Nepal 	<p>Unit II: Children and Social Justice (7)</p> <p>2.1 Conceptualization of childhood.</p> <p>2.2 Definition of child labor.</p> <p>2.3 Causes of child labor and its practice in Nepal.</p> <p>2.4 Legislative provisions in Nepal (Labor Act 1992, Children Act 1992, Nepal).</p> <p>2.5 International treaty convention (1989 CRC) Geneva.</p> <p>2.6 Status of street children in Nepal</p>
<ul style="list-style-type: none"> • State the status of women and their rights in terms of social justice practice with reference to Nepal • Explain the concept of WID, WAD and GAD • Discuss the main theme of convention on the elimination of all forms of discrimination against women (CEDAW), 1979 • Discuss the main theme of ICPD and ICPD+5 	<p>Unit III: Women and Social Justice (15)</p> <p>3.1 Women's status and their rights to social justice</p> <p>3.1.1 women and health status</p> <p>3.1.2 women and education</p> <p>3.1.3 women and household work</p> <p>3.1.4 Role of women in decision making in the family</p> <p>3.2 Concept of WID, WAD and GAD</p>

<ul style="list-style-type: none"> • Discuss the main theme of Beijing Platform of action and Beijing +5 • Describe Current situation of national initiatives in women's development • State the current status of girl trafficking in Nepal value system of quality of life. 	<p>3.3 International movement for women's empowerment and gender justice</p> <p>3.2.1 Convention on the elimination of all forms of discrimination against women (CEDAW), 1979</p> <p>3.2.2 ICPD and ICPD +5 on gender equity, equality and empowerment of women</p> <p>3.2.3 Beijing platform of action and Beijing +5</p> <p>3.4 National initiatives in women's development</p> <p>3.3.1 women's rights in the constitution of Nepal 2072</p> <p>3.3.2 Women in development plan</p> <p>3.5 Girl trafficking</p>
<ul style="list-style-type: none"> • Explain the concept and measurement of poverty • Discuss about the poverty processes in developing countries like Nepal • State the poverty profile of Nepal • Highlight the meaning and pattern of exclusion. • Discuss the role of institutions on exclusion • Delineate the dimension and basis of exclusion in Nepal 	<p>Unit IV: Poverty and Social Exclusion (7)</p> <p>4.3 Concept of poverty</p> <p>4.4 Measurement of poverty</p> <p>4.3 Understanding poverty processes in developing countries like Nepal</p> <p>4.4 Poverty profile of Nepal</p> <p>4.5 Social exclusion as a process of social Injustice</p> <p>4.5.1 Meaning and pattern of exclusion</p> <p>4.5.2 Role of institutions on exclusion (The markets, States, and civil society)</p> <p>4.5.3 Dimension and basis of exclusion in Nepal.</p>

<ul style="list-style-type: none"> • Explain the concept indigenous nationalities in Nepal • Describe the socio-economic development and social justice of indigenous people in Nepal • Elucidate the national and international instruments to address the issues of indigenous nationalities in Nepal • Delineate the issue of socio-economic development and social justice of Dalit in Nepal • Identify the national and international instruments to address the issues of Dalit in Nepal 	<p>Unit V: Indigenous People, Dalits and Social Justice (6)</p> <p>5.1 Indigenous nationalities in Nepal</p> <p>5.1.1 Concept and definition</p> <p>5.1.2 Socio-economic development and social Justice of indigenous nationalities in Nepal</p> <p>5.1.2 National and international instruments to address the issues of indigenous nationalities in Nepal</p> <p>5.2 Dalit in Nepal</p> <p>5.2.1 Socio-economic development and social Justice of Dalit in Nepal</p> <p>5.2.2 National and international instruments to address the issues of Dalit in Nepal</p>
<ul style="list-style-type: none"> • Explain the meaning, dimension and causes of conflict • Discuss the impact of conflict on children, women and men with special reference to Nepal • Identify the relationship between conflict and internal displacement. 	<p>Unit VI: Population, Conflict and Social Justice (5)</p> <p>6.5 Meaning, dimension and causes of conflict</p> <p>6.6 Impact of conflict on children, women and men</p> <p>6.6.1 Impact of conflict in children</p> <p>6.6.2 Impact of conflict in adolescent girl and women</p> <p>6.6.3 Impact of conflict on men</p> <p>6.7 Conflict and internal displacement.</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It

carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books and References

- Central Bureau Of Statistics (CBS). (2012). *Population monograph of Nepal. Vol. 2 (Social demography)*. Kathmandu: Government of Nepal (GON), National Planning Commission Secretariat.
- Children and women of Nepal: A situation analysis (1996). National Planning Commissions. HMG and UNICEF, Kathmandu, Nepal.
- ILO, (nd). *Child labor in Nepal*. IPEC Vol 1 and 11, Kathmandu, Nepal: Author.
- John, R. (1999). *A Theory of Justice* (Revised Edition) .Cambridge: The Belknap Press of Harvard University Press.
- Joshi, M.R. (2074). *Population situation of Nepal*. Kathmandu: Bhudipur Publication Pvt. Ltd.
- Ministry of Law (2072). *Constitution of Nepal*. Kathmandu: Author.
- National Planning Commission (NPC). (2016). *Fourteenth three year plan*: Kathmandu: Author.
- O'Dea, P. (1993). *Gender exploitation and violence: the market in women, girls and sex in Nepal*. UNICEF, Kathmandu, Nepal.
- Pradhan, G. (2048). *Bal adhikar: sabai ko sarokar*. Kathmandu: Nepal bal majdur sarokar Kendra.
- Pradhan, G. (2048). *Nepal ma chelibetiko deha byapar*. Kathmandu: Nepal bal majdur sarokar Kendra.
- Sattur, O. (1993). *Child labour in Nepal*. Kathmandu: Child workers in Nepal (CWIN).
- Sen., A. (2009). *The Idea of Justice*. Cambridge: The Belknap Press of Harvard University Press.
- Singh, V.P. (1995). *Education in human values* (manual for teachers). Madras: Nandan Offset Press.
- Subedi, G. (2010). *Population and social justice: Concepts, theories and empirical evidence*. Kathmandu: Kriti Prakashan.
- United Nations Development Programme (UNDP). (2018). *Global human development report*. New York: Author.

Far Western University
Faculty of Education

Course Title: **Basic Statistics in Population Education**

Course No. : Pop. Ed. 363 (Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 6th

Teaching hours: 45

1. Course Introduction

This course is designed to make students familiar with statistical data, calculation methods and their applications of statistical tests in population education. It provides the basic statistical knowledge as well as complex statistical application. It is expected that after completing this course the students will be able to develop the capacity to present, calculate and apply statistical data as well as statistical test appropriately.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize the students with basic concept of statistical data and their classification, tabulation and presentation.
- To provide the knowledge on application and calculation methods of central tendency and dispersion.
- To enable the students for the appropriate knowledge and use of correlation and regression analysis.
- To strengthen the theoretical knowledge of the students about probability theories.
- To equip the students/learners for the application of probability distribution.

- To provide the knowledge to formulate statistical hypothesis.
- To develop the capacity of the students to apply appropriate complex statistical test (Z –test, t – test and chi-square test).

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Describe the concept of statistical data • Clarify need and importance of statistical data • present data in tabular and graphical form • Calculate rate, ratio, proportion and percentage 	<p>Unit – I: Statistical Data 5 hours</p> <p>1.4 Concept of statistical data, need and its importance</p> <p>1.5 concept of constants and variables</p> <p>1.6 Classification, Tabulation and Presentation of data</p> <p>1.7 Calculation of rate, ratio, proportion and percentage</p>
<ul style="list-style-type: none"> • Conceptualize the measurement • Describe the types of measurement scales 	<p>Unit – II: Scales of Measurement 5 hours</p> <p>2.1 Concept of measurements</p> <p>2.2 Types of measurement scales Nominal, ordinal, interval and ratio</p>
<ul style="list-style-type: none"> • Define central tendency and calculate arithmetic measures of central tendency • Describe applications and limitations of mean, median and mode. • Discuss definition, characteristics and calculation methods of partition values, mean deviation, standard deviation and coefficient of variation and also explain their applications and limitations. 	<p>Unit–III: Central Tendency and Dispersion 10 hours</p> <p>a. Central tendency (average): Definition, characteristics, Measures (mean, median, - mode): Calculation methods, applications and limitations</p> <p>b. Dispersion: Definition, characteristics, calculation of partition values, mean deviation, standard deviation and coefficient of variance, and their applications and limitations</p>
<ul style="list-style-type: none"> • Define correlation and discuss applications of correlation. • Compute correlation coefficient. • Describe simple regression 	<p>Unit – IV: Correlation and Regression Analysis 8 hours</p> <p>4.10 Correlation: Definition, applications, types of correlation,</p>

<p>analysis and its applications.</p> <ul style="list-style-type: none"> • Calculate regression lines and regression equations and explain their properties. • Compare between correlation and regression. 	<p>Method of studying correlation [Graphical method and mathematical method] and method of computing correlation coefficient [Karl Pearson's method, Rank correlation method, Spearman's rank correlation)</p> <p>4.11 Simple regression analysis and applications: Equations of lines of regression, Regression equation of Y on X and X on Y, Properties of regression lines and coefficients</p> <p>4.12 Comparison between correlation and regression</p>
<ul style="list-style-type: none"> • Introduce probability and its basic terminology. • Describe the approaches of probability. • Conceptualize probability calculation. • Explain addition and multiplication theorem of probability. • Conceptualize probability distribution and its calculation. 	<p>Unit – V: Probability and Probability Distribution 7 hours</p> <p>5.5 Introduction, basic terminology of probability, approaches of probability [classical, subjective, relative frequency and axiomatic], Calculation of probability [experiment and events, mutually exclusive events, equally likely events, simple and compound events], Addition and multiplication theorem of probability</p> <p>5.6 Probability distribution</p>
<ul style="list-style-type: none"> • Introduce hypothesis and its types. • Describe level of significance, confidence level, degree of freedom, critical region, tail of test, • Calculate test statistics: Z – test, t - test and χ^2 - test. 	<p>Unit – VI: Hypothesis Testing and Test Statistics 10 hours</p> <p>6.8 Introduction and types of hypothesis, level of significance, confidence level, degree of freedom, critical region, tail of test</p> <p>6.9 Test statistics: a) Z - test , b) t – test and c) Chi-square (χ^2) Test: To test the goodness of fit and to test the independence of attributes.</p>

4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture

- Problem- Solving
- Class presentation by students
- Group work/ pair work
- Project work/Assignments
- Demonstration
- Guest Lectures/Speakers

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUILIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal:	40 %
External:	60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Reference materials and books

Anderson, D. R., Sweeney, D. J., & Williams T. A. (2008). *Statistics for Business and Economics*, Eleventh Edition. USA: South-Western Cengage Learning.

Baskota, S. (2006). *Statistical methods for rural development*. Kathmandu: New Hira Books Enterprises.

Chou, Y. (1969). *Statistical analysis*. New York: Holt, Rinehart and Winston, Inc.

Cochran, W. J. (1977). *Sampling techniques*. New York: Wiley.

Croxton, F. E. Cowden D.J. & Klein, S. (1988). *Applied general statistics*. New Delhi: Prentice – Hall of India Limited.

- Doby, J. T. (1967). *An introduction to social research*. New York: Appleton
- Dooley, D. (1997). *Social research methods*. New Delhi: Prentice – Hall of India Private Limited.
- Freund, J. E. & Frank J. Williams (1959). *Modern business statistics*. Eaglewood Cliff, NJ: Prentice Hall Inc.
- Freund, J. E. (1984). *Modern elementary statistics*. New Jersey: Prentice – Hall Inc.
- Goon, A. M., Gupta M. K. & Gupta B. D. (1965). *Fundamentals of statistics. (Volumes One and Two)*. Calcutta: The World Press Private Limited.
- Gupta S. P. (1987). *Statistical methods*. New Delhi: S. Chand and Sons.
- Gupta, S. (1993). *Research Methodology and statistical techniques*. New Delhi: Deep and Deep Publications.
- Khatri, B. B. (2012). *Research and statistics in education*. Kathmandu: Kriti Publication.
- Lipsechutz, S. (1981). *Theory and problems in probability, SI (Metric Ed.)*. Singapore: McGraw-Hill, Schaum's Outline Series.
- Spiegel, M. R. (2002). *Statistics (Third Ed.)*. New York: McGraw Hill, Schaum's outline series.
- Spiegel, M.R. Schiller, J. & Srinivasan, R. (2004). *Probability and statistics (Second Edition)*. New Delhi: McGraw Hill.
- Yamane, T. (1967). *Statistics: An introductory analysis*. New York: Harper and Row.

Far Western University
Faculty of Education

Course Title: **Population of Nepal**

Course No. : Pop. Ed. 364 (Major)

Level: B.Ed.

Semester: 6th

Nature of course: Theory

Credit hours: 3

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge of population of Nepal. This course deals with the various components such as sources of demographic data, fertility, mortality, migration, nuptiality and urbanization, development and projection of population of Nepal.

2. General Objectives

The general objectives of this course are as follows:

- To provide students with understanding the concept of sources of demographic and population data.
- To assist students gain knowledge on fertility and nuptiality levels and trends of Nepal
- To help students gain knowledge on mortality levels and trends of Nepal
- To help students gain knowledge on migration and urbanization levels and trends of Nepal
- To support students to understand the population and development issues
- To understand the population projection and familiarize about projected population of Nepal

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the sources of demographic data.• Familiarize about population growth, composition of population and distribution of	<p style="text-align: center;">Unit I: Sources of demographic data and population composition, trends and pattern of Nepal (11)</p> <p>1.24 Sources of demographic data: Census, surveys, vital registration, service statistics, institutional records.</p> <p>1.25 Population size and growth rate of</p>

<p>population.</p>	<p>Nepal</p> <p>1.26 Geographical population distribution and population density</p> <p>1.27 Age and sex composition of population</p> <p>1.28 Ethnicity, language and religion of Nepal</p>
<ul style="list-style-type: none"> • Illustrate fertility trends and pattern of Nepal • Discuss causes of declining fertility of Nepal • Illustrate mortality trends and pattern of Nepal • Discuss causes of declining mortality and increasing life expectancy in Nepal 	<p>Unit II: Fertility and mortality trends and patterns of Nepal(10)</p> <ul style="list-style-type: none"> a. Fertility trends and patterns (CBR, ASFR, TFR) by ecological regions, rural urban, and province level. b. Causes of fertility decline c. Mortality trends and pattern (CDR, IMR, Maternal mortality, Life expectancy by ecological regions, rural urban, and province level. d. Causes of mortality decline and increasing life expectancy
<ul style="list-style-type: none"> • Familiarize students about the concept of migration and urbanization. • Discuss the trends of migration in Nepal • Discuss the patterns of urbanization in Nepal 	<p>III. Migration and urbanization(9)</p> <ul style="list-style-type: none"> 3.1 concept and definition of migration 3.2 Patterns and trends of migration of Nepal 3.3 Characteristics of Migration in Nepal 3.4 Concept and definition of urbanization 3.5 History of urbanization and geographical pattern of urbanization in Nepal. 3.6 Characteristics of urbanization of Nepal

<ul style="list-style-type: none"> • Elucidate the nuptiality characteristics of Nepal • Discuss the determinants of age at marriage in Nepal. 	<p>IV Nuptiality (5)</p> <p>4.1 Nuptiality characteristics (age, ecological region, residence, and province)</p> <p>4.2 Determinants of age at marriage</p>
<ul style="list-style-type: none"> • Familiarize students with population and different development issues. 	<p>V Population and development(6)</p> <p>5.1 Population, poverty and human development</p> <p>5.2 Population and environment</p> <p>5.3 Population and health</p> <p>5.4 Population, housing and sanitation</p> <p>5.5 Gender equity, equality, and empowerment</p>
<ul style="list-style-type: none"> • Familiarize about population estimates • Explain the sectoral projection of population • Discuss the implication of future projected population. 	<p>VI. Population Projection of Nepal (5)</p> <p>6.1 Definition of population projection and estimates</p> <p>6.2 Sectoral projection of population (size, growth rate/decline, structure)</p> <p>6.3 Socio economic implication of future projected population in relation of quality of life and national development</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion

- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

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Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %
External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

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Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

Required Readings

Central Bureau of Statistics, 1987. Population Monograph of Nepal (Kathmandu:

Central Bureau of Statistics)

Central Bureau of Statistics, 1995, Population Monograph of Nepal (Kathmandu:

Central Bureau of Statistics)

Central Bureau of Statistics, 2003, , Population Monograph of Nepal (Kathmandu:
Central Bureau of Statistics)

Central Bureau of Statistics, 2014, Population Monograph of Nepal (Kathmandu:
Central Bureau of Statistics)

Joshi, M. R. (2074). Population of Nepal. Kathmandu: Bhudipur Publication.

KC Bal Kumar, 2004. Migration, poverty and development in Nepal. Asia Pacific
migration Journal vol 13 (2): 205-232.

Nepal Ministry of Health, New Era and ORC Macro, 2002, 2007, 2012, 2016,
Nepal Demographic and health surveys.

Far Western University
Faculty of Education

Course Title: **Basics Demographic Measures and Techniques**

Course No. : Pop. Ed.365 (Minor I)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 6th

Teaching hours: 45

1. Course Introduction

This course has been designed to acquaint the students with nature and scope of demography and its sources of demographic data. Specifically, this course intends to provide the students with demographic measures and techniques with reference to age-sex composition, nuptiality, fertility, morbidity, mortality, migration and population projection. It is expected that after completing this course the students will be able to develop the capacity to compute demographic measures as well as apply the demographic techniques.

2. General Objectives

The general objectives of this course are as follows:

- To acquaint the students with demography and sources of demographic data.
- To make the students able to compute and interpret various demographic measures.
- To develop the knowledge and skills on various demographic measures and techniques.
- To make the students able in utilizing demographic data according to need and situation.
- To equip the students with the knowledge and skills on population projection on the basis of past and present data.

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Introduce the demography and describe its scope and nature. • Discuss the relation of demography with other disciplines. • Identify the various sources of demographic data. • Explain the historical background, definition, applications and limitations of various sources of demographic data. 	<p>Unit I: Introduction of Demography(7 hours)</p> <p>1.8 Definitions, scope and nature of demography</p> <p>1.9 Relation of demography with other disciplines</p> <p>1.10 Sources of demographic data</p> <p>1.10.1 Population census (Historical background, definition, applications and limitations)</p> <p>1.10.2 Vital registration system (Historical background, definition, applications and limitations)</p> <p>1.10.3 Demographic surveys (historical background, definition, applications and limitations):- Nepal demographic and health survey (NDHS), National ageing survey, National family health survey (NFHS)</p>
<ul style="list-style-type: none"> • Compute the measures of age composition and analyze them. • Compute the measures of sex composition and analyze them. • Define, prepare and 	<p>Unit II: Age-Sex Composition (5 hours)</p> <p>2.7 Measures of age composition: Mean age, median age, index of ageing, dependency ratios,</p> <p>2.8 Measures of sex composition: Sex ratios, Sex ratio at birth, Sex ratio at death, Sex ratio of migrants, Age-sex pyramid</p>

<p>analyze the age-sex pyramid.</p>	
<ul style="list-style-type: none"> • Conceptualize the definition of nuptiality and marital status. • Compute the measures of nuptiality and interpret them. • Define the fecundity and fertility. • Compute the period measures of fertility and interpret them. • Compute the cohort measures of fertility and interpret them. 	<p>Unit III: Nuptiality and Fertility (12 hours)</p> <ul style="list-style-type: none"> a. Definition of nuptiality and marital status b. Measures of nuptiality: Proportion of married/widowed/divorced by age and sex, crude marriage rate, general marriage rate, age-specific marriage rate, mean/median age at first marriage c. Definition of fecundity and fertility d. Measures of fertility: Period measures:- Crude birth rate, General fertility rate, Age-specific fertility rate, General marital fertility rate, Age-specific marital fertility rate, Cohort Measures:- Total fertility rate, Total marital fertility rate, Gross reproduction rate and Net reproduction rate
<ul style="list-style-type: none"> • Define the morbidity and mortality. • Compute the measures of morbidity and explain them. 	<p>Unit IV: Morbidity and Mortality (10 hours)</p> <p>4.13 Definition of morbidity and mortality</p> <p>4.14 Measures of morbidity: Prevalence rate, Incidence rate and Case fatality ratio</p> <p>4.15 Measures of mortality: Crude death rate,</p>

<ul style="list-style-type: none"> • Compute the measures of mortality and interpret them. • Introduce the concept of life table. • Identify the importance and use of life table and life expectancy. 	<p>Age-specific death rate, Cause-specific death rate, Infant mortality rate (neonatal mortality rate and post-neonatal mortality rate), Child mortality rate, Under-five mortality rate, Maternal mortality rate, Maternal mortality ratio</p> <p>4.16 Introduction and uses of life table and life expectancy</p>
<ul style="list-style-type: none"> • Define migration and describe the key terms of migration. • Classify the types of migration. • Calculate the direct measures migration and elucidate them. 	<p>Unit V: Measures of Migration (5 hours)</p> <p>5.7 Definitions of migration</p> <p>5.8 Key terms of migration: Circulation, Mobility, Commutation, migration and migration stream</p> <p>5.9 Types of migration: Internal and International</p> <p>5.10 Direct measures of migration: Crude immigration (in-migration) rate, Crude emigration (out-migration) rate, Net-migration rate, Gross migration rate</p>
<ul style="list-style-type: none"> • Introduce the concept of population estimation, forecast and projection. • Explain the need and importance of population projection and its types. • Describe various measures used in computing population 	<p>Unit VI: Population Projection (6 hours)</p> <p>6.10 Concept of population estimation, forecast and projection</p> <p>6.11 Importance and uses of population projection</p> <p>6.12 Types of population projection</p> <p>6.13 Population change: The balancing equation, Rate of natural increase (RNI), Arithmetic growth rate, Geometric growth rate, Exponential growth rate and population doubling period</p>

<p>change.</p> <ul style="list-style-type: none"> • Compute and explain the concepts of rate of natural increase (RNI), arithmetic, exponential and geometric growth rate of population, population doubling period. 	
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4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture
- Problem- Solving
- Class presentation by students
- Group work/ pair work
- Project work/Assignments
- Demonstration
- Guest Lectures/Speakers

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

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Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56

Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Reference materials and books

Barclay, G.W. (1953). *Techniques of population analysis*. New York: South Asian Publishers.

Bhende, A.&Kanitkar, T. (1999). *Principles of population studies*. Bombay: Himalayan Publishing House.

Bisht, P.S. & Joshi, M. R. (2066). *Demographic techniques and measures*. Kathmandu: Bhudipuran Prakashan

Cox, P.R. (1990). *Demography*. New Delhi: Universal Book Stall.

Gosh, B.N. (1984). *A dictionary of demography*. New Delhi: Arnold Heinemann Publisers.

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

Jhingan, M.L., B.K. Bhatt & J. N. Desai (2005). *Demography*. New Dealhi: Vrinda Publication (P) Ltd.

Joshi, M. R. (2074). *Basic Techniques for demographic analysis*. Kathmandu: Bhudipuran prakashan.

Khatri, B.B. (2012). *Demographic measures and techniques*. Kathmandu: Kriti Pubilcation.

Pressat, R. (1972). *Demographic analysis*. New York: Aldine.

Shryock, H. S., Siegel, J.S. and Associates (1973). *The methods and materials of demography (condensed version)*. New York, Washington D.C.: Academic Press.

Siegel, J.S. (2002). *Applied demography*. Sandiego: Academic Press.

Far Western University
Faculty of Education

Course Title: **Population and Quality Life Education**

Course No. : Pop. Ed. 366 (Minor II)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 6th

Teaching hours: 45

1. Course Description

The course is designed to impart students basic understanding of different variables related to quality of life and their impact on quality of life so that it will help them fundamental guideline to pursue advance study and empower to work in population related field as well.

2. General Objectives

On the completion of the course, the student teacher will able to:

- Explain the concept and importance of quality of life.
- Elucidate the dimension of human needs and quality of life.
- Describe and use of different approaches and methods of measuring quality of life.
- Identifying the demographic, economic, social, environmental, political and cultural factors and its impact on quality of life.
- Assist the students in highlighting the government efforts to raise the quality of life.

- Explain the issues relating to quality of life.
- Explain the quality of life of future generation.

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Delineate meaning and definitions of quality of	Unit I: Introduction to Quality of Life (6)

<p>life.</p> <ul style="list-style-type: none"> • Explain the importance of quality of life in different aspects. • Delineate the dimension of human needs and quality of life 	<p>1.11 Concept of quality of life and standard of living</p> <p>1.12 Meaning and definitions of quality of life</p> <p>1.13 Importance of quality of life: education, health, employment, income</p> <p>1.14 Dimension of human need and quality of life</p> <ul style="list-style-type: none"> • Bio-physical needs • Psycho-social needs • Individual and felt needs
<ul style="list-style-type: none"> • Explain the concept of measurement of quality of life. • Discuss various types of measurement of quality of life. • Describe the basic needs approach. • Explain HDI and its measures • Explain PQLI, its measures • Explain GEM, and its measures 	<p>Unit II: Measurement of Quality of Life (8)</p> <p>2.8 Concept of measurement of quality of life</p> <ul style="list-style-type: none"> • Qualitative aspects • Quantitative aspects <p>2.2 Concept of measurement of quality of life</p> <p>2.8.1 Basic needs approach</p> <p>2.8.2 Human development indicators (HDI)</p> <p>2.8.3 Physical quality of life indicators (PQLI)</p> <p>2.8.4 Gender empowerment measures (GEM): measures and trends</p>
<ul style="list-style-type: none"> • Explain the demographic factors in relation to quality of life. • Explain the economic factors of quality of life. • Explain the social factors of quality of life. • Describe the environmental factors of quality of life. • Describe political and cultural factors such as political stability, human 	<p>Unit III: Factors Affecting Quality of life (12)</p> <p>3.1. Demographic factors: (Population size and growth rate, migration, life expectancy, birth rate and death rate).</p> <p>3.2 Economic Factors (Per capita income, employment, infrastructure development, technological advancement, skilled and</p>

<p>rights and quality of life.</p>	<p>unskilled manpower).</p> <p>3.3 Social factors (Education, health services and facilities, social security and women empowerment).</p> <p>3.4 Environmental factors (Natural resources, environmental degradation and pollution, conservation and conservation of resources</p> <p>3.5 Political and cultural factors (Political stability, human rights, family welfare</p>
<ul style="list-style-type: none"> • Describe the recent government plan and policies on food supply. • Explain the recent government plan and policies on housing and clothing. • Describe the recent government plan and policies on education. • Discuss the recent government plan and policies on health service. • Discuss the recent government plan and policies on women empowerment. • Describe the recent government plan and policies on child protection and social security. 	<p>Unit IV: Government Efforts to Raise of Quality of Life in Nepal (8)</p> <p>4.5 Plan and policies on food supply</p> <p>4.6 Plan and policies on housing</p> <p>4.3 Plan and policies on clothing</p> <p>4.4 Plan and policies on education</p> <p>4.5 Plan and policies on health</p> <p>4.6 Plan and policies on Women empowerment</p> <p>4.7 Plan and policies on child protection</p> <p>4.8 Plan and policies on social security</p>
<ul style="list-style-type: none"> • Explain the concept ageing in relation to quality of life 	<p>Unit V: Issues of Quality of Life (7)</p>

<ul style="list-style-type: none"> • Describe the concept of gender equally and equality in relation with quality of life • Describe the issue poverty in relation with quality of life • Delineate the issue of drug abuse and its relation with quality of life • Identify the concept of globalization in relation to quality of life. • Explain the brain drain problem and quality of life 	5.14 Ageing 5.15 Gender difference 5.16 Poverty 5.17 Drug Abuse 5.18 Globalization 5.19 Brain drain/gain
<ul style="list-style-type: none"> • Explain the concept of generation gap in relation to quality of life • Describe the concept of sustainable development and quality of life • Delineate the concept of carrying capacity • Describe the current challenges on quality of life of future generation 	<p style="text-align: center;">Unit VI: Quality of Life of Future Generation (4)</p> 6.8 Generation gap 6.9 Sustainable development and quality of life 6.10 Carrying capacity 6.11 Current challenges on quality of life in future generation: Child labour, child marriage, girls trafficking and drug abuse

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

3. Evaluation Scheme:

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External: 60%

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Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

Recommended Books and References

- Central Bureau Of Statistics (CBS). (2012). *Population monograph of Nepal. Vol. 2 (Social demography)*. Kathmandu: Government of Nepal (GON), National Planning Commission Secretariat.
- Joshi, M.R. (2073). *Quality of life*. Kathmandu: Bhudipuram Publication Pvt. Ltd.
- National Planning Commission (NPC). (2016). *Fourteenth three year plan*: Kathmandu: Author
- Population Education Unit. (1995). *Jansankhya shikshya ko Srot Pustak*, Kathmandu: Population Education Unit, FOE. T.U.
- Population Reference Bureau (PRB). (2018). *The world Population Data Sheet*. Washington DC: Author
- Sharma, R.C. (1988). *Populatio, resource, environment and quality of life*. New Delhi: Dhanpat Rai and Sons.
- United Nations Development Programme (UNDP). (2018). *Global human development report*. New York: Author
- World Bank. (2018). *The world development report*. Washington DC: Author

Far Western University
Faculty of Education

Course Title: **Community Organization and Population Development**

Course No. : Pop. Ed. 471(Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 7th

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge on organizing community programme on population issues. This course deals with the components like community, group dynamics and leadership, community organization and community development, population and epidemiology, Planning and Evaluation in Community Organization in Population Education and Survey Technique in School/Community.

2. General Objectives

The general objectives of this course are as follows:

- Develop Knowledge on organizing community in population issues
- Identify Community Population Problems and needs
- Manage Community Population Programmes
- Analyze community need and group dynamics
- Develop knowledge on planning and evaluation of community development
- Identify the epidemiological issues of the community
- Develop knowledge of survey technique.
- Develop an action plan for community population activities
- Prepare a community survey report on population issues

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain concept and types of community including community power structure. 	<p>Unit I: Community(3)</p> <p>1.29 Concept, element and types of community</p> <p>1.30 Community power structure and interaction</p>
<ul style="list-style-type: none"> • Clarify the concept of group dynamics and community process. • Illustrate role of group in community. • Explain about the leadership and role of leader. 	<p>Unit II: Group Dynamics and leadership(5)</p> <p>a. Concept and use of group dynamics</p> <p>b. Community process in group and formation of group in communities activities</p> <p>c. Role of group in community organization</p> <p>d. Leadership: leadership types and quality of good leader, and role of leader</p>
<ul style="list-style-type: none"> • Familiarize about community and community organizations. • Explain principle of community organization. • Explain strategies of community development • Discuss the concept of community organization VS community development. 	<p>III. Community organization and Community Development(7)</p> <p>3.1 Community Organization</p> <p>3.1.1 Concept</p> <p>3.1.2 Aims and objective</p> <p>3.1.3 Philosophy</p> <p>3.2 Principle of community organization</p> <p>3.3 Approaches and strategies of community organization</p> <p>3.4 Community organization vs community development</p>

<ul style="list-style-type: none"> • Discuss about the epidemiology • Explain about the basic measures in epidemiology • Discuss about pattern of ASMR in the world • Explain about the abortion with legal status, impact and management issues • Elucidate the impacts of unsafe abortion on physical, mental and social aspects. • Know about the health care system of Nepal 	<p>IV Population and Epidemiology (10)</p> <p>4.1 Epidemiology</p> <ul style="list-style-type: none"> 4.1.1 Concept of Epidemiology 4.1.2 Epidemiological Methods 4.1.3 Epidemiological changes in developing and developed countries 4.1.4 Basic measurement in epidemiology 4.1.5 Pattern of age specific mortality in developed and developing country 4.1.6 Level trends and differential in infant and child mortality 4.1.7 Socio economic differentials of mortality and morbidity at individual level, household level and community level <p>4.2 Abortion</p> <ul style="list-style-type: none"> 4.2.1 Safe and unsafe abortion 4.2.2 Legal status 4.2.3 Impacts of unsafe abortion: physical, mental, social, economic and emotional. 4.2.4 prevention and management <p>4.3 Health care system in Nepal : Formal and informal health care system in Nepal, Health IEC</p>
<ul style="list-style-type: none"> • Discuss the concept of planning and evaluation • Use planning and evaluation in community organization and population education • Familiarize population education planning 	<p>V Planning and Evaluation in Community Organization in Population Education(8)</p> <p>5.1 Concept of Planning in Population Education Programme</p> <ul style="list-style-type: none"> 5.1.1 Nature and stage of planning 5.1.2 Modern Approach in planning in population education <p>5.2 Population Education Planning trends and practices of Nepal</p> <p>5.3 Monitoring of community education programme in community level</p> <ul style="list-style-type: none"> 5.4.1 Evaluation of community Education programs

<p>and practices in Nepal</p> <ul style="list-style-type: none"> • Monitor and evaluation the community education programme 	
<ul style="list-style-type: none"> • Discuss the survey • Explain different components of survey • Develop skill for survey • Develop skill of data presentation • Develop skill for development of action plan • Able to write a survey report 	<p>VI. Survey Technique in School/Community (12)</p> <p>6.1 Concept of survey and survey techniques</p> <p>6.1.1 Fundamentals of survey techniques</p> <p>6.2 Process and steps of survey for school /community</p> <p>6.1.1 Review of Journals and literatures</p> <p>3.1.2 Sample design and procedures</p> <p>3.1.3 Construction of survey tools</p> <p>6.2.4 Field Study in population issues and problems</p> <p>6.2.5 Identification of population issues and problems</p> <p>6.2.6 Development of survey proposal</p> <p>6.2.7 Surveys of Population issues and problems</p> <p>6.2.8 Analyze and interpretation of data (Manual/Computer)</p> <p>6.3 Presentation of Survey Data</p> <p>6.4 Development Action program for school / community in Population education</p> <p>6.5 Writing a survey report</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation
- Individual and group work/class work activities
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6. Recommended Books and References

Baruwal, H.B. (2053). Community Health. Kirtipur: Faculty of Education (FOE/TU).

Bisht, P.R. & Joshi, M.R. (2067). community and reproductive health education. Kathmandu: Bhudipuran Publication.

Ministry of Health (MOH).(2060). National safe abortion policy, 2060.

Kathmandu: Author.

Ministry of Health (MOH).(1998). Population policy in Nepal. Kathmandu:

Author.

Central Bureau of Statistics (CBS).(2013). Nepal living standard survey, 2010/11.

Kathmandu: Author.

Central Bureau of Statistics (CBS).(2014). Population monograph of Nepal.Vol.I,

II and III. Kathmandu: Arthor.

Gurung, H. (2003). Social Demography of Nepal. Kathmandu: Author.

Joshi, M. R. (2075). Fundamentals of sexual and Reproductive health education.

Kathmandu: Bhudipuran Publication.

Pant, P. R. (2012). Social science research and thesis writting. Kathmandu: Buddha

Aacademic Publishers and Distributers Pvt. Ltd.

Park, .K. (2013).Text book of preventive and social medicine. Jabalpur: M/s

Banarsidas Bhanot Publisher.

Far Western University
Faculty of Education

Course Title: Community Survey in Population Issues

Course No. : Pop. Ed. 472(Major) Nature of course: Theory and Practical (50%+50%)

Level: B.Ed.

Credit hours: 3

Semester: 7th

Teaching hours: 45

1. Course Descriptions

This course is designed to develop a broader understanding of community survey in population issues among students. It equips students with practical knowledge and skills in organizing survey, analyzing community needs and problems, writing research report.

2. General objectives

To familiarize the students concept of survey

To gain in-depth understanding important and use of survey findings

To provide a better understanding of process, approach and methods of survey

To develop the skills required for data analysis and interpretation of survey data.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define survey• Discuss the importance of survey population• Identify the research problems in population issues	Unit I:Basic Concept of survey (5) 1.1 Concept of survey in population issues 1.2 Need and importance of survey in population issues 1.3 Areas of survey in population issue
<ul style="list-style-type: none">• Construct qualitative tools• Construct qualitative tool	Unit II Tools of Research in Population (5) 3.1 Quantitative tools and techniques

	<p>3.1.1 Interview schedule,</p> <p>3.1.2 Questionnaire</p> <p>3.1.3 Observation/rating scales, attitude scale</p> <p>3.2 Qualitative tools and techniques</p> <p>3.2.1 Focus group discussion, in-depth interview</p>
<ul style="list-style-type: none"> Choose a sampling method based on the study design Estimate sample size 	<p>Unit III. Sampling Methods (5)</p> <p>3.1 Probability sampling</p> <p>3.1.1 Simple random sampling</p> <p>3.1.2 Systematic random sampling</p> <p>3.1.3 Stratified sampling</p> <p>3.1.4 Quota sampling</p> <p>3.2 Non-probability sampling</p> <p>3.2.1 Purposive sampling</p> <p>3.2.2 Judgment sampling</p> <p>3.2.3 Snowball sampling,</p> <p>3.3 Sample size determination</p>
<ul style="list-style-type: none"> Describe the process of coding, cleaning and editing of data Prepare data analysis chart Present data in different forms Calculate central tendencies 	<p>Unit IV. Data Collection and Analysis (5)</p> <p>4.1 Data collection, coding, cleaning and editing data</p> <p>4.2 Data analysis and interpretation:</p> <p>4.2.1 Developing data analysis framework</p> <ul style="list-style-type: none"> Dummy tables for quantitative data, Presentation of data (tabulation, frequency distribution, measures of location/central tendency: Mean, Median, Mode)
<ul style="list-style-type: none"> Identify the research problems 	<p>Unit V: Development of research proposal (10)</p>

<ul style="list-style-type: none"> • Construct research objectives • Explain the rationale of research • Use suitable research methodology • Estimate the budget and time schedule • Make a list of references 	<p>5.1 Problem identification</p> <p>5.2 Topic selection</p> <p>5.3 Research objectives/research questions</p> <p>5.4 Rationale of the study</p> <p>5.5 Review of related literature</p> <p>5.6 Research methodology</p> <p>5.7. Budget and work plan</p> <p>5.8 References/bibliography</p>
<ul style="list-style-type: none"> • Organize the research report • Describe the preliminary phase of research report • Format the text section of research report • Describe the terminal phase of research report • Discuss on research report • Discuss on techniques of presentation 	<p>Unit VI: Field work, report writing and Presentation (Practical work) (15)</p> <p>6.1 Orientation of field work</p> <p>6.2 Group formation and pre field visit</p> <p>6.3 Construction of tools and validation</p> <p>6.4 Main field visit and data collection</p> <p>6.5 Guiding for report writing</p> <p>6.6 Format of report writing</p> <p>6.6.1 Preliminary section</p> <p>6.6.2 The text section</p> <ul style="list-style-type: none"> • Introduction • Literature review • Methodology • Data analysis and interpretation • Findings • Summary, conclusion and discussion <p>6.6.3 Terminal section</p> <ul style="list-style-type: none"> • Bibliography/reference • Appendix <p>6.7 Report presentation</p>

4. Instructional Techniques

The instructional techniques for this course are as below.

- Lectures
- Document reviews
- Discussions
- Brain storming
- Presentations
- Guest lectures
- Collaborative learning
- Independent learning
- Field works

5. **Evaluation**

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The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 x 1 mark	10
Group B: Short questions	3 questions	3 x 8 marks	24
Group C: Long questions	1 questions	1x 16 marks	16
Total			50

6. Evaluation Scheme for Practical Aspects

Total 50 marks out of 100 marks is allocated for practical part. Viva-voce will be jointly evaluated by the internal and external supervisors at the end of the session. The breakdown of marks is given bellow.

Activities	Internal Marks	External Marks	Total
Attendance and participation	5	-	5
Collection of documents	5	5	10
Quality of report	5	10	15

Presentation	5	-	5
Viva-voce	5	10	15
Total	25	25	50

7. Recommended books

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

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

Jnawali, D. (2008). Research: Principles and Techniques. Kathmandu: VidyarthiPustakBhandar

Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage Publications.

McKenzie, J.F., Pinger, R.R. & Kotecki, J.E (2005). *An introduction to community health (5th Edition)* Boston: Allyn and Bacon

Ross, M.G. (1967). *Community organization: theory, principles & practice*. New York: Harper & Raw Publications.

Payne, J. (1999). *Researching health needs: community based approach*. London: Sage Publication

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

Far Western University
Faculty of Education

Course Title: **Population Migration and Urbanization**

Course No. : Pop. Ed. 473(Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 7th

Teaching hours: 45

1. Course Introduction

This course has been designed to familiarize students with population, migration and urbanization with main emphasis on types, trends, causes, consequences and theories of migration and interrelation between migration and development. Furthermore, it enables the students with the knowledge of labour migration and remittances, urbanization and urban problems/issues. In addition, this course also serves as foundational course for population, migration and urbanization. After completion of this course, students will be able to show a critical understanding of migration theories and the relationships between migration, urbanization and development.

2. General Objectives

The general objectives of this course are as follows:

- To conceptualize students with basic concept, definition and types of migration.
- To provide knowledge on trends, patterns and differentials of internal and international migration and their causes and consequences.
- To sharpen student's knowledge on theoretical understanding of migration.
- To make the students familiar with the interrelation between migration and development.

- To provide the knowledge about role of migration on urbanization and development.
- To develop the understanding about the migration and remittances as well as utilization of remittances.
- To equip the students on acquiring knowledge on global urbanization trends and urbanization problems and issues in Nepal.

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Conceptualize and define migration. • Classify the types of migration. • Explain trends, patterns and differentials of internal and international migration. • Describe causes and consequences of internal and international migration. • Interpret the migration and population change. 	<p>Unit – I: Population and Migration (10 hours)</p> <p>1.1 Basic concept and definitions of migration</p> <p>1.2 Types of migration: internal and international migration</p> <p>1.3 Trends, patterns and differentials of internal and international migration</p> <p>1.4 Causes and consequences of internal and international migration</p> <p>1.5 Migration and population change</p>
<ul style="list-style-type: none"> • Conceptualize the migration theory. • Briefly explain and analyze migration theories: Ravenstien's law, Lee's theory, Todaro model and Zelinsky's hypothesis of mobility transition. 	<p>Unit – II: Theories of Migration 8 hours</p> <p>2.1 Concept of migration theory</p> <p>2.2 Ravenstein's law of migration</p> <p>2.3 Lee's theory of migration</p> <p>2.4 Todaro model of migration</p> <p>2.5 Zelinsky's hypothesis of mobility transition</p>
<ul style="list-style-type: none"> • Explain the relationship between migration and development. • Describe contribution of migration on economic development. • Elaborate migration as a development strategy. 	<p>Unit –III: Migration and Development 5 hours</p> <p>a. Relationship between migration and development</p> <p>b. Contribution of migration on economic development</p>

<ul style="list-style-type: none"> Analyze opportunities and challenges of migration for development. 	<p>c. Migration as a development strategy d. Opportunities and challenges of migration for development</p>
<ul style="list-style-type: none"> Delineate definition remittance and types of remittances. Examine the labour migration and remittance in Nepal. Discuss the trends of remittances and its utilization in Nepal. Explain the role of remittance in rural livelihoods. 	<p>Unit – IV: Migration and Remittance (6 hours) 4.1 Definition and types of remittances 4.2 Labour migration and remittances in Nepal 4.3 Trends of remittances in Nepal and its utilization 4.4 Role of remittances in rural livelihoods</p>
<ul style="list-style-type: none"> Delineate the concept of urbanization. Examine history of world urbanization. Explain levels and trends of urbanization in developed and developing countries. Briefly explain about central place theory. 	<p>Unit - V : Urbanization (6 hours) 5.11 Concept of urbanization 5.12 History of world urbanization 5.13 Levels and trends of urbanization in developed and developing countries 5.14 5.4 Central place theory</p>
<ul style="list-style-type: none"> Explain pattern and trends of urbanization in Nepal. Describe the role of migration in urbanization Elucidate urban problems and issues Discuss causes and consequences of urbanization in Nepal. Clarify the role of local government in urban management 	<p>Unit – VI: Urbanization and Urban Issues in Nepal (10 hours) 6.14 Urbanization pattern in Nepal 6.15 Urbanization trends in Nepal 6.16 Role of migration in urbanization 6.17 Urban problems and issues: Air pollution, waste management (e-waste), traffic problems, loss of culture, water scarcity, crime and insecurity, slum issues 6.18 causes and consequences of urbanization in Nepal</p>

4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture
- Problem- Solving
- Individual study
- Class presentation by students
- Group work/ pair work
- Project work with seminar session
- Value clarification method
- Guest Lectures/Speakers

5. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It

carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Reference materials and books

Bossavie, L. & Denisoya, A. (2018). *Youth labor migration in Nepal*. Washington, DC: World Bank.

- Carter, H. (1983). *Central place functions and central place theory. The study of urban geography*. London: Edward Arnold Ltd.
- Central Bureau of Statistics. (2014). *Population monograph of Nepal (Volume I): Population dynamics*. Kathmandu: Central Bureau of Statistics.
- Central Bureau of Statistics. (2014). *Population monograph of Nepal (Volume II): Social demography*. Kathmandu: Central Bureau of Statistics.
- Central Bureau of Statistics. (2014). *Population monograph of Nepal (Volume III): Economic demographic*. Kathmandu: Central Bureau of Statistics.
- DeHaas, H. (2007). *Remittances, migration and social development: A conceptual review of the literature* (pages 7-24). United Nations Research Institute for Social Development, Social Policy and Programme. Paper No. 34.
- Gould, W.T. S. (2009). *Population and development*. UK: Routledge.
- Greenwood, M.J. (1985). Human migrations: Theory, models and empirical research. *Journal of Regional Science*, 25(4).
- Gurung, G. (2003). Foreign Employment and Remittance Economy of Nepal, in Domroes, M. (Ed.), *Translating Development: The Case of Nepal*, Social Science Press, New-Delhi: 268-281.
- Hass, H.D. (2008). *Migration and development: A theoretical perspective* (Working Paper 9). Oxford: International Migration Institute, James Martin 21 Century Schools, University of Oxford.
- International Migration Outlook, (2006). *Determinants of remittances: International migrant remittance and their role in development*, 145-149. OECD.
- International Organization for Migration (IOM) (2018). *World migration report 2018*: Switzerland: IOM
- International Organization for Migration (IOM).(2011). *Glossary of migration*. Switzerland: International Organization for Migration.

- International Organization for Migration (IOM). (2017). *Maximizing the development impact of migration in Nepal: Comprehensive market study*. Kathmandu: International Organization for Migration (IOM).
- Kansakar, V.B.S. (n.d.). *Land resettlement policy as a population distribution strategy in Nepal*. Kathmandu: Centre for Economic Development and Administration, Tribhuvan University.
- Kathiwada, P. P (2014).*International migration and citizenship in Nepal. Population monograph of Nepal, (VOL. I, p 211-283)*. Kathmandu, Nepal: Central Bureau of Statistics.
- Kharel, P. (2011). Remittance as Development Resource: The Experience of Nepal. A Paper Presented in Asia-Pacific Regional Meeting on Implementing the Istanbul Programme of Action, 14-16 December 2011, Bangkok.
- Lee, E.S. (1966). A Theory of Migration. *Demography*, 3, 428-445. Ravenstein, E.G. (1889).The Laws of Migration.*Journal of the Royal Statistical Society*. 52(2), 241-305.
- Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor (1994).An evaluation of international migration theory.*Population and Development Review*, 20 (4), 699-751.
- Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor (1994).An evaluation of international migration theory.*Population and Development Review*, 20 (4), 699-751.
- Morris, D. Morris (1976). A physical quality of life index (PQLI). *Overseas Development Council, The united states and world development agenda*, pp. 147-171.
- 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*, 52, 241-305.
- Ravenstein, E.G.(1889). The Laws of Migration. *Journal of the Royal Statistical Society*, 52, 241-305.

- Santos, M.D.D. (2006). *The Economic Consequences of Migration, Demography: Analysis and Synthesis. A Treatise in Population Studies, Vol. III.*
- Sharma, P. (2003). *Urbanization and development in Nepal: Population monograph of Nepal, Vol. II.* Kathmandu: Central Bureau of Statistics, 375-412.
- Suwal, B. R. (2014). *Internal migration in Nepal: Population monograph of Nepal, Vol. I.* Kathmandu: Central Bureau of Statistics (CBS).
- Todaro, M.P. (1969). A model of labour migration and urban unemployment in less developed countries. *The American Economic Review*, LIX(1), 138-148.
- Zelinsky, W. (1971). The Hypothesis of the Mobility Transition. *The Geographical Review*. LX1, 219-249.
- United Nations (2010). *Human development report 2010*. USA: UN.
- United Nations (2015). *International migration report 2015*. USA: UN
- United Nations, Department of Economic and Social Affairs, Population Division (2017). *International Migration Report 2017: Highlights (ST/ESA/SER.A/404)*.
- United Nations.(2003). *World urbanization*. New York: United Nations.
- Vargas-Lundius, R., Lanly, G., Villarreal, M., & Osorio, M. (2008). *International migration, remittances and rural development* (pages 14-18, pages 30-37). International Fund for Agricultural Development (IFAD).
- World Bank. (2017). *Migration and development brief 28: Migration and remittance recent developments and outlook*. Washington, D.C: World Bank Group, KNOMAD.
- Zelinsky, W. (1971). The hypothesis of the mobility transition. *Geographic Review*, 61, 219-249.

Far Western University
Faculty of Education

Course Title: **Population of Nepal**

Course No. : Pop. Ed. 474 (Minor)

Level: B.Ed.

Semester: 7th

Nature of course: Theory

Credit hours:3

Teaching hours: 45

1. Course Description

This course is designed to introduce the students to the basic knowledge of population of Nepal. This course deals with the various components such as sources of demographic data, fertility, mortality, migration, nuptiality and urbanization, development and projection of population of Nepal.

2. General Objectives

The general objectives of this course are as follows:

- To provide students with understanding the concept of sources of demographic and population data.
- To assist students gain knowledge on fertility and nuptiality levels and trends of Nepal
- To help students gain knowledge on mortality levels and trends of Nepal
- To help students gain knowledge on migration and urbanization levels and trends of Nepal
- To support students to understand the population and development issues
- To understand the population projection and familiarize about projected population of Nepal

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the sources of demographic data.• Familiarize about population growth, composition of	<p>Unit I: Sources of demographic data and population composition, trends and pattern of Nepal (11)</p> <p>1.31 Sources of demographic data: Census, surveys, vital registration, service statistics, institutional records.</p> <p>1.32 Population size and growth rate of</p>

<p>population and distribution of population.</p>	<p>Nepal</p> <p>1.33 Geographical population distribution and population density</p> <p>1.34 Age and sex composition of population</p> <p>1.35 Ethnicity, language and religion of Nepal</p>
<ul style="list-style-type: none"> • Illustrate fertility trends and pattern of Nepal • Discuss causes of declining fertility of Nepal • Illustrate mortality trends and pattern of Nepal • Discuss causes of declining mortality and increasing life expectancy in Nepal 	<p>Unit II: Fertility and mortality trends and patterns of Nepal(10)</p> <ul style="list-style-type: none"> a. Fertility trends and patterns (CBR, ASFR, TFR) by ecological regions, rural urban, and province level. b. Causes of fertility decline c. Mortality trends and pattern (CDR, IMR, Maternal mortality, Life expectancy by ecological regions, rural urban, and province level. d. Causes of mortality decline and increasing life expectancy
<ul style="list-style-type: none"> • Familiarize students about the concept of migration and urbanization. • Discuss the trends of migration in Nepal • Discuss the patterns of urbanization in Nepal 	<p>III. Migration and urbanization(9)</p> <p>3.1 concept and definition of migration</p> <p>3.2 Patterns and trends of migration of Nepal</p> <p>3.3 Characteristics of Migration in Nepal</p> <p>3.4 Concept and definition of urbanization</p> <p>3.5 History of urbanization and geographical pattern of urbanization in Nepal.</p> <p>3.6 Characteristics of urbanization of Nepal</p>

<ul style="list-style-type: none"> • Elucidate the nuptiality characteristics of Nepal • Discuss the determinants of age at marriage in Nepal. 	<p>IV Nuptiality(5)</p> <p>4.1 Nuptiality characteristics (age, ecological region, residence, and province)</p> <p>4.2 Determinants of age at marriage</p>
<ul style="list-style-type: none"> • Familiarize students with population and different development issues. 	<p>V Population and development(6)</p> <p>5.1 Population, poverty and human development</p> <p>5.2 Population and environment</p> <p>5.3 Population and health</p> <p>5.4 Population, housing and sanitation</p> <p>5.5 Gender equity, equality, and empowerment</p>
<ul style="list-style-type: none"> • Familiarize about population estimates • Explain the sectoral projection of population • Discuss the implication of future projected population. 	<p>VI. Population Projection of Nepal (5)</p> <p>6.1 Definition of population projection and estimates</p> <p>6.2 Sectoral projection of population (size, growth rate/decline, structure)</p> <p>6.3 Socio economic implication of future projected population in relation of quality of life and national development</p>

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

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work

- Class room presentation
- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total 60 marks out of 100 marks is allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

Required Readings

Central Bureau of Statistics, 1987. Population Monograph of Nepal (Kathmandu:

Central Bureau of Statistics)

Central Bureau of Statistics, 1995, Population Monograph of Nepal (Kathmandu:

Central Bureau of Statistics)

Central Bureau of Statistics, 2003, , Population Monograph of Nepal (Kathmandu:

Central Bureau of Statistics)

Central Bureau of Statistics, 2014, Population Monograph of Nepal (Kathmandu: Central Bureau of Statistics)

Joshi, M. R. (2074). Population of Nepal. Kathmandu: Bhudipuran Publication.

KC Bal Kumar, 2004. Migration, poverty and development in Nepal. Asia Pacific migration Journal vol 13 (2): 205-232.

Nepal Ministry of Health, New Era and ORC Macro, 2002, 2007, 2012, 2016, Nepal Demographic and health surveys.

Far Western University
Faculty of Education

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

Course No. : Pop. Ed. 481(Major)

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 8th

Teaching hours: 45

1. Course Description

This course is designed to prepare competent secondary school teachers in population education. It intends to develop necessary knowledge skills in using appropriate methods and materials for teaching population education. The course also provides the opportunity to the teachers in population and use of instructional materials for effective teaching of population education. The course also intends to provide practical experiences of preparation and use of instructional materials, preparation of work plan, unit plan and daily lesson plan. In addition, the course also provide practical experiences on construction of subjective and objective type of tests items, content analysis of existing secondary school level population curriculum.

2. General Objectives

On the completion of the course, the student teacher will able to:

- Explain the concept of teaching and its importance in population education.
- Elucidate the role of communication in classroom teaching.
- Describe and use of different approaches and methods of teaching population education in secondary level.
- Prepare and use of appropriate teaching materials for effective teaching.
- Plan and implement teaching/learning activities of population education in classroom teaching.
- Evaluate the learning outcomes using appropriate tools and techniques in population.
- Explain the factors to be considered in developing population education for school level with its organizational patterns and plans.
- Analyze the school level curriculum of population education.

- To enable the students to provide practical experiences on preparation and use of instructional materials, preparation of work plan, unit plan and daily lesson plan, construction of subjective and objective type of tests items, content analysis of existing secondary school level population curriculum.

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the meaning and importance of teaching in population. • Elucidate principles of teaching method in population education. • Choose the appropriate teaching methods on the basis of available resources • Discuss on teaching Phases • Delineate the concept, importance and in population education communication • Explain the different models of communication 	<p>Unit I: Introduction to Teaching Population Education (6)</p> <p>1.1 Concept/meaning and importance of teaching in population education.</p> <p>1.2 Principles of teaching population education.</p> <p>1.3 Factors determining the selection of teaching methods in population education.</p> <p>1.4 Phases of teaching population education</p> <p>1.5 Concept and role of communication</p> <p>1.6 Models of communication in teaching population education</p>
<ul style="list-style-type: none"> • Explain the different types of teacher-centered methods. • Apply the different types of student-oriented method. • Organize the different types of group participatory approach. 	<p>Unit II: Approaches and Methods of Population Education (11)</p> <p>2.1 Concept/meaning and importance of teaching methods in population education</p> <p>2.2 Teacher-centered methods</p> <ul style="list-style-type: none"> • Lecture • Demonstration • Question-answer <p>2.3 Student-centered method</p>

	<ul style="list-style-type: none"> • Project work • Field trip • Individual study • Experimentation • Case study • Role playing <p>Group participatory approach</p> <ul style="list-style-type: none"> • Group discussion • Buzz session • Brain Storming • Exhibition
<ul style="list-style-type: none"> • Explain the needs and importance of teaching materials. • Explain the principles of selecting and using teaching materials in population education. • Prepare and use different types of teaching materials. • Explain and use different types of electronic media and materials. • Discuss on Edgar Dales cone • Identify the community resource in teaching. 	<p>Unit III: Materials and Media in Population Education (9)</p> <p>3.1 Needs and importance of teaching materials in population education.</p> <p>3.2 Principles of selection and use of teaching materials</p> <p>3.3 Preparation and use of different materials</p> <p>3.3.1 Charts</p> <p>3.3.2 Posters</p> <p>3.3.3 Models</p> <p>3.3.4 Graphs</p> <p>3.3.5 Population density and distribution map</p> <p>3.3.6 Flash cards</p> <p>3.3.7 Flannel board.</p> <p>3.4 Electronic materials</p> <p>3.4.1 Radio</p> <p>3.4.2 Television</p> <p>3.4.3 Multimedia</p>

	<p>3.4.4 E- library</p> <p>3.5 Use of Edgar Dales cone of experience</p> <p>3.6 Community resource in teaching population education.</p> <p>3.7 Student activities Preparation and use of charts, posters, puppets, models, graphs, population distribution and density maps, flash card and flannel board.</p>
<ul style="list-style-type: none"> • Explain the concept, needs and importance of planning for teaching. • Describe the process and types of instructional planning. • Describe different types of instructional planning in population education. • Prepare a model of work plan, unit plan and daily lesson plan considering necessary elements. 	<p>Unit IV: Planning in Teaching Population Education (7)</p> <p>4.1 Concept, needs and importance of planning for teaching</p> <p>4.2 Process of instructional planning</p> <p style="padding-left: 20px;">4.2.1 Instructional objectives</p> <p style="padding-left: 20px;">4.2.2 Selection of contents</p> <p style="padding-left: 20px;">4.2.3 Determining learning experiences</p> <p style="padding-left: 20px;">4.2.4 Identifying evaluation techniques and tools</p> <p>4.3 Types and components of instructional planning</p> <p style="padding-left: 20px;">4.3.1 Work plan</p> <p style="padding-left: 20px;">4.3.2 Unit plan</p> <p style="padding-left: 20px;">4.3.3 Daily lesson plan</p> <p>4.4 Student activities: Preparation of work plan, unit plan and daily lesson plan</p>
<ul style="list-style-type: none"> • Explain the concept and meaning of population education curriculum. • Describe process of curriculum development. • Identify the different developmental 	<p>Unit V: Curriculum in Population Education (7)</p> <p>5.20 Concept and meaning of population education curriculum.</p> <p>5.21 Organization pattern of curriculum.</p> <p style="padding-left: 20px;">5.21.1 Separate subject curriculum</p>

<p>organization pattern of curriculum.</p> <ul style="list-style-type: none"> • Identify the factors to be considered in developing population education curriculum. • Review critically recent grade 9 &10 school level population education curriculum. 	<p>5.21.2Broad field curriculum 5.21.3Integrated curriculum 5.22 Factors to be considered in developing population education curriculum 5.4 Student Activities: Critical review of EPH curriculum of grade 9 & 10</p>
<ul style="list-style-type: none"> • Explain the meaning and purpose of evaluation in teaching population education. • Describe the different types of evaluation techniques and tools in teaching.. • Construct and use different types of evaluation tools. 	<p>Unit VI: Evaluation of Teaching Population Education (5)</p> <p>6.12 Meaning and purpose of evaluation in teaching population education 6.13 Types of evaluation 6.13.1 Formative 6.13.2 Summative 6.13.3 Diagnosis 6.14 Construction of evaluation tools 6.14.1 Attitude test 6.14.2 Oral test 6.3.3 Written test 6.3.4 Observation test 6.15 Student activities: Construct subjective and objective type of test items</p>

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional Techniques

This course is theoretical in nature. Following instructional techniques will be used while teaching this course is:

- Lecture, explanation and illustration
- Demonstration and Group discussion
- Project work
- Class room presentation

- Individual and group work/class work activities
- Self study and practices
- Question

5. Evaluation Scheme:

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

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Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal:	40 %
External:	60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. Total **60** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	7 with 1 alternative questions	7 x 8 marks	56
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
Total			100

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

6. Recommended Books and References

- Aggrawal, J.C. (1999). *Principles, methods & techniques of teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kumar, K.L. (1996). *Educational technology*. New Delhi: New Age International (P) Ltd.
- Sampath,K., Panneerselvam, A. & Santhanan, A. (2000). *Introduction to educational technology (4th edit.)* New Delhi: Sterling Publishers Pvt. Ltd.
- Bhatia, B.D. and Bhatia, K. (2001). *Principles and methods of teaching* (Nineteenth ed.) Delhi: Doba House Book Sellers and Publisher.

- Bisht, P. S. & Joshi, M.R. (2066). *Methods of teaching population education*. Kathmandu: Bhudipuran Publication Pvt. Ltd.
- CDC, (1988). *Population education instructional materials*. Bhaktapur: Author.
- CDC, (1988). *Janasankhya shikshaya ko Rastriya shrot pustak*. Bhaktapur: Author.
- FOE, (1995). *Jaa Sankhyako Srot Pustak*, Kirtipur: Author.
- Joshi, M.R. (2074). *Methods of teaching population education*. Kathmandu: Bhudipuran Publication Pvt. Ltd. .
- Sharma, R.A. (1994). *Curriculum development*. Meerut: Eagle Books International.
- Sharma, R.C. (1988). *Population resource, environment and quality of life*. New Delhi: Dhanpet Rai and Sons.
- UNESCO, (1992) *Integrated population education in Nepal*. Bangkok: Author.

Far Western University
Faculty of Education

Course Title: Workshop and Seminar in Population Education

Course No.: Pop. Ed. 482(Major) Nature of Course: Theory and Practical
(50%+50%)

Level: B.Ed. Credit Hours: 3

Semester: 8th Teaching Hour: 45

1. Course Description

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

2. General Objectives

The general objectives of the course are as follows

- To make the students familiar with resources materials in population issues.
- To develop capacity in students to review documents and literature.
- To acquaint the students with global population issues and challenges related to overgrowth of population, growth of aged population, adolescents of sexuality and health related issues.
- To enable the students writing a seminar papers and presents in a seminar.

3. Specific Objectives and Contents

Specific Objectives	Units and Contents
<ul style="list-style-type: none">• Discuss on determinants and differential of fertility.• Analyze situation of maternal and child mortality and morbidity of Nepal.• Explain the consequences of migration and suggest measure to manage migration.• Analyze the situation of brain drain	<p>Unit: I Component of Population (6)</p> <p>1.1 Fertility 1.1.1 Level and trend of fertility 1.1.2 Determinants of fertility</p> <p>1.2 Morbidity and Mortality 1.2.1 Level and trend of Morbidity and mortality 1.2.2 Determinants of mortality</p> <p>1.3 Migration</p>

	<p>1.3.1 Push and pull factors of migration</p> <p>1.3.2 Unemployment and migration</p> <p>1.3.3 Brain drain</p>
<ul style="list-style-type: none"> • Delineate the impacts of urban migration in different aspects like health service, water supply, housing etc. • Analyze the issues of force migration, and internal displacement. • Elucidate the situations and problems of slums, street children, human trafficking 	<p>Unit: II Population growth related issues (6)</p> <p>2.1 Impact of Urban migration/Unmanaged migration</p> <p>2.2 Force migration</p> <p>2.3 Internal displacement</p> <p>2.4 Slums</p> <p>2.5 Street children and their rehabilitation</p> <p>2.6 Human trafficking</p>
<ul style="list-style-type: none"> • Analyze the situation of senior population of developed and developing countries. • Explain the situation of senior population of Nepal. • Describe health problems of seniors and suggest measures to manage their problems. • Identify the issues in utilization of health services among senior citizens. • Explain the issues of children's migration and its impact in citizens left behind. 	<p>Unit: III Senior Citizen (4)</p> <p>3.1 Situation of elderly people in developed and developing countries</p> <p>3.2 Situation of elderly people in Nepal</p> <p>3.3 Health problems of senior citizens</p> <p>3.4 Health service utilization among senior citizens</p> <p>3.5 Children's migration and its impact on left behind senior citizens</p>
<ul style="list-style-type: none"> • Analyze the perception of people regarding adolescence sexuality education. • Identify the impacts of risky sexual behavior, early marriage, force marriage, pre-marital and extra marital sex, commercial sex works and their impacts. • Explain the situation and problems of LGBTIT and suggest 	<p>Unit: IV Sexuality and sexual right (4)</p> <p>4.1. Adolescence sexuality education</p> <p>4.2 Risky sexual behavior</p> <p>4.3 Early marriage/Child marriage, force marriage</p> <p>4.4 Pre-marital and extramarital sex and their impacts</p> <p>4.5 Sexual exploitation/sexual harassment</p>

<p>their management.</p> <ul style="list-style-type: none"> • Highlight the situation of abortion, impacts of unsafe abortion and their management. • Describe the legal aspects on commercial sex work 	<p>4.6LGBTI 4.7Abortion and its impacts 4.8Commercial sex work</p>
<ul style="list-style-type: none"> • Analyze the situation of Health Policy in Nepal. • Explore the problems Maternal and child health service in the country and suggest the measures to promote. • Express the unfriendly adolescent reproductive health service. • Analyze the issues of MDGs and SDGs 	<p>Unit: V Health Service (4) 5.1Health policy 5.2Social exclusion. equity and social justice in health 5.3Risk of maternal and child health care 5.4Unfriendly adolescent reproductive health service 5.5Millennium Development Goals (MDGs) and Sustainable Development Goals(SDGs)</p>
<ul style="list-style-type: none"> • Define empirical study. • Clarify objectives and importance of empirical study. • Identify factors to be considered while selecting a researchable title. • Deliver the method and use of review of related literature. • Identify the methods applied in empirical study. • Explain the procedure of data analyses. • Describe the process of deriving conclusion and recommendation. 	<p>Unit: VI Empirical study on selected title (21) 6.1Concept and meaning of empirical study 6.2Objectives of empirical study 6.3Importance of empirical study 6.4Steps in conducting empirical study 6.4.1 Problem identification 6.4.2 Objective formation 6.4.3 Review of related literature 6.4.4 Research methodology 6.4.5 Data analysis and presentation 6.4.6 Conclusion and recommendations</p>

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

4. Instructional Techniques

The instructional techniques for this course are as below.

- Lectures

- Document reviews
- Discussions
- Brain storming
- Presentations
- Guest lectures
- Collaborative learning
- Independent learning
- Field works

6. Evaluation

Attendance in Class: Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

Presentation: Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

Assignment: Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

Mid-Term Examinations: It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

End-Term/External Examinations: It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

Strict Notice: Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to

get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Internal: 40 %

External: 60%

The subject teacher will assess the students' internal performance from time to time through attendance, class room presentation, project work, discussion and class assignment, midterms, paper pencil test, conduction of workshop. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations FU. The types and number of questions to be included in the annual examination are as follows.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 x 1 mark	10
Group B: Short questions	3 questions	3 x 8 marks	24
Group C: Long questions	1 questions	1x 16 marks	32
Total			50

7. Evaluation Scheme for Practical Aspects

Total 50 marks out of 100 marks is allocated for practical part. Viva-voce will be jointly evaluated by the internal and external supervisors at the end of the session. The breakdown of marks is given bellow.

Activities	Internal Marks	External Marks	Total
Attendance and participation	5	-	5
Collection of documents	5	5	10
Quality of report	5	10	15
Presentation in seminar	5	-	5

Viva-voce	5	10	15
Total	25	25	50

8. Recommended Books/Materials

- Adhikari R,& Adhikari M. (2018). *Advanced Demography*. Reference book.Pinakal Publication Pvt. Putalisadak, Kathmandu, Nepal
- Adhikari M & Adhikari R. (2018).*Population Dynamics*. Pinakal Publication Pvt. Putalisadak, Kathmandu, Nepal
- Bhende, A. A. &Kanitkar, T. (2010).*Principles of population studies*.(20th edition). New Delhi: Himalayan Publishing House.
- CBS, (2014).*Population Monograph of Nepal*. Central Bureau of Statistics. Kathmandu, Nepal
- Joshi, M. R. (2076). *Workshop and Seminar in population education*. Kathmandu: Bhudipuran Prakashan.
- K.C., B. K., et.. al., (1997), Migration Situation in Nepal Kathmandu : CDPS
- Maharjan, S.K. (2073 B. S).*Manavyouni ktaraprajananswasthya*.(7th Ed.).Kirtipur: Sun Light Publication.
- Shrestha, D. R. (2008).*Reproductive health: national and international perspective*. Dhulikhel:
- Nepal Demographic Health Survey (2011). Kathmandu: MoHP
- UNID (2014). Nepal human development report.un.org.np/oneun/undaf/**slum**

Far Western University
Faculty of Education

Course Title: Workshop and Seminar in Population Education

Course No.: Pop. Ed. 483 (Minor) Nature of Course: Theory and Practical (50%+50%)

Level: B.Ed. Credit Hours: 3

Semester: 8th Teaching Hour: 45

1. Course Description

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

2. General Objectives

The general objectives of the course are as follows

- To make the students familiar with resources materials in population issues.
- To develop capacity in students to review documents and literature.
- To acquaint the students with global population issues and challenges related to overgrowth of population, growth of aged population, adolescents of sexuality and health related issues.
- To enable the students writing a seminar papers and presents in a seminar.

3. Specific Objectives and Contents

Specific Objectives	Units and Contents
<ul style="list-style-type: none">• Discuss on determinants and differential of fertility.• Analyze situation of maternal and child mortality and morbidity of Nepal.• Explain the consequences of migration and suggest measure to manage migration.• Analyze the situation of brain drain	<p>Unit: I Component of Population (6)</p> <p>1.4 Fertility</p> <p> 1.4.1 Level and trend of fertility</p> <p> 1.4.2 Determinants of fertility</p> <p>1.5 Morbidity and Mortality</p> <p> 1.5.1 Level and trend of Morbidity and mortality</p> <p> 1.5.2 Determinants of mortality</p> <p>1.6 Migration</p> <p> 1.6.1 Push and pull factors of</p>

	<p>migration</p> <p>1.6.2 Unemployment and migration</p> <p>1.6.3 Brain drain</p>
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