Annual Plan

Course Title: **Project Work and Seminar on Population Education**

Grade Level Bachelor Year IV

Subject code: Pop.Major-446, Minor-449

Total periods: 150 Time per period :( 55 minutes)

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| Timeline | Unit & Sub Unit | Estimated Period | Learning Objectives | Teaching Strategies/Methods | Resources/Teaching Materials | Lesson plan | Assessment Methods | Integration of technology | Feedback & reflection |
|  | Unit: I Population issues   * 1. Fertility      1. Persistent of high fertility in middle and lower developing countries      2. Negative growth in developed countries   2. Morbidity and Mortality      1. Morbidity      2. Maternal mortality      3. Infant and Child mortality   3. Migration      1. Unemployment and migration      2. Foreign migration in unskilled sector   4. Brain drain   5. Remittance flow and its proper utilization in economic development | (25)  2  2  2  2  2  2  8 | * Discuss on persistent of high fertility in lower middle class. * Elaborate negative growth in highly developed countries * Identity situation of maternal and child mortality and morbidity of Nepal. * Explain the consequences of migration and suggest measure to manage migration. * Illustrate problems of unskilled migrant to foreign countries * Analyse the situation of brain drain * Review remittance flow and its utilization in economic development | * Students are asked to visit library or google to collect materials on problems of fertility, migration, mortality and morbidity. * They will discuss in the class | Bruess, C.E & Greeiberg, J. S. (2004). Sexuality education: theory and practice. Boston: Jones and Bartlett Publishers CBS, (2014). Population Monograph of Nepal. Central Bureau of Statistics. Kathmandu, Nepal  PRB. (1998). Population hand book.  Masters, W.H., Johnson, V. E. & Kolondy R. C. (2007). Human sexuality (Indian edition) New Delhi: Dorling Kindersle | Thirty different lesson plans are to be prepared to meet the teaching learning outcomes | Class room presentation, Discussion and Class Assignment on regular basis.  Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.)  Teacher will delivering the concept, meaning and importance of Sources of population data using reference books chart etc. | Use of IT to enhance student learning experience.  Model, videos and E-book. | Identifying mistakes and give immediate and accurate corrections followed by explanations and examples. |
|  | **Unit: II**  **Unplanned settlement and haphazard reclassification of urban areas**   * 1. Population pressures in towns   2. Unplanned towns   3. Problem of slum area and slum dwellers   4. Chronic shortage of water and fuel   5. Solid and liquid waste management   6. Regional balance and urbanization | **(20)**  2  7 | * Analyse situation of population pressure of towns * Identify the problems of unplanned town and slum areas and slum dwellers. * Delineate environmental and sanitation problems of slum areas and suggest measures such problems. * Suggest regional balance and urbanization. | * There will be interaction on urbanization problems in Nepal * Suggestion for improving the situation of urbanization | Sharma, R.C. (1988). Population resource. Environment and quality of life. New Delhi: Dhanpat Rai of Sons.  Population Reference Bureau (PRB), 2017 World Population Data Sheet (Washington | Thirty five different lesson plans are to be prepared to meet the teaching  learning outcomes | -Class room presentation, Discussion and Class Assignment on regular basis.  -Practical exercise  Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.) | - Use of IT to enhance student learning experience.  Model, videos and ,slid show | -Model test and quizzes to evaluate students will be taken followed by immediate feedback to mitigate the problems that may arise. |
|  | **Unit: III**  **Living sustainable life**   * 1. Status of quality of life   2. Food security   3. Health insurance   4. Social security   5. Sustainable development | **(15)**  2  7  11 | * Analyse status of quality of life of Nepalse people. * Analyse situation of food security in Nepal. * Discuss the situation of social security in Nepal. * Highlight the aspects of sustainable development. | * Students will be provided materials on living sustainable life and will be asked to present followed by discussion. | Central Bureau of Statistics (CBS). (2003). Population  monograph of Nepal. Kathmandu: CBS.  Kafle Rameshower, (2074) Quality of Life.  Ministry of health MoH,1996. The  National Reproduction Health Family Planning IEC Strategy  Dhakal,S. N. (2004). Gunastriya jivan. Kathmandu: Ratna Pustak Bhandar. | Fifteen different lesson plans are to be prepared to meet the teaching learning outcomes | Class Assignment on regular basis.  Presentation slide show.  Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.) | Projector/ laptop PowerPoint and Slide show | The subject taught by the students related to the demographic component of quality of life, the teacher should reflect well and provide feedback. |
|  | **Unit: IV**  **Environmental hazards of urban areas**   * 1. Concept of environmental hazards   2. Consequences of environmental hazards   3. Climate change and its impact   4. Environmental hazards and its management      1. Concept of environmental hazards      2. Exploitation of natural resource and its impacts      3. Challenges of flush toilet      4. Issues of open/free defecation      5. ECOSAN * Concept of ECOSAN * Initiation ECOSAN * Construction of ECOSAN toilets * Separation of urine and excreta * Values of urine and human excreta in agriculture and environment * Rain water harvesting | **(25)**  5  5  5 | * Clarify the concept of environmental hazards. * Discuss the issues of environmental health hazards * Delineate climate change and its impact * Explain the exploitation of natural resources and its impacts * Analyse challenges and issues of flush toilets * Spell out the issues of open/defecation * Clarify the concept and initiation of ECOSAN * Explain the procedure of constructing ECOSAN toilet * Explain the procedure of separating urine and human excreta and their agricultural and environmental values * Describe procedure of rain water harvesting and its advantages. | * A Film will be shown about environmental problems and students will be assigned to write the situation / problems and suggestive measures * Student will observe school or community toilet and prepare its report. They will present in class followed by discussion. * An expert will be brought to present procedure and use of human excreta and urine in agriculture and harvesting of rain water. | Kathmandu: Authors. (2004). Nepal population report. Kathmandu: MOPEB  Kafle Rameshower, (2074) Quality of Life.  Pokhrel, N. (2060 B. S). Youn, garva ra sutkeri. Kathmandu: Educational Enterprise.  UNDP,2017, Human Development Report (New York: UNDP)  Ministry of health MoH,1996. The  National Reproduction Health Family Planning IEC Strategy  FOE, IUCN. (2000). Environmental education source book for bachelor of education programme. Kathmandu: IUCN. | Twenty five different lesson plans are to be prepared to meet the teaching learning outcomes | Ask students to prepare and demonstrate different materials related to course such as Charts, Posters, Puppets, Models, Graphs, Populate Flash cards , Flannel board, Meta card etc.  Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.) | PowerPoint slid show,  zoom | -Identifying mistakes and give immediate and accurate corrections followed by explanations and examples |
|  | **Unit: V**  **Sexual and reproductive health** **issues**   * 1. Adolescents reproductive health   5.1.1 Premarital sexual intercourse  5.1.2 Early marriage/child marriage  5.1.3 Early age at 1st pregnancy/unwanted pregnancy   * 1. Safe and unsafe abortion   2. Prenatal health problems      1. Health check up      2. Additional food      3. Perinatal health problems   3. Access to delivery service in hospital      1. Delayed decision for getting service      2. Transportation problems      3. Home delivery   4. Sex selective and feticide | **(25)**  2  1  2  2  1  2 | * Highlight adolescent's reproductive health problems. * Find out situation of unsafe abortion in Nepal and its consequences. * Explore the prenatal health care problems in Nepal. * Describe problems related with access to hospital delivery service and home delivery * Delineate issues of gender selection based on screening. | Students are asked to collect immunisation schedule from related institution and deliver in class followed by discussion. | Adhikari R (2016). Knowledge on legislation of abortion and experience of abortion among female youth in Nepal: A cross sectional study. Reproductive Health  Adhikari R (2015). Prevalence and Correlates of Sexual Risk Behaviors among Nepalese Students. Social Science Asia. Vol. 1 (4): pp 38-50.)  Adhikari R (2010). Are Nepali students at risk of HIV? A cross-sectional study of condom use at first sexual intercourse among college students in Kathmandu. Journal of the International AIDS Society 2010,  Adhikari R and Tamang J (2009). Premarital sexual behaviour among male college students of Kathmandu, Nepal. Ministry of health MoH, 1996. The  National Reproduction Health Family Planning IEC Strategy  HEAN (2012). Journal of helalth promotion.  PRB (2017) World population data sheet. Washington  NPC, IUCN (2050). Watawan sikshya srot pustak. Kathmandu: | TenTwenty Five different lesson plans are to be prepared to meet the teaching learning outcomes | -Class room presentation, Discussion and Class Assignment on regular basis.  Model questions practice as per annual examination.  (multi choice question, short question and long question)  -Assigning students to collect various policy related information, five years plan reports and presentation followed by discussion.  - | Practicing the application of different yearly planning and policies of related subject through conference presentation slide to practice | -Model test and quizzes to evaluate students will be taken followed by immediate feedback to mitigate the problems that may arise. |
|  | **Unit: VI**  **Issues of senior citizens**   * 1. Population structure of senior citizens   2. Biological, socio cultural and psychological problems   3. Lack of care takers for senior citizens   4. Policies of senior citizens   5. Rights of senior citizens   6.6 Nursing centers of senior citizens   * 1. Insecurity of senior citizens | (20)  1  4 | * Analyse the population situation of senior citizens. * State problems of elderly people. * Illustrate problems of senior citizen care centers. * Explain the situation of policies and right of senior citizens * Discuss insecurity of seniors and suggest to mange. | -Teaching Strategies are to be followed as per the requirements to deliver contents and engage students.  -Mini Lecture Demonstration Question Answer ,  Group discussion ,  brain stroaming,  Project works   * Similarly, Review of books, reference materials, survey reports etc. and discuss on concept of population education. Conducting group work, discussion and presentation.. | Reference Bureau (PRB), 2017 World Population Data Sheet (Washington DC)  UNDP,2017, Human Development Report (New York: UNDP)  Dhakal, S.N (2067). Samudayik tatha prajanan swasthya. Kathmandu: Ratna Pustak Bhandar.  Joshi, M. (2057). Jans sannkhaya, watawaran ra gunstayia jivan. Kathmandu: Gayankung | Twenty different lesson plans are to be prepared to meet the teaching learning outcomes | Ask students to prepare and demonstrate different materials related to course such tools  -lecture, discussion and report writing and classroom presentation.  Class Assignment on regular basis.  Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.) | -video show,  PowerPoint, Slide Show, Excel sheet | -students related to the purpose, types ,tools of Evolution ,non-testing devices from the information world data about quality of life, the teacher should reflect well and provide feedback immediately, and if necessary, the teacher will demo the information data study and give a feedback. |
|  | **Unit: VII**  **Public health problems of Nepal**   * 1. Childhood diseases   2. Water and sanitation   3. Maternal and perinatal health   4. Sexual transmitted diseases and other diseases   5. Epidemic/pandemic/ and zoonotic diseases   6. Non-communicable diseases   7. Natural disaster and preparedness   8. Substance use and disorder   9. Disparity in health system   10. Mental health problems | (20)  2  3  1  1  1  2  1  1  1  2 | * Identify childhood disease and its controlling and preventive measures * Analyse water and sanitation problems * Explain problems of sexual and other major communicable diseases * Illustrate problems of epidemic/pandamic and zoonotic diseases * Discuss prevalence of non-communicable diseases. * Delineate the situation of substance use and disorder, disparity in health system and mental health problem. | Teaching Strategies are to be followed as per the requirements to deliver contents and engage students.  -Demonestration Question Answer  Group discussion,  brain stroaming,  Project works are the method adpoted in teaching processes. similarly | Kafle Rameshower, (2074) Quality of Life.  M.Sharma (2079/80) Quality of life.  -Central Bureau of Statistics (CBS), 2014,  -Population Monograph of Nepal (Kathmandu: CBS)  Kafle,Rameshower and Others(2064) Family Life Education.  Ministry of health MoH,1996. The  National Reproduction Health Family Planning IEC Strategy  Park, K. (2012). Park’s Textbook of Preventive and Social Medicine. Jabalpur, India: M/S Banarsidas Bhanot | Twenty different lesson plans are to be prepared to meet the teaching learning outcomes | Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.)  - Assigning students to collect various public health problems of nepal data followed involving the students in field study, seminar and report writing)  -Distribute Model report to all student | Power point presentation, slideshow, model Exhibitation with video. | -Model test and quizzes to evaluate students will be taken followed by immediate feedback to mitigate the problems that may arise. |
|  | **Unit: VIII**  **Empirical study on selected title Concept and meaning of empirical study**   * 1. Objectives of empirical study   2. Importance of empirical study   3. Steps in conducting empirical study      1. Problem identification      2. Objective formation      3. Review of related literature      4. Research methodology      5. Data analysis and presentation      6. Conclusion and recommendations | **(75)**  **2**  **2**  **1** | * Explain the meaning of 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. * Clarify methods applied in empirical study. * Explain the procedure of data analyses. * Describe the process of deriving conclusion and recommendation. | * Students are divided in two groups and asked to collect about problem and management of empirical study. They deliver in class followed by discussion. * The concern will be orient about performing empirical research followed by discussion, field visit, survey. | Ministry of health MoH,1996. The  National Reproduction Health Family Planning IEC Strategy  Dhakal, S.N (2067).  Community  Health and reproductive health. Kathmandu: Ratna Pustak Bhandar  Maharjan, R.K, Sherchan, L. Maharjan S.K, Mudwari, N.B and Arya, B. (2013). Thesis writing in health, physical and population education. Kirtupur: Sunlight Publication  MoE, DH, New Era (2017). Nepal demographic and health survey 2016. Kathmandu | Seventy Five different lesson plans are to be prepared to meet the teaching learning outcomes | Model questions practice as per annual examination.  (M.c.q. S.Q. & L.Q.) | Power point presentation, slideshow, model Exhibitation with video. | -Model test and quizzes to evaluate students will be taken followed by immediate feedback to mitigate the problems that may arise. |