**PURBANCHAL UNIVERSITY**



Syllabus Of

Four-Years

Bachelor of Arts (B.A.)

**Fourth Year**

**(Major: Population and Development)**

Office of the Dean

Faculty of Arts

**Biratnagar, Nepal**

**2018**

**Course outline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper** | **Year**  | **Choice** | **Code** | **Subject Title** |
| VII | Fourth  | Major I | MPOP401 | Population , Environment and Sustainable Development |
| VIII | Fourth  | Major I | MPOP402 | Population and Social Issues in Nepal |
| IX | Fourth  | Major I | MPOP403 | Fundamentals of Ageing  |
| X | Fourth  | Major I | MPOP404 | Project Management and Report Writing  |

**MPOP401: Population, Environment and Sustainable Development**

**(Major I/ Paper VII)**

**Full Marks: 100**

**Teaching Hours: 160**

**Course Description**

This course is designed to acquaint students with the major aspects of environment and its relation with population and sustainable development. The course aims to deal with environmental aspect in population studies in order to provide the students with skills in decision making for the protection of environment and achieving sustainable development.

**Objectives**

The general objectives of this course are as follows:

* To acquaint students with the concept of environment and its relationship between population
* To make the students familiar with the natural resources, its consumption and conservation
* To enable the students to discuss critically the causes and consequences of environmental degradation
* To enable the students to find out global issues of environment
* To equip the students with better understanding of relation between environment and sustainable development

**Contents**

**Unit I: Introduction to Environment 30 Teaching Hours**

1.1: Concept of environment and relationship between environment and population

1.2: Scope, and types of environment

1.3: Factors of natural and cultural environment: Forces, Processes and Elements

1.4: Human's interaction with environment: Adaptation and Modification

1.5: Ecosystem: Biotic and Abiotic factors

**Unit II: Natural Resources 25 Teaching Hours**

2.1: Concept and type of Natural Resources

2.2: Renewable resources: Land, Forest, water

2.3: Non-renewable resources: Natural gas, Petroleum, Minerals

2.4: Perpetual resources

2.5: Man-made resources: Wind mill, Use of tides, solar energy, Hydropower

2.6: Population-resources relationships

2.7: Optimistic and pessimistic views

2.8: Population- resources ratio: the US type, European type and Brazilian type

2.9: Consumption, conservation and preservation of natural resources (only concept)

2.10: Overview of Natural resources conservation policies in Nepal

**Unit III: Environmental Degradation and Natural Disasters 25 Teaching Hours**

3.1: Deforestation: Causes, Consequences and Controlling measures of deforestation

3.2: Natural Hazards: Landslide, Flood, Drought, Earthquake, Volcano, Tsunami

3.3: Causes, consequences and controlling measures of natural hazards

3.4: Environmental pollution: Air, Water, Land and Noise Pollution

3.5: Causes, consequences and controlling measures of environmental pollution

3.6: Effects of population growth on environmental degradation

**Unit IV: Global Environmental Issues 20 Teaching Hours**

4.1: Ozone layer depletion

4.2: Global Warming/Greenhouse effect

4.3: Acid rain

4.4: Climatic changes

4.5: Extinction of endangered species

4.6: Carbon trading

4.7: International environmental conferences

**Unit V: Environment and Sanitation 15 Teaching Hours**

5.1: Concept of environmental sanitation

5.2: Causes and consequences of poor sanitation

5.3: Need for solid waste and sewage management

5.4: Methods of solid and sewage waste management

5.5: Sanitation programmes in rural and urban areas of Nepal

**Unit VI: Population, Environment and Sustainable Development**

**45 Teaching Hours**

6.1: Meaning of development and sustainable development

6.2: Principles of Sustainable Development

6.3: Impact of unplanned development activities on environment and ecosystem

6.4: Utilization of natural resources for development

6.5: Concept and importance of Environment Impacts Assessment (EIA)

6.6: Principles of EIA

6.7: Review of Millennium Development Goals

6.8: Agenda 2030 for sustainable development (Sustainable Development Goals)

6.9: Government efforts for sustainable development in Nepal

6.10: Nepal and Sustainable Development Goals

**Readings**

Central Bureau of Statistics,m(2015). [Compendium of Environment Statistics Nepal 2015](http://cbs.gov.np/Environment/CESN2015?search_text=environment), Kathmandu: CBS

\_\_\_\_\_\_\_ (2003).*Population monograph of Nepal Vols.I & II.* Kathmandu: CBS.

Ehrlic, P.R., Ehrlic, A.H. &Holdren, J.P. (1977).*Ecoscience: Population, resources, environment.* San Francisco: W. H. Freeman and Company.

FOE, IUCN.(2000). *Environmental education source book for bachelor of education programme*. Kathmandu: IUCN.

Gartaula, P. (2064). *A text book of environment health.* Kathmandu: VidyarthiPrakashan (P) Ltd.

Giri, S. and Bohra, G. B. (2065 B.S.).*Environmental education.* Kathmandu: VidyarthiPustakBhandar.

Kayastha, S. L. &Kumra, V. K. (1986).*Environmental studies: Fundamentals, problems and management.* Varanasi: Tara Book Agency.

Panda, S. (2008). Environment and ecology (second etition). Orissa: Vrinda Publication.

Panday, R.K. (1992).*VatavaranaShiksha.*Kathmandu: CDC, TU.

Pande, B.D., Maharjan, S., Shakya, V., &Karki, U. (ed.) (2000). *Environmental education:source book for Bachelor of Education programme.* Kathmandu: IUCN.

Sharma, R. C. (1988). *Population, resource, environment and quality of life.* Delhi: DhanpatRai& Sons.

Singh, S. (1991).*Environmental geography.* Allahabad: PragatiPustakSadan

Subedi, B.P. (1995). *Populaion environment relations in the context of sustainable development in Nepal.* Kathmandu: Central Bureau of Statistics.

UNFPA (1999).*Population, resources and environment.* New York: United Nations Population Fund.

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**MPOP402: Population and Social Issues in Nepal**

**(Major I/ Paper VIII)**

**Full Marks: 100**

**Teaching Hours: 160**

**Course Description**

This course is designed to acquaint students with the knowledge of population and social issues in Nepal and to enable them to deal with these social issues with demographic perspective.

**Objectives**

After the completion of this course, students will be able to:

* Identify the social issues
* Familiarize with social justice and social inclusion
* Acquire knowledge on development measures
* Deal with the issues of reproductive health and human sexuality
* Ascertain the urbanization issues and other social issues

**Course Contents**

**Unit I: Population and Social Issues 30 Teaching Hours**

1.1: Nupality: Prevalence of Child marriage, Changing age at marriage, situation of divorce and remarriage

1.2: Fertility: Fertility transition in Nepal

1.3: Mortality: Mortality decline in Nepal (CDR, IMR, MMR)

1.4: Migration: Situation of internal migration (Changing migration stream) and international migration (labor force and brain drain)

1.5: Age sex structure and demographic dividend in Nepal

1.6: Population ageing (current and future)

**Unit II: Population, Social Justice and Social Inclusion 25 Teaching Hours**

2.1: Concept of social justice

2.2: Sen's capability approach to social justice

2.3: Concept of gender equity, equality and empowerment

2.4: Women's participation in economic activity and decision making level in Nepal

2.5: Concept of Disability, Types of disability, Situation of disability and inclusion issues

2.6: Ethnic and Dalit composition in population and their inclusion status

2.7: Issues of Ethic and Dalit movements in Nepal

**Unit III: Development Measures 25 Teaching Hours**

3.1. Human development index (HDI)

3.2. Gender development Index (GDI)

3.3. Gender empowerment Index (GEM)

3.4. Multi-Dimensional Poverty Index (MPI)

3.5. Happiness Index

3.6: Nepal’s current situation in terms of above indices

**Unit IV: Reproductive Health and Human Sexuality 35 Teaching Hours**

4.1: Concept of reproductive health

4.2: Evolution of reproductive health

4.3: Scope of reproductive health

4.4: Development of human sexuality (Life cycle approach)

4.5. Sexual Orientation: Concept of sexual orientation; Causes/theories of homosexuality; Characteristics of LGBTI

4.6: Issues related to pregnancy and childbearing: Teenage pregnancy and unsafe abortion and their management; consequences of adolescent pregnancy; consequences of unsafe abortion; legal provisions of abortion in Nepal; unwanted pregnancy and its consequences

4.7. Premarital and extramarital sexual behaviours and their issues

**Unit V: Population and Urbanization Issues 20 Teaching Hours**

5.1. Population pressure in cities and towns

5.2. Unplanned cities and towns

5.3. Reclassification of urban areas: Nepalese definition of urban area; problems and prospects

5.5. Chronic shortage of water (Drinking water)

5.6. Solid and liquid waste management

5.7. Air pollution

**Unit VI: Population and Other Issues 20 Teaching Hours**

6.1 Human trafficking

6.2: Drug abuse and addiction

6.3: HIV and Migration

6.4: Violation of Human Rights

6.5: Child Rights

6.7: Violence against women

**Readings**

Acharya Meena & others (2007). Gender Equality and Empowerment of Women in Nepal ; UNFPA

Central Bureau of Statistics. (2014). Population Monograph (vol.I,II&III). Kathmandu: Author

Central Bureau of Statistics.(2003). Population Monograph (vol.I&II). Kathmandu: Author

Dahal, Dilli Ram, Yogendra Gurung, Bidhan Acharya, Kamala Hemchuri and Dharma Swarnakar. (2002). *Situational Analysis of Dalits in Nepal*. National Strategy Report Part I. Kathmandu: National Planning Commission.

FPAN, Youth Section (2001). *Sexual abuse and all about (Youn shoshan ra yas bare thahapaunuparne kuradharu)*. Kathmandu: Author.

Subedi, G. (2010). *Population and social justice: Concepts, theories and empirical evidences*. Kathmandu: Kriti Prakashan.

UNFPA*.*(1994). *International conference on population and development* (Draft programme of Action, 5 - 13 September). Cairo, Egypt. Author.

UNDP . Human Development Reports (Recent) :New York : Author.

Happiness Index Reports

Various Development Reports Published by National Planning Commission Nepal.

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**MPOP403:** **Fundamentals of Ageing**

**(Major I/ Paper IX)**

**Full Marks: 100**

**Teaching Hours: 160**

**Course Description**

This course is designed to acquaint the students with the knowledge of ageing and enable them to analyze different aspects of ageing like situation, problems, rights etc.

**Objectives**

The general objectives of this course are to:

* provide the students with the knowledge on concept and the situation of ageing
* develop knowledge on various aspects of ageing
* provide the in-depth knowledge on basic problems of elderly people
* provide knowledge on needs and roles of elderly people
* develop knowledge on family structure of ageing
* make the students able in analyzing the social security of elders
* familiarize the students with rights and policies of elders

**Contents**

**Unit I: Introduction of Ageing 20 Teaching Hours**

1.1: Concept and meaning of ageing

1.2: Importance of study of ageing

1.3: Components of ageing

1.4: Symptoms and Characteristics of ageing population

1.5: Sources of data regarding ageing

**Unit II: Demographic Measures of Ageing 25 Teaching Hours**

2.1: Old age dependency ratio

2.2: Sex ratio of aged population

2.3: Index of ageing

2.4: Mean age of ageing population

2.5: Median Age of ageing population

2.6: Potential support ratio

2.7: Analysis of life expectancy at 60 (e60)

**Unit III: Situation of Ageing 20 Teaching Hours**

3.1: Situation of ageing in the World

3.2: Situation of ageing in Developed countries

3.4: Situation of ageing in SAARC countries

3.5: Situation of ageing in Nepal

**Unit IV: Aspects of Ageing 20 Teaching Hours**

4.1: The demographic aspect of ageing

4.2: Health aspect of ageing

4.3: Social aspect of ageing

4.4: Cultural aspect of ageing

4.5: Religious aspect of ageing

4.6: Economic aspect of ageing

4.7: Psychological aspect of ageing

**Unit V: Theories of Ageing 25 Teaching Hours**

5.1: Biological theory

5.2: Wear and tear theory

5.3: The genetic mutation theory

5.4: The cellular theory

5.5: The autoimmune theory

5.6: The membrane theory

**Unit: VI. Rights and Policies on Elders 15 Teaching Hours**

6.1: Concept and meaning of rights of elderly people

6.2: Factors influencing elderly right

6.3: Protection of elderly rights

6.4: Government policies on elders and rights

6.5: Current policies for senior citizens in Nepal

**Unit VII: Population Ageing and Sustainable Development 10 Teaching hours**

7.1: Population ageing, poverty and economic growth

7.2: Population ageing and sustainable development goals

**Unit VIII: Problems of Elderly People 10 Teaching Hours**

8.1: Physical problems

8.2: Psychological problems

8.3: Economic problems

8.4: Social problems

8.6: Reproductive health problems

**Unit IX: Needs and Roles of Elderly People 10 Teaching Hours**

9.1: Physical needs

9.2: Psychological needs

9.3: Economic needs

9.4: Role of Elderly people in family, community and nation

**Unit X: Family Structure and Ageing 15 Teaching Hours**

10.1: Family structure and support system for elderly people

10.2: Gender and ageing

10.3: Migration and ageing

10.4: Social security of elderly people

10.5: Economic security of elderly people

**Readings**

Adhikari R, Soonthorndhada K and Haseen F. (2011). *Labor force participation in later life: Evidence from a cross-sectional study in Thailand*. BMC Geriatrics 2011, 11:15http://www.biomedcentral.com/1471-2318/11/15

Aryal, T.K. (2011). Trends in ageing dynamics. *Perspectives on Higher Education: Journal of University Campus*. Vol.4 & 5, 2010, 172-184.

Binstock, G. (1990). *Handbook of ageing and social science*. New York: Academic Press

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 Paper Presented at Population and Development Training Programme). Kathmandu.

Bonita, R. (1998). *Women, ageing and health: achieving health across the life span*. Geneva:

CBS (2014). *Population Monograph of Nepal. Volume II* (Social Demography). Kathmandu: Author

Chalise, H. N. (2006). *Demographic situation of population ageing in Nepal.* Kathmandu: University Medical Journal, Vol. No. 3, Issue 15, 354-362.

Choudhary, R. H.(2004). Ageing in Nepal.*Asia-Pacific Population Journal.*UN, ESCAP.

Dhakal M.R. (2012).Ageing and Health in Nepal.Regional Health Forum.16 (1).

*health and health care-seeking behavior of elderly left behind*. BMC Public Health 2011, 11:143 http://www.biomedcentral.com/1471-2458/11/143

Horlock, E. B. (1967). *Development of psychology.*New Delhi: Hilt Publishing Company Ltd.

ICPD. (1994). Report of the International Conference on Population and Development, Cairo, Egypt.

Kinsella, K. &Velkoff, V.A. (2001). *An aging world 2001*: International Population Reports U.S. Department of Health and Human Services, U.S. Department of Commerce,Economics and Statistics of Administration, National Institute on Health, National Institute on Ageing and U.S. Census Bureau.

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

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

MOH New ERA, ORC (2011 and 2016).*Nepal demographic and health Survey.*Kathmandu. Author.

Nepal Participatory Action Network and Help Age International (2008).*Voice of old age.* NEPAN and Help Age International.

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 of Statistics. United MWCSW (2002), *Senior citizen policy and working policy-2058*, Kathmandu, Nepal.

United Nation (2002).*Madrid International Plan of Action on Ageing*, Madrid.

United Nations (UN1991), *“Family change and support of the elderly in Asia,”* Population Ageing in Asia, p.p. 96-107.

WHO (1999).*Ageing and health, a global challenge for 21st century proceeding of WHO*. Symposium Kaba 10-13 November.

WHO, (1999). *Ageing and Health, a Global Challenge for the 21st Century.* Proceeding of

World Health Organization.

**MPOP404/MRDE404: Project Planning and Management**

**(Major I/ Paper X)**

**Note:** *This subject is common for TWO major subjects:* ***Population and Development*** *and* ***Rural Development.***

**Full Marks: 60+40=100**

**Teaching Hours: 96+64=160**

**Course Description**

This course is designed to acquaint the students with the knowledge of project planning and management and to enable them to familiarize and identify the project, to develop the logical framework, acquire knowledge on project implementation as well as monitoring and evaluation of the project.

**Objective**

The objective of this course is to acquaint students on basic idea of social project, project procedures of project planning, implementation and monitoring and evaluation.

**Contents**

**Unit I: Introduction 15 Teaching hours**

1.1: Concept of a project

1.2: Evolution of Project Planning

1.3: Basic terminologies: Vision, mission, goal, objective, impact, outcomes, result, indicator, means of verifications, input, output, activities, log-frame, assumptions, risk analysis, resource analysis, problem analysis, SWOT and SOAR analysis, monitoring, evaluation, SMART, baseline, activity code, BOSCARD, target group, stakeholders, feedback, master project/plan, milestone, MoSCoW prioritization, **PEST analysis, strategy**

1.4: Role of project in development

1.5: Relationship among policies, plans and project in development

**Unit II: Project Identification 20 Teaching Hours**

2.1: Project cycle

2.2: Procedural steps for selecting a project: project appraisal, feasibility studies, detail design, project implementation, operation and maintenance and monitoring and evaluation.

2.3: Social cost and benefits analysis

2.4: Situation analysis: Information gathering procedure and tools

2.5: Stakeholder analysis

2.6: SWOT and SOAR analysis

2.7: Problem tree: a tool for developing Goal and Objectives

2.8: Objectives Tree

**Unit III: Project Design and Formulation 10 Teaching Hours**

3.1: Design components: objectives, outputs, activities and inputs

3.2: Format for concept paper

3.3: Project framework: outline of project paper

**Unit IV: Log-Frame Development 15 Teaching Hours**

4.1: Concept, importance and use of log-frame in development projects

4.2: Logical framework matrix: Goal, Purpose/outcome, Objectives/result, Indicators, Objectively verifiable indicators, Means of verifications, Assumptions/Risk Analysis, Activities

**Unit V: Project Implementation 15 Teaching Hours**

5.1 Approaches to project implementation

5.2: Factors affecting implementation: technical, economic, commercial, social-cultural, political, managerial, people's participation, integration and coordination

5.3: Methods for effective implementation

5.4: Implementing agencies

**Unit VI: Monitoring and Evaluation of a Project 26 Teaching Hours**

6.1: Concept of monitoring and evaluation

6.2: Differences between monitoring and evaluation

6.3: Monitoring: Need for monitoring, Role of monitoring in development project, monitoring mechanism, methods, monitoring plan, types of monitoring

6.4. Evaluation: Need for evaluation, subject matter/contents for evaluation, types of evaluation, principles of evaluation, evaluation Plan

**Unit VII: Project Development or Report Writing 64 Teaching Hours**

For the fulfillment of the requirement of this unit, each student should either develop a project or write a research report in any relevant area of major subject **(Population and Development or Rural Development as per student’s choice of Major I subject)**. The project or the research report should be developed under the guidance of subject teacher and it fulfills the partial requirement of this subject and carries 40 percent of the total marks of this paper. The developed project should be based on some real problem of any community and viable for implementation. The research report should be based on a community survey.

The final evaluation of the project or the research report shall be conducted under the evaluation committee consisting of at least three faculty members of the college including the supervisor.

**Text book**

Pandey, D. (2008). *Rural project management*. New Delhi: New Age International Pvt. Ltd. Publishers

**Reference**

Choudhury, S. (1988). *Project Management*, Tata MC Graw Hill.

Desai, V. (1997). *Project Management: Preparations, Appraisal, Finance and Policy*, Himalaya Publishing House, Delhi.

Mohsin M. (1997). *Project Planning and Control*, Vikas Publishing House Pvt. Ltd.

Roy M, Sam. (2002). *Project Planning and Management, Focussing on Proposal writing,* The Catholic Association of India.

Moorthy, R.V. (2002). *Project Management*, Masters Publication.

Prasanna. C. (1995).*Projects: Planning, Analysis, selection, implementation and Review,* Tata McGraw Hill Pub. Co. Ltd.