

Course Title: **Foundation of Population Education**

Course No. : Pop. Ed. 416

Nature of course: Theory

Level: B. Ed.

Year: First

Full marks: 100

Pass marks: 35

Periods per week: 6

Total periods: 150

1. **Course Description**

This is a specialization course for those students who specialize in population education. The main purpose of this course is to provide the wider knowledge on foundation of population education. So, this course is designed for the student to develop an understanding of the concepts of population education, population situation, determinants of population change, consequence of RPG, management of population, population theories, urbanization and population policies and programs.

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 analysing the population situation of the world and of population situation of the SAARC countries.
- To provide the students with the knowledge of interpreting the population trend and situation of Nepal.
- To make the students familiar with the determinants of population change.
- To develop the capacity of examining the consequences of RPG and its control measures and the theories of population along with its criticisms.
- To orient the students to the determinants, trend and impacts of urbanisation.
- To make the students realize the need and impacts of industrialisation on environment.
- 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 provide the students with the population education programs of the SAARC countries.
- 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 |
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| <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. | Unit I: Concept of Population Education (20) <ul style="list-style-type: none">1.1 Concept and importance of population education1.2 Aims and objectives of population education1.3 Philosophy and principles of population education1.4 Scopes and major contents areas of population education<ul style="list-style-type: none">1.4.1 Scopes in terms of its contents:<ul style="list-style-type: none">• Demography• Determinants of population change |

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| <ul style="list-style-type: none"> Discuss on various sectors of opportunities of population education and educators. | <ul style="list-style-type: none"> Consequence of rapid population growth Human sexuality and reproduction Planning for future <p>1.4.2 Scopes in terms of implication: fertility, Mortality and Migration</p> <p>1.5 Teachers preparation in population education</p> <p>1.6 Opportunities of 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. Discuss types and uses of population pyramid | <p>Unit II: World Population Situation (15)</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 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 with special reference to Bongaart's proximate determinants. 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 (20)</p> <p>3.1 Fertility</p> <p>3.1.1 Determinants of fertility (general)</p> <p>3.1.2 Bongaart's proximate determinants of fertility</p> <p>3.1.3 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 (20)</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> <p>4.3 Role of different organization in population management.</p> |

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| <ul style="list-style-type: none"> • Interpret the views of Marxists and Socialists theory of population. • Illustrate the visions of Malthus on population growth and criticize Malthusian theory. • Analyze demographic transition and optimum theory of population with examples. | <p>Unit V: Population Theories (20)</p> <p>5.1 Marxists and socialists views on population</p> <p>5.2 Malthusian theory</p> <p>5.3 Demographic transition</p> <p>5.4 Optimum population theory</p> <p><i>Note: (Concept, Assumptions, Basic features, Model and criticism of each theory should be included)</i></p> |
| <ul style="list-style-type: none"> • Give the meaning of and classify urbanization. • Disclose the trend and policies of urbanization. • Justify the effects of urbanization on population and environment. • Show the relationship between industrialisation and development. | <p>Unit VI: Urbanization and Industrialization (15)</p> <p>6.1 Meaning and classification of urban centre with reference to Nepal</p> <p>6.2 Trend of urbanisation</p> <p>6.2.1 Developed countries</p> <p>6.2.2 Developing countries</p> <p>6.2.3 Nepal</p> <p>6.3 Current urbanisation policies in Nepal</p> <p>6.4 Effects of urbanization on population and environment</p> <p>6.5 Industrialization in Nepal</p> |
| <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 VII: Population Policies and Programs (30)</p> <p>7.1 Concept of population policy and population programme</p> <p>7.2 Characteristics of population policy</p> <p>7.3 Classification of population policy</p> <p>7.4 Population policies and plan of Nepal</p> <p>7.5 Population education program in formal and non-formal sectors (focusing objective and activities)</p> <p>7.5.1 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>7.5.2 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 |

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| <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 | Unit VIII: Population and Development (10) 8.1 Population and gender development 8.2 Women empowerment 8.3 Role of women in population development 8.4 Ageing and role of elderly people in development 8.5 Economic development and growth |
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4. **Instructional Techniques**

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

4.1 General Instructional Techniques

- Lecture and guest lecturers
- Discussion and group work
- Demonstration and presentation
- Review of books and reference materials

4.2 Specific Instructional Techniques

| Units | Examples of Activities and Instructional Techniques |
|--------------|--|
| I | Review of books, reference materials, survey reports etc. and discuss on concept of population education. Conducting group work, discussion and presentation. |
| II | Classroom activities will be carried out in order to review of books, data sheet, statistical books etc. followed by group discussion program analysis and presentation. |
| III | Review of books, reference materials, survey reports etc. and discuss on them. Conducting group work, discussion and presentation. |
| IV | Review of books, reference materials, survey reports, national planning report etc. and discuss on them. Conducting group work, discussion and presentation. |
| V | Review of books, reference materials, survey reports etc. and discuss on them. Conducting group work, discussion and presentation. |
| VI | Review of books, reference materials, survey reports, national planning report etc. and discuss on them. Conducting group work, discussion and presentation. |
| VII | Review of books, reference materials, survey reports, national planning report etc. and discuss on them. Conducting group work, discussion and presentation. |
| VIII | Review of books, reference materials etc. followed by group discussion and presentation. |

5. Evaluation

This is a theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

| Types of Question | Total question to be asked | Number of questions to be answered and marks allotted | Total |
|--------------------------------|--------------------------------|---|-------|
| Group A: Multiple Choice items | 20 questions | 20 x 1 marks | 20 |
| Group B: Short Questions | 8 with 3 alternative questions | 8 x 7 marks | 56 |
| Group C: Long Question | 2 with 1 alternative questions | 2 x 12 marks | 24 |

6. Recommended Books

- Bhende, A. A. & Kanitkar, T. (1996). *Principles of population studies*. Delhi: Himalaya Publishing House. **(For units II, III, V & VII)**
- CBS. (1995). *Population monograph of Nepal*. Kathmandu: National Planning Commission Secretariat **(For units II, VI & VII)**
- CBS. (2003). *Population monograph of Nepal* (Vol 1 and 2). Kathmandu: National Planning Commission and UNFPA. **(For units II, VI & VII)**
- CBS. (2014). *Population monograph of Nepal* (Vol 1, 2 and 3). Kathmandu: National Planning Commission and UNFPA. **(For units II, VI & VII)**
- CBS. & UNFPA. (2002). *Population census 2001 national report*. Kathmandu: National Planning Commission Secretariat. **(For unit II)**
- FOE. (1995). *Jana sankhyako srot pustak kirtipur*: Kirtipur: FOE, TU. **(For units I to VIII)**
- FOE, IUCN. (2000). *Environmental education source book for bachelor of education programme*. Kathmandu: IUCN. **(For unit IV)**
- GON. (2003). *Tenth year plan*. Kathmandu: National Planning Commission **(For unit VII)**
- GON. (2050 B.S.). *Watawaran siksha srot sangalo*. Kathmandu: National Planning Commission Secretariat, IUCN. **(For unit IV)**
- Jnawali, D. (1994). *Jana sankhya siksha*. Kathmandu: Vidyarthi Publication **(For units II to VII)**
- Maharjan, R. K. et al. (2069 B.S.) *Population studies, part-I & II*. Kirtipur: Sunlight Publication **(for Unit I-VIII)**.
- Maharjan, S. K. and S.P. Khanal (2069 B.S.) *Fundamentals of Population Education*, Kirtipur: Quest Publication **(for Unit II, III, IV, V and VIII)**.
- PRB. (recent). *World population data sheet*. Washington D. C.. Population Reference Bureau. **(For unit II)**
- Sharma, R. C. (1988). *Population resources environment and quality of life*. New Delhi: Dhanpat Rai and Sons. **(For units I & IV)**
- Shashidhar, B. et al (1988). *Population education*. Chikalpur: Shwethanandi publisher **(For unit I)**
- Shryock, H. S. (1977). *The methods and materials of demography*. New York: Academic Press, INC **(For unit II)**

7. References

- कार्की, अशोक कुमार (२०६३) । जनसंख्या शिक्षाको आधार । काठमाण्डौ : पैरवी प्रकाशन ।
- विष्ट, प्रेम सिंह (२०६०) । जनसंख्या शिक्षाको आधार । काठमाण्डौ : (भुँडी पुराण प्रकाशन) ।
- ढकाल, शोमनाथ (२०६३) जनसंख्या शिक्षाको आधार । काठमाण्डौ : रत्न पुस्तक भण्डार ।
- न्यौपाने, इश्वर र रुक्मा (२०६०) जनसंख्या शिक्षाको आधार । काठमाण्डौ : विद्यार्थी पुस्तकभण्डार ।
- श्रेष्ठ, पुष्प बहादुर र महर्जन, श्यामकृष्ण (२०५७) जनसंख्या शिक्षाको आधार (दोस्रो संस्करण) । कीर्तिपुर : जनसंख्या शिक्षा इकाइ ।
- स्वास्थ्य र जनसंख्या मन्त्रालय (२०६४) । नेपाल जनसंख्या प्रतिवेदन । काठमाण्डौ ।