

Course Title: **Foundation of Population Education (New)**

Course No. : Pop. Ed. 416

Nature of course: Theory

Level: B. Ed. Four Year

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
<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

<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>

<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

<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.. Ppulation 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 ।
- बिष्ट, प्रेम सिंह (२०६०) । जनसंख्या शिक्षाको आधार । काठमाण्डौ : (भुंजी 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 ।

Course title: **Quality of Life**
 Course No.: **Pop. Ed. 417**
 Nature of the course: **Theory**
 Level: **B. Ed. Four Year**
 Year: **First**

Full marks: 100
Pass marks : 35
Periods per week: 6
Total periods: 150
Time per period: 55 minutes

1. Course Description

This course is designed to provide students with the basic knowledge and understanding of different population related variables and their impact on "Quality of Life". It aims to help them to pursue advance study in the related field.

2. General Objectives

The general objectives of this course are as follows:

- **To make the students familiar with the concept, meaning and importance of quality of life.**
- **To equip the students with the knowledge of Human Development Index (HDI) and its measurement including quality of life.**
- **To help students gain knowledge and understanding of the major demographic components regarding quality of life.**
- **To acquaint the students with the different factors influencing quality of life.**
- **To assist the students in highlighting the government efforts to raise the quality of life.**
- **To give in-depth knowledge and understanding of the status of quality of life of developing, developed and SAARC countries.**
- **To enable the students in conducting the empirical study in quality of life and in developing skills to design a project work.**

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. 	Unit I: Introduction to Quality of Life (15) 1.1 Meaning of quality of life 1.2 Definitions of quality of life 1.3 Importance of quality of life for education, health, employment, income environment, women, children and aging
<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 and trends. • Explain PQLI, its measures and trends. • Explain GEM, and its measures and trends. 	Unit II: Measurement of Quality of Life (15) 2.1 Concept of measurement of quality of life 2.2 Types of measurement of quality of life 2.2.1 Basic needs approach 2.2.2 Measurements and trends of Human development indicators (HDI) 2.2.3 Physical quality of life indicators (PQLI) 2.2.4 Gender empowerment measures (GEM): measures and trends

<ul style="list-style-type: none"> • Identify different demographic component and quality of life. • Discuss fertility related measures and quality of life. • Discuss mortality related measures and quality of life. • Discuss migration related issues and quality of life. 	<p>Unit III: Demographic Components of Quality of Life (20)</p> <p>3.1 Fertility and quality of life</p> <p>3.1.1 CBR and quality of life</p> <p>3.1.2 TFR and quality of life</p> <p>3.1.3 Replacement level and quality of life</p> <p>3.1.4 CEB and quality of life</p> <p>3.2 Mortality and quality of life</p> <p>3.2.1 CDR and quality of life</p> <p>3.2.2 IMR and quality of life</p> <p>3.2.3 MMR and quality of life</p> <p>3.2.4 Morbidity and quality of life</p> <p>3.3 Migration and quality of life</p> <p>3.3.1 Brain drain and grain and quality of life</p> <p>3.3.2 Human trafficking and quality of life</p> <p>3.3.3 Remittance and quality of life</p> <p>3.3.4 Urbanization and quality of life</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 other factors such as political, human rights and family welfare of quality of life. 	<p>Unit IV: Factors Affecting Quality of life (35)</p> <p>4.1. Demographic factors</p> <p>4.1.1 Population size</p> <p>4.1.2 Population growth</p> <p>4.1.3 Age and sex composition</p> <p>4.1.4 Active and dependent population</p> <p>4.2 Economic Factors</p> <p>4.2.1 Per capita income</p> <p>4.2.2 Employment</p> <p>4.2.3 Infrastructure development</p> <p>4.2.5 Technological advancement</p> <p>4.2.6 Skilled and unskilled manpower</p> <p>4.3 Social factors</p> <p>4.3.1 Education</p> <p>4.3.2 Health services and facilities</p> <p>4.3.3 Social security</p> <p>4.3.4 Women empowerment</p> <p>4.4 Environmental factors</p> <p>4.4.1 Natural resources</p> <p>4.4.2 Pollution</p> <p>4.2.3 Sustainable development</p> <p>4.5 Other factors</p> <p>4.5.1 Political factors</p> <p>4.5.2 Human rights</p> <p>4.5.3 Family welfare</p>
<ul style="list-style-type: none"> • Describe the recent government plan and policies on food supply. • Explain the recent government 	<p>Unit V: Government Efforts to Raise of Quality of Life in Nepal (20)</p> <p>5.1 Plan and policies on food supply</p>

<p>plan and policies on housing and clothing.</p> <ul style="list-style-type: none"> • 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>5.2 Plan and policies on housing 5.3 Plan and policies on clothing 5.4 Plan and policies on education 5.5 Plan and policies on health 5.6 Women empowerment and quality of life 5.7 Child protection and quality of life 5.8 Social security and quality of life</p>
<ul style="list-style-type: none"> • Explain the data study of developing countries. • Describe the data study of developed countries. • Discuss the data study of SAARC countries. • Compare the quality in life in Nepal with selected developed countries. • Compare the quality in life in Nepal with rest SAARC countries. 	<p>Unit VI: Quality of Life in the World: Data Study (15)</p> <p>6.1 Overview of quality of life in selected developing countries (Nepal, Thailand, Kenya, Uganda & Brazil) 6.2 Overview of quality of life in selected developed countries (Japan, USA, Canada, UK, Norway & Australia) 6.3 Overview of quality of life in SAARC countries 6.4 Comparison of quality of life in Nepal with above developed countries 6.5 Comparison of quality of life in Nepal with rest SAARC countries</p>
<ul style="list-style-type: none"> • Explain the concept and meaning of empirical study in quality of life. • Describe the objectives of empirical study in quality of life. • Discuss the importance of empirical study in quality of life. • Describe the different steps in conducting empirical study in quality of life. • Carry out field work and prepare its report. 	<p>Unit VII: Empirical Study on Quality of Life (30)</p> <p>7.1 Concept and meaning of empirical study 7.2 Objectives of empirical study in quality of life 7.3 Importance of empirical study in quality of life 7.4 Different steps in conducting empirical study in quality of life 7.5 Field work and report writing in quality of life</p> <p>7.5.1 Problem identification 7.5.2 Objectives formation 7.5.3 Review of related literature 7.5.4 Research methodology 7.5.5 Data analysis and presentation 7.5.6 Findings, conclusions and recommendations.</p>

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

4. Instructional Techniques

Following instructional techniques will be used while teaching this course.

4.1 General Instructional Techniques

General instructional techniques include lecture, discussion and report writing and classroom presentation.

4.2 Specific Instructional Techniques

Unit I: Inviting guest speaker for the delivering the concept, meaning and importance of quality of life using reference books chart etc.

Unit II: Practical exercise in class on the measurement techniques of quality of life

Unit III: Brain storming about demographic components and quality of life followed by discussion and lecture.

Unit IV: Organizing group discussion using charts, data sheet and reference book.

Unit V: Assigning students to collect various policy related information, five years plan reports and presentation followed by discussion.

Unit VII: Assigning students to collect various quality of life related empirical data followed involving the students in field study, seminar and report writing.

5. Evaluation

Students will be evaluated on the basis of the written test in between or at the end of academic session, classroom participation, presentation of the reports and other practical activities. The scores obtained will be used only for the feedback purposes. But the performance of the students will be evaluated finally through the annual examination to be held by the Office of the Controller of Examinations. The types and number of questions to be asked in the annual examination are mentioned below:

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 × 1 mark	20
Group B: Short answer questions	8 with 3 'or' questions	8 × 7 marks	56
Group C: Long answer questions	2 with 1 'or' question	2 × 12 marks	24

6. Recommended Books and References

Recommended Books

- CDC. (1993). *Population and quality of life*. Kathmandu: CDC, TU. (For units I & II)**
- Central Bureau of Statistics (CBS). (2003). *Population monograph of Nepal*. Kathmandu: CBS. (For unit III)**
- Kothari, C.R. (2001). *Research methodology methods and techniques*. Delhi: Wishwa Prakashan (For unit VII)**
- Ministry of Population and Environment (MOPE). (2004). *Nepal population report*. Kathmandu: MOPEB (For units III, IV & V)**
- Population Reference Bureau (PRB). (2003). *World Population Data Sheet*. Washington DC (For unit VI)**
- Sharma, R.C. (1988). *Population resource, environment and quality of life*. New Delhi: Dhanpat Rai of Sons. (For unit I)**
- UNDP (2004). *Human development report*. New York: UNDP (For unit VI)**

References

- Dhakal, S. N. (2004). *Quality of life*. Kathmandu: Ratna Pustak Bhandar.**
- Joshi, M. (2057). *Population, environment, and quality of life*. Kathmandu: Gayankung Pustak**
- Kafle, R. & Bhawani, P. K. (2004). *Quality of Life*. Kirtipur: Jupiter Publication and Distributors.**
- Karki, A. (2058). *Quality of life*. Kathmandu: Pairahi Prakashan**
- Maharjan, R. K. et al. (2062). *Population studies Part I and Part II*. Kirtipur: Sunlight Publication,**
- Ministry of Health and Population. (2006). *Nepal demographic and health survey*. MOHP, Nepal.**
- Neupane, L. (2057). *Quality of life*. Kathmandu: Gayankung Pustak Pasal**