

Course Title: **Basics of Population Education**

Course No. : Pop. Ed. 111 (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 programmes 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
Delineate the meaning, importance and objectives of population education. <ul style="list-style-type: none">• 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 (8) 1.1 Concept and importance of population education 1.2 Aims and objectives of population education 1.3 Philosophy and principles of population education 1.4 Scopes and major contents areas of population education <ul style="list-style-type: none">• Demography• Determinants of population change• Consequence of rapid population growth• Human sexuality and reproduction• Planning for future 1.5 Relation of population education with other discipline Such as: sociology, economics, geography, statistics, home science, health education, environment science, demography and anthropology 1.5 Teachers preparation in population education

<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 (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 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> <p>4.3 Role of different organization in population management.</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 	<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>

well as non formal sectors and NGOs / INGOs.	<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>

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

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

- Attendance and Participation in class activities:** 5+5= 10 marks
- Assignment I: Reflective Notes and Class presentation:** 5+5= 10 marks
(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)
- Assignment II: one Term paper/ Essay/Project and Interview:** 5+5=10 marks
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
- Mid-term exam:** 10 marks

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.

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

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 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

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 are allocated for theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

5. 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: BhudipuranPrakashan 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.



Course Title: **Population and Environment Education**

Course No. : Pop. Ed. 112 (Major)

Level: B.Ed.

Semester: 1st



Nature of course: Theory

Credit hours: 3

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.	Unit I: Concept of Environment and Environment Education (5) 1.1 Concept of environment and its types 1.2 Structure of the earth 1.3 Concept and evolution of environmental education 1.4 Goals of environmental education 1.5 Scope of environmental education
<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.	Unit II: Population and Environment Relationship (4) 2.1 Man's interaction with environment 2.1.1 Adaptation 2.1.2 Modification 2.2 Population growth and environment 2.3 Population growth and ecosystem 2.4 Population growth and urban environment

<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 resources. • Discuss different man made resources with special emphasis in Nepal 	<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>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. 	Unit V: Global issues on Environment (9) 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
<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. 	Unit VI: Environmental Management (12) 6.1 Consumption, conservation and preservation of natural resources 6.2 Government policies and programmes for environmental magt 6.3 International treaties on environment Management. 6.4 International environmental Conferences (Rio Da Janero, Earth Summit and other Latest international conferences on environment

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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
Bachelor of Education (B.Ed.) in Population
Course Description (Revised-2079)

Semester-I				
S.No.	Course Title	Course Code	Credits	Remarks
1.	अनिवार्य नेपाली-१	C. Nep. 101	3	Core
2.	Study Skills in English I	C.Eng.101	3	
3.	Philosophies in Education	Ed. 111	3	
4.	Basics of Population Education	Pop.Ed.111	3	Major
5.	Population and Environment Education	Pop.Ed.112	3	
Semester-II				
1.	अनिवार्य नेपाली-२	C.Nep. 102	3	Core
2.	Study Skills in English II	C.Eng.102	3	
3.	Developmental Psychology	Ed. Psy. 121	3	
4.	Sexual and Reproductive Health Education	Pop.Ed.121	3	Major
5.	Basic Demographic Measures and Techniques	Pop.Ed.122	3	
Semester-III				
1.	Study Skills in English III	C.Eng.203	3	Core
2.	Learning, Teaching and Assessment	Ed. Psy. 231	3	
3.	Introduction to Curriculum	Ed.Cur. 232	3	
4.	Population and Quality Life Education	Pop.Ed.231	3	Major
5.	Demographic Theory	Pop.Ed.232	3	
Semester-IV				
1.	Education and Society	Ed. 241	3	Core
2.	Instructional Methods and Technology	Ed.Tech.242	3	
3.	Population and Development	Pop.Ed.241	3	Major
4.	Population Policy	Pop.Ed.242	3	
5.	Population and Family Life Education	Pop.Ed.243	3	
6.	Basics of Population Education	Pop.Ed.MC.244	3	Minor

Semester- V

1.	Nepal's Study	Ed. NS. 351	3	core
2.	Application of Statistics in Education	Ed.St.352	3	
3.	Population and Gender Development	Pop.Ed.351	3	Major
4.	Population Planning and Management	Pop.Ed.352	3	
5.	Fundamentals of Ageing	Pop.Ed.353	3	
6.	Sexual and Reproductive Health Education	Pop.Ed.MC.354	3	Minor

Semester- VI

1.	Educational Development in Nepal	Ed.361	3	core
2.	Basic Research in Population Education	Pop.Ed.361	3	Major
3.	Population and Social Justice	Pop.Ed.362	3	
4.	Basic Statistics in Population Education	Pop.Ed.363	3	
5.	Basic Demographic Measures and Techniques	Pop.Ed.MC.364	3	Minor
6.	Population and Quality of Life	Pop.Ed.MC.365	3	

Semester- VII

1.	Diversity in Education	Ed. 471	3	core
2.	Population of Nepal	Pop.Ed.371	3	Major
3.	Workshop and Seminar in Population Education	Pop.Ed.472	3	
4.	Methods of Teaching Population Education	Pop.Ed.473	3	
5.	Population of Nepal	Pop.Ed.MC.474	3	Minor
6.	Workshop and Seminar in Population Education	Pop.Ed. MC.475	3	Minor

Semester- VIII

1.	Alternative Thinking in Education	Ed. 481	3	core
2.	Teaching Practice/Practicum	Ed.482	3	
3.	Population, Migration and Urbanization	Pop.Ed.481	3	Major
4.	Community Survey in Population Issues	Pop. Ed. 482	3	Major

Summary Table

Type of Courses	Number of Courses	Credit Hours
Communication Skills	5	$5 \times 3 = 15$
Professional	12	$12 \times 3 = 36$
Major Specialization	20	$20 \times 3 = 60$
Minor Specialization	6	$6 \times 3 = 18$
Total	43	$43 \times 3 = \mathbf{129}$