

Pop. Ed. 515: Advanced Population Education

Course No.: Pop. Ed. 515

Nature of course: Theoretical

Level: M. Ed.

Credit hours: 3

Semester: First

Teaching hours: 48

1. Course Introduction

This course is designed to acquaint the students with advanced knowledge and understanding of population education. It deals with conceptualization of population education, emergence of population education, nature of population education curriculum and its development process, key determinants of population change, gender perspectives and population education professionalism. This course also empowers the students to work as an expert in designing population education programmes for formal as well as non-formal educational sectors. Furthermore, it enhances students' critical thinking and leadership skills for solving population related problems of the society.

2. General Objectives

The general objectives of this course are to:

- develop a wider understanding of the misconception and reconceptualization of population education and its emergence.
- acquaint the students with developing quality of leadership in critical thinking and expertise in population education.
- acquaint the students with the key determinants of population change.
- equip the students with a better understanding of gender issues and perspectives.
- enable the students to develop a deeper understanding in professionalization, professional qualities and ethics.
- foster the students' moral ethics and responsibilities in solving population-related problems.
- build the capacity in students to apply knowledge in designing population education curriculum.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Analyse concept, misconception and reconceptualization of population education. • Elaborate the basic philosophy and principles of population education, aims, objectives and needs of population education. • Identify and discuss the inception of population education. • Organize a workshop on challenges and opportunities, of population education programme. • Clarify the need of population education programmes. 	<p>Unit I. Introduction to Population Education (8)</p> <ul style="list-style-type: none"> 1.1 Concept, misconceptions and reconceptualization of population education 1.2 Need for population education programmes 1.3 Aims and objectives of population education 1.4 Emergence of population education 1.5 Development of population education programmes in Nepal 1.6 Challenges and opportunities of population education programmes
<ul style="list-style-type: none"> • Elaborate the components of population education curriculum of schools and campuses. • Discuss the steps and processes of curriculum development in population education. • Examine the curriculum pattern used in population education. • Critically analyse the secondary level (11/12) curriculum with reference to population education programmes, aims and objectives, vertical and horizontal relations, continuity, delivery approaches, evaluation, reference, etc. 	<p>Unit II. Development of Population Education Curriculum (10)</p> <ul style="list-style-type: none"> 2.1 Components of population education curriculum 2.2 Process and steps of curriculum development in population education 2.3 Curriculum patterns applied in population education 2.4 Critical analysis of secondary level (11/12) population education curriculum
<ul style="list-style-type: none"> • List out factors affecting population changes and highlight them with appropriate illustration. 	<p>Unit III. Socio-economic Determinants of Population Change (15)</p> <ul style="list-style-type: none"> 3.1 Health facilities and health services 3.2 Morbidity 3.3 Child survival 3.4 Status of women 3.5 Safe motherhood programmes 3.6 Senior citizen's status 3.7 Migration and urbanization

	<p>3.8 Social values and norms 3.9 Income and occupation 3.10 Education status</p>
<ul style="list-style-type: none"> • Differentiate between gender equality and gender equity. • Explain the concept of women empowerment and its importance. • Examine the issues of girl child and girl child trafficking. • Analyse the consequences of teenage marriage, teenage pregnancy, teenage mother and suggest the measures for promoting the status of girls. • Delineate the types and impacts of gender-based violence and suggest measures to prevent it. • Elucidate the development of sexual and reproductive rights and its perspectives focusing on the promotion of women's status. • Discuss the SDG goal 5 for gender equality. 	<p>Unit IV. Gender Perspectives (10)</p> <p>4.1 Concept of gender, gender equality and gender equity 4.2 Gender and development 4.3 Womens' empowerment 4.4 The girl child issues, girl trafficking and its controlling measures 4.5 Consequences of teenage marriage, teenage pregnancy and teenage mother 4.6 Gender-based violence 4.7 Male responsibilities for reproductive health of women 4.8 Sexual and reproductive rights 4.9 Gender and social justice 4.10 SDG goal 5</p>
<ul style="list-style-type: none"> • Clarify the conceptualization of population education professionals. • Justify the need of professionalism in population education. • Identify and explain the ethics and qualities of population education professionals. • Discuss the roles of organizations for developing population education professionals. 	<p>V: Population Education Professionals (5)</p> <p>5.1 Conceptualization of population education professionals 5.2 Need of professionalism in population education 5.3 Professional ethics and qualities of population educators 5.4 Preparation of professionals in population education.</p>

Note: The figures within the parentheses indicate the approximate teaching hours allocated to respective units.

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 proposed specific instructional techniques applicable to specific units.

4.1 General instructional techniques

- Lecture
- Document review
- Discussion
- Collaborative works/learning
- Brainstorming
- Presentation
- Guest speech
- Project work
- Collaborative learning
- Interaction
- Research-based learning activities

4.2 Specific instructional techniques

Unit	Activities and Instructional Techniques
<p>I</p>	<p>Misconception and reconceptualization</p> <ul style="list-style-type: none"> • By means of brainstorming the concept and misconception of population education will be clarified. • The students will be distributed the handouts of reconceptualization of population education for study at home. <p>Challenges and opportunities of population education programmes</p> <ul style="list-style-type: none"> • The students will be given assignments to prepare independently the challenges of population education programmes of Nepal. The students will be distributed materials after editing their work. • The students will share their views on the challenges of population education programmes. • The teacher will classify the issues and challenges of population education programmes into different areas like problems of curriculum, gap between programmes of FoE and Schools, and elaborate the problems and opportunities of population education programmes.
<p>II</p>	<p>Curriculum development in population education</p> <ul style="list-style-type: none"> • The students will be divided into different groups and they will be given assignments to design curriculums in respective areas. For example, 'antenatal care', 'impact of teenage marriage', 'population problems' 'teenage marriage', etc. will be the areas to teach the mother's group women's adult education. • The students will present the designed curriculums followed by discussion. • The students will be given an individual assignment to perform a project work on critical analysis of population education curriculum of different levels such as lower secondary, secondary, higher secondary and Bachelor level based on a set of standard guidelines.

III	<p>Socio-economic determinants of population change</p> <ul style="list-style-type: none"> The students will be given assignments to collect articles related to key determinants of population change and asked to review them based on the given guidelines.
IV	<p>Gender perspectives</p> <ul style="list-style-type: none"> The experts on women empowerment will deliver a lecture on the concept of women empowerment, its situation in Nepal and importance in a discourse programme. The discourse will be opened for discussion and question-answer sessions. The Chairperson / subject teacher will share his/her opinion and conclude the discourse forum. The subject teacher will distribute questions to the students as a home assignment.
V	<p>Population education professionals</p> <ul style="list-style-type: none"> The students will be given an assignment to study the value of professionalism and ethics and qualities of population education professionals and share their views in the class. Its copies will be distributed to students after editing. The students will be assigned to collect the programmes of different governmental and nongovernmental organizations for developing population education professionals. The students will be asked to discuss in their class.

5. Evaluation Schemes

5.1 Internal evaluation (40%)

Internal evaluation will be conducted by the subject teachers based on the following aspects:

S.N	Particulars	Marks
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test, etc.	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field study/survey/seminar/workshop	10
Total		40

5.2 External evaluation (60%)

Examination Section, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester.

S.N	Types of questions	Marks
1	Objective questions (Multiple choice questions 10x1 mark)	10
2	Short-answer questions (6 questions with 2 OR questions x 5 marks)	30

3	Long-answer questions (2 questions with one OR question x 10 marks)	20
Total		60

6. Recommended Books and References

6.1 Recommended books

- Alberta Education. (2012). *Curriculum development process*. Alberta: Author. Retrieved from http://www.education.alberta.ca/media/6809242/d_chapter1.pdf (For Unit II)
- APEGA. *Concept of professionalism*. Retrieved from <http://www.hva.nl/kenniscentrum-doo/wp> (For Unit V)
- Aryal, T. K. (2011). Trends in ageing dynamic. *Perspectives on Higher Education: Journal of University Campus, 4 & 5*, 172-184. (for Unit III).
- Beasley, C. (2005). *Gender and sexuality*. London: Sage Publication. (For Unit IV)
- CAS Characteristics of Individual Excellence for Professional ...**
Retrieved www.cas.edu/wp-content/uploads/2011/.../CASIndividualExcellence.pdf (For Unit IV)
- Chand, S. & Shahi, P. (2012). Health problems faced by teenage pregnant women in Bindhyabasini village development committee in Dailekh. *Journal of Health Promotion, v-455-58*. (for Unit IV)
- ETS. *Preparing teacher around the world: Policy information report*. Retrieved from www.ets.org/Media/Education_Topics/pdf/prepteach.pdf (for Unit V)
- Evans, L. (2008). Professionalism, professionalism and development of educational profession. *British Journal of Educational Studies, 56 (1)*, 20-38. Retrieved from <http://eprints.whiterose.ac.uk/4077/> (for Unit V)
- Factors associated with teenage pregnancy in South Asia*. Retrieved from www.hsj.gr/volume4/issue1/402.pdf (for Unit IV)
- FoE. (2009). *Social justice education*. Kirtipur: Author. (for Unit IV).
- Gurung, S. (2010). Social capital and teenage pregnancy in Nepal. *Journal of Health Promotion, 3*, 25-29. (for Unit IV)
- Health of Nepal*. From Wikipedia, the free encyclopedia (for Unit III).
- Human development report 2013: The rise of the South: human progress in a diverse world*. Retrieved www.undp.org/content/nepal/en/home/library/.../undaf-nepal-2013-2017 (for Unit III).
- Institute for Learning. *Professionalism and the role of professional bodies stimulus paper from the institute of learning*. www.ifl.ac.uk/_data/assets/pdf.../ (for Unit V).

- Jioanne, C. (2009). Professional development for teacher educators to help them prepare teacher candidates. *International Journal of Educational Science*, 1(1), 29-47. (for Unit V)
- Kafle, P. P., Pakuryal, K. N., Regmi, R. R & Luintel, S. (2010). Health problems and social consequences in teenage pregnancy in rural Kathmandu Valley. *Nepal Medical Coll. J.*, 12 (1), 42-44. (for Unit III)
- Khader, A.B. Population education. Population Education Project.**
<http://www.scribd.com/doc/8352646/Population-Education> (for Unit I)
- Maharjan, S. K. (2012). Sex and gender disparity in longevity. *Journal of Health Promotion*, 4, 70-74. (for Unit III)
- Marco, Hogeschool, Van Amstredm, Theories and concepts of teacher professionalism teachers and their consequences for the curriculum in teacher education.** Retrieved from
<http://www.hva.nl/kenniscentrum-doo/wp-content/uploads/2012/04/Theories-on-and-concepts-of-professionalism-Hungarian-publication.pdf> (for Unit V).
- Maternal mortality and morbidity 2008/2009.**
<http://reliefweb.int/report/nepal/nepal-maternal-mortality-and-morbidity-study-200809-summary-preliminary-findings> (for Unit IV).
- Maternal motality in Nepal: Addressing the Issue.**
 Retrieved from <http://www.studentpulse.com/articles/708/maternal-mortality-in-nepal-addressing-the-issue> (for Unit IV)
- Mijell, H. (Ed.). (2010). *Why professional development matters.* Learning Forward.
 Retrieved from www.learningforward.org/advancing/whypdmatters.cfm (for Unit V)
- MoHP (2011). *Nepal population report.* Author. Retrieved from www.mohp.gov.np/population (for Unit III)
- MoHP. (2012). *Nepal population report.* Kathmandu: Author. (for Unit III)
- NCTE. Curriculum framework for quality teacher education.** Retrieved http://www.ncte-india.org/pub/curr/curr_0.htm (for Unit II).
- New Era. Annual report 2011-012.** Retrieved.
<http://www.newera.com.np/AnnRep/Annual%20Report%202012.pdf> (for Unit III)
- Nieni, H. (2013). *The teacher for quality and teachers' autonomy.* Revista Espanola de Education, 22, 117-138. (for Unit V)
- Pande: J.L. Population education. NCTE . New Delhi: Retrieved.**
<http://www.ncte-india.org/pub/popedu/chp1.htm> (for Unit I).

Population challenge and development goals. New York: 2005 Retrieved

http://www.google.com.np/?gws_rd=cr&ei=1yXMUqCXHoeLkAX6rYGwCQ#q=Population+challenge+and+development+goals.+New+York%3A++2005 (for Unit III).

Population Council. *Men as supportive partner in reproductive health*. Retrieved

<http://www.popcouncil.org/pdfs/menaspartners.pdf> (for Unit IV).

Population education : a contemporary concern: International study of the conceptualization and methodology of population education.

http://www.google.com.np/?gws_rd=cr&ei=bA_MUvGCNMLulAXE3oDQDw#q=Population+education+a+contemporary+concern%3A+In (for Unit I)

Reproductive Health in refugee situations. Retrieved <http://www.unhcr.org/403a0f6c8.pdf> (for Unit III)

Sanjel, S. (2013). Gender based violence: A critical challenge for public health. *Kathmandu University Medical Journal*,11(2), . (for Unit IV).

Saraswati, Raju, Ann & Leonard. *Men as supportive partners in reproductive health*. Amedabad: Population Council. Retrieved from www.popcouncil.org/pdfs/menaspartners.pdf (for Unit VI).

Sikes, O.J. (1993). *Reconceptualization of population education: Technical paper*. New

York: UNFPA. Retrieved from <http://www.un.org/popin/books/pop.html> (for Unit I and II)

The curriculum development process. Retrieved http://www.moe.gov.tt/curriculum_process.html (for Unit II)

The Lutheran World Federation (2013) . *Annual report*. Copyright © 2003 Minnesota

advocates for Human Rights; available from <http://www.stopvaw.org>. (for Unit III).

The World Bank (2012). *World development: Gender equality and development*. Washington DC: Author.

UNAIDS. *Nepal child survival case study*. Retrieved www.usaids.gov/pop.health. (for Unit III).

UND. *Professnalism in teacher education*. Retrieved .

http://www.google.com.np/?gws_rd=cr&ei=0KHMUobyAYmQiQfZlYHIDA#q=UND.+Professnalism+in+teacher+education. (for Unit V).

UNDP (2012). *United Nations development assistance framework of Nepal 2013-2017*. Retrieved from

www.undp.org/content/nepal/en/home/library/.../undaf-nepal-2013-2017 (For Unit III).

UNDP (2004). *Nepal human development report: Empowerment and poverty reduction*. Kathmandu: Author.

Unicef. *Improving lives for children and women in Nepal*. NepalYouthFoundation: Retrieved

www.mld.gov.np. www.nepalyouthfoundation.org/) For Unit VI).

UNIFEM. *Gender based violence*. Retrieved www.unifem-eseasia.org/resources/factsheets/Sheet5.pdf
(For Unit IV)

- UNIFEM. Gender based violence. Retrieved .www.unifem-seseasia.org/resources/factsheets/UNIFEMSheet5.pdf (For Unit VI).
- USAID. *Nepal child survival case study: Technical report*. Retrieved http://www.jsi.com/JSIInternet/Inc/Common/download_pub.cfm?id=4178&lid=3 (For Unit IV)
- What Is Gender-Based Violence?* Copyright © 2003 Minnesota Advocates for Human Rights; available from <http://www.stopvaw.org>.
http://www1.umn.edu/humanrts/svaw/advocacy/modelsessions/what_is_GBV.PDF (For Unit IV)
- WHO(2005). *Research in violence against women: A practical guide for researchers and activists*. Washington DC. Path. (For Unit IV).
- WOREC . *Overview of women's health in Nepal*. Retrieved .
<http://www.worecnepal.org/ne/programs/womens-health> . (For Unit III).
- Yadav, S. B. *Curriculum development in population education*. Retrieved <http://www.ncte-india.org/pub/popedu/chp7.htm> (For Unit II).

6.2 References

- Acharya, P. (2016). *Reference book on population education*. Kathmandu: Gita Rijal.
- Bhende, A. A. & Kanitkar, T. (2010). *Principles of population studies*. New Delhi: Himalayan Publishing House.
- CBS (2003). *Population monograph of Nepal*, Vol. I & II. Kathmandu: Author.
- CEDAW (1999). *Shadow report on the initial report of the government of Nepal on the convention on elimination of all forms of discrimination against women*. Kathmandu: Author
- FOE (2059). *Social justice education*. Kirtipur: T.U.
- Jnawali, D. (2067). *Population education: Principles and philosophy*. Kirtipur: Sunlight Publication.
- Khatri, B. B & Devkota, B. R. (2070). *Population and development*. Kirtipur: Kriti Prakashan.
- Maharjan, S. K. (2069). *Human sexuality and reproductive health*. Kirtipur: Students' Book.
- Maharjan, S. K. and Khanal, S. P. (2069). *Fundamentals of population education*. Kirtipur: Quest Publication.
- Nam, C. B. & Pilleber, S. G. (1991). *Population: A basic orientation*. Prentice Hall.
- Paudel, & Subedi, P. K. (2070). *Principle and philosophy of population education*. Kathmandu: Pathshala Publication.
- UNDP (n.d.) *Human development report*. New York: Author.
- Unicef. (1996). *National maternity care guidelines Nepal*. Kathmandu: MoH.

World Bank (nd) *World development report*. Washington: Authoruthor. Retrieved
from <http://go.worldbank.org/6R2KGVEXP0>

Pop. Ed. 516 Advanced Demography

Course No.: Pop. Ed. 516
Level: M.Ed.
Semester: First

Nature of course: Theoretical
Credit hours: 3
Teaching hours: 48

6. Course Introduction

This course is designed to equip the students with the knowledge and skills of advanced theories and principles of demography. It also intends to acquaint the students with components and processes of demography, critical analysis of population theories, population growth and distribution in the world.

7. General Objectives

The general objectives of this course are to:

- equip the students with advanced knowledge of demography and basic demographic indicators.
- develop the capability of students in analyzing population theories critically.
- enhance the students with a deeper understanding of the growth, size and distribution of world population.
- enable the students to understand human fertility and its determinants, mortality, morbidity and human migration.
- enable students to interpret population ageing, its determinant, demographic profiles and socio-economic characteristics of the elder population.

8. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the meaning and importance of demography.• Distinguish between demography, population studies and population education.• Identify basic demographic indicators and sources of population data.	Unit 1: Demography (6) 1.1 Concept, meaning and importance of demography 1.2 Population studies and population education 1.3 Basic demographic indicators 1.4 Components of demography 1.5 Demographic dividend/population bonus
<ul style="list-style-type: none">• Describe the genealogy of world population size, its growth and trend.• Illustrate the distribution of world population.	Unit II: Review of World Population Growth (5) 2.1 Level and trends of world population growth 2.2 The spatial distribution of population (Some developed and developing countries) 2.3 Population situation of the SAARC countries
<ul style="list-style-type: none">• Analyze fertility trends.	

<ul style="list-style-type: none"> • Explain the determinants and differentials of fertility. 	<p>Unit III: Human Fertility: its Determinants and Differentials (10)</p> <p>3.1 The concepts of fertility, fecundity and sterility 3.2 Fertility analysis in historical perspective 3.3 Mortality decline and fertility 3.4 Determinants of fertility 3.5 Fertility differentials</p>
<ul style="list-style-type: none"> • Describe the concept of human survival and historical transition to low mortality. • Categorize different causes of death. • Analyze the determinants of mortality and morbidity. 	<p>Unit IV: Morbidity and Mortality (5)</p> <p>4.1 Concept of morbidity</p> <p>4.2 Basic concept of human survival 4.2.1 Survival curve and mortality curve (age patterns) 4.2.2 Historical transition of mortality</p> <p>4.3 Causes of death 4.3.1 Major causes of death 4.3.2 Resurgence of infectious diseases 4.3.3 “New” diseases</p> <p>4.4 Determinants of morbidity and mortality 4.5 Mortality differentials</p>
<ul style="list-style-type: none"> • Discuss the types and causes of migration. • Explain the consequences of migration in place of origin and destination. • Examine the loss and benefits of labour migration, brain drain and brain gain, demographic dividend and deficit. 	<p>Unit V: Human Migration (7)</p> <p>5.1 Migration typologies: internal and international 5.2 Causes and consequences of migration 5.3 Migration and health 5.3.1 Migrant’s health 5.3.2 Impact on health of people at place of origin (left behind children, elderly) 5.3.3 Impact on health of people at place of destination</p> <p>5.4 Migrants as participants and beneficiaries 5.5 Causes and consequences of brain drain and brain gain 5.6 Skilled and unskilled (Labour) migration 5.7 Adaptability and adjustability</p>
<ul style="list-style-type: none"> • Review and critically analyze population theories. • Explain the theories of fertility, mortality and migration. 	<p>Unit VI: Population Theories (10)</p> <p>6.1 Review of population theories: Malthusian theory, Karl Marx and Engel’s views on population, Theory of optimum population, Demographic transition theory (first and second demographic transition)</p> <p>6.2 Theories of fertility</p>

	<p>6.2.1 Intermediate variable Frameworks - Davis and Blake</p> <p>6.2.2 Proximate determinant model of Bongaart</p> <p>6.2.3 Threshold hypothesis of fertility decline</p> <p>6.2.4 Caldwell's theory of intergenerational wealth flows</p> <p>6.2.5 Innovation and diffusion</p> <p>6.3 Theories of mortality</p> <p>6.3.1 Omran's theory (1971)</p> <p>6.4 Theories of migration</p> <p>6.4.1 Review of theories (Everett Lee, Ravenstein, Todaro Model)</p>
<ul style="list-style-type: none"> • Interpret population ageing, its determinants and magnitude. • Explain demographic profile of older population. • Discuss the socio-economic characteristics of older population. • Review theories of ageing and policies on senior citizen. 	<p>Unit VII: Population Ageing (5)</p> <p>7.1 Demographic determinants of population ageing</p> <p>7.2. Magnitude and speed of population ageing with reference to Nepal</p> <p>7.3 Demographic profile of the elderly</p> <p>7.3.1 Sex ratio of the older population</p> <p>7.3.2 Marital status</p> <p>7.3.3 Living arrangements</p> <p>7.3.4 Family and social support</p> <p>7.4 Socio-economic characteristics of the elders</p> <p>7.4.1 Literacy</p> <p>7.4.2 Labour force participation and retirement</p> <p>7.4.3 Pensions and income security</p> <p>7.4.4 Social security and senior citizens</p> <p>7.5 Health and disability</p> <p>7.6 Implication of population ageing</p> <p>7.7 Reviews of theories of ageing</p> <p>7.8 Reviews of policies on senior citizens</p>

Note: The figures within the parentheses indicate the approximate teaching hours allocated to respective units.

9. 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 proposed specific instructional techniques applicable to specific units or sub-units or contents.

9.1 General instructional techniques

- Lecture
- Document review
- Discussion
- Collaborative works/learning
- Brainstorming
- Presentation
- Guest speech
- Project work
- Interaction
- Research-based learning activities

9.2 Specific instructional techniques

Unit	Activities and Instructional Techniques
I	<p>Demography</p> <ul style="list-style-type: none"> • Students will be given the assignment to prepare and present the list of the demographic indicators. • The students will be given the assignment to present the topic on advantages and disadvantage of each of the sources of data. • With collaborative efforts of students and feedback of the teacher the materials will be improved further.
II	<p>World Population Growth</p> <ul style="list-style-type: none"> • The students will collect materials on history of world population growth from different sources. • Students will organize and participate in debate programs as to whether rapid population growth is useful for the development of the country or not.
III	<p>Human Fertility: its Determinants and Differentials</p> <ul style="list-style-type: none"> • Students will be given the small project work to collect information about attitudes and norms of high fertility in their family and they will be asked to present the information in the classroom. • The students will be given the assignment to prepare a list of the determinants of fertility. • All the students will be asked to present their materials. • With collaborative efforts of students and feedback of the teacher the materials will be improved further.
V	<p>Human Migration</p> <ul style="list-style-type: none"> • The students will collect materials on different theories of migration from electronic sources or reference books.

	<ul style="list-style-type: none"> • Students will organize and participate in debate programs as to whether migration has an impact on the health of migrants themselves, people in place of origin and people in place of destination. • Students will be asked to prepare and present the list of causes and consequences of migration.
VI	<p>Population Theories</p> <ul style="list-style-type: none"> • The students will be given the task (group assignment) to collect materials related to 'Theories of Demography'. • By means of discussion and collaborative works of the students the materials will be arranged into major theories like ancient or less scientific theory, modern theory or scientific theory.
VII	<p>Population Ageing</p> <ul style="list-style-type: none"> • Students will organize and participate in debate programs as to whether or not increasing senior citizens (ageing) is useful for the development of the country. • The views of students and teachers will be shared in debate programs in the classroom. • Students will be asked to prepare documents based on discussion and teachers' feedback. • Students will be asked to prepare a paper (short research paper) on the demographic profile of the older population in their VDCs/Municipalities and present in the classroom. • With collaborative efforts of students and feedback of the teacher the research paper will be improved further.

10. Evaluation Schemes

10.1 Internal evaluation (40%)

Internal evaluation will be conducted by the subject teachers based on the following aspects:

S.N	Particular	Marks
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test, etc.	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field study/survey/seminar/workshop	10
Total		40

5.2 External evaluation (60%)

Examination Section, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester.

S.N	Types of questions	Marks
1	Objective questions (Multiple-choice questions 10x1 mark)	10
2	Short-answer questions (6 questions with 2 OR questions x 5 marks)	30
3	Long-answer questions (2 questions with one OR question x 10 marks)	20
Total		60

6. Recommended Books and References

6.1 Recommended books

Week, J. R. (2005). *Population: An introduction to concept and issues*. Singapore: Thomson Learning. (For Unit I, II, III, IV and VII)

Rowland, D.T. (2003). *Demographic methods and concepts*. New York: Oxford University Press. (For Unit III, IV and V)

Bhende, A. and Kantitkar, T. (2010). *Principles of populations studies*. New Delhi: Himalayan Publishing House. (For Unit I, II, III, IV, and V)

Cox, P. R. (2008). *Demography*. London: Cambridge University Press. (For unit I)

Bogue, D. (1969). *Population demography*. New York: Jon Wiley and Sons inc. (For unit I)

Clark, J. I. (1992). *Population theories and demographic analysis*. Meerut: Meenakshi Prakashan. (For unit VI)

6.2 References

Bongaarts, J. (1990). The measurement of wanted fertility. *Population and Development Review* 16(3), 487-506.

Shryock, H. S., Siegel, J. S. and Associates. (1971). *The methods and materials of demography*. U.S. Department of Commerce, Bureau of the Census (For Unit I, III, IV and V)

Bongaarts, J. (1978). A Framework for analyzing the proximate determinants of fertility. *Population and Development Review* 4(1), 105-32.

Bonita, R. (1998). *Women, ageing and health: Achieving health across the life span*. Geneva: World Health organization.

Caldwell, J. C. (1985). Strengths and limitations of the survey approach for measuring and understanding fertility change: Alternative possibilities. In J. Cleland & J. Hobcraft, (Eds.), *Reproductive Change in Developing Countries: Insights from the World Fertility Survey* (pp. 47-48). Oxford: Oxford University Press.

Caldwell, J. C. (1996). Demography and social science. *Population Studies*, 50(3), 305-33.

Caldwell, J. C. (1976). Towards a restatement of demographic transition theory. *Population and Development Review*, 2(3-4), 321-66.

Davis, K. & Blake, J. (1956). Social structure and fertility. *Economic Development and Cultural Change*, 4, 211-35.

Kinsella, K. & Velkoff, V.A. (2001). *An aging world 2001*. Washington, DC: U.S. Census Bureau.

UNDP (2013). *Human development report 2013*. New York: Author.

Pop. Ed. 517 Demographic Measures and Techniques

Course No.: 517
Level: M. Ed.
Semester: First

Nature of course: Theoretical
Credit hours: 3
Teaching hours: 48

1. Course Introduction

This course is designed to acquaint the students with the analysis of population data. Specifically, this course intends to provide the students with the basic demographic measures and techniques with reference to composition, fertility, mortality, and migration and population projection.

2. General Objectives

The general objectives of this course are to:

- develop knowledge and skills of major demographic measures and techniques.
- enable students to compute and interpret demographic rates and ratios.
- equip students with skills in utilizing demographic data in different situations.

3. Specific Objective and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> ▪ Identify and use various methods of data collection ▪ Explain the concept, types, processes, uses and limitations of various methods. ▪ Explain errors in census and survey data 	Unit I. Sources and Errors of Demographic Data (7) 1.1 Sources of demographic data 1.1.1 Population census 1.1.2 Vital Registration System 1.1.3 Sample survey 1.1.4 Administrative records including service statistics 1.1.5 National and international publications 1.2. Errors in census and survey data
<ul style="list-style-type: none"> ▪ Analyze age and sex structure ▪ Compute mean age and median age at marriage ▪ Analyze age sex accuracy index ▪ Construct population pyramid 	Unit II. Population Composition (10) 2.1 Analysis of age structure 2.1.1 Age dependency ratio 2.1.2 Mean age, median age and index of aging 2.2 Analysis of sex composition 2.3 Evaluation of age-sex data (Whipple's, Myer's and UN age sex accuracy index) 2.4 Construction of population pyramid
<ul style="list-style-type: none"> ▪ Analyze the marital status ▪ Calculate different marriage rates ▪ Compute the singulate mean age at marriage ▪ Calculate different measures of fertility 	Unit III. Measures of Nuptiality and Fertility (7) 3.1 Proportion of population by marital Status (Proportion of never married, married, widowhood, separated and divorced) 3.2 Marriage rates (crude, general, age specific and total marriage rates) 3.3 Singulate mean age at marriage (SMAM) 3.4 General fertility rates (CBR, GFR, ASFR, TFR and CWR) 3.5 Specific fertility rates (GMFR, ASMFR, TMFR, GRR and NRR)
<ul style="list-style-type: none"> ▪ Analyze morbidity measures ▪ Calculate different measures of mortality ▪ Compute measures of pregnancy wastage ▪ Construct different life tables 	Unit IV. Measures of Morbidity and Mortality (10) 4.1 Analysis of morbidity measures (Incidence, prevalence and case fatality rates) 4.2 General mortality Rates (CDR, ASDR, IMR, CMR, U5MR and MMR) 4.3 Measures of pregnancy wastage (Fetal and perinatal death

	rate and ratio) 4.4 Life table: Concept, uses, types, anatomy, construction of complete and abridged life table
<ul style="list-style-type: none"> ▪ Calculate different measures of internal migration ▪ Calculate different measures of international migration ▪ Compute net internal migration rate by using national growth and vital statistics method 	Unit V. Measures of Migration (7) 5.1 Measures of internal migration (IMR, OMR, GMR and NMR) 5.2 Measures of international migration (IMR, EMR, GMR and NMR) 5.3 National growth rate method for internal migration 5.4 Vital statistics method for net migration
<ul style="list-style-type: none"> ▪ Analyze population projection ▪ Compute population growth rates ▪ Calculate population doubling period and future population 	Unit VI. Population Projection and Change (7) 6.1 Concept of population projection, population estimation, and forecast 6.2 Balancing equation method for population estimation 6.3 Linear, geometric and exponential growth rate function 6.4 Estimation of population doubling period

Note: The figures within the parentheses indicate the approximate teaching hours allocated to respective units.

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 proposed specific instructional techniques applicable to specific units.

4.1 General instructional techniques

- Lecture
- Document review
- Discussion
- Collaborative works/learning
- Brainstorming
- Presentation
- Guest speech
- Project work
- Interaction
- Research-based learning activities

4.2. Specific instructional techniques

Units	Activities and Instructional Techniques
I	Review of books, population monograph, statistical year books, survey reports, etc. and discussion on them. Conducting group work, report writing and presenting through seminars.
II	computation of population composition followed by group discussion, data analysis and presentation.
III	Discussion of various techniques for estimating fertility rates, and computation of nuptiality and fertility followed by group discussion, data analysis and presentation.
IV	Discussion of various techniques for estimating mortality rates and computation of morbidity and mortality followed by group discussion, data analysis and presentation.

V	Computation of measures of migration followed by group discussion, data analysis and presentation.
VI	Use of world population data sheets, census reports, etc. for discussion and practice of computation of population growth rates and changes followed by data analysis and presentation.

5. Evaluation Schemes

6.2 Internal evaluation (40%)

Internal evaluation will be conducted by the subject teachers based on the following aspects:

S.N	Particulars	Marks
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test, etc.	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field study/survey/seminar/workshop	10
Total		40

5.2 External evaluation (60%)

Examination Section, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester.

S.N.	Types of questions	Marks
1	Objective questions (Multiple-choice questions 10x1 mark)	10
2	Short-answer questions (6 questions with 2 OR questions x 5 marks)	30
3	Long-answer questions (2 questions with 1 OR question x 10 marks)	20
Total		60

6. Recommended Books and References

6.1 Recommended books

- Barclay, G.W. (1953). *Techniques of population analysis*. New work: Wiley. **(for Unit I-VI)**
- PRB. (1998). *Population handbook*. Washington D.C.: Population Reference Bureau. **(for Unit I-VI)**
- Shryock, H. S. et al. (1973). *The methods and materials of demography*. Washington DC.: Government Printing Office. **(Unit I-VI)**
- Siegel, J. S., & Swanson, D. A. (2004). *The methods and materials of demography*. California: Elsevier /Academic Press.
- Singh, M. L. & Syami, S. B. (1999). *An introduction to mathematical demography*. **Kathmandu:**
- Ross, J. A. (Ed.). (1992). *International encyclopedia of population, vol. I and II*. **(for Unit I-VI)**
New York: United Nations.
- CBS (2012). *National Report*. Kathmandu: Central Bureau of Statistics. **(for Unit I-VI)**
- Maharjan, R. K. et al. **(2069 B.S.)** *Population studies, part-I & II*. Kirtipur: Sunlight Publication. **(for Unit I-VI)**.

6.2 References

- Adhikari, M. R. (2011). *Demographic measures and techniques*. Kathmandu: Pinacal Publishers and Distributors Pvt. Ltd.
- Aryal, N. **(2067)**. *Demographic measures and techniques*. Kathmandu: Inclusive Publication.
- Khatri, B. B. **(2068)**. *Demographic measures and techniques*. Kathmandu: Sunlight Publication.

Pop. Ed. 518 Sexual and Reproductive Health Education

Course No.: Pop. Ed. 518
Level: M. Ed.
Semester: First

Nature of course: Theoretical
Credit hours: 3
Teaching hours: 48

1. Course Introduction

This course is designed to equip students with the deeper knowledge and understanding of misconceptions about the traditional and contemporary concepts of sex and sexuality, values of effective sex education, biological, psychological, clinical and social perspectives of human sexuality, and recent reproductive health goals and strategies. This course also builds capacity in students to work as an expert in designing, implementing and monitoring programmes for the formal as well as non-formal educational sectors.

2. General Objectives

The general objectives of this course are to:

- enhance an understanding of sexuality education, adolescence education, reproductive health education and values, and need of sexual and reproductive health education.
- develop an in-depth knowledge of human sexuality from the biological, psychological, behavioural, clinical and socio-cultural perspectives.
- familiarise the students with the issues and impacts of high-risk sexual behaviour and promoting healthy and responsible sexual behaviour.
- acquaint the students with the reproductive health policies and strategies in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Clarify the concept and misconceptions of sexuality education• Discuss the recent concepts of sex education/sexuality education• Analyse theories of human sexuality• State the objectives of sexuality education• Discuss the need of ASHR education and characteristics of sexuality education• Analyse comprehensive sexuality education	Unit I: Sexuality Education (8) 1.1 Concept and misconception of sex/sexuality education 1.2 Rationale for contemporary sexuality education programmes 1.3 Theories of sexuality 1.4 Objectives of sexuality education 1.5 Need of adolescent sexual and reproductive health education 1.6 Characteristics of effective sexuality education 1.7 Comprehensive sexuality education

<ul style="list-style-type: none"> • Explain development of sexuality during prenatal, infancy, childhood and adolescence period • Explain psychological changes during childhood, adolescence, adulthood and elderly stages of life 	<p>Unit II: Biological and Psychological Aspects of Sexuality (8)</p> <p>2.1 Prenatal development (Normal and Abnormal prenatal differentiation)</p> <p>2.2 Infancy</p> <p>2.3 Childhood</p> <p>2.4 Adolescence</p> <p>2.5 Adulthood</p> <p>2.6 Elderly</p>
<ul style="list-style-type: none"> • Discuss the concept of different sexual behaviours and sexual decisions • Discuss sexual orientation and analyse causes/theories of homosexuality • Discuss the characteristics of LGBTIQ+ people • Interpret the causes, impacts and management of abnormal sexual behaviour 	<p>Unit III: Sexual Behaviour (8)</p> <p>3.1 Solitary sexual and hetero sexual behaviour</p> <p>3.2 High-risk sexual behaviour</p> <p>3.3 Sexual decisions</p> <p>3.4 Sexual Orientation</p> <p> 3.4.1 Causes/theories of homosexuality</p> <p> 3.4.2 Characteristics of lesbian, gay, bisexual, transgender, intersex, queer, asexual (LGBTIQ+)</p> <p>3.5 Abnormal sexual behaviour: Cause, impact and management</p> <p> 3.5.1 Paraphilia</p> <p> 3.5.2 Hyper sexuality</p>
<ul style="list-style-type: none"> • Explain the socio-cultural perception of sexuality • Analyse different religions and sexuality • Discuss commercial sex and its management • Discuss the role of male for promoting own and female RH 	<p>Unit IV: Socio-cultural Aspects on Sexuality (8)</p> <p>4.1 Socio cultural perception of sexuality</p> <p>4.2 Religion and sexuality</p> <p>4.3 Legal aspects on sexuality</p> <p>4.4 Commercial sex and its management</p> <p>4.5 Male sexual and reproductive health</p>
<ul style="list-style-type: none"> • Discuss the causes, impacts and management of sexual dysfunctions and sexual problems • Delineate causes, effects and management of sub-fertility, and abortion • Explain the ways of safe abortion and management of uterine prolapse 	<p>Unit V: Sexual and Reproductive Health Problems and their Management (10)</p> <p>5.1 Causes, impacts and treatment of male and female sexual dysfunction</p> <p>5.2 Infertility, sub-fertility and its management</p> <p>5.3 Sexual problems of disabled persons and their management</p> <p>5.4 Legal aspects of abortion and its management</p> <p>5.5 Uterine prolapse and its management</p>
<ul style="list-style-type: none"> • Analyse the goals, policies and strategies of reproductive health 	<p>Unit VI: Reproductive Health Goals, Policies and Strategies (6)</p> <p>6.1 Recent reproductive health plans and strategies of Nepal</p> <p>6.2 Goals of International Conference on Population and Development (ICPD) related to RH</p> <p>6.3 Millennium Development Goals (MDGs) related to RH</p> <p>6.4 Sustainable Development goals (SDGs) related to RH</p> <p>6.5 WHO strategies on RH</p> <p>6.6 Adolescents and youth-friendly health service</p>

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

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 proposed specific instructional techniques applicable to specific units.

4.1 General instructional techniques

- Lecture
- Document review
- Discussion
- Collaborative works/learning
- Brainstorming
- Presentation
- Guest speech
- Project work
- Interaction
- Research-based learning activities
- Project works

4.2 Specific instructional techniques

Unit	Activities and Instructional Techniques
I	Sexuality Education <ul style="list-style-type: none">• The students will be asked to collect misconceptions/ traditional concepts of sex and sexuality education and let them discuss in group. Its copy will be distributed to students after editing.• The students will be asked to collect materials related to the objectives of sexuality education, reasons for sexuality education programmes and characteristics of effective sexuality education.• They will be asked to discuss in the classroom and necessary feedback will be supplied by the teacher.
II	Biological and Psychological Aspects of Sexuality <ul style="list-style-type: none">• The students will be given the assignment to prepare materials related to the development of human sexuality. They will also be instructed to present their assignment in a large group.• If possible a guest lecture will be arranged about sexuality development.
III	Sexual Behaviour <ul style="list-style-type: none">• The students will be asked to develop a survey form to collect information on high-risk sexual behavior and its management.• They will collect information at least from ten people to draw ideas about sexual decisions.• The students will be asked to organize an interaction programme on LGBTI. If possible a resource person will be invited for the interaction programme on LGBTI.
IV	Socio-cultural Aspects on Sexuality <ul style="list-style-type: none">• The students will be asked to visit a library or a website to collect information on religion and sexuality and legal aspects of sexuality.• They will be asked to prepare a report and present in a large group.• The teacher will provide essential feedbacks
V	Sexual and Reproductive Health Problems and their Management <ul style="list-style-type: none">• The students will be given reading materials on sexual dysfunctions for review. They will also be asked to draw conclusions from the materials and submit as a home assignment.

	<ul style="list-style-type: none"> • The students will be asked to prepare a note on and discuss the consequences of unsafe abortion and uterine prolapse in Nepal . • If possible, an expert will be invited to deliver a lecture on management of sub-fertility. • A question-answer session will be conducted after finishing his/her lecture.
VI	Reproductive Health Goals, Policies and Strategies <ul style="list-style-type: none"> • The students will be asked to collect different programmes and policies of reproductive health and they will also be suggested for self-study. • The teacher will clarify by means of question-answer and interaction. • The students will be assigned to visit a local health post/PHC to see whether or not they are providing youths with friendly RH services and they will also be asked to share with the group.

5.Evaluation Schemes

5.1 Internal evaluation (40%)

Internal evaluation will be conducted by the subject teachers based on the following aspects:

S.N	Particulars	Marks
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test, etc.	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field study/survey/seminar/workshop	10
Total		40

5.2 External evaluation (60%)

Examination Section, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester.

S.N	Types of questions	Marks
1	Objective questions (Multiple-choice questions 10x1 mark)	10
2	Short-answer questions (6 questions with 2 OR questions x 5 marks)	30
3	Long-answer questions (2 questions with 1 OR question x 10 marks)	20
Total		60

6. Recommended Books and References

6.1 Recommended books

- Bolin, A & Whelehan, P. (2009). *Human sexuality: Biological, psychological, and cultural perspectives*. New York: Rutledge. (For unit II-IV)
- Bruess, C. E. & Greenberg, J. S. (2004). *Sexuality education: Theory and practice*. Sudbury: Jones and Bartlett Publishers. (For units I, II and III)
- Carroll, J. L. (2008). *Sexuality now: Embracing diversity*. Belmont: Wadsworth. (For units I, II – V)
- Herdt, G. & Howe, C. (Ed.). (2008). *21st centuries sexualities: Contemporary issues in health, education and rights*. USA: Routledge. (For units I, III and V)
- Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*. New Delhi: Pearson Education. (For units I- IV)

Shrestha, D. R. (2008). *Reproductive health: National and international perspectives*. Dhulikhel: Mrs. Narayan Devi Shrestha. (For unit VI)
WRREC Nepal. <http://www.worecnepal.org/programs/trafficking> (for unit V)
Top 10 misconception about sex. Posted by Amanda Hill on November 1, 2011 at 10:29 am, *UNPFA and adolescence (For unit I)*.

6.2 References

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*, 13(7). Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1186/1758-2652-13-7>

Adhikari, R & Tamang, J. (2009). Premarital sexual behavior among male college students of Kathmandu, Nepal. *BMC Public Health*, 9(241). Retrieved from <http://www.biomedcentral.com/1471-2458/9/241>

Adhikari, R. (2015). Prevalence and correlates of sexual risk behaviors among Nepalese students. *Social Science Asia*, 1(4), 38-50. doi: 10.14456/ssa.2015.29.

Animaw, W & Bogale, B. (2011). Abortion in university and college female students of Arba Minch town, Ethiopia, March 2014 (Vol. 5 | No. 1 | Pages 17-22)

Ashley A. McClung & Michelle M. Perfect Research-based practice: Sexual health education: social and scientific perspectives and how school psychologists can be involved
<http://www.nasponline.org/publications/cq/40/6/sexual-health-education.aspx>

Dale, P. Valued of sex education and the adolescent,
http://opendoors.com.au/education/?page_id=618

Department of Health Service (2006/2007). Annual report. Kathmandu: Ministry of Health and Population.

Ellsberg, M. & Heise, L. (2005). *Researching violence against women: A practical guide for researchers and activists*. Geneva: WHO and PATH. Retrieved from http://www.unfpa.org/public/home/sitemap/icpd/International-Conference-on-Population-and-Development/unfpa_and_adolescents

Hamal, P. K. (2010). Sexual and reproductive health of low income adolescence in Nepal: Can education be a catalyst. *Economics Journal of Development Issue*. Vol. 11 and 12 No. 1-2
ICPD programme of action para. <http://web.unfpa.org/adolescents/language/p4.htm>

MOH New ERA, ORC (2001 and 2011). *Nepal demographic and health survey*. Kathmandu: Author.
Moving Forward: Dispelling misconceptions about sexuality education in India.
http://www.popcouncil.org/pdfs/frontiers/presentations/2007APCRSHR_Jejeebhoy.pdf

NCED (2017). *Comprehensive sexuality education: Teachers' resource material*. Bhaktapur: NCED.
O'karo E. K. D. Akamune. *Overcoming misconceptions about sex.*
<http://www.nebilove.net/overcoming%20common%20misconceptions%20about%20sex.ht>

Papathansiou, I, Lahana, E. *Adolescence, sexuality and sexual education.* *Health Science Journal.*
http://www.hsj.gr/volume1/issue1/issue1_review2.pdf

Prabhu, V. *Sex education to adolescence* http://www.healthlibrary.com/book37_chapter362.htm

Rahman, M., G & Hoque, A. (2014). Women's household decision-making autonomy and contraceptive behavior among Bangladeshi women, *Sexual & Reproductive Health Care*, 5(1), 9-15.

Rate, A. (updated February 2014) Preach or teach? in defense of valued based sex education [http://www.srhjournal.org/article/S1877-5756\(13\)00068-2/fulltext](http://www.srhjournal.org/article/S1877-5756(13)00068-2/fulltext)

- Regmi, P., Simkhada, P. & Teijlingen, E. R. V. (.....)Sexual reproductive health status among young people in Nepal: Opportunities and barriers for sexual health education and services utilization. *Kathmandu University Medical Journal*, 6, (2),248-256.
- UNFPA. (1994). *International conference on population and development* (Draft programme of Action, 5 - 13 September). Cairo:Author.
- Vithal, P. *Myths and misconceptions in sexuality: Sex education to adolescents*. http://www.healthlibrary.com/book37_chapter389.htm
- UNESCO (2018). *International technical guidance on sexuality education*. Retrieved from <https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf>
- WHO (1999). *Programme for adolescence and development*. Geneva: WHO.
- उपाध्याय, गोविन्दशरण (२००८). *केवल किशोर किशोरीका लागि*. काठमाण्डौ : ए के बुक्स एण्ड एुकेशनल इन्टरप्राइज.
- जनसङ्ख्या शिक्षा एकाइ (२०६१). *यौन तथा प्रजनन स्वास्थ्य राष्ट्रिय स्रोत पुस्तक*. कीर्तिपुर: शि.शा. सङ्काय, त्रि वि.
- तुइतुइ, रोशनी र तुइतुइ, सावित्री (२०६४). *प्रजनन स्वास्थ्य*. काठमाण्डौ : प्रशान्ती प्रकाशन.
- पोखेल, निता (२०६४). *यौन, गर्भ र सुत्केरी*. काठमाण्डौ : एडुकेशनल पब्लिकेशन हाउस.
- महर्जन, श्यामकृष्ण (२०७०). *मानव यौनिकता र प्रजनन स्वास्थ्य (द्वैठी संस्करण)*. कीर्तिपुर : सनलाइट प्रकाशन.
- शिक्षाशास्त्र सङ्काय (२०५९). *सामाजिक न्याय शिक्षा*. कीर्तिपुर : डीनको कार्यालय, शिक्षाशास्त्र सङ्काय, त्रि. वि.

.....