

**Far Western University****Faculty of Education****Course Title: Sexual and Reproductive Health Education**

Course No. : Pop. Ed.123

Nature of course: Theory

Level: B.Ed.

Credit Hours: 3

Semester: 2nd

Teaching hours: 48

1. Course Description

This course is designed to introduce students to the basic knowledge of sexual and reproductive health education. It deals with various components such as introduction to sexual and reproductive health education, adolescent sexual and reproductive health, safe motherhood, and prevention and management of unsafe consequences.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize students with understanding the concept of sexual and reproductive health education and strategies for teaching sexuality education.
- To help students gain knowledge on sexual and reproductive health problems and issues of adolescents and use approaches to manage those problems.
- To familiarize students with the ways of safe motherhood practice.
- To help students develop a basic understanding of infant health care and ways of caring.
- To strengthen the capacity of students to discuss the causes and consequences of unsafe abortion and suggest its prevention and management.
- To acquaint students with an understanding of the prevention of HIV and STIs, cancer-related to the reproductive system and their management.
- To enhance the capacity of students to discuss sexual and reproductive health policies.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the concept and need of sexual and reproductive health education.• Clarify the misconception of sexual health education	Unit I: Introduction to sexual and reproductive health education (7) <ul style="list-style-type: none">1.1 Meaning and definition of sexual and reproductive health education1.2 Concept of sexual and reproductive health education1.3 Misconception of sexual and reproductive health education1.4 Need for sexual and reproductive health education
<ul style="list-style-type: none">• Clarify the concept of adolescent's sexual and reproductive health and services.	Unit II: Adolescent's sexual and reproductive health (ASRH) and services (10) <ul style="list-style-type: none">3.1 Concept of adolescent sexual and reproductive health (ASRH)3.2 Changes (physical, social and psychological) in sexuality

<ul style="list-style-type: none"> • Illustrate physical, social, and psychological changes during adolescence. • Identify the barriers to the utilization of available SRH services by adolescents. • Discuss the impacts of teenage marriage, teenage pregnancy, and teenage mother. 	<p>during adolescence</p> <p>3.3 Barriers to utilization of available sexual and reproductive health (SRH) services by adolescents</p> <p>3.4 Problems and issues of adolescence sexuality</p> <p>3.4.1 Peer pressures</p> <p>3.4.2 Sexual Harassment, Bullying</p> <p>3.4.3 Sexual violence and abuse</p> <p>3.4.4 Unsafe sexual behavior</p> <p>3.4.5 Teenage marriage, teenage pregnancy, and teenage motherhood and their impacts</p> <p>3.5 Management of problems of adolescent sexuality</p>
<ul style="list-style-type: none"> • Identify measures to reduce high-risk pregnancy and its complications. • Illustrate risks of home delivery. • Discuss importance of mother and new born child care. 	<p>III. Safe motherhood (8)</p> <p>3.1 Antenatal care</p> <p>3.1.1 Importance of ANC visits</p> <p>3.1.2 Measures to reduce high-risk pregnancy and complications</p> <p>3.2 Delivery care</p> <p>3.2.1 Risk of home/traditional delivery</p> <p>3.2.2 Care for the mother</p> <p>3.2.3 Care of new born baby</p> <p>3.3 Postnatal care</p> <p>3.3.1 Importance of postnatal care</p> <p>3.3.2 Care of mother</p> <p>3.3.3 Post-natal check up</p> <p>3.3.4 Care of the baby</p>
<ul style="list-style-type: none"> • Discuss the legal status of abortion • Elucidate the impacts of unsafe abortion on physical, mental and social aspects. • Suggest preventive measures against unsafe abortion. 	<p>IV Prevention and management of the consequences of unsafe abortion (5)</p> <p>4.1 Concept of safe and unsafe abortion</p> <p>4.2 Legal status of abortion</p> <p>4.3 Impacts of unsafe abortion</p> <p>4.3.1 Physical</p> <p>4.3.2 Mental</p> <p>4.3.3 Others (economic, Social-emotional)</p> <p>4.4 Prevention and Management</p>
<ul style="list-style-type: none"> • Differentiate STIs from RTIs. • Explain prevention and treatment programs in Nepal. • Review causes, modes of transmission, signs and symptoms, and prevention of HIV and AIDS, 	<p>V Prevention against sexually transmitted infections and other reproductive health problems (10)</p> <p>5.1 Concept of STIs and RTIs</p> <p>5.2 HIV and AIDS prevention and treatment program in Nepal</p>

gonorrhea, and syphilis. • Illustrate preventive measures against cervical, uterine, and breast cancer.	5.3 Gonorrhoea, Syphilis, Chlamydia 5.4 Cervical cancer and its prevention 5.5 Prevention of uterine cancer 5.6 Breast cancer 5.7 Uterine prolapsed
• Explain international policies and laws regarding sexual and reproductive health • Familiarize national laws, policy and programs related to sexual and reproductive health and right	VI. Policy related to sexual and reproductive health (5) 6.1 International policies 6.2 National laws, policy and programs

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

4. Methods/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 suggested specific instructional techniques applicable to specific units.

- Lecture
- Discussion
- Presentation by students

5. Evaluation

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.

Internal: 40 %
External: 60%

The subject teacher will assess the student's internal performance from time to time through attendance, classroom presentation, project work, discussion and class assignments, midterms, paper pencil tests, and conduction of the workshop. The students' performance will finally be evaluated through an annual examination conducted by the Office of Controller of Examinations FU. A total of **60** marks out of **100** marks is allocated for the theoretical examination. The types and number of questions to be included in the annual examination are given in the following table.

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 x 1 mark	10
Group B: Short questions	6 questions	6 x 5 marks	30
Group C: Long questions	2 questions	2 x 10 marks	20
Total			60

6. Recommended Books and References

- Bruess, C.E & Greenberg, J. S. (2004). *Sexuality education: theory and practice*. Boston: Jones and Bartlett Publishers.
- Department of Maternal, Newborn, Child and Adolescent Health (2012). *Making adolescent health-friendly services*. Geneva: WHO.
- Hawkes, S.....& Shaya, B. (2013). *Tracking cases of gender-based violence in Nepal: Individual, institutional, legal and policy analyses*. Kathmandu: CREHPA, UNDP.
- Hatcher, R.A. Rinehart, W. Blackburn, R. & Geller, J. S. (1997). *The essentials of contraceptive technology*. Baltimore: WHO/ USAID.
- Masters, W.H., Johnson, V. E. & Kolondy R. C. (2007). *Human sexuality (Indian edition)* New Delhi: Dorling Kindersley.
- MoH & Unicef (1996). *National maternity care*. Kathmandu: Authors.
- Joshi, M. R. (2075). *Sexual and Reproductive health education*. Kathmandu: Bhudipuran Prakashan.
- Shrestha, D.R. (2008). *Reproductive health: National and international perspectives*. Kavre: Mrs. Narayan Devi Shrestha.

- Pradhan, J. (ND). *Teacher training guide*. Kathmandu: UNFPA, FPAN.
- McIntyre, P. (2002). *Adolescent-friendly health services*. Geneva: WHO.
- Unesco (1988). *Family life education*. Bangkok: Unesco Principal Regionl Office for Asia and the Pacific.
- Dhakal, S.N (2067). *Community health and reproductive health*. Kathmandu: Ratna Pustak Bhandar
- Kafle, R. (2066). *Community health and reproductive health*. (2nd Edition). Kathmandu: Jupiter Publishers and Distributors Pvt. Ltd.
- Family health division, Department of Health Service. MoE (2000). *National adolescent health and development strategies*. Kathmandu
- FoE, TU (2061 BS). *National resource book on sexual and reproductive health*. Kirtipur.
- Maharjan R.K & Maharjan S. K (2053 B.S). *Family life education*. Kirtipur: Population Education Unit, FoE, TU
- Maharjan, S.K. (2073 B. S). *Manav younikta ra prajanan swasthya*. (7th Ed.). Kirtipur: Sun Light Publication.
- Pokhrel, N. (2060 B. S). *Youn, garva ra sutkeri*. Kathmandu: Educational Enterprise.
- Regmi, P.R, Teijlingen, E. D., Simkhada, P. & Acharya, D. R. (2010) 'Barriers to Sexual Health Services for Young People in Nepal'. *Journal of Health Population and Nutrition*. Vol. 28 (6), 619-627. (For Unit II).
- Tuitui, R. & Tuitui, S. (2064 B. S). *Prajajan swasthya*. Kathmandu: Prashanti Prakashan.



Far Western University

Faculty of Education

Course Title: **Basics Demographic Measures and Techniques**

Course No. : Pop. Ed. 124

Nature of course: Theory

Level: B.Ed.

Credit hours: 3

Semester: 2nd

Teaching hours: 48

1. Course Introduction

This course has been designed to acquaint the students with nature and scope of demography and its sources of demographic data. Specifically, this course intends to provide the students with demographic measures and techniques with reference to age-sex composition, nuptiality, fertility, morbidity, mortality, and migration and population projection. It is expected that after completing this course the students will be able to develop the capacity to compute demographic measures as well as apply the demographic techniques.

2. General Objectives

The general objectives of this course are as follows:

- To acquaint the students with demography and sources of demographic data.
- To make the students able to compute and interpret various demographic measures.
- To develop the knowledge and skills on various demographic measures and techniques.
- To make the students able in utilizing demographic data according to need and situation.
- To equip the students with the knowledge and skills on population projection on the basis of past and present data.

3. Contents in Details with Specific Objectives

Specific objectives	Contents
<ul style="list-style-type: none">• Introduce the demography and describe its scope and nature.• Discuss the relation of demography with other disciplines.• Identify the various sources of demographic data.• Explain the historical background, definition, applications and limitations of various sources of demographic data.	Unit I: Introduction of Demography(7 hours) 1.1 Definitions, scope and nature of demography 1.2 Relation of demography with other disciplines 1.3 Sources of demographic data 1.3.1 Population census (Historical background, definition, applications and limitations) 1.3.2 Vital registration system (Historical background, definition, applications and limitations) 1.3.3 Demographic surveys (historical background, definition, applications and limitations):- Nepal demographic and health

	survey (NDHS), National ageing survey, National family health survey (NFHS)
<ul style="list-style-type: none"> • Compute the measures of age composition and analyze them. • Compute the measures of sex composition and analyze them. • Define, prepare and analyze the age-sex pyramid. 	Unit II: Age-Sex Composition (5 hours) 2.1 Measures of age composition: Mean age, median age, index of ageing, dependency ratios, 2.2 Measures of sex composition: Sex ratios, Sex ratio at birth, Sex ratio at death, Sex ratio of migrants, Age-sex pyramid
<ul style="list-style-type: none"> • Conceptualize the definition of nuptiality and marital status. • Compute the measures of nuptiality and interpret them. • Define the fecundity and fertility. • Compute the period measures of fertility and interpret them. • Compute the cohort measures of fertility and interpret them. 	Unit III: Nuptiality and Fertility (12 hours) 3.1 Definition of nuptiality and marital status 3.2 Measures of nuptiality: Proportion of married/widowed/divorced by age and sex, crude marriage rate, general marriage rate, age-specific marriage rate, mean/median age at first marriage 3.3 Definition of fecundity and fertility 3.4 Measures of fertility: Period measures:- Crude birth rate, General fertility rate, Age-specific fertility rate, General marital fertility rate, Age-specific marital fertility rate, Cohort Measures:- Total fertility rate, Total marital fertility rate, Gross reproduction rate and Net reproduction rate
<ul style="list-style-type: none"> • Define the morbidity and mortality. • Compute the measures of morbidity and explain them. • Compute the measures of mortality and interpret them. • Introduce the concept of life table. • Identify the importance and use of life table and life expectancy. 	Unit IV: Morbidity and Mortality (10 hours) 4.1 Definition of morbidity and mortality 4.2 Measures of morbidity: Prevalence rate, Incidence rate and Case fatality ratio 4.3 Measures of mortality: Crude death rate, Age-specific death rate, Cause-specific death rate, Infant mortality rate (neonatal mortality rate and post-neonatal mortality rate), Child mortality rate, Under-five mortality rate, Maternal mortality rate, Maternal mortality ratio 4.4 Introduction and uses of life table and life expectancy
<ul style="list-style-type: none"> • Define migration and describe the key terms of migration. • Classify the types of migration. • Calculate the direct measures migration and elucidate them. 	Unit V: Measures of Migration (5 hours) 5.1 Definitions of migration 5.2 Key terms of migration: Circulation, Mobility, Commutation, migration and migration stream 5.3 Types of migration: Internal and International 5.4 Direct measures of migration: Crude immigration (in-migration) rate,

	Crude emigration (out-migration) rate, Net-migration rate, Gross migration rate
<ul style="list-style-type: none"> Introduce the concept of population estimation, forecast and projection. Explain the need and importance of population projection and its types. Describe various measures used in computing population change. Compute and explain the concepts of rate of natural increase (RNI), arithmetic, exponential and geometric growth rate of population, population doubling period. 	Unit VI: Population Projection (6 hours) 6.1 Concept of population estimation, forecast and projection 6.2 Importance and uses of population projection 6.3 Types of population projection 6.4 Population change: The balancing equation, Rate of natural increase (RNI), Arithmetic growth rate, Geometric growth rate, Exponential growth rate and population doubling period

4. Methods and Techniques

The general instructional methods and techniques for this course are as follows:

- Lecture
- Problem- Solving
- Class presentation by students
- Group work/ pair work
- Project work/Assignments
- Demonstration
- Guest Lectures/Speakers

5. Evaluation

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6. Reference materials and books

- Barclay, G.W. (1953). *Techniques of population analysis*. New York: South Asian Publishers.
- Bhende, A.&Kanitkar, T. (1999). *Principles of population studies*. Bombay: Himalayan Publishing House.
- Joshi, M. R. (2075). *Demographic techniques and measures*. Kathmandu: Bhudipuran Prakashan
- Cox, P.R. (1990). *Demography*. New Delhi: Universal Book Stall.
- Gosh, B.N. (1984). *A dictionary of demography*. New Delhi: Arnold Heinemann Publisers.
- Jain, S. K. (1982). *Basic mathematics for demographers*. Canberra: The Australian National University.
- Jhingan, M.L., B.K. Bhatt & J. N. Desai (2005). *Demography*. New Dealhi: Vrinda Publication (P) Ltd.
- Joshi, M. R. (2074). *Basic Techniques for demographic analysis*. Kathmandu: Bhudipuran prakashan.
- Khatrri, B.B. (2012). *Demographic measures and techniques*. Kathmandu: KritiPubilcation.
- Pressat, R. (1972). *Demographic analysis*. New York: Aldine.
- Shryock, H. S., Siegel, J.S. and Associates (1973). *The methods and materials of demography (condensed version)*. New York, Washington D.C.: Academic Press.
- Siegel, J.S. (2002). *Applied demography*. Sandiego: Academic Press.