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असाधारण

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प्राधिकार से प्रकाशित

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भारतीय उपचर्या परिषद्

अधिसूचना

नई दिल्ली, 22 दिसम्बर, 2006

सं. 11-1/2006-भा.उ.प.- भारतीय नर्सिंग परिषद् अधिनियम, 1947 (1947 का 48वाँ) के खण्ड 16 द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए भारतीय उपचर्या परिषद् एतद्वारा निम्न विनियम बनाती है :-

1. लघु शीर्ष तथा प्रवर्तन :- इन विनियमों को पाठ्यक्रम और विनियम सहायक नर्स और प्रसाविका संशोधित 2006 कहा जाएगा।
2. ये विनियम सत्र 2007—2008 से प्रभावी होंगे।

पाठ्यक्रम और विनियम

सहायक नर्स और प्रसाविका

भारतीय उपचर्या परिषद्

संयुक्त परिषद् बिल्डिंग, कोटला रोड, टेम्पल लेन,

नई दिल्ली-110002 द्वारा प्रकाशित

भूमिका

सहायक नर्स प्रसाविका (एएनएम) स्वास्थ्य और परिवार कल्याण सेवा के सुधार में एक महत्वपूर्ण भूमिका निभाती है। समुदाय में उनके सक्रिय कार्य (सहयोजन) से सहस्राब्दि के विकास लक्ष्यों की पूर्ति की जा सकती है। एचआईवी/एड्स, टीबी और मलेरिया जैसे संक्रामक रोगों की रोकथाम की जा सकती है और सभी आयुओं, विशेष रूप से मातृ और बाल स्वास्थ्य के लिए स्वास्थ्य प्रोन्नति का सुदृढ़ीकरण किया जा सकता है।

भारत सरकार द्वारा स्वास्थ्य प्रणाली और लोगों के, विशेष रूप से देश के ग्रामीण क्षेत्रों में रहने वालों के स्वास्थ्य स्तर में सुधार लाने के लिए राष्ट्रीय ग्रामीण स्वास्थ्य मिशन शुरू किया गया है। मिशन के कुछ लक्ष्य हैं: महिलाओं और बच्चों के स्वास्थ्य की ओर ध्यान देने वाली सेवाओं पर बल देते हुए लोक स्वास्थ्य देखभाल सेवाओं की सर्वसुलभता, स्वच्छता, प्रतिरक्षीकरण, स्थानिक मारी रोग सहित संचारी रोग की रोकथाम, नियंत्रण, व्यापक प्राथमिक स्वास्थ्य देखभाल की सुलभता, जनसंख्या स्थिरीकरण, लिंग तथा जनौकेकीय सन्तुलन।

इस पृष्ठभूमि के साथ भारतीय उपचर्या परिषद ने विभिन्न पणधारियों के साथ अनेक परामर्श करके पाठ्यक्रम संशोधित किया है। कुशल प्रसव परिचर और नवजात तथा बाल्यावस्था रोग का एकीकृत प्रबंध (आईएमएनसीआई) पाठ्यक्रम में शामिल किया गया है। जो अभ्यर्थी संशोधित पाठ्यक्रम के कार्यान्वयन के बाद यह परीक्षा पास करेंगे, वे ग्रामीण क्षेत्र में प्रभावी गुणवत्तात्मक प्राथमिक स्वास्थ्य देखभाल सेवाएं कारगर ढंग से मुहैया करा सकेंगे।

इस दस्तावेज को तैयार करने में मैं इस मौके पर श्रीमती रीना बोस, विभिन्न क्षेत्रों के विशेषज्ञों और आईएमएनसी स्टाफ का आभार स्वीकार करता हूं। इस दस्तावेज के डिजाइन और फोरमेटिंग के लिए मैं सुश्री कें. एस. भारती का भी आभारी हूं।

(टी. दिलीप कुमार)

भारत सरकार के उपचर्या-सलाहकार
अध्यक्ष, भारतीय उपचर्या परिषद,
नई दिल्ली

संक्षिप्तियां

AIDS	उपार्जित-रोगक्षमता हीनता संलक्षण
ARI	गंभीर श्वसन संक्रमण
AV	श्रव्य दृश्य
AWW	आंगनवाड़ी कार्मिक
AYUSH	आयुर्वेद, योग, यूनानी सिद्ध और होम्योपैथी
BCC	व्यवहार बदलाव संप्रेषण
BCG	बैसिली कैलमेट गुइरिन
BP	रक्तचाप
BR	जन्म दर
CBSE	केन्द्रीय माध्यमिक शिक्षा बोर्ड
CHC	सामुदायिक स्वास्थ्य केन्द्र
CMOH	मुख्य स्वास्थ्य चिकित्सा अधिकारी
CPR	हृद फुफ्फुस पुनरुज्जीवन
CS	सिजेरियन छेदन
DFWO	जिला परिवार कल्याण अधिकारी
DHO	जिला स्वास्थ्य अधिकारी
DOTS	प्रत्यक्ष प्रेक्षित उपचार अल्पकालीन
DPHNO	जिला लोक स्वास्थ्य परिचर्या अधिकारी

ABBREVIATIONS

AIDS	Acquired - Immuno Deficiency Syndrome
ARI	Acute Respiratory Infection
A. V.	Audio-Visual
AWW	Angan Wadi Worker
AYUSH	Ayurveda Yoga Unani Siddha and Homeopathy
BCC	Behaviour Change Communication
B C G	Bacilli Calmette - Guérin
B P	Blood Pressure
B R	Birth Rate
CBSE	Central Board of Secondary Education
CHC	Community Health Center
CMOH	Chief Medical Officer of Health
CPR	Cardio-Pulmonary Resuscitation
CS	Caesarean section
DFWO	District Family Welfare Officer
DHO	District Health Officer
DOTS	Directly Observed Therapy Short term
DPHNO	District Public Health Nursing Officer
FHS	Foetal Heart Sound
FHW	Female Health Worker
FW	Family Welfare
HIV	Human - Immuno Deficiency Virus
ICDS	Integrated Child Development Scheme
IEC	Information, Education, Communication
ILR	Ice Lined Refrigerator

IMNCI	Integrated management of neonatal and childhood illnesses
IMR	Infant Mortality Rate
IUCD	Intra Uterine Contraceptive Device
IV	Intra Venous
LBW	Low Birth Weight
MCH	Maternal Child Health
MDT	Multi Drug Therapy
MIES	Management Information Education System
MMR	Maternal Mortality Rate
MOHFW	Ministry of Health and Family Welfare
MTP	Medical Termination of Pregnancy
NGO	Non-Governmental Organization
NRR	Net Reproductive Rate
NRHM	National Rural Health mission
ORS	Oral Rehydration Solution
PHC	Primary Health Center
PPH	Post Partum Hemorrhage
PV	Per Vagina
RCH	Reproductive Child Health
Rh	Rhesus (Rh. Factor)
RTI	Reproductive Tract Infection
RVF	Recto Vaginal Fistula
SBA	Skilled Birth Attendant
STD	Sexually Transmitted Disease
TBA	Traditional Birth Attendant
TB	Tuberculosis
TPR	Temperature, Pulse, Respiration
VVF	Vesico Vaginal Fistula

Introduction

Philosophy

Health is a fundamental human right. Maintenance of optimum level of health entails individual as well as social responsibility. However health can never be adequately protected by health services without active involvement of the community.

Indian Nursing Council (INC) believes that ANM/FHW plays a vital role in the rural health care delivery system. She should be sensitive and accountable to meet the health needs of the community. She should be able to provide accessible, equitable, affordable and quality health care. ANM/FHW can act as a catalyst for promoting inter-sectoral convergence in promotive and preventive health care

ANM curriculum intends to prepare skilled and effective female health workers to achieve the goals of National Rural Health Mission which aims at bringing about dramatic improvement in the health system and health status of the country. ANM/FHW in community health skills to practice basic health care at a defined level of proficiency in accordance with local conditions and to meet local needs. Further, the programme fits into the general educational pattern as well as nursing education system

Purpose

The purpose of the ANM/FHW course is to prepare an ANM to function at community level/village with specific skills to fulfill the health needs of the community. She will be an active link between the community and the health care system.

General objectives:

On completion of the course, the ANM/FHW will be able to:

- Appreciate the concept of holistic health and understand the influence of socioeconomic and environmental factors on the health status of the community.
- Identify health problems/needs and resources in the community and mobilize social support for active participation of the community in health care activities.

- Provide preventive, promotive, restorative and emergency health care to individuals and community as required.
- Provide treatment of minor ailments
- Provide skilled midwifery services to all mothers in the community and refer mothers at risk to hospitals.
- Provide skilled care to all neonates in community and refer neonates at risk to the appropriate levels.
- Render skilled child care services at home, clinic and school.
- Guide/Train birth attendants, Anganwadi workers (AWW)s , other community health activists and volunteers.
- Provide need-based information and counselling related to health of individuals, family and groups.
- Participate in all the National health and Family welfare programmes at community level
- Act as a team member in the health care delivery system
- Coordinate and collaborate with the other health team members and community based organizations, non-govt. organizations (NGO) and village administration
- Manage the health centre including equipments and supplies, and maintain the records in order to provide quality based people friendly services.
- Updates knowledge and skills for professional and personal growth.

NOTE: The competencies, guidelines and protocols as given in the following documents should form the basis of teaching

1. SBA module of MOHFW including use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW
2. IMNCI module for basic health worker
3. Standard safety guidelines for infection control practices (Universal precautions)
4. Biomedical waste management policies

Guidelines for starting a school of Nursing for conducting ANM/FHW Training: -

1. Any organization under the Central Government, State Government, Local body or a Private or Public Trust, Mission, Voluntary registered under Society Registration Act or a Company registered under company's act wishes to open and ANM Training School, should obtain the No Objection/Essentiality certificate from the State government.
2. The Indian Nursing council on receipt of the proposal from the Institution to start ANM training program, will undertake the **first inspection** to assess suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
3. After the receipt of the permission to start ANM training program from Indian Nursing Council, the institution shall obtain the approval from the State Nursing Council and Examination Board.
4. Institution will admit the students only after taking approval of State Nursing Council and Examination Board.
5. The Indian Nursing Council will conduct inspection every year till the first batch completes the programme. Permission will be given year by year till the first batch completes.

MINIMUM STANDARD REQUIREMENTS

A school for training of the ANMs should be located in a community Health Centre (PHC annexe) or a Rural Hospital (RH) having minimum bed strength of 30 and maximum 50 and serving an area with community health programmes. The school should also be affiliated to a district hospital or a secondary care hospital in order to provide experiences of secondary level health care and an extensive gynae-obstertical care.

An organization having a hospital with 150 beds with minimum 30-50 obstetrics and gynaecology beds, and 100 delivery cases monthly can also open ANM school. They should also have an affiliation of PHC/CHC for the community health nursing field experience.

Existing ANM schools attached to District Hospitals should have PHC annexe (accommodation facility for 20-30 students) for community health field experience.

Clinical Facilities

School has to be affiliated to district hospital or a secondary care hospital with minimum 150 beds, in order to provide adequate maternity, childcare and basic medical surgical experiences. The hospital to have adequate number of trained nursing staff round the clock. Bed occupancy on the average to be between 60% - 70%.

Teaching facility

Teaching faculty for 20-40 annual admission:

Category	Minimum qualification and experience
Principal	M.Sc. Nursing with 3 years of teaching experience or B.Sc (N) with 5 years of teaching experience.
Nursing tutor	B.Sc. Nursing/Diploma in Nursing Education & Administration/Diploma in Public Health Nursing with 2 years clinical experience.

Teacher student ratio at any time should not be less than 1:10

Note:

- There should be provision for appointing part-time teachers for subjects required.
- Salary of the teaching staff should be at par with government as far as possible.
- Independent family accommodation should be available in or near the campus of the Hospital/CHC Rural Health Treatment Centre for 80% of the teaching staff.

Non Teaching Staff

Accountant cum cashier	-	one
Clerk cum typist	-	one
Driver	-	one
Cleaner	-	one
Office attendant	-	one
Sweeper	-	one

- There should be provision for temporary appointment of reliever in any post when required.

Staff for the hostel

Warden cum house keeper	-	one
Cook cum helper	-	three
Sweeper	-	one
Chowkidar/Security Guard	-	three

- Provision of leave reserve should be there.
- Family quarter should be provided for the warden in the hostel so that she can be residential to look after the students, and available at the time of emergency.
- Cleaning, security, mess facilities may be engaged on contractual basis

Physical Facilities

- **School building** – There should be separate building for the school and hostel. It should have an open space to facilitate outdoor games for the students.

Office – There should be individual furnished office rooms for: Principal, Teachers, Clerical staff

- **Class-room** – There should be two adequately large classrooms, accommodating required number of students (i.e., for 40 students size of the room should be 720 sq. ft.). Rooms should be well ventilated and properly lighted. There should be chairs with arms or desks according to the number required. Suitably placed black green or board should be available in the classrooms.
- **Nursing laboratory** – There should be demonstration room with at least two to four beds and adequate number of cupboards with necessary articles for demonstration. Provision should be made for community, midwifery and first aid demonstration and practice.
- **Nutrition laboratory** – There should be provision for nutrition practical. Cooking gas, stove and wash basin with tap connections, suitable working tables and sufficient number of necessary utensils for conducting cooking classes.
- **Library cum study** – There should be a room of adequate size in order to accommodate 40 students at a time, with Sufficient number of cupboards, library books and adequate number of chairs and tables for the students. Library to have updated edition of textbooks, referral books, few professional journals and general knowledge magazines as well as storybooks etc. in sufficient numbers.
- **Audio visual aid** – School must have a TV, VCR, a over head projector, LCD projector, computer facility, models, charts, skeleton & a manikin/simulators, neonatal resuscitation equipments, Home visiting bags, delivery kits etc.
- **Toilets** – There should be adequate toilets facility in the school building for the students and teachers.
- **Garage** – There should be a garage for the mini bus.
- **Other facilities** – Safe drinking water facility should be available. All the rooms to have adequate number of lights and fans.
- **Dinning room** to accommodate forty students at a time with Kitchen, pantry and storing facility
- There should be sufficient number of living rooms, to accommodate all students, preferably not more than two in a room.
- Bathrooms and toilets sufficient in number (one for every 10 students).

- One visiting room with sitting arrangement and a toilet.
- One recreation room with TV and radio & indoor games.
- One sick room to accommodate 2-4 students, with toilet attached.
- Other facilities like hot water arrangement for winter and water cooler for summer should be there.
- Hostel should have telephone connections.

Residential Facilities for Students

ANM training being a residential programme, there has to be an adequate hostel for the student. The hostel has to accommodate 40-80 students. It has to have following facilities:

Budget – School should have separate budget and Principal/Principal Nursing Officer should be the drawing and disbursing officer. Budget should make provision for the following:

- Salary of Staff
- Remuneration of external lecturers
- Purchase of library books
- Cost of fuel for the school vehicle
- Purchase of audio visual aids
- Office expenses
- Water, Electricity, Telephone Charges Etc.
- Contingency
- Stipend for students (if given)
- Inspection and affiliation fees

ANM School Management committee

Principal/Principal Nursing Officer	- Chairperson
Nursing Tutor	- Secretary
Nursing Tutor/PHN	- Member
District Public health Nurse/Nursing Officer	- Member
Nursing Superintendent/Nursing incharge of the Hospital/CHC/RH	- Member

Superintendent/Medical Officer incharge
of Hospital/CHC/RH

- Member

Quarterly (Once in Three Months) meetings to be convened regularly to monitor curriculum implementation and examinations.

Transport - School must have a 20-25 seater minibus
 - There should be 6-8 Mopeds for students for community health nursing practice.

Communication - School must have an independent telephone line.

Annual Admission

Minimum students intake is 20

Maximum students intake is 40

Duration of Course

1 and 1/2 years [One year and 6 months].

	ANM
Total weeks for 1 1/2 years	76 wks
Vacation	4 wks
Gazatted holidays	3 wks
Examinations (including preparatory)	3 wks
Available weeks	66 wks
Teaching hrs per week	44 hrs per weeks
	2904 hrs

Admission Terms and Condition

1. The minimum age for admission shall be 15 years on or before 31st Dec. of the year in which admission is sought.
2. The maximum age for admission shall be 35 years.
3. The minimum educational requirements shall be the passing of:
Secondary school certificate Examination (10 years course), 10th class or central board secondary education or a recognized equivalent public examination. Subjects of study must be equivalents to those prescribed by the CBSE for the class X with minimum 45%

Medical Fintness

Admission is subjected to satisfactory of medical examination report.

COURSE OF STUDY

First Year

Sl. No.	Nursing courses	Class room hours			Experience		
		Theory	Demonstration	Total	Hospital	Community	Total
I	Community Health Nursing	130	50	180	10	120	130
II	Health Promotion	120	75	195	20	200	220
	A. Nutrition	35	30	65			
	B. Human body and Hygiene	35	20	55			
	C. Environmental Sanitation	20	15	35			
	D. Mental health	30	10	40			
III	Primary health care nursing I - (Prevention of diseases & restoration of Health)	150	170	320	120	320	440
	A. Infection and Immunization	25	20	45			
	B. Communicable disease	50	25	75			
	C. Community Health Problems	30	55	85			
	D. Primary Medical Care	20	20	40			
	E. First Aid and Referral	25	35	60			
	IV Child health nursing	100	80	180	80	120	200
Total hours		500	360	860	230	760	990

Second Year (Six months)

Nursing courses		Class room hours			Experience		
Sl. No.	Course title and description	Theory	Demonstration	Total	Hospital	Community	Total
V	Midwifery	200	160	360	320	240	560
VI	Health centre management	40	35	75	—	60	60
	Total hours	240	195	435	320	300	620

Scheme of Examination*Theory and practical examinations at the end of first year*

Paper	Course	External Assessment	Internal Assessment	Duration
Theory Paper I	Community Health Nursing	75	25	3 hrs.
Theory Paper II	Health Promotion	75	25	3 hrs.
Theory Paper III	Primary health care nursing (Prevention of disease and restoration of health)	75	25	3 hrs
Practical I	Community Health Nursing and health promotion	100	100	-
Practical II	Child health nursing	100	100	-
	Total	425	275	-

Grand total for first year 700 marks

Theory and practical examinations at the end of the course.

Paper	Course	External Assessment	Internal Assessment	Duration
Theory Paper IV	Child Health Nursing	75	25	3 hrs.
Theory Paper V	Midwifery	75	25	3 hrs.
Theory Paper VI	Health Centre Managemen	75	25	3 hrs.
Practical I	Midwifery	100	100	-
Practical II	Primary health care nursing and health center management	100	100	3 hrs
Total		425	275	-

Grand total for second year 700 marks

Note

- Question paper for Nursing courses to be set by qualified nursing teachers
- Practical examinations are to be conducted by qualified nursing teachers.
- Practical examination should be for only 10 students per day.
- Supplementary examination should be conducted at six monthly intervals for the failures.
- Internal assessment should be done on class test, assignments, report of visits and group work.
- All practical examinations must be held in the respective clinical areas.
- One internal and One external examiners should jointly conduct practical examination for each student.
- An examiner should be a nursing teacher with minimum of 5 years of teaching experience in ANM programme

or

M.Sc (N) with 3 yrs of teaching experience in ANM programme

Internal assessment will be made on the basis of classroom tests, written assignments, performance in the community and clinical area along with records and reports maintained by the students.

Pass mark for each nursing subject on aggregate will be = 50%

- A candidate has to pass in theory and practical exam separately in each of the paper.
- A candidate has to pass in internal and external exam separately in each of the paper
- Maximum number of attempts permitted for each paper is 3 including first attempt
- Maximum duration of completion of the course = 4 years
- A candidate failing in more than one subject will not be promoted to the next year.
- No candidate shall be admitted to the second year examination unless the candidate has passed the first year examination.

(Internal and external evaluation marks to be considered independently)

Eligibility Criteria for Admission to Examination

On completion of practical experience, records to be signed by the tutor and countersigned by the principal.

1. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
2. A candidate must have 100% attendance in each of the practical areas before the award of completion certificate

Grading and Certification

Distinction shall be in aggregate	= 75%
First division	= 70% & above
Second division	= 60% – 69%
Third division	= 50% – 59%

Certificate will be issued on successful completion of training requirement. Qualified ANMs have to be registered by the State Nursing Councils under the provision of the State Nursing Councils and Indian Nursing Council Act as ANMs, before joining services as a qualified Female Health worker and to practice as ANM.

COMMUNITY HEALTH NURSING

Theory - 130 hours

Demonstration - 50 hours

Total - 180 hours

Learning objectives:

On completion of the course the student will be able to :

1. Describe the concept of community health, primary health care.
2. Understand health policies, plans and programmes of the country.
3. Understand the concept of community.
4. Appreciate the role of the health team.
5. Demonstrate home visit techniques and practices in the community
6. Describe structure, function, characteristics and administrative set up of a community.
7. Identify leaders, resources persons, community-based organizations, NGOs, and local resources.
8. Identify community health needs and problems
9. Describe concepts and methods of communication for health information.
10. Describe the purposes, principles and methods of health counseling.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Th.	Demo			
1.	10		<ul style="list-style-type: none"> • Define health and explain its dimensions • List determinants of health • Define Primary Health Care • List components of Primary Health Care and their application within a community 	Concept of Health <ul style="list-style-type: none"> • Health and its changing concepts. • Dimensions of health • Determinants of health • Primary health care, definition, components, significance, community, application 	<ul style="list-style-type: none"> • Lecture discussion. • Posters.
2.	10		<ul style="list-style-type: none"> • Describe health concepts and practices of community. • Enumerate health related cultural beliefs and practices 	Community Health practices <ul style="list-style-type: none"> • Health concepts of people and health care providers. • Health behaviours, beliefs and cultural practices of community. • Ethics and behaviour related to community practices. • Method of home visiting. 	<ul style="list-style-type: none"> • Lecture discussion. • Practice session. • Demonstration.
3.	15	5	<ul style="list-style-type: none"> • Describe National health problems • Explain specific health programmes at National, state and community levels 	Health problems and policies <ul style="list-style-type: none"> • Overview of health problems of communities in India. 	<ul style="list-style-type: none"> • Lecture discussion.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Trends and development in national health programmes and policies • National health programmes and its implementation at community level. • Role and functions of Accredited Social health Activists(ASHA), Anganwadi worker, Dai etc. 	<ul style="list-style-type: none"> • Participate in national health and family welfare programs • Field Visits: Village, Sub center, Primary health center, Community health center.
4.	10	5	<ul style="list-style-type: none"> • Explain the organization of health services at different levels • Describe the referral system. • Explain the Role of National and International health agencies and Non-Governmental Organisations 	Health Organization <ul style="list-style-type: none"> • Organization of SC, PHC, CHC and district hospital. • Organization of health care delivery system at different levels • Referral system • Health agencies: International: WHO, UNICEF, UNFPA, UNDP, World Bank, FAO, DANIDA, European Commission, Red Cross, US aid, UNESCO, Colombo Plan, ILO, CARE etc. 	<ul style="list-style-type: none"> • Lecture discussion. • Field Visits to various available organizations.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> National: Indian Red Cross, Indian Council for Child welfare, Family planning association of India etc Non-Governmental organizations 	
5.	5	2	<ul style="list-style-type: none"> Describe health team with special focus on the ANM \ FHW 	Role of health team. <ul style="list-style-type: none"> Team concept and Functions of the health team Role and Responsibilities of ANM \ FHW Code of ethics for ANM 	<ul style="list-style-type: none"> Lecture discussion. Observation of activities rendered by the health team members.
6.	10	5	<ul style="list-style-type: none"> Describe physical structure of village and urban area Identify social groups, organizations and leaders Explain administrative set up at the village 	Structure of community <ul style="list-style-type: none"> Rural community- Characteristics, changes in the village community development, major rural problems Urban Community- Characteristics, changes and adjustments to urban environment, major urban problems Village: Physical structure 	<ul style="list-style-type: none"> Lecture discussion. Field visits: village mapping, slum mapping, resource mapping. Drawing of Panchayat structure and urban wards. Listing of formal and informal

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> - Administrative set up: • Function of Panchayat • 73rd and 74th amendments to Constitution and role of Panchayat in health. • Structure of an urban community slum • Social groups organizations, leaders • Community resources 	leaders, groups in the community. • Visit to a village and meet Panchayat members, visit block office. List their role in health care.
7.	10	5	<ul style="list-style-type: none"> • Describe the interaction between different groups and communities within the village • Describe social traditions and customs in the village. 	Dynamics of community <ul style="list-style-type: none"> • Social processes- Individual and process of socialisation • Interaction between different social groups in the village. • Traditions and customs and their influence on health. • Social stratification: Influence of Class, Caste and Race on health and health practices • Family and marriage: Types • Changes & legislations on family and marriage in India - marriage acts 	<ul style="list-style-type: none"> • Lecture discussion. • Interaction with different groups in the village. • Prepare a list of different customs and traditions.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
8.	25	6	<ul style="list-style-type: none"> Demonstrate methods of community need assessment 	Community need assessment <ul style="list-style-type: none"> Scope and Methods of community need assessment Survey: Planning Preparation of tools: questionnaires, interview schedules, check list etc Community survey: Principles and methods:-data collection, conducting interviews, focus group discussions (FGD) and case studies Participatory learning for action(PLA) Analysis of data, Preparation of report 	<ul style="list-style-type: none"> Lecture discussion. Preparation of questionnaire Field visits/ community: Conduct survey.
9.	25	15	<ul style="list-style-type: none"> Explain the concept, principles and methods of communication Prepare simple and low cost aids of communication. Conduct health education 	Communication methods & media <ul style="list-style-type: none"> Principles, Methods and Process of communication. Inter personal relationship (IPR): communication 	<ul style="list-style-type: none"> Lecture discussion. Demonstration of different methods of communication Role/Play.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<p>with different groups and health team members.</p> <ul style="list-style-type: none"> • Types and use of AV aids • Use of local folk methods and media for disseminating health messages. • BCC(Behavioural change communication), IEC(Information, Education and communication): Aims, Scope, concept and approaches • Teaching learning process, concept , characteristics, steps of learning, characteristics of learner • Principles, methods of teaching • Planning of health education activities: • Role and responsibilities of ANM's/Health workers in BCC 	<ul style="list-style-type: none"> • Prepare health messages using different media and methods. • Preparation of IEC material. • Practice using one folk method. • Preparation of health education plan • Conduct BCC session. • Evaluate and follow up of health education.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
10.	5	5	<ul style="list-style-type: none"> • Explain concept and principles of counseling • Describe the technique of counseling • Describe role of counsellor 	Counseling. <ul style="list-style-type: none"> • Concept, Principles and Techniques of counseling. • Identifying needs and areas for counseling in the community. • Role of counselor • Role of ANM/ Female Health worker as counselor 	<ul style="list-style-type: none"> • Lecture discussion. • Conduct counseling session and follow up.
11.	5	2	<ul style="list-style-type: none"> • State health conditions where rehabilitation is required. • List the various resources available in a community. 	Community based rehabilitation <ul style="list-style-type: none"> • Health Conditions needing rehabilitation • Community Resources available • Educate individuals, family and community. 	<ul style="list-style-type: none"> • Lecture discussion • Case discussion

Suggested activities for Evaluation

- Health organizational chart.
- Return demonstration of home visit.
- Field visits
- Preparation of IEC material
- Demonstration of counseling technique.
- Village mapping.
- Community survey.

HEALTH PROMOTION

Theory - 125 hours

Demonstration - 75 hours

Total - 200 hours

Learning objectives:

On completion of the course the student will be able to :

1. Explain importance of nutrition in health and sickness.
2. Promote nutrition of a individual, family and community
3. Explain principles of hygiene and its effect on health.
4. Describe hygiene for self and individuals.
5. Describe importance of environmental sanitation and waste management.
6. Promote mental health of individual, family and community

A. Nutrition

Theory - 35 hrs.

Demonstration - 30 hrs.

Total - 65 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th	Demo			
1.	10	5	<ul style="list-style-type: none"> • List essential nutrients • Describe classification of food and their nutritive values and functions. • Explain importance of nutrition in health and sickness. 	Essential nutrients <ul style="list-style-type: none"> • Importance of nutrition in health and sickness • Essential nutrients, functions, sources and requirements • Classification of foods and their nutritive value 	<ul style="list-style-type: none"> • Lecture discussion. • Explain using Models and Charts. • Exhibit raw food item showing balanced diet

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	10	5	<ul style="list-style-type: none"> Plan balanced diet for different age groups 	<ul style="list-style-type: none"> Normal requirements at different ages. Balanced diet for different age group 	
2.	10	5	<ul style="list-style-type: none"> Identify malnutrition and nutritional deficiencies. Counsel women with anaemia. Describe special diet for sick. Explain role of ANM's/FHW/AWs. 	Nutritional problems Nutritional deficiencies: <ul style="list-style-type: none"> Deficiencies, correction, treatment and referral - protein energy malnutrition Vitamin and mineral deficiencies: Nutritional anaemia in women Under five nutrition The role of ANM's/ FHW/ AWs in supplementary food. Special diets of individuals for different age group. 	<ul style="list-style-type: none"> Lecture discussion. Visit ICDs project and discuss the program. Explain using Models and Charts. Planning diets for anemic women and other deficiency conditions
3.	5	5	<ul style="list-style-type: none"> Assess nutritional status of individual and family. Identify local foods for enriching diet. Identify good food habits from 	Nutritional assessment <ul style="list-style-type: none"> Methods of nutritional assessment of individual and family: mother and child 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Field visits.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
			harmful food fads and customs.	<ul style="list-style-type: none"> • Identification of local food sources and their value in enriching diet. • Food fads, taboos, customs and their influence on health. 	
4.	10	15	<ul style="list-style-type: none"> • Plan diet for a family • Counsel for improving diet of the family. • Demonstrate safe preparation and cooking methods. • Explain methods of safe 	Promotion of nutrition <ul style="list-style-type: none"> • Planning diets and special diets for a family • Methods of using locally available foods for special diet • Principles and methods of cooking • Promotion of kitchen gardens • Food hygiene and safe preparation • Storage and preservation • Food adulteration • Precautions during festivals and Melas. 	<ul style="list-style-type: none"> • Lecture discussion. • Plan diet for the family assigned. • Health education. • Visit a milk pasteurization plant. • Demonstration of various methods of cooking.

Suggested activities for Evaluation

- Cooking of special diet.
- Nutrition education to a group.
- Planning diet of a family assigned.

B. Human body and hygiene

Theory - 35 hrs.

Demonstration - 20 hrs.

Total - 55 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	20		<ul style="list-style-type: none"> Describe the structure and functions of the various systems of body State functions of different organs. 	The human body <ul style="list-style-type: none"> Structure and functions of human body. Body systems and their functions – digestive system, respiratory system, genito urinary system, cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs. 	<ul style="list-style-type: none"> Lecture discussion. Identification of body parts. Explain using Models and Charts.
2.	10	18	<ul style="list-style-type: none"> Understand importance of personal hygiene for self and individuals health. Care for sick to maintain their personal hygiene and comfort 	Hygiene of the body <ul style="list-style-type: none"> Personal and individual hygiene <ul style="list-style-type: none"> Care of mouth, skin, hair and nails. Sexual hygiene Menstrual hygiene. Hygiene and comforts needs of the Sick: Care of skin: Bath sponging, back care, care of 	<ul style="list-style-type: none"> Lecture discussion. Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				pressure points, position changing, • Care of hair: hair wash • Care of hand and nails: hand washing • Care of eyes: eye wash, • Mouth care: • Elimination Care of bowels and bladder	
3.	5.	2	• State the basic human needs. • Explain importance of fulfilling these basic needs.	Optimal functioning of the body • Basic human needs - Rest, sleep, activity, exercise, posture etc - Food, eating and drinking habits - Participation in social activities. - Self-actualisation and spiritual need. - Interpersonal and human relations - Lifestyle and healthy habits.	• Lecture discussion. • Health education regarding healthy life style.

Suggested activities for Evaluation

- Preparation of anatomy practical book
- Return demonstration of personal hygiene including care of various organs of body.

C. Environmental Sanitation

Theory - 20 hrs.

Demonstration - 15 hrs.

Total - 40 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	5	2	<ul style="list-style-type: none"> • Explain the importance of basic sanitation at home and in the community. 	Environmental Sanitation <ul style="list-style-type: none"> • Environment and ecology for healthy living: basic sanitary needs. • Air, sunlight and ventilation. • Home environment -: smoke, animals, water, drains and toilets etc. 	<ul style="list-style-type: none"> • Lecture discussion. • Case study.
2.	5	4	<ul style="list-style-type: none"> • Describe the importance of safe water for health. • Describe methods of purifications of water. 	Safe water <ul style="list-style-type: none"> • Sources of water & characteristics of safe water - sources of contamination and prevention. • Purification of water for drinking : methods- small and large scale. • Disinfections of well, tube well tank and pond in a village. • Waterborne diseases and prevention. 	<ul style="list-style-type: none"> • Lecture discussion. • Village mapping: water sources, drains, ponds and contamination areas. • Visit to a water purification plant.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
3.	5	4	<ul style="list-style-type: none"> • Explain the importance of safe disposal of waste and its role in prevention of diseases. • State the hazards due to waste 	Disposal of excreta and waste. <ul style="list-style-type: none"> • Methods of excreta disposal – types of latrine. • Handling animal excreta. • Methods of waste disposal • Hazards due to waste 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Visit to sewage disposal unit and sanitary latrine
4.	5	5	<ul style="list-style-type: none"> • Involve community in sanitation activities. • Educate community for safe disposal of different types of waste. 	Community participation <ul style="list-style-type: none"> • Drainage and preparation of soak pits. • Maintaining healthy environment within and around village – cleaning and maintenance of village drains, ponds and wells. • Common waste, excreta and animal waste – disposal in the village. 	<ul style="list-style-type: none"> • Lecture discussion. • Construction of a small-scale soak pit at school or health centre premises. • Disinfection of a well, tube well along with village leaders or members of community. • Organize village meeting.

Suggested activities for Evaluation

- Purification of water at home, community
- Disinfections of a well/tube well.
- Construction of a small scale soak pit.
- Health education for use of sanitary latrine.

D. Mental Health

Theory - 30 hrs.

Demonstration- 10 hrs.

Total - 40 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	10	2	<ul style="list-style-type: none"> • Explain relationship between body and mind. • Identify the factors necessary for normal mental health • Educate for promoting mental health 	Mental Health <ul style="list-style-type: none"> • Concept of mental health • Body-mind Relationship. • Factors influencing mental health. • Characteristics of a mentally healthy person. • Developmental tasks of different age groups • Different defense mechanisms 	<ul style="list-style-type: none"> • Lecture discussion. • Observation. • Use of questionnaire to do assessment for mental health status.
2.	3	2	<ul style="list-style-type: none"> • Identify causes of maladjustment • Educate family in solving problems. 	Maladjustment <ul style="list-style-type: none"> • Features of a maladjusted individual. • Common causes of maladjustment. • Counselling an individual, family and community. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration of counselling for maladjusted individual in the community.
3.	12	4	<ul style="list-style-type: none"> • Identify signs of mental illness. 	Mental illness <ul style="list-style-type: none"> • Identify abnormal behaviours. 	<ul style="list-style-type: none"> • Lecture discussion.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> Identify them early and refer. Guide family members in home care Counsel for prevention of mental illness. 	<ul style="list-style-type: none"> Types of mental illnesses and treatments. Early detection and referral of mentally ill Prevention of mental illness Home care and counselling Refer psychiatric emergencies. 	<ul style="list-style-type: none"> Visit to a mental hospital / clinic.
4.	5	2	<ul style="list-style-type: none"> Explain process of ageing. Identify characteristics of elderly Provide need based care. 	Old age care <ul style="list-style-type: none"> Process of ageing - physical, psychological changes. Needs and problems Care of elderly at home. Rehabilitation and agencies of caring elderly. 	<ul style="list-style-type: none"> Lecture discussion. If available visit an old age home.

Suggested activities for Evaluation

- Assessment of mental health status of Individual
- Care plan for an elderly person at home.

PRIMARY HEALTH CARE - (PREVENTION OF DISEASE AND RESTORATION OF HEALTH)

Theory - 150 hours

Demonstration - 170 hours

Total - 320 hours

Learning objectives:

On completion of the course student will be able to :

1. Explain concept of infection and causation of diseases.
2. Describe body defense mechanisms and development of immunity against diseases
3. Perform immunization effectively.
4. Describe different methods of disinfections and sterilization.
5. Describe common communicable diseases and their management.
6. Explain prevention of common communicable diseases and their control.
7. Describe care of the sick in community with common ailments and refer if required.
8. Explain recognition of conditions related to different body systems.
9. Describe and demonstrate routes of administration of drugs
10. List common drugs used for emergencies and minor ailments, their indications, dosage and actions

A. Infection and Immunization

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	2	—	<ul style="list-style-type: none"> Understand concept of occurrence of diseases Describe classification of diseases. 	Concept of disease. <ul style="list-style-type: none"> Concept and definition of illness Disease causation Classification of diseases. 	<ul style="list-style-type: none"> Lecture discussion. Explain using Charts.
2.	4	2	<ul style="list-style-type: none"> Understand process of infection. Describe characteristics of microbes Narrate methods of spread of infection State factors affecting spread of infection. 	Infection <ul style="list-style-type: none"> Meaning and types of infection. Causes of infection Classification and characteristics of micro organisms: Pathogenic and Non-pathogenic Incubation period and spread of infection – transmission Factors affecting growth and destruction of microbes. 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Explain using microscope.
3.	6	2	<ul style="list-style-type: none"> Understand body defence mechanism State types of immunity Describe different types of vaccine and their preservation. 	Immunity and body defense mechanisms <ul style="list-style-type: none"> Body's defense mechanism Immunity – concept Hypersensitivity: Antigen antibody reaction Types of immunity 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Field visits for cold chain.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Types of vaccines • Storage and care - cold chain maintenance. 	
4.	6	4	<ul style="list-style-type: none"> • State immunization schedule • Give immunization • Organize immunization camps • Prepare articles for immunization • Participate in special drives. 	Immunization <ul style="list-style-type: none"> • Immunization against different infections - immunization schedule • Injection safety • Methods of administering vaccine • Sterilization of syringes and needles. • Immunization in the community • Immunization Hazards • Precautions while giving vaccines • Special immunization drives and programmes. • Records and reports 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Posters on immunization schedule • Visit immunization camp/ outreach camp.
5.	2	4	<ul style="list-style-type: none"> • Collect specimens correctly • Handle body discharges safely • Give health education for disposal of body discharges. 	Collection of specimen <ul style="list-style-type: none"> • Principles and methods of collection of specimens and handling body discharges. 	<ul style="list-style-type: none"> • Lecture discussion. • Preparation of malaria slide. • Collection of sputum. • Collection of urine and stool.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> Collection of specimens of blood, sputum, urine, stool Safe disposal of body discharges. 	<ul style="list-style-type: none"> Labeling of the specimens. Visit to the laboratory
6.	3	6	<ul style="list-style-type: none"> Explain difference between antiseptics, disinfection and sterilization Describe the principles of antiseptics, disinfection and sterilization Perform disinfections and sterilization of various equipments 	Disinfection and sterilization <ul style="list-style-type: none"> Principles and methods of antiseptics, disinfection and sterilization Methods of disinfecting different equipments Methods of sterilizing different equipments 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Visit sterilization department of a hospital.
7.	2	2	<ul style="list-style-type: none"> Explain the methods of waste disposal 	Waste Disposal <ul style="list-style-type: none"> Waste disposals- infectious and non-infectious: concepts, principles, and methods at different levels 	<ul style="list-style-type: none"> Lecture discussion Demonstration

Suggested activities for Evaluation

- Demonstration of sterilization of syringes and needles/using pressure cooker/ small autoclave
- Demonstration of preparation of Malaria slides.

- Techniques of vaccination
- Assignment on cold chain system.
- Prepare poster/chart on immunization schedule.
- Demonstrate different methods of waste disposable

B. Communicable Diseases

Theory - 50 hrs.

Demonstration - 25 hrs.

Total - 75 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th	Demo			
1.	7	5	<ul style="list-style-type: none"> • Understand epidemiological concept of occurrence of diseases. • Describe levels of prevention and general measures for control of communicable diseases. • Explain importance of Surveillance, notification, reporting. 	Introduction to communicable diseases <ul style="list-style-type: none"> • Common communicable diseases; Epidemiological concepts – Incidence and prevalence, mortality and morbidity. • Levels of prevention • Control and prevention of communicable diseases General measures • Surveillance, isolation, notification, reporting. 	<ul style="list-style-type: none"> • Lecture discussion • Calculation of mortality and morbidity for different diseases. • Visit isolation unit • Surveillance

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
2.	30	5	<ul style="list-style-type: none"> • Describe signs and symptoms of different communicable diseases. • Explain preventive measures for different communicable diseases. • Describe care and referral for different communicable diseases. 	Communicable diseases. <ul style="list-style-type: none"> • Signs, Symptoms, care and prevention of the following: <ul style="list-style-type: none"> - Diphtheria, pertussis, tetanus, poliomyelitis, measles and tuberculosis - Chicken pox, mumps, rubella, enteric fever, hepatitis, rabies, malaria, dengue, filaria, kala-azar trachoma, conjunctivitis, scabies, STDs and HIV/AIDS - Encephalitis - Leptospirosis - Acute respiratory infections. - Diarrhoeal diseases - Worm infestations - leprosy. - Role and responsibilities of health worker/ANM 	<ul style="list-style-type: none"> • Lecture discussion. • Visit infectious disease hospital / center. • Demonstration. • Supervised Clinical Practice.
3.	8	8	<ul style="list-style-type: none"> • State the principles of care of infectious cases. • Enumerate Standard safety measures 	Care in communicable diseases <ul style="list-style-type: none"> • Care of patients with communicable diseases. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration • Prepare health education messages

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Understand preventive measures • Provide health education 	<ul style="list-style-type: none"> • Isolation methods. • Standard safety measures (Universal precautions) • Health education and messages for different communicable diseases. • Role and responsibilities of health worker/ANM 	<ul style="list-style-type: none"> • Prepare chart on Standard safety measures.
4.	5	7	<ul style="list-style-type: none"> • Identify causes of epidemics • Define role of health worker/ANM in relief work. 	Epidemic Management <ul style="list-style-type: none"> • Definitions and causes of epidemics. • Epidemic enquiry in a community and epidemic mapping • Relief work and role of health worker/ANM. 	<ul style="list-style-type: none"> • Lecture discussion. • Community mapping. • Health Education.

Suggested activities of Evaluation

- Preparation of surveillance report
- Conduct Health education
- Demonstration on :-
 - Standard safety measures in Nursing Practice

C. Community Health Problems

Theory - 30 hrs.
 Demonstration - 60 hrs.
 Total - 90 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	3	10	<ul style="list-style-type: none"> Identify common health problems in the community Perform health assessment of individual Render care to the sick at home Advise family members in care of sick 	Care of the sick in the community <ul style="list-style-type: none"> Common health conditions in the community - danger signs of illnesses. Health assessment: Taking history, Physical examination: Vital signs, Weight, Height: <ul style="list-style-type: none"> - recognition of abnormalities Identification of health problems Management of the sick: home and community nursing procedures, care of the sick, referral Health education: individual and family 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Supervised clinical practice. Health education
2.	3	8	<ul style="list-style-type: none"> Check and record vital signs Describe stages of fever 	Fever <ul style="list-style-type: none"> Vital signs: Temperature, pulse, respiration, blood pressure 	<ul style="list-style-type: none"> Lecture discussion. Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> List common conditions causing fever Provide care to patients with fever 	<ul style="list-style-type: none"> Temperature maintenance and the physiology of fever Fever: Types and stages Causes of fever - common conditions causing fever, malaria, typhoid, Acute respiratory Infection(ARI) etc Nursing management of patient with fever Alternate system of medicine 	<ul style="list-style-type: none"> Supervised clinical practice.
3.	4	6	<ul style="list-style-type: none"> Enumerate causes, sign and symptoms respiratory problems Provide Care to patients with respiratory infections. State common home remedies and their application. 	Respiratory problems <ul style="list-style-type: none"> Common respiratory problems: types, classifications- cold and cough, ARI, Asphyxia, tonsillitis, asthma, bronchitis pneumonia and tuberculosis Causes, sign and symptoms, treatment of respiratory problems Management: Role and responsibilities of ANM/health workers in care of 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Demonstration of steam inhalation, nasal drops, oxygen inhalation Health education

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				patients with respiratory problems including Home care remedies. • Integrate accepted practices of AYUSH	• Lecture discussion • Demonstration. • Supervised clinical practice. • Health education
4.	2	2	• Identify cause and provide care and support • Refer when necessary.	Aches and pains • Causes and nursing management of : Tooth ache, ear ache, abdominal pain, headache, joint pains. • Management as per the standing orders and protocols • Role of ANM/health worker in the community including Home care remedies • Integrate accepted practices of AYUSH	• Lecture discussion • Demonstration • Health education
5.	3	4	• Identify cause and provide care and support • Refer when necessary	Digestive problems • indigestion, anorexia, vomiting, distension and Constipation • Haemorrhoids, hernia, ulcers and intestinal obstruction	• Lecture discussion. • Demonstration. • Health education

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Identify cause and provide care and support • Refer when necessary 	<ul style="list-style-type: none"> • Role of ANM/health worker in the community including Home care remedies. • Integrate accepted practices of AYUSH 	
6.	3	4	<ul style="list-style-type: none"> • Identify cause and provide care and support • Refer when necessary. 	Urinary problems <ul style="list-style-type: none"> • Signs and symptoms of renal conditions • Retention of urine, renal colic, edema • Role of ANM/health worker in the community including Home care remedies. • Integrate accepted practices of AYUSH 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Health education
7.	3	4	<ul style="list-style-type: none"> • Identify cause and provide care and support • Refer when necessary 	Cardiovascular problem <ul style="list-style-type: none"> • Signs and symptoms of cardiac conditions and blood related problems: heart attack, chest pain, anemia, hypertension and leukamia • Care of a cardiac patient at home 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Health education

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
8.	2	4	<ul style="list-style-type: none"> • Identify cause and provide care and support • Refer when necessary 	<p>Diseases of the nervous system</p> <ul style="list-style-type: none"> • Signs and symptoms of neurological problems - Headache, backache and paralysis • Care of a patient with stroke at home. • Care of pressure points, back care changing of positions, active and passive exercises, body support to prevent contractures. • Role of ANM/health worker in the community including Home care remedies. • Integrate accepted practices of AYUSH 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Health education.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
9.	3	4	<ul style="list-style-type: none"> • Identify cause and provide care and support • Refer when necessary • Give insulin injection • Counsel for prevention of complications 	Metabolic diseases <ul style="list-style-type: none"> • Diabetes – signs and symptoms, complications diet and medications • Skin care, foot care • Urine testing and administration of insulin injection. • Integrate accepted practices of AYUSH 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Health education
10.	2	5	<ul style="list-style-type: none"> • Identify the conditions • provide care to relieve pain • Prevent complications and refer 	Diseases of musculo skeletal system <ul style="list-style-type: none"> • Signs and symptoms of sprain, tear of ligaments and arthritis. • Integrate accepted practices of AYUSH 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Case study. • Health education
11.	2	4	<ul style="list-style-type: none"> • Identify need of handicapped • Ensure need base care at home 	Care of handicap <ul style="list-style-type: none"> • Handicaps – different types • Counselling for prevention of certain handicaps • Understandings the handicapped person • Helping family to ensure need based care 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Case study.

Suggested activities for Evaluation**Demonstration of**

- Urine testing for albumin and sugar.
- Urinary catheterization
- Local application of cold and hot
- Plain water enema
- Checking of B.P. and TPR
- Disease conditions.

D. Primary Medical Care

Theory - 20 hrs.

Demonstration - 20 hrs.

Total - 40 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1.	5	4	<ul style="list-style-type: none"> • Name different systems of medicine • Understand abbreviations • Calculate dosages of medicines • Understand classification of drugs. 	Types of drugs <ul style="list-style-type: none"> • Different Systems of medicine: allopathic and AYUSH • Classifications of drugs • Forms and characteristics of drugs • Abbreviations used in medication 	<ul style="list-style-type: none"> • Lecture discussion. • Calculation of dosage and conversion. • Drug study.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th	Demo			
				<ul style="list-style-type: none"> • Administration of drugs: Policies and regulations, as per protocols and standing orders • Calculation of dosage 	
2.	5	10	<ul style="list-style-type: none"> • Demonstrate administration of drugs • Explain importance of observations and recording. 	Administration of drugs <ul style="list-style-type: none"> • Routes of administration - Oral, parenteral (intradermal, intramuscular, subcutaneous, Intra venous), rectal, local and others. • Administration of drugs: Precautions, principles • Observations and recording. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Practice session • Preparation and administration of IV fluids as per protocol • Preparation for blood transfusion as per protocol.
3.	5	2	<ul style="list-style-type: none"> • Administer drugs for minor ailments • Explain the care of drugs. 	Drugs used in minor ailments <ul style="list-style-type: none"> • Common drugs for fever, cold and cough, aches and pains etc. • Drug kit in the subcentre, content and its use. • Storage and care of drugs 	<ul style="list-style-type: none"> • Lecture discussion. • Visit subcentre. • Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
4.	5	4	<ul style="list-style-type: none"> Administer emergency drugs following precautions. 	Common emergency drugs <ul style="list-style-type: none"> Methergine, misoprostol injection oxytocin, IV fluids, antibiotics, injection and magnesium sulphate deriphylline, avil and other antihistaminic, pethedine, vitamin K, antirabies vaccine, anti snake venoms as per the protocol Precautions for administration Storage and Care of emergency drugs 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Drug study.

Suggested activities of Evaluation

- Preparation of list of common drugs used in sub centre, their action dosages and use.
- Demonstration of administration of medication by different routes
- Drug study

E. First Aid and Referral

Theory - 25 hrs.

Demonstration - 35 hrs.

Total - 60 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	2	7	<ul style="list-style-type: none"> Understand principle of first aid care Use first aid kit Demonstrate different type of bandages 	Need for First Aid <ul style="list-style-type: none"> Principles of first aid Mobilization of resources First aid kit & supplies. Bandages: Types, Uses Principles and methods of bandaging 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Practice session.
2.	10	5	<ul style="list-style-type: none"> Demonstrate first aid care for Cuts and wounds, Foreign bodies, Burns and scalds Health education and referral 	Minor Injuries and ailments <ul style="list-style-type: none"> Cuts and wounds : types, principles and first aid care Foreign bodies Burns and scalds types, principles and first aid care Health education and referral Role of ANM/health worker 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Practice session Supervised clinical practice. Health education

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
3.	5	8	<ul style="list-style-type: none"> Identify different bones Describe types of fracture Apply splints and bandages Transfer fractured patients correctly. 	Fractures <ul style="list-style-type: none"> Skeletal system and different bones. Fractures: Types, Causes, signs and symptoms, first aid care. Methods of immobilization and transportation. 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Practice session
4.	8	15	<ul style="list-style-type: none"> Follow principles of first aid and provide care in different emergencies 	Life Threatening Conditions <ul style="list-style-type: none"> Bleeding Drowning Strangulation, suffocation and asphyxia Loss of consciousness Cardio respiratory arrest Convulsions Foreign bodies Chest injuries Shock and allergic conditions Poisoning, bites and stings Stroke Heat stroke Severe burn 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Nasal pack Apply tourniquet. BLS-demonstration. Insertion of naso gastric tube Practice session

Suggested activities for Evaluation

- Demonstration of following:
 1. Wound care
 2. Splints, slings, bandages
 3. Transportation of casualties
 4. BLS
 5. Naso gastric tube insertion
 6. Care during different emergencies

CHILD HEALTH NURSING

Theory - 110 hours

Demonstration - 130 hours

Total - 240 hours

Learning objectives:

On completion of the course the student will be able to :

1. Assess growth and development of a child at different ages.
2. Describe nutritional needs of different age groups of children.
3. Provide care to sick children during their common illness.
4. Describe school health programme
5. Describe 'Rights' of children
6. Educate mothers and family member as per need of their children.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Th	Demo			
1.	20	20	<ul style="list-style-type: none"> • Assess growth and development in infants and children • Maintain 'road to health' chart • Explain the needs of a child • Describe the care of a normal child • State the common accidents in children and their protection 	Growth & development <ul style="list-style-type: none"> • Introduction to Growth and development • Factors affecting growth and development • Growth and development in infants and children: Assessment 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Explain using road to health chart. • Health education • Visit a school.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Physical, psychological and social development of children • Monitoring and recording of growth and development of infants and children • Care of infants and children – play, hygiene, emotional needs training for bowel and urination • Accidents: causes, precautions and prevention. • Congenital anomalies 	
2.	10	20	<ul style="list-style-type: none"> • Explain the importance of breast feeding • Educate mothers regarding breast feeding • Explain complimentary feeding • Educate for nutrition of children according to age 	Nutrition of infants and children <ul style="list-style-type: none"> • Exclusive Breast feeding • Nutritional requirements • Complementary feeding • Problems of feeding • Breast feeding Counselling • Infant feeding and HIV • Baby friendly hospital initiative 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
3.	5	15	<ul style="list-style-type: none"> Describe the rights of children State the steps for prevention of child labour and child abuse. 	Children's Rights <ul style="list-style-type: none"> Convention of Rights of the Child Prevention of child labour Abuse and legal protection Special care of girl child. Female infanticide 	<ul style="list-style-type: none"> Lecture discussion. Survey the areas where child labour is used in the community.
4.	40	40	<ul style="list-style-type: none"> Provide care to the sick children Identify the signs and symptoms of common childhood disorders Identify signs of high risk in case of ARI and Diarrhoea Educate mother and family members regarding prevention of illness. 	Care of the sick child <ul style="list-style-type: none"> Common childhood disorders: Signs, symptoms and management. Vaccine for preventable diseases Acute Respiratory tract infections Diarrhoea vomiting, constipation Tonsillitis and mumps Ear infections Worm infestation Accidents and injuries Skin infections Fever - malaria, measles. IMNCI strategy 	<ul style="list-style-type: none"> Lecture discussion. Explain using charts. Preparation of ORS at clinic/home Demonstration. Explain using slide. IMNCI protocols

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
5.	15	20	<ul style="list-style-type: none"> Assess the school child Need based counselling of children, teacher and parents. 	Care of School children <ul style="list-style-type: none"> School health: Objectives, problems and programmes Environment of school Assessment of general health of school children Dental and eye problems Nutritional deficiencies School health education for children Need based sharing of health information with teachers/parents/children Records and reports 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Health education.
6.	5	5	<ul style="list-style-type: none"> Explain the various changes in the adolescents 	Care of adolescents <ul style="list-style-type: none"> Physical growth during adolescence Emotional and behavioural changes in girls and boys Special needs of adolescents. Sex education for adolescents Counselling 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Explain using charts and models.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
7.	15	10	<ul style="list-style-type: none"> • Discuss the special needs of girl child • Explain the effect girl child discrimination in the family and community • Counsel mother and community on need for care of a girl child 	Care of adolescent girls <ul style="list-style-type: none"> • Menstruation and menstrual hygiene • Special nutritional needs • Early marriage and its affects • Adolescent girls: pregnancy and abortion • Preparing for family life- pre marital counseling. • Role of ANM/ female health worker 	<ul style="list-style-type: none"> • Lecture discussion. • Explain using charts. • Health education.

Suggested activities for Evaluation

- Case studies
 - Breast feeding techniques
 - Preparation of ORS
 - Preparation of complementary feeds
 - Assessment of growth and development of children
 - Assessment of common childhood illnesses in infant, children and adolescent
 - Poster on:
 - Growth and development
 - Prevention of common accidents in children
 - Menstrual cycle.
 - Physical changes in adolescence

MIDWIFERY

Theory - 200 hours

Demonstration - 160 hours

Total - 360 hours

Learning objectives:

On completion of the course the student will be able to:

1. Describe male and female reproductive organs.
2. Explain process of conception and foetal development
3. Describe female pelvis and the muscles involved in delivery of foetus.
4. Conduct normal delivery and provide care to the newborn.
5. Provide care to pregnant mother during ante, intra and post natal period at home and hospital.
6. Provide need based counselling to the mother and to her family during antenatal, intranatal and postnatal period.
7. Resuscitate the high risk new born baby
8. Identify high-risk pregnancies and refer them immediately for safe motherhood.
9. Identify deviation from normal labour in time and take necessary action.
10. Provide adequate care identifying abnormal puerperium.
11. Administer the drugs as per the protocols
12. Educate community for improving quality of life of the family.
13. Promote improvement in the status of women in society
14. Identify women's health problem and provide guidance and support.
15. Provide care and guidance to women with reproductive health problems.
16. Participate in reproductive health and family welfare programmes.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Th.	Demo			
1.	8		<ul style="list-style-type: none"> Describe structure and functions of female reproductive system Describe structure and functions of male reproductive system 	Human Reproductive System <ul style="list-style-type: none"> Female reproductive organs – structure and function Menstrual cycle Male reproductive organs structure and functions Process of conception 	<ul style="list-style-type: none"> Lecture discussion. Explain using birth atlas, posters, models charts and slides.
2.	6	2	<ul style="list-style-type: none"> Describe female pelvis and its diameters and relation to foetal skull Explain the muscles and ligaments of the pelvic floor Describe foetal skull 	Female Pelvis and foetal skull <ul style="list-style-type: none"> Structure of the pelvic bones-types of pelvis Pelvic diameters Muscles and ligaments of pelvic floor Foetal skull : bones, diameters, sutures, size, shape, moulding, skull areas, fontanelles 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Explain using models, charts, slides and films.
3.	5	5	<ul style="list-style-type: none"> Explain growth and development of foetus Describe placenta, membrane and umbilical cord and their development State the functions of placenta. 	Foetus and placenta <ul style="list-style-type: none"> Growth and development of foetus, foetal sac and amniotic fluid and foetal circulation and changes after birth Structure and functions of 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Explain using placenta, membrane, specimens Practice session

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
			membranes and cord.	placenta, membranes and umbilical cord and abnormalities Refer SBA module of Ministry of health and Family Welfare	
4.	10	10	<ul style="list-style-type: none"> Describe signs and symptoms of normal pregnancy Describe various tests for conformation of pregnancy Describe physiological changes during pregnancy Provide Care for minor ailments of pregnancy. 	Normal pregnancy <ul style="list-style-type: none"> Signs and symptoms of pregnancy various diagnostic tests for conformation of pregnancy Physiological changes during pregnancy Minor ailments during pregnancy and their management Refer SBA module of Ministry of health and Family Welfare	<ul style="list-style-type: none"> Lecture discussion. Demonstration Explain using Models and Charts.
5.	10	15	<ul style="list-style-type: none"> Provide antenatal care Provide need-based information and guidance. Advise diet and nutrition for the pregnant mothers Identify risk factors and refer on time. 	Antenatal Care <ul style="list-style-type: none"> Registration Taking history of a pregnant woman. Physical examination, Investigation - routine and specific Prophylactic medications 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Practice session. Supervised clinical practice.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Prepare mother for delivery 	<ul style="list-style-type: none"> • Need based health information and guidance • Nutrition in pregnancy • Special needs of a pregnant woman. • Involvement of husband and family. • Identification of high risks cases and referral • Preparation of mother for delivery. <p>Refer SBA module of Ministry of health and Family Welfare</p>	
6.	10	15	<ul style="list-style-type: none"> • Identify signs and symptoms of normal labour • Demonstrate the mechanism of labour • Detect a normal lie and presentation of foetus. • Identify deviation from normal progress of labour • Demonstrate plotting of t partograph 	<p>Normal Labour</p> <ul style="list-style-type: none"> • Onset and stages of labour, physiological changes • Changes in Uterine muscles, and cervix • Lie, attitude, position, denominator and presentation of foetus. • Foetal skull, • Mechanisms of labour • Identification of high risk cases. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration • Witness normal delivery • Explain using partograph.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				foetal distress and maternal distress during labour • Partograph in the management of the normal labor Role of ANM/Female health worker and referral Refer SBA module of Ministry of health and Family Welfare	
7.	12	20	<ul style="list-style-type: none"> • Use partograph and perform Per Vagina examination. • Assist and conduct child birth • Resuscitate new-born • Deliver the placenta • Provide care to mother and newborn throughout delivery • Perform necessary recordings 	Care during normal labour <ul style="list-style-type: none"> • History of labour • Importance of five 'C's • Monitoring progress of labour with partograph preparation for delivery • Care of mother in first and second stage of labour • Assist and conduct childbirth • Immediate care of new-born-resuscitation, apgar score, cord care • Oxytocin Misoprostol drugs: Dose, route, indication, contraindication. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Explain using models, charts, films and slides partograph. • Supervised clinical practice • Practice session • Case study.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<p>action, side effects, precautions, role and responsibilities of ANM/FHW</p> <ul style="list-style-type: none"> • Delivery of placenta and examination of placenta • Care of mother in third and fourth stage: Recognise degrees of tear and appropriate care and referral • Establishment of breast feeding, exclusive breast feeding • Kangaroo mother care • Baby friendly hospital initiative • Record childbirth and ensure birth registration <p>Refer SBA module of Ministry of health and Family Welfare</p>	
8.	10	15	<ul style="list-style-type: none"> • Perform postnatal assessment • Identify deviations from normal puerperium and take necessary care. • Establish breast feeding. 	<p>Normal puerperium</p> <ul style="list-style-type: none"> • Physiological Changes during postnatal period • Postnatal assessment • Minor ailments during puerperium and their management 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Supervised clinical practice

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Provide need based information and counselling 	<ul style="list-style-type: none"> • Care of mother-diet, rest, exercise, hygiene • Management of breast feeding. • Prophylactic medicines • Special needs of postnatal women • Need based health education. <p>Refer SBA module of Ministry of health and Family Welfare</p>	
9.	10	14	<ul style="list-style-type: none"> • Provide immediate care to normal new born • Resuscitate new born at birth • Identify "at risk" neonate and state measures to be taken • Give immunization as per routine • Care for new -born with common minor disorders 	<p>Care of New-born</p> <ul style="list-style-type: none"> • Assessment of new-born for gestation age, risk status and abnormalities • Neonatal resuscitation • Monitoring of vital signs and birth weight • Management of normal new-born and common minor disorders: • Exclusive Breast feeding and management • Temperature maintenance, kangaroo mother care • Immunization 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Lecture discussion. • Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Care of newborn: Jaundice, infection, respiratory problems • Principles of prevention of infection • Educating mother to look after babies. <p>Integrate accepted practices of AYUSH</p> <p>Refer SBA module of Ministry of health and Family Welfare</p>	
10.	5	10	<ul style="list-style-type: none"> • Identify a pre term / LBW baby and fulfill the special needs. • Provide care required during special conditions in a new-born • Guide in home care of a high risk new - born 	<p>High risk New Born</p> <ul style="list-style-type: none"> • Pre term / Low Birth weight babies. • Special needs of high risk babies • Care at home - referral and follow up • Care during asphyxia, convulsions, vomiting. • Care for thrush, cord sepsis, diarrhoea. • Implementation IMNCI protocol <p>Refer SBA module of Ministry of health and Family Welfare</p>	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Explain using charts.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
11.	10	5	<ul style="list-style-type: none"> • Define MMR & IMR • State the components of RCH programme • Explain preventive measures for safe motherhood Safe mother-hood 	Safe mother-hood <ul style="list-style-type: none"> • Concept and cause of maternal mortality and morbidity • Safe motherhood components: RCH and NRHM • Preventive measures Role of ANM/Female Health worker Refer SBA module of Ministry of health and Family Welfare	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Explain using charts.
12.	10	10	<ul style="list-style-type: none"> • Identify high risk pregnancies • Refer them in time • Counsel and involve husband and family members in high risk pregnancies 	High risk pregnancies <ul style="list-style-type: none"> • High risk pregnancies: Identification, Risk factors, decision making, and management. • Protocols and standing orders: • Referral and follow up • Counselling and guidance about high risk conditions • Involvement of husband and family 	<ul style="list-style-type: none"> • Lecture discussion. • Case study - 2 • Supervised clinical practice. • Demonstration

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				Role of ANM/Female Health worker Refer SBA module of Ministry of health and Family Welfare	
13.	15	10	<ul style="list-style-type: none"> • Identify abnormalities of pregnancy in time • Refer to correct place in time • State the diseases that can affect during pregnancy 	Abnormalities of pregnancy <ul style="list-style-type: none"> • Common abnormalities of pregnancy: hyperemesis gravidarum, leaking and bleeding per vagina • Anaemia of pregnant woman • Eclampsia and pre eclampsia and toxemia of pregnancy • Indication of premature rupture of membranes, prolonged labour, anything requiring manual intervention, UTI, puerperal sepsis. • Obstetrical shocks: • Uterine abnormalities, ectopic pregnancy • Diseases complication pregnancy – TB, diabetes. Hypertension 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Infections during pregnancy - RTI/ STIs malaria, HIV, AIDS • Rh factor • Standing orders and protocols • Role of ANM/ Female Health worker <p>Refer SBA module of Ministry of health and Family Welfare</p>	
14.	5	10	<ul style="list-style-type: none"> • Identify types of abortion • Prepare mother for termination of pregnancy • Counsel for safe abortion. 	<p>Abortion</p> <ul style="list-style-type: none"> • Types of abortion, causes of abortion • Need for safe abortion - referral • Complications of abortions • Medical termination of pregnancy • Care of woman who had abortion • Role of ANM/ Health worker <p>Refer SBA module of Ministry of health and Family Welfare</p>	<ul style="list-style-type: none"> • Lecture discussion. • Suprarenal • Clinical practice • Observation. • Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
15.	10	20	<ul style="list-style-type: none"> Identify deviations from normal child birth and refer in time Provide Care to the mother in emergency and while transferring to hospital. Mobilise support from the family and community. 	Abnormal childbirth <ul style="list-style-type: none"> Common abnormalities of childbirth Abnormal presentations Abnormal uterine actions Cephalo pelvic disproportion Prolonged labour Identification, immediate management and referral Emergency care of mother during transfer to hospital. Role of ANM/ Female health worker Refer SBA module of Ministry of health and Family Welfare	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Explain using through birth Atlas and charts. Explain using partograph.
10.	10	10	<ul style="list-style-type: none"> Provide emergency care at the time of haemorrhage Identify the cause of different PPH. Identify causes of complications during puerperium and render adequate care. 	Abnormal Puerperium <ul style="list-style-type: none"> Postpartum haemorrhage and its management. Puerperal sepsis and its management Retention of urine Breast complications during lactation and their management 	<ul style="list-style-type: none"> Lecture discussion. Explain using charts through charts different types of PPH.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Psychiatric complications Role of ANM/Female health worker Refer SBA module of Ministry of health and Family Welfare	
17.	5	10	<ul style="list-style-type: none"> • Assist in various surgical intervention in the mother during labour • Render care to mothers pre & post operatively in surgical intervention. 	Surgical Intervention <ul style="list-style-type: none"> • Assisting in the followings: <ul style="list-style-type: none"> - Induction of labour and its management - Forceps and Vacuum extraction - Episiotomy and suturing - Craniotomy - Caesarean section - Pre and post operative care. - Role of ANM/ Female health worker Refer SBA module of Ministry of health and Family Welfare	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration.
18.	5	10	<ul style="list-style-type: none"> • Able to identify various medicines during child birth for mother and child. • Understand their 	Medications used in midwifery <ul style="list-style-type: none"> • Pain relieving drugs • Anaesthetic drugs • For uterine contractions 	<ul style="list-style-type: none"> • Lecture discussion. • Visit labour room. • Demonstration. • Any study any book.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			action and care needed for the mother. • State the dosage of these medicines for mother and child.	• For controlling bleeding • For preventing postnatal infection. • For preventing eclampsia • Antibiotics • IV fluids • Role of ANM/ Female health worker Refer SBA module of Ministry of health and Family Welfare	
19.	3	-	• Describe the concept of quality of life • Explain how quality of life affects life expectancy and peoples health • Describe role of education on quality of life	Life cycle approach • Quality of life and life expectancy • People's health throughout the life cycle • Role of education economic status, social status on quality of life • Holistic approach to life. Refer SBA module of Ministry of health and Family Welfare	• Lecture discussion.
20.	5	5	• Explain status of women in Indian society	Status of women and empowerment • Status of women in society	• Lecture discussion. • Demonstration.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> Enumerate factors affecting women status Describe the importance of women's health Explain the programmes for empowering women in the society. 	<ul style="list-style-type: none"> Factors affecting status - gender bias, sex selection tests, female foeticide and infanticide sex ratio discrimination and exploitation Effect of tradition, culture and literacy Relationship between status of women and women's health. Effects of women's health in community : single, divorced deserted woman, widows special needs Laws related to women. Programmes for women's empowerment. <p>Refer SBA module of Ministry of health and Family Welfare</p>	<ul style="list-style-type: none"> Visit family of an under privileged group. Group discussion.
21.	10	15	<ul style="list-style-type: none"> Explain the complications related to child birth. Identify common and emergency complications and provide care 	<p>Women's health problems</p> <ul style="list-style-type: none"> Complications related to childbirth - VVF, RVF, prolapse and incontinence. 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Case study of a women at menopause

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Take pap smear 	<ul style="list-style-type: none"> • Cervical erosion and leucorrhoea pruritus • Cancers – cervical and breast: • Pap smear for detection of cancer cervix • Tumours – fibroids • Menstrual disorders • Menopause and its implications. <p>Refer SBA module of Ministry of health and Family Welfare</p>	
22.	6	4	<ul style="list-style-type: none"> • Describe causes signs and symptoms of STI and RTI • Describe the treatment for the STI's and RTI • Education on prevention and treatment of RTI's and STIs 	RTIs and STIs <ul style="list-style-type: none"> • Causes and signs and symptoms of STIs and RTIs • Syndromic approach for treatment • Referral treatment and follow up care. • Information, education and communication for prevention and treatment. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Health education. • Case study.
23.	6	10	<ul style="list-style-type: none"> • Explain the cause, effect and prognosis of HIV/AIDS • Counsel the HIV positive persons 	HIV /AIDS <ul style="list-style-type: none"> • Epidemiological facts related to spread of infection • Methods of transmission 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration • Explain HIV/ AIDS through charts and models.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Explain home care for HIV/AIDS patients 	<ul style="list-style-type: none"> • Effect on immunity and signs and symptoms • The AIDS patient community support and home care • Counselling: process and techniques • Counselling of HIV / positive patients and pregnant women. • Standard safety measures • Voluntary counseling and testing center (VCTC) / Integrated counseling and testing center (ICTC) activities • Care continuum and Anti Retro viral Therapy(ART) • Prevention of parent to child transmission (PPTCT): prophylaxis and breast feeding guidelines 	<ul style="list-style-type: none"> • Role/play.

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Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
24.	2	2	<ul style="list-style-type: none"> • Identify cases of infertility • Provide counselling to infertile couples • Refer and provide follow up care to infertility cases. 	Infertility <ul style="list-style-type: none"> • Classification and Causes of infertility in male and female • Investigation and treatment • Identification of couples, counselling, referral and follow up. • Role of ANM/ Female Health worker 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Explain using charts and posters. • Case study.
25.	4	3	<ul style="list-style-type: none"> • Explain the impact of population explosion specially on health • Enumerate Birth Rate, Death Rate, Net Reproductive Rate etc. • Describe the scope of Family Welfare programme. • Discuss trends in health and family welfare programmes 	Population Education <ul style="list-style-type: none"> • Population trends in India • Vital statistics birth and death rates, growth rate, NRR, fertility rate, couple protection rate, family size. • National family Programme trends and changes RCH-I, RCH-II programme and NRHM • Target free approach for FW • Role of mass media and IEC • Role of ANM/health worker 	<ul style="list-style-type: none"> • Lecture discussion. • Visit office of DFWO • Explain using vital statistics.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
26.	3	10	<ul style="list-style-type: none"> • Prepare eligible couple register • Describe the different methods of contraception and their effects. • Provide guidance to the adopters • Provide need based counselling related to contraception. 	Family welfare <ul style="list-style-type: none"> • Identification of eligible couples and those need contraceptive methods. • Information related to contraception and importance of choice. • Natural and temporary methods of contraception • Permanent methods • New methods non-plant and injectables. • Emergency contraception • Follow up of contraceptive users. • Counselling • Role of ANM/female Health worker 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Case study. • Health education

Suggested activities for Evaluation

- Taking of history and antenatal examination.
- Demonstration of vaginal examination
- Plotting of partograph during labour
- Return demonstration of normal delivery using five 'C's
- Demonstration of perineal care
- Essential Care of newborn
- Apgar score and resuscitation of a new born baby.
- Health education on exclusive breast-feeding

- Midwifery case book.
- Demonstration of immunization
- Drug book
- Records and reports
- Case studies
- Preparation of posters on methods of Family Welfare
- Demonstration of IUCD insertion
- Information Education and Communication
- Calculation for vital indicators

Health Center Management

Total-100 hours
Theory-40 hours
Demonstration-60 hours

Learning objectives :

On completion of the course the student will be able to :

1. Organise sub-center and clinics to carry out scheduled activities.
2. Indent and maintain necessary stock.
3. Participate in the implementation of National health programmes
4. Update knowledge and skills
5. Provide guidance to TBA, AWW, ASHA and other voluntary health workers
6. Collaborate and coordinate with other health team members and agencies
7. Maintain records and reports

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	10	15	<ul style="list-style-type: none"> • Organize and set up a sub centre • Prepare a sub centre activity plan • Conduct meetings • Conduct clinics at sub centre. • Display health messages. 	The sub center <ul style="list-style-type: none"> • Organization of functions and facilities of sub centre • Sub centre activity plans • Conduct a clinic and special programs and follow up 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Visit sub centre • Attend a clinic at the sub centre.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> • Conducting meetings and counselling sessions. • Sub centre action plan • Information, education and communication • Display of messages 	
2.	4	10	<ul style="list-style-type: none"> • Write indents and stock position • Prepare weekly and monthly reports. 	Maintenance of stocks <ul style="list-style-type: none"> • Maintenance of supplies, drugs, equipment, stock, indenting. • Calculation of indent as per population requirement • Management information and evaluation system(MIES) <ul style="list-style-type: none"> - Maintenance of records. - Reports of sub centre. 	<ul style="list-style-type: none"> • Lecture discussion. • Explain using stock register. indents etc to monthly reports of the students. • Calculation of indent as per population requirement • Explain the various records
3.	6	5	<ul style="list-style-type: none"> • Establish co-ordination with different organization working in the area. 	Co-ordination <ul style="list-style-type: none"> • Inter-sectoral co-ordination • Co-ordination with school teachers, 	<ul style="list-style-type: none"> • Lecture discussion.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> Demonstrate good relationship with them. 	ASHA, anganwadi workers, panchayat <ul style="list-style-type: none"> Role of NGOs and co-ordination with government departments. 	<ul style="list-style-type: none"> Visit local govt departments, NGOs and discuss their programs.
4.	10	15	<ul style="list-style-type: none"> Enumerate the National Health programs Describe the role of ANM in these programs. 	Implementation of national health program <ul style="list-style-type: none"> National Health programs and the role of the ANM Detection, referral, treatment and follow up of cases of malaria, leprosy tuberculosis, blindness, goiter. 	<ul style="list-style-type: none"> Lecture discussion. Visit a TB and a leprosy patient and observe DOTS program and MDT carried out by health workers.
5.	10	15	<ul style="list-style-type: none"> Demonstrate ability in writing reports in correct language Understand the scope of her career advancement and self development 	Update knowledge <ul style="list-style-type: none"> Continuing education for self development - circulars, hand-outs, meetings, journals. Methods of self development Interacting with community Improving writing speaking abilities in local language and English 	<ul style="list-style-type: none"> Lecture, discussion. Demonstration. Role/play Exercise on <ul style="list-style-type: none"> Reading Summarisation Comprehension Practice in public speaking.

Suggested activities for Evaluation

- Detection of tuberculosis, malaria, leprosy etc.
- Assignment on records and reports maintained at sub-centre.
- Peer group teaching on DOTS & MDT.
- Participation of national health programmes at CHC/PHC/SC
- Assignment on organization of sub-centre/clinics

Community Health Nursing and Health Promotion

Hospital-30 hours
Community-320 hours
Total-350 hours

Expected Competency	Hospital Experiences	Community Experiences
<ul style="list-style-type: none"> • Describe community structure • Community assessment and home visiting. • Health assessment of individuals of different age groups 	<ul style="list-style-type: none"> • Interviewing, Physical and health need assessment of 5 (five) persons. 	<ul style="list-style-type: none"> • Visit village for understanding the village mapping, physical, social and resources structure of the village. • Conduct community need assessment • Prepare and use questionnaire for home visits and assessing health concepts, behaviours, concepts and practices of five families.
<ul style="list-style-type: none"> • Describe health organization and team responsibilities. 		<ul style="list-style-type: none"> • Visit to SC/PHC/CHC and and prepare a report including organization, functions and the responsibilities of team members • Prepare the organization chart.
<ul style="list-style-type: none"> • Perform nutritional assessment • Conduct IEC activities related to nutrition 	<ul style="list-style-type: none"> • Identifies, assesses two patients with malnutrition 	Group work on: <ul style="list-style-type: none"> • Nutrition exhibition in a school / health centre. • Cooking demonstration for a group of women in a village. • Prepare and maintain a nutrition practical book.

MIDWIFERY AND NURSING CARE OF MOTHERS AT RISK

Hospital - 320 hours

Community - 240 hours

Total - 560 hours

Expected Competency	Hospital Experiences	Community Experiences
<ul style="list-style-type: none"> • Assessment and care of normal pregnant women. • Conducting normal delivery. • Care of postnatal women • Recognise different degrees of tears, give emergency care and refer. • Care of newborns 	<ul style="list-style-type: none"> • Maintain midwifery casebook*. • Examine 30 pregnant women (25 in hospital and 5 at home) including estimation hemoglobin checking BP, testing of urine. • Monitor hemoglobin and IFA treatment. • Give TT injection to ten women. • Conducts 25 normal deliveries, (20 in the hospital and 5 in community). Monitor and maintain partograph for conducted cases • Assist in suturing of episiotomies and tears- 5 • Care of newborns-10 	<ul style="list-style-type: none"> • Conduct antenatal examinations at home. • Participate in antenatal clinics in sub centre - two. • Identify high-risk mothers - two and their follow up at home. • Conduct deliveries in the community (health centers/ home). • Follow up of ten postnatal mothers for ten days with at least three home visits. • Care of newborns in the home-10 • Conduct health education (BCC) for groups of mothers and individuals-2 each. <p>Integrate accepted practices of AYUSH</p>

Expected Competency	Hospital Experiences	Community Experiences
	<ul style="list-style-type: none"> • Resuscitate of new-born - 10 • Perform PV examination - five. • Follow up of postnatal mothers- 20 (10 in the hospital and 10 in the home) • Conduct health education(BCC) for groups of mothers- 3 • Integrate accepted practices of AYUSH 	
<ul style="list-style-type: none"> • Assessing and referring mothers at risk. 	<ul style="list-style-type: none"> • Identify high-risk antenatal mothers and give care. • Observe caesarean sections - two. • Prepare for caesarean section - two. • Observe abnormal deliveries - 5 • Prepare for MTP and observe procedure -2 • Take care of women with abortion-2 	<ul style="list-style-type: none"> • Do a case study of a complicated childbirth in the village. • Conduct a village meeting for emergency transport of women in labour and at risk. • Identify and refer women with unwanted pregnancy. • Interview any ten women and list reasons for unsafe motherhood and abortion. <p>Integrate accepted practices of AYUSH</p>

Expected Competency	Hospital Experiences	Community Experiences
<ul style="list-style-type: none"> • Counsel eligible couples about different methods of contraception. • Prepare acceptors for sterilization and IUCDs 	<ul style="list-style-type: none"> • Prepare and assist* for sterilization of 5 female and 2 male cases. • Perform* the following: <ul style="list-style-type: none"> - Inserts IUCDs-5 - Oral pills - 5 - Condoms -5 - Other methods -5 	<ul style="list-style-type: none"> • Counsel eligible couples on different methods of contraception. • Perform/assist with the following contraceptive methods: <ul style="list-style-type: none"> - IUCD insertion - Oral pills - Condoms - Sterilization - Other methods

*- Number of cases may be from clinical or community

PRIMARY HEALTH CARE NURSING AND HEALTH CENTRE MANAGEMENT

Hospital - 120 hours

Community - 320 hours

Total - 440 hours

Expected Competency	Hospital Experiences	Community Experiences
<ul style="list-style-type: none"> • Administer immunization safely. 	<ul style="list-style-type: none"> • Perform immunization for infants and children • DPT, measles, BCG, oral polio, hepatitis and maintains record in health centre or hospital. • Injection safety measures 	<ul style="list-style-type: none"> • Perform immunization for infants and children- DPT, measles, BCG, hepatitis oral polio and maintains record. • Plans and conducts two immunization sessions in the village and sub-centre and records. • Injection safety measures
<ul style="list-style-type: none"> • Give care to the sick. 	<ul style="list-style-type: none"> • Give care to sick people in the health centre \ hospital. 	<ul style="list-style-type: none"> • Assess and take care of sick patients at home. • Integrate accepted practices of AYUSH • Refers patients to hospital \ health centre and follow up.