

# Syllabus and Regulations

## Auxiliary Nurse and Midwives





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## **Auxiliary Nurse and Midwives**



*Published by*

**Indian Nursing Council**

Combined Council Building, Kotla Road, Temple Lane, New Delhi - 110002

**Price : Rs. 100/-**

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**Sixth Revision**

**Print 2012**

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Auxiliary Nurse Midwives (ANM) play major role in improvement of the health and family welfare service. The millennium development goals can be achieved with their active work (involvement) in the community. Infectious diseases such as HIV/AIDS, TB and Malaria can be prevented and health promotion can be strengthened for all ages especially maternal and child health.

The National Rural Health Mission has been launched by Government of India to bring about improvement in the health system and health status of the people, especially those who live in the rural areas of the country. Some of the objectives of the mission are universal access to public health care services with emphasis on services addressing women and child health, sanitation, immunization, prevention and control of communicable disease including locally endemic disease, access to integrated comprehensive primary health care, population stabilization, gender and demographic balance etc.

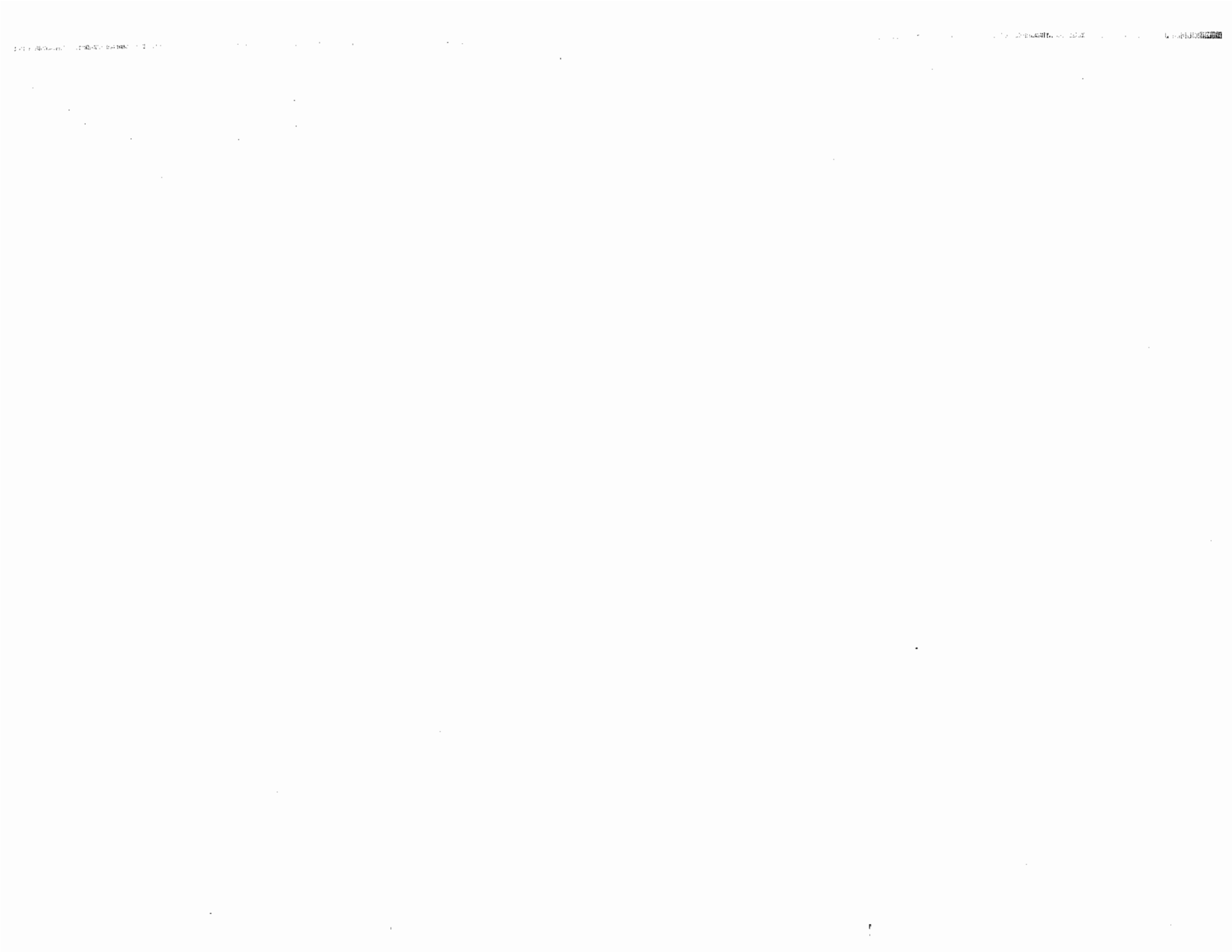
With this background the Indian Nursing Council revised the syllabus by having series of consultation with various stakeholders. The components of skilled birth attendant (SBA) and Integrated Management of Neonatal and Childhood Illnesses (IMNCI) has been integrated in the syllabus. Candidates who will qualify after the implementation of the revised syllabus will be able to provide effective qualitative primary health care services in the rural area effectively.

I take this opportunity to acknowledge the contribution of Nursing experts and staff of INC in the preparation of this document.



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## **CURRICULUM PRACTICAL**

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## ABBREVIATIONS

|           |   |
|-----------|---|
| A I D S   | Acquired - Immuno Deficiency Syndrome     |
| A R I     | Acute Respiratory Infection               |
| A. V.     | Audio-Visual                              |
| A W W     | Angan Wadi Worker                         |
| AYUSH     | Ayurveda Yoga Unani Siddha and Homeopathy |
| BCC       | Behaviour Change Communication            |
| B C G     | Bacilli Calmette - Guerin                 |
| B P       | Blood Pressure                            |
| B R       | Birth Rate                                |
| C B S E   | Central Board of Secondary Education      |
| C H C     | Community Health Center                   |
| C M O H   | Chief Medical Officer of Health           |
| C P R     | Cardio-Pulmonary Resuscitation            |
| C S       | Caesarean section                         |
| D F W O   | District Family Welfare Officer           |
| D H O     | District Health Officer                   |
| D O T S   | Directly Observed Therapy Short term      |
| D P H N O | District Public Health Nursing Officer    |
| F H S     | Foetal Heart Sound                        |
| F H W     | Female Health Worker                      |
| F W       | Family Welfare                            |
| H I V     | Human - Immuno Deficiency Virus           |
| I C D S   | Integrated Child Development Scheme       |
| I E C     | Information, Education, Communication     |
| I L R     | Ice Lined Refrigerator                    |

|         |   |
|---------|---|
| IMNCI   | Integrated management of neonatal and childhood illnesses |
| I M R   | Infant Mortality Rate                                     |
| I U C D | Intra Uterine Contraceptive Device                        |
| I V     | Intra Venous  |
| L B W   | Low Birth Weight  |
| M C H   | Maternal Child Health                                     |
| M D T   | Multi Drug Therapy  |
| M I E S | Management Information Education System                   |
| M M R   | Maternal Mortality Rate                                   |
| MOHFW   | Ministry of Health and Family Welfare                     |
| M T P   | Medical Termination of Pregnancy                          |
| N G O   | Non-Governmental Organization                             |
| N R R   | Net Reproductive Rate                                     |
| N R H M | National Rural Health mission                             |
| O R S   | Oral Rehydration Solution                                 |
| P H C   | Primary Health Center                                     |
| P P H   | Post Partum Heamorrhage                                   |
| P V     | Per Vagina  |
| R C H   | Reproductive Child Health                                 |
| Rh      | Rhesus (Rh. Factor)                                       |
| R T I   | Reproductive Tract Infection                              |
| R V F   | Recto Vaginal Fistula                                     |
| S B A   | Skilled Birth Attendant                                   |
| S T D   | Sexually Transmitted Disease                              |
| T B A   | Traditional Birth Attendant                               |
| T B     | Tuberculosis  |
| T P R   | Temperature, Pulse, Respiration                           |
| V V F   | 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 would be trained 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 the 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.
- Update 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. IYNGO 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/ASHW Training

1. Any organization under the Central Government, State Government, Local body or a Private or Public Trust, Mission or Voluntary, registered under Society Registration Act or, a Company registered under company's act that wishes to open an ANM Training School, should obtain the No Objection/Essentiality certificate from the State government.
2. If any Nursing Programme is recognised by Indian Nursing Council, then the institution will be exempted from NOC/Essentiality certificates for ANM from the state government.
3. The Indian Nursing Council on receipt of the proposal from the institution to start ANM training program, will undertake the **first inspection** to assess the suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
4. 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.
5. Institution will admit the students only after taking approval of State Nursing Council and Examination Board.
6. 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 the 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 a 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. A separate telephone connection for the school is necessary.

- **Class-room** – There should be two adequately large classrooms, accommodating required number of students (i.e., for 20-40 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 white board should be available in the classrooms.
- **Nursing laboratory** – There should be a 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 should be available.
- **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 should 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, DVD player, an overhead projector, LCD projector, laptop for projection computer facility, models, charts, skeleton & manikin/simulators, neonatal resuscitation equipment, home visiting bags, delivery kits etc.
- **Toilets** – There should be adequate toilets facility in the school building for the students and teachers atleast in the ratio 1:10
- **Garage** – There should be a garage for the mini bus.

### **Residential Facilities for Students**

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

- Safe drinking water facility should be available. All the rooms should to have



adequate number of lights and fans.

- Dining room to accommodate forty students at a time with a hygienic 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 an attached toilet.
- One recreation room with TV, 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.

### **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**

The school should have a management committee comprising of:

|                                     |               |
|-------------------------------------|---------------|
| 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**

The total duration of the course is 2 years (18 months + 6 months internship)

**First Year :**

- i. Total weeks - 52 weeks
- ii. Vacation - 4 weeks
- iii. Gazatted holidays - 2 weeks
- iv. Preparatory holidays and examination - 3 weeks
- v. Teaching hours in weeks - 43 weeks
- vi. Teaching hours per week - 43 weeks x 40 hours/  
 weeks = **1720 hrs**

**Second Year (including internship)**

- i. Total weeks - 52 weeks
- ii. Vacation - 4 weeks
- iii. Gazatted holidays - 2 weeks
- iv. Preparatory holidays and examination - 2 weeks

- |     |                         |   |   |
|-----|-------------------------|---|---|
| v.  | Teaching hours in weeks | - | 44 weeks  |
| vi. | Teaching hours per week | - | 44 weeks x 40 hours/<br>weeks = <b>1760 hrs</b> |

### **Admission Terms and Condition**

1. The minimum age for admission shall be 17 years on or before 31<sup>st</sup> December of the year in which admission is sought.
2. The maximum age for admission shall be 30 years.
3. The minimum educational requirements shall be the passing of 12 years of schooling (10+2 year course) recognized by CBSE/ICSE/SSSCE/HSCE or a recognized equivalent examination.

### **Medical Fitness**

Admission is subject to satisfactory medical examination report.

# COURSE OF STUDY

## First Year

| Nursing courses |  | Class room hours |               |            | Experience |            |            |
|-----------------|--|------------------|---------------|------------|------------|------------|------------|
| Sl. No.         | Course title and description           | Theory           | Demonstration | Total      | Hospital   | Community  | Total      |
| <b>I</b>        | <b>Community Health Nursing</b>        | <b>120</b>       | <b>50</b>     | <b>170</b> | <b>10</b>  | <b>100</b> | <b>110</b> |
| <b>II</b>       | <b>Health Promotion</b>                | <b>120</b>       | <b>75</b>     | <b>195</b> | <b>20</b>  | <b>180</b> | <b>200</b> |
|                 | 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         |            |            |            |
| <b>III</b>      | <b>Primary health care nursing I -</b> | <b>130</b>       | <b>150</b>    | <b>280</b> | <b>90</b>  | <b>300</b> | <b>400</b> |
|                 | A. Infection and Immunization          | 25               | 20            | 45         |            |            |            |
|                 | B. Communicable disease                | 40               | 25            | 65         |            |            |            |
|                 | C. Community Health Problems           | 30               | 50            | 80         |            |            |            |
|                 | D. Primary Medical Care                | 20               | 20            | 40         |            |            |            |
|                 | E. First Aid and Referral              | 25               | 35            | 60         |            |            |            |
| <b>IV</b>       | <b>Child health nursing</b>            | <b>75</b>        | <b>110</b>    | <b>185</b> | <b>80</b>  | <b>100</b> | <b>180</b> |
|                 | <b>Total hours</b>                     | <b>450</b>       | <b>385</b>    | <b>835</b> | <b>200</b> | <b>630</b> | <b>830</b> |
|                 | <b>Total = 1720 hours</b>              |                  |               |            |            |            |            |

## Second Year (First six months)

| Sl. No. | Nursing courses<br>Course title and description | Class room hours |               |            | Experience |            |            |
|---------|---|------------------|---------------|------------|------------|------------|------------|
|         |   | Theory           | Demonstration | Total      | Hospital   | Community  | Total      |
| V       | Midwifery                                       | 200              | 160           | 360        | 220        | 160        | 380        |
| VI      | Health centre management                        | 40               | 40            | 80         | —          | 60         | 60         |
|         | <b>Total hours</b>                              | <b>240</b>       | <b>200</b>    | <b>440</b> | <b>220</b> | <b>220</b> | <b>440</b> |

**Total = 880 hours**

## Second Year (Internship-Six months)

| Sl. No. | Nursing courses<br>Course title and description   | Experience            |           |            |
|---------|---|-----------------------|-----------|------------|
|         |   | Hospital              | Community | Total      |
| i       | Midwifery   | 240                   | 240       | 480        |
|         | <ul style="list-style-type: none"> <li>• Antenatal ward</li> <li>• Intranatal/labour room</li> <li>• Post natal ward</li> <li>• Neonatal care unit</li> </ul> | 40<br>120<br>40<br>40 |           |            |
| ii      | Child Health  | 80                    | 160       | 240        |
| iii     | Community health and health center management   |                       | 160       | 160        |
|         | <b>Total hours</b>  |                       |           | <b>880</b> |

**Total = 880 hours in the internship period**

**Grand Total-1760 hrs**

### Guidelines for internship:

- a. The ANM students (in a group of 4-5) should be posted in the sub center/ primary health centre with a regular ANM for one month/4 weeks for supervised independent practice in the community which should be residential..
- b. The students should participate in all National Health and Family Welfare programs during their clinical experience.

- c. At least 80% of all the clinical requirements should be completed before appearing for the final (second year) examination.
- d. The principal of the ANM School should certify for each student that she has undergone successfully the internship program, completed 100% of the clinical requirements and acquired the requisite competencies as listed in the syllabus before the award of the certificate/diploma by the state nursing council/examination board.
- e. The casebook and competency record book should be completed and signed by the competent authority of the school before appearing for the second year practical examination.

## Scheme of Examination

### *Theory and practical examinations at the end of the 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                              | 75                  | 25                  | 3 hrs    |
| Theory Paper IV  | Child Health Nursing                                     | 75                  | 25                  | 3 hrs    |
| Practical I      | Community Health Nursing<br>Nursing and health promotion | 100                 | 100                 | -        |
| Practical II     | Child Health Nursing                                     | 100                 | 100                 | -        |
|                  | <b>Total</b>   | <b>500</b>          | <b>300</b>          |          |

**Grand total for first year 800 marks**

**Theory and practical examinations at the end of the course. (Second year)**

| Paper           | Course   | Internal Assessment | External Assessment | Duration |
|-----------------|--|---------------------|---------------------|----------|
| Theory Paper V  | Midwifery  | 75                  | 25                  | 3 hrs.   |
| Theory Paper VI | Health Centre Management                                 | 75                  | 25                  | 3 hrs.   |
| Practical III   | Midwifery  | 100                 | 100                 | -        |
| Practical IV    | Primary health care nursing and health center management | 100                 | 100                 | 3 hrs    |
|                 | <b>Total</b>   | <b>350</b>          | <b>250</b>          |          |

**Grand total for second year 600 marks**

**Note**

- Question paper for Nursing courses to be set by qualified nursing teachers only.
- The venue for practical examination shall be Government District Hospital for all the students of government and private ANM institutions.
- 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 and on patients.
- One internal and One external examiners should jointly conduct practical examination for each student.
- An examiner should be a BSc nursing teacher with minimum of 5 years of teaching experience in ANM programme

or

- M.Sc (N) with 3 years 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.
- Average internal marks of the total students shall not be more than 75% i.e, if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks.
- Maximum number of attempts permitted for each paper is 3 including first attempt
- Maximum duration of completion of the course is 4 years
- A candidate failing in more than one subject will not be promoted to the next year.
- No candidate shall be permitted to appear in the second year examination unless the candidate has passed the first year examination.

### **Eligibility for Admission to Examination**

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/diploma by the state nursing council examination board.
3. On completion of practical experience, records to be signed by the tutor and countersigned by the principal.
4. The examination for the 2nd year should happen at the end of the year. A certificate of completion of internship by each student should be provided by the principal before entering for the examinations.

### **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. The principal of the ANM School should certify for each student that she has undergone successfully the internship program, 100% clinical requirements and acquired the requisite competencies as listed in the syllabus before the award of the certificate/diploma by the state nursing councils/examination boards. 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** - 120 hours

**Demonstration** - 50 hours

**Total** - 170 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.

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

| Sl. No. | Unit | Lectures | Expected Outcomes   | Contents   | Activities   |
|---------|------|----------|---|--|--|
|         |      |          |   | <ul style="list-style-type: none"> <li>• Trends and development in national health programmes and policies</li> <li>• National health programmes and its implementation at community level.</li> <li>• Role and functions of Accredited Social health Activists(ASHA), Anganwadi worker, Dai etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Participate in national health and family welfare programs</li> <li>• Field Visits: Village, Sub center, Primary health center, Community health center.</li> </ul> |
| 4.      | 10   | 5        | <ul style="list-style-type: none"> <li>• Explain the organization of health services at different levels</li> <li>• Describe the referral system.</li> <li>• Explain the Role of National and International health agencies and Non-Governmental Organisations</li> </ul> | <p><b>Health Organization</b></p> <ul style="list-style-type: none"> <li>• Organization of SC, PHC, CHC and district hospital.</li> <li>• Organization of health care delivery system at different levels</li> <li>• Referral system</li> <li>• Health agencies: International: WHO, UNICEF, UNFPA, UNDP, World Bank, FAO, DANIDA, European Commission, Red Cross, US aid, UNESCO, Colombo Plan, ILO, CARE etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Field Visits to various available organizations.</li> </ul>  |

| Serial No. | Time (Hours) | Date | Expected Outcomes  | Contents  | Teaching Learning Activities   |
|------------|--------------|------|--|---|--|
|            |              |      |  | <ul style="list-style-type: none"> <li>• National: Indian Red Cross, Indian Council for Child welfare, Family planning association of India etc</li> <li>• Non-Governmental organizations</li> </ul>  |  |
| 5.         | 5            | 2    | <ul style="list-style-type: none"> <li>• Describe health team with special focus on the ANM \ FHW</li> </ul>   | <p><b>Role of health team.</b></p> <ul style="list-style-type: none"> <li>• Team concept and Functions of the health team</li> <li>• Role and Responsibilities of ANM \ FHW</li> <li>• Code of ethics for ANM</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Observation of activities rendered by the health team members.</li> </ul>  |
| 6.         | 10           | 5    | <ul style="list-style-type: none"> <li>• Describe physical structure of village and urban area</li> <li>• Identify social groups, organizations and leaders</li> <li>• Explain administrative set up at the village</li> </ul> | <p><b>Structure of community</b></p> <ul style="list-style-type: none"> <li>• Rural community-- Characteristics, changes in the village community development, major rural problems</li> <li>• Urban Community- Characteristics, changes and adjustments to urban environment, major urban problems</li> <li>• Village: Physical structure</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Field visits: village mapping, slum mapping, resource mapping.</li> <li>• Drawing of Panchayat structure and urban wards.</li> <li>• Listing of formal and informal</li> </ul> |

| Sl. No. | Unit / US | Ch - Demo | Expected outcomes  | Content   | Teaching Learning Activities  |
|---------|-----------|-----------|--|---|---|
|         |           |           |  | <ul style="list-style-type: none"> <li>- Administrative set up:</li> <li>• Function of Panchayat</li> <li>• 73<sup>rd</sup> and 74<sup>th</sup> amendments to Constitution and role of Panchayat in health.</li> <li>• Structure of an urban community slum</li> <li>• Social groups organizations, leaders</li> <li>• Community resources</li> </ul>   | <ul style="list-style-type: none"> <li>leaders, groups in the community.</li> <li>• Visit to a village and meet Panchayat members, visit block office. List their role in health care.</li> </ul>   |
| 7.      | 10        | 5         | <ul style="list-style-type: none"> <li>• Describe the interaction between different groups and communities within the village</li> <li>• Describe social traditions and customs in the village.</li> </ul> | <p><b>Dynamics of community</b></p> <ul style="list-style-type: none"> <li>• Social processes- individual and process of socialisation</li> <li>• Interaction between different social groups in the village.</li> <li>• Traditions and customs and their influence on health.</li> <li>• Social stratification: Influence of Class, Caste and Race on health and health practices</li> <li>• Family and marriage: Types</li> <li>• Changes &amp; legislations on family and marriage in India - marriage acts</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Interaction with different groups in the village.</li> <li>• Prepare a list of different customs and traditions.</li> </ul> |

| Sl. No. | Duration | Credits | Learning Objectives  | Contents  | Activities   |
|---------|----------|---------|--|---|--|
| 8.      | 20       | 6       | <ul style="list-style-type: none"> <li>• Demonstrate methods of community need assessment</li> </ul>   | <p><b>Community need assessment</b></p> <ul style="list-style-type: none"> <li>• Scope and Methods of community need assessment</li> <li>• Survey: Planning Preparation of tools: questionnaires, interview schedules, check list etc</li> <li>• Community survey: Principles and methods: data collection, conducting interviews, focus group discussions (FGD) and case studies</li> <li>• Participatory learning for action(PLA)</li> <li>• Analysis of data, Preparation of report</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Preparation of questionnaire</li> <li>• Field visits/ community:</li> <li>• Conduct survey.</li> </ul> |
| 9.      | 20       | 15      | <ul style="list-style-type: none"> <li>• Explain the concept, principles and methods of communication</li> <li>• Prepare simple and low cost aids of communication.</li> <li>• Conduct health education</li> </ul> | <p><b>Communication methods &amp; media</b></p> <ul style="list-style-type: none"> <li>• Principles, Methods and Process of communication.</li> <li>• Inter personal relationship (IPR): communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration of different methods of communication</li> <li>• Role/Play.</li> </ul>                   |

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

| Sl. No. | Topic | Duration | Learning Objectives   | Content  | Activities   |
|---------|-------|----------|---|--|--|
| 10.     | 5     | 5        | <ul style="list-style-type: none"> <li>• Explain concept and principles of counseling</li> <li>• Describe the technique of counseling</li> <li>• Describe role of counsellor</li> </ul> | <p><b>Counseling.</b></p> <ul style="list-style-type: none"> <li>• Concept, Principles and Techniques of counseling.</li> <li>• Identifying needs and areas for counseling in the community.</li> <li>• Role of counselor</li> <li>• Role of ANM/ Female Health worker as counselor</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Conduct counseling session and follow up.</li> </ul> |
| 11.     | 5     | 2        | <ul style="list-style-type: none"> <li>• State health conditions where rehabilitation is required.</li> <li>• List the various resources available in a community.</li> </ul>           | <p><b>Community based rehabilitation</b></p> <ul style="list-style-type: none"> <li>• Health Conditions needing rehabilitation</li> <li>• Community Resources available</li> <li>• Educate individuals, family and community.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> </ul>                            |

**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** - 120 hours

**Demonstration** - 75 hours

**Total** - 195 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"> <li>• List essential nutrients</li> <li>• Describe classification of food and their nutritive values and functions.</li> <li>• Explain importance of nutrition in health and sickness.</li> </ul> | <b>Essential nutrients</b> <ul style="list-style-type: none"> <li>• Importance of nutrition in health and sickness</li> <li>• Essential nutrients, functions, sources and requirements</li> <li>• Classification of foods and their nutritive value</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Explain using Models and Charts.</li> <li>• Exhibit raw food item showing balanced diet</li> </ul> |

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

| Sl. No. | Time (Hrs.) |      | Expected Outcomes   | Contents  | Teaching Learning Activities   |
|---------|-------------|------|---|---|--|
|         | Th          | Demo |   |   |  |
|         |             |      | harmful food fads and customs.  | <ul style="list-style-type: none"> <li>• Identification of local food sources and their value in enriching diet.</li> <li>• Food fads, taboos, customs and their influence on health.</li> </ul>  |  |
| 4.      | 10          | 15   | <ul style="list-style-type: none"> <li>• Plan diet for a family</li> <li>• Counsel for improving diet of the family.</li> <li>• Demonstrate safe preparation and cooking methods.</li> <li>• Explain methods of safe</li> </ul> | <p><b>Promotion of nutrition</b></p> <ul style="list-style-type: none"> <li>• Planning diets and special diets for a family</li> <li>• Methods of using locally available foods for special diet</li> <li>• Principles and methods of cooking</li> <li>• Promotion of kitchen gardens</li> <li>• Food hygiene and safe preparation</li> <li>• Storage and preservation</li> <li>• Food adulteration</li> <li>• Precautions during festivals and Melas.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Plan diet for the family assigned.</li> <li>• Health education.</li> <li>• Visit a milk pasteurization plant.</li> <li>• Demonstration of various methods of cooking.</li> </ul> |

**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"> <li>Describe the structure and functions of the various systems of body</li> <li>State functions of different organs.</li> </ul>                                | <p><b>The human body</b></p> <ul style="list-style-type: none"> <li>Structure and functions of human body.</li> <li>Body systems and their functions – digestive system, respiratory system, genito urinary system, cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs.</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Identification of body parts.</li> <li>Explain using Models and Charts.</li> </ul> |
| 2.   | 5           | 15   | <ul style="list-style-type: none"> <li>Understand importance of personal hygiene for self and individuals health.</li> <li>Care for sick to maintain their personal hygiene and comfort</li> </ul> | <p><b>Hygiene of the body</b></p> <ul style="list-style-type: none"> <li>Personal and individual hygiene               <ul style="list-style-type: none"> <li>Care of mouth, skin, hair and nails.</li> <li>Sexual hygiene</li> <li>Menstrual hygiene.</li> </ul> </li> <li>Hygiene and comforts needs of the Sick: Care of skin: Bath sponging, back care, care of</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> </ul>  |

| Sl. No. | Date | Page No. | Description   | Contents  | Teaching Aids/Activities  |
|---------|------|----------|---|---|---|
|         |      |          |   | pressure points,<br>position changing,<br><ul style="list-style-type: none"> <li>• Care of hair: hair wash</li> <li>• Care of hand and nails: hand washing</li> <li>• Care of eyes: eye wash,</li> <li>• Mouth care:</li> <li>• Elimination Care of bowels and bladder</li> </ul>   |   |
| 3.      | 5    | 5        | <ul style="list-style-type: none"> <li>• State the basic human needs.</li> <li>• Explain importance of fulfilling these basic needs.</li> </ul> | <b>Optimal functioning of the body</b> <ul style="list-style-type: none"> <li>• Basic human needs               <ul style="list-style-type: none"> <li>- Rest, sleep, activity, exercise, posture etc</li> <li>- Food, eating and drinking habits</li> <li>- Participation in social activities.</li> <li>- Self-actualisation and spiritual need.</li> <li>- Interpersonal and human relations</li> <li>- Lifestyle and healthy habits.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Health education regarding healthy life style.</li> </ul> |

**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** - 35 hrs.

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

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

### **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.

| Sl. No. | Theory (hrs) | Demo (hrs) | Expected Outcomes   | Contents  | Learning Activities  |
|---------|--------------|------------|---|---|--|
| 1.      | 10           | 2          | <ul style="list-style-type: none"> <li>• Explain relationship between body and mind.</li> <li>• Identify the factors necessary for normal mental health</li> <li>• Educate for promoting mental health .</li> </ul> | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Concept of mental health</li> <li>• Body-mind Relationship.</li> <li>• Factors influencing mental health.</li> <li>• Characteristics of a mentally healthy person.</li> <li>• Developmental tasks of different age groups</li> <li>• Different defense mechanisms</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Observation.</li> <li>• Use of questionnaire to do assessment for mental health status.</li> </ul> |
| 2.      | 3            | 2          | <ul style="list-style-type: none"> <li>• Identify causes of maladjustment</li> <li>• Educate family in solving problems.</li> </ul>   | <p><b>Maladjustment</b></p> <ul style="list-style-type: none"> <li>• Features of a maladjusted individual.</li> <li>• Common causes of maladjustment.</li> <li>• Counselling an individual, family and community.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration of counselling for maladjusted individual in the community.</li> </ul>               |
| 3.      | 12           | 4          | <ul style="list-style-type: none"> <li>• Identify signs of mental illness.</li> </ul>   | <p><b>Mental illness</b></p> <ul style="list-style-type: none"> <li>• Identify abnormal behaviours.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> </ul>  |



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

**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** - 130 hours

**Demonstration** - 150 hours

**Total** - 280 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

**Theory** - 25 hours

**Demonstration** - 20 hours

**Total** - 45 hours

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

| Date | Time (hr) |     | Objectives   | Content  | Activities   |
|------|-----------|-----|--|--|--|
|      | Start     | End |  |  |  |
|      |           |     | <ul style="list-style-type: none"> <li>Describe different types of vaccine and their preservation.</li> </ul>  | <ul style="list-style-type: none"> <li>Hypersensitivity: Antigen antibody reaction</li> <li>Types of immunity</li> <li>Types of vaccines</li> <li>Storage and care – cold chain maintenance.</li> </ul>  |  |
| 4.   | 6         | 4   | <ul style="list-style-type: none"> <li>State immunization schedule</li> <li>Give immunization</li> <li>Organize immunization camps</li> <li>Prepare articles for immunization</li> <li>Participate in special drives.</li> </ul> | <p><b>Immunization</b></p> <ul style="list-style-type: none"> <li>Immunization against different infections – immunization schedule</li> <li>Injection safety</li> <li>Methods of administering vaccine</li> <li>Sterilization of syringes and needles.</li> <li>Immunization in the community</li> <li>Immunization Hazards</li> <li>Precautions while giving vaccines</li> <li>Special immunization drives and programmes.</li> <li>Records and reports</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Posters on immunization schedule</li> <li>Visit immunization camp/ outreach camp.</li> </ul> |
| 5.   | 2         | 4   | <ul style="list-style-type: none"> <li>Collect specimens correctly</li> <li>Handle body discharges safely</li> </ul>   | <p><b>Collection of specimen</b></p> <ul style="list-style-type: none"> <li>Principles and methods of</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Preparation of malaria slide.</li> </ul>   |

| Date | Time (hrs) |       | Expected outcomes   | Contents  | Instructional Materials/Activities   |
|------|------------|-------|---|---|--|
|      | Hi         | Diemo |   |   |  |
|      |            |       | <ul style="list-style-type: none"> <li>• Give health education for disposal of body discharges.</li> </ul>  | <ul style="list-style-type: none"> <li>• collection of specimens and handling body discharges.</li> <li>• Collection of specimens of blood, sputum, urine, stool</li> <li>• Safe disposal of body discharges.</li> </ul>  | <ul style="list-style-type: none"> <li>• Collection of sputum.</li> <li>• Collection of urine and stool.</li> <li>• Labeling of the specimens.</li> <li>• Visit to the laboratory</li> </ul> |
| 6.   | 3          | 6     | <ul style="list-style-type: none"> <li>• Explain difference between antiseptics, disinfection and sterilization</li> <li>• Describe the principles of antiseptics, disinfection and sterilization</li> <li>• Perform disinfections and sterilization of various equipments</li> </ul> | <p><b>Disinfection and sterilization</b></p> <ul style="list-style-type: none"> <li>• Principles and methods of antiseptics, disinfection and sterilization</li> <li>• Methods of disinfecting different equipments</li> <li>• Methods of sterilizing different equipments</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration</li> <li>• Visit sterilization department of a hospital.</li> </ul>                                    |
| 7.   | 2          | 2     | <ul style="list-style-type: none"> <li>• Explain the methods of waste disposal</li> </ul>   | <p><b>Waste Disposal</b></p> <ul style="list-style-type: none"> <li>• Waste disposals- infectious and non-infectious: concepts, principles, and methods at different levels</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> </ul>  |

**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** - 40 hrs.

**Demonstration** - 25 hrs.

**Total** - 65 hrs.

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

| Sl. No. | Time (hrs) |     | Expected Outcomes  | Contents  | Activities  |
|---------|------------|-----|--|---|---|
|         | Th         | Day |  |   |   |
| 2.      | 25         | 5   | <ul style="list-style-type: none"> <li>Describe signs and symptoms of different communicable diseases.</li> <li>Explain preventive measures for different communicable diseases.</li> <li>Describe care and referral for different communicable diseases.</li> </ul> | <p><b>Communicable diseases.</b></p> <ul style="list-style-type: none"> <li>Signs, Symptoms, care and prevention of the following: <ul style="list-style-type: none"> <li>Diphtheria, pertussis, tetanus, poliomyelitis, measles and tuberculosis</li> <li>Chicken pox, mumps, rubella, enteric fever, hepatitis, rabies, malaria, dengue, filaria, kala-azar trachoma, conjunctivitis, scabies, STDs and HIV/AIDS</li> <li>Encephalitis</li> <li>Leptospirosis</li> <li>Acute respiratory infections.</li> <li>Diarrhoeal diseases</li> <li>Worm infestations</li> <li>leprosy.</li> <li>Role and responsibilities of health worker/ANM</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Visit infectious disease hospital / center.</li> <li>Demonstration.</li> <li>Supervised Clinical Practice.</li> </ul> |
| 3.      | 6          | 8   | <ul style="list-style-type: none"> <li>State the principles of care of infectious cases.</li> <li>Enumerate Standard safety measures</li> </ul>  | <p><b>Care in communicable diseases</b></p> <ul style="list-style-type: none"> <li>Care of patients with communicable diseases.</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration</li> <li>Prepare health education messages</li> </ul>   |

| S. No. | Unit | Topic | Expected Outcomes   | Content  | Activities   |
|--------|------|-------|---|--|--|
|        |      |       | <ul style="list-style-type: none"> <li>• Understand preventive measures</li> <li>• Provide health education</li> </ul>                        | <ul style="list-style-type: none"> <li>• Isolation methods.</li> <li>• Standard safety measures (Universal precautions)</li> <li>• Health education and messages for different communicable diseases.</li> <li>• Role and responsibilities of health worker/ANM</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare chart on Standard safety measures.</li> </ul>                                     |
| 4.     | 2    | 7     | <ul style="list-style-type: none"> <li>• Identify causes of epidemics</li> <li>• Define role of health worker/ ANM in relief work.</li> </ul> | <p><b>Epidemic Management</b></p> <ul style="list-style-type: none"> <li>• Definitions and causes of epidemics.</li> <li>• Epidemic enquiry in a community and epidemic mapping</li> <li>• Relief work and role of health worker/ ANM.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Community mapping.</li> <li>• Health Education.</li> </ul> |

**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**- 50 hrs.  
**Total** - 80 hrs.

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

| Sl. No. | Unit/Topic | Duration | Expected Outcomes  | Contents  | Activities   |
|---------|------------|----------|--|---|--|
|         |            |          | <ul style="list-style-type: none"> <li>• List common conditions causing fever</li> <li>• Provide care to patients with fever</li> </ul>  | <ul style="list-style-type: none"> <li>• Temperature maintenance and the physiology of fever</li> <li>• Fever: Types and stages</li> <li>• Causes of fever – common conditions causing fever, malaria, typhoid, Acute respiratory Infection( ARI) etc</li> <li>• Nursing management of patient with fever</li> <li>• Alternate system of medicine</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Supervised clinical practice.</li> </ul>  |
| 3.      | 4          | 6        | <ul style="list-style-type: none"> <li>• Enumerate causes, sign and symptoms respiratory problems</li> <li>• Provide Care to patients with respiratory infections.</li> <li>• State common home remedies and their application.</li> </ul> | <p><b>Respiratory problems</b></p> <ul style="list-style-type: none"> <li>• Common respiratory problems: types, classifications- cold and cough, ARI, Asphyxia, tonsillitis, asthma, bronchitis pneumonia and tuberculosis</li> <li>• Causes, sign and symptoms, treatment of respiratory problems</li> <li>• Management: Role and responsibilities of ANM/health workers in care of</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Demonstration of steam inhalation, nasal drops, oxygen inhalation</li> <li>• Health education</li> </ul> |

| Unit | Time (Hrs.) |      | Expected outcomes  | Contents   | Teaching Learning Activities  |
|------|-------------|------|--|--|---|
|      | Th          | Demo |  |  |   |
|      |             |      |  | <p>patients with respiratory problems including Home care remedies.</p> <ul style="list-style-type: none"> <li>Integrate accepted practices of AYUSH</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration.</li> <li>Supervised clinical practice.</li> <li>Health education</li> </ul> |
| 4.   | 2           | 2    | <ul style="list-style-type: none"> <li>Identify cause and provide care and support</li> <li>Refer when necessary.</li> </ul> | <p><b>Aches and pains</b></p> <ul style="list-style-type: none"> <li>Causes and nursing management of :<br/>Tooth ache, ear ache, abdominal pain, headache, joint pains.</li> <li>Management as per the standing orders and protocols</li> <li>Role of ANM/health worker in the community including Home care remedies</li> <li>Integrate accepted practices of AYUSH</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Health education</li> </ul>   |
| 5.   | 3           | 4    | <ul style="list-style-type: none"> <li>Identify cause and provide care and support</li> <li>Refer when necessary</li> </ul>  | <p><b>Digestive problems</b></p> <ul style="list-style-type: none"> <li>indigestion, anorexia, vomiting, distension and Constipation</li> <li>Haemorrhoids, hernia, ulcers and intestinal obstruction</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Health education</li> </ul>                                       |

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

## **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"> <li>• Name different systems of medicine</li> <li>• Understand abbreviations</li> <li>• Calculate dosages of medicines</li> <li>• Understand classification of drugs.</li> </ul> | <p><b>Types of drugs</b></p> <ul style="list-style-type: none"> <li>• Different Systems of medicine: allopathic and AYUSH</li> <li>• Classifications of drugs</li> <li>• Forms and characteristics of drugs</li> <li>• Abbreviations used in medication</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Calculation of dosage and conversion.</li> <li>• Drug study.</li> </ul> |

## 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"> <li>Understand principle of first aid care</li> <li>Use first aid kit</li> <li>Demonstrate different type of bandages</li> </ul>       | <b>Need for First Aid</b> <ul style="list-style-type: none"> <li>Principles of first aid</li> <li>Mobilization of resources</li> <li>First aid kit &amp; supplies.</li> <li>Bandages: Types, Uses</li> <li>Principles and methods of bandaging</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Practice session.</li> </ul>   |
| 2.   | 10          | 5    | <ul style="list-style-type: none"> <li>Demonstrate first aid care for Cuts and wounds, Foreign bodies, Burns and scalds</li> <li>Health education and referral</li> </ul> | <b>Minor Injuries and ailments</b> <ul style="list-style-type: none"> <li>Cuts and wounds : types, principles and first aid care</li> <li>Foreign bodies</li> <li>Burns and scalds types, principles and first aid care</li> <li>Health education and referral</li> <li>Role of ANM/health worker</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Practice session</li> <li>Supervised clinical practice.</li> <li>Health education</li> </ul> |
| 3.   | 5           | 8    | <ul style="list-style-type: none"> <li>Identify different bones</li> <li>Describe types of fracture</li> </ul>  | <b>Fractures</b> <ul style="list-style-type: none"> <li>Skeletal system and different bones.</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Practice</li> </ul>  |

| Unit | Time (hrs) |      | Expected outcomes  | Contents  | Teaching Learning Activities   |
|------|------------|------|--|---|--|
|      | No.        | Days |  |   |  |
|      |            |      | <ul style="list-style-type: none"> <li>Apply splints and bandages</li> <li>Transfer fractured patients correctly.</li> </ul> | <ul style="list-style-type: none"> <li>Fractures: Types, Causes, signs and symptoms, first aid care,</li> <li>Methods of immobilization and transportation.</li> </ul>  | session  |
| 4.   | 8          | 15   | <ul style="list-style-type: none"> <li>Follow principles of first aid and provide care in different emergencies</li> </ul>   | <b>Life Threatening Conditions</b> <ul style="list-style-type: none"> <li>Bleeding</li> <li>Drowning</li> <li>Strangulation, suffocation and asphyxia</li> <li>Loss of consciousness</li> <li>Cardio respiratory arrest</li> <li>Convulsions</li> <li>Foreign bodies</li> <li>Chest injuries</li> <li>Shock and allergic conditions</li> <li>Poisoning, bites and stings</li> <li>Stroke</li> <li>Heat stroke</li> <li>Severe burn</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Nasal pack</li> <li>Apply tourniquet.</li> <li>BLS-demonstration.</li> <li>Insertion of naso gastric tube</li> <li>Practice session</li> </ul> |

**Suggested activities for Evaluation**

- Demonstration of following:
  - Wound care
  - Splints, slings, bandages
  - Transportation of casualties
  - BLS
  - Naso gastric tube insertion
  - Care during different emergencies

| Unit | Topic | Duration | Objectives   | Contents  | Teaching Learning Activities   |
|------|-------|----------|--|---|--|
| 3.   | 5     | 10       | <ul style="list-style-type: none"> <li>Describe the rights of children</li> <li>State the steps for prevention of child labour and child abuse.</li> </ul>   | <b>Children's Rights</b> <ul style="list-style-type: none"> <li>Convention of Rights of the Child</li> <li>Prevention of child labour</li> <li>Abuse and legal protection</li> <li>Special care of girl child.</li> <li>Female infanticide</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Survey the areas where child labour is used in the community.</li> </ul>   |
| 4.   | 10    | 35       | <ul style="list-style-type: none"> <li>Provide care to the sick children</li> <li>Identify the signs and symptoms of common childhood disorders</li> <li>Identify signs of high risk in case of ARI and Diarrhoea</li> <li>Educate mother and family members regarding prevention of illness.</li> </ul> | <b>Care of the sick child</b> <ul style="list-style-type: none"> <li>Common childhood disorders: <ul style="list-style-type: none"> <li>Signs, symptoms and management.</li> <li>Vaccine for preventable diseases</li> </ul> </li> <li>Acute Respiratory tract infections</li> <li>Diarrhoea vomiting, constipation</li> <li>Tonsillitis and mumps</li> <li>Ear infections</li> <li>Worm infestation</li> <li>Accidents and injuries</li> <li>Skin infections</li> <li>Fever - malaria, measles.</li> <li>IMNCI strategy</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Explain using charts.</li> <li>Preparation of ORS at clinic/home</li> <li>Demonstration.</li> <li>Explain using slide.</li> <li>IMNCI protocols</li> </ul> |



| Sl. No. | Theory (Hrs) | Practical (Hrs) | Expected Outcomes   | Contents  | Teaching Learning Activities  |
|---------|--------------|-----------------|---|---|---|
| 5.      | 15           | 20              | <ul style="list-style-type: none"> <li>• Assess the school child</li> <li>• Need based counselling of children, teacher and parents.</li> </ul> | <p><b>Care of School children</b></p> <ul style="list-style-type: none"> <li>• School health: Objectives, problems and programmes</li> <li>• Environment of school</li> <li>• Assessment of general health of school children</li> <li>• Dental and eye problems</li> <li>• Nutritional deficiencies</li> <li>• School health education for children</li> <li>• Need based sharing of health information with teachers/parents/children</li> <li>• Records and reports</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Health education.</li> </ul>                |
| 6.      | 5            | 5               | <ul style="list-style-type: none"> <li>• Explain the various changes in the adolescents</li> </ul>  | <p><b>Care of adolescents</b></p> <ul style="list-style-type: none"> <li>• Physical growth during adolescence</li> <li>• Emotional and behavioural changes in girls and boys</li> <li>• Special needs of adolescents.</li> <li>• Sex education for adolescents</li> <li>• Counselling</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Explain using charts and models.</li> </ul> |

| No. | Time (Hrs) | Demo | Expected Outcomes   | Contents   | Learning Activities  |
|-----|------------|------|---|--|--|
| 1.  | 8          |      | <ul style="list-style-type: none"> <li>Describe structure and functions of female reproductive system</li> <li>Describe structure and functions of male reproductive system</li> </ul>                                | <p><b>Human Reproductive System</b></p> <ul style="list-style-type: none"> <li>Female reproductive organs – structure and function</li> <li>Menstrual cycle</li> <li>Male reproductive organs structure and functions</li> <li>Process of conception</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Explain using birth atlas, posters, models charts and slides.</li> </ul>                                 |
| 2.  | 6          | 2    | <ul style="list-style-type: none"> <li>Describe female pelvis and its diameters and relation to foetal skull</li> <li>Explain the muscles and ligaments of the pelvic floor</li> <li>Describe foetal skull</li> </ul> | <p><b>Female Pelvis and foetal skull</b></p> <ul style="list-style-type: none"> <li>Structure of the pelvic bones-types of pelvis</li> <li>Pelvic diameters</li> <li>Muscles and ligaments of pelvic floor</li> <li>Foetal skull : bones, diameters, sutures, size, shape, moulding, skull areas, fontanelles</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Explain using models, charts, slides and films.</li> </ul>                       |
| 3.  | 5          | 5    | <ul style="list-style-type: none"> <li>Explain growth and development of foetus</li> <li>Describe placenta, membrane and umbilical cord and their development</li> <li>State the functions of placenta,</li> </ul>    | <p><b>Foetus and placenta</b></p> <ul style="list-style-type: none"> <li>Growth and development of foetus, foetal sac and amniotic fluid and foetal circulation and changes after birth</li> <li>Structure and functions of</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Explain using placenta, membrane, specimens</li> <li>Practice session</li> </ul> |

| Sl. No. | Duration | Lectures | Objectives  | Contents  | Teaching Learning Activities  |
|---------|----------|----------|---|---|---|
|         |          |          | <p>membranes and cord.</p>  | <p>placenta, membranes and umbilical cord and abnormalities</p> <p>Refer SBA module of Ministry of health and Family Welfare</p>  |   |
| 4.      | 10       | 5        | <ul style="list-style-type: none"> <li>• Describe signs and symptoms of normal pregnancy</li> <li>• Describe various tests for conformation of pregnancy</li> <li>• Describe physiological changes during pregnancy</li> <li>• Provide Care for minor ailments of pregnancy.</li> </ul> | <p><b>Normal pregnancy</b></p> <ul style="list-style-type: none"> <li>• Signs and symptoms of pregnancy</li> <li>• various diagnostic tests for conformation of pregnancy</li> <li>• Physiological changes during pregnancy</li> <li>• Minor ailments during pregnancy and their management</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Explain using Models and Charts.</li> </ul>                           |
| 5.      | 10       | 8        | <ul style="list-style-type: none"> <li>• Provide antenatal care</li> <li>• Provide need-based information and guidance.</li> <li>• Advise diet and nutrition for the pregnant mothers</li> <li>• Identify risk factors and refer on time.</li> </ul>                                    | <p><b>Antenatal Care</b></p> <ul style="list-style-type: none"> <li>• Registration</li> <li>• Taking history of a pregnant woman.</li> <li>• Physical examination, Investigation - routine and specific</li> <li>• Prophylactic medications</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Practice session.</li> <li>• Supervised clinical practice.</li> </ul> |

| Sl. No. | Time (Hr) |     | Concepts to be covered  | Learning Objectives   | Activities   |
|---------|-----------|-----|---|---|--|
|         | Th        | Day |   |   |  |
|         |           |     | <ul style="list-style-type: none"> <li>• Prepare mother for delivery</li> </ul>   | <ul style="list-style-type: none"> <li>• Need based health information and guidance</li> <li>• Nutrition in pregnancy</li> <li>• Special needs of a pregnant woman.</li> <li>• Involvement of husband and family.</li> <li>• Identification of high risks cases and referral</li> <li>• Preparation of mother for delivery.</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> |  |
| 6.      | 10        | 8   | <ul style="list-style-type: none"> <li>• Identify signs and symptoms of normal labour</li> <li>• Demonstrate the mechanism of labour</li> <li>• Detect a normal lie and presentation of foetus.</li> <li>• Identify deviation from normal progress of labour</li> <li>• Demonstrate plotting of t partograph</li> </ul> | <p><b>Normal Labour</b></p> <ul style="list-style-type: none"> <li>• Onset and stages of labour, physiological changes</li> <li>• Changes in Uterine muscles, and cervix</li> <li>• Lie, attitude, position, denominator and presentation of foetus.</li> <li>• Foetal skull,</li> <li>• Mechanisms of labour</li> <li>• Identification of high risk cases,</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration</li> <li>• Witness normal delivery</li> <li>• Explain using partograph.</li> </ul> |

| Sl. No. | Date (Hrs) | Date | Expected Outcomes  | Content  | Teaching Learning Activities   |
|---------|------------|------|--|--|--|
|         |            |      |  | foetal distress and maternal distress during labour <ul style="list-style-type: none"> <li>• Partograph in the management of the normal labor</li> </ul> Role of ANM/Female health worker and referral<br>Refer SBA module of Ministry of health and Family Welfare  |  |
| 7.      | 12         | 15   | <ul style="list-style-type: none"> <li>• Use partograph and perform Per Vagina examination.</li> <li>• Assist and conduct child birth</li> <li>• Resuscitate new-born</li> <li>• Deliver the placenta</li> <li>• Provide care to mother and newborn throughout delivery</li> <li>• Perform necessary recordings</li> </ul> | <b>Care during normal labour</b> <ul style="list-style-type: none"> <li>• History of labour</li> <li>• Importance of five 'C's</li> <li>• Monitoring progress of labour with partograph preparation for delivery</li> <li>• Care of mother in first and second stage of labour</li> <li>• Assist and conduct childbirth</li> <li>• Immediate care of new-born-resuscitation, apgar score, cord care</li> <li>• Oxytocin<br/>Misoprostol drugs: Dose, route, indication, contraindication,</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Explain using models, charts, films and slides partograph.</li> <li>• Supervised clinical practice</li> <li>• Practice session</li> <li>• Case study.</li> </ul> |

| UNIT 10: POSTNATAL CARE |      |      |  |  |   |
|-------------------------|------|------|--|--|---|
| S.No.                   | Date | Time | Topic  | Content  | Activities  |
|                         |      |      |  | <p>action, side effects, precautions, role and responsibilities of ANM/FHW</p> <ul style="list-style-type: none"> <li>• Delivery of placenta and examination of placenta</li> <li>• Care of mother in third and fourth stage: Recognise degrees of tear and appropriate care and referral</li> <li>• Establishment of breast feeding, exclusive breast feeding</li> <li>• Kangaroo mother care</li> <li>• Baby friendly hospital initiative</li> <li>• Record childbirth and ensure birth registration</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> |   |
| 8.                      | 10   | 10   | <ul style="list-style-type: none"> <li>• Perform postnatal assessment</li> <li>• Identify deviations from normal puerperium and take necessary care.</li> <li>• Establish breast feeding.</li> </ul> | <p><b>Normal puerperium</b></p> <ul style="list-style-type: none"> <li>• Physiological Changes during postnatal period</li> <li>• Postnatal assessment</li> <li>• Minor ailments during puerperium and their management</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Supervised clinical practice</li> </ul> |

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

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



| Sl. No. | Time (Hrs) | Theory | Practical   | Reference   | Activities  |
|---------|------------|--------|---|---|---|
| 11.     | 10         | 3      | <ul style="list-style-type: none"> <li>• Define MMR &amp; IMR</li> <li>• State the components of RCH programme</li> <li>• Explain preventive measures for safe motherhood Safe mother-hood</li> </ul> | <p><b>Safe mother-hood</b></p> <ul style="list-style-type: none"> <li>• Concept and cause of maternal mortality and morbidity</li> <li>• Safe motherhood components: RCH and NRHM</li> <li>• Preventive measures</li> </ul> <p>Role of ANM/Female Health worker</p> <p>Refer SBA module of Ministry of health and Family Welfare</p>                                  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Explain using charts.</li> </ul>                                  |
| 12.     | 10         | 5      | <ul style="list-style-type: none"> <li>• Identify high risk pregnancies</li> <li>• Refer them in time</li> <li>• Counsel and involve husband and family members in high risk pregnancies</li> </ul>   | <p><b>High risk pregnancies</b></p> <ul style="list-style-type: none"> <li>• High risk pregnancies: Identification, Risk factors, decision making, and management.</li> <li>• Protocols and standing orders:</li> <li>• Referral and follow up</li> <li>• Counselling and guidance about high risk conditions</li> <li>• Involvement of husband and family</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Case study - 2</li> <li>• Supervised clinical practice.</li> <li>• Demonstration</li> </ul> |

| S. No. | Time (Hrs) | Days | Expected Outcomes  | References   | Activities  |
|--------|------------|------|--|--|---|
|        |            |      |  | Role of ANM/Female Health worker<br>Refer SBA module of Ministry of health and Family Welfare  |   |
| 13.    | 15         | 10   | <ul style="list-style-type: none"> <li>• Identify abnormalities of pregnancy in time</li> <li>• Refer to correct place in time</li> <li>• State the diseases that can affect during pregnancy</li> </ul> | <b>Abnormalities of pregnancy</b> <ul style="list-style-type: none"> <li>• Common abnormalities of pregnancy: hyperemesis gravidarum, leaking and bleeding per vagina</li> <li>• Anaemia of pregnant woman</li> <li>• Eclampsia and pre eclampsia and toxemia of pregnancy</li> <li>• Indication of premature rupture of membranes, prolonged labour, anything requiring manual intervention, UTI, puerperal sepsis.</li> <li>• Obstetrical shocks:</li> <li>• Uterine abnormalities, ectopic pregnancy</li> <li>• Diseases complication pregnancy – TB, diabetes. Hypertension</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> </ul> |

| S. No. | Time (Hrs.) |    | Expected Outcomes   | Contents   | Methods  |
|--------|-------------|----|---|--|--|
|        | Th          | Pr |   |  |  |
|        |             |    |   | <ul style="list-style-type: none"> <li>• Infections during pregnancy – RTI/ STIs malaria, HIV, AIDS</li> <li>• Rh factor</li> <li>• Standing orders and protocols</li> <li>• Role of ANM/ Female Health worker</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p>   |  |
| 14.    | 5           | 5  | <ul style="list-style-type: none"> <li>• Identify types of abortion</li> <li>• Prepare mother for termination of pregnancy</li> <li>• Counsel for safe abortion.</li> </ul> | <p><b>Abortion</b></p> <ul style="list-style-type: none"> <li>• Types of abortion, causes of abortion</li> <li>• Need for safe abortion – referral</li> <li>• Complications of abortions</li> <li>• Medical termination of pregnancy</li> <li>• Care of woman who had abortion</li> <li>• Role of ANM/ Health worker</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Suprarenal</li> <li>• Clinical practice</li> <li>• Observation.</li> <li>• Demonstration.</li> </ul> |

| Sl. No. | Time (hrs) |     | Expected outcomes   | Contents   | Activities  |
|---------|------------|-----|---|--|---|
|         | Th         | Day |   |  |   |
| 15.     | 10         | 10  | <ul style="list-style-type: none"> <li>Identify deviations from normal child birth and refer in time</li> <li>Provide Care to the mother in emergency and while transferring to hospital.</li> <li>Mobilise support from the family and community.</li> </ul> | <p><b>Abnormal childbirth</b></p> <ul style="list-style-type: none"> <li>Common abnormalities of childbirth</li> <li>Abnormal presentations</li> <li>Abnormal uterine actions</li> <li>Cephalo pelvic disproportion</li> <li>Prolonged labour</li> <li>Identification, immediate management and referral</li> <li>Emergency care of mother during transfer to hospital.</li> <li>Role of ANM/ Female health worker</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> <li>Explain using through birth Atlas and charts.</li> <li>Explain using partograph.</li> </ul> |
| 16.     | 10         | 10  | <ul style="list-style-type: none"> <li>Provide emergency care at the time of haemorrhage</li> <li>Identify the cause of different PPH.</li> <li>Identify causes of complications during puerperium and render adequate care.</li> </ul>                       | <p><b>Abnormal Puerperium</b></p> <ul style="list-style-type: none"> <li>Postpartum haemorrhage and its management.</li> <li>Puerperal sepsis and its management</li> <li>Retention of urine</li> <li>Breast complications during lactation and their management</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Explain using charts through charts different types of PPH.</li> </ul>  |

| Sl. No. | Time (Hrs) |     | Expected Outcomes  | Contents  | Learning Activities  |
|---------|------------|-----|--|---|--|
|         | Th         | Day |  |   |  |
|         |            |     |  | <ul style="list-style-type: none"> <li>Psychiatric complications</li> </ul> Role of ANM/Female health worker<br>Refer SBA module of Ministry of health and Family Welfare   |  |
| 17.     | 5          | 5   | <ul style="list-style-type: none"> <li>Assist in various surgical intervention in the mother during labour</li> <li>Render care to mothers pre &amp; post operatively in surgical intervention.</li> </ul> | <b>Surgical Intervention</b> <ul style="list-style-type: none"> <li>Assisting in the followings:               <ul style="list-style-type: none"> <li>Induction of labour and its management</li> <li>Forceps and Vacuum extraction</li> <li>Episiotomy and suturing</li> <li>Craniotomy</li> <li>Caesarean section</li> <li>Pre and post operative care.</li> <li>Role of ANM/ Female health worker</li> </ul> </li> </ul> Refer SBA module of Ministry of health and Family Welfare | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> </ul>  |
| 18.     | 5          | 5   | <ul style="list-style-type: none"> <li>Able to identify various medicines during child birth for mother and child.</li> <li>Understand their</li> </ul>  | <b>Medications used in midwifery</b> <ul style="list-style-type: none"> <li>Pain relieving drugs</li> <li>Anaesthetic drugs</li> <li>For uterine contractions</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Visit labour room.</li> <li>Demonstration.</li> <li>Any study any book.</li> </ul> |

| Sl. No. | Unit | Topic | Learning Objectives  | Contents   | Assessment  |
|---------|------|-------|--|--|---|
|         |      |       | <p>action and care needed for the mother.</p> <ul style="list-style-type: none"> <li>State the dosage of these medicines for mother and child.</li> </ul>  | <ul style="list-style-type: none"> <li>For controlling bleeding</li> <li>For preventing postnatal infection.</li> <li>For preventing eclampsia</li> <li>Antibiotics</li> <li>IV fluids</li> <li>Role of ANM/ Female health worker</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p>  |   |
| 19.     | 3    | -     | <ul style="list-style-type: none"> <li>Describe the concept of quality of life</li> <li>Explain how quality of life affects life expectancy and peoples health</li> <li>Describe role of education on quality of life</li> </ul> | <p><b>Life cycle approach</b></p> <ul style="list-style-type: none"> <li>Quality of life and life expectancy</li> <li>People's health throughout the life cycle</li> <li>Role of education economic status, social status on quality of life</li> <li>Holistic approach to life.</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> | <ul style="list-style-type: none"> <li>Lecture discussion.</li> </ul>                         |
| 20.     | 5    | -     | <ul style="list-style-type: none"> <li>Explain status of women in Indian society</li> </ul>  | <p><b>Status of women and empowerment</b></p> <ul style="list-style-type: none"> <li>Status of women in society</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration.</li> </ul> |

| Sl. No. | Time (Hrs) | Days | Objectives   | Contents   | Activities  |
|---------|------------|------|--|--|---|
|         |            |      | <ul style="list-style-type: none"> <li>• Enumerate factors affecting women status</li> <li>• Describe the importance of women's health</li> <li>• Explain the programmes for empowering women in the society.</li> </ul> | <ul style="list-style-type: none"> <li>• Factors affecting status – gender bias, sex selection tests, female foeticide and infanticide sex ratio discrimination and exploitation</li> <li>• Effect of tradition, culture and literacy</li> <li>• Relationship between status of women and women's health.</li> <li>• Effects of women's health in community : single, divorced deserted woman, widows special needs</li> <li>• Laws related to women.</li> <li>• Programmes for women's empowerment.</li> </ul> <p>Refer SBA module of Ministry of health and Family Welfare</p> | <ul style="list-style-type: none"> <li>• Visit family of an under privileged group.</li> <li>• Group discussion.</li> </ul>                     |
| 21.     | 10         | 10   | <ul style="list-style-type: none"> <li>• Explain the complications related to child birth.</li> <li>• Identify common and emergency complications and provide care</li> </ul>  | <p><b>Women's health problems</b></p> <ul style="list-style-type: none"> <li>• Complications related to childbirth – VVF, RVF, prolapse and incontinence.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Case study of a women at menopause</li> </ul> |

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



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

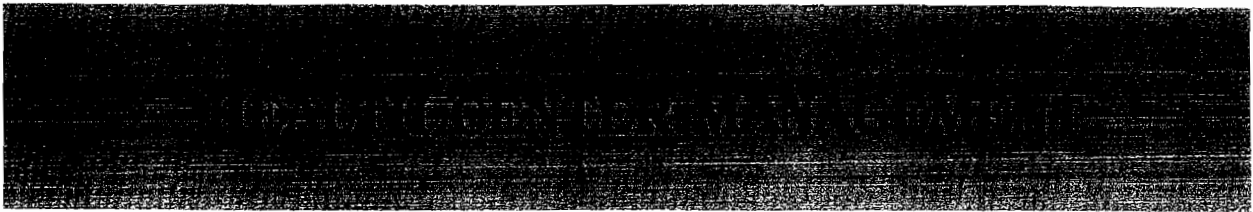
| 24. | 2 | 2 | <ul style="list-style-type: none"> <li>• Identify cases of infertility</li> <li>• Provide counselling to infertile couples</li> <li>• Refer and provide follow up care to infertility cases.</li> </ul>   | <p><b>Infertility</b></p> <ul style="list-style-type: none"> <li>• Classification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

|     |   |   | Expectation  | Content   |  |
|-----|---|---|--|---|--|
| 26. | 8 | 5 | <ul style="list-style-type: none"> <li>• Prepare eligible couple register</li> <li>• Describe the different methods of contraception and their effects.</li> <li>• Provide guidance to the adopters</li> <li>• Provide need based counselling related to contraception.</li> </ul> | <p><b>Family welfare</b></p> <ul style="list-style-type: none"> <li>• Identification of eligible couples and those need contraceptive methods.</li> <li>• Information related to contraception and importance of choice.</li> <li>• Natural and temporary methods of contraception</li> <li>• Permanent methods</li> <li>• New methods non-plant and injectables.</li> <li>• Emergency contraception</li> <li>• Follow up of contraceptive users.</li> <li>• Counselling</li> <li>• Role of ANM/female Health worker</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Case study.</li> <li>• Health education</li> </ul> |

***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



**Total** - 80 hours

**Theory** - 40 hours

**Demonstration** - 40 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         | 5    | <ul style="list-style-type: none"><li>• Organize and set up a sub centre</li><li>• Prepare a sub centre activity plan</li><li>• Conduct meetings</li><li>• Conduct clinics at sub centre.</li><li>• Display health messages.</li></ul> | <p><b>The sub center</b></p> <ul style="list-style-type: none"><li>• Organization of functions and facilities of sub centre</li><li>• Sub centre activity plans</li><li>• Conduct a clinic and special programs and follow up</li></ul> | <ul style="list-style-type: none"><li>• Lecture discussion.</li><li>• Demonstration.</li><li>• Visit sub centre</li><li>• Attend a clinic at the sub centre.</li></ul> |

| Sl. No. | Date (E/W) | No. of days | Expected Outcomes   | Activities   | Assessment   |
|---------|------------|-------------|---|--|--|
|         |            |             |   | <ul style="list-style-type: none"> <li>• Conducting meetings and counselling sessions.</li> <li>• Sub centre action plan</li> <li>• Information, education and communication</li> <li>• Display of messages</li> </ul>   |  |
| 2.      | 4          | 10          | <ul style="list-style-type: none"> <li>• Write indents and stock position</li> <li>• Prepare weekly and monthly reports.</li> </ul> | <p><b>Maintenance of stocks</b></p> <ul style="list-style-type: none"> <li>• Maintenance of supplies, drugs, equipment, stock, indenting.</li> <li>• Calculation of indent as per population requirement</li> <li>• Management information and evaluation system(MIES) <ul style="list-style-type: none"> <li>- Maintenance of records.</li> <li>- Reports of sub centre.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Explain using stock register, indents etc to monthly reports of the students.</li> <li>• Calculation of indent as per population requirement</li> <li>• Explain the various records</li> </ul> |
| 3.      | 6          | 5           | <ul style="list-style-type: none"> <li>• Establish co-ordination with different organization working in the area.</li> </ul>        | <p><b>Co- ordination</b></p> <ul style="list-style-type: none"> <li>• Inter-sectoral co-ordination</li> <li>• Co-ordination with school teachers,</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Visit local govt departments, NGOs and</li> </ul>  |

| Sl. No. | Duration | Credits | Expected Outcomes   | Contents   | Activities   |
|---------|----------|---------|---|--|--|
|         |          |         | <ul style="list-style-type: none"> <li>• Demonstrate good relationship with them.</li> </ul>  | ASHA, anganwadi workers, panchayat <ul style="list-style-type: none"> <li>• Role of NGOs and co-ordination with government departments.</li> </ul>   | discuss their programs.  |
| 4.      | 10       | 10      | <ul style="list-style-type: none"> <li>• Enumerate the National Health programs</li> <li>• Describe the role of ANM in these programs.</li> </ul>   | <b>Implementation of national health program</b> <ul style="list-style-type: none"> <li>• National Health programs and the role of the ANM</li> <li>• Detection, referral, treatment and follow up of cases of malaria, leprosy tuberculosis, blindness, goiter.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Visit a TB and a leprosy patient and observe DOTS program and MDT carried out by health workers.</li> </ul>  |
| 5.      | 10       | 10      | <ul style="list-style-type: none"> <li>• Demonstrate ability in writing reports in correct language</li> <li>• Understand the scope of her career advancement and self development</li> </ul> | <b>Update knowledge</b> <ul style="list-style-type: none"> <li>• Continuing education for self development – circulars, hand-outs, meetings, journals.</li> <li>• Methods of self development</li> <li>• Interacting with community</li> <li>• Improving writing speaking abilities in local language and English</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Role/play</li> <li>• Exercise on               <ul style="list-style-type: none"> <li>- Reading</li> <li>- Summerisation</li> <li>- Comprehension</li> </ul> </li> <li>• Practice in public speaking.</li> </ul> |

### ***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 PROMOTION

**Hospital** - 30 hours

**Community** - 280 hours

**Total** - 310 hours

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

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Assess personal hygiene, and health education.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Assess personal hygiene of five children in a school based on an assessment performa.</li> <li>• Conduct IEC activities related to personal hygiene</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Assess environmental sanitation</li> <li>• Conduct IEC activities related to environmental sanitation</li> </ul> |  | <ul style="list-style-type: none"> <li>• Using a guideline each group assesses a community's environmental sanitation, organizes discussion with community and prepares plan of action.</li> <li>• Disinfects one well and one tube well or any other activity based on community needs.</li> <li>• Prepare reports.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Assess mental health of an individual and counsel or refer.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Assesses mental health of two persons</li> <li>• Health education</li> <li>• Referral</li> <li>• Prepare a report.</li> </ul>  |

**Hospital** – 80 hours

**Community** - 100 hours

**Total** – 180 hours

| Expected Competency   | Hospital Experiences   | Community Experiences  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Assess growth and development of children.</li> <li>• Assess health status of children.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess growth and development of 10 children of different ages and record on chart.</li> <li>• Assess health status of 10 sick* children.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assess growth and development of 10 children of different ages and record on chart.</li> <li>• Conducts a school health clinic, assesses growth, identifies problems and refers</li> <li>• Conducts health education sessions for school children – 2 sessions.</li> <li>• Assess health status of 10* children</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Care of the sick child.</li> </ul>   | <ul style="list-style-type: none"> <li>• Give care to 5 children as per the IMNCI protocol</li> <li>• Give care to 5 children each with diarrhoea and ARI.</li> <li>• Demonstration, preparation and use of ORS to parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Give care to 5 children as per the IMNCI protocol</li> <li>• Give care to 5 children each with diarrhoea and ARI</li> <li>• Give care to children with other ailments</li> <li>• Demonstrate, preparation and use of ORS to parents.</li> <li>• Identify and refer children at high risk</li> <li>• Demonstrate home care for a child with diarrhoea and ARI</li> </ul> |
| <ul style="list-style-type: none"> <li>• Counsel mothers about feeding of infants and young child</li> </ul>                                | <p>Counsel mothers about breast feeding</p>  | <ul style="list-style-type: none"> <li>• Identify and counsel 2 mothers with problems related to breast-feeding.</li> <li>• Demonstrate complementary food preparation and use.</li> </ul>   |

\*- Number of cases may be from clinical or community

**Hospital** - 220 hours  
**Community** - 160 hours  
**Total** - 380 hours

| Expected Competency   | Hospital Experiences  | Community Experiences   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Assessment and care of normal pregnant women.</li> </ul> | <ul style="list-style-type: none"> <li>Detecting pregnancy using pregnancy testing kit.</li> <li>Registration of antenatal mothers.</li> <li>Pre conception counselling.</li> <li>Measuring the blood pressure, pulse and fetal heart rate, checking for pallor and edema and determining the fundal height, fetal lie and presentation accurately.</li> <li>Hemoglobin estimation and testing urine for protein and sugar</li> <li>Examine 20 antenatal women (in the hospital and community)</li> <li>Provide IFA supplements and administer TT injection to 10 women.</li> </ul> | <ul style="list-style-type: none"> <li>Registration and management of vital events registers.</li> <li>Conduct antenatal examinations at home.</li> <li>Participate in antenatal clinics in the sub center</li> <li>Malaria testing for pregnant mothers</li> <li>Counseling on birth preparedness, complication readiness, diet and rest, infant feeling, sex during pregnancy, domestic violence and contraception</li> </ul> |

| Expenditure   | Objective   | Community/Target   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Conducting normal delivery.</li> <li>• Recognise different degrees of tears, give emergency care and refer.</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain midwifery case book</li> <li>• Conducting pelvic assessment to determine pelvic adequacy. PV examination 5</li> <li>• Plotting the partographs and deciding when to refer the women.</li> <li>• Conducting 10 safe deliveries (in the hospital and community), with active management of third stage of labour, using infection prevention practices.</li> <li>• Assist in the suturing of 5 episiotomies and tears.</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct deliveries in the community (health centers preferably and home).</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Assessing and care of postnatal mothers and newborns</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide essential care of the newborn-10</li> <li>• Basic Resuscitation of the newborn-5</li> <li>• Managing/Counseling on postpartum care and nutrition</li> <li>• Counseling/supporting of mothers for breast feeding and preventing/managing breast feeding problems</li> </ul>   | <ul style="list-style-type: none"> <li>• Follow up of 10 postnatal mothers for 10 days with at least 3 home visits.</li> <li>• Care of newborns in the home-10</li> <li>• Conduct health education for groups of mothers and individuals-2 each.</li> <li>• Integrate accepted practices of AYUSH</li> </ul> |

| Proposed<br>Description   | Activities<br>Description  | Comments<br>Observations  |
|---|--|---|
|   | <ul style="list-style-type: none"> <li>• Counseling for Kangaroo Mother Care</li> <li>• Care of postnatal mothers 10 (in the hospital and community)</li> <li>• Conduct health education for groups of mothers and individuals-3 each</li> <li>• Follow infection prevention and biomedical waste management in the labour room and sub center.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• Assessing and referring mothers at risk</li> </ul> | <ul style="list-style-type: none"> <li>• Identify high-risk mothers and give care</li> <li>• Prepare for caesarean sections-2</li> <li>• Observe caesarean sections-2</li> <li>• Observe abnormal deliveries 5</li> <li>• Prepare for MTP and observe procedure-2</li> <li>• Take care of women with abortion-2</li> <li>• Insert a urinary catheter in women</li> <li>• Preparation and administration of oxytocin drip</li> <li>• Bimanual compression of the uterus for the management of PPH.</li> </ul> | <ul style="list-style-type: none"> <li>• Do a case study of a complicated childbirth in the village.</li> <li>• Conduct a village meeting for emergency transport of women in labour and at risk.</li> <li>• Identify and refer women with unwanted pregnancy for MTP</li> <li>• Interview any 10 women and list reasons for unsafe motherhood and abortion.</li> <li>• Identify high risk mothers 5 and newborns 5 and refer them to the higher center.</li> </ul> |

| Expected Competency   | Hospital Experiences   | Community Experiences  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Care of mother with HIV</li> <li>• Digital removal of retained products of conception for incomplete abortion</li> <li>• Provide post abortion care.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• Counsel eligible couples about different methods of contraception.</li> <li>• Prepare acceptors for sterilization and IUCDs</li> <li>• Detection of cervical cancer</li> </ul> | <ul style="list-style-type: none"> <li>• Counseling of mother/couples for family planning</li> <li>• Prepare and assist for sterilization of 5 female and 2 male cases (in the hospital or community)</li> <li>• Insertion of intra uterine devices and prescription of contraceptives</li> <li>• Perform 2 IUCD insertions (in the hospital or community)</li> <li>• Distribute oral pills-5</li> <li>• Demonstrate the use of condoms and distribute condoms-5</li> <li>• Visual inspection of the cervix and taking a pap smear test-2</li> </ul> | <ul style="list-style-type: none"> <li>• Counsel eligible couples on different methods of contraception.</li> <li>• Perform 2 IUCD insertions (in the hospital or community)</li> <li>• Distribute oral pills-5</li> <li>• Demonstrate the use of condoms and distribute condoms-5</li> <li>• Visual inspection of the cervix and taking a pap smear test-2</li> </ul> |

**Clinical requirements to be completed during the internship period:**

In addition to practicing and gaining competency in the above mentioned skills, the students are expected to complete the following requirements during the internship period:

| Expected Competency  | Hospital and Community Experiences   |
|--|--|
| <ul style="list-style-type: none"> <li>Assessment and care of normal pregnant woman</li> </ul>   | <ul style="list-style-type: none"> <li>Examine 15 antenatal women (in the hospital and community)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Conduct normal delivery</li> <li>Recognize different degrees of tears give emergency care and refer</li> </ul>  | <ul style="list-style-type: none"> <li>Conducting pelvic assessment to determine pelvic adequacy PV examination 5</li> <li>Conducting 10 safe deliveries (in the hospital and community), with active management of the third stage of labour, using infection prevention practices.</li> <li>Assist in the suturing of 5 episiotomies and tears</li> </ul>                    |
| <ul style="list-style-type: none"> <li>Assessment and care of postnatal mothers and newborns</li> </ul>  | <ul style="list-style-type: none"> <li>Provide essential care of the newborn-10</li> <li>Basic Resuscitation of the newborn-5</li> <li>Care of postnatal mothers 10 (in the hospital and community)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Assessing and referring mothers at risk</li> </ul>  | <ul style="list-style-type: none"> <li>Take care of women with abortion-2</li> </ul>   |
| <ul style="list-style-type: none"> <li>counsel eligible couples about different methods of contraception</li> <li>Prepare acceptors for sterilization and IUCDs</li> <li>Detection of cervical cancer</li> </ul> | <ul style="list-style-type: none"> <li>Prepare and assist for sterilization of 5 female and 2 male cases (in the hospital or community)</li> <li>Perform 3 IUCD insertions (in the hospital or community)</li> <li>Distribute oral pills-5</li> <li>Demonstrate the use of condoms and distribute condoms-5</li> <li>Visual inspection of cervix with Acetic acid-2</li> </ul> |
| <ul style="list-style-type: none"> <li>Management of sick neonates and children (IMNCI)</li> </ul>   | <ul style="list-style-type: none"> <li>Assessment and care of 5 sick neonated and 5 sick children as per the IMNCI protocols</li> </ul>  |



PRIMARY HEALTH CARE CURRICULUM  
HEALTH CENTRE MANAGEMENT

**Hospital** - 90 hours

**Community** - 360 hours

**Total** - 450 hours

| Expected Competency   | Hospital Experiences  | Community Experiences  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Administer immunization safely.</li> </ul>           | <ul style="list-style-type: none"> <li>Perform immunization for infants and children</li> <li>DPT, measles, BCG, oral polio, hepatitis and maintains record in health centre or hospital.</li> <li>Injection safety measures</li> </ul> | <ul style="list-style-type: none"> <li>Perform immunization for infants and children- DPT, measles, BCG, hepatitis oral polio and maintains record.</li> <li>Plans and conducts two immunization sessions in the village and sub-centre and records.</li> <li>Injection safety measures</li> </ul> |
| <ul style="list-style-type: none"> <li>Give care to the sick.</li> </ul>                    | <ul style="list-style-type: none"> <li>Give care to sick people in the health centre \ hospital.</li> </ul>   | <ul style="list-style-type: none"> <li>Assess and take care of sick patients at home.</li> <li>Integrate accepted practices of AYUSH</li> <li>Refers patients to hospital \ health centre and follow up.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Provide first aid in various emergencies.</li> </ul> | <ul style="list-style-type: none"> <li>Practice bandaging, splints, slings</li> </ul>   | <ul style="list-style-type: none"> <li>Provide first aid in the health center/ clinic and maintain records.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Provide primary medical care.</li> </ul>             | <ul style="list-style-type: none"> <li>Administers medication</li> <li>Treatment of minor ailments</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct health camps</li> <li>Administers medications and refers patients if required</li> <li>Integrate accepted practices of AYUSH</li> </ul>   |

| Expected Competency  | Essential Experience | Qualification / Education  |
|--|----------------------|--|
| <ul style="list-style-type: none"> <li>• Organize and manage sub centre</li> <li>• Render care at home.</li> </ul> |                      | <ul style="list-style-type: none"> <li>• Intensive experience at a sub – centre and participate with the ANM / FHW in -               <ul style="list-style-type: none"> <li>- Organizing various clinics</li> <li>- Indenting</li> <li>- Maintaining stock books</li> <li>- Management information and evaluation system (MIES) : vital statistics, family folders / eligible couple registers, records and reports etc.</li> <li>- Providing emergency care.</li> <li>- Home visits and pre, post and intranatal care at home</li> </ul> </li> </ul> |