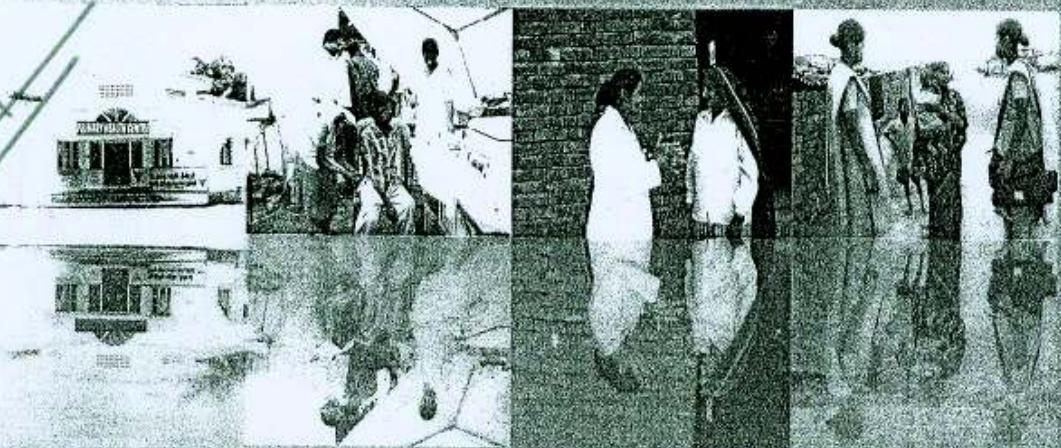


# **Syllabus and Regulations**

## **Auxiliary Nurse and Midwives**

2 Yes / 2012 -



**Indian Nursing Council**

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

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**CURRICULUM PRACTICAL**

Community Health Nursing And Health Promotion ----- 8

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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
B C C	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 Hemorrhage
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 interventions and interventions of obstetric emergencies approved by the MOHFW
2. IMNCI module for basic health worker
3. Standard safety guidelines for infection control practices (Universal precautions)
4. Biomedical waste management policies

**Guidelines for starting a School of Nursing for conducting  
ANM/FHW Training**

1. Any organization under the Central Government, State Government, Local body or a Private or Public Trust, Mission 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 STANDARDS 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 gynaeco-obstetrical 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
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.

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

#### **Second Year (including internship)**

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

v.	Teaching hours in weeks	-	44 weeks
vi.	Teaching hours per week	-	44 weeks x 40 hours/ 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

Sl. No.	Nursing courses Course title and description	Class room hours			Experience		
		Theory	Demon- stration	Total	Hospital	Community	Total
I	Community Health Nursing	120	50	170	10	100	110
II	Health Promotion	120	75	195	20	180	200
	A. Nutrition	35	30	65			
	B. Human body and Hygiene	35	20	55			
	C. Environmental Sanitation	20	15	35			
	D. Mental health	30	10	40			
III	Primary health care nursing I -	130	150	280	90	300	400
	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			
IV	Child health nursing	75	110	185	80	100	180
	<b>Total hours</b>	<b>450</b>	<b>385</b>	<b>835</b>	<b>200</b>	<b>680</b>	<b>880</b>
	<b>Total = 1720 hours</b>	<b>445</b>	<b>✓</b>	<b>840</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>

- 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 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	External Assessment	Internal 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.

**Second Year (First six months)**

Sl. No.	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	Experience		
		Hospital	Community	Total
i	Midwifery	240	240	480
	• Antenatal ward	40		
	• Intranatal/labour room	120		
	• Post natal ward	40		
	• Neonatal care unit	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:**

- 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.
- The students should participate in all National Health and Family Welfare programs during their clinical experience.

## 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.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Th.	Demo			
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>	<b>Concept of Health</b> <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>	<b>Community Health practices</b> <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>	<b>Health problems and policies</b> <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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Tb.	Demo			
				<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, UNDPA, 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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Th	Demo			
				<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>

Time (Ex.)	Expected outcomes	Contents	Teaching Learning Activities	
Th.	Demo			
		<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>	<p>leaders, groups in the community.</p> <ul style="list-style-type: none"> <li>• Visit to a village and meet Panchayat members, visit block office. List their role in health care.</li> </ul>	
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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th	Demo			
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>

Time (In- hr.)		Expected outcomes	Contents	Teaching Learning Activities
Th.	Demo			
			<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>

Time (hrs.)	Obj.	Demo	Expected outcomes	Contents	Teaching Learning Activities
			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>	
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
	The	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>

### C. Environmental Sanitation

**Theory - 20 hrs.**

**Demonstration - 15 hrs.**

**Total - 35 hrs.**

Unit	Time (Hrs)		Expected outcomes	Contents	Teaching Learning Activities
	The	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>	<b>Environmental Sanitation</b> <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>	<b>Safe water</b> <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 source: drains, pond and contamination areas.</li> <li>Visit to a water purification plant.</li> </ul>

Date	Time (Hrs.)	Expected outcomes	Contents	Teaching – Learning Activities
				Do      Demo
3	5	<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>	<b>Disposal of excreta and waste.</b> <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	<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>	<b>Community participation</b> <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.

Th.	Demo	outcomes	contents	Learning Activities
			<p>pressure points, position changing.</p> <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	<ul style="list-style-type: none"> <li>• State the basic human needs.</li> <li>• Explain importance of fulfilling these basic needs.</li> </ul>	<p><b>Optimal functioning of the body</b></p> <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.

#### D. Mental Health

**Theory** - 30 hrs.

**Demonstration** - 10 hrs.

**Total** - 40 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th	Demo			
1.	10	2	<ul style="list-style-type: none"> <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>	<b>Mental Health</b> <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>	<b>Maladjustment</b> <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>	<b>Mental illness</b> <ul style="list-style-type: none"> <li>Identify abnormal behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion.</li> </ul>

Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
Th.	Demo			
		<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>
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 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, the indications, dosage and actions

## **A. Infection and Immunization**

**Theory - 25 hours**

**Demonstration - 20 hours**

**Total - 45 hours**

Time	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	The	Demo			
1.	2	-	<ul style="list-style-type: none"> <li>Understand concept of occurrence of diseases</li> <li>Describe classification of diseases.</li> </ul>	<b>Concept of disease.</b> <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>	<b>Infection</b> <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>	<b>Immunity and body defense mechanisms</b> <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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching – Learning Activities
	Th.	Demo			
			<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>

Unit Name (Hrs.)			Expected outcomes	Contents	Teaching - Learning Activities
Th.	Dem.				
			<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 antisepsis, disinfection and sterilization</li> <li>Describe the principles of antisepsis, 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 antisepsis, 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 disposal

## 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>

Time	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
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>	<b>Counseling.</b> <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>	<b>Community based rehabilitation</b> <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.