

**Amendments for Auxiliary Nurses and Midwives syllabus and regulation**

**Duration of the course :**

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

**First Year :**

i.	Total weeks	- 52 weeks
ii.	Vacation	- 4 weeks
iii.	Gazetted holiday	- 2 weeks
iv.	Preparatory holidays and examination	- 3 weeks
v.	Teaching hours in weeks	- 43 weeks

**Total teaching hours** - 43 weeks x 40 hours/week = 1720 hrs

**Second year (including internship)**

i.	Total weeks	- 52 weeks
ii.	Vacation	- 4 weeks
iii.	Gazetted holiday	- 2 weeks
iv.	Preparatory holidays and examination	- 2 weeks
v.	Teaching hours in weeks	- 44 weeks

**Total teaching hours** - 44 weeks x 40 hours/week = 1760 hrs

## COURSE OF STUDY

**FIRST YEAR :**

S.No	NURSING COURSE Course title and description	CLASSROOM HOURS			EXPERIENCE		
		Theory	Demonstration	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	20	55			
	B. Human Body & 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	390
	A. Infection and immunization	25	20	45			
	B. Communicable Diseases.	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
	Total Hours	455	385	835	200	680	880

**TOTAL = 1720 Hours**

**SECOND YEAR (First 6 months)**

S.No.	NURSING COURSE Course title and description	CLASSROOM HOURS			EXPERIENCE		
		Theory	Demonstration	Total	Hospital	Community	Total
v.	Midwifery	200	160	360	220	160	380
vi.	Health Center Management	40	40	80		60	60
	Total Hours	240	200	440	220	220	440

**Total 880 Hours**

**SECOND YEAR (Internship period)**

S.No.	NURSING COURSE Course title and description	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
	Total Hours			880

**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 center 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 the National Health and Family Welfare programs during their clinical experience.
- At least 80% of all the clinical requirements should be completed before appearing for the final (Second year) examination.
- 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.
- The casebook and competency record book should be completed and signed by the competent authority of the school.

## 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 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 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 and health center management	100	100	
	<b>Total</b>	<b>350</b>	<b>250</b>	

**Grand total for second year 600 marks**

### Venue for Practical Examination :

1. Govt. District only (if the District Hospital is not having School or College of Nursing attached to the District Hospital) even then practical examination of 2<sup>nd</sup> year ANM students should be conducted at District Hospital.
2. All the ANM Schools run by Government or Private Schools in the District, their examination will be conducted on.
3. If large number of private Schools exist in the District, proper planning and phasing to be done by examination board to cover all students.



### Midwifery

Expected competency	Hospital Experiences	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>Detecting pregnancy using pregnancy testing kit.</li> <li>Registration of antenatal mothers.</li> <li>Pre conception counseling</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 feeding, sex during pregnancy, domestic violence and contraception.</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>Maintain midwifery case book</li> <li>Conduction pelvic assessment to determine pelvic adequacy. PV examination 5</li> <li>Plotting the partograph and deciding when to refer the women.</li> <li>Conduction 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>Conduct deliveries in the community (health centers preferably and home)</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>Managing/counseling on post-partum care and</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</li> </ul>

	<p>nutrition</p> <ul style="list-style-type: none"> <li>• Counseling/supporting of mothers for breast feeding and preventing/managing breast feeding problems</li> <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>	<p>at home -10</p> <ul style="list-style-type: none"> <li>• Conduct health education for groups of mothers and individuals -2 each</li> <li>• Integrate the accepted practices of AYUSH</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 section - 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 an intravenous line.</li> <li>• Insert a urinary catheter in women</li> <li>• Preparation and administration of magnesium sulphate injection.</li> <li>• Preparation and administration of oxytocin drip.</li> <li>• Bimanual compression of the uterus for the management of PPH</li> <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>• Do a case study of complicated childbirth in the village</li> <li>• Conduct a village meeting for emergency transport of women 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>
<ul style="list-style-type: none"> <li>• Counsel</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling of</li> </ul>	<ul style="list-style-type: none"> <li>• Counsel eligible</li> </ul>

<p>eligible couples about different methods of contraception</p> <ul style="list-style-type: none"> <li>• Prepare acceptors for sterilization and IUCDs</li> <li>• Direction of cervical cancer</li> </ul>	<p>mother/couples for family planning.</p> <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>• Insertion of intra uterine devices and prescription of contraception 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>	<p>couples on different methods of contraception</p> <ul style="list-style-type: none"> <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>
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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 mother 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> </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 neonates and 5 sick children as per the IMNCI protocols.</li> </ul>

Clinical requirements to be completed during the 2<sup>nd</sup> year :-

Competency	1 <sup>st</sup> 6 months of 2 <sup>nd</sup> year	Internship	Total during 2 <sup>nd</sup> year
ANC	20 (hospital + Community)	15 (Hospital + community)	35 (hospital + community)
Conducting normal deliveries with AMTSL	10 (Hospital + community*)	10 (Hospital + community)	20 (Hospital + Community)
Assist suturing of Episiotomy/tears	5	5	10
Care of new born	10	10	20
Basic resusc. Of normal new born	5	5	10
P/V Examination	5	5	10
Postnatal cases	10 (hospital + Community)	10	20 (hospital + community )
Management of sick neonates and children (INCI)	-	5+5	5+5
IUCD insertion	2	3	5



## 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
	Th.	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>	<b>Health Organization</b> <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>

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>	<b>Role of health team.</b> <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>	<b>Structure of community</b> <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>

Unit	Time (Hrs.)		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>	leaders, groups in the community. <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>
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>	<b>Dynamics of community</b> <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>	<b>Community need assessment</b> <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>	<b>Communication methods &amp; media</b> <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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<p>with different groups and health team members.</p> <ul style="list-style-type: none"> <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>

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.

## 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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<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>	<b>Nutritional problems</b> Nutritional deficiencies: <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 usir Models and Charts.</li> <li>Planning diet 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>	<b>Nutritional assessment</b> <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>



Unit	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>	<b>Promotion of nutrition</b> <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>	<b>The human body</b> <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>	<b>Hygiene of the body</b> <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>

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

**Suggested activities for Evaluation**

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

### C. Environmental Sanitation

Theory - 20 hrs.

Demonstration - 15 hrs.

Total - 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>	<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 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
	Th.	Demo			
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>	<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	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.

#### 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>

Unit	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>
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>	<b>Old age care</b> <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>	<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>	<b>Immunization</b> <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>	<b>Collection of specimen</b> <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	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<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>	<b>Disinfection and sterilization</b> <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>	<b>Waste Disposal</b> <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>	<b>Introduction to communicable diseases</b> <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>

Unit	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>	<b>Communicable diseases.</b> <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>	<b>Care in communicable diseases</b> <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			
			<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>	<b>Epidemic Management</b> <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>	<b>Care of the sick in the community</b> <ul style="list-style-type: none"> <li>Common health conditions in the community - danger signs of illnesses.</li> <li>Health assessment: Taking history. Physical examination: Vital signs, Weight, Height: 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>	<b>Fever</b> <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>

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

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> <li>• Role of ANM/health worker in the community including Home care remedies.</li> <li>• Integrate accepted practices of AYUSH</li> </ul>	
8.	2	3	<ul style="list-style-type: none"> <li>• Identify cause and provide care and support</li> <li>• Refer when necessary</li> </ul>	<b>Diseases of the nervous system</b> <ul style="list-style-type: none"> <li>• Signs and symptoms of neurological problems - Headache, backache and paralysis</li> <li>• Care of a patient with stroke at home.</li> <li>• Care of pressure points, back care changing of positions, active and passive exercises, body support to prevent contractures.</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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
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>	<b>Types of drugs</b> <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>

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

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

#### **Suggested activities of Evaluation**

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

## E. First Aid and Referral

Theory - 25 hrs.

Demonstration - 35 hrs.

Total - 60 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	2	7	<ul style="list-style-type: none"> <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
	Th.	Demo			
			<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:
  1. Wound care
  2. Splints, slings, bandages
  3. Transportation of casualties
  4. BLS
  5. Naso gastric tube insertion
  6. Care during different emergencies

## CHILD HEALTH NURSING

**Theory** - 75 hours

**Demonstration** - 110 hours

**Total** - 185 hours

### Learning objectives:

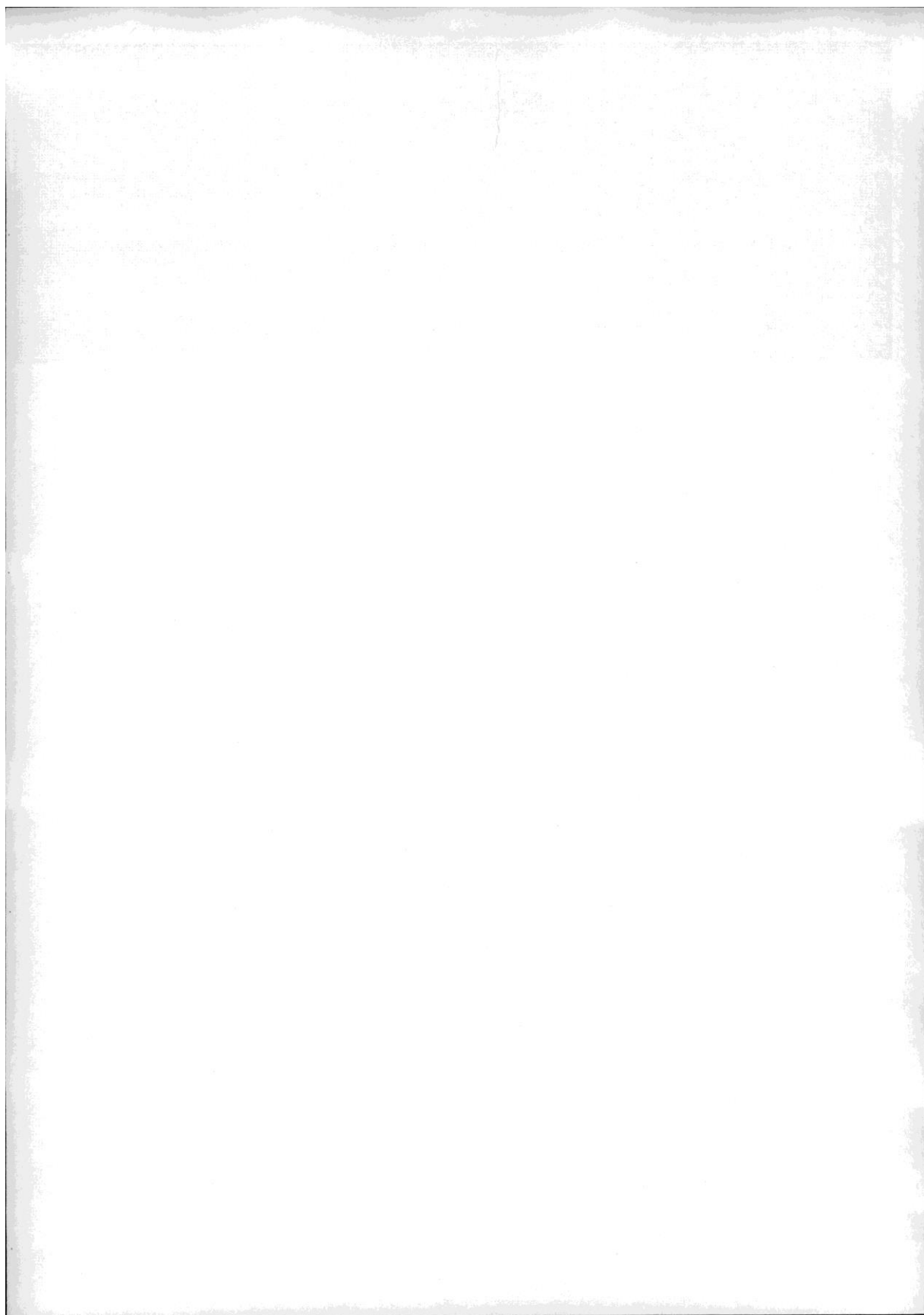
On completion of the course the student will be able to :

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

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

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
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:</li> <li>Signs, symptoms and management.</li> <li>Vaccine for preventable diseases</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>





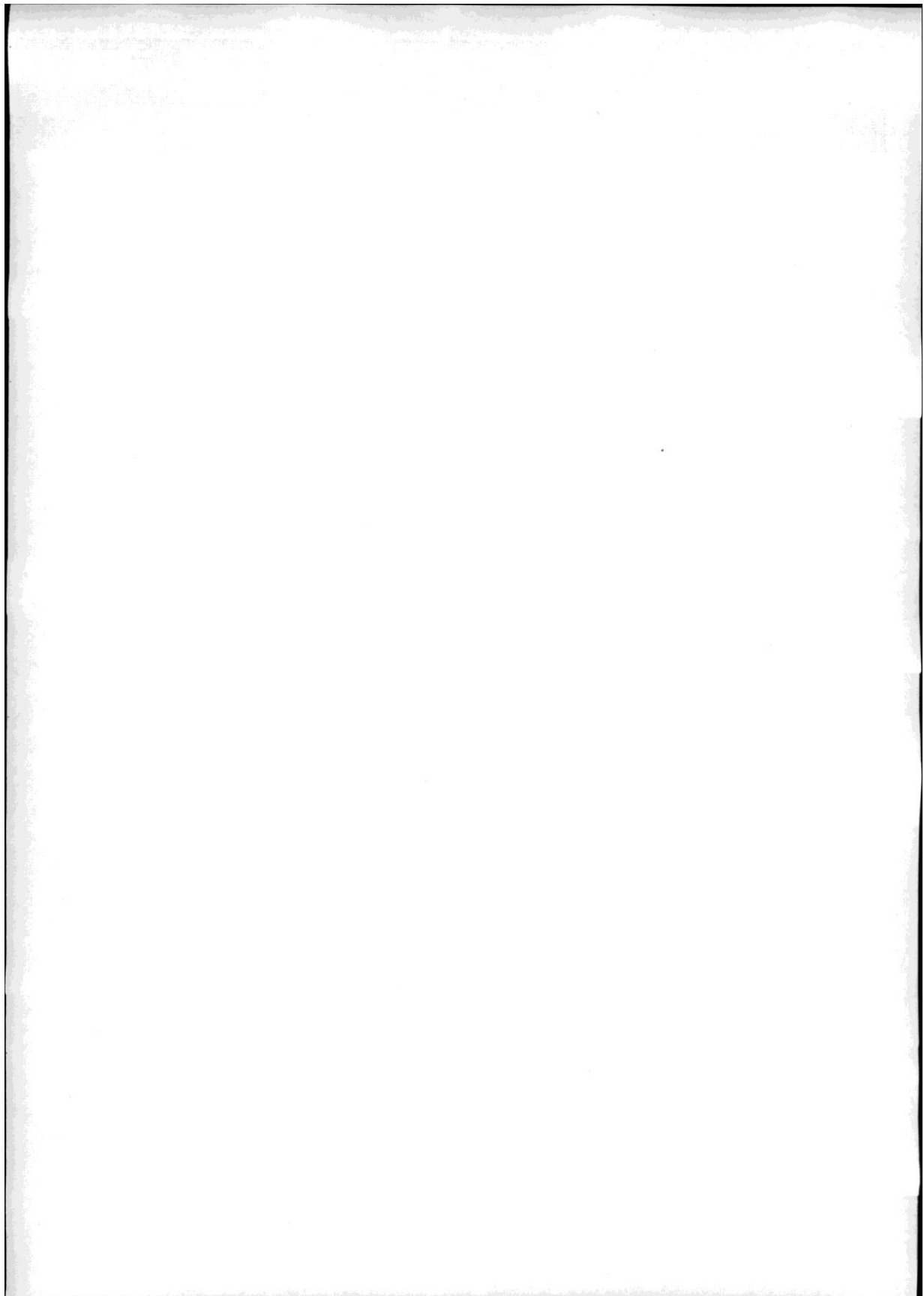
Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
5.	15	20	<ul style="list-style-type: none"> <li>Assess the school child</li> <li>Need based counselling of children, teacher and parents.</li> </ul>	<b>Care of School children</b> <ul style="list-style-type: none"> <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>	<b>Care of adolescents</b> <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>

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

#### ***Suggested activities for Evaluation***

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





## MIDWIFERY

**Theory** - 200 hours

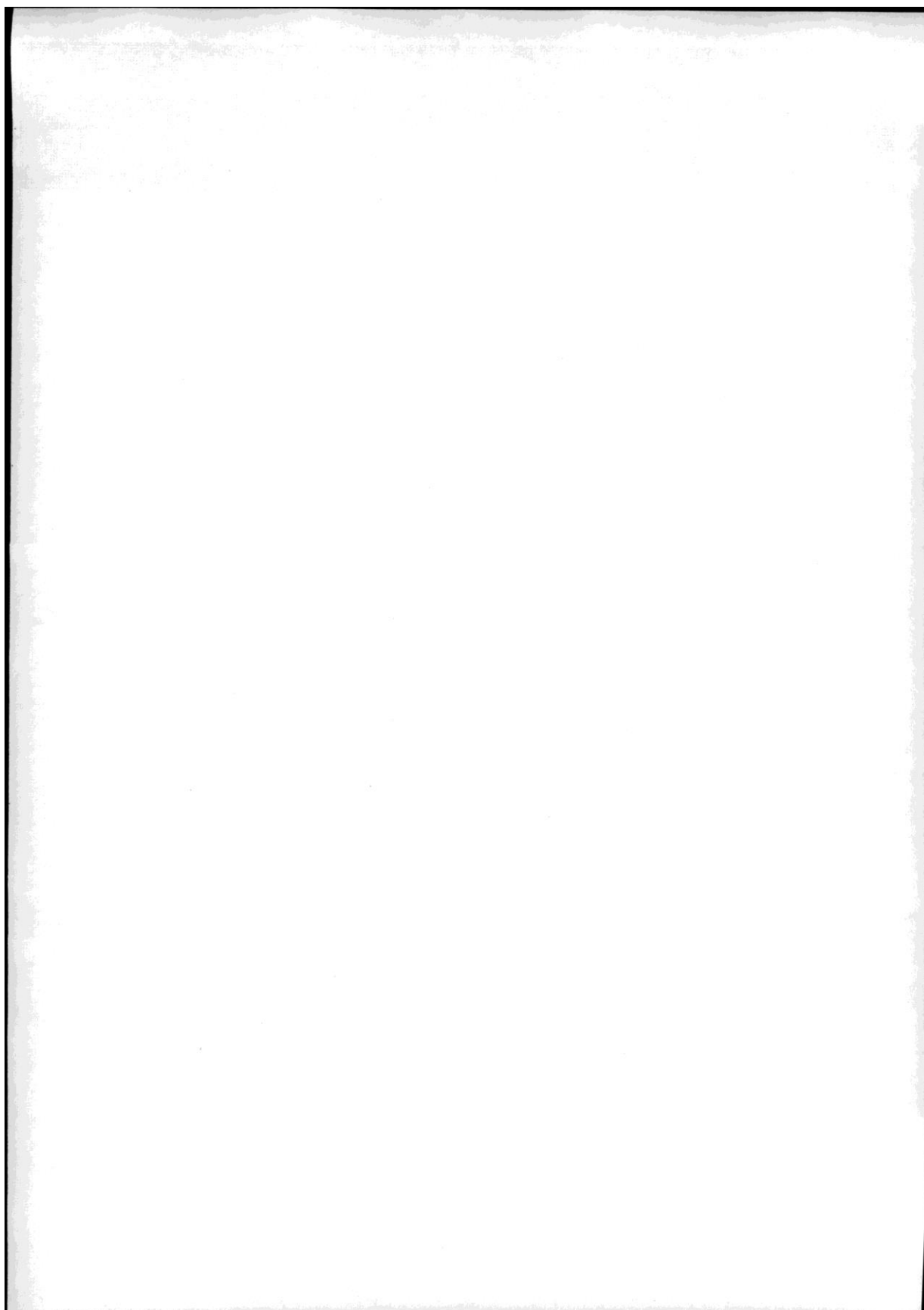
**Demonstration** - 160 hours

**Total** - 360 hours

### **Learning objectives:**

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

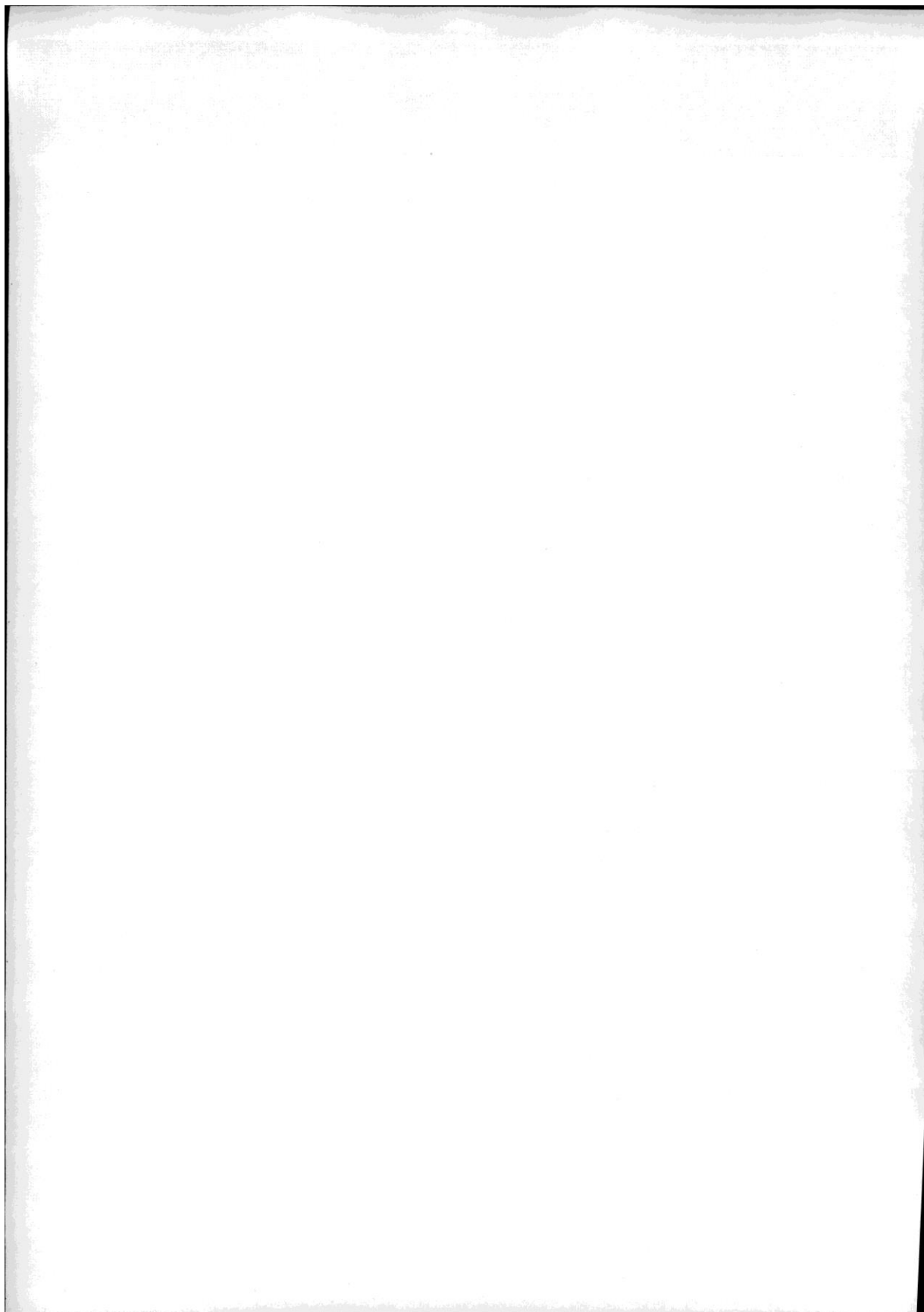
1. Describe male and female reproductive organs.
2. Explain process of conception and foetal development
3. Describe female pelvis and the muscles involved in delivery of foetus.
4. Conduct normal delivery and provide care to the newborn.
5. Provide care to pregnant mother during ante, intra and post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



Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	8		<ul style="list-style-type: none"> <li>Describe structure and functions of female reproductive system</li> <li>Describe structure and functions of male reproductive system</li> </ul>	<b>Human Reproductive System</b> <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>	<b>Female Pelvis and foetal skull</b> <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>	<b>Foetus and placenta</b> <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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			membranes and cord.	placenta, membranes and umbilical cord and abnormalities Refer SBA module of Ministry of health and Family Welfare	
4.	10	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>	<b>Normal pregnancy</b> <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> Refer SBA module of Ministry of health and Family Welfare	<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>	<b>Antenatal Care</b> <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>

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



Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				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 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 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	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				action, side effects, precautions, role and responsibilities of ANM/FHW <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> Refer SBA module of Ministry of health and Family Welfare	
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>	<b>Normal puerperium</b> <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>

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

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

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				Role of ANM/Female Health worker Refer SBA module of Ministry of health and Family Welfare	
13.	15	10	<ul style="list-style-type: none"> <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>

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
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>	<b>Abnormal childbirth</b> <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> Refer SBA module of Ministry of health and Family Welfare	<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>	<b>Abnormal Puerperium</b> <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>

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<ul style="list-style-type: none"> <li>Psychiatric complications</li> </ul> Role of ANM/Female health worker 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>



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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> <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>

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
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>	<b>Infertility</b> <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>	<b>Population Education</b> <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>

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

## HEALTH CENTER MANAGEMENT

**Total** - 80 hours

**Theory** - 40 hours

**Demonstration** - 40 hours

### Learning objectives:

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

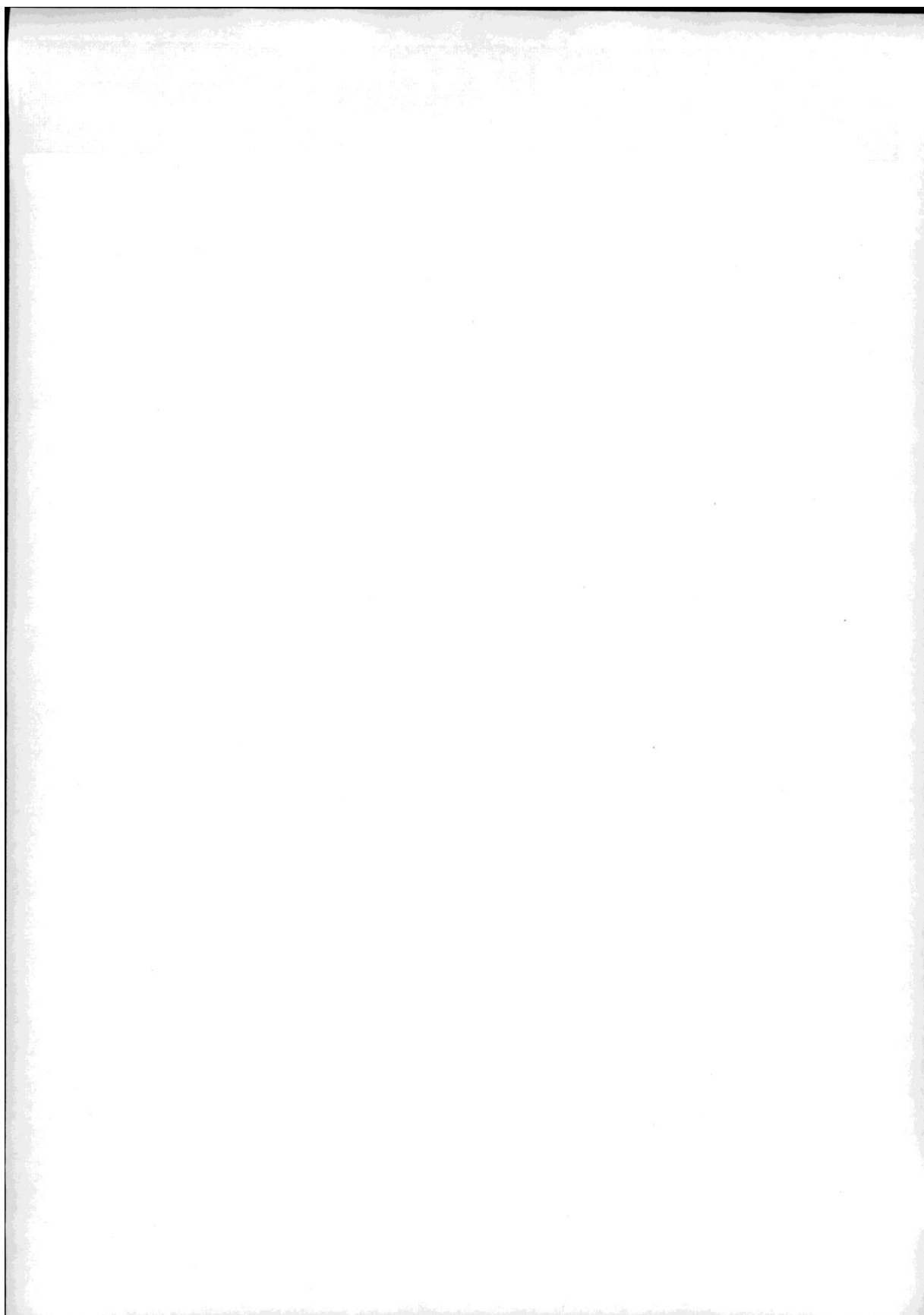
1. Organise sub center and clinics to carry out scheduled activities.
2. Indent and maintain necessary stock
3. Participate in the implementation of National health programmes
4. Update knowledge and skills
5. Provide guidance to TBA, AWW, ASHA and other voluntary health workers.
6. Collaborate and coordinate 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>	<b>The sub center</b> <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>



Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<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>	<b>Maintenance of stocks</b> <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>	<b>Co- ordination</b> <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>

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