

COURSE OF STUDY

First Year

Sl. No.	Nursing courses Course title and description	Class room 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	30	65			
	B. Human body and Hygiene	35	20	55			
	C. Environmental Sanitation	20	15	35			
	D. Mental health	30	10	40			
III	Primary health care nursing I -	130	150	280	90	300	400
	A. Infection and Immunization	25	20	45			
	B. Communicable disease	40	25	65			
	C. Community Health Problems	30	50	80			
	D. Primary Medical Care	20	20	40			
	E. First Aid and Referral	25	35	60			
IV	Child health nursing	75	110	185	80	100	180
	Total hours	450	385	835	200	680	880
	Total = 1720 hours						

Second Year (First six months)

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

Total = 880 hours

Second Year (Internship-Six months)

Sl. No.	Nursing courses Course title and description	Experience		
		Hospital	Community	Total
i	Midwifery • Antenatal ward	240 40	240	480
ii	• Intranatal/labour room	120		
	• Post natal ward	40		
	• Neonatal care unit	40		
	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:

- a. The ANM students (in a group of 4-5) should be posted in the sub center/primary health centre with a regular ANM for one month/4 weeks for supervised independent practice in the community which should be residential..
- b. The students should participate in all National Health and Family Welfare programs during their clinical experience.
- c. At least 80% of all the clinical requirements should be completed before appearing for the final (second year) examination.
- d. The principal of the ANM School should certify for each student that she has undergone successfully the internship program, completed 100% of the clinical requirements and acquired the requisite competencies as listed in the syllabus before the award of the certificate/diploma by the state nursing council/examination board.

- e. The casebook and competency record book should be completed and signed by the competent authority of the school before appearing for the second year practical examination.

Scheme of Examination

Theory and practical examinations at the end of the first year

Paper	Course	External Assessment	Internal Assessment	Duration
Theory Paper I	Community Health Nursing	75	25	3 hrs.
Theory Paper II	Health Promotion	75	25	3 hrs.
Theory Paper III	Primary Health Care Nursing	75	25	3 hrs
Theory Paper IV	Child Health Nursing	75	25	3 hrs
Practical I	Community Health Nursing Nursing and health promotion	100	100	-
Practical II	Child Health Nursing	100	100	-
	Total	500	300	-

Grand total for first year 800 marks

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

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

Grand total for second year 600 marks

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

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

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

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th	Demo			
8.	20	6	<ul style="list-style-type: none"> • Demonstrate methods of community need assessment 	<p>Community need assessment</p> <ul style="list-style-type: none"> • Scope and Methods of community need assessment • Survey: Planning Preparation of tools: questionnaires, interview schedules, check list etc • Community survey: Principles and methods: data collection, conducting interviews, focus group discussions (FGD) and case studies • Participatory learning for action(PLA) • Analysis of data, Preparation of report 	<ul style="list-style-type: none"> • Lecture discussion. • Preparation of questionnaire • Field visits/ community: • Conduct survey.
9.	20	15	<ul style="list-style-type: none"> • Explain the concept, principles and methods of communication • Prepare simple and low cost aids of communication. • Conduct health education 	<p>Communication methods & media</p> <ul style="list-style-type: none"> • Principles, Methods and Process of communication. • Inter personal relationship (IPR): communication 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration of different methods of communication • Role/Play.

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

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

Suggested activities for Evaluation

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

HEALTH PROMOTION

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

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

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

Suggested activities for Evaluation

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

B. Human body and hygiene

Theory - 35 hrs.
 Demonstration - 20 hrs.
 Total - 55 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	20		<ul style="list-style-type: none"> Describe the structure and functions of the various systems of body State functions of different organs. 	<p>The human body</p> <ul style="list-style-type: none"> Structure and functions of human body. Body systems and their functions – digestive system, respiratory system, genito urinary system, cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs. 	<ul style="list-style-type: none"> Lecture discussion. Identification of body parts. Explain using Models and Charts.
2.	5	15	<ul style="list-style-type: none"> Understand importance of personal hygiene for self and individuals health. Care for sick to maintain their personal hygiene and comfort 	<p>Hygiene of the body</p> <ul style="list-style-type: none"> Personal and individual hygiene <ul style="list-style-type: none"> Care of mouth, skin, hair and nails. Sexual hygiene Menstrual hygiene. Hygiene and comforts needs of the Sick: Care of skin: Bath sponging, back care, care of 	<ul style="list-style-type: none"> Lecture discussion. Demonstration.

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

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

Suggested activities for Evaluation

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

Mental Health

Theory - 30 hrs

Demonstration- 10 hrs

Total - 40 hrs

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

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

Suggested activities for Evaluation

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

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

Theory - 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 referrals 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"> Understand concept of occurrence of diseases Describe classification of diseases. 	<p>✓ Concept of disease.</p> <ul style="list-style-type: none"> ✓ Concept and definition of illness ✓ Disease causation ✓ Classification of diseases. 	<ul style="list-style-type: none"> Lecture discussion. Explain using Charts.
2.	4	2	<ul style="list-style-type: none"> Understand process of infection. Describe characteristics of microbes Narrate methods of spread of infection State factors affecting spread of infection. 	<p>✓ Infection</p> <ul style="list-style-type: none"> ✓ Meaning and types of infection. ✓ Causes of infection ✓ Classification and characteristics of micro organisms: Pathogenic and Non-pathogenic • Incubation period and spread of infection - transmission ✓ Factors affecting growth and destruction of microbes. 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Explain using microscope.
3.	6	2	<ul style="list-style-type: none"> Understand body defence mechanism State types of immunity 	<p>✓ Immunity and body defense mechanisms</p> <ul style="list-style-type: none"> • Body's defense mechanism • Immunity - concept 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Field visits for cold chain.

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

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

Suggested activities for Evaluation

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

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

B. Communicable Diseases

Theory - 40 h

Demonstration - 25 h

Total - 65 h

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching-Learning Activities
	Th.	Demo			
2.	25	5	<ul style="list-style-type: none"> Describe signs and symptoms of different communicable diseases. Explain preventive measures for different communicable diseases. Describe care and referral for different communicable diseases. 	<p>Communicable diseases.</p> <ul style="list-style-type: none"> Signs, Symptoms, care and prevention of the following: <ul style="list-style-type: none"> Diphtheria, pertussis, tetanus, poliomyelitis, measles and tuberculosis Chicken pox, mumps, rubella, enteric fever, hepatitis, rabies, malaria, dengue, filaria, kala-azar trachoma, conjunctivitis, scabies, STDs and HIV/AIDS Encephalitis Leptospirosis Acute respiratory infections. Diarrhoeal diseases Worm infestations leprosy. Role and responsibilities of health worker/ANM 	<ul style="list-style-type: none"> Lecture discussion. Visit infectious disease hospital / center. Demonstration. Supervised Clinical Practice.
3.	6	8	<ul style="list-style-type: none"> State the principles of care of infectious cases. Enumerate Standard safety measures 	<p>Care in communicable diseases</p> <ul style="list-style-type: none"> Care of patients with communicable diseases. 	<ul style="list-style-type: none"> Lecture discussion. Demonstration Prepare health education messages

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
			<ul style="list-style-type: none"> • Understand preventive measures • Provide health education 	<ul style="list-style-type: none"> • Isolation methods. • Standard safety measures (Universal precautions) • Health education and messages for different communicable diseases. • Role and responsibilities of health worker/ANM 	<ul style="list-style-type: none"> • Prepare chart on Standard safety measures.
4.	2	7	<ul style="list-style-type: none"> • Identify causes of epidemics • Define role of health worker/ ANM in relief work. 	<p>Epidemic Management</p> <ul style="list-style-type: none"> • Definitions and causes of epidemics. • Epidemic enquiry in a community and epidemic mapping • Relief work and role of health worker/ ANM. 	<ul style="list-style-type: none"> • Lecture discussion. • Community mapping. • Health Education.

Suggested activities of Evaluation

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

C. Community Health Problems

Theory - 30 hrs.
 Demonstration- 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"> Identify common health problems in the community Perform health assessment of individual Render care to the sick at home Advise family members in care of sick 	<p>Care of the sick in the community</p> <ul style="list-style-type: none"> Common health conditions in the community - danger signs of illnesses. Health assessment: Taking history, Physical examination: Vital signs, Weight, Height: <ul style="list-style-type: none"> recognition of abnormalities Identification of health problems Management of the sick: home and community nursing procedures, care of the sick, referral Health education: individual and family 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Supervised clinical practice. Health education
2.	3	8	<ul style="list-style-type: none"> Check and record vital signs Describe stages of fever 	<p>Fever</p> <ul style="list-style-type: none"> Vital signs; Temperature, pulse, respiration, blood pressure 	<ul style="list-style-type: none"> Lecture discussion. Demonstration.

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

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
				<p>patients with respiratory problems including Home care remedies.</p> <ul style="list-style-type: none"> Integrate accepted practices of AYUSH 	<ul style="list-style-type: none"> Lecture discussion Demonstration. Supervised clinical practice. Health education
4.	2	2	<ul style="list-style-type: none"> Identify cause and provide care and support Refer when necessary. 	<p>Aches and pains</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Lecture discussion Demonstration Health education
5.	3	4	<ul style="list-style-type: none"> Identify cause and provide care and support Refer when necessary 	<p>Digestive problems</p> <ul style="list-style-type: none"> indigestion, anorexia, vomiting, distension and Constipation Haemorrhoids, hernia, ulcers and intestinal obstruction 	<ul style="list-style-type: none"> Lecture discussion. Demonstration. Health education

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

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

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

Suggested activities for Evaluation

Demonstration of

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

D. Primary Medical Care

Theory - 20 hrs.

Demonstration - 20 hrs.

Total - 40 hrs.

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

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

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

Suggested activities of Evaluation

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

E. First Aid and Referral

Theory - 25 hr

Demonstration - 35 hr

Total - 60 hr

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching - Learning Activities
	Th.	Demo			
1.	2	7	<ul style="list-style-type: none"> • Understand principle of first aid care • Use first aid kit • Demonstrate different type of bandages 	<p>Need for First Aid</p> <ul style="list-style-type: none"> • Principles of first aid • Mobilization of resources • First aid kit & supplies. • Bandages: Types, Uses • Principles and methods of bandaging 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration • Practice session.
2.	10	5	<ul style="list-style-type: none"> • Demonstrate first aid care for Cuts and wounds, Foreign bodies, Burns and scalds • Health education and referral 	<p>Minor Injuries and ailments</p> <ul style="list-style-type: none"> • Cuts and wounds : types, principles and first aid care • Foreign bodies • Burns and scalds types, principles and first aid care • Health education and referral • Role of ANM/health worker 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Practice session • Supervised clinical practice. • Health education
3.	5	8	<ul style="list-style-type: none"> • Identify different bones • Describe types of fracture 	<p>Fractures</p> <ul style="list-style-type: none"> • Skeletal system and different bones. 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration. • Practice

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

Suggested activities for Evaluation

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

CHILD HEALTH NURSING

Theory - 75 hc

Demonstration - 110 hc

Total - 185 hc

Learning objectives:

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

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

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

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

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

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

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

Suggested activities for Evaluation

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