

**INDIAN NURSING COUNCIL**

**NEW DELHI**



Syllabus

For

**Auxiliary Nurse Midwifery (ANM)**

First Year

**ANM FIRST YEAR -**  
**SYLLABUS**

**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 (-are).
2. Understand health policies, plans and programs 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>	<p><b>Concept of Health</b></p> <ul style="list-style-type: none"> <li>• Health and its changing concepts.</li> <li>• Dimensions of health</li> <li>• Determinants of health</li> <li>• Primary health care, definition, components, significance. community, application</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Posters.</li> </ul>
2.	10		<ul style="list-style-type: none"> <li>• Describe health concepts and practices of community.</li> <li>• Enumerate health related cultural beliefs and practices</li> </ul>	<p><b>Community Health practices</b></p> <ul style="list-style-type: none"> <li>• Health concepts of people and health care providers.</li> <li>• Health behaviours, beliefs and cultural practices of community.</li> <li>• Ethics and behaviour related to community practices.</li> <li>• Method of home visiting.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Practice session.</li> <li>• Demonstration</li> </ul>
3.	15	5	<ul style="list-style-type: none"> <li>• Describe National health problems</li> <li>• Explain specific health programmes at National, state and community levels</li> <li>• Trends and</li> </ul>	<p><b>Health problems and policies</b></p> <ul style="list-style-type: none"> <li>• Overview of health problems of communities in India.</li> <li>• Participate in national health and family welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> </ul>

			<p>development in national health programmes and policies</p> <ul style="list-style-type: none"> <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>	<p>programs</p> <ul style="list-style-type: none"> <li>• Field Visits: Village, Sub center, Primary health center, Community health center.</li> </ul>	
4.	10	5	<ul style="list-style-type: none"> <li>• Explain the organization of health services at different levels</li> <li>• Describe the referral system.</li> <li>• Explain the Role of National and International health agencies and Non-Governmental Organisations</li> </ul>	<p>Health Organization</p> <ul style="list-style-type: none"> <li>• Organization of SC, PHC, CMC 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> <li>• National: Indian Red Cross, Indian Council for Child welfare, Family planning association</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Field Visits to various available organizations.</li> </ul>

				of India etc • Non-Governmental organizations	
5	5	2	• Describe health team with special focus on the ANM\ FHW	Role of health team. • Team concept and Functions of the health team • Role and Responsibilities of ANM \ FHW • Code of ethics for ANM	• Lecture discussion. • Observation of activities rendered by the health team members.
6	10	5	• Describe physical structure of village and urban area • Identify social groups, organizations and leaders • Explain administrative set up at the village	Structure of community • 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  - Administrative set up • Function of Panchayat • 73 <sup>rd</sup> and 74 <sup>th</sup> amendments to Constitution and role of Panchayat in health. • Structure of an urban community slum	• Lecture discussion. • Field visits: village mapping, slum mapping, resource mapping. • Drawing of Panchayat structure and urban wards. • Listing of formal and informal leaders groups in the community. • Visit to a village and meet Panchayat members, visit block office. List their role in health care.

				<ul style="list-style-type: none"> <li>• Social groups organizations. leaders</li> <li>• Community resources</li> </ul>	
7.	10	5	<ul style="list-style-type: none"> <li>• Describe the interaction between different groups and communities within the village</li> <li>• Describe social traditions and customs in the village.</li> </ul>	<p>Dynamics of community</p> <ul style="list-style-type: none"> <li>• Social processes- individual and process of socialisation</li> <li>• Interaction between different social groups in the village.</li> <li>• Traditions and customs and their influence on health.</li> <li>• Social stratification: Influence of Class. Caste and Race on health and health practices</li> <li>• Family and marriage: Types</li> <li>• Changes &amp; legislations on family and marriage in India - marriage acts</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Interaction with different groups in the village.</li> <li>• Prepare a list of different customs and traditions.</li> </ul>
8.	20	6	<ul style="list-style-type: none"> <li>• Demonstrate methods of community need assessment</li> </ul>	<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</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>

				(FGD) and case studies <ul style="list-style-type: none"> <li>• Participatory learning for action(PLA)</li> <li>• Analysis of data, Preparation of report</li> </ul>	
9.	20	15	<ul style="list-style-type: none"> <li>• Explain the concept, principles and methods of communication</li> <li>• Prepare simple and low cost aids of communication.</li> <li>• Conduct health education</li> </ul>	<p>Communication methods &amp; media</p> <ul style="list-style-type: none"> <li>• Principles, Methods and Process of communication.</li> <li>• Inter personal relationship (IPR): communication with different groups and health team members.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration of different methods of communication</li> <li>• Role/Play.</li> <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>

				<ul style="list-style-type: none"> <li>• Role and responsibilities of ANM's/Health workers in BCC</li> </ul>	
10.	5	5	<ul style="list-style-type: none"> <li>• Explain concept and principles of counseling</li> <li>• Describe the technique of counseling</li> <li>• Describe role of counsellor</li> </ul>	<p>Counseling.</p> <ul style="list-style-type: none"> <li>• Concept, Principles and Techniques of counseling.</li> <li>• Identifying needs and areas for counseling in the community.</li> <li>• Role of counselor</li> <li>• Role of ANM/ Female Health worker as counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Conduct counseling session and follow up.</li> </ul>
11.	5	2	<ul style="list-style-type: none"> <li>• State health conditions where rehabilitation is required.</li> <li>• List the various resources available in a community.</li> </ul>	<p>Community based rehabilitation</p> <ul style="list-style-type: none"> <li>• Health Conditions needing rehabilitation</li> <li>• Community Resources available</li> <li>• Educate individuals, family and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> </ul>

***Suggested activities for Evaluation***

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

## HEALTH PROMOTION

**Theory** - 120 hours

**Demonstration** - 75 hours

**Total** - 195 hours

### Learning objectives:

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

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

### A. Nutrition

**Theory** - 35 hrs.

**Demonstration** - 30 hrs.

**Total** - 65 hrs.

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

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

				• Food fads, taboos, customs and their influence on health.	
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>	Promotion of nutrition <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 (unctions of different organs.</li> </ul>	<p>The human body</p> <ul style="list-style-type: none"> <li>• Structure and functions of human body.</li> <li>• Body systems and their functions digestive system respirator' system. genito urinary system, cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Identification of body parts.</li> <li>• Explain using Models and Charts.</li> </ul>
2.	5	15	<ul style="list-style-type: none"> <li>• Understand importance of personal hygiene for self and individuals health.</li> <li>• Care for sick to maintain their personal hygiene and comfort</li> </ul>	<p>Hygiene of the body</p> <ul style="list-style-type: none"> <li>• Personal and individual hygiene Care of mouth skin, hair and nails.</li> <li>- Sexual hygiene</li> <li>- Menstrual hygiene.</li> <li>• Hygiene and comforts needs of the Sick: Care of skin: Bath sponging, back care, care of pressure points, position changing,</li> <li>• Care of hair: hair wash</li> <li>• Care of hand and nails: hand washing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> </ul>

				<ul style="list-style-type: none"> <li>• Care of eyes: eye wash,</li> <li>• Mouth care:</li> <li>• Elimination Care of bowels and bladder</li> </ul>	
3.	5	5	<ul style="list-style-type: none"> <li>• State the basic human needs.</li> <li>• Explain importance of fulfilling these basic needs.</li> </ul>	<p>Optimal functioning of the body</p> <ul style="list-style-type: none"> <li>• Basic human needs <ul style="list-style-type: none"> <li>- Rest, sleep, activity, exercise, posture etc</li> <li>- Food, eating and drinking habits</li> <li>- Participation in social activities.</li> <li>- Self-actualisation and spiritual need.</li> <li>- Interpersonal and human relations</li> <li>- Lifestyle and healthy habits.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Health education regarding healthy life style.</li> </ul>

***Suggested activities for Evaluation***

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

## 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	Explain the importance of basic sanitation at home and in the community.	<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>
3	5	4	<ul style="list-style-type: none"> <li>• Explain the importance of safe</li> </ul>	<b>Disposal of excreta and waste.</b>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> </ul>

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

***Suggested activities for Evaluation***

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

## D. Mental Health

**Theory - 30 hrs.**  
**Demonstration - 10 hrs.**  
**Total - 40 hrs.**

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 Helath</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 quesliormaire 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> <li>• Identify them early and refer.</li> <li>• Guide family members in home</li> </ul>	<b>Mental illness</b> <ul style="list-style-type: none"> <li>• Identify abnormal behaviours.</li> <li>• Types of mental illnesses and treatments.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Visit to a mental hospital/ clinic.</li> </ul>

			<p>care</p> <ul style="list-style-type: none"> <li>• Counsel for prevention of mental illness.</li> </ul>	<ul style="list-style-type: none"> <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>	
4.	5	2	<ul style="list-style-type: none"> <li>• Explain process of ageing.</li> <li>• Identify characteristics of elderly</li> <li>• Provide need based care.</li> </ul>	<p>Old age care</p> <ul style="list-style-type: none"> <li>• Process of ageing - physical, psychological changes.</li> <li>• Needs and problems</li> <li>• Care of elderly at home.</li> <li>• Rehabilitation and agencies of caring elderly.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• If available visit an old age home.</li> </ul>

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

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

**Primary Health Care-**  
**(Prevention of Disease and Restoration of Health)**

**Theory** - 130 hours

**Demonstration** - 150 hours

**Total** - 280 hours

**Learning objectives:**

On completion of the course student will be able to :

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

## A. Infection and Immunization

**Theory - 25 hours**  
**Demonstration - 20 hours**  
**Total - 45 hours**

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	2	-	<ul style="list-style-type: none"> <li>Understand concept of occurrence of diseases</li> <li>Describe classification of diseases.</li> </ul>	Concept of disease. <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> <li>Describe different types of vaccine and their</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> <li>Hypersensitivity: Antigen antibody reaction</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Demonstration</li> <li>Field visits for cold chain.</li> </ul>

			preservation.	<ul style="list-style-type: none"> <li>• Types of immunity</li> <li>• Types of vaccines</li> <li>• Storage and care - cold chain maintenance.</li> </ul>	
<b>4</b>	<b>6</b>	<b>4</b>	<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>
<b>5</b>	<b>2</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Collect specimens correctly</li> <li>• Handle body discharges safely</li> <li>• Give health education for disposal of body discharges.</li> </ul>	<b>Collection of specimen</b> <ul style="list-style-type: none"> <li>• Principles and methods of collection of specimens and handling body discharges.</li> <li>• Collection of specimens of blood, sputum, urine, stool</li> <li>• Safe disposal of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Preparation of malaria slide.</li> <li>• Collection of sputum.</li> <li>• Collection of urine and stool.</li> <li>• Labeling of the specimens.</li> </ul>

				body discharges.	• Visit to the Laboratory
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>	Disinfection and sterilization <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>	Waste Disposal <ul style="list-style-type: none"> <li>• Waste disposals- infectious and non-infectious: concepts, principles, and methods at different levels</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>

***Suggested activities for Evaluation***

- Demonstration of sterilization of syringes and needles/using pressure cooker/ small autoclave
- Demonstration of preparation of Malaria slides.
- Techniques of vaccination
- Assignment on cold chain system.
- Prepare poster/chart on immunization schedule.
- Demonstrate different methods of waste disposable

## B. Communicable Diseases

**Theory - 40 hrs.**  
**Demonstration 25 hrs.**  
**Total - 65 hrs.**

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1.	7	5	<ul style="list-style-type: none"> <li>• Understand epidemiological concept of occurrence of diseases.</li> <li>• Describe levels of prevention and general measures for control of communicable diseases.</li> <li>• Explain importance of Surveillance. notification reporting.</li> </ul>	<p><b>Introduction to communicable diseases</b></p> <ul style="list-style-type: none"> <li>• Common communicable diseases;</li> <li>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>
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> </ul>	<p>Communicable diseases.</p> <ul style="list-style-type: none"> <li>• Signs, Symptoms, care and prevention of the following:</li> <li>- Diphtheria, pertussis, tetanus, poliomyelitis, measles and tuberculosis</li> <li>- Chicken pox,</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>

			<ul style="list-style-type: none"> <li>• Describe care and referral for different communicable diseases.</li> </ul>	<p>mumps, rubella, enteric fever, hepatitis, rabies, malaria, dengue, filaria, kala-azar trachoma, conjunctivitis, scabies, STDs and HIV/AIDS</p> <ul style="list-style-type: none"> <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>	
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> <li>• Understand preventive measures</li> <li>• Provide health education</li> </ul>	<p>Care in communicable diseases</p> <ul style="list-style-type: none"> <li>• Care of patients with communicable diseases.</li> <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>• Lecture discussion.</li> <li>• Demonstration</li> <li>• Prepare health education messages</li> <li>• Prepare chart on Standard safety measures.</li> </ul>
4.	2	7	<ul style="list-style-type: none"> <li>• Identify causes of</li> </ul>	Epidemic	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>

			epidemics • Define role of health worker/ ANM in relief work.	Management • Definitions and causes of epidemics. • Epidemic enquiry in a community and epidemic mapping • Relief work and role of health worker/ ANM.	discussion. • Community mapping. • Health Education.
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***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>	Care of the sick in the community <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> <li>• List common conditions causing fever</li> <li>• Provide care to patients with fever</li> </ul>	Fever <ul style="list-style-type: none"> <li>• Vital signs: Temperature, pulse, respiration, blood, pressure</li> <li>• Temperature maintenance and the physiology of fever</li> <li>• Fever: Types and stages</li> <li>• Causes of fever -</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Supervised clinical practice.</li> </ul>

				<p>common conditions causing fever, malaria, typhoid, Acute respiratory Infection (ARI) etc</p> <ul style="list-style-type: none"> <li>• Nursing management of patient with fever</li> <li>• Alternate system of medicine</li> </ul>	
3.	4	6	<ul style="list-style-type: none"> <li>• Enumerate causes, sign and symptoms respiratory problems</li> <li>• Provide Care to patients with respiratory infections.</li> <li>• State common home remedies and their application.</li> </ul>	<p>Respiratory problems</p> <ul style="list-style-type: none"> <li>• Common respiratory problems: types, classifications- cold and cough, ARI, Asphyxia, tonsillitis, asthma, bronchitis pneumonia and tuberculosis</li> <li>• Causes, sign and symptoms, treatment of respirator problems</li> <li>• Management: Role and responsibilities of ANM/health workers in care of respiratory problems 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>• Demonstration of steam inhalation, nasal drops, oxygen inhalation</li> <li>• Health education discussion</li> <li>• Demonstration.</li> <li>• Supervised clinical practice.</li> <li>• Health education</li> </ul>
4.	2.	2	<ul style="list-style-type: none"> <li>• Identify cause and provide care and support</li> <li>• Refer when necessary.</li> </ul>	<p>Aches and pains</p> <ul style="list-style-type: none"> <li>• Causes and nursing management of : Tooth ache, ear ache, abdominal pain, headache, joint pains.</li> <li>• Management as per the standing orders and protocols</li> <li>• Role of ANM/health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Health education</li> </ul>

				worker in the community including Home care remedies <ul style="list-style-type: none"> <li>• Integrate accepted practices of AYUSH</li> </ul>	
5.	3	4	<ul style="list-style-type: none"> <li>• Identify cause and provide care and support</li> <li>• Refer when necessary</li> <li>• Identify cause and provide care and support</li> <li>• Refer when necessary</li> </ul>	<b>Digestive problems</b> <ul style="list-style-type: none"> <li>• indigestion. anorexia, vomiting, distension and Constipation</li> <li>• Haemorrhoids. hernia, ulcers and intestinal obstruction</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>
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,</li> <li>• hypertension and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>Health education</li> </ul>

				<p>leukemia</p> <ul style="list-style-type: none"> <li>• Care of a cardiac patient at home</li> <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>	<p>Diseases of the nervous system</p> <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>
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>	<p>Metabolic diseases</p> <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>	Diseases of musculo skeletal system <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>	Care of handicap <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</li> </ul>	<b>Types of drugs</b> <ul style="list-style-type: none"> <li>Different Systems of medicine: allopathic and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion.</li> <li>Calculation of</li> </ul>

			<p>medicine</p> <ul style="list-style-type: none"> <li>• Understand abbreviations</li> <li>• Calculate dosages of medicines</li> <li>• Understand classification of drugs.</li> </ul>	<p>AYUSH</p> <ul style="list-style-type: none"> <li>• Classifications of drugs</li> <li>• Forms and characteristics of drugs</li> <li>• Abbreviations used in medication</li> <li>• Administration of drugs: Policies and regulations, as per protocols and standing orders</li> <li>• Calculation of dosage</li> </ul>	<p>dosage and conversion.</p> <ul style="list-style-type: none"> <li>• Drug study.</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>	<p><b>Administration of drugs</b></p> <ul style="list-style-type: none"> <li>• Routes of administration -Oral, parenteral (intradermal, intramuscular, subcutaneous, Intra venous), 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>	<p><b>Drugs used in minor ailments</b></p> <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>
4	5	4	Administer emergency drugs following precautions.	<p><b>Common emergency drugs</b></p> <ul style="list-style-type: none"> <li>• Methergine, misoprostol injection</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration</li> <li>• Drug study.</li> </ul>

				oxytocin, IV fluids, antibiotics, injection and magnesium sulphate deriphylline, avil and other antihistaminic, pelhecline, vitamin K, antirabies vaccine, anti snake venoms as per the protocol <ul style="list-style-type: none"> <li>• Precautions for administration</li> <li>• Storage and Care of emergency drugs</li> </ul>	
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***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>	Need for First Aid <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</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Practice session.</li> </ul>

				bandaging	
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>	<p>Minor Injuries and ailments</p> <ul style="list-style-type: none"> <li>• Cuts and wounds : types, principles and first aid care</li> <li>• Foreign bodies • 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> <li>• Apply splints and bandages</li> <li>• Transfer fractured patients correctly.</li> </ul>	<p>Fractures</p> <ul style="list-style-type: none"> <li>• Skeletal system and different bones.</li> <li>• Fractures: Types. Causes, signs and symptoms, first aid care,</li> <li>• Methods of immobilization and transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration.</li> <li>• Practice session</li> </ul>
4.	8.	15	<ul style="list-style-type: none"> <li>• Follow principles of first aid and provide care in different emergencies</li> </ul>	<p>Life Threatening Conditions</p> <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> </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> </ul>

				<ul style="list-style-type: none"> <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>• Practice session</li> </ul>
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***Suggested activities for Evaluation***

- Demonstration of following:
  1. Wound care
  2. Splints, slings, bandages
  3. Transportation of casualties
  4. BLS Basic Life Supports
  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><li>• Physical, psychological and social development of children</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>

				<ul style="list-style-type: none"> <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>	<p>Nutrition of infants and children</p> <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>
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>	<p>Children's Rights</p> <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> </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>

				• Female infanticide	
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>	<p><b>Care of the sick child</b></p> <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>
5	15	20	<ul style="list-style-type: none"> <li>• Assess the school child</li> <li>• Need based counselling of children, teacher and parents.</li> </ul>	<p><b>Care of School children</b></p> <ul style="list-style-type: none"> <li>• School health: Objectives, problems and programmes</li> <li>Environment of school</li> <li>• Assessment of general health of school children</li> <li>• Dental and eye problems</li> <li>• Nutritional deficiencies</li> <li>• School health education for</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion.</li> <li>• Demonstration</li> <li>• Health education.</li> </ul>

				children • Need based sharing of health information with teachers/parents/children • Records and reports	
6.	5	5	• Explain the various, changes in the adolescents	Care of adolescents • Physical growth during adolescence • Emotional and behavioural changes in girls and boys • Special needs of adolescents. • Sex education for adolescents • Counselling	• Lecture discussion. • Demonstration. • Explain using charts and models.
7	10	10	• 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	<b>Care of adolescent girls</b> • 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	• 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 adolesce

