

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 	Concept of Health <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 	Community Health practices <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 	Health problems and policies <ul style="list-style-type: none"> Overview of health problems of communities in India. 	<ul style="list-style-type: none"> Lecture discussion.

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				<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.

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				<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

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			<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 	<p>leaders, groups in the community.</p> <ul style="list-style-type: none"> • Visit to a village and meet Panchayat members, visit block office. List their role in health care.
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.

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	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.

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.

Time (hrs)		Expected outcomes	Contents	Teaching Learning Activities
L	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. 	
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.

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. 	Environmental Sanitation <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. 	Safe water <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 source: drains, pond and contaminatic areas. Visit to a wa purification plant.

Date	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Ta	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 	Disposal of excreta and waste. <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. 	Community participation <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.

Th.	Demo	outcomes	Contents	Learning Activities
			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. 	<ul style="list-style-type: none"> • Optimal functioning of the body • 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. • 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.

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"> • 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.
2.	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
3.	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.

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.
5	2	<ul style="list-style-type: none"> • Explain process of ageing. • Identify characteristics of elderly • Provide need based care. 	<p>Old age care</p> <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 refer required.
8. Explain recognition of conditions related to different body systems.
9. Describe and demonstrate routes of administration of drugs
10. List common drugs used for emergencies and minor ailments, the indications, dosage and actions

A. Infection and Immunization

Theory - 25 hours

Demonstration - 20 hours

Total - 45 hours

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. 	Concept of disease. <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. 	Infection <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 	Immunity and body defense mechanisms <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.

S. No.	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 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"> • 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 of mortality and morbidity for different diseases. • Visit isolation unit • Surveillance

Date	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			
10.	5	5	<ul style="list-style-type: none"> • Explain concept and principles of counseling • Describe the technique of counseling • Describe role of counsellor 	Counseling. <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. 	Community based rehabilitation <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.