

# VOCATIONAL CURRICULUM - 2020

## MULTIPURPOSE HEALTH WORKER [FEMALE]



### State Institute of Vocational Education

O/o the Commissioner of Intermediate Education,  
Telangana State, Hyderabad

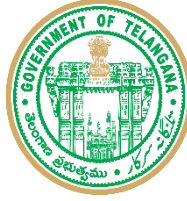
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### Board of Intermediate Education

Telangana State, Hyderabad

## MULTIPURPOSE HEALTH WORKER[FEMALE]

**Dr. A.Ashok** I.A.S  
COMMISSIONER



INTERMEDIATE EDUCATION  
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### Fore word

In any developing society with a booming population, Vocational Education occupies an important position for generating large scale employment opportunities. Viewed in this context the importance of Vocational Education for our country cannot be over emphasized. Vocationalization of Secondary Education was introduced in 1988 at the Intermediate level. Recently, the Government of India has developed a National Skills Qualification Framework for establishing a clear path for vocational education from the school level to the highest level. The Department of Intermediate Education has recently framed a new curriculum to bring greater value to the system of vocational education. The primary aim of this reform is to prepare the students with employable skills for absorption in organized sectors and in few cases, even for self-employment.

State Institute of vocational education and Board of Intermediate Education, Telangana have reviewed the curriculum of vocational courses in order to reorient them for their practical approach. Greater emphasis is now being placed on Laboratory work and on the job training.

Simultaneously, The State Institute of Vocational Education and the department of Intermediate Education are presently making efforts to upgrade the quality of infrastructure in the colleges to meet the challenges of the changed curriculum. I am confident that the revised curriculum and the new text books would prove to be beneficial to the students in the vocational stream and help them train in need based productive courses leading to gainful employment.

Commissioner of Intermediate Education  
Government of Telangana

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### INTRODUCTION

Since Independence in 1947, the Government of India has assumed wide economic and social responsibilities in attempting to provide the security of an adequate standard of living for its people by investing in education in necessarily a long term which began to yield results after a generation and in some cases even after a long period. In developing country like ours, due to financial constraints and low Gross National Productivity, it is difficult for our people to pursue University Education.

Mahatma Gandhi had rightly visualized the magnitude of the problem and recommended village upliftment through basic education and development of basic craft in consonance with National growth. Most of the youth out of school are workers. Which is the basis through which they can earn their livelihood and extend support to their families at gross root level? J.P.Naik in his paper on new policies, priorities and programmes stated that in addition to the existing full time courses of vocational education, it should be made possible for a person to transfer himself from general to vocational courses and vice versa and carry on credits with him. To meet the health needs of the population specially at gross root level, Multipurpose health workers programme was introduced in 1978, to various tasks relevant to promotion of health and prevention of disorders with special emphasis on Maternal and Child Health Services. This course of 2 years duration is designed for the candidate with 10<sup>th</sup> class certificate (SSC)

#### **Philosophy:**

## **MULTIPURPOSE HEALTH WORKER[FEMALE]**

Health is a fundamental human right. Maintenance of optimum level of Health entails individual as well as social responsibility. However, Health can never be adequately protected by health services without active involvement of the community. MPHWF plays a vital role in the rural health care delivery system. The candidate should be sensitive and accountable to meet the health needs of the community. She should be able to provide accessible, acceptable equitable, affordable, and quality health care. MPHWF can act as a catalyst for promoting inter-sectoral convergence in promotive and preventive health care.

MPHWF Curriculum intends to prepare skilled and effective female Health workers to achieve the goals of National Rural Health Mission, which aims at bringing about dramatic improvement in the health system and health status of the country. MPHWF in community health skills to practice basic health care at a defined level of proficiency in accordance with local conditions and to meet local needs. Further, the programme fits into the general educational pattern as well as nursing education system.

### **II. OBJECTIVES OF THE COURSE**

#### General objectives

1. By the end of the course the student is able to perform Holistic care of the individuals, families and community in both institutional settings and also community health organizations independently.
2. Participate in local, state and National Health programmes and campaigns.

#### Specific objectives:

1. The student will able to participate as members of Health team in preventive & promotive Health services.
2. Render First Aid & Referral services
3. Identifies common Ailments and provide treatment.
4. Provide maternal and child health care in institutions and in rural set up.
5. Provide referral services for diagnosis treatment and rehabilitation.
6. Participate in the prevention and control measures of Nutritional and communicable problems.
7. Participate in Family Welfare Programme.

### **III. SKILLS:**

1. Brings Health awareness among individuals, families and community.
2. Develop skills in providing holistic care to the sick peoples.
3. Develop basic skills in immunization
4. Develop skills in communication to provide health education services
5. Participate in prevention & control of communicable diseases.
6. Provide first and emergency and disaster care
7. Develop skills organize and conduct various clinics at different health centres.
8. Able to motivate eligible couples to adopt family planning methods.

#### Duration of the Course:

The duration of the course shall be two years.

### **IV. JOB OPPORTUNITIES:**

1. Multipurpose Health Worker female.

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2. Hospitals/Nursing Homes/Clinics/Govt./Voluntary Health Organizations- Rural & Urban.
3. Lab Attendant posts in Govt. & Private Vocational Junior Colleges

### Medium of Instruction and Examination :

The Medium of Instruction of the course English/Telugu.

### V. SCHEME OF INSTRUCTION AND EXAMINATION ANNUAL SCHEME OF INSTRUCTION AND EXAMINATION FOR FIRST YEAR

Part-A		Theory		Practicals		Total	
		Periods	Marks	Periods	Marks	Periods	Marks
1.	English	150	50	0	0	150	50
2.	General Foundation course	150	50	0	0	150	50
<b>Part-B</b>							
3.	<b>Paper-I</b> Community Health Nursing	135	50	135	50	270	100
4.	<b>Paper-II</b> Health Promotion	135	50	135	50	270	100
5.	<b>Paper-III</b> Primary Health Nursing	135	50	135	50	270	100
<b>Part-C</b>							
6.	<b>OJT</b>	0	0	365	100	365	100
<b>Total</b>		<b>705</b>	<b>250</b>	<b>770</b>	<b>250</b>	<b>1475</b>	<b>500</b>

\*on the Job Training for 1<sup>st</sup> year from 1<sup>st</sup> November to 31<sup>st</sup> December

### SECOND YEAR

Part-A		Theory		Practicals		Total	
		Periods	Marks	Periods	Marks	Periods	Marks
1.	English	150	50	0	0	150	50
2.	General Foundation course	150	50	0	0	150	50
<b>Part-B</b>							
3.	<b>Paper-I</b> Midwifery	110	50	115	50	225	100
4.	<b>Paper-II</b> Child Health Nursing	110	50	115	50	225	100
5.	<b>Paper-III</b> Health Centre Management	110	50	115	50	225	100
<b>Part-C</b>							
6.	<b>OJT</b>	-	-	450	100	450	100
<b>Total</b>		<b>630</b>	<b>250</b>	<b>795</b>	<b>250</b>	<b>1425</b>	<b>500</b>
<b>TOTAL FIRST YEAR AND SECOND YEAR MARKS 1000</b>							

\*OJT Programme for 2<sup>nd</sup> year students from 1<sup>st</sup> August to 31<sup>st</sup> October.

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### EVALUATION OF ON THE JOB TRAINING:

The “On the Job Training” shall carry 100 marks for each year and pass marks is 50. During on the job training the candidate shall put in a minimum of 90 % of attendance.

The evaluation shall be done in the last week of January.

### Marks allotted for evaluation:

S.No	Name of the activity	Max. Marks allotted for each activity
1	Attendance and punctuality	30
2	Familiarity with technical terms	05
3	Familiarity with tools and material	05
4	Manual skills	05
5	Application of knowledge	10
6	Problem solving skills	10
7	Comprehension and observation	10
8	Human relations	05
9	Ability to communicate	10
10	Maintenance of dairy	10
	<b>Total</b>	100

**NOTE:** The On the Job Training mentioned is tentative. The spirit of On the Job training is to be maintained. The colleges are at liberty to conduct on the job training according to their local feasibility of institutions & industries. They may conduct the entire on the job training periods of (365) First year and (450) Second year **either by conducting classes in morning session and send the students for OJT in afternoon session or two days in week or weekly or monthly or by any mode which is feasible for both the college and the institution.** However, the total assigned periods for on the job training should be completed. The institutions are at liberty to conduct On the Job training during summer also, however there will not be any financial commitment to the department.

### SCHEME OF INSTRUCTION PER WEEK

	Part-A	Theory	Practical	Total
1.	English	4	-	4
2.	General Foundation Course	4	-	4
	Part-B			

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3.	Paper -I	4	4	8
4.	Paper-II	4	4	8
5.	Paper-III	4	4	8
6.	<b>Total</b>	<b>20</b>	<b>12</b>	<b>32</b>

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### SYLLABUS

#### MULTIPURPOSE HEALTH WORKER (F) FIRST YEAR

#### PAPER-I: COMMUNITY HEALTH NURSING(THEORY) TIME SCHEDULE, WEIGHTAGE & BLUE PRINT

S, No.	Name of the Unit	No. of allotted hours	Weightage in marks	Short answer questions	Problem questions
1	Introduction to Community Health	20	16	2	2
2	Identification and Management of Health problems	15	8	1	1
3	Communication and Health Education	15	8	1	1
4	Immunity, Immunization and Infection	15	10	2	1
5.	Environmental sanitation	25	10	2	1
6.	Communicable diseases, Care of communicable diseases	20	12	0	2
7.	Community Health Problems	15	2	1	0
8.	Epidemic Management	5	2	1	0
9.	Disaster Management	5	0	0	0
	Total	<b>135</b>	<b>68</b>	<b>10</b>	<b>8</b>

**Note :** The question paper contains two sections i.e. A&B

Section – A contains ten (10) questions carries 2 marks each. The student has to answer all questions.

Section – B contains eight (8) questions carries six (6) marks each. The student has to answer five (5) questions

#### **Learning objectives**

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

1. Describe the concept of Health community & structure of community.
2. Understand health policies, plans and programmes of the country.
3. Appreciate the role of health team
4. Demonstrate home visit techniques & practices in the community
5. Describe structure, function, characteristics and administrative set up of a community
6. Identify community health needs and problems.
7. Describe the concept & methods of communication for health information & Counselling
8. Explain concept of disease and infection
9. Perform immunization effectively
10. Describe importance of environmental sanitation and waste management
11. Describe common communicable diseases and management.

<u>UNIT - I</u>	
<b>1. Concept of Health :</b>	Health and changing concepts – Dimensions of health – Determinate of health – Concept of Health for all – Primary health care, principles, elements.
<b>2. Concepts and structure :</b>	– Definition of community, meaning of rural and urban community & slums – Characteristics, changes in village community development, major rural problems. Urban community characteristics, changes and adjustments to Urban environment, major Urban problems. Structure and functions of panchayat Raj – 73 <sup>rd</sup> & 74 <sup>th</sup> amendments to constitution, role of panchayat Raj in health. Social groups – Organisations – structure of an urban community slum, social groups organizations, leaders and community resources.



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<b>3.</b>	<b>Community Need assessment :</b> – Scope and methods of community assessment. Community survey – Principles, methods of data collection – conducting interviews, focus group discussions and case studies – analysis of data, preparation of reports.
<b><u>UNIT - II</u></b>	
<b>4.</b>	<b>Home visit :</b> – Importance – Principles – Planning – Bag technique – Equipment usage of bag at home – Disinfection of equipment, sputum, Vomiting, urine, stool.
<b>5.</b>	<b>Health problems and policies :</b> – Overview of health problem of India – Trends & development in National Health policies – National Health Programmes.
<b><u>UNIT -III</u></b>	
<b>6.</b>	<b>Communication and Health Education :</b> – Principles, methods, and process of communication – Inter personal relationship (IPR). Communication with different groups and health team members. Health Education – Definition uses Principles, scope, approaches – Use of A,V, aids, role of mass media – BCC (Behavioral change communication), IEC (Information Education and Communication). Role and responsibilities of MPHWF in IEC.
<b>7.</b>	<b>Community based Rehabilitation :</b> Definition, Rehabilitation methods – Institution based and community based rehabilitation, Health condition require community based Rehabilitation community resources required – Education of individuals, family and community.
<b><u>UNIT-IV</u></b>	
<b>8.</b>	<b>Infection :</b> Meaning and types of infection – causes of infection – classification and characteristics of Microorganisms: pathogenic and Non-pathogenic – Incubation period and spread of infection – transmission – factors affecting growth and destruction of Microbes. Teaching learning activities: - Lecture discussion – Demonstration – Explain is using Microscope.
<b>9.</b>	<b>Immunity and body defence mechanisms</b> Body's defence mechanism – Immunity – Concept- Hypersensitivity : Antigen and Antibody reaction – Types of immunity – Types of vaccines – storage and cold chain maintenance; Teaching – Learning activities : Lecture discussion – Demonstration – Field visits for cold chain
<b>10.</b>	<b>Immunization :</b> 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. Teaching Learning activities : Lecture discussion Demonstration – Posters on immunization schedule visit immunization camp/outreach.
<b><u>UNIT-V</u></b>	
<b>11.</b>	<b>Environment sanitation :</b> Environment and ecology for healthy living – Basic sanitary needs – Air, Sunlight, and ventilation, Home environment – Smoke animals, drains, and toilets Teaching Learning activities :- Lecture discussion, case study
<b>12.</b>	<b>Safe water :</b> Sources of water and characteristics of safe water – Sources of contamination and prevention – purification of water for drinking – Methods – Small and large scale – disinfection of well – tube well tank and pond in a village – water borne diseases. Teaching Learning activities : Lecturer discussion Village Mapping, water sources, drains, ponds, and contamination areas – visit to a water purification plant.
<b>13.</b>	<b>Disposal of excreta and waste :</b> Methods of excreta disposal – types of latrine. Handling animal excreta- Methods of waste disposal – Hazards due to waste – Maintenance of village drains, ponds and wells Teaching Learning activities : Lecture discussion – Demonstration – visit to sewage disposal unit and sanitary latrine

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<b>UNIT-VI</b>	
<b>14.</b>	<p><b>Introduction to communicable diseases :</b>            Common communicable diseases : Epidemiological concepts – incidence and prevalence – Mortality and Morbidity – levels of prevention – Signs and symptoms, care, control and prevention of communicable diseases, General measures – Surveillance – Isolation notification reporting.</p> <p>Signs, symptoms, care and prevention of the following:</p> <ul style="list-style-type: none"> <li>➤ Diphtheria, pertussis, tetanus, Poliomyelitis, measles and tuberculosis</li> <li>➤ Chickenpox, Mumps, rubella, enteric fever, hepatitis, rabies, malaria, dengue, filarial, kala-azar, trachoma conjunctivitis, scabies, stds and Hiv/Aids</li> <li>➤ Encephalitis</li> <li>➤ Leptospirosis</li> <li>➤ Acute respiratory infections</li> <li>➤ Diarrhoeal diseases</li> <li>➤ Worm infestations</li> <li>➤ Leprosy</li> <li>➤ Role &amp; responsibilities of MPHWF</li> </ul> <p>Teaching Learning activities : Lecture discussion – Calculation of and Mortality and Morbidity for different diseases – Visit isolation unit Surveillance – Visit infectious disease hospital/centre – Demonstration – Supervised clinical practice.</p>
<b>15.</b>	<p><b>Care of communicable diseases :</b>            Care of patients with communicable diseases – Isolation methods – Standards safety measures (universal precaution) – Health education and messages for different communicable diseases – Role and responsibilities of MPHWF</p> <p>Learning activities : Lecture discussion – Demonstration – Prepare health education messages – Prepare chart to standard safety measures.</p>
<b>UNIT -VII</b>	
<b>16.</b>	<p><b>Community Health Problem :</b>            Care of the sick in the community common health conditions in the community – danger signs of illness – Health assessment Taking history – physical examination – Vital signs, weight, height – 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</p>
<b>UNIT -VIII</b>	
<b>17.</b>	<p><b>Epidemic Management :</b>            Definitions and causes of epidemics – epidemic emergence in a community and epidemic mapping – Relief well and role of MPHWF</p> <p>Teaching learning activities : Lecture discussion community mapping – Health education</p>
<b>UNIT -IX</b>	
<b>18.</b>	<p><b>Disaster Management :</b>            Definition of Disaster, Types, Disaster team, Functions and its management</p>

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### MULTIPURPOSE HEALTH WORKER (F)

#### FIRST YEAR

#### PAPER-I COMMUNITY HEALTH NURSING(PRACTICALS)

1. Community Health Nursing
  - A. Community Experience 15
    - Visit village, Urban slum for understanding the village mapping, physical, social and resources structure of the village/Urban slum
    - Conduct community need assessment
  - B. Visit to SC/PHC/CHC and prepare a including organization, functions and the responsibilities of staff members. 10
  - C. Home visits : 50 houses – Physical, Mental, Special assessment of Family and individual, Identification of needs providing need base care – including H.E – Treatment of Minor ailments 70
  - D. Immunization – Participation in National health programmes, National health programmes, Visit to School, Anganwadi worker 25
  - E. Field visits – Visit to water purification plant, sewage plant, A.P. dairy, slaughter homes. 15

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### MULTIPURPOSE HEALTH WORKER (F) FIRST YEAR PAPER-II: HEALTH PROMOTION (THEORY) TIME SCHEDULE, WEIGHTAGE & BLUE PRINT

S. No.	Name of the Unit	No. of allotted hours	Weightage in marks	Short answer questions	Problem questions
1.	Nutrition	15	10	2	1
2.	Nutritional assessments and Problems	10	10	2	1
3	Health Practices	10	2	1	0
4.	Promotion of Nutrition	15	8	1	1
5.	Anatomy & Physiology	25	8	1	1
6.	Mental Health	15	8	1	1
7.	Mental Illness	25	10	2	1
8.	Geriatric Care	10	6	0	1
9.	Guidance & Counselling	10	6	0	1
	<b>Total</b>	<b>135</b>	<b>68</b>	<b>10</b>	<b>8</b>

Note : The question paper contains two sections i.e. A&B

Section – A contains ten (10) questions carries 2 marks each. The student has to answer all questions.

Section – B contains eight (8) questions carries six (6) marks each. The student has to answer five (5) questions

#### **Learning Objectives**

1. Explain importance of nutrition in health and sickness
2. Promote nutrition of a individual, family and community.
3. Describe the structure and function of the body.
4. Promote Mental health of individual, family and community.

#### **A. NUTRITION**

##### **1) Essential nutrients :**

Importance of nutrition in health and sickness – Essential nutrients, functions, sources and requirements classification of foods and their nutritive value – Normal requirements at different ages – Balanced diet different age groups.

Teaching Learning activities: Lecture discussion – Explain using models and charts – Exhibit raw food item showing balanced diet

##### **2) Nutritional assessments and Nutritional problems :**

Methods of nutritional assessment of individual and family, mother and child – Identification of local food sources and their value in enriching diet – food fats, taboos customs and their influences on health.

Nutritional deficiencies, correction, treatment and referral, anemia in women – under five nutrition – the role of MPHWH (F) in supplementary food – Special diets of individuals for different age group.

Teaching Learning activities: Lecture discussion – Demonstration – field visits. visit IOCHS project and discuss the programme

Explain using models and charts – Planning diets for anemia (women and other deficiency conditions)

##### **3) Health Practices :**

Healthy Life styles and Dietary and sleeping habits, customs and traditions, taboos, Yoga, Meditation etc.,

##### **4) Promotion of nutrition :**

Planning diets and special diets for a family – Methods of using locally available foods for special diets – principles and methods of cooking – Promotion of kitchen garden – Food hygiene and safe preparation – Storage and preservation – Food adulteration – Precautions during festivals and Melas

Teaching Learning activities : Lecture discussion – Plan diet for the family assigned – Health education – visit a milk pasteurization plants, Demonstration of various methods of cooking – using of diet detailed chart.

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### 5) Anatomy and Physiology :

Structure and function of the human body – Body systems and their functions – digestive system, respiratory system, genitor urinary system, Cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs.

### B. MENTAL HEALTH

#### 6. Mental Health

Concept of mental health – Body mind relationship – Factors influencing Mental health – characteristics of a mentally healthy person, Developmental tasks of different age groups – Different defence mechanisms

Teaching Learning activities: Lecture discussion – Observation of questionnaire to do assessment for Mental health status.

#### 7. Mental illness :

abnormal behaviors – Types of Mental illness and treatments – Early detection and referral of mentally ill – Prevention of Mental illness – Home care and counseling – Refer psychiatric emergencies.

Teaching Learning Activities: Lecture discussion – Visit to a mental hospital/clinic.

Features of a Mal adjusted individual – common causes of Mal adjustment. Counseling an individual, family and community. Teaching Learning activities: Lecture discussion – Demonstration of counseling for mal adjusted individual in the community.

#### 8. Geriatric Care:

Process of aging – physical, psychological changes – needs and problems – care of elderly at home – Rehabilitation and agencies of caring elderly. Teaching Learning Activities : Lecture discussion – If available, visit an old age home.

#### Guidance & Counseling :

Concept, Principles and techniques of counseling, areas of counseling in the community individualized, family, and group counseling, guidance – meaning, methods, importance- Role of counselor in counseling and guidance, Role of MPHWF in counseling and guidance.

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### MULTIPURPOSE HEALTH WORKER (F) FIRST YEAR PAPER-II: HEALTH PROMOTION (PRACTICALS)

A.	Asses Nutritional status of 25 children in a School Conduct IEC activities related to nutrition and personal hygiene	40
B.	Nutritional assessment Identification of nutritional problems in the community – Nutrition exhibition in a village – Prepare and maintain a nutrition practical book	50
C.	Menu plan – For different age group children	20
D.	Participating in Nutritional programmes Observing midday meal programme in Schools, Supplementary nutrition programme at anganwadi centre	15
E.	Field Visits : To health museum and NIN	10

### SYLLABUS MULTIPURPOSE HEALTH WORKER (F) FIRST YEAR PAPER-III: PRIMARY HEALTH CARE NURSING(THEORY) TIME SCHEDULE, WEIGHTAGE & BLUE PRINT

S. No.	Name of the Unit	No. of allotted hours	Weightage in marks	Short answer questions	Problem questions
1.	The Concept of Hospital	10	2	1	0
2.	Hygiene of the body	20	8	1	1
3.	Specimen Collection	5	2	1	0
4.	Infection Control Measures	10	8	1	1
5.	Common Health Problems	40	28	2	4
6.	Care of Physical and Mentally Challenged People	5	2	1	0
7.	Drug Administration and Management	20	4	2	0
8.	First Aid and Referral	15	12	0	2
9.	Emergency Care	5	2	1	0
	Total	<b>135</b>	<b>68</b>	<b>10</b>	<b>8</b>

Note : The question paper contains two sections i.e. A&B

**Section – A** contains ten (10) questions carries 2 marks each. The student has to answer all questions.

**Section – B** contains eight (8) questions carries six (6) marks each. The student has to answer five (5) questions

#### Learning objectives

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

- 1) Understand to provide comfort care to patients
- 2) Describe hygiene for self and individual
- 3) Understand optimal functioning of the body
- 4) Explain recognition of conditions related to different Body Systems
- 5) Describe and demonstrate routes of administration of drugs
- 6) List common drugs used for emergencies and minor ailments their indications, dosage and actions
- 7) Understand the concept of first and referral

#### UNIT – I The Concept of Hospital

## MULTIPURPOSE HEALTH WORKER[FEMALE]

<b>1.</b>	<p><b>The Hospital</b>            Functions – Classification – Admission and discharge procedure of a patient – Nursing as profession</p>
<b>2.</b>	<p><b>Preparation of patient unit</b>            Optimum environment for patient; Factors of safety – Furnishing for the patient unit – Bedmaking – different types of bed – closed – opened – occupied – operation – Cardiac – Fracture – amputation; Teaching Learning activities: Lecture discussion – Demonstration and supervise the clinical practice.</p>
<b>UNIT – II Body Hygiene</b>	
<b>3.</b>	<p><b>Personal Hygiene:</b>            Care of mouth, Skin, hair and nails – Sexual hygiene – Hygiene and comfort needs of the sick, - Care of pressure points, positioning and changing – Care of hair wash – Care of hand and nails, Hand washing – Care of eye wash – Mouth care, Elimination-care of bowels and bladder; Teaching Learning activities: Lecture discussion – Demonstration.</p>
<b>4.</b>	<p><b>Needs for Optimal functioning of the body:</b>            Basic human needs – Rest, Sleep, activity exercise, posture etc, food, eating and drinking habits – Participation in Social activities – Self-actualization and spiritual need – interpersonal and human relations – life cycle and healthy habits            Teaching and Learning activities: Lecture discussion, Health education regarding healthy life style.</p>
<b>UNIT – III Specimen Collection</b>	
<b>5.</b>	<p><b>Collection of specimen: -</b>            Principles and methods of collection of specimen and handling body discharges – Collection of specimen of blood, spectrum, urine, stool – Safe disposal of body discharges.            Teaching Learning activities: Lecture discussion – Preparation of malaria slide, collection of spectrum – Collection of urine and stool – labelling of the specimens – Visit to the laboratory.</p>
<b>UNIT – IV Infection control Measures</b>	
<b>6.</b>	<p><b>Disinfection and sterilization:</b>            Principles and methods of antiseptis, disinfection and sterilization – Methods of disinfecting different equipment – Methods of sterilizing different equipment.            Teaching Learning activities: Lecture discussion – Demonstration – Visit sterilization department of a hospital.</p>
<b>7.</b>	<p><b>Bio-Medical Waste Management</b>            Waste disposals – infections and non-infections concepts, principles and methods at different levels.            Teaching Learning activities: Lecture discussion – Demonstration</p>
<b>UNIT – V Common Health problems – Diseases :</b>	
<b>8.</b>	<p><b>Fever :</b>            Vital signs : Temperature, pulse, respiration Blood pressure – 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            Teaching Learning activities: Lecture discussion, Demonstration, Supervised clinical practice</p>
<b>9.</b>	<p><b>Respiratory Problems:</b>            Common respiratory problems types, classification – cold and cough, ARI tonsillitis, bronchitis, Pneumonia and tuberculosis – causes signs and symptoms treatment of respiratory problems – Management, Role and responsibilities of MPHWF in case of patients with respiratory problems including home care remedies – integrate accepted practices of AYUSH            Teaching Learning activities: Lecture discussion – Demonstration – Demonstration of steam inhalation, nasal drops, oxygen inhalation health education – Supervised clinical practice.</p>

## MULTIPURPOSE HEALTH WORKER[FEMALE]

<b>10.</b>	<p><b>Gastro Intestinal problems:</b> Indigestion – anorexia – Vomiting, Diarrhoea and constipation – Haemorrhoids, hernia – ulcers, and intestinal obstruction – Role of MPHWF in the community including Home care remedies – ORS preparation and its Importance - integrate accepted practices of AYUSH. Teaching Learning activities: Lecture discussion – Demonstration – Health education</p>
<b>11.</b>	<p><b>Urinary Problems:</b> Signs and symptoms of renal conditions – Retention of urine, renal colic, oedema – Role of MPHWF in the community including Home care remedies – integrated accepted practices of AYUSH. Teaching Learning activities: Lecture discussion – Demonstration – Health Education.</p>
<b>12.</b>	<p><b>Cardio Vascular problems:</b> Signs and symptoms of cardiac conditions and blood related problems, Heart attack, Chest pain, Anaemia – hypertension and leukaemia – care of a cardiac patient at home – Role of MPHWF in the community including Home care remedies – Integrated accepted practices of AYUSH. Teaching Learning activities: Lecture discussion – Demonstration – Health Education.</p>
<b>13.</b>	<p><b>Diseases of the Nervous system:</b> Signs and symptoms of neurological problems – head ache, back ache, and paralysis, care of a patient with stroke at home – care of pressure points, back care, changing of positions, active and passive exercise, body support to prevent contractures – Role of MPHWF in the community including home care remedies – integrated accepted practices of AYUSH.</p>
<b>14.</b>	<p><b>Metabolic diseases:</b> <b>Diabetes</b> signs and symptoms – complications, diet and medications – Skin care – foot care – urine testing and administration of insulin injections – <b>Thyroid Problems</b> – Importance of Iodine in Diet – Integrated accepted practices of AYUSH. Teaching Learning activities: Lecture discussion – Demonstration – Care study – Health Education.</p>
<b><u>UNIT – VI Care of Physically and Mentally Challenged</u></b>	
<b>15.</b>	<p>Handicap – different types – counselling for prevention of certain handicaps – understanding the handicapped person. Helping family to ensure need based care. Teaching Learning activities: Lecture discussion – Demonstration and case study.</p>
<b><u>UNIT – VII Drug Administration and Management</u></b>	
<b>16.</b>	<p><b>Types of drugs</b> Different systems of medicine: Allopathy and AYUSH – Classification of drugs – Forms and characteristics of drugs – Abbreviations used in medication – Administration of drugs – policies and regulations, as per protocols and standing orders- classification of drugs.; Teaching Learning activities: Lecture discussion, calculation of dosage and conversion – Drug study.</p>
<b>17.</b>	<p><b>Administration of drugs.</b> Routes of administration – Oral, parental (intramuscular, intradermal, subcutaneous, intravenous) rectal, local and others Administration of drugs precautions, principles safety measures observation and recording – Role of MPHWF in the administration of drugs; Teaching Learning activities: Lecture discussion – Demonstration, Practice session – Assisting of I.V fluids as per protocol – preparation for blood transfusion as per protocol.</p>
<b>18.</b>	<p><b>Drugs used in Minor Ailments.</b> Common drugs for fever, cold and cough, aches and pains, loose motions – Drug kit in the sub centre, content and its use – Storage and care of drugs. Teaching Learning activities: Lecture discussion – Visit sub centre, Demonstration</p>
<b>19.</b>	<p><b>Common Emergency Drugs</b> I.V fluids, antibiotics, injections and magnesium Sulphate, Deriphylline, avil and other anti-histamine, vitamin K, anti-rabies vaccine, ante snake venoms as per the protocol, precautions for administration Teaching and Learning activities: Lecture Discussion – Demonstration – Drug study.</p>
<b><u>UNIT – VIII FIRST AID AND REFERRAL</u></b>	



## MULTIPURPOSE HEALTH WORKER[FEMALE]

20.	<b>First aid</b> Principles of first aid – mobilization of resources – first aid kit and supplies Bandages, types, uses – Principles and methods of bandaging. Teaching Learning activities: Lecture discussion – Demonstration – Practice session.
21.	<b>Minor injuries and ailments</b> Cuts and wounds, types, principles and first aid care – Foreign bodies – Burns and scalds types, Health Education – referral, Role of MPHWF Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practices – Health education.
22.	<b>Fractures:</b> Skeletal system and different bones fracture – types, causes, signs and symptoms, first aid care Methods of immobilization and transportation. /Teaching and Learning activities: Lecture discussion, Demonstration – Practice session.
<b>UNIT – XI EMERGENCY CARE</b>	
23.	<b>Life threatening conditions</b> Bleeding – drowning strangulations – 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 burns Teaching Learning activities: Lecture discussion – Demonstration – Nasal pack – Apply tourniquet – insertion of nasogastric tube practice session

**MULTIPURPOSE HEALTH WORKER[FEMALE]**

**MULTIPURPOSE HEALTH WORKER (F)  
FIRST YEAR**

**PAPER-III: PRIMARY HEALTH CARE NURSING (PRACTICAL)**

- A. Give care to sick people at Upgraded PHC/CHC/District hospital/Area hospital  
Assess and take care of Sick patients with different diseases 85
- B. Practice basic nursing procedures in outpatient & inpatient departments: 25
- C. Perform immunization and first aid services 25

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### MULTIPURPOSE HEALTH WORKER (F)

#### SECOND YEAR

#### PAPER-I: MIDWIFERY(THEORY)

#### TIME SCHEDULE, WEIGHTAGE & BLUE PRINT

S. No.	Name of the Unit	No. of allotted hours	Weightage in marks	Short answer questions	Problem questions
1.	Anatomy and Physiology of reproductive system	14	14	1	2
2.	Antenatal Care	13	14	1	2
3.	Normal Labour	10	10	2	1
4.	Postnatal Care	9	2	1	0
5.	Abnormalities of Pregnancy	10	10	2	1
6.	High risk Labour and Management	14	2	1	0
7.	Medical Intervention in Mid Wifery	10	2	1	0
8.	Common Health Problems	20	6	0	1
9.	Trends and issues in Midwifery	5	8	1	1
	Total	105	68	10	8

Note: The question paper contains two sections i.e. A&B

Section – A contains ten (10) questions carries 2 marks each. The student has to answer all questions.

Section – B contains eight (8) questions carries six (6) marks each. The student has to answer five (5) questions

#### **Learning objectives:**

On completion of the course, the student able to

1. Describe Male & female reproductive organs
2. Explain process of fertilization and foetal development
3. Describe female pelvis and the muscles involved in delivery of foetus
4. Provide care to pregnant mother during ante, intra and postnatal period at home and hospital
5. Conduct normal delivery and provide care to the Newborn.
6. Provide need based counselling to the mother and to her family during antenatal, intranatal and postnatal
7. Resuscitate the New born baby
8. Identify deviation from normal labour in time and take necessary action
9. Provide adequate care identifying abnormal puerperium
10. Administer the drugs as per the protocols
11. Identify women's reproductive health problem and provide guidance and support
12. Participate in reproductive health and family welfare programmes

<b>UNIT –I Anatomy and Physiology of reproductive system:</b>	
<b>1.</b>	<b>Human Reproductive system</b> Female reproductive organs – structure and function – Menstrual cycle – Male reproductive organs, structure and functions process of fertilization. Teaching Learning activities: Lecture discussion Explain using birth atlas, posters, models, charts, and slides
<b>2.</b>	<b>Female pelvis and foetal skull</b> Structure of the pelvic bones – Types of pelvis – pelvic diameters – Muscles and Ligaments of pelvic floor – Foetal skull: Bones diameters, sutures, size, shape, moulding skull area, fontanel's; Teaching Learning activities: Lecture, discussion – Demonstration – Explain using models, charts slides and films.

## MULTIPURPOSE HEALTH WORKER[FEMALE]

<b>3.</b>	<p><b>Foetus and placenta</b> Growth and development of foetus, foetal sac and amniotic fluid and foetal circulation and changes after birth – structure and functions of placenta, membranes and umbilical cord and abnormalities, (Refer SBA module of Ministry of Health and family welfare. Teaching Learning activities: Lecture, discussion – Demonstration – Explain using placenta, membrane, specimens – practice session.</p>
<b><u>UNIT – II Antenatal Care</u></b>	
<b>4.</b>	<p><b>Normal pregnancy</b> Signs and symptoms of pregnancy – Various diagnostic tests for confirmation of pregnancy – physiological changes during pregnancy – Minor ailments during pregnancy &amp; their management. Teaching Learning activities: Lecture discussion – Demonstration – Explain using models and charts</p>
<b>5.</b>	<p><b>Antenatal care</b> Registration – taking history of pregnant women – physical examination, investigation – routine and specific prophylactic medications – Need based health information and guidance – Nutrition in pregnancy – special needs a pregnant women – involvement of husband and family – identification of high risks cases and referral preparation of mother for delivery. Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b><u>UNIT –III Normal Labour</u></b>	
<b>6.</b>	<p><b>Normal labour</b> Onset and stages of labour, physiological changes, changes in uterine muscles and cervix – lie, attitude, position, denominator and presentation of foetus – Foetal skull, mechanism of labour- Identification of high risk cases Foetal distress and maternal distress during labour – partograph in the management of Normal Labour – Role of MPHWF and referral Teaching Learning activities: Lecture discussion – Demonstration – Witness normal delivery – Explain using partograph</p>
<b>7.</b>	<p><b>Care during normal labour</b> History of labour – Importance of 6 ‘c’ – Monitoring progress of labour with partograph, preparation for delivery – Care of mother in first and second stage of labour preparation for delivery – care of mother in first and second stage of labour – assist and conduct child birth – Pain management during labour- immediate care of new born resuscitation, Apgar score, cord care – Delivery of placenta and examination of placenta – care of m other in third and fourth stage - Recognize degree of tear and appropriate care and referral – Establishment of breast feeding, exclusive breast feeding – Kangaroo mother care – Baby friendly hospital initiative – Record child birth and ensure birth registration. Teaching Learning activities: Lecture discussion – Demonstration – Explain using models, charts, films, and slides – partograph – supervised – clinical practice session – care study.</p>
<b><u>UNIT - IV Postnatal Care</u></b>	
<b>8.</b>	<p><b>Normal puerperium</b> Physiological changes during postnatal period – postnatal assessment – Minor ailments during puerperium and their management – care of mother DIET, REST, EXERCISE, HYGIENE – Management of breast feeding – prophylactic medicines – Special needs of postnatal women – Need based health education Teaching Learning activities: Lecture discussion – Demonstration – Supervised clinical practice.</p>
<b><u>UNIT –V Abnormality of Pregnancy</u></b>	
<b>9.</b>	<p><b>Common Abnormalities</b> Common abnormalities of pregnancy hyperemesis gravidarum, leaking and bleeding per vagina – Anaemia of pregnant women – preeclampsia and eclampsia and toxemia of pregnancy – Indication of premature rupture of membranes, prolonged labour, anything requiring manual practices, UTI, obstetrical shocks, uterine abnormalities, ec Unit pregnancy – Disease complicating pregnancy – T.B, diabetes, Hypertension. Teaching Learning activities: Lecture discussion – Demonstration</p>

## MULTIPURPOSE HEALTH WORKER[FEMALE]

<b>10.</b>	<p><b>Abortion:</b> Types of abortion, causes of abortion – Need for safe abortion – referral – complications of abortions – medical termination of pregnancy – care of women who had abortion – Role of MPHWF; Teaching Learning: Lecture discussion – Supervised clinical practice – observation Demonstration</p>
<b>UNIT – VI High Risk Labour and Management</b>	
<b>11.</b>	<p><b>High risk labour:</b> Common high risks of labour – Abnormal presentations – Abnormal uterine action – cephalopelvic disproportion (CPD) – Prolonged labour identification immediate management and referral – Emergency care of mother during transfer to hospital – Role of MPHWF (F); Teaching Learning activities: Lecture discussion – Demonstration – Explain through birth atlas and charts – Explain using partograph.</p>
<b>UNIT - VII Medical Interventions in Midwifery</b>	
<b>15.</b>	<p><b>Medications used in Midwifery</b> Pain relieving drugs – Anaesthetic drugs – For uterine contractions – for controlling bleeding – for preventing postnatal infection – for preventing eclampsia – Antibiotics – IV fluids – Role of MPHWF(F) Teaching Learning activities: Lecture discussion – Visit labour room – Demonstration – explaining by using books.</p>
<b>UNIT – VIII Common Health Problems</b>	
<b>16.</b>	<p><b>Common Health Problems</b> Complications related to child birth – VVF, RVF, prolapsed and incontinence – cervical erosion and leucorrhoea – purities Cancers, cervical, breast importance of HPV vaccination – pap smear for detection of cancer cervix – Tumours – Fibroids – Menstrual disorders, Menopause and its complications – classification and causes of infertility in male and female investigations and treatment – Identification of couples, counselling, referral and follow up. Teaching Learning activities: Lecture discussion Demonstration – case study.</p>
<b>UNIT – IX Trends and Issues in Midwifery</b>	
<b>17.</b>	<p><b>Trends and Issues:</b> Family welfare programme, C.S.S.M. – M.C.H. – RCH I &amp; II and NRHM-SBA, JSY 104, 108 programme components, aims and objectives.</p>

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### MULTIPURPOSE HEALTH WORKER (F) SECOND YEAR PAPER-I: MIDWIFERY (PRACTICAL)

A) Midwifery and nursing, care of mothers at risk

(Examine 15 pregnant women at hospital – 5 pregnant women at home)

Including estimation haemoglobin and IFA treatment – Give TT injection to ten women – observation and assist 20 deliveries – Monitor and maintain partograph for conduct cases – Asst in storing of episiotomies and tear – 5- care of new born – 10 – resuscitate of new born 5 – perform PV examination – Five

- Follow up of postnatal mother 10 in the hospital
- Conduct health education for groups of mothers 45

B) Conduct antenatal examinations at home – participate in antenatal clinics in sub centre – two, identify high risk mother and refer – follow up of postnatal mother for 3 days (or) at least three home visits.

Care of new born in the home 10 – Conduct health education groups of mothers and individuals – 2 each 25

C) Identify high risk antenatal mothers and give care – 3 observe caesarean section – two - prepare for caesarean section – two observe abnormal deliveries -5

Prepare for MTP and observe procedures -2  
Take care of women with abortion-2 20

D) Prepare and assist number of cases may be from clinical, community sterilization of 5 female and 2 Male cases, perform number of cases may be from clinical (01) community the following 25

- Insects IUCDS – 5 Oral pills-5, condoms-5 other methods-5
- Participate in D.P.L. camps

Educate eligible couples on different methods contraception – perform/assist with the following contraceptive methods

- IUCD – Insertion – Oral pills, condoms
- Sterilization, other methods

### MULTIPURPOSE HEALTH WORKER (F) SECOND YEAR PAPER-II: CHILD HEALTH NURSING (THEORY) TIME SCHEDULE, WEIGHTAGE & BLUE PRINT

S. No.	Name of the Unit	No. of allotted hours	Weightage in marks	Short answer questions	Problem questions
1.	Growth and development	15	8	1	1
2.	New born care	15	8	1	1
3.	Nutrition of infants and children	10	8	1	1
4.	Children's rights	05	8	1	1
5.	Care of the sick child	30	8	1	1
6.	Care of School children	10	8	1	1
7.	Care of physically and mentally challenged	10	8	1	1
8.	Care of adolescents	10	4	2	0
9.	Recent trends in child health nursing	05	8	1	1
	Total	110	68	10	8

Note : The question paper contains two sections i.e. A&B

## MULTIPURPOSE HEALTH WORKER[FEMALE]

Section – A contains ten (10) questions carries 2 marks each. The student has to answer all questions.

Section – B contains eight (8) questions carries six (6) marks each. The student has to answer five (5) questions.

### Learning objectives:

By the completion of the course the student will be able to

1. Assess growth and development of a child at different ages
2. Take care of new born baby
3. Describe nutritional needs of different age groups of children
4. Appreciate and protect the rights of children
5. Take care of sick children during illness
6. Provide school health services
7. Assess and meet the needs of adolescent especially adolescent girls
8. Educate the family members in dealing with physically and mentally challenged groups.

<b>1.</b>	<p><b>Growth and Development</b> Introduction to growth and development – factors affecting growth and development – Growth and development of infants and children – assessment of physical, psychological and social growth Monitoring and recording of growth and development of infants and children – play, hygiene, emotional needs, toilet training, accidents : causes precautions and prevention; Teaching Learning activities : Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>2.</b>	<p><b>New born care</b> Assessment of new born, APGAR score- Neonatal resuscitation – Management of new born – Temperature maintenance, prevention of infection, care of the cord, exclusive breast feeding kangaroo mother care – immunization – care of the new born with jaundice, infection and respiratory problems, congenital – care of premature baby – small for age – post maturity. Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>3.</b>	<p><b>Nutrition of infants and children.</b> Assessment of nutritional status, Nutritional requirements – Exclusive breast feeding – complimentary feeding – weaning, problems of feeding – Infant feeding and HIV Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>4.</b>	<p><b>Children’s rights</b> Rights of the child – Child abuse – child labour – Battered child syndrome – Juvenile delinquency – Protection of child rights – Female infanticide – Special care of the girl child. Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>5.</b>	<p><b>Care of the sick child</b> Common child hood diseases : Signs and symptoms and management : Acute respiratory treat infections – Diarrheal diseases, vomiting, constipation – Infectious diseases : Chicken pox, Diphtheria, Tetanus, Whooping cough, Measles, Mumps, Tonsillitis, Ear infections, conjunctivitis, Worm infestation – skin infections – Typhoid, Malaria,ChickenGunya, Swine Flu ,Dengue . Teaching Learning activities : Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>6.</b>	<p><b>Care of School Children</b> School structure location – School health – concept, objectives, components – Health assessment, regular checkups – Dental hygiene – Eye health, Nutritional problems and supplementation – Health education, Behavioral health problems treatment of minor ailments referral services Nutritional programmes – for pre schoolers and schoolers – ICDS, mid day meal, applied Nutrition, Special Nutrition programme Balwadi Nutrition programme – School health records &amp; reports – Role of MPHWF in School health, co-ordination with teachers and parents. Teaching Learning activities : Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>

## MULTIPURPOSE HEALTH WORKER[FEMALE]

<b>7.</b>	<b>Care of physically and mentally challenged</b> Concept – objectives – physically handicapped : causes, types, Burden as family and community – Management : Role of MPHWF Govt. and Private agencies Mentally challenged : Causes, IQ Types, Myths and facts – Burden on family and community – Management of mentally challenged – Role of Government and Private agencies – Role of MPHWF Speech defect – Thumb sucking – Tics care – Rehabilitation Teaching Learning activities : Lecture discussion – Demonstration – Practice session – Supervised clinical practice.
<b>8.</b>	<b>Care of Adolescents</b> Growth monitoring – physical, emotional and behavioural changes in girls and boys – Special needs of adolescents – Behavioural problems of adolescents – Sex education and guidance and counseling. Teaching Learning activities : Lecture discussion – Demonstration – Practice session – Supervised clinical practice. Secondary sexual characteristics – Menstruation and menstrual hygiene – Special nutritional needs – Ill effects of early marriages – Early pregnancies and abortions – Preparing for safe mother hood – Premarital counseling – MTP Act – Role of MPHWF (F) in care of adolescents girls. Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.
<b>9.</b>	<b>Recent trends in child health care</b> ICDS – Baby friendly initiative – CSSM – RCH I & II – NRHM, IMNCI. Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.



## MULTIPURPOSE HEALTH WORKER[FEMALE]

### PAPER-II: CHILD HEALTH NURSING (PRACTICAL)

- A) Assess growth and development of children of different ages and record on chart  
55
- Access health status of 20 sick children
  - Give care to 15 children as per the IMNCI protocol
  - Give care to 5 children each with diarrhea and ARI, and Malnutrition
  - Give care to children with minor ailments
- B) – Conduct School health clinic – Assess growth and development, identify problems and refer  
20
- Conduct health education sessions for School children
- C) – Demonstrations at home  
20
- Baby bath, weaning foods, home care management of a child with diarrhoea and ARI, preparation of ORS – Scabies treatment
- D) Health Education on Immunization, EBF, Weaning, Personal hygiene, balanced diet, prevention of accidents, worm infestation  
10
- E) Field visits to ICDS project, orphan homes, Institute for mentally challenged  
10

### MULTIPURPOSE HEALTH WORKER (F) SECOND YEAR

#### PAPER-III: HEALTH CENTRE MANAGEMENT(THEORY) TIME SCHEDULE, WEIGHTAGE & BLUE PRINT

S. No.	Name of the Unit	No. of allotted hours	Weightage in marks	Short answer questions	Problem questions
1.	Concept of Management	5	8	1	1
2.	Health centre	10	8	1	1
3.	Concept of Health Team	15	4	2	0
4.	Health Administration in India	25	8	1	1
5.	Maintenance of stocks	10	8	1	1
6.	Population Education and Family Welfare	10	8	1	1
7.	Co-ordination	10	8	1	1
8.	Implementation of National Health Programmes in India	15	8	1	1
9.	Staff Development	10	8	1	1
		110	68	10	8

Note : The question paper contains two sections i.e. A&B

Section – A contains ten (10) questions carries 2 marks each. The student has to answer all questions.

Section – B contains eight (8) questions carries six (6) marks each. The student has to answer five (5) questions

#### **Learning objectives:**

By the completion of the course, the student will be able to

1. Appreciate the principles of Management
2. Organize SC/PHC/CHC.
3. Carry out scheduled centre activity plans.
4. Understand roles and responsibilities of Health team members
5. Understand Health care Administration in India.
6. Know the Health care delivery systems in India
7. Indent and Maintain necessary stock.

## MULTIPURPOSE HEALTH WORKER[FEMALE]

8. Participate in the implementation of National Health Programmes
9. Participate in staff development programmes
10. Co-ordinates with Health team members, and other agencies
11. Maintains records and reports

<b>1.</b>	<p><b>Concept of Management</b>            Definition – Principles – Elements – Line of authority            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>2.</b>	<p><b>Health centre</b>            SC/PHC/CHC – Organization of functions, facilities, records and reports</p> <ul style="list-style-type: none"> <li>➤ Centre activity plans – Conduct of clinics and special programmes – Referral systems – conducting meetings – IEC activities</li> <li>➤ Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</li> </ul>
<b>3.</b>	<p><b>Concept of Health Team</b>            Concept of health team – Importance of Team approach – Staffing pattern in SC/PHC/CHC Roles and responsibilities of each member in the team.            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>4.</b>	<p><b>Health Administration in India –</b>            National/State/Local level            Health care delivery systems: Public, Private National &amp; International health agencies and NGO organizations, AYUSH, ArogyaSree services            Health, planning: Five year Plans: 11<sup>th</sup> PYP, National 104, 108 Ambulance ArogyaSree services.            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>5.</b>	<p><b>Maintenance of stocks:</b>            Maintenance of supplies, drugs, equipment, stock indenting – calculation of indents as per population requirement – Management Information and Evaluation System (MIES) – Maintenance of stock records and reports.            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>6.</b>	<p><b>Population Education and Family Welfare :</b>            Population trends in India – Vital statistics, birth and death rates, growth rate, NRR, fertility rate, couple protection rate, family size – Role of mass media and IEC – Identification of eligible couples and those need contraceptive methods – information related to contraception and importance of choice – Natural and temporary methods of contraception – Permanent methods – New methods nor plant and injectable – Emergency contraception – follow up of contraceptive users – Role of MPHWF(F).            Teaching Learning Activities: Lecture discussion – Demonstration – Case study – Health Education</p>
<b>7.</b>	<p><b>Co-ordination:</b>            Inter sectoral co-ordination – Co-ordination with village health guides – School teacher, AWWs – ASHA – NGOs – Other Governmental organizations.            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>8.</b>	<p><b>Implementation of National Health Programme</b>            National Health Programmes and role of the MPHWF(F) –            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>
<b>9.</b>	<p><b>Staff development –</b>            Continuing education for staff development – Methods of staff development – Intervice education programmes, circulars, handouts, journals, meetings.            Teaching Learning activities: Lecture discussion – Demonstration – Practice session – Supervised clinical practice.</p>

**MULTIPURPOSE HEALTH WORKER (F)  
 SECOND YEAR  
 PAPER-III:HEALTH CENTRE MANAGEMENT (PRACTICALS)**

## MULTIPURPOSE HEALTH WORKER[FEMALE]

- A. Management of SC/PHC/CHC/Area hospital
- Management of equipment 25
  - Management drugs & Solution
  - In directing and storage
  - Management of Iceland refrigerators (LLR) and cold chain system
- B. Organization & conducting various clinics 35
- C. Maintenance of records & reports 10
- Preparing action plans
- D. Participate & conduct meetings weekly with medical officer, monthly with District medical and health officer, Asha workers meeting 25
- E. Visits : Observing administration of health at various levels 20

Visit to FPAI, APSACS, DTCB – DOT ART Centres & Leprosy rehabilitation centres

### **CLINICAL PRACTICE**

- To Provide learning experience in Primary health Nursing, child health Nursing, Midwifery, Should have an affiliation with area hospital/district hospital/regional hospital/General Hospital – with minimum of 100 beds
- Community experience
- For community experience the institution should have affiliation with Urban Family Welfare Centre/MCH Centre/SC/PHC/CHC with in radius of 25 kms.

On Job Training (OJT) : For OJT there should be affiliation with Government organizations as well as Private Hospitals with minimum of 100 beds.

**MULTIPURPOSE HEALTH WORKER[FEMALE]**

**MODEL QUESTION PAPER  
MULTIPURPOSE HEALTH WORKER (FEMALE)  
FIRST YEAR**

**PAPER I: COMMUNITY HEALTH NURSING(THEORY)**

**Time : 3 Hours.**

**Max.Marks : 50**

**SECTION-A**

**Note:(i). Answer all questions**

**10 x 2 = 20**

**(ii). Each question carries 2 marks**

1. Define Health.
2. Define Family.
3. Write the Principles of communication
4. Explain the characteristics of safe water.
5. Write any four defense Mechanisms?
6. Explain the Needs & problems of old age?
7. Define Isolation.
8. Name the causative Organisms of Diphtheria, Pertussis and tetanus
9. Write the causes of infection.
10. Explain the care of vaccine carrier.

**SECTION-B**

**Note (i) Answer five questions**

**5 x 6 = 30**

**(ii) Each question carries six marks**

11. Define Health education & write the uses of AV Aids
12. Define home visiting and write the principles of home visiting.
13. Explain universal immunization schedule
14. Describe Domestic level of water purification
15. Explain different methods of waste disposal
16. Write any one communicable disease in detail
17. Explain Role of MPHWF in epidemic Management
18. Define referral system & explain role of MPHWF in referral.

**MODEL QUESTION PAPER  
MULTIPURPOSE HEALTH WORKER (FEMALE)  
FIRST YEAR  
PAPER II:HEALTH PROMOTION (THEORY)**

**Time : 3 Hours.**

**Max.Marks : 50**

**SECTION-A**

**Note: (i). Answer all questions**

**10 x 2 = 20**

**(ii). Each question carries 2 marks**

## **MULTIPURPOSE HEALTH WORKER[FEMALE]**

1. List the sources of Vitamin A.
2. What is pasteurization?
3. Write the functions of liver.
4. List the parts of urinary system.
5. What is goiter?
6. Write the functions of food.
7. Write the characteristics of mentally healthy person.
8. Write the meaning of counseling & guidance.
9. Define balanced diet.
10. Name the sense organs.

### **SECTION-B**

**Note (i) Answer five questions**

**5 x 6 = 30**

**(ii) Each question carries six marks**

11. Explain the process of ageing – Write the characteristics of old age.
12. Discuss Kwashiorkor in detail.
13. Write the causes of mental illness and write the role of MPH (F) in prevention of mental illness.
14. Draw the diagram of heart, name its parts and write the function of heart.
15. Explain the prevention and control of Nutritional anemia.
16. List all the vitamins and write in detail about water soluble vitamins.
17. Write the common causes of mal adjustment and write the features of mal adjusted individual.
18. Write in detail about food hygiene.

**MODEL QUESTION PAPER  
MULTIPURPOSE HEALTH WORKER (FEMALE)  
FIRST YEAR  
PAPER III: PRIMARY HEALTH NURSING (THEORY)**

**Time: 3 Hours.**

**Max.Marks : 50**

### **SECTION-A**

**Note: (i). Answer all questions**

**10 x 2 = 20**

**(ii). Each question carries 2 marks**

1. Define personal hygiene
2. Write the uses of exercises
3. Define Autoclaving
4. What is Bronchitis?
5. Define retention of urine
6. Name the five rights of drugs
7. Explain the different routes of administration of drugs.
8. Explain the principles of First aid.
9. Define Burns and scalds.

## MULTIPURPOSE HEALTH WORKER[FEMALE]

10. Write signs and symptoms of fracture.

### SECTION-B

Note (i) Answer five questions

5 x 6 = 30

(ii) Each question carries six marks

11. Explain in detail about admission and discharge procedure of a patient

12. Describe role of MPH W (F) in collection of specimen.

13. Explain about sterilization methods.

14. Define fever? Write the case of patient with fever.

15. Define heart attack and write in detail about it.

16. Describe in detail about diabetes mellitus.

17. Define handicap and write the different types of Handicap.

18. Define bleeding, types and care of patient with bleeding.

## MULTIPURPOSE HEALTH WORKER[FEMALE]

MODEL QUESTION PAPER  
MULTIPURPOSE HEALTH WORKER (FEMALE)  
SECOND YEAR  
PAPER I: MIDWIFERY (THEORY)

Time: 3 Hours.

Max.Marks: 50

### SECTION-A

Note: (i). Answer all questions

10 x 2 = 20

(ii). Each question carries 2 marks

1. List the types of pelvis.
2. Write the functions of the placenta.
3. List the signs and symptoms of pregnancy.
4. Write objectives of antenatal care.
5. What are the signs of placental separation?
6. Name '6' cleans to be followed during labor.
7. What is Lochia?
8. List the causes for PPH (Post-Partum Hemorrhage)
9. List the high risk pregnancies.
10. Uses of partograph.

### SECTION-B

Note (i) Answer five questions

5 x 6 = 30

(ii) Each question carries six marks

11. Write the elements of antenatal care and role of the MPHWH (F) in antenatal care.
12. Define labor, write in detail about nursing care during first stage of labour.
13. Write the indications of caesarian section and write in detail about pre and post operative care of the mother with caesarian section.
14. Write the types of abortion and write the management in detail.
15. Write in detail about National Rural Health Mission.
16. Write in detail about puerperal sepsis.
17. Explain the care of HIV mother and new born baby in immediate post-natal period.
18. Write in detail about Eclampsia.

**MULTIPURPOSE HEALTH WORKER[FEMALE]**

**MODEL QUESTION PAPER  
MULTIPURPOSE HEALTH WORKER (FEMALE)  
SECOND YEAR  
PAPER I:CHILD HEALTH NURSING(THEORY)**

**Time : 3 Hours.**

**Max.Marks : 50**

**SECTION-A**

**Note: (i). Answer all questions**

**10 x 2 = 20**

**(ii). Each question carries 2 marks**

1. Define New born
2. Name any four congenital anomalies.
3. Define APGAR score.
4. What is weaning?
5. Define female infanticide
6. Write signs and symptoms of typhoid
7. Name secondary sexual characteristics in boys & girls.
8. Write special Needs of adolescents.
9. Write the components of RCH II.
10. Expand ICDS.

**SECTION-B**

**Note (i) Answer five questions**

**5 x 6 = 30**

**(ii) Each question carries six marks**

11. Define growth and development & explain growth and development of infancy
12. Explain universal Immunization schedule.
13. Describe prevention of child labour.
14. Explain prevention and control of Diarrhea.
15. Describe aims and objectives of School health Programme.
16. Describe care of mentally challenged child.
17. Explain menstrual hygiene.
18. Explain about Baby Friendly hospital initiative.

**MODEL QUESTION PAPER  
MULTIPURPOSE HEALTH WORKER (FEMALE)  
SECOND YEAR  
PAPER III: HEALTH CENTRE MANAGEMENT (THEORY)**

**Time: 3 Hours.**

**Max.Marks: 50**

**SECTION-A**

**Note: (i). Answer all questions**

**10 x 2 = 20**

**(ii). Each question carries 2 marks**

1. Define sub centre.
2. Expand ASHA.



## MULTIPURPOSE HEALTH WORKER[FEMALE]

3. List the health team members at PHC.
4. Functions of AWW.
5. Write the importance of conducting weekly meeting at health centre.
6. Define IEC.
7. Define Family Welfare.
8. List out the functions of WHO.
9. Functions of panchayat Raj.
10. Define eligible couple.

### SECTION-B

Note (i) Answer five questions

5 x 6 = 30

(ii) Each question carries six marks

11. Prepare a sub centre weekly activity plan.
12. Define continuing education. Write the importance of continuing education for MPHWF.
13. Write the role of MPHWF in implementation of National Malaria Control Programme.
14. What is inter sectoral co-ordination. Write the role of MPHWF in co-ordinating with ASHA and AWW?
15. Write the equipment and supplies needed to conduct immunization clinics at sub centre.
16. What are the records and reports maintained at PHC and role of MPHWF in maintaining the records and reports?
17. Define Management. Write the principles and purposes of management in Health sector.
18. Define Family Welfare and write the temporary Family Welfare Methods.

### MODEL QUESTION PAPER MULTIPURPOSE HEALTH WORKER (FEMALE) FIRST YEAR PAPER I: COMMUNITY HEALTH NURSING (PRACTICALS)

Time : 3 Hours.

Max.Marks: 50

- |                                      |    |
|--------------------------------------|----|
| 1. Assessment of Family?             | 20 |
| 2. Conducting Health talk on O.R.S.? | 10 |
| 3. Viva                              | 10 |
| 4. Record                            | 10 |

### MODEL QUESTION PAPER MULTIPURPOSE HEALTH WORKER (FEMALE) FIRST YEAR PAPER II: HEALTH PROMOTION (PRACTICALS)

Time : 3 Hours.

Max.Marks: 50

- |  |    |
|--|----|
| 1. Preparing Menu plan for adolescent girl | 20 |
| 2. Demonstrate Cooking principles          | 10 |
| 3. Record                                  | 10 |
| 4. Viva                                    | 10 |

### MODEL QUESTION PAPER

## **MULTIPURPOSE HEALTH WORKER[FEMALE]**

### **MULTIPURPOSE HEALTH WORKER (FEMALE) FIRST YEAR PAPER III:PRIMARY HEALTH NURSING (PRACTICALS)**

Time : 3 Hours.

Max.Marks: 50

- |   |    |
|---|----|
| 1. Perform any basic nursing procedures | 20 |
| 2. Application of bandages              | 10 |
| 3. Viva                                 | 10 |
| 4. Record                               | 10 |

### **MODEL QUESTION PAPER MULTIPURPOSE HEALTH WORKER (FEMALE) SECOND YEAR PAPER I: MIDWIFERY (PRACTICALS)**

Time : 3 Hours.

Max.Marks : 50

- |  |    |
|--|----|
| 1. Assessment of antenatal mother and explaining of mechanism of normal labour | 20 |
| 2. Health education on Antenatal care  | 10 |
| 3. Viva  | 10 |
| 4. Record and antenatal case register  | 10 |

### **MODEL QUESTION PAPER MULTIPURPOSE HEALTH WORKER (FEMALE) SECOND YEAR PAPER II: CHILD HEALTH NURSING(PRACTICALS)**

Time : 3 Hours.

Max.Marks : 50

- |                           |    |
|---------------------------|----|
| 1. Perform any procedure  | 20 |
| 2. Conducting Health talk | 10 |
| 3. Viva                   | 10 |
| 4. Record                 | 10 |

### **MODEL QUESTION PAPER MULTIPURPOSE HEALTH WORKER (FEMALE) SECOND YEAR PAPER I: HEALTH CENTRE MANAGEMENT (PRACTICALS)**

Time : 3 Hours.

Max.Marks: 50

- |   |    |
|---|----|
| 1. Organization of any clinic                 | 20 |
| 2. Prepare a Organization chart of SC/PHC/CHC | 10 |
| 3. Viva                                       | 10 |
| 4. Record                                     | 10 |

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### ABBREVIATIONS

AIDS	::	Acquired-Immuno Deficiency Syndrome
ARI	::	Acute Respiratory Infection
ART	::	Anti Retro Viral Treatment
A.V.	::	Audio Visual
APH	::	Ante Partum Hemorrhage
AWW	::	AnganWadi Worker
ASHA	::	Accredited Social health Activist
AYUSH	::	Ayurveda Yoga Unani Siddha and Homeopathy
BCC	::	Behaviour Change Communication
BFHI	::	Baby Friendly Hospital Initiative
BCG	::	Bacilli Calmette-Guerin
BP	::	Blood Pressure
BR	::	Birth Rate
CMO	::	Chief Medical Officer
CPR	::	Cardio-Pulmonary Resuscitation
DR	::	Death Rate
LSCS	::	Lower Section Caesarean Section
DFWO	::	District Family Welfare Officer
DHO	::	District Health Officer
E.C	::	Eligible Couple
DOTS	::	Directly Observed Therapy Short term
DPHNO	::	District Public Health Nursing Officer
DPT	::	Diphtheria, Pertusis, Tetanus
FHS	::	Foetal Heart Sound
FHW	::	Female Health Worker
FW	::	Family Welfare
HIV	::	Human- Immuno Virus
ICDS	::	Integrated Child Development Scheme
IEC	::	Information, Education, Communication
IUGR	::	Intra Uterine Growth Retardation
ILR	::	Ice Lined Refrigerator
IMNCI	::	Integrated Management of Neonatal and childhood Illnesses
IMR	::	Infant Mortality Rate
IM	::	Intra Muscular
ID	::	Intra Dermal
SC	::	Subcutaneous
IV	::	Intra Venous, IM : Intra Muscular, SC: Sub Cutaneous
JSY	::	Janani Suraksha Yojana
LBW	::	Low Birth Weight
MCH	::	Maternal Child Health
MDT	::	Multi Drug Therapy
MIES	::	Management Information Education System
MMR	::	Maternal Mortality Rate
MMR	::	Measles, Mums, Rubella
MOHFW	::	Ministry of Health and Family Welfare
MTP	::	Medical Termination of Pregnancy
NGO	::	Non Governmental Organization
NRR	::	Net Reproductive Rate

## MULTIPURPOSE HEALTH WORKER[FEMALE]

NMCP	::	National Malarial Control Programme
NMEP	::	National Malarial Eradication Programme
NCEP	::	National Leprosy Eradication Programme
NTCP	::	National T.B. Control Programme
NACO	::	National Aids Control Organization
NRHM	::	National Rural Health Mission
NSKK	::	Nava JathaSishu Suraksha Karyakramam
ORS	::	Oral Rehydration Solution
PHC	::	Primary Health Centre
PIH	::	Pregnancy Induced Hypertension
PPH	::	Post Partum Hemorrhage
PV	::	Per Vagina
RCH	::	Reproductive Child Health
RH	::	Rhesus (Rh.Factor)
RNTCP	::	Revised National T.B. Control Programme
RTI	::	Reproductive Tract Infection
RVF	::	Recto Vaginal Fistula
SBA	::	Skilled Birth Attendant
SC	::	Sub Centre
STD	::	Sexually Transmitted Disease
TBA	::	Trained Birth Attendant
TB	::	Tuberculosis
TPR	::	Temperature, Pulse, Respiration
UNICEF	::	United Nations International Children Emergency Fund
VVF	::	Vesico Vaginal Fistula
WHO	::	World Health Organization
HPV	::	Human Papilloma Virus

**IX. EQUIPMENT REQUIRED FOR MULTIPURPOSE  
HEALTH WORKER FEMALE/ANM  
NURSING ARTS LABORATORY  
DUMMY-1**

1. Enamel Articles

Big size enamel trays 40 x 30 cm	4
Medium size trays 30 x 25 cm	4
Small size enamel trays 20 x 15 cm	4
Medium size trays with lid 30 x 25	1
Big size enamel basin 36 cm	2
Medium size enamel basin 32 cm	4
Bowls 20 cm diameter	4
Bowls 10 cm diameter	2

## MULTIPURPOSE HEALTH WORKER[FEMALE]

Feeding cups	2
Buckets	2
Jugs (2 litres plain)	2
Bins Mediums size 20 x 20 cm	4
Bins small size 10 x 10 cm	2
Litre measure	2
½ litre measure	1
Sputum cups	1
Funnels	2
Kidney trays big (25 cm)	2
Kidney trays medium (20 cm)	2
Enemal cans 1 litre capacity	2
Urinalinals (plastic)	2
Bed pans (enamel)	2
Nelsons inhaler	1
Medicine trolley	1
Cot Metal with Mattress	2
<b><u>Linen</u></b>	
Draw sheets	10
Pillow covers	10
Bath towels	6
Treatment towels	6
Packing towel (green)	6
Triangular bag covers	4
Air ring covers	4
Marks	4
Ice collar covers	2
Abdominal binders	2
Spong bags	12
Green surgical towels	2
Counter panes	2
Caps	2
Fenestrated towels	2
Pillows	4
Blankets	4
Cold compress	2
Perenial Towels	6
Abdominal Drapers	6
Bandages Cotton Roller	
4"	6
3"	6
2"	6
½"	6
1/4 <sup>th</sup>	6
Capline Bandage 4 mts	1
Triangular Bandages	12
Grape Bandage	1
Rubber Bandage	1
<b>II. Stainless Steel</b>	
Bowls medium	4
Kidney basins Medium (20 cm)	4
Kidney basins small (15 cm)	4
Small cups	4
Teaspoon	4
Tray with lid small	4
Spirit lamps	4
<b>III. Aluminium Articles</b>	
Mugs	4
Kettle small	4
Dekchi with lid	2

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### IV. Glass Articles

Oral thermometers	6
Rectal thermometers	2
Syringe 20 cc	2
Syringe 10 cc	2
Syringe 5 cc	2
Syringe 2 cc	2
Insulin Syringes 1 cc	1
B.C.G. Syringes	1
Test tube	4
Urine meters	10
Conical flasks	2
Ounce glasses	2
Minimum glasses	4
Tumblers	1
Bath thermometers	2
Glass connections	2
Droppers	4

### V. Wooden Articles

Spatuals	4
Test tube holders	4
Mouth gags	2
Wodden or plastic brushes	6
Test tube stands	2
Metal Back rest	2
Weighing scale box	1
Weight box	1
Splints	6
Wooden blocks	8

### VI. Plastic Articles

Soap dishes	4
Nail brushes	4
Combs	4
Aprons	2
Buckets	2
Mackin tosh	4
Plastic tins (Small)	2 dozens
Ounce glasses	2
Plastic slinger @ AD Slinger	4

### VII. Rubber Articles

Mucus sucker	2
Kellys Pad	1
Hot water bags (medium)	2
Ice cap	2
Air Way	1
Ryles tubes	2
Rubber tubes polythene	10
Nasal Catheter	2
Urinary catheters	2
Bedsized mackintosh	2
Mushroom catheters (Self retained)	1
Long mackintosh	2
Breast Pumps	2
Urinal	1

### VIII. Instruments

## MULTIPURPOSE HEALTH WORKER[FEMALE]

Stethoscopes	4
Cushcush speculum	4
Sims speculum	4
Tongue depressor	4
Scissors '7'	2
Scissors '5'	4
Thumb forceps – toothed	4
Thumb forceps – non toothed	4
Test tube holders	4
Cheatle forceps	4
Paracethesis sets	4
Towel clips	2
Kneehammer	2
Needle holder	1
Bar speculum	1
Artery forceps	2
Bandage roller (16 cm x 100 cm)	1
Suction tube 10cm	1
Blade with handle	1
Hypodermic Needles B.P. handle (pkt of 10)	4
Intradermal Needles (pkt. Of 10)	4
L.P. needles	1
C.D. set	1
B.P.Apparatus	4
Round Bodied anaroid	2
Inch tape	2
Torch light (with cells)	1
First aid box (big)	1
Equipment required for Nutrition Lab.	
Gas stoves with cylinders	2
Tables wooden	2
Assorted Dekshi with Lid	
Deepfrying Pan	2
Shallow frying pans	
Serving plates	4
Quarter plates	4
Cup Saucers	4
Tea Spoons	4
Rice Serving spoon	1
Curry Serving Spoon	4
Glass Tumblers	4
Tea Stainers	1
Coffee filter	1
Hot packs medium	2
Flask	1
Chumer	1
Mixer Grinder	1
Dhall Smasher, Egg beater	1
½ Kg containers for ingredients	24
Laders	4
Knife for vegetables cutting	1
Bread knife	1
Sieve	1
Chapathi Roller	4
Poori presser	4
Containers – for oil	2
Containers - for seasoning ingredients	6
Containers for Onion, Garlic, Red Chillies	4

## MULTIPURPOSE HEALTH WORKER[FEMALE]

Rice, Dhall, TuvvarDhall, UdathDhall, Sugar, Turmeric, Chilly Powder, Pepper-Salt, Jeera, Mustard Channadhall, Tea, Powder, Coffee, Powder, Wheat, Atta, Ragiatta- Ravva  
Bowls, Quarter size 6

Refrigerator for preservation of vegetables and to show the different methods of preservation of food

### EQUIPMENT FOR COMMUNITY HEALTH NURSING

Community Health bags 20

#### **Midwifery Equipment**

##### **Midwifery Kits**

Clamps (artery)	2
Rectal catheter	2
Plastic connection	2
Kidney tray	1
Foetus scope	1
Stethoscope	1
Bowls	2
Finger glove (set of 5)	10
Gloves	2
Inch tape	1
Recta; thermometers	2
Oral thermometers	1
Plastic containers	5
Spirit lamp	1
Test tube holder	1
Cheattle forceps	1
Artery forceps	2
Scissors straight	1
Weighing scale	1
Soap dish	1
Hand towels	1
Brush	1
Surgical pads	1
Safety pins	2
Plastic mackintosh	1
Plastic apron	1
Cotton roll	1
Test tube	2
Plastic over for the apron	1

Mucus sucker

#### **Child Health Nursing Lab.**

Spring balance	2
Weighing Machines	2
Inch tape	2
Age specific toys	4



## MULTIPURPOSE HEALTH WORKER[FEMALE]

### Models:

Female reproductive system dummy with fetus and placenta

1. Skull, with Brain	1
2. Eye structure	1
3. Heart	1
4. Lungs	1
5. Kidneys	1
6. Stomach	1
7. Ear	1
8. Reproductive – Male, Female	1

Female pelvis foetal	2
Skull	2

### A.V. Aids

Charts for carbohydrates	1
Charts for proteins	1
Charts for fats	1
Charts for Beverages	1
Charts on Balanced Diet	1
For Vitamins	1
Projector with Screen	1
Charts on each system of the body	1
Charts on AIDS	1
Skeletal System	1
Muscular System	1
Nervous System	1
Circulatory System	1
Digestive System	1
Respiratory System	1
Excretory System	1
Charts on First aid – Kidneys, Skin	1
Charts on artificial respiration	1

Optional : Marques [ for demonstration of BLS training]

The address for charts and Models

1. GanisSurgicals, Tilak Road, Abids, Hyderabad.  
For equipment of Nursing Arts Lab.
2. Bharat Surgicals, Nampally, Hyderabad  
Address for Books, Paras Book Sellers, On the way, Koti to Majamjahi (Left Side) Road.

## **MULTIPURPOSE HEALTH WORKER[FEMALE]**

### **X. QUALIFICATION FOR LECTURERS**

For the post of Lecturers/Junior Lecturers the eligible candidates are those who are having Post Graduate Degree in Nursing with any specialty. If eligible candidates are not available B.Sc (N) with Ten years clinical/Teaching experience are preferred

- Qualifications for lab attendant

The eligible candidates are those who possess the General Nursing & Midwifery diploma, If eligible candidates are not available MPHWF(Female) are preferred with ample experience.

- **SCOPE FOR MPHWF(F) VOCATIONAL**

- a) With bridge course the MPHWF(Female) are eligible for General Bachelor in Science (B. Sc) and EAMCET or other National wide entrance tests into Medicine.
- b) Direct entry into GNM and B. Sc (Nursing)

### **XI. REFERENCE BOOKS**

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### **NURSING**

- Manual for Health Worker (Female) Ministry of Health by Chakley
- Family Planning – Who Project HMD-006 to be published by Chakley
- Manual for Health worker (Male) Vol.1 and 2 Ministry of Health and Family planning
- Who project HMD-006
- Oberal I.S. Liberte, D. and other contributors Child Health care in Rural Areas Manual for  
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- UNICEF and SCAR, New Delhi Cox. H.Midwifery Manual-A Guide for Auxilliary Midwives, Mc-graw Hill for Eastern Publishers.
- Blier I.J. Mternity Nursing, A. Text book for practical Nurses, Phila
- Dephia, J.B. Saunders. Who Hates for the practising Midwife, New Delhi, SEARO
- Gandhiram Institute of Rural Health and Family Planning, A Guide for
- First Aid Treatment of minister
- Miswives, Madurai, Tamilnadu, (Mimeographed Manual
- Community Nursing Manual. A guide for Auxilliary Public Health Nurse.
- K.Park, Text book of Essentials of community health Nursing
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- Delamar Publishers
- Skelley, Esther g, Medications and Mathematics for the Nurse.
- Albany, New York, Delmar Publishers.

## MULTIPURPOSE HEALTH WORKER[FEMALE]

### XI. List of Participants

1.	<b>Dr.K.Gangadhar M.S.</b> Civil Surgeon Specialist, ESI Hospital, Nacharam, Hyderabad, Telangana State.
2.	<b>Mrs. V.Indira ,M.sc (N), M.Phil</b> Assistant Professor, Government College of Nursing, Somajiguda,Hyderabad., Telangana State
3.	<b>K.Samatha M.sc (N)</b> CJL in MPHWF Govt Junior College. Karimnagar,Telangana State
4.	<b>J.SailajaM.Sc(N)</b> Nursing Sister Central Hospital, LalagudaSecunderabad. Telangana State
5.	<b>Ch. Gunasri</b> Bsc Nursing JL in MPHWF Mother Theresa Vocational Junior College Hyderabad
<b>Verified &amp; Corrected By</b>	
1.	Dr. Shravan Kumar Prof &Hod of Pathology Gandhi Medical College, Hyderabad
2.	Dr. Nagamani Prof &Hod of Microbiology Gandhi Medical College, Hyderabad
3.	Dr. Suleman Prof of Bio Chemistry Gandhi Medical College, Hyderabad
5.	<b>Co- ordinator:-</b> Sri K.Vishweshwar, O/o the Commissioner of Intermediate Education, Telangana, Hyderabad

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