Government of Karnataka

PARA MEDICAL BOARD

Revised Syllabus
of
II & III Year Diploma in Health Inspector

(Previously first/second year certificate course/ I year DHI /II DHI)

2017
Second Year Diploma in Health Inspector  
(DHI II)  

Teaching hours II DHI  

Teaching program – 2nd year DHI : Max 400 hrs  

- Theory – 04 hours per week  
- Practicals – 06 hours per week  
- Field visit – 08 hours per week  
- Tutorials & seminars – 02 hours per week  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Theory (in hrs)</th>
<th>Practical (in hrs)</th>
<th>Field visit (in hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary concepts of applied Anatomy and Physiology.</td>
<td>07</td>
<td></td>
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<tr>
<td>Concept of health &amp; disease</td>
<td>08</td>
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<tr>
<td>Sociology, Types of family</td>
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<td>Behavioural Sciences</td>
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<td>Environment &amp; health</td>
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<td>Microbiology</td>
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<td>Medical Entomology</td>
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<tr>
<td>Principals of Epidemiology and Epidemiological methods</td>
<td>10</td>
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<td>Screening for diseases</td>
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<td>Nutrition &amp; health</td>
<td>09</td>
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<tr>
<td>Health Information and Basic Medical Statistics</td>
<td>04</td>
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<tr>
<td>Vital statistics</td>
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</tr>
<tr>
<td>Tutorials/Seminar</td>
<td>80</td>
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<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>130</strong></td>
<td><strong>180</strong></td>
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</table>

Grand total – 400 hours
1) Elementary concepts of Anatomy

1. General anatomy
   a. Basic tissues of body terminology and nomenclature.

2. Systemic anatomy
   a. Locomotor system
   b. Digestive system – brief description about different parts of the system with brief functional and applied aspects.
   c. Cardiovascular system
   d. Respiratory system
   e. Excretory system
   f. Endocrine system
   g. Nervous system
   h. Reproductive system
   i. Special sense organs


4. Histology
   a. Study of microscopes
   b. Basic techniques in histology
   c. Study of microscopic anatomy and correlations of the structure of the following

5. Basic tissues
7. Glands – salivary, endocrine

ELEMENTS OF APPLIED ANATOMY AND PHYSIOLOGY

Understanding of the structure and functions of human body as a foundation to the principles underlying nutrition and disease process.

Practicals:

- models, charts and slides related to the structure and functions of the human body.
- How to take blood pressure, pulse rate and respiration rate
- Films showing the formation of human body.

- **Practicals (anatomy):**
- Gross anatomy of limbs, gastro-intestinal tract, cardiovascular system, respiratory system, reproductive system, urinary system, endocrine system, nervous system, special senses.

- **Histology:**
- Study of microscope, objective, basic techniques

2) **Concept of health & disease**

1. Concept, definition,
2. Dimension,
3. Positive health,
4. Determinants of health,
5. Indicators of health,
6. Concept of disease,
7. Epidemiological triad,
8. Quality of life Index
9. Natural H/O disease,
10. Risk factors,
11. Concept of Prevention and Control,
12. Concept of Modes of Intervention.
1) **Elements of social sciences, rural community & characteristics**

**Contents:**

- Family structures, relationships and responsibilities of individual
- Community structure, functioning of the community, its privileges and responsibilities
- Types of social institutions, religion, state, family, marriage, inheritance, social rites on marriage and death, regulated human behavior in society,
- Duties of responsible citizens, citizenship, development of desirable social attitudes, ideals and abilities, community organization for self-help, co-operative society.
- Comparative idea of the Indian and rural society, characterizations of the people and habitats, urban society in India, economic, educational and social difference between urban and rural society, caste, religion and nationality.
- Improvements in the standards of health and life expectancy, social customs and forums, resistance to adoption of new practices and things. Problems of social order, economic aspects of family life, income & budget.
- Rural community and characteristics

2) **Behavioral Sciences**

Importance in health, disease

**Personal hygiene**

**Contents:** Habits and customs affecting personal hygiene.

- Cleanliness of body, habits, diet, clothing, exercises, sleep, public baths, care of special senses.
Environment and health

Objective: To acquire sufficient knowledge to understand the –

- Impact of environment on health
- Impact of sanitation on health and to take preventive/promotive measures

Contents:


Urban areas:-
Steps in purification of water, storage, filtration, chlorination, purification of water on large scale with particular reference to rapid sand filter.

Rural Areas:-
Sanitary well – concept, purification of water in small scale – borewell.

Ventilation,
Air pollution, Noise pollution
Lighting, Housing standards,
Solid waste disposal.

Climatology:
- General affects of climate on health
- Prevention of effects of cold climate
- Prevention of effects of hot climate
- Demonstration
- Visit to materiological department

**Practicals:**

- Demonstration of purification of water on small scale
- Visit to water treatment plant and a brief report
- Collection of water samples
- Demonstration of chlorination of well water
- Demonstration to physical, chemical, bacterial quality of water.
- Estimating chlorine demand, steps in disinfection, estimating residual chlorine
- Interpreting a water analysis report.

**Waste disposal & Excreta disposal**

- Characterization
  - Solid/Liquid
  - General household/special circumference - including aspects of management with emphasis on points of generation, storage, collection, transportation and different options available for management (in terms of reducing, recycling, composing, landfill, soakage pit, sanitary latrine, septic tank, biogassification)
- Hazards due to improper/inappropriate management
- Protective devices and universal precautions
- Sewage treatment methods

**Practicals:**

- Undertake waste survey in market area, hotel, health care settings (preferably a 30 bed institution)
- Demonstration of composting, sanitary landfill
- Demonstration of trench latrine, sanitary latrine, septic tank, bio-gas plant.
- Visit to a sewage treatment plant.

**Residential environment**

General principles of healthy housing in terms of:

- Walls, roof, floor, rooms, ventilators, lighting
- Facilities/methods for waste disposal both solid/liquid.
Practicals:
- Visit/observe at least 4 residences (2 urban and 2 rural), report and suggest practical solution.
- Interact with Corporation or municipal authorities regarding legislative provisions

**Air and ventilation**
- Concepts, importance of adequate ventilation
- Ill effects of inadequate ventilation
- Type of ventilation
- Indicators of air pollution
- Measures to reduce air pollution

**Public gatherings**
- Selection of place
- Provision of safe water supply, sanitary disposal of waste, construction of trench latrine
- Provision for emergency medical help

Practicals:
Visit/observe a weekly fair report with practical suggestions
1) **Elements of Medical Microbiology & Parasitology**

**Objectives:** To be able to understand by acquiring sufficient knowledge regarding microbiological aspects of infectious disease, lab and field methods of its diagnosis and principle of control of these infectious agents with particular reference to public health microbiology and parasitology.

**Contents:**

Introduction to microbiology  
Characterization including classification, morphology, staining/cultural characteristics, viability virulence, pathogenicity, sensitivity resistance, lab-methods of diagnosis and field investigations.

**Parasitology:**

- Parasites of public health importance (locally relevant)
- Including life history, lab diagnosis, field investigations and control measures

**Practicals:**

- Use of microscope
- Demonstration of infectious agents and parasites as relevant locally
- Methods of field investigations
- Specimen collection – stool, urine, blood, sputum, etc
- Stool examinations – for ova/cysts,
- Blood smear collection, staining and examination
- Staining moths – Grams, ZN,
2) Elements of Entomology

**Objectives:** To identify the insects of public health importance and its control.

Contents:

- **Morphology:** Life history, bionomics, public health importance and control of the following vectors:
  - House fly
  - Louse
  - Ticks / Mites
  - Sandfly
  - Mosquitoes

- **Practicals:**
  - Demonstration to different stages in life history of above mentioned vectors
  - Demonstration of breeding places of the above mentioned vectors
  - Demonstration of control measures for the different stages of above mentioned vectors
  - Collection of larva and adult mosquito

**Methods:** Life history, group discussions, group work, demonstrations
General Epidemiology & Screening

General concepts of control:

- Selected definitions (eg. Endemicity, epidemic, epizootic, incubation period etc.)
- Concepts in disease causation, levels of prevention, modes of intervention, spectrum of illness, epidemiological triad, web of causation.
- Dynamics of disease transmission, including modes of transmission
- Identification of the weak link in chain of disease transmission

Different control measures (eg. Protection of susceptible, immunization, chemoprophylaxis, prompt treatment)

. Immunity:
   - Immunizing agents
   - Adverse reaction

Disinfection:
   - Concepts / terminologies
   - Principles
   - Procedures
NUTRITION

Objective: to acquire sufficient knowledge regarding:

- Nutritional requirement of the body in maintenance of health including those for special groups like infant, pregnant and lactating woman.
- Preventing nutritional deficiencies

Contents:

Concepts in nutrition like:

- Classification of food
- Nutrients – carbohydrates, proteins, fats, vitamins, minerals – their daily requirements.
- Nutritive values of common food articles
- Balanced diet – nutritional requirements for special group infants, weaning, pregnancy, lactation, pre-school, school going
- Assessment of nutritional status for family/individual
- Cultural factors/nutrition
- Nutrition education
- Malnutrition concepts
  o Characterization
  o Home management
  o Follow-up, therapeutic diet
Practical:
- Demonstration of food articles and their nutritive values
- Planning a balanced diet
- Demonstration of kitchen garden for mother in community
- Diet survey – 3 families with nutrition education

Practical:
- Visits and observation
- Dairy, market place, hotel, super market, whole-saler, retailer, slaughter-house, food-processing factory
- Common tests to detect food adulteration
- Procedure for food sampling, dispatching and interpreting of results.
- Inspect and report on food establishment, market place and slaughter-house
- Interaction with a food analyst

Visit to public health institute

**Food sanitation**

Objective:
- To acquire knowledge regarding the importance of maintenance and promotion of food sanitation.
- To acquire practical skills in detecting food adulteration of food articles
- To be conversant with legislative provisions

Contents:
- Diseases transmitted through food including milk
- Food poisoning, food adulterants, food toxins, food additives, food fortification, food safety.
- Concepts of food preservation – storage/transportation etc.
- Mass catering – concepts, hazards, preventive measures
- Legislations regarding promoting food sanitation with particular reference to PFA act and local bodies statutory requirements
- Food processing centres including slaughter houses, cottage industries in food (eg. Pickles, potato chips etc.), public hazards health importance, preventive measures.
- Food vending centres including markets, super markets, wholesale/retail outlets.
Practical:
- Visits and observation
- Dairy, market place, hotel, super market, whole-saler, retailer, slaughter-house, food-processing factory
- Common tests to detect food adulteration
- Procedure for food sampling, dispatching and interpreting of results.
- Inspect and report on food establishment, market place and slaughter-house
- Interaction with a food analyst

Visit to public health institute

Vital statistics

Contents:
- Definition, value and objectives
- Population census, estimate of population
- Rates – birth rate, death rate, infant mortality rate, still birth rate, neonatal rate – significance
- Importance and use of vital statistics – informants, collections, compilation and presentation.
- Registration – rural, urban, objects, machinery, checking
- Notifications records, use of record keeping and reporting, definitions, purpose, application, appreciation, classification, service, records, sanitation, village health records – sanitary survey forms, spot maps.

Practicals:
- Calculation of rates
- Presentation of vital statistics
### II DHI/Practicals/Field visits

<table>
<thead>
<tr>
<th>Practical’s</th>
<th>Hours</th>
<th>Field visits</th>
<th>Day</th>
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<tbody>
<tr>
<td>Elementary Anatomy;</td>
<td>15 hrs</td>
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<tr>
<td>Entomology</td>
<td>24 hrs</td>
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<tr>
<td>First aid Demo.</td>
<td>6 hrs</td>
<td>Milk dairy</td>
<td>One Day</td>
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<tr>
<td>Microbiology stool examination &amp; staining</td>
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<tr>
<td>Water</td>
<td>20 hrs</td>
<td>UHTC</td>
<td>Ten days</td>
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<td>Statistics</td>
<td>10 hrs</td>
<td>Water Treatment plant</td>
<td>One day</td>
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<tr>
<td>Nutritional spotters &amp; nutritional problems</td>
<td>23 hrs</td>
<td>Dist. Lab; Malaria/RNTCP</td>
<td>One Week</td>
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<tr>
<td>Protective Devices</td>
<td>1 hr</td>
<td>Visit to an industry</td>
<td>One Day</td>
</tr>
<tr>
<td>Meteorological Devices</td>
<td>1 hr</td>
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<tr>
<td>Tutorials/Seminar</td>
<td>hrs</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>130hrs</strong></td>
<td><strong>Total</strong></td>
<td><strong>20 days (180 hrs)</strong></td>
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<th>SECTION</th>
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<th>MAX. MARKS</th>
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<td>Paper - I</td>
<td>Section A</td>
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<td>50</td>
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<td>Section B</td>
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<td>Paper - II</td>
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<tr>
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THEORY EXAMINATION -100 MARKS

Section A : 50 Marks

I. **Short Notes:**
   1. 5 marks X 4 questions = 20 marks (Answer any 4 out of 5 questions)

II. **Short Answers:**
   2. 3 marks X 10 questions = 30 marks (Answer All 10 Questions)

Section B : 50 Marks

I. **Short Notes:**
   5 marks X 4 questions = 20 marks (Answer any 4 out of 5 questions)

II. **Short Answers:**
   3 marks X 10 questions = 30 marks (Answer All 10 Questions)
Teaching hours III DHI

Teaching program – III$^{rd}$ year: Max 400 hrs

- Theory – 04 hours per week
- Practicals – 04 hours per week
- Field visit – 10 hours per week
- Seminars & tutorials – 2 hours per week

<table>
<thead>
<tr>
<th>Topic</th>
<th>Theory (in hrs)</th>
<th>Practical (in hrs)</th>
<th>Field visit (in hrs)</th>
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<tbody>
<tr>
<td>Communicable Disease</td>
<td>13</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Investigation of epidemics</td>
<td>02</td>
<td></td>
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<tr>
<td>Non-Communicable Disease</td>
<td>07</td>
<td>10</td>
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<tr>
<td>National health programme</td>
<td>08</td>
<td></td>
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<tr>
<td>Preventive obstetrics, Pediatrics</td>
<td>07</td>
<td>20</td>
<td></td>
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<tr>
<td>Demography of family planning</td>
<td>08</td>
<td>30</td>
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<tr>
<td>Health education, Communication</td>
<td>10</td>
<td>25</td>
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<tr>
<td>First Aid, Legal medicine and Essential drugs</td>
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<tr>
<td>Occupational health &amp; Disaster management</td>
<td>08</td>
<td>10</td>
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<tr>
<td>Hospital waste Management</td>
<td>06</td>
<td>05</td>
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<tr>
<td>International health</td>
<td>01</td>
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<tr>
<td>Organization &amp; delivery of health care services in India including principles of administration</td>
<td>08</td>
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<tr>
<td>Health care of the community</td>
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<tr>
<td>Tutorials/Seminar</td>
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<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>110</strong></td>
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Grand total – 400 hours
Third Year Diploma in Health Inspector

PAPER-I

SECTION A

Q P Code : 6111

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Chapter</th>
<th>Sub Topics</th>
<th>No of hours</th>
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<tbody>
<tr>
<td>1</td>
<td>Communicable Disease</td>
<td>Respiratory, Intestinal, Arthropod borne, Zoonosis, Contact Disease</td>
<td>13 hrs</td>
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<tr>
<td>2</td>
<td>Investigation of epidemics</td>
<td>Types of Epidemic – Food/Vector borne diseases Steps in Investigation of epidemics</td>
<td>02</td>
</tr>
</tbody>
</table>

Study of communicable diseases:

- Airborne droplet infections – chickenpox, measles, diphtheria, mumps, TB, ARI.
- Water-Food infections – diarrhoeal disease, polio, Hepatites
- Zoonotic – rabies,
- Contact – scabies, pediculosis
- Tetanus, leprosy
- Anthropod borne diseases like malaria, filarial and dengue should be discussed in detail

Practicals:

- Outbreak investigations/reporting/practical suggestions
- Visit to isolation hospital
- Demonstration of disinfectant procedures for body fluids/discharges of persons suffering from communicable diseases.
- Involve in planning, conducting of an immunization session, comment on cold chain, report and recommend practical solutions.
- Demonstration of ORS preparation.
### Non-Communicable Disease:

Epidemiology, Risk factors and health education about CVS, DM, HTN, Obesity, Cancer, Blindness and Accidents

### National health programmes

- National Vector Borne Disease Control Programme
- National Leprosy Eradication programme
- Revised National Tuberculosis Control Programme
- National AIDS Control Programme
- Revised National Tuberculosis Control Programme
- National Programme for Control of Blindness
- Iodine Deficiency Disorders Programme
- National Immunization Programme
- National Health Mission
- Reproductive and Child Health Programme
- National Programme for Prevention and Control of Cardiovascular Diseases and Stroke

### Field Visit

Health center, Anganwadi, Public Health Lab, Leprosy Hospital, RNTCP Cell, DOTS Center, ICTC Centers, District Malaria Office, sewage treatment plant, water treatment plant.
<table>
<thead>
<tr>
<th></th>
<th>Preventive obstetrics, Pediatrics</th>
<th>Antenatal, Intra natal &amp; Post natal, Growth chart, under -5’s Clinic, ICDS, Breast feeding weaning, Juvenile delinquency, Child abuse, street Children, Handicapped children, Gender bias, Child guidance clinic, Child welfare agencies, School health services, Health of adolescents</th>
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<tbody>
<tr>
<td>2</td>
<td>Demography of family planning</td>
<td>Demography cycle, Trend, Fertility,</td>
<td>07 hrs</td>
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</table>

**Preventive obstetrics, Pediatrics ;**

Antenatal, Intra natal & Post natal, Growth chart, under -5’s Clinic, ICDS, Breast feeding weaning,

Juvenile delinquency, Child abuse, street Children, Handicapped children, Gender bias, Child guidance clinic, Child welfare agencies, School health services,

Health of adolescents

Demography of family planning;

Demography cycle, Trend, Fertility.

Eligible couple, Population policy, Contraceptive methods, MTP, Unmet needs, Community Needs Assessment Approach, Field Visit with ANM.
HEALTH EDUCATION

Contents:
- Introduction of health education, definitions, scope
- Education in relation to environmental sanitation programme.
- Sanitary inspectors approach to village health problems for organising educational programme
- Principles underlying use of visual aids.
- Place of visual aids in education programme, importance of using visual aids
- Tools and techniques in health education
- Utilizing community resources for educational programme
- Education through primary health centre.

Practical:
- Demonstration of audio-visual aids: posters, flip-charts, flannel graphs, khaddar graphs, film strips, films, puppet shows etc.
- Preparing: bulletin boards, charts, flannel graphs
- Evaluating of teaching aids, organizing meetings
- Collecting information about resources available in the region
- Demonstration of group discussion and role play

Essential drugs & First Aid:
- Hazards in prescribing drugs without expert medical advise
- Drugs commonly used by health inspectors
- Anti-malarial and anti-filariasis, drugs for dysentery and diarrhea and deworming drugs
- Treatment of minor ailments and injuries
- Safely shifting of injured victim etc.
Legal medicine;
- Basics of legal medicine, Indian Public health Acts,
- Role of health centre in health program
- Role of health inspector in a PHC
SECTION A

<table>
<thead>
<tr>
<th></th>
<th>Occupational health &amp; Disaster management</th>
<th>Occupational hazards, Pneuconiosis, ESI acts. Disaster Preparedness, Mitigation in health Sector</th>
<th>9 hrs</th>
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<tbody>
<tr>
<td>1</td>
<td>Hospital waste Management</td>
<td>Public health importance of Bio Medical waste, Universal precautions</td>
<td>5 hrs</td>
</tr>
<tr>
<td>2</td>
<td>International health</td>
<td>UNECEF, WHO, Red cross, FAO</td>
<td>1 hrs</td>
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</table>

**Occupational health & Disaster management;**

- Ergonomics, Occupational hazards,
- Pneumoconiosis & its Prevention
- The Factories act, ESI act

**Industries and trade**

-Localization, ventilation, water supply, sanitation, lighting
- Control of dust and other hazardous substances
- Occupational risk factor and safety measures
- Legislative provisions

**Practicals:**

- Visit to an industry and report

**Management of health care waste**

- Public health importance
- Diseases transmitted due to improper waste management
- Definitions/classifications
- Concepts in waste management:
  - Point of generation
  - Segregation
  - Sanitary landfill
- Universal precautions to prevent HBV/HIV infections
- Methods of waste management
- Different types of waste and their recommended methods of management
- 3 hierarchies: reduction & recycling, final disposal including deep burial, sanitary landfill, incineration.

- Occupational hazards of waste handlers

**Practicals:**

Educating session: pourakarmikas/labourers regarding:

- Universal precautions
- Use of protective devices
- Hazards of improper waste managements
# Public health administration

**Contents:**

- Centre, state and local organisations
- Relationship with other departments – education, agriculture, communications.
- International organizations and their co-operation in the field of health
- Rural development, organization, local self-government, panchayat, co-operatives
- Health centre – concept, definition, organization, functions.
- Role of health centre in health program
- Role of health inspector in a PHC

**Health care of the community**;

Levels of Health Care,
Principles/Functions of Primary Health Care,
MDGs/SDGs, Health Care System,
Primary Health Care in India,
Role of ASHA, ANM, Health Worker- male/Female.
Health services at Sub center
No. of hours for field visits (topic wise)

<table>
<thead>
<tr>
<th>Theory in hrs</th>
<th>Practical (in hrs)</th>
<th>FIELD VISIT</th>
<th>(in hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Market survey</td>
<td></td>
<td>10</td>
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<tr>
<td></td>
<td>Hotel inspection</td>
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<td>10</td>
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<td></td>
<td>Corporation posting (Swimming pool visit, slaughter house, bakery, theatre, mall inspection)</td>
<td>5X20 (days) =100</td>
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<tr>
<td></td>
<td>Industry</td>
<td></td>
<td>05</td>
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<tr>
<td></td>
<td>Visit to isolation hospital</td>
<td>05</td>
<td></td>
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<tr>
<td></td>
<td>Pilgrimage place</td>
<td></td>
<td>05</td>
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<tr>
<td></td>
<td>(Microbiology Lab Posting for Staining Technique)</td>
<td>5X6 (days) =30</td>
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<td>(Sewage treatment plant)</td>
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<td>(Milk dairy) School visit</td>
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<td>Counseling Center (ICTC)</td>
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<td>Water treatment plant</td>
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</table>

|          | 90                  | 110         | 200 |

GRAND TOTAL – T 90 +P 110 +F 200 = 400 HOURS

**Reference Books**

1. K. Park, Park’s Text Book of preventive and social Medicine.
2. Sunderlal et al, Text book of community medicine,
3. Community Medicine with Recent advances By AH Suryakantha,
5. Text Book of Community Health Inspectors H.I.T. (JP Publishers, Delhi)
6. Text Book of Community Health for Nurses – Nursing Course (Pee Pee Pub., Delhi)

7. Lab Manual for technical courses-Paras Publications
8. Text book of Sociology

10 Community Medicine practical manual – by Rajkumar patil
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SECTION</th>
<th>Question paper Code</th>
<th>MAX. MARKS</th>
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<td>Section B</td>
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<td>Section B</td>
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**THEORY EXAMINATION -100 MARKS**

**Section A : 50 Marks**

III. **Short Notes:**
3. 5 marks X 4 questions = 20 marks (Answer any 4 out of 5 questions)

IV. **Short Answers:**
4. 3 marks X 10 questions = 30 marks (Answer All 10 Questions)

**Section B : 50 Marks**

II. **Short Notes:**
5. 5 marks X 4 questions = 20 marks (Answer any 4 out of 5 questions)

II. **Short Answers:**
2. 2 marks X 10 questions = 30 marks (Answer All 10 Questions)

**Practical examination- 100 marks**

I. Viva voce- 20 marks
II. Board practical Exams- 80 marks

III. Grand total = 400 marks