

## **GUIDELINES AND MINIMUM REQUIREMENTS TO ESTABLISH SCHOOL OF NURSING**

### *Guidelines for Establishment of New General Nursing and Midwifery School of Nursing*

1. Any organization under: (i) Central Government/State Government/Local body (ii) Registered Private or Public Trust (iii) Missionary or any other organization registered under Society Registration Act (iv) Company incorporated under section 25 of company's act are eligible to establish General Nursing and Midwifery School of Nursing.
2. Any organization having 100 bedded Parent (Own) hospital is eligible to establish General Nursing Course.
3. Above organization shall obtain the Essentiality Certificate/No Objection Certificate for the General Nursing and Midwifery programme from the respective State Government. The institution name alongwith Trust Deed/Society address shall be mentioned in No Objection Certificate/Essentiality Certificate.
4. An application form to establish Nursing programme is available on the website viz., [www.indiannursingcouncil.org](http://www.indiannursingcouncil.org), which shall be downloaded. Duly filled in application form with the requisite documents mentioned in the form shall be submitted before the last date as per the calendar of events of that year.
5. The Indian Nursing Council on receipt of the proposal from the Institution to start nursing programme, will undertake the **first inspection** to assess suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
6. After the receipt of the permission to start the nursing programme from Indian Nursing Council, the institution shall obtain the approval from the State Nursing Council and Examination Board.
7. Institution will admit the students only after taking approval of State Nursing Council and Examination Board.

**Note:**

- If, no admission are made for two consecutive academic years then it shall be considered as closed for the said programme.
- If the institution wants to restart the programme they have to submit the first inspection fees within 5 years i.e., from the year they did not have admissions. Guidelines of the year wherein institute was first permitted will be applicable.

## Minimum Requirement to establish General Nursing and Midwifery Programme

### PHYSICAL FACILITIES

#### Teaching Block:

The School of Nursing should have a separate building/teaching block\*. For a School with an annual admission capacity of **40-60** students, the constructed area of the School should be **23720** square feet.

The School of Nursing can be in a rented/leased building for first two years. After two years institute shall have own building in an institutional area. Otherwise Rs.50,000 penalty has to be paid for every year for 3 years. During the penalty period institute shall be able to construct own building. If the institution is not able to have their own building, permission/suitability will be withdrawn and however institution will be given chance to submit the proposal towards first inspection with the latest guidelines.

Adequate hostel/residential accommodation for students and staff should be available in addition to the above mentioned built up area of the Nursing School respectively. The details of the constructed area are given below for admission capacity of **40-60** students:

<b>S. No.</b>	<b>Teaching Block</b>	<b>Area (Figures in Sq feet)</b>
1.	Lecture Hall	4 @ 1080 = 4320
2.	(i) Nursing foundation lab	1500
	(ii) CHN	900
	(iii) Nutrition	900
	(iv) OBG and Paediatrics lab	900
	(v) Pre-clinical science lab	900
	(vi) Computer Lab	1500
3.	Multipurpose Hall	3000
4.	Common Room (Male & Female)	1100
5.	Staff Room	1000
6.	Principal Room	300
7.	Vice Principal Room	200
8.	Library	2400
9.	A.V. Aids Room	600
10.	One room for each Head of Departments	800 each
11.	Faculty Room	2400
12.	Provisions for Toilets	1000
<b>Total</b>		<b>23720 Sqr. Ft.</b>

**Note:**

- \*1. Nursing Educational institution should be in Institutional area only and not in residential area.
- \*2. If the institute has non-nursing programme in the same building, Nursing programme should have separate teaching block.
- \*3. Shift-wise management with other educational institutions will not be accepted.
- \*4. Separate teaching block shall be available if it is in hospital premises.
- \*5. Proportionately the size of the built-up area will increase according to the number of students admitted.
- \*6. School and College of nursing can share laboratories, if they are in same campus under same name and under same trust, that is the institution is one but offering different nursing programmes. However they should have equipments and articles proportionate to the strength of admission. And **the class rooms should be available as per the requirement stipulated by Indian Nursing Council of each programme.**

**Hostel Block:**

Hostel Provision is Mandatory and shall also be owned by the institute within the period of two years

<b>S. No.</b>	<b>Hostel Block</b>	<b>Area (Figures in Sq feet)</b>
1.	Single Room	24000
	Double Room	
2.	Sanitary	One latrine & One Bath room (for 5 students) - 500
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
<b>Total</b>		<b>30750 Sqr. Ft.</b>

**Grand Total (total requirement for the nursing programme): - 23720 (Teaching Block) + 30750 (Hostel Block) = 54470 Sqr. Ft.**

## 1. **Class rooms**

There should be at least four classrooms with the capacity of accommodating the number of students admitted in each class. The rooms should be well ventilated with proper lighting system. There should be built in Black/Green/White Boards. Also there should be a desk/ dais/a big table and a chair for the teacher and racks/cupboards for keeping teaching aids or any other equipment needed for the conduct of classes.

## 2. **Laboratories**

There should be at least Six laboratories as listed below:-

Nursing Practice Laboratory
Community Health Nursing Practice Laboratory
Nutrition Laboratory
Computer Laboratory
OBG & Paediatric Laboratory
Pre Clinical Sciences Laboratory

- a) **Nursing Practice Laboratory:** There should be demonstration beds with dummier, mannequins in proportion to the number of students practicing a nursing procedure at a given point of time (the desired ratio being 1 bed: 6 practicing students).

It should be fully equipped with built-in-cupboards and racks. Wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers footsteps etc. Sufficient Necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students.

- b) **Community Practice Laboratory:** It should have all required articles needed for practicing nursing procedures in a community set-up.

- c) **Nutrition Laboratory:** It should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include work-tables, cooking cutlery, trays, plates, dietetic scales, cooking utensils, microwave, racks/ shelves, refrigerator, pressure cookers, mixie and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and

cutlery for preparation, napkins for serving and display of food also should be there.

- d) **Computer Laboratory:** It can be shared with other departments.
- e) **OBG & Pediatric Laboratory:** Laboratory should have equipment and articles as mentioned in laboratory equipments and articles.
- f) **Pre-clinical Science lab:** It is the laboratory of Biochemistry, Anatomy, Microbiology. The laboratory articles mentioned in the laboratory equipment & articles shall be available.

### 3. **Auditorium**

Auditorium should be spacious enough to accommodate at least double the sanctioned/actual strength of students, so that it can be utilised for hosting functions of the college, educational conferences/ workshops, CNES examinations etc. It should have proper stage with green room facilities. It should be well – ventilated and have proper lighting system. There should be arrangements for the use of all kinds of basic and advanced audio-visual aids.

OR

### **Multipurpose Hall**

It should have multipurpose hall, if there is no auditorium in the school.

### 4. **Library**

There should be a separate library in the school. It should be easily accessible to the teaching faculty and the students, during school hours and extended hours also.

It should have comfortable seating arrangements for half of the total strength of the students and teachers in the school.

There should be separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, books shelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue-cabinets, racks for students bags etc., book display racks, bulletin boards and stationery items like index cards, borrowers cards, labels and registers. Current books, magazines, journals, newspaper and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

## 5. **Offices Requirements**

### *a. Principal's Office*

There should be a separate office for the Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for the Principal's office with intercom facility connected/linked to the hospital and hostel.

### *b. Office for Vice-Principal*

There should be a separate office for the Vice-Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for Vice-principal's office with intercom facility connected/linked to the hospital and hostel.

### *c. Office for Faculty Members*

There should be adequate number of office rooms in proportion to the number of teaching faculty. One office room should accommodate 2 teachers only. Separate toilet facility should be provided for the teaching faculty with hand washing facility. There should be a separate toilet for male teachers.

*d.* One separate office room for the office staff should be provided with adequate toilet facility. This office should be spacious enough to accommodate the entire office staff with separate cabin for each official. Each office room should be adequately furnished with items like tables, chairs, cupboards, built –in racks and shelves, filing cabinets and book cases. Also there should be provision for equipments like photocopy, computers and telephone.

## 6. **Common Rooms**

A minimum of **3** common rooms should be provided. One for the teaching faculty, one for the student and one for the office staff. Sufficient space with adequate seating arrangements, cupboards, lockers, cabinets, built-in-shelves and racks should be provided in all the common rooms. Toilet and hand washing facilities should be made available in each room.

## 7. **Record Room**

There should be a separate record room with steel racks, built-in shelves and racks, cupboards and filing cabinets for proper storage of records and other important papers/ documents belonging to the college.

## 8. **Store room**

A separate store room should be provided to accommodate the equipments and other inventory articles which are required in the laboratories of the college. This room should have the facilities for proper and safe storage of these articles and equipments like cupboards, built-in-shelves, racks, cabinets, furniture items like tables and chairs. This room should be properly lighted and well-ventilated.

## 9. **Room for Audio-Visual Aids**

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The School should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

## 10. **Other Facilities**

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the school. Toilet facility to the students should be there along with hand washing facility.

## 11. **Garage**

Garage should accommodate a **50** seater vehicle.

12. **Fire Extinguisher**

Adequate provision for extinguishing fire should be available as per the local by-laws.

13. **Playground**

Playground should be spacious for outdoor sports like Volleyball, football, badminton and for Athletics.

**Hostel Facilities:**

There should be a separate hostel for the male and female students. It should have the following facilities.

1. **Hostel Room**

It should be ideal for 2 students. The furniture provided should include a cot, a table, a chair, a book rack, a cupboard or almirah for each student.

2. **Toilet and Bathroom**

Toilet and bathroom facilities should be provided on each floor of the students hostel at the ratio of one toilet and one bathroom for 2-6 students. Geysers in bathroom and wash basins should also be provided.

3. **Recreation**

There should be facilities for indoor and outdoor games. There should be provision for T.V., radio and video cassette player.

4. **Visitor's Room**

There should be a visitor room in the hostel with comfortable seating, lighting and toilet facilities.

5. **Kitchen & Dining Hall**

There should be a hygienic kitchen and dining hall to seat at least 80% of the total students strength at one time with adequate tables, chairs, water coolers, refrigerators and heating facilities. Hand washing facilities must be provided.

6. **Pantry**

One pantry on each floor should be provided. It should have water cooler and heating arrangements.

7. **Washing & Ironing Room**

Facility for drying and ironing clothes should be provided in each floor.



**8. Sick Room**

A sick room should have a comfortable bed, linen, furniture and attached toilet. Minimum of 5 beds should be provided.

**9. Room for Night Duty Nurses**

Should be in a quiet area.

**10. Guest Room**

A guest room should be made available with toilet facility.

**11. Warden's Room**

Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with school & hospital shall be provided.

**12. Telephone facility accessible to students in emergency situation shall be made available.****13. Canteen**

There should be provision for a canteen for the students, their guests, and all other staff members.

**14. Transport**

School should have separate transport facility under the control of the Principal. 25 and 50 seats bus is preferable.

**Crèche**

There should be a crèche in the college campus.

**Staff for the Hostel:**

1. Warden (Female) -3: Qualification- B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more warden/ Asst. Warden/ House keeper for every additional 50 students.
2. Cook-1: For every 20 students for each shift.
3. Kitchen & Dining Room helper- 1: For every 20 students for each shift.
4. Sweeper-3
5. Gardener-2
6. Security Guard/ Chowkidar-3

## ANTI RAGGING

1. Notice/Circular for prohibition of Ragging shall be available on
  - Notice Boards
  - Admission Brochure/Prospectus
2. Display Posters/Charts on Prohibition of Ragging in common places.
3. Constitute :-
  - Anti ragging committee
  - Anti ragging squad
 with name designation & Telephone no.
4. Leaflet given to fresher's students to detail out the telephone no. mentioned to whom to approach in case of ragging including Anti ragging committee/squad addresses and telephone numbers.
5. Constituting a mentoring cell consisting of students volunteering to be mentors for fresher's (one mentor of six fresher's and one mentor of a higher level for six mentors of the lower level.)
6. Affidavit (1) by the student (2) by the parent shall be taken as per the circular no.22-1 O(Web)-INC (Part) dated 14<sup>th</sup> May 2013
7. Anti-ragging help line for students.
8. Complaint box placed at places accessible to students.

## NURSING TEACHING FACULTY

The Principal should be the administrative head of the school. He/She should hold qualification as laid down by INC. The Principal should be the controlling authority for the budget of the school and also be the drawing and disbursing officer. The Principal and Vice- Principal should be Gazetted officers in Government Schools and of equal status (though non-Gazetted) in non-government Schools.

**Qualification of Teaching Staff for General Nursing and Midwifery programme with 40 students intake:**

### Ratio of Female and Male Nursing Teachers in School Programme

- For every 7 female nursing teacher there shall be 3 male nursing teacher i.e. **7:3 female to male nursing teacher ratio.**

[i.e., maximum of 30% will be male] it does not direct that female teachers to be replaced by male.

S. No.	Teaching faculty	Qualification & Experience	No. Required
(i)	Principal	M.Sc. Nursing with 3 years of teaching experience or B.Sc. Nursing (Basic) / Post Basic with 5 years of teaching experience.	1
(ii)	Vice-Principal	M.Sc. Nursing or B.Sc. Nursing (Basic) / Post	1

S. No.	Teaching faculty	Qualification & Experience	No. Required
		Basic with 3 years of teaching experience.	
(iii)	Tutor	M.Sc. Nursing or B.Sc. Nursing (Basic/Post Basic) or <b>Diploma in Nursing Education and Administration</b> with 2 years of professional experience.	10
<b>Total</b>			<b>12</b>

**Note:**

- ❑ Teacher student ratio should be 1:10 on sanctioned strength of students.
- ❑ One of the Tutors need to stay at the community health filed by rotation.
- ❑ The salary structure of the teaching faculty in private Schools of Nursing should not be less than what is admissible in the schools of the nursing under State/Central Government.
- ❑ Nursing service personnel should actively participate in instruction, Supervision, guidance and evaluation of student in the clinical and field/ community practice areas. The teaching faculty of the School of nursing should work in close coordination with nursing service personnel.
- ❑ The teaching faculty of the school and the nursing service personnel should be deputed to attend short term educational courses/ workshops/ conferences etc. to update their knowledge.
- ❑ It is mandatory for school authorities to treat teaching faulty of the school of nursing on duty when nominated/ selected for the purpose of examination or inspection or inspection by the Council.
- ❑ All nursing faculty including Principal shall spend at least four hours each day in the clinical area for clinical teaching and / or supervision of care by the students.
- ❑ 50% of the non-nursing subjects should be taught by the nursing teachers. However, it will be supplemented by the guest faculty who are doctors/PG Qualification in the requisite subject as per INC norms. **Nursing teachers who are involved in non-nursing subjects shall be examiners for the programme.**

**EXTERNAL LECTURERS**

Besides the regular teaching faculty in the school of Nursing, there should be provision for external lectures for teaching the students. They should possess the desired qualification in the respective subjects which are to be taught. Remuneration of these external lecturers is to be paid as per the institute/ govt. policy. The external lecturers may comprise Nursing experts Medical Faculty and scientists, General Educationist including teaching experts in English, computer Education. Physical Education/ Yoga, Psychologists, Sociologists, Hospital Dieticians, Nursing Service personnel like Nursing

Superintendent, Ward In charge or Ward sister, Health Economist/ Statistician etc. working in or outside the institution.

### **School Management Committee**

Following members should constitute the Board of management of the school.

Principal	Chairperson
Vice- Principal	Member
Tutor	Member
Chief Nursing Officer/ Nursing Superintendent	Member
Representative of Medical Superintendent	Member
Administrative staff for School of Nursing	Member

### **Additional Staff for School of Nursing**

Stenographer/Personal Assistant	One	} Should have Knowledge of computer
Senior Clerk cum Cashier/ Accountant	One	
Junior Clerk cum Typist	One	
Librarian	One	
Laboratory Attendant	One	
Chowkidar/ Watchman	Two	
Driver	One for each Vehicle	
Cleaner	One for each Vehicle	
Peon	Three	
Sweeper/ Safai Karmachari	Two	
Machine (Duplicating/ Xerox) Operator	One	

**NB: Provision should be made to have leave reserve staff in addition to the regular staff according to rules**

### **Budget**

In the overall budget of the Institution, there should be provision for school budget under a separate head. Principal of the school of Nursing should be the drawing and disbursing officer.

<b>Clinical Facilities</b>
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School of nursing should have a **100** bedded Parent (Own Hospital) for 40-60 annual intake in each programme:

- i. Distribution of beds in different areas
 

Medical	30
Surgical	30
Obst. &Gynaecology	30
Pediatrics	20
Ortho	10
- ii. The size of the Hospital/Nursing Home for affiliation:-
  - a. Should not be less than **100** beds apart from having own hospital.
  - b. Maximum 3 Hospital can be attached with 100 beds each.
- iii. Bed Occupancy of the Hospital should be minimum **75%**.
- vi. Other Specialties/Facilities for clinical experience required are as follows:
  - Major OT
  - Minor OT
  - Dental
  - Eye/ENT
  - Burns and Plastic
  - Neonatology with Nursery
  - Communicable disease
  - Community Health Nursing
  - Cardiology
  - Oncology
  - Neurology/Neuro-surgery
  - Nephrology etc.
  - ICU/ICCU
- v. There should be a variety of patients of all age groups in all the clinical areas where the students are posted for obtaining the requisite learning experiences.
- vi. Affiliation of psychiatric hospital should be of minimum 30-50 beds.
- vii. The Nursing Staffing norms in the affiliated Hospital should be as per the INC norms.
- viii. The affiliated Hospital should give student status to the candidates of the nursing programme.
- ix. Affiliated hospitals should be in the radius of **15-30kms**.
- x. **1:3** student patient ratio to be maintained.
- xi. For Tribal and hilly area the maximum distance is **50 km**

*If the institution is having both General Nursing and Midwifery and B.Sc(N) programme, it would require affiliated hospital for 40-60 annual intake in each programme to maintain 1:3 student patient ratio.*

#### 4. **Affiliation**

If all the required learning experience are not available in the parent hospital, the students should be sent to affiliated hospital/ agencies/ Institutions where it is available.

#### **Criteria for Affiliation**

The types of experience for which a nursing school can affiliate are:

- Community Health Nursing
- Communicable diseases
- Mental Health (Psychiatric) Nursing
- Specialities like Cardiology, Neurology, Oncology Nephrology etc.

The Physical facilities staffing and equipment of the affiliated hospitals should be of the same standard as required in the parent hospital.

The Staff of the selected hospital should be prepared to recognize student status and their educational programme.

#### **Distribution of Beds**

At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than  $\frac{1}{6}$ <sup>th</sup> of the total number of beds i.e. at least 40 beds. There should be minimum of 750 deliveries per year (for annual admission capacity of 20 students) Provision should be made for clinics in health and family welfare and for preventive medicine.

#### **Staffing**

1. Chief Nursing Officer (C.N.O) - for 500 Beds and above. (Qualification as for Principal, SON)
2. Nursing Superintendent (N.S)-1 (Qualification as for Principal, SON).
3. Deputy Nursing Superintendent (D.N.S)-1 (qualification as for vice-principle, SON).
4. Assistant Nursing Superintendent (A.N.S)-2 and for every additional 50 beds one more (qualification as for vice- Principle, SON).

NORMS RECOMMENDED BY EXPERTS COMMITTEE ON HEALTH MANPOWER PRODUCTION AND MANAGEMENT (RESOLUTION OF FOURTH CONFERENCE OF CENTRAL COUNCIL OF HEALTH AND FAMILY WELFARE, ON NURSING, 1995).

Categories	Requirements
1. Nursing Superintendent	1:200 beds
2. Dy. Nursing Superintendent	1:300 beds
3. Departmental Nursing Supervisors/ Nursing Sisters additional 100 beds	7:1000( Plus one
4. Ward Nursing Supervisors/ Sisters	8:200+30% leave Reserve
5. Staff nurse for wards	1:3 (of 1:9 each Shift)+30% leave Reserve
6. For OPD, blood Bank, X-ray Diabetic Clinic CSR etc.	1:100 OPD Patients (1 bed:5 OPD Patients)+30% leave Reserve.
7. For Intensive Care Unit (8beds ICU for 200 beds)	1:1 (of 1:3) for each shift)+30% leave Reserve)
8. For specialized departments and clinic such as OT, Labour room.	8:200 + 30% leave Reserve

### Justification

1. Needs may vary from one hospital to another, Depending on its size and service rendered, more staff than anticipated will be required.
2. Special attention is needed for supervision of patient care in the evening and night shifts.
3. 30% leave reserve posts are mandatory.

### Other point to be considered

- a. The staff of the parent hospital should be strictly as per the criteria laid down by INC in terms of doctors, nurses and paramedical staff.
- b. Wards/Area/OPDs/OTs/Clinical departments etc. must have adequate coverage of the staff in all the shifts to ensure that students are only for attending clinical experience in these areas and not utilized for service purposes.

- c. Continuing/ in-service education programme must be attended by all staff nurses to keep themselves abreast with latest technologies and sophistication used in day to day patient care in these areas.

### **Community Health Nursing Field Practice Area**

The students should be sent for community health nursing experience in urban as well as rural field area. Institute can be attached to primary health centre. A well setup field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each school of Nursing should have its own transport facilities and it must be under direct control Principal. The security of staff and students should be ensured.



## ADMISSION TERMS AND CONDITIONS

1. Minimum education eligibility criteria for admission to GNM:
  - 10+2 with 40% marks from any recognized board. However Science is preferable
  - Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government.
  - Registered ANM
  - 10+2 vocational ANM course from the school recognized by Indian Nursing Council
  - 10+2 Health care Science – Vocational stream from a recognized CBSE board/State/Centre

For foreign nationals

- The entry qualification equivalency i.e., 12th standard will be obtained by Association of Indian Universities, New Delhi. Institution, State Nursing Council will be responsible to ensure that the qualification and eligibility will be equivalent to what has been prescribed as above

### 2. Reservation

- a) For disabled candidates: 3% Disability reservation to be considered with a disability of locomotor to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to age and qualification will be same as prescribed for each nursing programme.

**Note:** A committee to be formed consisting of medical officer authorized by medical board of state government and a nursing expert in the panel which may decide whether the candidates have the disability of locomotor of 40% to 50%.

- b) 5% is relaxed for SC/ST candidates
- c) Any other quotas as per the State Govt. under the reservation policy

**Note:** Quotas shall be applicable within the sanctioned number of the seats sanctioned and not above it.

3. Admission of students shall be once in a year.
4. Students shall be medically fit.
5. Minimum age for admission will be 17 years. (as on 31<sup>st</sup> December of that year) The upper age limit is 35 yrs. For ANM/ for LHV, there is no age bar.

### **Admission / Selection Committee**

This committee should comprise of:

- Principal Chairperson
- Vice-Principal
- Senior Tutor
- Chief Nursing Officer or Nursing Superintendent

### **ADMISSION STRENGTH**

- 1. More than 60 students can be sanctioned (maximum 100) if the institution has a parent-medical college or parent hospital having more than 300 beds.**

### **Health Services**

There should be provisions for the following health services for the students.

- (a) An annual medical examination.
- (b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
- (c) Free medical care during illness.
- (d) A complete health record should be kept in respect of each individual student. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual school.

### **Records**

Following are the minimum records which needs to be/should be maintained in the school

- a) For Students
  1. Admission record
  2. Health record
  3. Class attendance record
  4. Clinical and Field Experience record
  5. Internal assessment record for both theory and practical
  6. Mark Lists (State Council/Board Results)
  7. Record of extracurricular activities of student (both in the school as well as outside)
  8. Leave record
  9. Practical record books – Procedure book and Midwifery record book to be maintained as prescribed by INC
  
- b) For each academic year, for each class/batch
  1. Course contents record (for each subjects)
  2. The record of the academic performance
  3. Rotation plans for each academic year
  4. Record of committee meetings

5. Record of the stock of the school
6. Affiliation record
7. Grant-in-aid record (if the school is receiving grant-in-aid from any source like state Govt. etc.)
8. Cumulative record.

Record of educational programmes organized for teaching faculty and student, both in the school as well as outside.

Annual reports (Record of the achievement of the school prepared annually.

School of nursing should possess detailed and up-to-date record of each activity carried out in the school.

### **Transcript**

All institutions to issue the transcript upon completion of the course and to **submit one single copy of transcript** per batch to respective State Nursing and Midwifery Registration Council.

## GENERAL NURSING AND MIDWIFERY

### Duration

The Diploma Course in General Nursing and Midwifery shall be of **three years** duration.

### Year-wise distribution of weeks, days and hours of the course:

Total hours per week per student shall be 42 including class room instruction and clinical field practice

1 <sup>st</sup> Year	46(Weeks) x 42 (Hours)	1932 Hours
2 <sup>nd</sup> Year	46(Weeks) x 42(Hours)	1932 Hours
3 <sup>rd</sup> Year	Part-I (1 <sup>st</sup> six month)24(Weeks)*x 42(Hours)	1008 Hours
	Part –II (Internship) 24(Weeks)*x 48(Hours)	1152 Hours
<b>TOTAL</b>		<b>6024 Hours</b>

Out of 52 weeks in one calendar year 6weeks are deducted in First year and second year.

- 4 weeks vacation
  - 1week preparation leave
  - 1 week of Examination.
- \* Third year: first six months = 24 weeks
- 2weeks vacation
- Second six months = 24 weeks
- 1 week preparation
  - 1 week Examination

## Course of Instruction

### FIRST YEAR

Subjects	Theory(hours)	Practical (hours)	
Bio Sciences	<b>120</b>		
- Anatomy & Physiology.	90	-	
- Microbiology	30		
Behavioral Sciences	<b>65</b>		
- Psychology	45		
- Sociology	20		
Nursing Foundations	<b>220</b>	200 (lab)	724(clinic)
- Fundamentals of Nursing.	200	22 weeks	
- First aid	20		

<b>Subjects</b>	<b>Theory(hours)</b>	<b>Practical (hours)</b>
Community Health Nursing	<b>185</b>	336
- CHN-I	80	8 weeks
- Environmental Hygiene	30	
- Health Education & Communication Skills	45	
- Nutrition	30	
English	<b>30</b>	-
Computer Education	<b>15</b>	20
Co-curricular activities	<b>20</b>	-
<b>TOTAL</b>	<b>672 (16 wks)</b>	<b>1260 (30 wks)</b>
		<b>1932</b>

### SECOND YEAR

<b>Subjects</b>	<b>Theory (hours)</b>	<b>Practical (hours)</b>
Medical Surgical Nursing-I	130	840
Medical Surgical Nursing - II	130	(20 wks)
Mental Health Nursing	70	336 (8wks)
Child Health Nursing	70	336 (8wks)
Co-curricular activities	20	-
<b>TOTAL</b>	<b>420 (10 weeks)</b>	<b>1512 ( 36 weeks)</b>
		<b>1932</b>

### THIRD YEAR Part-I

<b>Subjects</b>	<b>Theory (hours)</b>	<b>Practice (hours)</b>
Midwifery & Gynaecological Nursing	140	588 (14 wks)
Community Health Nursing-II	100	168 (4 wks)
Co-curricular	12	-
<b>TOTAL</b>	<b>252 hours</b>	<b>756 hours</b>
		<b>1008</b>

THIRD YEAR Part-II (Integrated supervised Internship)

<b>Theory Subjects</b>	<b>Theory (hours)</b>
Nursing Education	20
Introduction to Research and statistics	30
Professional Trends & Adjustments.	30
Nursing Administration & Ward Management	40
<b>TOTAL</b>	<b>120</b>

<b>Clinical Areas</b>	<b>Clinical Hours/ weeks *</b>
Medical Surgical Nursing	258(6)
Community Health Nursing	258(6)
Child Health Nursing	86(2)
Midwifery and Gynaecological Nursing	344(8)
Mental Health Nursing	86(2)
<b>TOTAL</b>	<b>1032(24)</b>

Night duty should be given in clinical area(s) in rotation

\* 43 hours per week for clinical and 5 hours per week for theory.

The students posted in the clinical areas should be accompanied by teaching faculty of the school.

The same practice must be followed when student are posted for requisite clinical experience to affiliated Hospital/Agency /Institution.

The Nursing Service personnel must actively participate in supervising, guiding and evaluating students in the hospital wards, health centers and in the community.

1:10 teacher student ratio to be maintained during the supervised clinical practice

#### SUMMARY OF TOTAL CLINICAL EXPERIENCE

<b>Area</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year –I</b>	<b>3<sup>rd</sup> Year –II (Internship)</b>	<b>Total</b>
Nursing Foundation	924 (22)	-	-	-	924(22)
Community Health Nursing	336 (8)	-	168(4)	258 (6)	768 (18)
Medical Surgical Nursing	-	840(20)	-	258 (6)	1198(26)
Mental Health Nursing	-	336(8)	-	86 (2)	412(10)
Child Health Nursing	-	336(8)	-	86 (2)	412(10)
Midwifery and	-	-	588(14)	344 (8)	932(21)

Area	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year –I	3 <sup>rd</sup> Year –II (Internship)	Total
Gynaecological Nursing					

## SCHEME OF EXAMINATION:

## FIRST YEAR

Paper	Subjects	Total Marks	Internal Assessment	Council/ Board examination	Duration of Examination (Hrs.)
I.	Bio Sciences - Anatomy & Physiology. - Microbiology	100	25	75	3
II.	Behavioral Sciences - Psychology - Sociology	100	25	75	3
III.	Foundation of Nursing - Fundamental of Nursing - First aid	100	25	75	3
IV.	Community Health Nursing - CHN-I - Environmental Hygiene - Health education & Communication Skills - Nutrition	100	25	75	3
	Practical – I Fundamental of Nursing	<b>100</b>	<b>50</b>	<b>50</b>	-

## SECOND YEAR

Paper	Subjects	Total Marks	Internal Assessment	Council/ Board examination	Duration of Examination (Hrs.)
I.	Medical Surgical Nursing-I	100	25	75	3
II.	Medical Surgical Nursing –II	100	25	75	3
III.	Mental Health Nursing	100	25	75	3
IV.	Child Health Nursing	100	25	75	3
	Practical – I	100	50	50	-

Paper	Subjects	Total Marks	Internal Assessment	Council/ Board examination	Duration of Examination (Hrs.)
	Medical Surgical Nursing				
	Practical-II Child Health Nursing	100	50	50	
	Practical-III* Mental Health Nursing	100	50	50*	

Note: \* (only school examination, no council/board exam)  
 \*Practical examination for psychiatric nursing is to be conducted at the place of clinical experience at the end of clinical instruction by school, itself and marks shall be sent to the council/board.

### THIRD YEAR Part-I

Paper	Subjects	Total Marks	Internal Assessment	Council/ Board examination	Duration of Examination (Hrs.)
I.	Midwifery & Gynecological Nursing	100	25	75	3
II.	Community Health Nursing-II	100	25	75	3
	Practical I Midwifery	100	50	50	
	Practical – II Community Health Nursing	100	50	50	

### THIRD YEAR Part-II (School Examination)

Paper	Subjects	Total Marks	Term Assessment	School Exam	Duration of Examination (Hrs.)
I.	Nursing Education and Introduction to Research and statistics	100	50	50	3
II.	Professional Trends & Adjustment , Nursing administration and Ward Management	100	50	50	3



## Examination guidelines

1. Shall have one regular examination followed by supplementary examination in a year.
2. The candidates if fail in more than two subjects in any nursing programme they can be promoted to next year
3. A candidate can take any number of attempts with a condition that maximum period allowed is 6 years. However all papers need to be cleared before appearing in the final examination
4. No institution shall submit student average internal marks more than 75% i.e., if 40 students are admitted in a course than the average score of the 40 students shall not exceed 75%.  
Example of 5 students: A=25, B=20, C=22, D=21, E=24  
Average score=89.6%

This will not be accepted by the SNRC

## Eligibility for Admission to Examination

A candidate shall be eligible for the admission to the state Council / Board examination if the Principle of the school certificate that:

- (a) She / he has completed not less than eleven months of the course
- (b) She / he have attended 75% of the formal instructions given on each subject and 75% of the clinical field experience in each area / subject separately during the academic year, however, the total clinical / field experience prescribed must be completed before the final council / Board examinations and before the issue of diploma.  
(The diploma shall not be awarded to the student till she / he has completed the clinical / field requirements.
- (c) The overall performance of the student and her/his conduct during the entire academic year shall be satisfactory.
- (d) The student has passed in the internal assessment in each subject and practical(s).
- (e) The record of practical experience is complete.  
(The principle shall send to the Council / board the internal assessment for each subject, i.e. both theory and practical (S) before the start of the examination along with the examination form).

**D. GRADING OF EXAMINATION**

Examination shall be graded on aggregate marks of the entire three and half years of the training programme, as follows:

Distinction	-	80% and above
First Division	-	70% to 79%
Second Division	-	60% to 69%
Pass	-	50% to 59%

**E. THEORY EXAMINATION**

1. Nursing teacher with minimum five years of teaching experience (recent) in a particular subject may be appointed as paper setters and examiners for that particular subject only.
2. Question paper should have a combination of essay, short answer and objective type question (Situation based Questions)
3. All units of a subject and sub-subject should be given due weightage in accordance with the instructional hours prescribed.

**F. PRACTICAL EXAMINATION**

1. Practical examination is to be conducted in the respective clinical area.
2. Nursing teacher with minimum of five years of teaching/clinical teaching experience in a particular subject/clinical area may be appointed as practical examiner.

## EVALUATION

### INTERNAL ASSESSMENT

1. There shall be 25% internal assessment for all theory papers and 50% Internal assessment for all the practical.
2. A regular and periodic assessment for each subject and clinical / field experience is to be carried out.
3. For the purpose of internal assessment there shall be written test in each subject taken by the respective teacher each month.

The student shall be required to maintain the Practical record book and report of observation visits and diary for assessment must also be used. Marks shall be allotted for each of the following:

- a) Case study
  - b) Case presentation
  - c) Nursing care plan
  - d) Maintenance of record books (Procedure Book and Midwifery Record book).
  - e) Daily diary.
  - f) Area wise clinical assessment is to be carried out. Minimum two assessments are required in each clinical area.
4. Regular record of theory and practical is to be maintained. Task oriented assessment is to be undertaken. Assessment shall be minted by teacher for each student each month. This can be checked by the Council/Board. Principal to sign all the records of examination. It should be displayed on the notice board for the information of the students.
  5. A Candidate must secure 50% marks in internal assessment separately in each theory and practical. To be successful a student must get 50% marks in the internal as well as Council or Board Examination of each year.
  6. For a student who appears for any supplementary examination her/his fresh internal assessment in the failed subject (s) / practical (s) is to be sent to the Council / Board.
  7. State Nursing Council / Board should prepare a model perform for performance evaluation for each of the clinical area and circulate to all; Schools of Nursing for maintaining uniformity.

Each student is required to maintain the record of following assignment in clinical areas in each year:

**First Year**

a)	Nursing care plan	-	4 in medical / surgical wards.
b)	Daily Diary field.	-	1 each in urban and rural community
c)	Health – Talk field.	-	1 each in Urban and rural community
	Family Study including field.	-	1 each in Urban and rural community
	Health assessment of an field.	-	1 each in Urban and rural community
	Individual in the family Community profile field.	-	1 each in Urban and rural community

**Second Year**

<b>(a) Medical Ward</b>			
	Nursing Care Plan	-	2
	Case Study	-	1
	Case Presentation	-	1
	Drug Study	-	1
<b>(b) Surgical Ward</b>			
	Nursing Care Plan	-	2
	Case Study	-	1
	Case Presentation	-	1
	Drug Study	-	1
<b>(c) Psychiatry Ward</b>			
	Nursing Care Plan	-	1
	Case Study	-	1
	Case Presentation	-	1
	Drug Study	-	1
	Process Recording	-	2
	Mental Status examination	-	4

**Third Year**

<b>(a) Pediatric Ward</b>			
	Nursing Care Plan	-	2
	Case Study	-	1
	Case Presentation	-	1
	Drug Study	-	1
	Observation Report (New born)	-	2
<b>(b) Maternity and Gynaecological ward.</b>			
	Nursing Care Plan	-	2+1
	Case Study	-	1+1
	Case Presentation	-	1+1
	Drug Study	-	1+1

(c) <b>Daily Diary</b>	Urban & Rural Community field
Health Talk	- 2 each
Family Health Nursing care Plan	- 2 each
Group Project	- 1 each

In addition to above, each student shall maintain a procedure book and midwifery case book signed by concerned / supervisor and Principle which is to be presented to examiner each year.

The above assignments are to be evaluated by concerned teachers for the purpose of internal assessment and shall be presented to the external examiner in a compiled form and it should be duly signed by her and should be stamped as cancelled after practical examination.

## FIRST YEAR

### 1.1 BIO-SCIENCE

#### 1.1.(1) ANATOMY AND PHYSIOLOGY

#### Course Description

This course is designed to help students gain knowledge of the structure and function of the human body and recognize any deviation from normal health in order to render effective nursing services.

#### General Objective

Upon completion of the course, the student shall be able to:

1. Describe in general the structure and functions of the human body.
2. Describe in detail the structure and functions of the different organs and systems in the human body.
3. Apply the anatomical and physiological principles in the practice of nursing.

**Total Hours – 90**

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Define and spell various anatomical terms.	<b><u>Introduction to anatomical terms organization of the human body</u></b> a) Anatomical terms b) Systems and cavities of the human body	4	Lecture cum Discussions. Explain using charts Record book	Short answer questions Objective type
II.	Describe different organs of the body, systemic function and their interrelationship.	<b><u>Introduction to the detailed structure of the body</u></b> a) The cell: Structure, reproduction and function b) Tissues including membranes and glands : types structure and functions c) Body cavities and their contents	6	Lecture cum Discussions. Explain using microscopic slides. Skeleton and torso	Short answer questions Objective type
III	Describe the composition of blood and its functions.	<b><u>Blood</u></b> a) Composition and formation of blood b) Functions of blood c) Blood clotting, blood grouping and cross matching d) Blood products and their use.	6	Lecture cum Discussions. Explain using microscopic slides Demonstration of blood grouping and	Short answer questions Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
				cross-matching, Hb estimation	
IV.	Describe the structure and functions of heart and blood vessels	<p><b><u>The Circulatory System</u></b></p> <p>a) Heart : Structure, functions including conduction system and cardiac cycle</p> <p>b) Blood vessels : Types, Structure and position</p> <p>c) Circulation of blood</p> <p>d) Blood pressure and pulse</p>	6	Lecture cum discussions. Explain using charts, models and specimen	Short answer questions Objective type Essay
V.	Describe structure and functions of lymphatic system	<p><b><u>The Lymphatic system</u></b></p> <p>a) Structure and function of lymph vessels, Lymph nodes and lymph circulation, lymphatic tissue - spleen and thymus</p>	6	Lecture cum discussions. Explain using charts and models	Short answer Objective type Essay
VI.	Describe the structure and functions of respiratory system	<p><b><u>The Respiratory system</u></b></p> <p>a) The structure and functions of respiratory organs</p> <p>b) The physiology of respiration</p> <p>c) Characteristics of normal respiration and deviation</p>	6	Lecture cum discussions. Explain using charts and models, specimens Demonstration of spirometry	Short answer Objective type Essay type
VII.	Describe the structure and function of digestive system	<p><b><u>The Digestive system</u></b></p> <p>a) Structure and functions of the alimentary tract and its accessory organs.</p> <p>b) The process of digestion, absorption and metabolism of food constituents.</p>	6	Lecture cum discussions. Explain using charts, models and videos	Short answer Objective type Essay type
VII	Describe the structure and functions of organs of Excretory system.	<p><b><u>The Excretory system</u></b></p> <p>a) Structure and functions of the kidney, ureters, urinary bladder, and the urethra</p> <p>b) Formation and composition of urine.</p> <p>c) Fluid and electrolyte balance</p>	6	Lecture cum discussions. Explain using charts, slides models and videos	Short answer Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
		d) Structure and functions of the skin. e) Regulation of the body temperature.			
IX.	Describe the structure and functions of endocrine glands.	<b><u>The Endocrine system</u></b> The structure and functions of the pituitary, thyroid, parathyroid and adrenal glands, pancreas (islets of Langerhans), ovaries and testes	6	Lecture cum discussions. Explain using charts and models	Short answer Objective type Essay type
X.	Describe the structure and functions of male and female reproductive system and accessory organs	<b><u>The Reproductive system</u></b> a) Structure and functions of the female reproductive system- Process of menstrual cycle, reproduction and menopause b) Structure and functions of breasts c) Structure and functions of the male reproductive system d) Reproductive health	8	Lecture cum discussions. Explain using charts, videos, models and specimens	Short answer Objective type Essay type
XI.	Describe the structure and functions of Nervous system.	<b><u>The nervous system</u></b> a) Types of nerves- structure and functions b) Brain and cranial nerves. c) Spinal cord and motor and sensory pathways of the spinal cord, autonomic nervous system.	10	Lecture cum discussions. Explain using charts and models	Short answer Objective type Essay type
XII.	Describe the structure and function of sensory organs	<b><u>The sense organs</u></b> a) Skin, ear, eye, nose and tongue b) Physiology of vision, hearing, smell, touch, taste and equilibrium.	6	Lecture cum discussions. Explain using charts, videos and models	Short answer Objective type Essay type
XIII	Describe the structure and functions of skeletal system.	<b><u>The Skeleton</u></b> a) Formation and growth of bones b) Tendons, ligaments and cartilages c) Classification of bones joints d) Joint movement e) Axial and appendicular skeleton	8	Lecture cum discussions. Explain using charts, models and skeleton	Short answer Objective type Essay type



Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
XIV	Describe structure and functions of Muscular system.	<b><u>The Muscular System</u></b> a) Type, structure and functions of muscle b) Origin, Insertion, and action of muscles	6	Lecture cum discussions. Explain using charts, slides and models	Short answer Objective type Essay type

## 1.1. (2) MICROBIOLOGY

### Course Description

This course is designed to help students gain knowledge and understanding of the characteristics and activities of micro-organisms, how they react under different conditions and how they cause different disorders and diseases. Knowledge of these principles will enable student to understand and adopt practices associated with preventive and promotive health care.

### General Objectives

Upon completion of the course, the students shall be able to:

1. Describe the classifications and characteristics of micro-organisms
2. List the common disease producing micro-organisms
3. Explain the activities of micro-organism in relation to the environment and the human body.
4. Enumerate the basic principles of control and destruction of micro-organisms.
5. Apply the principles of microbiology in nursing practice.

**Total Hours – 30**

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Describe evolution of microbiology and its relevance in nursing.	<b><u>Introduction</u></b> a) History of bacteriology and micro-biology. b) Scope of microbiology in Nursing	3	Lecture cum Discussions.	Objective type Short answers
II	Classify the different types of micro organism  Describe the normal flora and the common diseases caused by pathogens	<b><u>Micro Organisms</u></b> a) Classification, characteristics, (Structure, size, method and rate of reproduction) b) Normal flora of the body. c) Pathogenesis & common diseases. d) Methods for study of microbes, culture & isolation of microbes.	8	Lecture cum Discussions. Explain using slides, films, videos, exhibits, models	Short answer Objective type Essay type

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
	Explain the methods to study microbes			Staining and fixation of slides.	
III	Describe the sources of infection and growth of microbes  Explain the transmission of infection and the principles in collecting specimens	<b><u>Infection and its transmission</u></b> a) Sources and types of infection, nosocomial infection. b) Factors affecting growth of microbes. c) Cycle of transmission of infection portals of entry, exit, modes of transfer. d) Reaction of body to infection, mechanism of resistance. e) Collection of specimens.	4	Lecture Demonstrations  Specimens  Explain using charts	Short answer Objective type Essay type
IV	Describe various types of immunity, hypersensitivity autoimmunity and immunizing agents	<b><u>Immunity</u></b> a) Types of immunity – innate and acquired. b) Immunization schedule. Immunoprophylaxis (vaccines, sera etc.) c) Hypersensitivity and autoimmunity. d) Principles and uses of serological tests	5	Lecture cum discussions. Demonstration Exhibits	Short answer Objective type Essay type
V	Describe the various methods of control and destruction of microbes	<b><u>Control and destruction of Microbes</u></b> a) Principles and methods of microbial control -Sterilization -Disinfection -Chemotherapy and antibiotics -Pasteurization b) Medical and surgical asepsis c) Bio-safety and waste management	5	Lecture, Demonstration Videos  Visit to the CSSD	Short answer Objective type Essay type
VI.	Demonstrate skill in handling & care of microscopes  Identify common microbes under the microscope	<b><u>Practical Microbiology</u></b> a) Microscope – Parts, uses, handling and care of microscope b) Observation of staining procedure, preparation and examination of slides and smears c) Identification of common microbes under the microscope	5	Lecture,  Demonstrations Specimens Slides	

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
		for morphology of different microbes.			

## 1.2 BEHAVIOURAL SCIENCES

### 1.2.(1)PSYCHOLOGY

#### Course Description

This course is designed to help students understand the dynamics of human behavior and concept of mental health. This shall enable them to develop positive attitude and good inter – personal relationships in the practice of nursing in all health care settings.

#### General Objectives

Upon completion of the course, the students shall be able to:

1. Describe the concept of mental health and psychology.
2. Explain the dynamics of human behavior, personality and learning.
3. Discuss the role of adjustment mechanisms and emotions in health and illness.
4. Demonstrate skills in the application of principle of psychology in nursing practice in all kind of health care settings.

#### Total Hours – 45

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	State the concept, scope and importance of psychology.	<b><u>Introduction</u></b> a) Definition, nature and scope of psychology b) Importance of psychology for Nurses	2	Lecture cum Discussion.	Short answer Objective type
II.	Describe the structure of the mind.	<b><u>Structure of the mind</u></b> a) Conscious, pre-conscious b) Id, ego and super ego	2	Lecture cum Discussions.	Short answer Objective type
III.	Illustrate the dynamics of human behavior.  Describe the concept of mental health	<b><u>Psychology of Human Behavior</u></b> a) Basic human needs, dynamics of behavior, motivation drives b) Body mind relationship, mental health,	15	Lecture cum Discussions.  Role play	Short answer Objective type  Essay type

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
		<p>characteristics of mentally healthy person, emotional control, psychological problems of patients and relatives.</p> <p>c) Stress and conflicts, nature sources of and types of stress and conflicts, dealing with stress and conflict, frustration – sources and overcoming frustration</p> <p>d) Mental mechanism their uses and importance</p> <p>e) Attitudes - meaning, development changes in attitude, effects of attitudes on behavior, importance of positive attitude for the nurse.</p> <p>f) Habits-meaning and formation.</p> <p>g) Breaking of bad habits, importance of good habit formation for the nurse.</p>			
IV	Describe and apply the process of learning, thinking, reasoning, observation and perception	<p><b><u>Learning</u></b></p> <p>a) Nature, types and laws of learning,</p> <p>b) Factors affecting learning, memory and forgetting.</p> <p><b><u>Thinking and Reasoning</u></b></p> <p>a) Nature and types of thinking, reasoning, problem solving, importance of creative thinking for nurse.</p> <p><b><u>Observation and Perception</u></b></p> <p>a) Attention, perception, laws of perception, factors affecting attention and perception, and errors in perception</p>	15	Lecture cum discussions. Roleplay	Short answer Objective type  Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
V.	Discuss the concept and development of personality.	<b><u>Personality</u></b> a) Meaning, nature and development, types of personality b) Assessment of personality importance of knowledge of personality for the nurse. c) Characteristics of various age groups – child adolescent, adult and aged d) Will and character.	6	Lecture cum discussions.  Role play Psychometric assessment	Short answer  Objective type Essay type
VI.	Discuss the nature and measurement of intelligence.	<b><u>Intelligence</u></b> a) Definition, Meaning, individual differences in intelligence b) Mental ability, nature of intelligence and development c) Assessment of intelligence	5	Lecture cum discussions. Demonstration Role play IQ testing	Short answer  Objective type Essay type

## 1.2.(2) SOCIOLOGY

### Course Description

This course is designed to help student gain an understanding of sociology in the context of its relevance to nursing practice.

### General Objectives

Upon completion of the course, the students shall be able to:

1. Describe the concept of the family as a social unit and the status of the individual in the family.
2. Explain the dynamics of society and identify common social problems.
3. Demonstrate ability to understand the socio – cultural and economic aspects of the community in the light of their effects on health and illness.
4. Utilize the knowledge and understanding of sociology in nursing practice.

**Total Hours - 20**

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Method of assessment
I	Describe the nature, scope & content of sociology and its	<b><u>Introduction</u></b> a) Definition and scope of sociology b) Its relationship with other	2	Lecture  Discussions	Short answer  Objective type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Method of assessment
	importance in nursing	social sciences c) Uses of sociology for nurses.			
II	Describe the influence of the environment on individual development and the rights and responsibilities of the individual in the society	<b><u>Individual</u></b> a) Review of human growth and development b) The socialization process c) Effect of environment on human growth and development d) Rights and responsibilities of the individual in a democratic society.	2	Lecture Discussions	Short answer Objective type Essay type
III	Describe the concept of family as a social unit	<b><u>The Family</u></b> a) Definition, characteristics and types of family. b) Family cycle and basic needs of family c) Importance of interdependence of family members. d) Important functions of family and their problems. e) Types of Marriage, medical and sociology aspects of marriage.	4	Lecture, Discussions	Short answer Objective type Essay type
IV	Describe about social groups, social change, control, stratification and social problems	<b><u>Society</u></b> a) Definition and meaning. b) Social groups - Types, Structure, intergroup relationship group cycle, group behavior and group morale. c) Social change -Meaning, factors affecting and effect on society and institution leading to social problems. d) Social control e) Social stratification f) Social problems- Prostitution, crime divorce, dowry system, juvenile	8	Lecture, discussions  Visits to social institutions	Short answer Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Method of assessment
		delinquency, drug addiction alcoholism, handicapped, over population and slum g) Social agencies and remedial measures			
V	Describe the culture and characteristics of community	<b><u>The Community</u></b> a) Community – definition and types- rural and urban b) Culture and characteristics	4	Lecture discussions	Short answer Objective type Essay type

### **1.3. NURSING FOUNDATIONS**

#### **1.3.(1)FUNDAMENTALS OF NURSING**

##### **Course Description**

This course is designed to help students develop an ability to meet the basic health need of the patients with regard to nursing care and develop skill in the competencies required for rendering effective patient care.

##### **General Objectives**

Upon completion of the course, the students shall be able to:

- 1 Describe the physical, mental and social adjustment required of a sick individual and his family.
- 2 Carry out basic nursing techniques and care with the application of sound scientific principle.
- 3 Explain the concept of comprehensive nursing care.
- 4 Develop skills in assessment, planning, implementation and evaluation of the nursing care rendered to the patients.
- 5 Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members.
- 6 Demonstrate skills in observation, recording and reporting.
- 7 Recognize and utilize opportunities for planning and implementing need based health teaching programme (s) for individuals, groups, families and communities.

## Total Hours - 200

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
I	<p>Define nursing and explain its nature, meaning, scope, ethics and principles in nursing.</p> <p>Identify the qualities of a professional nurse health care agencies and its functions.</p> <p>Describe the holistic approach to nursing and the determinants of health and the effects of illness.</p>	<p><b><u>Introduction to Nursing</u></b></p> <p>a) Nursing – concept, meaning, definitions, scope and functions.</p> <p>b) History of nursing in India</p> <p>b) Nursing as a profession</p> <p>c) Nursing professional – qualities and preparation.</p> <p>d) Ethics in Nursing-roles and responsibilities of a nurse.</p> <p>e) Health care agencies – hospital and community service – types and function of hospitals health team.</p> <p>f) Modern approaches to nursing care including holistic nursing care</p> <p>g) Health and Disease</p> <p>-Definition of health, determinants of health status.</p> <p>-Basic human needs</p> <p>-Illness and its effects on individual</p>	25	Lecture cum Discussions.	<p>Short answer</p> <p>Objective type</p> <p>Essay type</p>
II	<p>Describe nursing care of the patient/client in hospital using nursing process.</p> <p>Demonstrate skill in the admission and discharge process, maintenance of safe environment and records and reports</p>	<p><b><u>Nursing care of the patient</u></b></p> <p>a) Patient Environment in the hospital Patients unit</p> <p>b) Therapeutic environment</p> <p>-Physical factors – lighting temperature, ventilation, humidity, noise, pestilence.</p> <p>- Safety needs prevention of environmental hazard</p> <p>- Psychosocial and aesthetic factors.</p> <p>c) Patient's Adjustment to the Hospital.</p> <p>- Understanding the patient as a person socio economic and cultural background, health status etc.</p> <p>- Effect of hospitalization on patient and family.</p> <p>- Admission, transfer, discharge procedures</p> <p>c) Basic Nursing Skills-</p> <p>- Communication</p>	6	<p>Lecture cum Discussions.</p> <p>Demonstration</p> <p>Demonstration of maintaining the records and reports</p> <p>Role Play</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay type</p> <p>Return demonstration</p>



Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>- Nursing interview</li> <li>- Recording and reporting</li> <li>d) Nursing Process               <ul style="list-style-type: none"> <li>- meaning and Importance</li> <li>-assessment, planning, implementation and evaluation</li> <li>-nursing care plan.</li> </ul> </li> </ul>			
III	<p>Describe basic needs of the patient</p> <p>Demonstrate skill in meeting basic care of the patient</p>	<p><b><u>Meeting the Basic Needs of a patient</u></b></p> <p>Physical needs-</p> <ol style="list-style-type: none"> <li>a. Comfort, rest, Sleep and exercise. –Importanceand its promotion</li> <li>b. body mechanics –moving, lifting, transferring</li> <li>c. Position and posture maintenance</li> <li>d. comfort devices, Beds and bed making – Principles of bed making, types and care of bed linen</li> <li>e. safety devices, restraints and splints</li> <li>f. Exercises – Active and Passive</li> </ol> <p><b>Hygienic needs</b></p> <ul style="list-style-type: none"> <li>- personal and environmental hygiene</li> <li>- Nurses role in maintaining personal and environmental hygiene.</li> <li>- Care of eyes, nose, ears, hands and feet.</li> <li>- Care of mouth, skin, hair and genitalia</li> <li>- Care of pressure areas, bed sores.</li> </ul> <p><b>Nutritional needs</b></p> <ul style="list-style-type: none"> <li>- diet in health and disease</li> <li>- Factors affecting nutrition in illness,</li> <li>-nurse’s role in meeting patients nutritional needs.</li> </ul>	60	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay type</p> <p>Return demonstration</p> <p>Assessment using checklist</p>

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>- Modification of diet in illness.</li> <li>- Diet planning and serving.</li> <li>- Feeding helpless patients including artificial methods of feeding.</li> </ul> <p><b>Elimination needs</b></p> <ul style="list-style-type: none"> <li>- health and sickness</li> <li>-Problems – constipation and diarrhea, retention and incontinence of urine.</li> <li>- Nurse’s role in meeting elimination needs.</li> <li>- Offering bedpan and urinal,</li> <li>-observing and recording abnormalities.</li> <li>- Preparation and giving of laxative, suppositories, enemas, bowel wash, flatus tube.</li> <li>- Perineal care, care of patient with urinary catheter, diapers.</li> <li>- Maintenance of intake and output records</li> </ul> <p><b>Psychological and spiritual needs</b></p> <ul style="list-style-type: none"> <li>-importance</li> <li>- Nurse’s role</li> <li>-Diversional and Recreational therapy</li> </ul> <p><b>Care of terminally ill and dying</b></p> <ul style="list-style-type: none"> <li>- dying patient’s signs and symptoms of approaching death, needs of dying patient and family,</li> <li>-nursingcare of dying-: special considerations; advance directives, euthanasia, will, dying declaration, organ donation etc.</li> <li>- medico legal issues</li> <li>- Care of the dead body</li> <li>-care of unit</li> <li>-Autopsy</li> <li>-Embalming</li> </ul>			
IV	Describe the significance of	<p><b>Hygiene</b></p> <p><b>Personal Hygiene</b></p> <p>Care of skin, hair, teeth, eyes, ears,</p>	15	Lecture cum	Short answer

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
	personal and mental hygiene	<p>hands and feet, Rest and sleep, Exercise, Activity, recreation, posture, nutrition, elimination and menstrual hygiene</p> <p>Developing good health habits</p> <p>Prevention and protection of disease</p> <p>Maintenance of health records</p> <p>Reproductive health and hygiene</p> <p>Sex education and hygiene</p> <p><b><u>Mental Health and hygiene</u></b></p> <p>-concepts of mental health and hygiene.</p> <p>- Characteristics of a physically and mentally healthy person</p> <p>- Mental hygiene in intrauterine, infancy, childhood, adolescence, adulthood and old age.</p>		Discussions.	<p>Objective type</p> <p>Essay type</p> <p>Return demonstration</p> <p>Assessment using checklist</p>
V	<p>Describe the principles of assessment</p> <p>demonstrate skills in assessing the patient</p>	<p><b><u>Assessment of patient/client</u></b></p> <p>a) Physical Assessment</p> <p>- Importance, principles, methods of assessment</p> <p>- Height, Weight, posture</p> <p>- Head to toe examination.</p> <p>b) Physiological Assessment</p> <p>-Vital signs, normal, abnormal</p> <p>Characteristics, factors influencing the variations,</p> <p>-Observation and collection of specimens-urine, stool, vomitus and sputum.</p> <p><b>Psychological Assessment</b>-Mood, Intelligence, Emotions Normal and Abnormal behavior.</p>	14	<p>Lecture cum</p> <p>Discussions</p> <p>Demonstration</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay type</p> <p>Return demonstration</p> <p>Assessment using checklist</p>

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
VI	Describe the infection control, methods in the clinical setting.  Demonstrate infection control practices	<p><b><u>Infection control</u></b></p> <p>a) Infection control :</p> <ul style="list-style-type: none"> <li>- Nature of infection</li> <li>- Chain of infection transmission</li> <li>- Defence against infection : natural and acquired</li> <li>- Hospital acquired infection ( nosocomial infection)</li> </ul> <p>b) Concept of asepsis :</p> <ul style="list-style-type: none"> <li>- medical and surgical asepsis</li> <li>- isolation precautions , barrier nursing</li> <li>- hand washing : simple, hand asepsis, surgical asepsis (scrub)</li> <li>- isolation – source and protection</li> <li>- personal protective equipments – types, uses and techniques of wearing and removing</li> <li>- decontamination of unit and equipment</li> <li>- transportation of infected patient</li> <li>- standard safety precaution</li> <li>- transmission based precautions</li> </ul> <p>c) bio-medical waste management</p> <ul style="list-style-type: none"> <li>- importance</li> <li>- Types of hospital wastes</li> <li>- hazards associated with hospital waste</li> <li>- decontamination of hospital waste</li> <li>- segregation and transportation</li> <li>- disposal</li> </ul>	20	Lecture, Discussion and Demonstration  Explain using manual of biomedical waste management of Government of India  Demonstration Videos  Simulation exercises	Short answers Essay type Objective type
VII	Describe therapeutic nursing care	<p><b><u>Therapeutic Nursing Care</u></b></p> <p>a) Care of patients with respiratory problems/dyspnea</p> <ul style="list-style-type: none"> <li>- Breathing and coughing exercises</li> <li>- O<sub>2</sub> inhalation</li> <li>- Dry and moist inhalation</li> <li>- Oro nasal suctioning</li> </ul> <p>b) Care of patient with altered body temperature- Hot and cold Applications</p> <p>c) Care of patients with Fluid and Electrolyte imbalance</p>	30	Lecture cum  Discussions.  Demonstration	Short answer  Objective type  Essay type Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		d) Care of unconscious patient e) Care of the bedridden patient(traction, fractures etc.) f) Care of patient with pain g) care of patients with body elimination deviation			Assessment using checklist
VII I	Explain the principles, routes, effects of administration of medications	<p><b><u>Introduction to clinical Pharmacology</u></b>  <b>Administration of medication:</b>  <b>General</b>  <b>Principles/Considerations</b></p> <ul style="list-style-type: none"> <li>- Purposes of medication</li> <li>- Principles: 5 rights, special considerations, prescriptions, safety in administering medications and medication errors</li> <li>- Drugs forms</li> <li>- Routes of administration</li> <li>- Storage and maintenance of drugs and nurses responsibility</li> <li>- Broad classification of drugs</li> <li>- Therapeutic effect, side effect, toxic effect, allergic reaction, drug tolerance, drug interactions</li> <li>- Factors influencing drug actions</li> <li>- Systems of drug measurement: metric system, household measurements.</li> <li>- Converting measurements units: conversion within one system, between systems, dosage calculations.</li> <li>- Terminologies and abbreviations used in prescription of medications.</li> <li>- Oral drug administration: oral, sublingual, buccal : equipment and procedure.</li> </ul>	30	Lecture cum Discussions.  Demonstration	Short answer  Objective type  Essay type Return demonstration  Assessment using checklist

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>- Parenteral : General principles Types of parenteral therapies. Types of syringes, needles, canulas and infusion sets, Protection from needle stick injuries, giving medications with a safety syringe.</li> <li>- Routes of parenteral therapies: Purposes, site equipment, procedure and special considerations in giving intradermal, subcutaneous, intramuscular and intravenous medications.</li> <li>- Advanced techniques : epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intra arterial</li> <li>- Role of nurse</li> <li>- Topical administration: purposes, site, equipment, procedure, special considerations for applications to skin and mucous membrane. Direct application: gargle, throat swab Insertion of drug into body cavities : nasal pack, suppositories / medicated packing into rectum / vagina Instillations: ear, eye, nasal, bladder and rectal. Irrigations: eye, ear, bladder, vaginal and rectal. Spray: nose and throat</li> <li>- Inhalations: nasal, oral, endotracheal, tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure and special considerations.</li> </ul>			

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		- Recording and reporting of medications administered.			

### 1.3.(2) FIRST AID

#### Course Description

This course is designed to help students develop and understanding of community emergencies and be able to render first aid services as and when need arises.

#### General Objectives

Upon completion of this course, the students shall be able to:

1. Describe the rules of first aid.
2. Demonstrate skills in rendering first aid in case of emergencies.

#### Total Hours - 20

Unit	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Describe the importance and principle of first aid	<b><u>Introduction</u></b> - Definition, Aims and Importance of first aid - Rules/ General principles of First Aid - Concept of emergency	2	Lecture cum discussions	Short answer Objective type
II	Demonstrate skill in first aid techniques	<b><u>Procedures and Techniques in First Aid</u></b> - Preparation of First Aid kit. - Dressing, bandaging and splinting (spiral, reverse spiral, figure of 8 spica, shoulder, hip, ankle, thumb, finger, stump, single and double eye, single and double ear, breast, jaw, capelin), triangle bandages uses, abdominal binder and bandage, breast binder, T and many tail bandage, knots reef, clove. - Transportation of the injured - CPR : Mouth to mouth, Sylvester, Schafer, External	8	Lecture, Discussions Demonstration Videos Simulation exercises.	Short answer Objective type Return demonstration

Unit	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
		cardiac massage			
III	Describe first aid in common emergencies	<p><b><u>First Aid in emergencies</u></b></p> <p>a) Asphyxia, drowning, shock  b) Wounds and Bleeding  c) Injuries to the Bones, Joints and Muscle- fractures, sprains, strains, hanging, falls  d) Burns and scalds  e) Poisoning – ingestion, inhalation, bites and stings  f) Foreign body in eye, ear nose and throat.</p>	6	<p>Lecture cum Discussions.</p> <p>Videos Demonstration</p>	<p>Short answer</p> <p>Objective type</p> <p>Return demonstration</p>
IV	List various community emergencies and community resources.	<p><b><u>Community Emergencies &amp; Community Resources</u></b></p> <p>a) Fire, explosion, floods, earth- quakes, famines etc  b) Role of nurses in disaster management  c) Rehabilitation  d) Community Resources  - Police, Ambulance services  - Voluntary agencies-local, state national and international</p>	4	<p>Lecture cum Discussions.</p> <p>Videos Mock drill Simulation exercise Videos Field visit to voluntary agencies.</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay type</p>



# **Nursing Foundations-Practical**

**Placement:** First Year

**Time:** Practical – 924 hours  
(200 lab and 724 clinical)

**Course Description:** This course is designed to help the students to acquire knowledge, attitude and skills in techniques of nursing and practice them in clinical settings

The nurse on completion of this course will be able to:

- Demonstrate appropriate attitudes and skills in providing comprehensive nursing care to patients based on nursing process.
  - Assess the nursing needs of the clients by collecting complete data, making relevant observation and analyse the data collected.
  - Plan for appropriate nursing care by prioritizing the needs and executing competent nursing actions.
  - Implement effective nursing care by integrating scientific principles for maintaining health optimum
  - Promote the health of the individual and the community by giving appropriate health teaching.
  - Evaluate the patients response to nursing care provided.
- Apply the theoretical knowledge to the appropriate clinical nursing practice.
- Demonstrate skill in the use of problem solving methods in nursing practice.
- Contribute for promotion of health prevention of illness & restoration of health of people by working with other health team members.
- Gain knowledge of health resources in the community and the country.
- Demonstrate leadership skills in working with health team, community and others in the provision of health care.
- Recognize the need for continuing education for professional development.
- Demonstrate use of ethical values in their personal and professional life.
- Assist in research activities.

Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
Supervised practice in Lab General Medical and surgery wards	200 724 (Minimum practice time in clinical area)	Performs admission and discharge procedure	<b>Hospital admission and discharge</b> Admission Prepare Unit for new patient Prepare admission bed Perform admission procedure New patient Transfer in Prepare patient records <b>Discharge/Transfer out</b> Gives discharge counseling Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers) Prepare records of	<input type="checkbox"/> Practice in Unit/hospital	<input type="checkbox"/> Evaluate with checklist <input type="checkbox"/> Assessment of clinical performance with rating scale <input type="checkbox"/> Completion of Practical record
		<input type="checkbox"/> Prepares nursing care plan as per the nursing process format	<input type="checkbox"/> discharge/transfer Dismantle, and disinfect unit and equipment after discharge/transfer <b>Perform assessment:</b> <input type="checkbox"/> History taking, Nursing diagnosis, problem list, Prioritization, Goals & Expected Outcomes, selection of interventions <input type="checkbox"/> Write Nursing Care Plan Gives care as per the plan <input type="checkbox"/> plan	<input type="checkbox"/> Write nursing process records of patient <input type="checkbox"/> Simulated - 1 <input type="checkbox"/> Actual - 1	<input type="checkbox"/> Assessment of nursing process records with checklist <input type="checkbox"/> Assessment of actual care given with rating

					scale
		<input type="checkbox"/> Communicates effectively with patient, families and team members and <input type="checkbox"/> Maintains effective human relations <input type="checkbox"/> Develops plan for patient teaching <input type="checkbox"/> Prepares patient reports <input type="checkbox"/> Presents reports <input type="checkbox"/> Monitors vital signs	<p><b>Communication</b> Use verbal and non verbal communication techniques</p> <p><b>Prepare a plan for patient teaching session</b></p> <p><b>Write patient report</b>  <input type="checkbox"/> Change-of shift reports, Transfer reports, Incident reports etc.  <input type="checkbox"/> Present patient report</p> <p><b>Vital signs</b>  <input type="checkbox"/> Measure, Record and interpret alterations in body temperature, pulse</p>	<input type="checkbox"/> Role-plays in simulated situations on communication techniques-1 <input type="checkbox"/> Health talk-1 <input type="checkbox"/> Write nurses notes and present the patient report of 2-3 assigned patients <input type="checkbox"/> Lab practice <input type="checkbox"/> Measure Vital signs of assigned patient	<input type="checkbox"/> Assess role plays with the check-list on comm.-unication techniques <input type="checkbox"/> Assess health talk with the checklist <input type="checkbox"/> Assessment of comm.-unication techniques by rating scale <input type="checkbox"/> Assessment of performance with rating scale Assessment of each skill with checklist <input type="checkbox"/> Completion of activity record
		<input type="checkbox"/> Performs health assessment of each body system	respiration and blood pressure <p><b>Health assessment</b>  <input type="checkbox"/> Health history taking  <input type="checkbox"/> Perform assessment:            General Body systems  <input type="checkbox"/> Use various methods of</p>	<input type="checkbox"/> patient	

			physical examination <input type="checkbox"/> Inspection, Palpation, Percussion, Auscultation, Olfaction Identification of system <input type="checkbox"/> wise deviations		
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Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
		<input type="checkbox"/> Provides basic nursing care to patients	<p><b>Prepare Patient's unit:</b></p> <input type="checkbox"/> Prepare beds: Open, closed, occupied, operation, amputation, Cardiac, fracture, burn, Divided, & Fowlers bed <input type="checkbox"/> Digitally operated beds <input type="checkbox"/> Pain assessment and provision for comfort <p><b>Use comfort devices</b></p> <p><b>Hygienic care:</b></p> <input type="checkbox"/> Oral hygiene: Baths and care of <input type="checkbox"/> pressure points <input type="checkbox"/> Hair wash, Pediculosis treatment <p><b>Feeding :</b></p> <ul style="list-style-type: none"> <li>• Oral/ Enteral, Naso/Orogastric, gastrostomy and Parenteral feeding</li> <li>• Naso-gastric tube insertion, suction, and irrigation</li> </ul> <p><b>Assisting patient in urinary elimination</b></p> <ul style="list-style-type: none"> <li>• Provide urinal/bed pan</li> <li>• Condom drainage</li> <li>• Perineal care</li> <li>• Catheterization</li> <li>• Care of urinary drainage</li> </ul>	<input type="checkbox"/> Practice in lab & hospital <input type="checkbox"/>	<p>Assessment of each skill with rating scale</p> <p>Completion of activity record</p>

**Bladder irrigation****Assisting bowel Elimination:**

- Insertion of Flatus tube
- Enemas

- Insertion of Suppository

**Bowel wash****Body Alignment  
and Mobility:**

Range of motion  
exercises

Positioning: Recumbent,  
Lateral, Fowlers, Sims,  
Lithotomy, Prone,  
Trendelenburg positon



Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
			<ul style="list-style-type: none"> <li>- Assist patient in Moving, lifting, transferring, walking</li> <li>- Restraints</li> </ul> <p><b>Oxygen administration</b></p> <ul style="list-style-type: none"> <li>- Mask</li> <li>- Prongs</li> <li>- Tent</li> <li>- Catheters</li> </ul> <p><b>Suctioning: oropharyngeal, nasopharyngeal</b></p> <p><b>Chest physiotherapy and postural drainage</b></p> <p><b>Care of Chest drainage</b></p> <p><b>CPR- Basic life support</b></p> <p><b>Observation of Intravenous therapy</b></p> <p><b>Blood and blood component therapy/observation</b></p> <p><b>Collect/assist for collection of specimens for investigations</b></p> <p><b>Urine, sputum, faeces, vomitus, blood and other body fluids</b></p> <p><b>Perform lab tests:</b></p> <ul style="list-style-type: none"> <li>• Urine: sugar, albumin, acetone</li> <li>• Blood: sugar (with strip/ gluco-meter)</li> </ul>	<p>Simulated exercise on CPR manikin</p>	

**Application of hot  
and cold therapies:**

Local and general

Dry and moist

**Communicating and  
assisting with self-care  
of visually & hearing  
impaired patients**

**Communicating and  
assisting with self-care  
of mentally  
challenged/disturbed  
patients**

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Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
		<input type="checkbox"/> Performs infection control procedures	<p><b>Recreational and diversional therapies</b></p> <p><b>Caring of patient with alteration in sensorium</b></p> <p><b>Infection control</b></p> <input type="checkbox"/> Perform following procedures: Hand washing techniques (Simple, hand antisepsis and surgical antisepsis (scrub) Prepare isolation unit in lab/ward Practice technique of wearing and removing Personal protective equipment (PPE) Practice Standard safety precautions (Universal precautions) <p><b>Decontamination of equipment and unit: -</b></p> <input type="checkbox"/> Surgical asepsis: Sterilization Handling sterilized equipment Calculate strengths of lotions, Prepare lotions <input type="checkbox"/> Care of articles	<input type="checkbox"/> Observation study -2 <input type="checkbox"/> Department of Infection control & CSSD <input type="checkbox"/> Visits CSSD write observation report 1 <input type="checkbox"/> Collection of samples for culture <input type="checkbox"/> Do clinical posting in infection control department and write report <input type="checkbox"/> Practice in lab/ward	<input type="checkbox"/> Assess observation study with checklist <input type="checkbox"/> Evaluate all procedures with checklist

		<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/> Performs procedures for care of wounds	<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/> Care of the wound:		

as	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
		Administer <input type="checkbox"/> s drugs	<input type="checkbox"/> Dressings of minor wounds, care of Drainage /Application of Binders, Splints & Slings <input type="checkbox"/> Bandaging of various body parts  <b>Administration of medications</b> <input type="checkbox"/> Administer Medications in <input type="checkbox"/> different forms and <input type="checkbox"/> routes Oral, Sublingual and Buccal <input type="checkbox"/> Parenteral : Intradermal, subcutaneous, <input type="checkbox"/> Intramuscular etc. <input type="checkbox"/> Assist with Intra Venous medications Drug measurements and dose calculations Preparation of lotions and solutions <input type="checkbox"/> Administer topical applications Insertion of drug into <input type="checkbox"/> body cavity: Suppository & medicated packing etc. <input type="checkbox"/> Instillation of medicines into Ear, Eye, Nose and throat <input type="checkbox"/> Irrigations: Eye, Ear,		

		<p>Records -Provide care terminally ill, dying and Dead</p>	<p>Bladder, Vagina and Rectum Inhalations: dry and moist Medicated/Nebulization Identification of spurious drugs. Record date, time, medication, dose, route And sign immediately <input type="checkbox"/> after administration</p> <p><b>Care of dying patient</b> <input type="checkbox"/> Provide care for the terminally ill Caring and packing of <input type="checkbox"/> dead Body <input type="checkbox"/></p> <p>Counseling and supporting grieving relatives <input type="checkbox"/> Handing over the body &amp; valuables <input type="checkbox"/> Transferring to mortuary with proper identification <input type="checkbox"/> Terminal care of the unit</p>		
		<p>Counsel and support relatives</p>			

## **1.4 COMMUNITY HEALTH NURSING**

### **1.4.(1) COMMUNITY HEALTH NURSING - I**

#### **Course Description**

This course is designed to help students gain an understanding of the concept of community health in order to introduce them to the wider horizons of rendering nursing services in a community set – up, both in urban and rural areas.

#### **General Objectives**

Upon completion of this course, the students shall be able to:

- 1 Describe the concept of health, community health and community health nursing.
- 2 State the principles of epidemiology and epidemiological methods in community health nursing practice.
- 3 Explain the various services provided to the community and role of the nurse.
- 4 Demonstrate skills to practice effective nursing care of the individuals and families in the clinics as well as in their homes, using scientific principles.

#### **Total Hours – 80**

<b>Unit No.</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Hr</b>	<b>Teaching Learning activities</b>	<b>Method of Assessment</b>
I	Describe the concept of health and disease and community health	<b><u>Introduction to Community Health</u></b> - Definitions: Community, Community health, community health nursing - Concept of Health and disease, dimensions and indicators of health, Health determinants - History & development of Community Health in India& its present concept. - Primary health care, Millennium Development Goals - Promotion and maintenance of Health	10	Lecture cum Discussions.	Short Answers
II	Explain various aspects of Community Health Nursing. Demonstrate skills in applying	<b><u>Community Health Nursing</u></b> - Philosophy, goals, objectives & principles , Concept and importance of Community Health Nursing, - Qualities and functions of Community Health Nurse - Steps of nursing process; community	14	Lecture cum Discussions.	Short answers Essay type

Unit No.	Learning Objectives	Content	Hr	Teaching Learning activities	Method of Assessment
	nursing process in Community Health Nursing settings	identification, population composition, health and allied resources, community assessment, planning & conducting community nursing care services.			
3.	Demonstrate skill in assessing the health status and identify deviations from normal parameters in different age groups.	<p><b><u>Health Assessment</u></b></p> <p>a) Characteristics of a healthy individual</p> <p>b) Health assessment of infant, preschool, school going, adolescent, adult, antenatal woman, postnatal woman, adult and elderly.</p>	10	Lecture cum discussions.  Demonstration Role Play  Videos	Short answers Objective type Essay type  Return demonstration
IV	Describe the principles of epidemiology and epidemiological methods in community health nursing practice.	<p><b><u>Principles of Epidemiology and Epidemiological methods</u></b></p> <p>- Definition and aims of epidemiology, communicable and non-communicable diseases. -Basic tools of measurement in epidemiology -Uses of epidemiology -Disease cycle -Spectrum of disease -Levels of prevention of disease. -Disease transmission – direct and indirect. -Immunizing agents, immunization and national immunization schedule. -Control of infectious diseases. -Disinfection.</p>	10	Lecture cum discussions.  Non-communicable disease module of government of India.  Field visit	Essay type  Short answers  Objective type
V	Demonstrate skill in providing comprehensive nursing care to the family.	<p><b><u>Family Health Nursing Care</u></b></p> <p>- Family as a unit of health - Concept, goals, objectives - Family health care services -Family health care plan and nursing process. -Family health services – Maternal, child care and family welfare services. -Roles and function of a community health nurse in family health service.</p>	12	Lecture cum discussions.  Role play  Family visit	Essay type Short answers

Unit No.	Learning Objectives	Content	Hr	Teaching Learning activities	Method of Assessment
		-Family health records.			
VI.	Describe the principles and techniques of family health care services at home and in clinics.	<u><b>Family Health Care Settings</b></u> Home Visit: - Purposes, Principles - Planning and evaluation -Bag technique Clinic: - Purposes, type of clinics and their functions - Function of Health personnel in clinics	10	Lecture cum discussions.  Demonstration  Visits – Home, health center	Short answer Return demonstration
VII	Describe the referral system and community resources for referral	<u><b>Referral System</b></u> - Levels of health care and health care settings. - Referral services available - Steps in referral. -Role of a nurse in referral	6	Lecture cum discussions.  Mock drill	Short answer  Objective type
VII I	List the records and reports used in community health nursing practice	<u><b>Records and reports</b></u> - Types and uses - Essential requirements of records and reports - Preparation & Maintenance	3	Lecture cum discussions. Exhibit the records.	Short answer Objective type
IX.	Explain the management of minor ailments.	<u><b>Minor Ailments</b></u> - Principles of management - Management as per standing instructions/orders.	5	Lecture cum discussions.	Short answer Objective type

**Community Health Nursing I- Practical**  
**Placement: First Year**

**Time: Practical – 336 hours**

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Community health Nursing-urban / rural	8 weeks	<ul style="list-style-type: none"> <li>• Organize home visit</li> <li>• Prepare bag and demonstrate bag technique.</li> <li>• Build up and maintain rapport with family.</li> <li>• Identify needs of community</li> <li>• Practice procedure</li> <li>• Make referrals.</li> <li>• Plan and conduct health education on identified health needs.</li> <li>• Set up clinics with help of staff.</li> <li>• Maintain records and reports</li> <li>• Collect and record vital health statistics.</li> <li>• Learn about various organizations of community health importance.</li> <li>• Health Assessment family</li> <li>• Identify the health needs of various age groups.</li> <li>• Assess the environment</li> <li>• Maintain family folders.</li> <li>• Assessment nutritional needs</li> <li>• Demonstrate different</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting Home visits.</li> <li>• Nutritional assessment of individuals.</li> <li>• Provide care at home as per Standing Orders / protocol.</li> <li>• Conduct health Education.</li> <li>• Set up of different Clinics.</li> <li>• Maintain Records &amp; Reports.</li> <li>• Practice family health nursing.</li> <li>• Demonstrate different</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Diary</li> <li>• Health talk -2</li> <li>• Family care plan -2.</li> <li>• Health assessment of an individual -2</li> <li>• Community Profile – 2</li> <li>• Report of visit to water purification plant, sewage plant, milk dairy, panchayat .</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Evaluation of daily diary, health talk, family care plan, health assessment, community profile, observation report.</li> </ul>



		method of preparing food according to the nutritional need of family.	methods of preparation of Meals.		
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### 1.4.(2) ENVIRONMENTAL HYGIENE

#### Course Description

This course is designed to help students acquire the concept of health, understanding of the principles of environmental health and its relation to nursing in health and disease.

#### General Objectives

Upon completion of this course, the students shall be able to:

- 1 Describe the concept and principles of environmental health.
- 2 Demonstrate skills to apply the principles of environmental hygiene in caring for self and others.
- 3 Describe the environmental health hazards, related health problems and the services available to meet them.

**Total Hours – 30**

Unit.	Learning Objectives	Content Unit wise	Hr	Teaching learning activities	Method of assessment
I	Explain the importance of healthy environment and its relation to health and disease.	<b><u>Introduction</u></b> - Components of environment - Importance of healthy environment	2	Lecture and Discussions.	Short answer
II	Describe the environmental factors contributing to health and illness.	<b><u>Environmental Factors Contributing to Health</u></b> A) Water : - Sources and characteristics of safe and wholesome water - Uses of water. - Rain water harvesting - Water pollution – natural and acquired impurities - Water borne diseases - Water purification-small and large scale B) Air : - Composition of air - Airborne diseases - Air pollution and its effect on health - Control of air pollution and use of safety measures. C) Waste : - Refuse – garbage, excreta and	22	Lecture and Discussions  Demonstration  Exhibits  Visit to water Purification plant, sewage treatment plant	Short answers  Essay type  Objective type

Unit.	Learning Objectives	Content Unit wise	Hr	Teaching learning activities	Method of assessment
		sewage- Health hazards - Waste management: collection, transportation and disposal. D) Housing: - Location - Type - Characteristics of good housing - Basic amenities - Town planning E) Ventilation: -Types and standards of ventilation F) Lighting: - Requirements of good lighting -Natural and artificial lighting - Use of solar energy G) Noise - Sources of noise - Community noise levels - Effects of noise pollution - Noise Control measures H) Arthropods: - Mosquitoes, housefly, sand fly, human louse, rat fleas, rodents, ticks etc. - Control measures			
III.	Describe the community organization to promote environmental health.	<u><b>Community organizations to promote environmental health</b></u> A) Levels and types of agencies: - National, state, local - Government, voluntary and social agencies. B) Legislations and acts regulating the environmental hygiene.	6	Lecture and discussions.	Short answer Objective type.

### 1.4.(3) Health Education and Communication skills

#### Course Description

This course is designed to help students to

1. Acquire the concept of health education and develop an ability to select and/or prepare appropriate audio-visual aids and use them effectively to communicate with the individuals and community
2. Understand the principles of communication and counseling, and its application in nursing practice.

#### General Objectives

Upon completion of this course, the students shall be able to:

- 1 Describe the concept of health education, communication skills including soft skills, audio – visual aids and health education agencies.
- 2 Identify and utilize opportunities for health education.
- 3 Describe the application of information technology in preparation and use of various health teaching aids.
- 4 Develop effective communication and counseling skills.

**Total Hours – 45**

Unit.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
I	Describe the concept and different aspects of communication	<p><b><u>Communication Skills</u></b></p> <ul style="list-style-type: none"> <li>- Definition, process, purposes, principles, types and importance of communication</li> <li>- Barriers in communication</li> <li>- Establishment of successful communication.</li> <li>- Observing and listening skills.</li> </ul>	8	Lecture cum Discussions. Demonstration Role play	Objective type Short answers Return demonstration
II	Describe the aims and objectives, scope, levels, approaches and principles of health education	<p><b><u>Health Education</u></b></p> <ul style="list-style-type: none"> <li>- Concept, definition, aims and objectives of health education</li> <li>- Principles of health education</li> <li>- Process of change/modification of health behavior</li> <li>- Levels and approaches of health education</li> <li>- Methods of health education</li> <li>- Scope and opportunities for health education in hospital and community</li> <li>- Nurse's role in health education.</li> </ul>	6	Lecture cum Discussions.	Objective type Short answers

Unit.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
III	Demonstrate the skills of counseling.	<p><b><u>Counseling</u></b></p> <ul style="list-style-type: none"> <li>-Definition, purpose, principles, scope and types</li> <li>- Counseling process: steps and techniques</li> <li>- Qualities of a good counselor</li> <li>- Difference between health education and counseling</li> <li>- Role of nurse in counseling</li> </ul>	8	Lecture Discussion Role play	Short answer Essay type.
IV	Describe the types of AV aids.  Demonstrate skill in preparing and using different kinds of audio – visual aids	<p><b><u>Methods and Media of Health Education</u></b></p> <ul style="list-style-type: none"> <li>- Definition, purpose and types of audio-visual aids and media</li> <li>- Selection, preparation and use of audio-visual aids : graphic aids, printed aids, three dimensional aids and projected aids</li> <li>- Advantages and limitations of different media</li> <li>- Preparation of health education plan</li> </ul>	18	Lecture cum discussions  Exhibits. Demonstration	Evaluation of prepared audio visual aids.  Written test
V	Enumerate the functions of health education agencies	<p><b><u>Health Education Agencies and sources</u></b></p> <ul style="list-style-type: none"> <li>- International</li> <li>- National</li> <li>- State</li> <li>- District</li> <li>- Local</li> <li>- Internet sources</li> </ul>	5	Lecture cum discussions  Field visit	Short answers

**1.4.(4) NUTRITION****Course Description**

This course is designed to help students understand that nutrition is an integral component of health as nutrients play a vital role in the growth, development and maintenance of the body.

**General Objectives**

Upon completion of this course, the students shall be able to:

- 1 Describe the principles of nutrition and dietetics and its relationship to the human body in health and disease.
- 2 Describe the balanced diet in promotion of health
- 3 Apply this knowledge in providing therapeutic diet in care of the sick.
- 4 Demonstrate skills in selection, preparation and preservation of food.

**Total Hours – 30**

<b>Unit.</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Hr.</b>	<b>Teaching learning activities</b>	<b>Methods of assessment</b>
I	Describe the relationship between nutrition and health	<b><u>Introduction</u></b> a) Meaning of food, nutrition, nutrients etc. b) Food Habits and customs c) Factors affecting nutrition d) Changing concepts in food and nutrition. e) Relation of Nutrition to Health	2	Lecture Discussions.  Explain using charts	Short answer types  Objective type
II	Describe the classification of food.	<b><u>Classification of food</u></b> a) Classification by origin: - food and animal origin - food of plant origin b) Classification by chemical composition and sources - carbohydrates - proteins - fats - minerals - vitamins - water c) Classification by predominant functions - body building food	2	Lecture Discussions. Real food items Exhibits charts	Short answers Essay type Objective type

Unit.	Learning Objectives	Content	Hr.	Teaching learning activities	Methods of assessment
		<ul style="list-style-type: none"> <li>- energy giving food</li> <li>- protective food</li> <li>d) classification by nutritive value</li> <li>- cereals and millets</li> <li>- pulses and legumes</li> <li>- vegetables</li> <li>- nuts and oil seeds</li> <li>- fruits</li> <li>- animal food</li> <li>- fats and oils</li> <li>- sugar and jiggery</li> <li>- condiments and spices</li> <li>- miscellaneous food.</li> </ul>			
III	<p>Explain normal dietary requirements</p> <p>Demonstrate skill in calculating normal food requirements.</p>	<p><b><u>Normal Dietary Requirements</u></b></p> <p>a) Energy: Calorie, Measurement, Body Mass Index, Basal Metabolic Rate – determination and factors affecting</p> <p>b) Balanced Diet – nutritive value of foods, calculation for different categories of people, normal food requirement calculation. Menu plan. Combination of food affecting and enhancing the nutritive value of the diet.</p> <p>c) Budgeting for food, low cost meals, food substitutes.</p> <p>d) Diseases and disorders caused by the imbalance of nutrients.</p> <p>e) Food allergy – causes, types, diet modifications in gluten, lactose and protein intolerance etc.</p>	4	<p>Lecture cum Discussions.</p> <p>Charts</p> <p>Exhibits</p> <p>Real food</p> <p>Practical exercise</p>	<p>Short answer</p> <p>Essay type</p> <p>Objective type</p>

Unit.	Learning Objectives	Content	Hr.	Teaching learning activities	Methods of assessment
		f) Food intolerance - inborn errors of metabolism			
IV	Describe the principles and various methods of preparation, preservation and storage of food.	<p><b><u>Food Preparation, Preservation &amp; Storage</u></b></p> <p>a) Principles of cooking, methods of cooking and the effect of cooking on food and various nutrients. Safe food handling, health of food handlers.</p> <p>b) Methods of food preservation – household and commercial, precautions.</p> <p>c) Food storage – cooked and raw, household and commercial, ill effects of poorly stored food.</p> <p>d) Food adulteration and acts related to it.</p>	2	<p>Lecture cum Discussions.</p> <p>Field visit to food processing unit.</p> <p>Demonstration exhibits</p>	<p>Short answer type</p> <p>Objective type</p> <p>Evaluation of exhibit preparation.</p>
V	Describe about therapeutic diet	<p><b><u>Therapeutic Diet</u></b></p> <p>a) Diet modification in relation to medical and surgical condition of the individual such as Protein Energy Malnutrition (PEM), Diabetes, Cardio Vascular disease, Hepatitis, Renal, Gouts, Irritable Bowel Syndrome (IBS), Obesity, cholecystectomy, partial gastrectomy, gastrostomy, bariatric surgery and colostomy etc.</p> <p>c) Special diet – low sodium diet, fat free diet, diabetic diet, bland diet, high protein diet, low protein diet, low calorie diet, geriatric diet, iron rich</p>	8	<p>Lecture cum Discussions.</p> <p>Practical of planning Therapeutic diet</p> <p>Demonstration Charts Exhibits</p>	<p>Short answers</p> <p>Essay type</p> <p>Objective type</p>



Unit.	Learning Objectives	Content	Hr.	Teaching learning activities	Methods of assessment
		diet, liquid diet, semi-solid diet, soft diet and high fiber diet etc c) Factors affecting diet acceptance, feeding the helpless patient. d) Health education on nutrition needs and methods in diet modification .			
VI	Describe the concept of community nutrition	<u><b>Community Nutrition</b></u> a) Nutritional problems and programs in India b) Community food supply, food hygiene and commercially prepared and grown food available locally. c) National and international food agencies – Central food training research institute (CFTRI), Food and agriculture organization (FAO), National Institute of Nutrition (NIN), Food Safety and Standards Authority of India (FSSAI), CARE (Cooperative for Assistance and Relief Everywhere), National Institute of Public Cooperation and Child Development (NIPCCD) etc.	4	Lecture cum Discussions.  Videos Government of India nutrition manuals.  Visit to the local food preparation / processing agency.	Short answer  Objective type

<b>Unit.</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Hr.</b>	<b>Teaching learning activities</b>	<b>Methods of assessment</b>
VI	Demonstrate skill in preparation of common food items.	<p><b><u>Preparation of diet / practical</u></b></p> <p>a) Beverages : hot and cold, juice, shakes, soups, lassi, barley water</p> <p>b) Egg preparation : egg flip, scramble, omlet, poached egg</p> <p>c) Light diet: porridges, gruel, khichari, dahlia, kanji, boiled vegetables, salads, custards.</p> <p>d) Low cost high nutrition diets - chikki, multigrain roti</p>	8	<p>Lecture cum Discussions</p> <p>Cookery practical</p>	Practical evaluation

## **1.5 English**

### **Course Description**

This course is designed to help students develop an ability to comprehend spoken and written English, so as to communicate effectively.

### **General Objectives**

Upon completion of this course, the students shall be able to:

- 1 Read and write correct English.
- 2 Communicate effectively in English.

**Total Hours-30**

<b>Unit</b>	<b>Learning Objective</b>	<b>Content</b>	<b>Hr.</b>	<b>Method of Teaching</b>	<b>Assessment Method</b>
I.	Speak and write correct grammatical English	<b><u>Grammar</u></b> - Review of basic grammar - Building Vocabulary	6	Discussion, written and oral exercises.	Objective type Paraphrasing
II	Develop ability to read , understand and write in English	<b><u>Composition</u></b> - Sentence construction and usage. -Reading comprehension. - Written composition : paragraphs & essays, precise writing, story writing & comprehension, letter writing, nurses notes and reports, anecdotal records, diary writing	14	Discussion Written and oral exercises.	Dictation Exercise Objective type Translation Report evaluation Essay type
III	Demonstrate conversation skills.	<b><u>Spoken English</u></b> - Conversation – face to face and telephonic - Oral report - Discussion, debate - Public speaking skills.	10	Discussion, written and oral exercises.	Extempore Debates Discussion

## **1.6 COMPUTER EDUCATION**

### **Course Description:-**

This course is designed to help students gain a basic understanding of uses of computers and its application in nursing.

### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the basic disk operating system.
2. Use computer for data processing
3. Use Micro-soft office programs.
4. Use computer in patient Management System.
5. Use E-mail and internet

**Total Hours - 35**

<b>Unit</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Hr.</b>	<b>Teaching learning activities</b>	<b>Assessment methods</b>
I	Describe the structure and purpose of computers and disc operating systems	<b><u>Introduction to computers and Disk operating system</u></b> -Definition - Classification -Structure and parts of computer -Disk operating system – DOS and WINDOWS all versions. - Purposes / uses of computer is health care delivery system	5	Lecture Discussion  Practical	Short answers  Essay type Practical
II	Demonstrate skill in the use of MS office	<b><u>MS Office</u></b> -MS word - MS excel with pictorial presentation - MS Power point - MS access - MS publisher document	15	Lecture Discussion Demonstration Practice session	Short answer  Objective type Practical exam
III	Demonstrateskill in using multimedia	<b><u>Multimedia</u></b> - Types and uses - Data base creation, retrieval and report generation - Computer aided teaching and testing	5	Lecture Discussion Demonstration	Short answer  Objective type Practical exam

Unit	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
IV	Demonstrate the use of internet and e-mail	<b><u>Use of internet and e-mail</u></b> - Accessing the website - Searching the internet for content - Accessing the email and communicating with the help of it. - Use of internet communication programs – skype	10	Lecture Discussion Demonstration	Lecture Discussion Demonstration

## **SECOND YEAR**

### **2.1 Medical Surgical nursing – I**

#### **Course Description:-**

This course shall help students understand the concept of disease and disease process, Students shall be able to gain knowledge and develop understanding of various medical, surgical disorders and disease. They shall be able to give comprehensive nursing care to patient with these diseases.

#### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the cause, symptoms, treatment and prevention of Medical Surgical Diseases.
2. Demonstrate skill in carrying out nursing technique and procedures with the applicant of scientific principles.
3. Discuss nursing process and provide nursing care to patients with medical surgical/ diseases.

**Total Hours - 130**

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
I	Explain the history of modern Medicine and Surgery	<b><u>Introduction</u></b> - Brief history of evolution of modern medicine and surgery - Theories of illness and its causation	2	Lecture, cum Discussion	Short answer Objective type

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
		<ul style="list-style-type: none"> <li>- Illness as human experience</li> <li>- Review of Nursing process and Nursing care plan.</li> </ul>			
II	Demonstrate skill in conducting health assessment and physical examination	<p><b><u>Nursing assessment</u></b> Health Assessment</p> <ul style="list-style-type: none"> <li>- Health history</li> <li>- Physical examination</li> <li>- Nutritional assessment</li> <li>- General clinical investigations</li> </ul>	4	Lecture Demonstration Simulation	Short answer Objective type Return demonstration
III	Describe the pathophysiological mechanism of diseases	<p><b><u>Pathophysiological mechanism of disease</u></b></p> <ul style="list-style-type: none"> <li>- Stress adaptation- stressors, management, Nursing interventions</li> <li>- Inflammation</li> <li>- Defense against injury</li> <li>- Nutritional consideration</li> </ul>	4	Lecture/ Discussion, Topic presentation	Short answer Essay type

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
IV	Demonstrate skill in providing nursing care to patients with altered immune response.	<p><b><u>Altered immune response</u></b></p> <ul style="list-style-type: none"> <li>- Overview of normal immune system</li> <li>- Altered immune response, hypersensitivity and allergy</li> <li>- Assessment of immune system</li> <li>- Diagnostic evaluation</li> <li>- Allergy disorders:               <ul style="list-style-type: none"> <li>• Anaphylaxis</li> <li>• Allergic rhinitis</li> <li>• Contact dermatitis</li> <li>• Atopic dermatitis</li> <li>• Drug reactions</li> <li>• Food allergy</li> <li>• Serum sickness</li> <li>• Latex allergy</li> </ul> </li> <li>- Approaches to treat allergic diseases</li> <li>- Nursing management client with altered immune response</li> <li>- Auto immune disease               <ul style="list-style-type: none"> <li>• Rheumatoid arthritis</li> <li>• SLE</li> <li>• Ankylosing spondylitis</li> <li>• Graft versus host disease</li> </ul> </li> </ul>	6	Lecture/ Discussions  Clinical case presentation	Short answer  Objective type  Essay type
V	Demonstrate skill in management of client with fluid and electrolyte imbalance.	<p><b><u>Fluid and electrolyte balance</u></b></p> <ul style="list-style-type: none"> <li>- Water contents of body, electrolyte and Acid – Base balance</li> <li>- Homeostasis</li> <li>- Review mechanism of regulating fluid and electrolyte movement</li> <li>- Fluid and electrolyte imbalance and its management</li> </ul>	4	Lecture/ Discussion Demonstration	Short answer Objective type Essay Return demonstration
VI	Describe physical set up of OT and its equipments.  Demonstrate	<p><b><u>Operation theatre technique:</u></b></p> <ul style="list-style-type: none"> <li>- Physical Environment           <ul style="list-style-type: none"> <li>• Operation theatre room - cleaning of tables, trolleys, lights and other equipments</li> <li>• Pre-operative holding areas.</li> </ul> </li> </ul>	8	Lecture/ Discussion	Short answer Objective type Essay Return

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
	skill in theatre techniques.	<p>- <u>Theatre Technique</u></p> <ul style="list-style-type: none"> <li>• Scrubbing – Hand washing</li> <li>• Gowning</li> <li>• Gloving</li> <li>• Positioning of patient for various surgical procedures.</li> <li>• Draping of patient.</li> </ul> <p>- <u>Preparation of theatre, equipment and supplies</u></p> <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Needles, sutures – types and their uses.</li> <li>• Carbolization, sterilization ETO sterilization, fumigation, OT swab, Bacilloid sterilization.</li> <li>• Packing and sterilization of dressings, linen rubber ware suture material, instruments, needles and other materials.</li> </ul>		<p>Explain about the instruments</p> <p>Demonstration of OT techniques – scrubbing, Gowning, gloving Positioning and draping</p> <p>Visit to CSSD</p>	demonstration
VII	<p>Demonstrate skill in preparing the client for surgery.</p> <p>Recognize and perform the role of nurse during surgery.</p> <p>Demonstrate skill in giving care to clients after surgery (</p>	<p><b><u>Management of patient undergoing surgery</u></b></p> <p>- Pre operative preparation and care</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological,</li> <li>• pre-medications</li> <li>• legal and ethical</li> </ul> <p>- Intra operative management</p> <ul style="list-style-type: none"> <li>• Surgical Team</li> <li>• Nursing activities and responsibilities</li> <li>• Anesthetic agents</li> <li>• Role of nurse in anesthesia</li> </ul> <p>- Post operative Management</p> <ul style="list-style-type: none"> <li>• Immediate care</li> <li>• -Transferring patient from operation theatre</li> <li>• Patient in recovery room</li> <li>• Recovery from Anesthesia</li> </ul>	6	<p>Lecture/ Discussion Demonstration Videos</p>	<p>Short answer Objective type Essay Return demonstration</p>



Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
	post-operative care )	<ul style="list-style-type: none"> <li>• Post operative observation and nursing management</li> <li>• Carryout the post operative orders.</li> <li>• Postoperative complication observation, prevention &amp; management.</li> </ul>			
VII	Demonstrate skills in the nursing management of client with impaired respiratory function and gaseous exchange	<p><b><u>Nursing management of patient with impaired respiratory function and gaseous exchange</u></b></p> <p>-Assessment of respiratory function</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic evaluation</li> </ul> <p>- Management of patient with impaired respiratory function</p> <p>- Care of patient in respiratory intensive care and ventilator care</p> <p>- Management of Patient with disorders of upper respiratory airway.</p> <ul style="list-style-type: none"> <li>• Obstruction of upper airway</li> <li>• Epistaxis</li> <li>• Sinusitis</li> <li>• Pharyngitis</li> <li>• Tonsillitis</li> <li>• Laryngitis</li> <li>• Deviated nasal septum</li> </ul> <p>- Management of patient with disorders of the chest and lower respiratory tract</p> <ul style="list-style-type: none"> <li>• Lung abscess</li> <li>• Empyema</li> <li>• Bronchial asthma</li> <li>• COPD</li> <li>• Pneumothorax</li> <li>• Pneumonia</li> <li>• Bronchitis</li> </ul>	18	Lecture Discussion Demonstration of various artificial respiratory devices Simulation Case discussion Videos Films	Short answer Objective type Essay Return demonstration

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
		<ul style="list-style-type: none"> <li>• Bronchiectasis</li> <li>• Trauma</li> <li>• Pulmonary Tuberculosis/DOTS</li> <li>• Pulmonary embolism</li> <li>• Pulmonary edema</li> <li>• Lung tumors</li> <li>• Disorders of pleura and pleural space</li> <li>• Lung surgery</li> <li>• Respiratory failure</li> <li>• Acute respiratory distress syndrome , SARS</li> </ul>			
VIII	<p>Describe the various gastro intestinal disorders.</p> <p>Demonstrate skill in providing care for clients with gastro intestinal disorders.</p>	<p><b><u>Nursing management of patient with gastro intestinal disorders</u></b></p> <ul style="list-style-type: none"> <li>- Assessment of gastro intestinal function <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic evaluation</li> </ul> </li> <li>- Management of Upper gastrointestinal disorders <ul style="list-style-type: none"> <li>• Parotitis</li> <li>• Stomatitis</li> <li>• Glossitis</li> <li>• Gingivitis</li> <li>• Pyorrhea</li> <li>• Dental caries</li> <li>• Halitosis</li> <li>• Dysphagia</li> <li>• Achalasiacardia</li> <li>• Gastro esophageal reflux disease</li> <li>• Cancer of esophagus</li> <li>• Hiatus hernia</li> <li>• Gastritis</li> <li>• Gastric and duodenal ulcers</li> <li>• Gastric cancer</li> <li>• Gastroenteritis</li> <li>• Esophageal fistula</li> </ul> </li> </ul>	16	<p>Lecture/ Discussion Visit to endoscopy room, radiology department</p> <p>Demonstration Films Videos</p>	<p>Short answer Objective type Essay Return demonstration</p>

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
		<ul style="list-style-type: none"> <li>• Peritonitis</li> <li>- Care of patient with gastro intestinal intubation and special nutritional management.</li> <li>- Management of patient with lower gastro intestinal disorders:               <ul style="list-style-type: none"> <li>• Helminthiasis</li> <li>• Constipation</li> <li>• Diarrhea</li> <li>• Fecal incontinence</li> <li>• Irritable bowel syndrome</li> <li>• Appendicitis</li> <li>• Diverticular disease</li> <li>• Crohn's disease</li> <li>• Ulcerative colitis</li> <li>• Intestinal obstruction</li> <li>• Colitis</li> <li>• TB abdomen</li> <li>• Colorectal cancer</li> <li>• Polyps of colon and rectum</li> <li>• Ano rectal abscess</li> <li>• Anal fistula and fissure</li> <li>• Hemorrhoids</li> </ul> </li> </ul>			
IX	<p>Describe the management of patients with metabolic and endocrinal disorders.</p> <p>Demonstrate skills in caring for the clients with metabolic and endocrinal disorders.</p>	<p><b><u>Nursing management of patients with metabolic and endocrinal disorders :</u></b></p> <ul style="list-style-type: none"> <li>- Assessment of Hepatic and biliary functions               <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic measures</li> </ul> </li> <li>- Management of patients with hepatic disorders               <ul style="list-style-type: none"> <li>• Jaundice</li> <li>• Hepatic cirrhosis</li> <li>• Portal hypertension</li> <li>• Ascites</li> <li>• Hepatic Encephalopathy and</li> </ul> </li> </ul>	14	<p>Lecture/ Discussions</p> <p>Charts Simulation Clinical teaching Exposure to diagnostic procedures Videos Films</p>	<p>Short answer Objective type Essay</p>

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
		coma • Viral hepatitis • Tumors and cyst of the liver • Liver abscess - Management of patients with biliary disorders • Cholecystitis • Cholelithiasis • Choledocolithiasis • Acute and chronic pancreatitis • Cancer of pancreas - Assessment of Endocrinal function • History • Physical examination • Diagnostic evaluation - Management of endocrinal disorders • Pituitary disorders • Thyroid disorders - Hyperthyroidism - Hypothyroidism Thyroid tumors - Goiter • Parathyroid disorders • Pancreas -Diabetes mellitus • Adrenal disorders - Pheochromocytoma - Addison's disease - Cushing syndrome • Tumors of the endocrine glands			
X	Describe the management of clients with urinary and renal disorders.  Demonstrate	<u><b>Nursing management of renal and urinary disorders</b></u> - Assessment of renal and urinary functions • History • Physical examination • Diagnostic evaluation	14	Lecture/ Discussions  Clinical teaching  Visit to Dialysis unit	Short answer Objective type Essay

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
	skill in giving care of client with urinary and renal disorders.	<ul style="list-style-type: none"> <li>- Management of patients with renal and urinary disorders               <ul style="list-style-type: none"> <li>• Urinary retention and incontinence</li> <li>• Urinary tract infection</li> <li>• Acute and chronic glomerulonephritis</li> <li>• Pyelonephritis</li> <li>• Urolithiasis</li> <li>• Renal calculi</li> <li>• Trauma of kidney, bladder, urethra, ureters</li> <li>• Urinary strictures</li> <li>• TB of urinary tract</li> <li>• Neurogenic bladder dysfunction</li> <li>• Renal cyst and renal abscess</li> <li>• Nephrotic syndrome</li> <li>• Acute and chronic Renal failure</li> <li>• Uremia</li> <li>• Acute and chronic nephrosis</li> <li>• Tumor – benign and malignant</li> <li>• Care of patient on hemodialysis and peritoneal dialysis</li> <li>• Care of patient with renal transplant</li> </ul> </li> <li>- Assessment of male Genitourinary function               <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic evaluation</li> </ul> </li> <li>- Disorders of male genito urinary tract and its management               <ul style="list-style-type: none"> <li>- Hydrocele, phimosis</li> <li>- Benign and malignant prostatic hypertrophy</li> <li>- Orchitis</li> <li>- Epididymoorchitis</li> <li>- Cancer penis</li> </ul> </li> </ul>		Videos Films	

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
XI	<p>Describe the nursing management of clients with Neurological disorders</p> <p>Demonstrate skill in giving nursing care to clients with Neurological disorders</p>	<p><b><u>Nursing management of patients with neurological disorders:</u></b></p> <ul style="list-style-type: none"> <li>- Assessment Neurological functions               <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic evaluation</li> </ul> </li> <li>- Management of patients with neurologic dysfunctions               <ul style="list-style-type: none"> <li>• Altered level of consciousness</li> <li>• Increased Intracranial pressure</li> <li>• Intracranial surgery</li> </ul> </li> <li>-Management of patients with neurological disorders               <ul style="list-style-type: none"> <li>• Headache</li> <li>• Migraine</li> <li>• Seizures</li> <li>• Epilepsy</li> <li>• Status epileptics</li> <li>• Cerebrovascular disorder – CVA</li> <li>• Neurological trauma – Head, brain, spinal cord, subdural and extradural hematoma</li> <li>• Neurologic infection                   <ul style="list-style-type: none"> <li>- Meningitis</li> <li>- Brain abscess</li> <li>- Encephalitis</li> </ul> </li> <li>• Degenerative disorders                   <ul style="list-style-type: none"> <li>- Multiple sclerosis</li> <li>- Myasthenia gravis</li> <li>- Guillain – Barre syndrome</li> <li>- Parkinsonism</li> <li>- Alzheimer disease</li> </ul> </li> <li>• Neuralgia</li> <li>• Bell’s Palsy</li> <li>• Peripheral neuropathies</li> <li>• Brain and spinal cord tumors</li> <li>• Huntington’s disease</li> </ul> </li> </ul>	20	<p>Lecture/ Discussions</p> <p>Clinical teaching</p> <p>Demonstration of reflexes and use of Glasgow coma scale</p> <p>Simulation</p> <p>Videos</p> <p>Films charts</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay</p> <p>Return demonstration</p>

Unit No.	Learning Objectives	Content Unit wise	Hr.	Method of Teaching	Assessment Methods
		<ul style="list-style-type: none"> <li>• Muscular Dystrophies</li> <li>• Herniation of the intervertebral disc</li> </ul>			
XII	<p>Describe the management of clients with connective tissue and collagen disorders</p> <p>Demonstrate skill in providing nursing care to clients with connective tissue and collagen disorders</p>	<p><b><u>Nursing Management of Patients with Connective Tissue and Collagen Disorders</u></b></p> <p>- Assessment</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic measures</li> </ul> <p>- Management of patients with disorders of connective tissue and collagen disorders</p> <ul style="list-style-type: none"> <li>• Rheumatoid arthritis</li> <li>• Systemic lupus Erythematosus (SLE)</li> <li>• Scleroderma</li> <li>• Polymyositis</li> <li>• Osteoarthritis</li> <li>• Ankylosing Spondylitis</li> <li>• Gout</li> <li>• Fibromyalgia</li> </ul>	8	<p>Lecture</p> <p>Discussions</p> <p>Clinical teaching</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay</p>
XIII	<p>Describe the nurse's role in promoting wellness for elderly.</p> <p>Demonstrate skill in providing nursing care for elderly clients.</p>	<p><b><u>Nursing management of the elderly</u></b></p> <p>- Assessment of the elderly</p> <ul style="list-style-type: none"> <li>• Ageing process</li> <li>• Helping and care of elderly in promoting wellness and self care</li> </ul> <p>- Conditions associated with ageing</p> <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Osteoporosis</li> <li>• Incontinence – urinary</li> <li>• Sensory deprivation</li> </ul>	6	<p>Lecture</p> <p>Discussions</p> <p>Visit to old age home</p> <p>Videos</p>	<p>Short answer</p> <p>Objective type</p>

## 2.2 Medical Surgical nursing – II

### **Course Description:-**

This course shall help students understand the concept of disease and disease process, Students shall be able to gain knowledge and develop understanding of various medical surgical specialty disorders and disease. They shall be able to give comprehensive nursing care to patient with these diseases.

### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the cause, symptoms, signs, treatment and prevention of diseases classified under medical Surgical Specialties.
2. Demonstrate skill in carrying out nursing technique and procedures with the applicant of scientific principles.
3. Prepare nursing care plan using nursing process and apply it in provide care to patient with these diseases.

### **Total Hours - 130**

<b>Unit No.</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Hr.</b>	<b>Method of Teaching</b>	<b>Assessment methods</b>
I	Describe the management of patients with oncology	<p><b><u>Oncology Nursing :</u></b></p> <ul style="list-style-type: none"> <li>- Nursing management of patients with oncological conditions               <ul style="list-style-type: none"> <li>- Structure &amp; characteristics of normal &amp; cancer cells</li> <li>- Nursing Assessment-History and Physical assessment</li> <li>- Prevention, Screening, Early detection, Warning signs of cancer</li> </ul> </li> <li>- Epidemiology, Etiology, Classification, Pathophysiology, staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of oncological conditions</li> <li>- Common malignancies of various body systems; Oral, larynx, lung, stomach and Colon, Liver, Leukemias and lymphomas, Breast, Cervix, Ovary, uterus, Sarcoma, Brain,</li> </ul>	15	Lecture discussion Explain using charts, graphs Models, films, slides Case discussion Seminar Drug book  Lecture/ Discussion, Topic presentation Posting to	Essay type Short answers Objective type Assessment of skills with check list



Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		Renal, Bladder, Prostate etc - Oncological emergencies - Modalities of treatment Immunotherapy Radiotherapy Surgical Interventions Stem cell and Bonemarrow transplants Gene therapy Other forms of treatment - Psychosocial aspects of cancer - Rehabilitation - Palliative care; symptom and Pain management, Nutritional support - Home care - Hospice care - Stomal Therapy - Special therapies - Psycho social aspects - Nursing procedures		cancer Hospital/unit Structured Discussion Seminar	
II	Describe the disorders of breast and breast cancer.  Demonstrate skill in giving nursing care to patients with breast disorders	<u><b>Nursing Management Of patients with disorders of Breast</b></u> - Assessment of breast <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Diagnostic tests</li> <li>• Breast self examination</li> </ul> - Disorders of breast <ul style="list-style-type: none"> <li>• Mastitis</li> <li>• Beast abscess</li> <li>• Gynaecomastia               <ul style="list-style-type: none"> <li>▪ Tumors and Malignancy of breast</li> </ul> </li> <li>• Nursing management of a patient after mastectomy.</li> </ul>	5	Lecture Discussion  Models and exhibits	Short answer Objective type  Essay
III	Describe the various diseases and disorders of integumentary system and their management .	<u><b>Nursing Management of patient with diseases and disorders Of integumentary system</b></u> - Nursing Assessment <ul style="list-style-type: none"> <li>• History</li> <li>• Physical assessment</li> </ul>	15	Lecture Discussion  Explain using Charts, graphs	Essay type Short answers Object type

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
	Demonstrate skill in providing care to the clients with disorders of integumentary system	<ul style="list-style-type: none"> <li>- Etiology</li> <li>- Pathophysiology</li> <li>- Clinical manifestations</li> <li>- Nursing management of disorders of skin and its appendages               <ul style="list-style-type: none"> <li>• Lesions and abrasions</li> <li>• Infection and infestations                   <ul style="list-style-type: none"> <li>Dermititis</li> </ul> </li> <li>• Dermatoses; infectious and Non infectious</li> <li>• Inflammatory dermatoses</li> <li>• Acne Vulgaris</li> <li>• Allergies and Eczema</li> <li>• Psoriasis</li> <li>• Malignant Melanoma</li> <li>• Alopecia</li> <li>• Infestations</li> <li>• Bacterial infections</li> <li>• Pyoderma</li> <li>• Impetigo</li> <li>• Folliculitis</li> <li>• Furuncles</li> <li>• Carbuncles</li> <li>• Viral infections</li> <li>• Herpes zoster</li> <li>• Herpes simplex</li> <li>• Fungal infection</li> <li>• Athlete's foot (Tanta Pedi's)</li> <li>• Parasitic infestation</li> <li>• Pediculosis</li> <li>• Scabies</li> <li>• Pemphigus</li> <li>• Stevens - Johnson syndrome</li> <li>• Skin cancer</li> <li>• Special dermatological therapies</li> </ul> </li> <li>- Burn and its management               <ul style="list-style-type: none"> <li>• Burns Plastic Surgery</li> <li>• Incidence, causes of burns</li> <li>• Types &amp; classification of burns</li> <li>• Pathophysiology</li> </ul> </li> </ul>		Models, films, slides	Assessment of skills with check list

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>• Calculation of the percentage</li> <li>• Local &amp; systematic effects of burns</li> <li>• Immediate care</li> <li>• First aid care</li> <li>• Medical Management, barrier nursing care of the burns</li> <li>• Complications, Health education</li> <li>- Plastic Surgery               <ul style="list-style-type: none"> <li>• Define plastic &amp; reconstructive surgery</li> <li>• Types</li> <li>• Define skin graft flaps</li> <li>• Possible complication</li> <li>• Preparation of patient for constructive surgery</li> <li>• Post of care</li> <li>• Health Education</li> </ul> </li> </ul>			
V	<p>Describe the disorder and diseases of eye</p> <p>Demonstrate skill in giving care for patients with various eye diseases and disorders.</p> <p>-</p>	<p><b><u>Ophthalmology And Ophthalmic Nursing</u></b></p> <p>Review of anatomy and physiology of eye</p> <p>Assessment of function of eyes. -</p> <p>History</p> <ul style="list-style-type: none"> <li>- Physical exam</li> <li>- Diagnostic tests- tonometry, Snellen's chart</li> <li>-Infections and Inflammations conditions           <ul style="list-style-type: none"> <li>+ Blepharitis</li> <li>+ Stye</li> <li>+ Chalazion</li> <li>+ Entropion</li> <li>+ Ectopion</li> <li>+ Dacrocystitis</li> <li>+ Conjunctivitis</li> <li>+ Trachoma</li> <li>+ Pterygium</li> <li>+ Keratitis</li> <li>+ Corneal ulcer</li> </ul> </li> <li>-Degenerative Conditions</li> </ul>	10	<ul style="list-style-type: none"> <li>- Lecture/Discussion</li> <li>-</li> <li>-Visit school for the blind</li> <li>-Visit to eye bank</li> <li>-Visit</li> <li>-National Association for the blind</li> <li>-Eye bank</li> <li>Demonstration</li> </ul>	<p>Objective type</p> <p>Essay</p> <p>Short answer</p> <p>Return demonstration</p>

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>+ Cataract</li> <li>+ Retinopathy               <ul style="list-style-type: none"> <li>+ Retinal detachment</li> </ul> </li> <li><b>-Miscellaneous</b></li> <li>+Strabismus               <ul style="list-style-type: none"> <li>+ Refractive errors</li> <li>+ Tumors</li> <li>+ Color blindness,</li> <li>+ Nigh Blindness,</li> <li>+ total blindness</li> </ul> </li> <li>-Preventive and Rehabilitative aspects</li> <li>+ National programs on               <ul style="list-style-type: none"> <li>+Blindness and trachoma</li> </ul> </li> <li>Current trends in Management of Ophthalmic conditions-</li> <li>+ Hospital corneal retrieval</li> <li>+ Grief counseling.               <ul style="list-style-type: none"> <li>+ Eye Collection</li> <li>+ Counselling</li> <li>+ Obtaining consent for eye donation</li> </ul> </li> <li>-Eye banking in India</li> <li>- Ocular Emergencies               <ul style="list-style-type: none"> <li>+ Glaucoma</li> <li>+ Foreign body</li> <li>+ Acid / Alkali bums</li> <li>+ Trauma to the eye</li> </ul> </li> <li>Eye Immigration</li> <li>-Instillation of eye drops and ointment</li> <li>-Cold and hot compress</li> <li>-Eye dressing and bandage</li> <li>-Assisting for sac syringing</li> <li>-Assisting for removal of foreign body</li> </ul>			

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
VI	<p>-Describe disorders and diseases of ear, nose and throat. Demonstrate skills in Providing nursing care for patients with various ENT problems.</p>	<p><b><u>Nursing Management of Patient with Disorders and Diseases Of Ear Nose and Throat</u></b>  <b>A. Ear</b>  Review of Anatomy and physiology of Ear  Assessment of function of ear  + History  + Ear examination  - Diagnostic tests  Diseases and disorders of the ear  + External ear  - Otitis  - Foreign body  - Impacted cerement  - Furunculosis    -Middle ear  + Otitis media  + Mastoiditis  + Perforation of ear drum  -Internal ear  + Presycusis  + Labryinthitis  + Meniere’s disease  + Otosclerosis  -Deafness  + Conductive deafness  + Neural deafness  - Tumors of the ear and auditory nerve  -Insufflations of Eustachian tube  <b>B. Nose</b>  Review of Anatomy and physiology of nose  Assessment of functions of nose  - History  - Examination of nose  - Diagnostic tests  Diseases and disorders of nose  -Infections  + Rhinitis  + Sinusitis</p>	15	<p>-Lecture/ Discussion    -Clinical teaching  -  Demonstration  Videos, charts</p>	<p>Objective type  Essay  Shortanswer  Return demonstration</p>

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>+ Obstruction</li> <li>+ Polyps</li> <li>-Foreign body</li> <li>-Deviated nasal septum</li> <li>-Trauma – fracture of nasal bone and epitaxies</li> </ul> <p><b>C Throat</b>  Review of Anatomy and physiology of Throat  Assessment of the function of throat</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Examination of throat</li> <li>- Diagnostic tests</li> </ul> Diseases and disorders of throat infections and inflammation <ul style="list-style-type: none"> <li>+ Tonsillitis</li> <li>+ Pharyngitis</li> <li>+ Adenoiditis</li> <li>+ Laryngitis</li> </ul> <ul style="list-style-type: none"> <li>- Tumors</li> <li>- Injury and foreign body</li> </ul>			
7.	<ul style="list-style-type: none"> <li>- Describe cardiovascular circulatory and Hematological disorders and diseases.</li> <li>Demonstrates skill in carrying nursing interventions for clients with circulatory and hematological disorders and diseases.</li> </ul>	<p><b><u>Unit VII – Nursing Management of Patient with cardio vascular, circulatory and Hematological disorders</u></b></p> <p>A. Cardio Vascular  Review of anatomy and physiology of heart and circulatory system  Assessment of functions of heart and vascular system</p> <ul style="list-style-type: none"> <li>+ History</li> <li>+ Physical exam</li> <li>+ Diagnostic tests</li> </ul> Diseases and disorders of cardio vascular system <ul style="list-style-type: none"> <li>-Coronary Artery disease</li> <li>- Arrhythmia</li> <li>-Coronary Artery disease</li> <li>+ Angina pectoris</li> </ul>	20	<ul style="list-style-type: none"> <li>-Lecture/ Discussion --</li> <li>- Demonstration</li> <li>Clinical teaching</li> <li>Videos , simulation</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> <li>Short answer</li> <li>Essay</li> <li>Return demonstration</li> </ul>

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<ul style="list-style-type: none"> <li>+ Coronary atherosclerosis</li> <li>+ Myocardial infarction</li> <li>-Valvular heart disease</li> <li>+ Mitral stenosis               <ul style="list-style-type: none"> <li>+ Aortic stenosis, Incompetence, regurgitation</li> <li>+ Tricuspid stenosis</li> </ul> </li> <li>+ Pulmonary stenosis</li> <li>-Inflammation and infections               <ul style="list-style-type: none"> <li>+ Pericarditis, myocarditis, endocarditis</li> </ul> </li> <li>+ Rheumatic fever</li> <li>Heart block</li> <li>-Complication of heart disease               <ul style="list-style-type: none"> <li>+ Heart failure acute (pulmonary edema) – chronic (congestive Cardiac failure )</li> </ul> </li> <li>+ Cardiogenic shock</li> <li>+ Pericardial effusion, cardiac tamponed</li> <li>-Cardiac emergencies               <ul style="list-style-type: none"> <li>+ Cardiac arrest</li> <li>+ Shock</li> </ul> </li>   <li>Vascular disorders</li> <li>+ Arterial disorders               <ul style="list-style-type: none"> <li>+ Berger’s disease (TAO),</li> <li>+ arterial ulcers,</li> <li>+ arteriosclerosis,</li> <li>+ aneurysm,</li> </ul> </li> <li>+ thrombosis and emboli,               <ul style="list-style-type: none"> <li>+ Raynaud’s disease</li> <li>+ Hypertension</li> </ul> </li> <li>Venous disorder               <ul style="list-style-type: none"> <li>-Thrombosis (DVT)</li> <li>-Venous insufficiency</li> <li>-Venous ulcer</li> <li>-Varicose vein</li> <li>-Cellulitis</li> </ul> </li> <li>Lymphatic disorders               <ul style="list-style-type: none"> <li>-Lymphangitis &amp; Lymphadenitis</li> <li>-Lymphedema &amp; elephantiasis</li> </ul> </li> </ul>			

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		<p><b>B Hematologic disorders</b></p> <p>Review of function and structure of blood components</p> <p>+ Assessment</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Physical examination</li> <li>- Diagnostic tests</li> </ul> <p>+ Diseases and disorders of blood and its components</p> <ul style="list-style-type: none"> <li>- Anemia</li> <li>- Thalassemia</li> <li>- Polycythemia</li> <li>- Leukopenia and neutropenia</li> <li>- Leukocytosis &amp; leukemia</li> <li>- Lymphomas Hodgkin &amp; Non Hodgkin diseases, Multiple myeloma</li> <li>- Bleeding disorders</li> <li>- Thrombocytopenia, -purpura, hemophilia</li> <li>- Acquired coagulation disorders – Liver disease, Vitamin K deficiency, DIC</li> </ul>			
8	<p><b>The Students is able to :-</b></p> <ul style="list-style-type: none"> <li>- Describe the nursing management of patients with communicable diseases.</li> </ul> <p>Demonstrate skill in providing interventions for patients with communicable the nurse's role in various national control/Eradicati</p>	<p><b><u>Unit VIII – Nursing Management of Patients with communicable diseases</u></b></p> <p>Assessment</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Physical examination</li> <li>- Diagnostic tests</li> </ul> <p>Review of infection, mode of transmission, its prevention and control</p> <p>Preparation, care and administration of anti sera and vaccines Isolation,</p> <p>Management of various infection diseases caused by Virus-----</p> <p>Measles</p> <ul style="list-style-type: none"> <li>- Chicken pox</li> <li>- swine flu</li> </ul>	15	<ul style="list-style-type: none"> <li>-Lecture/ Discussions</li> <li>- Role play</li> <li>- Participate in immunization campaign</li> </ul>	<p>Objective type</p> <p>Essay</p> <p>Short answer</p> <p>Assesment with clinical checklist</p>



Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
	on Programme of communicable diseases.	-Ebola Dengue Chicken guinea Influenza - Mumps - Encephalitis - Infective hepatitis - Poliomyelitis - Rabies - AIDS Caused by Bacteria- - Diphtheria - Whooping cough - Tetanus - Typhoid - Dysentery - Gastroenteritis - Cholera - Meningococcal Meningitis - Tuberculosis - Plague - Leptospirosis - Vector borne diseases – Malaria Filariasis - Yellow fever - Dengue Any other prevailing diseases			
9	<b>The Students is able to :-</b>  - Describe various sexually transmitted diseases. - Demonstrates skills in syndromic management of sexually transmitted diseases.	<b><u>Unit IX – Nursing Management of Patients with sexually Transmitted diseases</u></b> + Assessment - History - Physical examination - Diagnostic tests + Sex health and hygiene + Syndromic Management of sexually transmitted disease + Gonorrhoea + Syphilis - Granuloma Venerium - Chancroid granuloma - AIDS - Genital herpes	6	Lecture/ Discussions  video	Short answer Objective type essay

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
10	<p><b>The Students is able to :-</b></p> <ul style="list-style-type: none"> <li>- Describe various musculo skeletal disorders and diseases.</li> <li>- Demonstrate skills in management of musculo skeletal diseases.</li> </ul>	<p><b><u>Unit IX – Nursing Management of Patients with musculo skeletal disorders And diseases</u></b></p> <ul style="list-style-type: none"> <li>+ Review of Anatomy and Physiology of musculo skeletal system</li> <li>+ Assessment               <ul style="list-style-type: none"> <li>- History</li> <li>- Physical examination</li> <li>- Diagnostic tests</li> </ul> </li> <li>+ Infections and inflammations               <ul style="list-style-type: none"> <li>- Septic arthritis</li> <li>- Gonococcal arthritis</li> <li>- Osteomyelitis</li> <li>- Tuberculosis of the spine and bones</li> <li>- Sprains</li> <li>- Dislocations</li> <li>- Fracture of spine and extremities</li> </ul> </li> <li>Degenerative conditions of               <ul style="list-style-type: none"> <li>- joints, spine</li> </ul> </li> <li>Tumors, Amputation and prosthesis</li> <li>Deformities - Congenital and acquired               <ul style="list-style-type: none"> <li>- Range of motion exercises</li> <li>- Care of patient:                   <ul style="list-style-type: none"> <li>- skin and skeletal traction</li> <li>-- Orthopedic splints</li> <li>- POP application and removal</li> <li>-neurogenic bladder</li> </ul> </li> </ul> </li> <li>Preparation for bone surgery               <ul style="list-style-type: none"> <li>- Use of orthopedic assist devices                   <ul style="list-style-type: none"> <li>+ Crutches</li> <li>+ Canes</li> <li>+ Walker</li> </ul> </li> </ul> </li> </ul> <p><b>Part B</b></p>	12	<ul style="list-style-type: none"> <li>-Lecture/ Discussion</li> <li>-</li> <li>Clinical teaching demonstration</li> <li>-</li> <li>Demonstration</li> </ul>	
XIV	<ul style="list-style-type: none"> <li>- describe the role of nurse in medical surgical emergencies</li> <li>- Demonstrate skill in meeting</li> </ul>	<p><b><u>EMERGENCY MANAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>Scope and practice of emergency nursing</li> <li>+ Principles of emergency care</li> <li>+ Triage</li> <li>- Medical Surgical Emergencies</li> </ul>	10	<ul style="list-style-type: none"> <li>Lecture/ Discussions</li> <li>Demonstration</li> <li>Preparing</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> <li>Short answer</li> <li>Essay</li> <li>Return demonstration</li> </ul>

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
	medical surgical emergencies.	Airways obstruction Hemorrhage Shock, Anaphylactic reaction, Allergies Trauma – intra abdominal, crush injuries, multiple injures fractures Poisoning Ingested poisoning Inhaled poisoning Food poisoning Injected poisons – Stinging insects - Snake bites Chemical burns Environmental emergencies :- - Heat stroke - Frost bite. - Near drowning Hanging		emergency trolley - Demonstration of CPR - Defibrillation Videos Films Simulation Roleplay	
11	- Identify the role of nurses in emergency and disasters. - Demonstrate beginning skill in managing the Emergencies and disasters.	<b><u>Unit XI – Emergency and Disaster Nursing</u></b> + Natural calamities - Flood - Earthquake - Volcano + Manmade disaster - Explosion - War - Fire - Accidents + Emergency preparedness - Community resources available to meet calamities - Nurses role in disaster management	7	Lecture/ Discussions - Role play - mock drill INC: Disaster management module: Reaching out: nursing care	

**Medical Surgical Nursing** clinical hours: 840 hrs (20 weeks)

## General objectives:

Students are able to apply nursing process and provide comprehensive nursing care to the clients with various medical and surgical conditions

## Specific objectives; students are able to;

1. Comprehend the causes, signs and symptoms, treatment and prevention of various medical, surgical conditions.
2. Apply the theoretical knowledge to appropriate clinical nursing practice.
3. Identify the problems and needs, prioritize them and provide comprehensive nursing care by applying nursing process
4. Demonstrate skills in carrying out nursing techniques, procedures in keeping with scientific principles.
5. Demonstrate skills in respective clinical specialty.
6. Interpret and carry out the pharmacological intervention,
7. Identify the deviation from normal in the diagnostic value.
8. Plan and participate in rehabilitation of patient and family,

Area	Durati on	Objectives	Skills	Assignment	Assessment methods
General medical wards (resp., GI, Endo., hemato, neuro, renal)	3 wks	<ul style="list-style-type: none"> <li>• Provide nursing care to adult patients with medical disorders</li> <li>• Counsel and educate patients and family</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment of patient               <ul style="list-style-type: none"> <li>• Take history</li> <li>• Perform general &amp; specific physical examination</li> <li>• Identify alterations and deviations</li> </ul> </li> <li>-Practice medical-surgical asepsis-standard safety measures.</li> <li>-Administer medications               <ul style="list-style-type: none"> <li>• Oral</li> <li>• Sub-lingual</li> <li>• Intra-dermal</li> <li>• Subcutaneous</li> <li>• Intramuscular</li> <li>• Intravenous</li> </ul> </li> <li>-Intravenous therapy               <ul style="list-style-type: none"> <li>• IV canulation</li> <li>• Maintenance &amp; monitoring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Plan &amp; implement care for assigned patients               <ul style="list-style-type: none"> <li>• Nursing care plan 1</li> <li>• Nursing case study-1 or presentation -1</li> <li>• Drug study presentation -1</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with check list</li> <li>• Evaluation of case study presentation</li> <li>• Completion of practical record</li> </ul>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			<ul style="list-style-type: none"> <li>-Oxygen therapy-mask, prongs &amp; tent</li> <li>-Nebulization</li> <li>-Chest physiotherapy</li> <li>-Naso-gastric feeding</li> <li>-Assist in common diagnostic procedures</li> <li>-Perform/assist in therapeutic procedures</li> <li>-Transfusion of Blood &amp; its components</li> <li>-Throat suctioning</li> <li>-ET suctioning</li> <li>-Collect specimens for common investigations</li> <li>-Maintain elimination               <ul style="list-style-type: none"> <li>• Catheterization</li> </ul> </li> <li>-Educate &amp; counsel patient &amp; family regarding specific disease conditions.</li> </ul>		
General surgical wards ( GI and Urinary)	3 weeks	<ul style="list-style-type: none"> <li>• Provide pre &amp; post-operative nursing care to adult patients with surgical disorders</li> <li>• Educate &amp; counsel patients and families</li> </ul>	<ul style="list-style-type: none"> <li>-Practice medical-surgical asepsis-standard safety.</li> <li>-Pre-operative preparation of patient</li> <li>-Post-operative care               <ul style="list-style-type: none"> <li>• Receiving</li> <li>• Assessment</li> <li>• Monitoring</li> </ul> </li> <li>-Care of wounds and drainage</li> <li>-Suture removal</li> <li>-Ambulation &amp; exercises</li> <li>-Naso-gastric aspiration</li> <li>-Care of chest drainage</li> <li>-Ostomy care               <ul style="list-style-type: none"> <li>• Gastrostomy</li> <li>• Enterostomy</li> </ul> </li> </ul>	Plan & implement care for assigned patients <ul style="list-style-type: none"> <li>• Nursing care plan 1</li> <li>• Nursing case study-1 or presentation -1</li> <li>• Drug study presentation -1</li> <li>• Maintain drug book</li> <li>• Maintain practical</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with check list</li> <li>• Evaluation of case study presentation</li> <li>• Completion of practical</li> </ul>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			<ul style="list-style-type: none"> <li>• Colostomy</li> <li>- Transfusion of Blood &amp; its components</li> <li>-practice universal precautions</li> </ul>	record book	record
Operation theater	3 weeks	<ul style="list-style-type: none"> <li>-Identify instruments used in different operations</li> <li>-set-up the table/ trolleys for common operative procedures</li> <li>-assist in the operative procedures</li> <li>-provide peri-operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Perform scrubbing, gowning, gloving</li> <li>-Identify instruments, suturing materials for common operations.</li> <li>Disinfection, carbolization sterilization &amp; fumigation</li> <li>-prepare the OT table depending upon the operation</li> <li>-positioning and monitoring of patient</li> <li>-assisting with minor &amp; major operations</li> <li>-handling specimens</li> <li>-segregation and disposal of biomedical waste as per guidelines</li> </ul>	-Assist as a scrub nurse for 5 major and 5 minor cases.	Assess skill with check list
ICU	1 week	<ul style="list-style-type: none"> <li>-Gain proficiency in ICU nursing</li> <li>-identify potential problem and provide care accordingly</li> <li>-Record findings and medications accurately</li> <li>-Develop good IPR with patient &amp; family.</li> </ul>	<ul style="list-style-type: none"> <li>-Connect and monitor ECG &amp; pulse oxymetry</li> <li>-Assist in endo-tracheal intubation</li> <li>- suctioning</li> <li>-provide care for a patient on ventilator</li> <li>- handling emergency drug trolley / crash cart.</li> <li>- assisting in insertion of central line and monitoring Central venous pressure.</li> </ul>	<ul style="list-style-type: none"> <li>-ET suctioning</li> <li>-O2 administration</li> <li>-</li> </ul>	Assess skill with check list

Area	Duration	Objectives	Skills	Assignment	Assessment methods
Geriatric nursing – medical / surgical / special ward	1 week	<ul style="list-style-type: none"> <li>- Identify specific problems related to the elderly</li> <li>- Assist in the activities of daily living</li> <li>- Provide comprehensive nursing care</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of the geriatric</li> <li>- Identify the health problems among the elderly (psychological, social and spiritual needs of the elderly) and provide specific care</li> <li>- Health promotion of the elderly</li> </ul>	Health teaching - 1	Assess skill with check list
Oncology Unit	1week	<ul style="list-style-type: none"> <li>• Provide care for patients with cancer.</li> <li>• Counsel and educate patient and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Screen for common cancers –Tumor Node Metastasis (TNM) classification.</li> <li>• Assist with diagnostic procedures. <ul style="list-style-type: none"> <li>▪ Biopsies.</li> <li>▪ Pap smear</li> <li>▪ Bone-marrow aspiration.</li> </ul> </li> <li>• Assist with therapeutic procedures.</li> <li>• Observe various modalities of treatment. <ul style="list-style-type: none"> <li>▪ Chemotherapy</li> <li>▪ Radiotherapy</li> <li>▪ Pain management</li> <li>▪ Stoma care</li> <li>▪ Hormonal therapy</li> <li>▪ Immunotherapy</li> <li>▪ Gene therapy</li> <li>▪ Alternative therapy</li> </ul> </li> <li>• Participate in palliative care.</li> <li>• Counsel and teach patients families.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to assigned patients.</li> <li>• Observation report of cancer unit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each Skill with checklist .</li> <li>• Assess performance with rating scale.</li> <li>• Evaluation of care plan and observation report.</li> <li>• Completion of activity record.</li> </ul>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
Dermatology and burns	1 week	<ul style="list-style-type: none"> <li>• Provide care to patients with dermatology disorder and Burn.</li> <li>• Counsel and educate patient and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the burn patient. <ul style="list-style-type: none"> <li>▪ Percentage of burns.</li> <li>▪ Degree of burns.</li> <li>▪ Dressing</li> </ul> </li> <li>• Fluid &amp; electrolyte replacement therapy <ul style="list-style-type: none"> <li>▪ Assess</li> <li>▪ Calculate</li> <li>▪ Replace</li> <li>▪ Record</li> </ul> </li> <li>Intake/output</li> <li>Assessment and care of patients with dermatological disorders.</li> <li>Administer topical medications <ul style="list-style-type: none"> <li>▪ Give medicated Baths</li> </ul> </li> <li>• Perform active &amp; passive exercises.</li> <li>• Practice medical &amp; surgical asepsis.</li> <li>Counsel &amp; Teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to assigned patients.</li> <li>• Health talk - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist.</li> <li>• Assess performance with rating scale.</li> </ul>
Ophthalmology	1 week	<ul style="list-style-type: none"> <li>• Provide care to patients with Eye disorders.</li> <li>• Counsel and educate patient and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform examination of eye.</li> <li>• Assist with diagnostic procedures.</li> <li>• Assist with therapeutic procedures.</li> <li>• Perform/assist with irrigations.</li> <li>• Apply eye bandage.</li> <li>• Apply eye drops/ointments.</li> <li>• Teach patients and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 2-3 assigned patients</li> <li>assessment using snellen's chart</li> <li>• Observation reports of OPD &amp; Eye bank.</li> <li>• Assist in organizing eye camp</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>Assess performance with rating scale.</li> <li>• Evaluation of observation report of OPD/Eye bank.</li> </ul>



Area	Duration	Objectives	Skills	Assignment	Assessment methods
ENT	1 week	<ul style="list-style-type: none"> <li>• Provide care to patients with ENT disorders</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Perform examination of ear, nose and throat.</li> <li>• Assist with therapeutic procedures.</li> <li>• Instillation of drops.</li> <li>• Perform/assist with irrigations.</li> <li>• Apply ear bandage.</li> <li>• Perform tracheostomy care.</li> <li>• Health education to patients and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to assigned patients.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each Skill with checklist</li> </ul>
Cardiology ward / ICCU / cardiothoracic and vascular unit	2 weeks	<ul style="list-style-type: none"> <li>• Provide care of patients with cardiac and vascular disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Physical examination</li> <li>• Perform cardio vascular assessment</li> <li>• Recording ECG and identify basic changes in ECG</li> <li>• Monitoring of patients in on cardiac monitor</li> <li>• Preparing and assisting of frequently performed diagnostic and therapeutic, non –invasive and invasive procedures</li> <li>• Administer cardiac drugs</li> <li>• Advanced / Basic Cardiac Life Support (ACLS/BLS)</li> <li>• Monitoring and caring for patients with chest drainage</li> <li>• Assist in defibrillation</li> <li>• Monitoring of patients in ICU.</li> <li>• Maintain flow sheet.</li> <li>• Perform Endotracheal suction.</li> <li>• Demonstrates use of</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to patients</li> <li>• Health talk – 1</li> <li>• Case presentation – 1</li> <li>• Drug presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance with rating scale</li> <li>• Evaluation of health talk, case presentation and drug presentation.</li> </ul>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			<ul style="list-style-type: none"> <li>ventilators, cardiac monitors etc.</li> <li>• Collect specimens and interprets ABG analysis.</li> <li>• Assist with arterial puncture.</li> <li>• Maintain CVP line.</li> <li>• Pulse oximetry.</li> <li>• CPR – ALS</li> <li>• Defibrillators.</li> <li>• Bag- mask ventilation.</li> <li>• Emergency tray/trolley – Crash Cart.</li> <li>• Administration of drugs <ul style="list-style-type: none"> <li>▪ Infusion pump.</li> <li>▪ Epidural.</li> <li>▪ Intra thecal</li> <li>▪ Intracardiac</li> </ul> </li> <li>• Total parenteral therapy</li> <li>• Chest physiotherapy.</li> <li>• Perform active &amp; passive exercises</li> </ul>		
Orthopedic ward	1 week	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with musculoskeletal disorders</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of orthopedic patients</li> <li>• Assist in the application of plaster cast and removal of cast</li> <li>• Assist in applying skin traction , bucks extension traction</li> <li>• Assist in application and removal of prosthesis</li> <li>• Physiotherapy</li> <li>• Crutch maneuvering technique</li> <li>• Ambulation</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to assigned patients</li> <li>• Nursing care plan – 1</li> <li>• Health talk – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance with rating scale</li> <li>Evaluation of health talk, case presentation and drug presentation</li> </ul>
Communicable diseases	1 week	<ul style="list-style-type: none"> <li>• Provide nursing care</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patients with communicable</li> </ul>	<ul style="list-style-type: none"> <li>• Give care for assigned</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of</li> </ul>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
ward / isolation ward		for patients with communicable diseases	diseases <ul style="list-style-type: none"> <li>• Use of personal protective equipment (PPE) and barrier nursing</li> <li>• Health teaching for prevention of infectious diseases</li> <li>• Counseling of HIV/ AIDS patients</li> <li>• Counseling of family members</li> </ul>	patients <ul style="list-style-type: none"> <li>• Health talk – 1</li> <li>• Care plan – 1</li> </ul>	perform ance with rating scale <ul style="list-style-type: none"> <li>• Evaluation of health talk, case presentation and drug presentation</li> </ul>
Emergency ward / casualty	1 week	<ul style="list-style-type: none"> <li>• Provide care to patients in emergency and disaster situation.</li> <li>• Counsel patient and relatives for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Practice ‘triage’.</li> <li>• Assist with assessment, examination, investigation &amp; their interpretation, in emergency and disaster situations.</li> <li>• Provide first aid</li> <li>• ACLS / BLS</li> <li>• Assist in legal documentations and procedures in emergency unit.</li> <li>• Counsel patient and families grief and bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice ‘triage’.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess Performance with rating scale.</li> </ul>

### **2.3. MENTAL HEALTH NURSING**

#### **Course Description:-**

This course is designed to help students develop the concept of mental health and mental illness, its causes, symptoms, prevention, treatment modalities and nursing management of mentally ill for individual, family and community.

#### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the concept of mental health and mental illness and the emerging trends in psychiatric nursing.
2. Explain the causes and factors of mental illness, its prevention and control.
3. Identify the symptoms and dynamic of abnormal human behavior in comparison with normal human behavior.
4. Demonstration a desirable attitude and skills in rendering comprehensive nursing care to the mentally ill.

**Total Hours - 70**

<b>Unit.</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Hr.</b>	<b>Teaching Learning Activites</b>	<b>Methods of Assessment</b>
I	- Describe the concept of mental health and mental illness in relation to providing comprehensive care to the patients.	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>-Concept of mental health and mental illness</li> <li>-Misconceptions related to mental illness</li> <li>- Principles of Mental Health nursing</li> <li>-Definition of terms used in psychiatry</li> <li>Review of defense mechanisms</li> <li>Mental Health Team</li> </ul>	5	<ul style="list-style-type: none"> <li>-Lecture cum Discussion</li> <li>-Structured Discussion</li> <li>-Group interaction</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	Narrate the historical development of Psychiatry and psychiatric nursing.	<p><b><u>History of Psychiatry</u></b></p> <ul style="list-style-type: none"> <li>-History of Psychiatric Nursing- India and at international level</li> <li>-Trends in Psychiatric Nursing</li> <li>-National mental health programme</li> </ul>	4	<ul style="list-style-type: none"> <li>-Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer types</li> </ul>

Unit.	Learning Objectives	Content	Hr.	Teaching Learning Activites	Methods of Assessment
III	Describe mental health assessment	<b><u>Mental Health Assessment</u></b> - Psychiatry history taking -Mental status examination -Interview technique	4	Lecture cum dicussion Demonstration Return Demonstration	Demonstration Return Demonstration
IV	Describe therapeutic relationship  Demonstrate skills in process recording	<b><u>Therapeutic nurse patient relationship:</u></b> Therapeutic nurse patient relationship: Definition, components and phases, Importance -Communication skills Definition elements, types, factors influencing communication, barriers(therapeutic impasse)	5	Lecture cum discussions  Role play  Videos  Demonstration of process recording	Short answers  Return demonstration
V	List various mental disorders and describe their mental and psychiatric and nursing management.	<b><u>Mental Disorders And Nursing Interventions</u></b> -Pathophysiology of human behavior -Etiological theories (genetics, biochemical, psychological etc)  -Classification of mental disorders. Disorders of thought , motor activity, perception, mood, speech, memory, concentration, judgment Prevalence, etiology, signs and symptoms, prognosis, medical and Nursing management  -Personality & types of personality related to	25	Lecture cum discussions  Case study  Case Presentation  -Process recording  Videos  Role plays  Field visits- De-addiction centers, Alcohol Anonyms group, Adolescent clinics, Child	Essay types  Short answers  Case Study  Case Presentation

Unit.	Learning Objectives	Content	Hr.	Teaching Learning Activities	Methods of Assessment
		<p>psychiatric disorder</p> <p>-Organic mental disorders ; Delirium, Dementia</p> <p><u>Psychotic disorders</u> : -Schizophrenic disorders -Mood (affective) disorders; Mania depression, Bipolar affective disorders(BPAD)</p> <p><u>Neurotic disorders</u>: Phobia, anxiety disorders, obsessive compulsive disorders, depressive neurosis, conversion disorders, dissociative reaction, psychosomatic disorders, post traumatic stress disorder</p> <p>Substance use and de- addiction: alcohol, tobacco and other psychoactive substance</p> <p>-Child and adolescent psychiatric disorder;</p> <p>-Sleep disorder</p> <p>-Eating disorders -Sexual disorders</p> <p>Nursing Management: Nursing process and process recording in caring for patients with various psychiatric disorders</p>		<p>guidance centers etc</p>	

Unit.	Learning Objectives	Content	Hr.	Teaching Learning Activites	Methods of Assessment
VI	Describe the Bio – psychosocial therapies and explain the role of the nurse	<p><b><u>Bio – Psycho Social Therapies</u></b></p> <p>Psychopharmacology – Definition, classification of drugs antipsychotic, Antidepressant, antimanic, antianxiety agents, anti parkinsons</p> <p>Psychosocial therapies – individual therapies, group therapy, behavior therapy, occupational therapy, family therapy, melieu therapy</p> <p>Role of nurse in these therapies.</p> <p>Somatic therapy – Electro Convulsive Therapy, insulin therapy,</p> <p>Role of nurse in these therapies.</p>	12	<p>-Lecture cum Discussions</p> <p>- Seminar</p> <p>Videos</p> <p>Demonstration</p> <p>Field visits- Rehabilitation centre, Day care centres</p> <p>Role plays</p>	<p>Short Answers</p> <p>Essay types</p> <p>Return demonstration</p> <p>Quiz</p> <p>Drug study</p>
VII	<p>Describe the concept of preventive community mental health services.</p> <p>Enumerate the nurse’s role in National mental health programme</p>	<p><b><u>Community Mental Health</u></b></p> <p>-Concept, importance, scope</p> <p>-Attitudes , Stigma and discrimination related to the mentally ill</p> <p>-Prevention of mental illness(Preventive Psychiatry) during childhood, Adolescent, adult hood and old age.</p> <p>-Community Mental Health Services.</p> <p>-Role of Nurse in national mental health programme and Psychiatric carein Community</p>	5	<p>-Lecture cum Discussion</p> <p>-Role play</p> <p>Videos</p>	<p>Short answers</p> <p>Essay type</p> <p>Assignment</p>

Unit.	Learning Objectives	Content	Hr.	Teaching Learning Activities	Methods of Assessment
VIII	<p>Explain different psychiatric emergencies and their management</p> <p>Demonstrate skills in crisis intervention</p>	<p><b><u>Psychiatric Emergencies And Crisis Intervention</u></b></p> <p>Types of Psychiatric emergencies: Over Active, under active patient, Violent behaviour, Suicide, adverse drug reactions, withdrawal symptoms, Acute psychosis etc</p> <p>Crisis and its intervention: AIDS, Adolescent Crisis</p>	5	<p>Lecture cum discussion</p> <p>Videos</p> <p>Role plays</p> <p>demonstration</p>	<p>Short answers</p> <p>Objective Type</p> <p>Essay type</p>
IX	<p>Describe the legal aspects to be kept in mind in the care of mentally ill patients.</p>	<p><b><u>Forensic Psychiatry / Legal Aspects</u></b></p> <p>India Lunatic Act 1912</p> <p>Narcotic Drugs and psychotropic Act 1965, 1985</p> <p>Mental Health Act 1987, 2014</p> <p>Admission and discharge procedures</p> <p>Standards of psychiatric nursing practice.</p> <p>Rights of Mentally ill patients</p> <p>Legal responsibilities in the care of mentally ill patients.</p>	5	<p>-Lecture cum discussions</p> <p>- Demonstration</p>	<p>Short answers</p> <p>Essay type</p> <p>Objective</p> <p>Quiz</p>



**Mental Health Nursing- Practical Placement-** second year

**Time – 336 hour**  
8 weeks

Areas	Duration	Objectives	Skill	Assignments	Assessment methods
Psychiatric OPD	1 week	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patients, and families</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination</li> <li>Assist in psychometric assessment</li> <li>Observe and assist in therapies</li> <li>Teach patients and family members</li> </ul>	History taking-1 Mental status examination-2 Observation report of OPD-1	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>
Child guidance clinic	1	<ul style="list-style-type: none"> <li>Assessment of children with various mental health problems</li> <li>Counsel and provide health education for children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination</li> <li>Observe and assist in therapies</li> <li>Health education of family members and significant others</li> <li>Counsel family members and significant others</li> </ul>	Observation report of child guidance clinic	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Assessment of observation report</li> </ul>
Inpatient ward	6	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Provide nursing care for patients with various mental health problems</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination</li> <li>Observe and assist in therapies</li> <li>Provide nursing care to the mentally ill patient</li> <li>Health educate family members and significant others</li> </ul>	Assess and give nursing care to 2-3 patients with various mental disorders History taking-1 Mental status examination-2 Case study-1 Care plan -1 Case presentation-1 Process	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Assessment of the case study, case presentation, process recording and care plan</li> </ul>

Areas	Duration	Objectives	Skill	Assignments	Assessment methods
				recording-2 Maintain drug book	

## 2.4 CHILD HEALTH NURSING

### **Course Description:-**

This course is designed to help students develop and understanding of the concept of child health, the trends in child care and the health problems of children. This shall enable the students to meet the needs of the children, in health and sickness.

### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Explain the concept of child health, the principles underlying child care trends in pediatric nursing.
2. Describe normal growth and development of children, so as to recognize deviations for normal health and care of healthy children
3. Demonstration skill in meeting the needs of the sick infants and children based on the IMNCI guidelines of GoI

Total Hours: 70

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
I	Understand the concept of the child health care, trends & emerging challenges for pediatric nurses  Describe the role of pediatric nurses in clinics, hospitals and community	<b><u>Introduction</u></b> a) Modern concept in child health care b) Trends in pediatric nursing c) Role of pediatric nurses in child care d) Emerging challenges, nursing process related to pediatric nursing e) Concept of preventive pediatric f) Vital statistics related to pediatrics as per the NRHS and GoI	5	- Lecture - Discussion -Project on collection of vital statistics related to child health	Short answers Essay type Objective type

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
III	Describe the normal growth & development of children	<p><b><u>Growth &amp; Development</u></b></p> <p>a) Definition, principles, factors affecting growth &amp; development, techniques of assessment, plotting of growth chart</p> <p><b>b) Infant:</b> Growth &amp; Development, health promotion, breast feeding &amp; weaning, immunization, infant and young child feeding</p> <p><b>c) Toddler :</b> Growth &amp; Development, nutrition counselling, toilet training, safety, prevention of accidents, play.</p> <p>Preschoolers Growth &amp; development Daycare centers Role of Parents in sex education</p> <p><b>d) School ager</b> Growth &amp; development, rest, sleep, physical exercises &amp; activity, dental health, sex education</p> <p><b>e) Adolescent</b></p> <ul style="list-style-type: none"> <li>• Growth &amp; development, adaptation to puberty, menstrual hygiene, nutritional guidance, sex education,</li> <li>• Role of Parents in health promotion of adolescents</li> <li>• Control of iron deficiency anemia (WIFS guidelines)</li> </ul>	15	<p>- Lecture</p> <p>- Discussion</p> <p>- Role play</p> <p>- videos</p> <p>Plotting of growth chart</p>	<p>Short answers</p> <p>Essay type</p> <p>Objective type</p>

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
IV	<p>Describe the role of nurse in caring for a sick child</p> <p>Develop skill in carrying out nursing intervention while caring for pediatric age group.</p>	<p><b><u>The sick child</u></b></p> <p>a) Child's reaction to hospital  b) Effect of hospitalization on the family of the child  c) Role of nurse in helping child &amp; family in coping, with stress of hospitalization &amp; illness</p> <p><b><u>Pediatric procedures:</u></b></p> <p>a) Preparation of child for diagnostic tests, collection of specimens.  b) Calculation &amp; Administration of oral &amp; parenteral medication  c) Procedures related to feeding  - Katori &amp; Spoon  - Ryle's tube &amp; gastrostomy  d) Procedures relating to elimination  - Enema  - Colostomy irrigation  e) Administration &amp; analysis of oxygen concentration, steam inhalation, nebulization,  f) Other procedures:  - Pediatric Resuscitation  - Surgical dressing</p>	8	<p>- Lecture  - Discussion  - Demonstration  - simulation  Role play</p>	<p>Short answers  Essay type  Objective type  Return demonstration</p>
V	<p>Describe the management of behavioral disorders and common health problems of children</p> <p>Demonstrate skills in the prevention &amp; implementation of medical &amp; nursing management of behavioral</p>	<p><b><u>Disorders and health problems of a child</u></b></p> <p><b>a) Infancy :</b></p> <ul style="list-style-type: none"> <li>- Failure to thrive</li> <li>- Diarrhea &amp; Vomiting</li> </ul> <p><b>b) Childhood</b></p> <ul style="list-style-type: none"> <li>- Communicable diseases</li> <li>- Tonsillitis</li> <li>- Otitis media</li> <li>- Child abuse</li> <li>- Breath holding spasms</li> <li>- Enuresis, nail biting,</li> </ul>	6	<p>Seminars  Lecture  Discussion</p>	<p>Short answers  Essay type  Objective type</p>

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
	disorders & common health problems.	thumb sucking, somnambulism - Protein energy malnutrition - Helminthic infections - Bites and stings - Pica - Tics <b>c) Adolescent</b> - Precocious puberty - Gynecomastia - Accident, sport injuries - Obesity & anorexia nervosa - Juvenile delinquency			
VI	Demonstrate skills in providing comprehensive nursing care to the children having congenital defects/malformation	<b><u>Child with congenital disorders:</u></b> Etiology, signs and symptoms, diagnosis, complications and medical, surgical & nursing management of children with: - Malformations of CNS, cranial deformities, spina bifida, hydrocephalus, cerebral palsy, meningocoele. - Skeletal defects, cleft lip & cleft palate - Gastro intestinal tract defects, fistula, anorectal malformations, hernia, congenital hypertrophied pyloric stenosis - Defects of Genito-urinary Tract – hypospadias & epispadias, extrophy of bladder, phimosis & paraphimosis, cryptorchidism, polycystic kidney	15	Lecture Discussion Presentation of Picture of congenital anomalies supervised clinical practices	Short answers Essay type Objective type

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
		<ul style="list-style-type: none"> <li>- Sexual abnormalities, ambiguous genitalia</li> <li>- Defects of cardio vascular system, cyanotic and acyanotic- TOF (Tetralogy of Fallouts)TSV (Transposition of Great Vessels)TAPVC, ASD, VSD, Coactation of aorta, PDA</li> <li>- Orthopedic abnormalities- congenital talipusequinovarus, congenital dislocation of hips</li> <li>- Chromosomal abnormalities – down syndrome, turner’s syndrome.</li> </ul>			
VII	Demonstrate skills in providing comprehensive nursing care to children with various disorders & diseases	<p><b><u>Children with various disorders and diseases</u></b>  Etiology, signs and symptoms, complications, prevention, medical, surgical &amp; nursing management of :</p> <p>a) Renal System</p> <ul style="list-style-type: none"> <li>- Nephrotic Syndrome</li> <li>- Acute Glomerulonephritis</li> <li>- ARF &amp; CRF</li> </ul> <p>b) Resp. System</p> <ul style="list-style-type: none"> <li>- URI and LRI</li> <li>- Asthma, Pneumonia</li> </ul> <p>c) GT System</p> <ul style="list-style-type: none"> <li>- Intestinal obstruction (Mechanical)</li> <li>- Hirschsprung’s disease</li> <li>- Malabsorption Syndrome</li> <li>- Inflammatory conditions – appendicitis, Meckel’s diverticulum, ulcerative colitis)</li> <li>- Worm infestation</li> </ul> <p>d) CVS System</p> <ul style="list-style-type: none"> <li>- Rheumatic fever</li> </ul>	15	Lecture Discussion Presentation Clinical teaching, simulation, videos, Visit to Blind, Deaf & dumb school & rehabilitation centre	Short answers Essay type Objective type

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
		<ul style="list-style-type: none"> <li>- CCF</li> <li>- Infective endocarditis</li> <li>e) Hematological System               <ul style="list-style-type: none"> <li>- Anemia</li> <li>- Leukemia, Thalassemia</li> <li>- Hemophilia</li> <li>- Sickle cell anemia</li> <li>- Thrombocytopenic purpura</li> </ul> </li> <li>f) Neurological System               <ul style="list-style-type: none"> <li>- Meningitis</li> <li>- Encephalitis</li> <li>- Convulsive disorders</li> <li>- Cranio-cerebral trauma</li> </ul> </li> <li>g) Endocrine               <ul style="list-style-type: none"> <li>- Pituitary disorders</li> <li>- Hypo &amp; Hyperthyroidism</li> <li>- Juvenile Diabetes</li> <li>- Adrenal disorders</li> </ul> </li> <li>h) Developmental problem               <ul style="list-style-type: none"> <li>- Handicapped children</li> <li>- Mental Retardation</li> <li>- Dyslexia</li> <li>- Hearing &amp; Vision impairment</li> </ul> </li> <li>i) Others:               <ul style="list-style-type: none"> <li>- fluid and electrolyte imbalance</li> <li>- burns</li> </ul> </li> <li>j) Problems with locomotion:               <ul style="list-style-type: none"> <li>- Poliomyelitis</li> <li>- Osteomyelitis</li> <li>- Kyphosis, lordosis, scoliosis</li> <li>- Fractures</li> </ul> </li> <li>k) Pre and post operative care of children undergoing surgery.</li> </ul>			

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
VIII	<p>Describe the various child welfare services provided by Governmental &amp; non Governmental agencies</p> <p>Explain the ethical &amp; legal implication in pediatric nursing</p>	<p><b><u>Child welfare services</u></b></p> <p>a) Child welfare services and agencies:</p> <ul style="list-style-type: none"> <li>- ICDS</li> <li>- Mid-day meal program</li> <li>- Balwadi, anganwadi</li> <li>- Daycare centers</li> <li>- NPSP</li> </ul> <p>b) Law pertaining to Pediatrics:</p> <ul style="list-style-type: none"> <li>- National child labour policy</li> <li>- Child act.</li> <li>- Juvenile justice act</li> <li>- Internationally accepted rights of the child</li> <li>- Rehabilitation of delinquent &amp; destitute children</li> <li>- Adoption laws and services</li> <li>- Adolescent health programs – menstrual hygiene, WIFS program, adolescent safety program</li> </ul>	6	<p>Lecture</p> <p>Discussion</p> <p>Visit to anganwadi schools, remand homes &amp; adoption centers</p>	<p>Short answers</p> <p>Essay type</p> <p>Objective type</p>



**Child Health Nursing- Practical Placement- Third year**

Time – 336 hour  
8 weeks  
Internship (2 weeks)

Areas	Durati on	Objectives	Skill	*Assignme nts	Assessment methods
Paediatric medicine ward	3 weeks	<ul style="list-style-type: none"> <li>• Perform physical assessment</li> <li>• Assist in diagnostic procedure and provide pre and post care related to diagnostic procedure</li> <li>• Administer the drugs</li> <li>• Provide health education</li> <li>• Perform basic resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• Taking pediatric History</li> <li>• Perform physical examination and assessment of children</li> <li>• Administration of oral, I/M, &amp; I/V, medicine/ fluid</li> <li>• Calculation of fluid requirements</li> <li>• Prepare different strengths of I.V. fluids</li> <li>• Apply restraints</li> <li>• Administer O<sub>2</sub> inhalation by different methods</li> <li>• Feed children by katori (bowl) and spoon, palladaetc</li> <li>• Collect specimens for common investigations</li> <li>• Assist with common diagnostic procedure</li> <li>• Teach mothers/ parents on balance diet for child of different age group</li> <li>• Oral rehydration therapy</li> <li>• Feeding &amp; weaning</li> <li>• Play therapy</li> <li>• Check vital signs</li> <li>• Give enema</li> <li>• Insert suppositories</li> </ul>	Give care to assigned paediatric patients Nursing care plan-1 Case study or Presentation -1 Health talk-1	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of Nursing care plan, Case study, Health talk, Case presentation</li> <li>• Completion of activity record</li> </ul>

Areas	Durati on	Objectives	Skill	*Assignme nts	Assessment methods
Paediatric surgery ward	3 weeks	<ul style="list-style-type: none"> <li>• Recognize different pediatric surgical condition</li> <li>• Provide pre and post operative care to children with common paediatric surgical conditions/ malformation</li> <li>• Counsel and educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Do bowel wash</li> <li>• Care for ostomies: <ul style="list-style-type: none"> <li>- Colostomy irrigation</li> <li>- Ureterostomy</li> <li>- Gastrostomy</li> <li>- Enterostomy</li> </ul> </li> <li>• Urinary catheterization and drainage</li> <li>• Feeding <ul style="list-style-type: none"> <li>• Asogastric</li> <li>• Gastrostomy</li> <li>• jejunostomy</li> </ul> </li> <li>• care of surgical wound <ul style="list-style-type: none"> <li>• dressing</li> <li>• suture removal</li> </ul> </li> </ul>	Give care to three assigned paediatric surgical patients Nursing care plan-1 Case study or presentation -1	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of Nursing care plan, Case study, Case presentation</li> <li>• Completion of activity record</li> </ul>
Paediatric OPD/Immunization room/ well baby clinic / adolescent clinic	2	<ul style="list-style-type: none"> <li>• Perform assessment of children of children, health development and anthropometric</li> <li>• Perform immunization</li> <li>• Give health education/ nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of children <ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Developmental assessment</li> <li>• Anthropometric assessment</li> </ul> </li> <li>• Immunization</li> <li>• Health/ nutritional education</li> </ul>	Health assessment of the child Health talk - 1	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of activity record</li> <li>• Assessment of the health talk.</li> </ul>

## THIRD YEAR PART-I

**3.1 MIDWIFERY AND GYNECOLOGICAL NURSING****Course Description:-**

This course is designed to help students acquire knowledge and gain skills to meet the needs of women during pregnancy, labor and puerperium and care for the newborn.

**General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the health needs of women in pregnancy, labour and puerperium.
2. Identify deviation(s) from normal pregnancy, labour and puerperium and take appropriate action.
3. Demonstrate skills in providing antepartum, intrapartum and postpartum care to the mother as well as care to the new born as per the SBA guidelines of Government of India.

**3.1(1) MIDWIFERY**

Total Hours:120

Unit No.	Learning objectives	Contents	Hr	Teaching learning Activities	Assessment methods
I	Describe the scope and trends in midwifery	<b>Introduction:</b> a) Definition of midwifery and obstetrical nursing b) Scope of midwifery c) Basic competencies of a midwife d) History of midwifery e) Trends of maternity services in India f) Vital statistics related to maternal health in India.	4	Lecture  Discussion  Videos	Short answers  Essay type  Objective type
II	Describe the anatomy and physiology of female reproductive system	<b>Reproductive system</b> a) Review of structure and function of female reproductive system b) Female pelvis –structure, types and diameters	5	Lecture cum discussions Demonstrations Charts, specimen Models Objects	Short answers Essay type Objective type Viva
III	Describe the stages of Embryological and fetal development.	<b>Embryology and foetal development</b> a) Oogenesis, spermatogenesis, fertilization and implantation. b) Embryology and Fetal development c) Placenta and membranes: - Structure - Functions - Abnormalities - Liquor amni - Umbilical cord d) Fetal skull: - Structure - Diameters - Fontanel and sutures e) Fetal circulation	8	Lecture discussion Charts Models Specimens Objects	Short answers  Essay type  Objective type  Oral presentation
IV	Describe the physiological changes in pregnancy and the management of normal pregnancy	<b>Normal pregnancy and its management</b> a) Pre-conception care b) Genetic counseling c) Physiological changes in pregnancy d) Diagnosis of pregnancy - History - Signs & symptoms	12	Lecture discussions Demonstrations Clinical teaching  Simulation	Short answers  Essay type  Objective type

Unit No.	Learning objectives	Contents	Hr	Teching learning Activities	Assessment methods
	Demonstrate skill is caring for pregnant women	e) Antenatal care: <ul style="list-style-type: none"> <li>- History taking</li> <li>- calculation of expected date of delivery,</li> <li>- Examination and investigations</li> <li>- Health Education and counselling</li> <li>- Drugs and immunizations</li> </ul> f) Minor disorders and their management		Charts Videos SBA module of government of India, handbook for staff nurses (Government of India)	Assessment of skill using checklist
V	Describe the various stages of labour and the role of the midwife in caring for a woman in labour  Demonstrate skill in conducting the normal delivery	<u><b>Normal labour and its management</b></u> <ol style="list-style-type: none"> <li>a) Definition and stages</li> <li>b) Causes and signs of onset of labour</li> <li>c) True and false labour</li> <li>d) First stage of labour:               <ul style="list-style-type: none"> <li>- Physiology</li> <li>- Monitoring using partograph and its interpretation</li> <li>- Care of mother : physical and psychological</li> <li>- Pain management</li> <li>- Setting up of the labour room including newborn corner</li> </ul> </li> <li>e) Second stage:               <ul style="list-style-type: none"> <li>- Physiology and mechanism</li> <li>- Monitoring</li> <li>- Conduction of normal delivery</li> <li>- Episiotomy</li> <li>- Essential newborn care</li> </ul> </li> <li>f) Third stage:               <ul style="list-style-type: none"> <li>- Physiology and signs</li> <li>- Active management of third stage</li> <li>- Examination of the placenta</li> <li>- Episiotomy suturing</li> </ul> </li> <li>g) Fourth stage:               <ul style="list-style-type: none"> <li>- Physiology</li> <li>- Care of the mother and baby</li> <li>- Postpartum family planing</li> </ul> </li> </ol>	15	Lecture cum discussions Demonstrations Case studies Simulation Videos Exercises SBA module of government of India, handbook for staff nurses (Government of India)	Short answers  Essay type  Objective type  Assessment of skill using checklist
VI	Describe the management of normal newborn	<u><b>Management of newborn</b></u> <ol style="list-style-type: none"> <li>a) Assessment</li> <li>b) Physiological adaptation</li> <li>c) Apgar scoring</li> </ol>	14	Lecture cum discussion Demonstrations, Clinical	Short answers  Essay type

Unit No.	Learning objectives	Contents	Hr	Teching learning Activities	Assessment methods
	Development of skill in caring for the normal newborn	d) Examination for defects e) Breast feeding- BFHI f) Care of newborn -Skin, eyes, buttocksetc g) Bonding and rooming in h) Minor disorders of new born: <ul style="list-style-type: none"> <li>- Birth marks, rashes, skin</li> <li>- Infections, sore buttocks,</li> <li>- Infection of eyes.</li> </ul>		teaching Chart Videos SBA module, ENBC, NSSK, PPIUCD module, handbook for staff nurses of government of India	Objective type  Assessment of skill using checklist
VII	Describe normal puerperium and the role of midwife in the caring for woman in puerperium	<u><b>Management of normal puerperium</b></u> a) Definition and objectives of care b) Physiological changes c) Postnatal counselling d) Lactation and feeding e) Care during puerperium – breast and perineal care postnatal exercise, postnatal examination, follow up, family welfare f) Minor ailments and management. g) Family planning	10	Lecture cum discussion Demonstrati on Simulation Role play SBA module, PPIUCD module, handbook for staff nurses of government of India	Short answers  Essay type  Objective type  Assessment of skill using checklist
VIII	Describe the complications of pregnancy  Demonstrate skills in providing care for women with complicated pregnancy	<u><b>Management of complications during pregnancy</b></u> a) Bleeding in pregnancy- early and late <ul style="list-style-type: none"> <li>- Ectopic pregnancy</li> <li>- Abortion</li> <li>- Antepartum hemorrhage</li> <li>- Vesicular mole</li> </ul> b) Hyperemesis gravidarum c) Gestational diabetes mellitus d) Pregnancy inducedhypertension <ul style="list-style-type: none"> <li>- Pre eclampsia and Eclampsia</li> </ul> e) Hydromnios– poly and oligo	12	Lecture cum discussions Case presentation Clinical teaching Videos Simulation Case studies and exercises SBA	Short answers  Essay type  Objective type  Assessment of skill using checklist

Unit No.	Learning objectives	Contents	Hr	Teching learning Activities	Assessment methods
		f) Pelvic inflammatory diseases g) Intra uterine growth retardation h) Post maturity i) Intra uterine death  <b>High risk pregnancy:</b> - Monitoring- NST, USG - Anemia - Jaundice - Viral - Urinary tract infections - Hearts diseases - Diabetes - AIDS and STD's - Osteomalacia, STD - Teenage pregnancy - Elderly Primigravida - Multipara - Multiple pregnancy		module	
IX	Describe the management high risk labour  Demonstrate skills in early detection and prompt management of high risk labour	<b><u>Management of high risk labour</u></b> a) Malposition, malpresentations b) Contracted pelvis c) Abnormal uterine actions d) Cervical Dystocia e) Premature rupture of membranes, precipitate and prolonged labour, induction of labour obstructed labour, f) Obstetrics Emergencies-Cord prolapse, cord presentation, amniotic fluid embolism, obstetric shock,rupture of uterus, shoulder dystocia, vasa previa. g) Complications of third stage - PostpartumHemorrhage - Atonic uterus - Injuries to the birth canal - Retained placenta and membranes - Inversion of uterus	10	Lecture cum discussion demonstrati on Bedside clinic Videos Charts Clinical teaching  IMPAC module of WHO  MCPC module of Government of India	Short answers  Essay type  Objective type  Assessment of skill using checklist
X	Describe the puerperal complications	<b><u>Management of complications of puerperium</u></b> - Puerperal pyrexia - Puerperal Sepsis	4	Lecturer cum discussion Demonstrati	Short answers  Essay type

Unit No.	Learning objectives	Contents	Hr	Teching learning Activities	Assessment methods
	Demonstrate skill in the management of complications of puerperium	<ul style="list-style-type: none"> <li>- Thrombophlebitis and Embolism</li> <li>- Breast engorgement, Mastitis, Breast abscess</li> <li>- Puerperal psychosis</li> </ul>		on Clinical teaching MCPC module of Government of India	Objective type
XI	Describe the management of high risk and sick newborn  Demonstrate skills in caring for high risk and sick newborns	<p><b><u>High risk and sick newborn</u></b></p> <p>a) Assessment</p> <p>b) Nursing care</p> <p>c) Management of newborn with:</p> <ul style="list-style-type: none"> <li>- Hyperbilirubinaemia</li> <li>- Neonatal hypoglycemia</li> <li>- Hypothermia</li> <li>- Neonatal Convulsions</li> <li>- Rh incompatibility</li> <li>- Small for dates</li> <li>- Low birth weight</li> <li>- Preterm</li> <li>- Asphyxia, RDS</li> <li>- Sepsis</li> <li>- Birth injuries</li> </ul> <p>Cephal hematoma Caput succedaneum Facial &amp; Erb's palsy Torticollis</p> <p>Hemorrhage</p> <ul style="list-style-type: none"> <li>- Congenital anomalies</li> </ul> <p>d) Newborn of HIV positive mother, diabetic mother</p> <p>e) Levels of care in NICU</p>	10	Lecture Discussion Demonstration Clinical teaching  IMNCI module  SBA module  NSSK module	Short answers  Essay type  Objective type  Assessment of skill using checklist
XII	Describe the obstetric operations and midwife role in assisting with each one	<p><b><u>Obstetric operations</u></b></p> <p>Definition, indication and care of women undergoing</p> <p>a) Induction of labour</p> <p>b) Manual removal of placenta</p> <p>c) Version</p> <p>d) Forceps delivery</p> <p>e) Vacuum extraction</p> <p>f) Caesarean Section</p> <p>g) Sterilization</p> <p>h) Destructive surgeries</p>	10	Lecture cum discussion clinical teaching Videos  Post abortion care module of GoI	Short answers  Essay type  Objective type  Assessment of skill using



Unit No.	Learning objectives	Contents	Hr	Teching learning Activities	Assessment methods
		i) Amnio infusion j) Manual Vacuum Aspiration, Dilatation and Evacuation, Dilatation and Curettage <b>Post abortion care.</b>			checklist
XIII	Describe the midwife's role in the administration of drugs for women during pregnancy, labour and post partum period	<b><u>Drugs used in obstetrics</u></b> a) Indication, dose, action, contraindication, side effects and responsibilities in the administration of : - Oxytocin - Uterotonics - Tocolytics - Antihypertensives - Anticonvulsants b) Anesthesia and analgesia c) Drugs used for newborn d) Teratogens – effects of drugs on mother and baby.	4	Lecture drug presentation	Short answers  Essay type  Objective type
XVI	Describe the ethical & legal issues related to midwifery	<b><u>Ethical and legal aspects related to midwifery</u></b> a) Maternal and newborn death review b) Mother and child tracking system	2	Lecture Presentation	Short answers  Objective type

### 3.1(2) GYNECOLOGICAL NURSING

#### Course objective

The students shall be able to identify different gynecological disorders and diseases and gain skills in providing nursing care to women suffering from them.

#### **General Objective:-**

Upon completion of this course, the students shall be able to:

1. List different gynecological problems and demonstrate skills in providing nursing care to women suffering from these disorders and diseases.

Total Hours:20

Unit No	Learning objectives	Content	Hours	Teaching learning activities	Method of assessment
I	Define the terms used in gynecology Demonstrate the skills of gynecology history taking, conducting examination & investigation	<b><u>Introduction</u></b> a) Definition of terms b) History c) Examination d) Investigation	2	Lecture & Discussion Demonstration Videos	Short answers Essay Objective type Return demonstration
II	Describe the physiology, psychology and pathology of puberty	<b><u>Puberty</u></b> a) Definition b) Development of sex organs in females and sexuality c) Review of menstrual cycle d) Premenstrual syndrome e) Disorders of menstruation, dysmenorrhoea, cryptomenorrhoea, dysfunctional uterine bleeding	3	Lecture Discussion Clinical teaching Videos Charts	Short answers Essay Objective type
III	Describe the management of couples with fertility related problems.	<b><u>Fertility and infertility</u></b> a) Definition b) Causes-both in male and female c) Investigation d) Management e) Artificial reproductive techniques	2	- Lecture and discussion Clinical teaching, videos Role play	Short answers Essay Objective type
IV	Demonstrate skills in the management of clients with various pelvic infections.	<b><u>Pelvic infections</u></b> a) Vulva – vulvitis, bartholinitis b) Vagina- Vaginitis, Trichomonas vaginitis, Moniliasis, c) Metritis, Salpingitis, Oophritis d) Cervical erosions e) Pelvic Abscess f) Chronic infection g) Pelvic inflammatory disease h) Pelvic tuberculosis i) Sexually transmitted diseases - Syphilis - Gonorrhoea	4	Lecture & Discussion Clinical teaching Videos Prevention of STI module of NACO	Short answers Essay Objective type

Unit No	Learning objectives	Content	Hours	Teaching learning activities	Method of assessment
		<ul style="list-style-type: none"> <li>- Warts</li> <li>- HIV</li> </ul> Syndromic case management			
V	Describe the care of women with gynaecological disorders	<b><u>Gynaecological disorders</u></b> <ul style="list-style-type: none"> <li>a) Retroversion, retro flexion</li> <li>b) Fistulas</li> <li>c) Uterine prolapse (Procidentia)</li> <li>d) Uterine malformations</li> <li>e) Cysts and fibroids</li> <li>f) Uterine polyps</li> <li>g) Tumors of the reproductive tract – benign and malignant</li> <li>h) Palliative care and rehabilitation</li> </ul>	5	Lecture & Discussion Case Presentation demonstration	Short answers Essay Objective type
VI	Describe the care of the woman with breast disorders	<b><u>Breast disorders</u></b> <ul style="list-style-type: none"> <li>a) Review mastitis, breast engorgement, breast abscess</li> <li>b) Tumors of the breast benign and malignant</li> </ul>	2	Lecture and discussion Clinical teaching, videos Role play	Short answers Essay Objective type
VI	Describe the care of women with menopause	<b><u>Menopause</u></b> <ul style="list-style-type: none"> <li>a) Definition and physiological changes</li> <li>b) Signs and symptoms</li> <li>c) Health education and counselling</li> <li>d) Hormone replacement therapy</li> <li>e) Surgical menopause</li> </ul>	2	Lecture Discussion case histories.	Short answers Essay Objective type

**Midwifery and Gynaecological Nursing**

Placement: third year (Part – I)

Time : 588 hours

Internship: 380 hours

<b>Area</b>	<b>Duration</b>	<b>Objectives</b>	<b>Skills</b>	<b>Assignment</b>	<b>Assessment methods</b>
Antenatal clinic / ward	2 weeks	<ul style="list-style-type: none"> <li>• Assessment of pregnant women</li> <li>• Counselling of Antenatal mothers</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnose pregnancy using pregnancy detection kit (preg-card)</li> <li>• Antenatal history taking</li> <li>• Physical examination</li> <li>• Antenatal examination – abdomen and breast</li> <li>• Recording weight and BP</li> <li>• Hemoglobin estimation</li> <li>• Urine testing for sugar and albumin</li> <li>• Immunization</li> <li>• Assessment of risk status</li> <li>• Antenatal counselling</li> <li>• Maintenance of antenatal records</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct antenatal examinations – 20</li> <li>• Health talk – 1</li> <li>• Case study – 1</li> </ul>	<p>Verification of the findings of antenatal examinations</p> <p>Assessment of skills using checklist</p>
Labour room	4 weeks	<ul style="list-style-type: none"> <li>• Assess the woman in labour</li> <li>• Carry out pervaginal (PV) examinations</li> <li>• Monitor women in</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of woman in labour</li> <li>• Vaginal examinations (PV) and their interpretation</li> <li>• Monitoring women in labour using the partograph</li> </ul>	<ul style="list-style-type: none"> <li>• Perform pervaginal examinations – 5</li> <li>• Conduct normal deliveries – 20</li> <li>• Perform and suture</li> </ul>	<p>Assessment of clinical performance with rating scale</p> <p>Assessment of each skill with checklist.</p> <p>Practical examination</p>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
		labour <ul style="list-style-type: none"> <li>• Conduct normal deliveries</li> <li>• Perform episiotomy and suture it</li> <li>• Resuscitate newborns</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for women in labour</li> <li>• Setting up of the labour unit including the newborn corner</li> <li>• Conduct normal delivery including active management of third stage of labour (AMTSL)</li> <li>• Provide essential newborn care</li> <li>• Immediate newborn assessment</li> <li>• Resuscitation of the newborn.</li> <li>• Assessment of the risk status of the newborn</li> <li>• Episiotomy and suturing</li> <li>• Administration of uterotonic drugs – oxytocin , misoprostol</li> <li>• Administration of magnesium sulphate.</li> <li>• Maintenance of labour and birth records</li> </ul>	episiotomies – 5 <ul style="list-style-type: none"> <li>• Resuscitate newborns – 5</li> <li>• Witnessing abnormal deliveries - 5</li> <li>• Case book recording</li> </ul>	
Operation theatre	1 week	<ul style="list-style-type: none"> <li>• Prepare and assist with caesarean section, MTP, tubectomy</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for caesarean section and other surgical procedures</li> <li>• Assist in caesarean section</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with caesarean section – 2</li> <li>• Case book recording</li> </ul>	Assessment of skill with checklist.

Area	Duration	Objectives	Skills	Assignment	Assessment methods
		and other surgical procedures	<ul style="list-style-type: none"> <li>• Prepare and assist in MTP procedures</li> <li>• Prepare and assist for tubectomy</li> </ul>		
Postnatal ward	3 weeks	<ul style="list-style-type: none"> <li>• Provide nursing care to postnatal mother and the baby</li> <li>• Counsel and teach mother and family for parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• Examination and assessment of mother and the baby</li> <li>• Identification of deviations</li> <li>• Care of postnatal mothers and baby</li> <li>• Perineal care</li> <li>• Breast care</li> <li>• Lactation management</li> <li>• Breast feeding</li> <li>• Kangaroo mother care (KMC)</li> <li>• Immunization</li> <li>• Teaching postnatal mother on mother craft, post natal care, exercise, immunization</li> </ul>	<ul style="list-style-type: none"> <li>• Provide postnatal care to mothers and babies – 20</li> <li>• Health talks – 1</li> <li>• Case study – 1</li> <li>• Case presentation - 1</li> </ul>	<p>Assessment of clinical performance with rating scale</p> <p>Assessment of each skill with checklist.</p> <p>Practical examination</p>
NICU	2	<ul style="list-style-type: none"> <li>• Provide nursing care to newborns at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Newborn assessment</li> <li>• Admission of neonates</li> <li>• Feeding of high-risk newborn :- katori spoon, paladai, tube feeding, total parenteral nutrition</li> <li>• Thermal management of</li> </ul>	<ul style="list-style-type: none"> <li>• Case study - 1</li> </ul>	<p>Assessment of clinical performance with rating scale</p> <p>Assessment of each skill with checklist.</p> <p>Practical examination</p>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			<p>newborns – kangaroo mother care, care of baby in radiant warmer and incubator.</p> <ul style="list-style-type: none"> <li>• Monitoring and care of neonates</li> <li>• Administration of medications</li> <li>• Intravenous therapy</li> <li>• Assisting in diagnostic procedures</li> <li>• Assist in exchange transfusion</li> <li>• Care of baby in ventilator, phototherapy,</li> <li>• Practice infection control protocols</li> <li>• Health education and counselling of parents</li> <li>• Maintenance of records and reports</li> </ul>		
Family welfare clinic	1 week	<ul style="list-style-type: none"> <li>• Counsel for and provide family welfare services.</li> </ul>	<ul style="list-style-type: none"> <li>• Family planning counselling techniques</li> <li>• Insertion of IUCD</li> <li>• Teaching by demonstration on the use of different family planning methods</li> <li>• Arrange for and assist with family planning</li> </ul>	<ul style="list-style-type: none"> <li>• IUCD insertion – 5</li> <li>• Family planning counselling – 2</li> </ul>	<p>Assessment of clinical performance with rating scale</p> <p>Assessment of each skill with checklist.</p> <p>Practical examination</p>

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			operations • Maintenance of records and reports		
Gynaecology ward	1 week	<ul style="list-style-type: none"> <li>• Provide care for patients with gynecological disorders.</li> <li>• Counsel and educate patient and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with gynecological examination.</li> <li>• Assist and perform diagnostic and therapeutic procedures.</li> <li>• Teach women on breast self examination (BSE)</li> <li>• Health education on perineal hygiene and prevention of sexually transmitted infections</li> <li>• Pre and post operative care of women undergoing gynecological surgeries</li> <li>• Menopause counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to assigned patients.</li> <li>• Nursing care plan- 1.</li> <li>• Menopause counseling – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist.</li> <li>• Assess performance with rating scale.</li> <li>• Evaluation of care plan.</li> </ul>



### 3.2 COMMUNITY HEALTH NURSING-II

#### **Course Description:-**

This course is designed to help students to practice community health nursing for the individual, family and groups at both the urban and rural settings by using concepts and principles of health and community health nursing.

#### **General Objective:-**

Upon completion of this course, the students shall be able to:

1. Describe the health system and health care services in India.
2. Identify major health problems, national health programmes and specialized community health services.
3. Explain the concept of health team and describe the nurses' role at various levels of health care setting.
4. Demonstrate skills in rendering effective nursing care to the individual, family and groups in all community health settings.

Total Hours:100

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
I	Explain the health system in India	<p><b><u>Health system in India</u></b>            Organization and administration of health system in India at</p> <p>a) Central level            - Union Ministry            - Directorate General of Health Services            - Central Council of Health</p> <p>b) State level            - State Health Administration            - State Ministry of Health            - State Health Directorate</p> <p>c) District level            - Sub Divisions            - Tehsils/ Talukas            - Villages            - Municipalities &amp; Corporation            - Panchayats</p>	10	Lecture and discussion Organizational chart of various levels Visit to Municipality Office, Panchayat office, Block Health office, CHC	Short answer Objective type Essay type
II	Describe the health care services in India and discuss the role of the nurse in these services	<p><b><u>Health care delivery system</u></b>            -Health care concept and trends            -Health care services - Public sector, Rural, Urban            - Private sector            - Public private partnership</p>	8	Lecture Discussion Visit to different health care agencies	Short answer Objective type Essay type

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
		<ul style="list-style-type: none"> <li>- Other agencies</li> <li>- Indigenous systems of medicine- Ayurvedha, yoga, unani, siddha and homeopathy (AYUSH)</li> <li>- Voluntary health services</li> <li>- National Health Programmes</li> <li>- Nurse role in health care services</li> </ul>			
III	Describe health planning in India	<p><b><u>Health planning in India</u></b></p> <ul style="list-style-type: none"> <li>- National health planning</li> <li>- Five year plans</li> <li>- Health Committees and reports</li> <li>- National health policy</li> </ul>	10	Lecture and discussion and reports	Short answer Essay type
IV	Describe the different specialized community health services and the nurse's role in these services	<p><b><u>Specialized community health services and nurse's role</u></b></p> <ul style="list-style-type: none"> <li>- RCH(reproductive health and child care)</li> <li>- National Health Mission (rural/urban)</li> <li>- Janani Sishu Suraksha Karaykaram (JSSK)</li> <li>- Emergency ambulance services.</li> <li>- Government health insurance schemes</li> <li>- School health Services</li> <li>- Occupational health nursing (including health care providers)</li> <li>- Geriatric nursing</li> <li>- Care of differently abled- Physical and mental</li> <li>- Rehabilitation nursing</li> </ul>	18	Lecture Discussion Visit to different agencies of Specialized services, Factory, Old age home, Homes for the differently abled	Short answer Objective type Essay type
V	Describe the major health problems in India	<p><b><u>National health problems</u></b></p> <p>Health Problems in India</p> <ul style="list-style-type: none"> <li>- Communicable diseases</li> <li>- Non communicable diseases</li> <li>- Nutritional problems</li> <li>- Environmental sanitation</li> <li>- Population</li> </ul>	5	Lecture Discussion Quiz	Short answer Objective type
VI	Describe the national health and family welfare programs in India and the role of the nurse	<p><b><u>National Health programme:</u></b></p> <ul style="list-style-type: none"> <li>- National ARI program</li> <li>- Revised national tuberculosis control program (RNTCP)</li> <li>- National anti-malaria program</li> <li>- National filarial control program</li> </ul>	15	Lecture Discussion Government of India	Short answer Objective type

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
		<ul style="list-style-type: none"> <li>- National guinea worm eradication program</li> <li>- National leprosy eradication program</li> <li>- National AIDS control program</li> <li>- STD control program</li> <li>- National program for control of blindness</li> <li>- Iodine deficiency control program</li> <li>- Expanded program of immunization</li> <li>- National family welfare program</li> <li>- National water supply and sanitation program</li> <li>- Minimum needs program</li> <li>- National diabetes control program</li> <li>- Polio eradication : pulse program program, NPSP</li> <li>- National cancer control program</li> <li>- Yaws eradication program</li> <li>- National nutritional anemia prophylaxis program</li> <li>- 20 point program</li> <li>- ICDS program</li> <li>- Mid –day meal program</li> <li>- National mental health program</li> <li>- Adolescent health program</li> </ul> <p>Role of nurse in the national health programme.</p>		program flyers.	
VII	Explain the meaning of demography and describe the national family welfare programmes.	<p><b><u>Demography and family welfare</u></b></p> <p>A. Demography</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Trends in the world and in India</li> <li>- Concept of fertility and infertility</li> <li>- Small family norm</li> </ul> <p>B. Family Welfare</p> <ul style="list-style-type: none"> <li>- Concept, importance, aims &amp; Objectives</li> <li>- Family planning methods</li> <li>- Family planning counseling</li> </ul>	18	<p>Lecture</p> <p>Discussion</p> <p>Show and explain family planning devices</p> <p>Role play</p> <p>Demonstration</p>	<p>Short answer</p> <p>Objective type</p> <p>Essay type</p>

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
		<ul style="list-style-type: none"> <li>- National family Welfare Policy</li> <li>- National family Welfare Programme</li> <li>- Role of a nurse in the family planning programme</li> </ul>			
VIII	Describe the concept and functions of health team and the role of nursing personnel at various levels.	<p><b><u>Health team</u></b> Health Team:</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Composition</li> <li>- Functions</li> </ul> <p>Role of Nursing personnel at various levels:</p> <ul style="list-style-type: none"> <li>- District public health nursing officer</li> <li>- Block health Nurse</li> <li>- Public health nurse</li> <li>- Lady health visitor/ health supervisor</li> <li>- Health worker female/ ANM</li> </ul>	7	Lecture  Discussion Interaction with health team members Job description as per the Indian Public Health Standards (IPHS)	Short answer  Objective type Essay type
IX	Explain the concept and uses of health information system	<p><b><u>Health Information System</u></b></p> <ul style="list-style-type: none"> <li>- Concepts, components, uses , sources.</li> </ul> <p>Vital Statistics:</p> <ul style="list-style-type: none"> <li>- Important rates and indicators</li> <li>- Vital health records and their uses.</li> </ul> <p>Basic statistical methods</p> <ul style="list-style-type: none"> <li>- Descriptive statistics</li> </ul>	6	Lecturer cum discussion exercises	Short answer  Objective type Exercises
X	Describe the national and international health agencies	<p><b><u>Health Agencies</u></b></p> <ul style="list-style-type: none"> <li>- International : WHO UNFPA UNDP World bank FAO UNICEF DANIDA European commission (EU) Red cross USAID UNESCO ILO CARE</li> </ul>	3	Lecture Discussion Seminar	Short answer  Objective type

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
		- National: Indian Red Cross Indian Council for child welfare Family Planning association of India Other NGOs			

**Community Health Nursing II- Practical  
Placement: Third year**

Time: Practical – 168 hours  
Internship – 288 hours

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Community Health Nursing II-	4 wks urban / rural	<ul style="list-style-type: none"> <li>• Organize and conduct clinics               <ul style="list-style-type: none"> <li>▪ Antenatal</li> <li>▪ Postnatal</li> <li>▪ Family welfare.</li> <li>▪ Under five.</li> </ul> </li> <li>• Diagnose health needs and provide domiciliary care for antenatal and postnatal mothers.</li> <li>• Assess health needs of family; plan and carry out treatment for minor ailments; identify need for referral and refer.</li> <li>• Plan, conduct and follow up health</li> </ul>	<ul style="list-style-type: none"> <li>• Assisting in Set-up and Conduct of the Clinics:</li> <li>• Providing Domiciliary-Care to the antenatal and postnatal Cases Using Bag and / or Domiciliary Obstetric Kit.</li> <li>• Performing Nursing Care at Home.</li> <li>• Preparing and conducting Health Teachings on Reproductive and Child Health (RCH) Care Issues.</li> <li>• Assisting in Organizing Camps.</li> <li>• Maintaining Records and</li> </ul>	<ul style="list-style-type: none"> <li>• Health talk- 2</li> <li>• Family Health Nursing care plan- 2</li> <li>• Group project-1</li> <li>• Daily Dairy- 1</li> <li>• Report on school health program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal examination (1<sup>st</sup>&amp; 2<sup>nd</sup> term)</li> <li>▪ Pre Council examination</li> <li>▪ Assessment of performance with rating scale</li> <li>▪ Evaluation of - Assignments -Field visit reports -Daily diary</li> </ul>

		<p>education. Assist in conducting camps and participate.</p> <ul style="list-style-type: none"> <li>• Maintain records and reports in PHC.</li> <li>• Assist in family welfare services and conduct need based health education.</li> <li>• Participate in school health programme.</li> <li>• Counsel and educate eligible couple, family and community.</li> </ul>	<p>Reports at Primary Health Centre related to.</p> <ul style="list-style-type: none"> <li>• Assisting in Activities of Family Welfare.</li> <li>• Participating in School Health Services.</li> </ul>		
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### Internship

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Urban / rural	6 weeks	Provide comprehensive care to individual family and community	Comprehensive nursing care to the individual , family and community	Integrated practice and group project Health talk – 2 Nursing care plan – 2	Assessment of clinical performance with rating scale Evaluation of group project.

## THIRD YEAR PART - II

4.1 NURSING EDUCATION**Course Description:-**

This course is designed to introduce the students to the concept of teaching as an integral part of nursing practice.

**General Objective:-**

Upon completion of this course, the students shall able to:

1. Explain the concept of teaching
2. Describe techniques used for teaching.

TOTAL HOURS: 20

Unit	Learning objectives	Contents	Hr	Teaching learning activities	Method of Assessment
I	Describe the concept of education	<b><u>Introduction</u></b> Education - Meaning, aims, scope and purposes,	2	Lecture cum discussion	Short answers Objective type
II	Explain the process of teaching and learning	<b><u>Teaching learning process</u></b> - Basic principles - Characteristics of teaching and learning - Teaching responsibility of a nurse - Preparation of teaching plan	4	Lecture Discussion	Short answers Objective type Evaluation of teaching plan
III	Narrate the methods of teaching  Describe the clinical teaching methods	<b><u>Methods of teaching</u></b> Methods of teaching  Clinical teaching methods - Case method - Bed side clinic - Nursing rounds - Nursing conference ( individual and group) - Process recording.	14	Lecture  Discussion	Evaluation of Planned as well as incidental health Teaching  Short answer Objective type



## 4.2 INTRODUCTION TO RESEARCH

### **Course Description:-**

This course is designed to develop fundamental abilities and attitude in the students towards scientific methods of investigation and utilization of research finding so as to improve practice of nursing.

### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the use of research in the practice of nursing
2. Describe the scientific methods of investigation used in nursing.
3. Participate in research activities in the health care settings.

Total Hours: 30

Unit	Learning Objectives	Contents	Hr.	Teaching learning activities	Assessment Method
I	Discuss the importance of research in Nursing	<b><u>Introduction</u></b> - Definition - Terminology related to research - Need and importance of nursing research - Characteristics of good research	3	Lecture cum discussion	Short answers Objective type
II	Describe the research process	<b><u>Research process</u></b> - Purposes and objectives - Steps in research process	3	Lecture Discussion	Short answer Essay type
III	Describe the various research approaches	<b><u>Research approaches and designs</u></b> - Types - Methods - Advantages and disadvantages	5	Lecture cum discussion	Short answer Essay type
IV	Describe the various data collection methods	<b><u>Data collection process</u></b> - meaning - Methods and instruments of data collection	5	Lecture discussion	Short answer Essay type
V	List the steps involved in data analysis	<b><u>Analysis of data</u></b> - Compilation - Tabulation - Classification - Summarization - Presentation and	6	Lecture Discussion Reading the research	Short answer Essay type

Unit	Learning Objectives	Contents	Hr.	Teaching learning activities	Assessment Method
		interpretation of data using descriptive statistic		articles	
VI	Describe the importance of statistics in research	<u><b>Introduction to statistics</b></u> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Use of statistics</li> <li>- Scales of measurement</li> <li>- Frequency distribution</li> <li>- Mean, median, mode and standard deviation.</li> </ul>	6	Lecture Discussion	Short answer Essay type
VII	Describe the utilization of research in nursing practice	<u><b>Utilization of research in nursing practice</b></u> <ul style="list-style-type: none"> <li>- Evidence based practice</li> </ul>	2	Lecture discussion	Short answer Essay type

#### 4.3 PROFESSIONAL TRENDS AND ADJUSTMENT

##### **Course Description:-**

This course is designed to help students develop an understanding of the career opportunities available for professional development.

##### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe nursing as a profession.
2. Identify various professional responsibilities of a nurse.
3. Describe various professional organizations related to nursing.
4. Identify the need for inservice and continuing education in nursing
5. Demonstration skills in application of knowledge of professional etiquettes in the practice of nursing in any health care setting.

Total Hours: 30

S. No	Learning objectives	Contents	Hr.	Teaching learning activities	Assessment methods
I	Describe nursing as a profession	<u><b>Nursing as a profession</b></u> <ul style="list-style-type: none"> <li>- Definition of profession</li> <li>- Criteria of a profession and nursing profession</li> <li>- Evolution of Nursing Profession in India</li> <li>- Educational preparation of a professional nurse</li> <li>- Qualities/ Characteristics and role of a professional nurse</li> </ul>	4	Lecture  discussion	Short answer  Essay type  Objective type
II	Explain various aspects of Professional ethics	<u><b>Professional ethics</b></u> <ul style="list-style-type: none"> <li>- Meaning and relationship of professional ethics and etiquettes</li> <li>- Code of ethics for nurse by ICN</li> <li>- Nightingale pledge</li> <li>- Standards for nursing practice (INC)</li> <li>- Etiquettes for employment: locating posting, applying and accepting a position, resignation from a position.</li> </ul>	6	Lecture discussion  Assignment: Application for Job Acceptance of job Resignation of job	Short answer Essay type
III	Discuss the importance of continuing education in personal and professional development	<u><b>Personal and professional development</b></u> <ul style="list-style-type: none"> <li>- Continuing education               <ul style="list-style-type: none"> <li>- Meaning and importance</li> <li>- Scope</li> <li>- Identifying opportunities</li> </ul> </li> <li>- Career in Nursing               <ul style="list-style-type: none"> <li>- Opportunities available in Nursing in Hospital Community teaching and other related special organization.</li> </ul> </li> <li>- Inservice education               <ul style="list-style-type: none"> <li>- definition</li> <li>- Value</li> <li>- need participation in committee procedures</li> </ul> </li> </ul>	10	Lecture cum discussion Draw a career ladder in nursing in reference to international influence and financial aid.	Short answer Essay type

S. No	Learning objectives	Contents	Hr.	Teaching learning activities	Assessment methods
		- Nursing in the future			
IV	Discuss the significance of legislation in Nursing	<p><b><u>Legislation in nursing</u></b></p> <ul style="list-style-type: none"> <li>- Purpose and importance of laws in Nursing</li> <li>- Legal Terms</li> <li>- Common legal hazards in Nursing</li> <li>- Laws and regulations related to health care providers in India at different levels</li> <li>- Service and institutional rules</li> <li>- Regulation of nursing education</li> <li>- Registration and reciprocities</li> </ul>	5	Lecture Discussion	Assignment
V	List the various organizations related to health and nursing profession and briefly describe their function	<p><b><u>Profession and related organizations</u></b></p> <ul style="list-style-type: none"> <li>- Regulatory bodies : Indian Nursing Council, state nursing council</li> <li>- Professional organizations: Trained Nurses Association of India, Students Nurses Association, Nurses League of the Christian Medical Association of India, International council of nurses (ICN), and International Confederation of Midwives etc.</li> <li>- Related organization and their contribution to nursing: World Health Organization, Red cross and St. john's Ambulance, Colombo plan, UNICEF, World Bank etc.</li> </ul>	5	<p>Lecture cum discussion</p> <p>Observation visits to State Nursing Council and Local TNAI office</p>	<p>Report of visit to the council</p> <p>Short answers</p> <p>Essay type</p>

#### 4.4 NURSING ADMINISTRATION AND WARD MANAGEMENT

##### **Course Description:-**

This course is designed to help the student to understand the basic principles of administration and its application to the management of ward and health care unit.

##### **General Objective:-**

Upon completion of this course, the students shall able to:

1. Describe the meaning and principles of administration.
2. Apply the principles of administration in practice of nursing
3. Plan the nursing service in the ward and community health settings.
4. Describe the importance of good administration in the day to day nursing service in varied health care setting.

Total Hours: 40

<b>Unit</b>	<b>Learning Objectives</b>	<b>Contents</b>	<b>Hr</b>	<b>Teaching learning activities</b>	<b>Assessment methods</b>
I	Describe the meaning , philosophy and principles of administration	<b><u>Introduction</u></b> - Administration and management - Meaning - Philosophy - Elements and principles - Significance	4	Lecture Discussion	Short answers Essay type Objective type

Unit	Learning Objectives	Contents	Hr	Teaching learning activities	Assessment methods
II	Describe the management process	<p><b><u>Management process</u></b></p> <p>Planning</p> <ul style="list-style-type: none"> <li>- Importance</li> <li>- Purpose</li> <li>- Types of planning</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>- Principles of organization</li> <li>- Organization chart of hospital/ward/PHC/ Sub center</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>- Scheduling</li> <li>- Recruitment, selection, deployment, retaining, promotion, superannuation</li> <li>- personnel management</li> <li>- job description</li> <li>- job specification</li> <li>- staff development and staff welfare</li> </ul> <p>Directing</p> <p>Co-ordination and control</p> <ul style="list-style-type: none"> <li>- Quality management</li> </ul> <p>Budgeting</p> <p>Policies of hospital and various department of the hospital</p>	15	<p>Lecture</p> <p>Lecture cum discussion</p> <p>Companion of organization charts</p>	<p>Short answers</p> <p>Essay type</p> <p>Objective type</p> <p>Written test</p> <p>Evaluation of the organization charge prepared by students.</p>
IV	Explain the administration of different health care units	<p><b><u>Administration of hospital/department/ unit/ ward</u></b></p> <ul style="list-style-type: none"> <li>- Health centre/ unit physical layout</li> <li>- Safety measures for prevention of accidents and infections</li> <li>- Legal responsibilities of a nurse</li> <li>- Leadership styles</li> <li>- Problem solving : process and approach, steps and methods of dealing with complaints of patients and other health team members.</li> </ul>	9	<p>Lecture discussion</p> <p>Role play</p> <p>Group work on physical layout</p> <p>Reading notes</p>	<p>Short answers</p> <p>Essay type</p> <p>Objective type</p>

Unit	Learning Objectives	Contents	Hr	Teaching learning activities	Assessment methods
		- Records and reports: meaning, types, importance.			
V	Discuss the importance of maintaining supplies and equipment for effective administration	<p><b><u>Management of equipment supplies.</u></b></p> <ul style="list-style-type: none"> <li>- Maintenance of supplies &amp; equipment (preventive maintenance)</li> <li>- Handing over and taking over of inventory</li> <li>- Indent and ordering of supplies and equipment</li> <li>- Problem solving : process and approach , steps and methods of dealing with supplies and equipment.</li> </ul>	7	Lecture Role play Discussion  Group project on problem solving	Short answers Essay type Objective type Evaluation of the report on Group project
VI	Discuss the cost and financing of health services in India	<p><b><u>Cost and financing of health care</u></b></p> <ul style="list-style-type: none"> <li>- Cost of health care</li> <li>- Health financing</li> <li>- National health plans ( annual and five year plans) and outlays, role of state and central government in allocation of funds</li> <li>- Health insurance- types, issues etc.</li> </ul>	5	Lecture cum discussion	Short answer Test