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SYLLABUS

Revised Post Basic B. Sc Nursing 2020

SECTION I

Philosophy, Aims and Objectives

(Adapted from Indian Nursing Council)

Indian Nursing Council believes that:

Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Health is a right of all the people. Individuals, Families and communities have responsibility towards maintaining their health.

Nursing contributes to the health services in vital and significant way in the health care delivery system. It recognizes national health goals and is committed to participate in the implementation of National Health policies and programme. It aims at identifying health needs of the people, planning and providing quality care in collaboration with other health professionals and community groups.

Scope of nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. Practice of nursing is based upon application of basic concepts and principles derived from the physical, biological, and behavioral sciences, medicine and nursing.

Nursing is based on values of caring and aims to help individuals to attain independence in self-care. It necessitates development of compassion and understanding of human behavior among its practitioners to provide care with respect, dignity and protect the rights of individuals & groups.

Undergraduate nursing programme is broad based education within an academic framework specifically directed to the development of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

The teachers have the responsibility to be role models and create learning environment that enables students to acquire inquiry driven, self-directed learning and foster an attitude of lifelong learning.

Under graduate nursing education program prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations.

Aim

The aim of the undergraduate nursing program is to:

- Prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- Prepare nurses who can make independent decisions in nursing situations, protect the rights and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor and manager in a clinical / public health setting.

Program Outcome

- ⇒ Demonstrate competency in evidence based nursing practice based on the knowledge of behavioural and basic sciences.
- ⇒ Demonstrate values, knowledge, skills and attitudes appropriate to the profession, effective communication, decision making abilities and managerial skills and also respect for the dignity of each individuals and for human diversity.
- ⇒ Practice promotive, preventive, curative and restorative health care services adhering to ethical values.
- ⇒ Engage in continuous professional and personal development.

II Question Paper Structure

The question paper shall have three sections and examiner shall set questions specific to respective section. Section wise details shall be as mentioned under; consist of eight questions.

Section I: It shall consist of long essay type questions. This section will also contain three questions and every question should assess the specific COs. Student must attempt any two questions which should be from the entire syllabus, each question shall have equal weightage of ten marks and total weightage of this section shall be 20 Marks.

Section II: It shall consist of short essay type questions. This section will essentially assess COs related to remembering and understanding. This section will contain nine questions and student must attempt any seven questions, each question shall have equal weightage of five marks and total weightage of this section shall be 35 Marks.

Section III: It shall consist of short answer type questions. This section will also contain ten questions and every question should assess the specific COs. Student must attempt all ten questions which should be from the entire syllabus, each question shall have equal weightage of two marks and total weightage of this section shall be 20 Marks.

Post Basic B. Sc Nursing Program - Two Years

OUTCOME BASED EDUCATION

III Study and Evaluation Scheme

A	Programme	Post Basic B. Sc Nursing					
B	Duration	Two Year [Annual System]					
C	Medium	English					
Minimum Required Attendance							
D	Theory	Clinical				For Getting Degree	
		For Appearing in Examination					
	80%	100%				100%	
Credit required for the Degree Assessment							
E	Internal		External			Total	
	25%		75%			100%	
Internal Evaluation							
F	I IA	II IA	III IA	Academic Activity	Assignment	Attendance	Total
	(15)	(15)	(15)				
	Best of two out of the three (15)			(2)	(5)	(3)	(25)
Evaluation of Practical/Dissertations and Project Reports							
G	Internal		External			Total	
	50%		50%			100%	
Duration of Examination							
H	External			Internal			
	35 Marks		75 Marks		25 Marks		
	2 Hours		3 Hours		1 Hour		

To qualify the course a student is required to secure a minimum of 50% marks separately i.e. both Internal and University examination. A candidate who secures less than of 50% of marks in a course/subject shall be deemed to have failed in that course/subject.

A candidate failing in any number of subjects will be promoted to next higher class. The candidate shall clear all the subjects of previous years before appearing in the final year examination. If a candidate fails in either theory or practical, he/she have to reappear in both. In case of Kannada and English pass % would be 40% marks.

IV Examination Pattern

Attendance

A minimum of not less than 80 % attendance in theory and practical / clinical separately in each subject in each academic year is essential for appearing in the examination. A candidate pursuing in the course shall study in the college for the entire period as a full time student. No candidate is permitted to work in a hospital / nursing home / laboratory / college while studying this course. No candidate should join any other course of study or appear for any other examination conducted by this university or any other university in India or abroad during the period of registration. Each academic year shall be taken as a unit for calculating the attendance.

Internal assessment

Regular periodic assessment shall be conducted throughout the course. Although the question of number of tests is left to the institution, at least three tests in theory and practical each year be held. The test preceding the university examination may be similar to the pattern of university examination. Average of the marks of the three tests for theory and practical separately, shall be sent to the university. Two assignments be given in the first year. Marks obtained in the assignments shall be added to theory marks for internal assignment.

A candidate shall secure at least 50% of marks in internal assessment to be eligible to appear in the university examination.

Question Paper Setting

4 sets of Question papers are procured/obtained for each paper of the subject, equally from the Internal and External Paper Setters selected from the approved panel of examiners

Gap between each theory paper of examination

One-day gap between each theory paper of the examination of all the courses under ACU

Scheme of examination

The university shall conduct two examinations annually at an interval of not less than 4 to 6 months as notified by the university from time to time. A candidate who satisfies the requirement of attendance, progress and conduct as stipulated by the university shall be eligible to appear for the university examination. Certificate to that effect shall be produced from the Head of the institution along with the application for examination and the prescribed fee.

For the Post Basic B.Sc. Nursing course, there shall be two university examinations, one at the end of I year of the course and the other at the end of II year of the course.

Carry Over

No restriction to carry subjects, but to be eligible for final exam, candidate has to clear all the subjects of previous year

Valuation Procedures

Double valuations (Two): each answer script shall be valued by both internal and external examiners separately. The average of the two marks is awarded to the student for that subject. If the difference between first and second valuation is 15% and above then such paper shall be subjected to third valuation. In such cases the average of the two marks, which would be closest to the median among the three valuations shall be awarded to the student

Grace Marks

It was decided to provide Grace marks for the candidates to enable them to clear the examination as below (not applicable for passed candidates): The grace marks up to a maximum of 5% of the total marks fixed for the subject may be awarded at the discretion of the University to a student who has failed only in one subject but has passed in all other subjects in the university conducted examinations.

Make UP Examinations

Make-up examination within two months after Final exam

Class Declaration

Nursing	BSc Nursing/ P B BSc Nursing /MSc Nursing
	Distinction -75% & above I Class—60% to 74% II Class—50% to 59% Pass class: Passed in attempts.

Re-valuation

Since the provision of a two and four complete and in-depth valuations by two(double) and four evaluators (four valuator) are more objective, there is no provision for revaluation.

Verification & Re-totalling by the University

There is provision for re-totalling and verification of the answer script by the university with a fixed fee and application duly forwarded within 10 days of announcement of results by the Principal.

Provision for Photocopy of answer scripts

Since the provision of in-depth verification and re-totalling process, there is no provision for issuing of photocopy of the answer scripts.

Award of Ranks

Award of ranks

- Award of ranks in the ratio of 10% of the total candidates for each course and up-to a maximum of 10 ranks only.

Number of Examiners

One internal and one external examiner should jointly conduct Practical / clinical examination for each student

First year				
Sl. No	Subject	IA Marks	University Examination	Total
1	Nursing Foundation	15	35	50
2	Nutrition & Dietetics	15	35	50
3	Biochemistry & Biophysics	25	75	100
4	Psychology	25	75	100
5	Microbiology	25	75	100
6	Maternal Nursing	25	75	100
7	Child Health Nursing	25	75	100
8	Medical & Surgical Nursing	25	75	100
9	Maternal Nursing-Practical	50	50	100
10	Child Health Nursing-Practical	50	50	100
11	Medical & Surgical Nursing-Practical	50	50	100
12	English (Qualifying)	25*	75*	100*

Second year				
Sl. No	Subject	IA Marks	University Examination	Total
1	Sociology	25	75	100
2	Community Health Nursing	25	75	100
3	Mental Health Nursing	25	75	100
4	Introduction to Nursing Education	25	75	100
5	Introduction to Nursing Administration	25	75	100
6	Community Health Nursing-Practical	50	50	100
7	Mental Health Nursing-Practical	50	50	100
8	Introduction to Nursing Research & Statistics	25*	75*	100
9	Environmental Study	25*	75*	100

Note: College will conduct the English, Introduction to Nursing Research and Statistics and Environmental Sciences as college examination. Marks to be sent to the university

V Curricular Framework

Teaching hours for First year			
Sl. No	Subject	Theory Hours	Practical Hours
1	Nursing Foundation	45	-
2	Nutrition & Dietetics	30	15
3	Biochemistry & Biophysics	60	-
4	Psychology	60	15
5	Microbiology	60	30
6	Maternal Nursing	60	240
7	Child Health Nursing	90	210
8	Medical & Surgical Nursing	90	270
9	English (Qualifying)	60	
	Total	555	780

Teaching hours for Second year			
Sl. No	Subject	Theory Hours	Practical Hours
01	Sociology	60	
02	Community Health Nursing	60	240
03	Mental Health Nursing	60	240
04	Introduction to Nursing Education	60	75
05	Introduction to Nursing Administration	60	180
06	Introduction to Nursing Research & Statistics	45	120
07	Environmental Study	30	
	Total	345	855

VI Syllabus

Year	I Year
Subject	Nursing Foundation
THEORY	PRACTICAL
45	-

Course Description

This course will help students develop an understanding of the philosophy, objectives and responsibilities of Nursing as a Profession. The purpose of the course is to orient to the current concepts involved in the practices of Nursing and developments in the Nursing Profession.

Course Outcome

- ⇒ Understanding the concepts, theories of health and illness and nursing in different health care settings
- ⇒ Applying the communication skills effectively and work in teams with client, family & health care professionals.
- ⇒ Understanding and applying the basic principles and nursing process in meeting the needs of the client.
- ⇒ Demonstrating the skills in prevention and control of infection in health care settings
- ⇒ Applying the knowledge and critical thinking skills in Evidence Based nursing practice & application of nursing theories.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	7	<p>Development of nursing as a profession</p> <ul style="list-style-type: none"> • Its philosophy. • objectives and responsibilities of a graduate nurse. <p>*Trends influencing nursing practice. *Expanded role of the nurse. *Development of nursing education in India and trends in nursing education. *Professional organizations, career planning. *Code of ethics & professional conduct for nurses.</p>	<p>* Lecture * discussion</p>	<p>* Essay type * Objective type * Fill in the Blanks</p>
II	8	<p>*Ethical, legal and other, issues in nursing. *Concepts of health and illness, effects on the person. *Stress and adaptation. *Health care concept and nursing care concept *Developmental concept, needs, roles and problems of the developmental stages of individual – new born ,infant, toddler, pre-adolescent, adolescent, adult hood, middle-age, old age</p>	<p>* Lecture * discussion</p>	<p>* Essay type * Objective type * Fill in the Blanks</p>
III	10	<p>Theory of nursing practice: - Meta paradigm of nursing - characterized by four central concepts i.e. Nurse, Person (Client/Patient), Health</p>	<p>* Lecture * discussion</p>	<p>* Essay type * Objective type * Fill in the Blanks</p>
IV	16	<p>Nursing process.</p> <ul style="list-style-type: none"> ➤ Assessment: Tools for assessment, methods, recording. ➤ Planning: Techniques for planning care, types of care plans. ➤ Implementation: Different approaches to 	<p>➤ Lecture ➤ discussion</p>	<p>* Essay type * Objective type * Fill in the Blanks</p>

		care, organizations and implementation of care, recording. ➤ Evaluation: Tools for evaluation, process of evaluation.		
V	4	Quality assurance: ❖ Nursing Standards, Nursing Audit, Total Quality Management ❖ Role of council and professional bodies in maintenance of standards.	❖ Lecture ❖ discussion	* Essay type * Objective type * Fill in the Blanks
VI	7	Primary health care concept: ➤ Community Oriented Nursing ➤ Holistic Nursing ➤ Primary Nursing Family oriented nursing concept: ➤ Problem Oriented Nursing ➤ Progressive Patient Care ➤ Team Nursing	➤ Lecture ➤ discussion	* Essay type * Objective type * Fill in the Blanks
VII	3	Biomedical Waste Management ❖ Waste sharps, Solid wastes, Discarded Medicines, Cytotoxic drugs. (Please see Annexure-I)	❖ Lecture ❖ discussion	* Essay type * Objective type * Fill in the Blanks

Reference Books

- Barbara Kosier et al, *Fundamentals of Nursing Concepts and Procedure*, Addison Welsloy Publishing Co., 2007, Philadelphia.
- Brown Ammy Francis, *Medical Nursing*, W.B Saunders and Co., 2006, USA.
- Esther Mc Clain RN, *Scientific Principle of Nursing*, Current technical literature Publications, 1969, Bombay.
- Potter and Perry, *Fundamentals of Nursing Concepts-Process and Practice*, C.V Mosby and Co., 1985, London.
- Virginia Henderson et al, *Principles and Practice of Nursing*, Mc Milan Publishing Co., London.
- Nancy Sr., *Principles and Practices of Nursing*, vol. I, II, NR Publishing Home, 1984, Indore.
- Elbert et al, *Scientific Principles in Nursing*, C. V Mosby and Co., 1974, USA.
- Ann Marriner, *The Nursing Process- A Scientific Approach to Nursing Care*, C.V Mosby and Co., 1979.
- Hoodmark Rohweden, *Scientific Foundation of Nursing*, 3rd edition, J.B Lippincott Co., 1975,
- Norman G. Kirby and Sliphen J Mather, Bailliers, *Hand Book of First Aid*, India Traveller Book Seller,

Year	I Year
Subject	Nutrition and Dietetics
THEORY	PRACTICAL
30	15

Course Description

This course is designed to provide the students with a wide knowledge of dietetics in Indian setting, that the practices of teaching optimum and realistic dietary planning can become an integral part of Nursing Practices.

Course Outcome

- ⇒ Understanding the biochemical composition, nutrition and their role in functioning of human body.
- ⇒ Applying the knowledge of nutrition and diet for preparing diet for the care and promotion of health of patients.
- ⇒ Demonstrating skills in selection, preparation and preservation of foods for patients.
- ⇒ Plan & prepare adequate nutritional requirement for different age group from infant to school children with special consideration.
- ⇒ Analyzing the nutritional needs of the patients and monitor the improvements in the health.
- ⇒ Evaluating the alterations in micro and macro nutrients in health and illness.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	5	<p>Introduction to nutrition and dietetics.</p> <ul style="list-style-type: none"> □ Balanced diet, factors on which it depends. □ Factors to be considered in planning. □ Guides available for planning. □ Food Hygiene, preparation and preservation. □ Review of nutrients - micro & macro. 	<ul style="list-style-type: none"> * Lecture * discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	10	<p>Introduction to diet therapy.</p> <ul style="list-style-type: none"> * Routine hospital diets. * Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases, Renal disorders. * Endocrine and metabolic disorders, Allergy, Infections and fevers, Pre and post-operative stage, Deficiency diseases and malnutrition, overweight and underweight. 	<ul style="list-style-type: none"> * Lecture * discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
III	10	<p>Infant and child Nutrition</p> <ul style="list-style-type: none"> □ Feeding of normal infants: factors to be considered in planning, nutritional requirements. □ Feeding of premature infants: factors to be considered in planning, nutritional requirements. □ Supplementary feeding of infants: Advantage and method of introduction. □ Weaning, effects on mother and child. □ Psychology of infant and child feeding. □ Feeding the sick child. Diet in diseases of infancy and childhood. □ Deficiency states - malnutrition and undernutrition. 	<ul style="list-style-type: none"> * Lecture * discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> ❑ Feeding preschool child: nutritional needs, factors to be considered in planning diets. ❑ Problems in feeding. School lunch programme: Advantages, Need in India. 		
IV	5	<p>Community Nutrition:</p> <ul style="list-style-type: none"> ❑ Need for community nutrition programme. ❑ Nutritional needs for special groups: Infant, Child, Adolescent, Pregnant Woman, Lactating Mother and Old People. ❑ Substitutes for non-vegetarian foods. ❑ Selection of cheap and nutritious foods. ❑ Nutrition education needs and methods. ❑ Methods of assessing nutritional status of individual! group / community. ❑ Current nutritional problems and national programmes. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
I	5	<p>I. Methods of cooking and cookery rules.</p> <ol style="list-style-type: none"> 1. Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat. 2. Menu Plans. 	<ul style="list-style-type: none"> ❖ Lecture ❖ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	10	<p>II. Preparation of supplementary food for infants.</p> <ol style="list-style-type: none"> 1. Food for toddlers. 2. Low cost nutritious dishes for vulnerable groups. 3. Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations. 4. Planning of therapeutic diets. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

Reference Books

- ② Anderson, *Nutrition in Nursing*, Lippincott Co., 1972, Philadelphia.
- ② Antia, E. P., *Clinical Dietetics and Nutrition*, Oxford University Press, 1995, New Delhi.
- ② Corrine H Robinson, *Normal and Therapeutic Nutrition*, Oxford and IBH

Publications.

- ❑ Sue Rodwell Williams, *Nutrition and Diet Therapy*, C.V Mosby and Co., 1977.
- ❑ Patwardhan V. N., *Nutrition in India*, 1961.
- ❑ Hervietta Flick, *Introduction to Nutrition*, Mac Millon Publishing Co., 1970.
- ❑ Lenna F. Copper, *Nutrition in Heath and Disease*, J.B Lippincott Co., Philadelphia.
- ❑ Joshi V.D., *Hand Book of Nutrition and Dietetics*, Vora Medical Publications, Bombay.
- ❑ Swaminathan M., *Hand Book of Food and Nutrition*, Bangalore printing and publishing Co., 1970, Bangalore.

*** Latest editions of all the suggested books are recommended.**

Year	I Year
Subject	Bio Chemistry and Bio Physics
THEORY	PRACTICAL
60	-

Course Description

This course introduces the basic principles of Biochemistry and Bio physics related to Nursing.

Course Outcome

- ⇒ Understanding the concepts, theories and principles of Biochemistry and Biophysics.
- ⇒ Applying the principles of Biochemistry and Biophysics in Nursing.
- ⇒ Demonstrating the principles of machines, friction and body mechanics during nursing care.
- ⇒ Understating and using the various bio-medical equipment and biochemical investigations in diagnosis of diseases.
- ⇒ Analyzing and evaluating various investigations in diagnosis of disease.

Part A: Bio Chemistry

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	3	Introduction: <ul style="list-style-type: none"> □ Importance of Biochemistry in nursing. □ Study of cell and its various components. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	4	Water and Electrolytes: <ul style="list-style-type: none"> * Water- Sources, property & functions in human body. * Water and fluid balance. * Electrolytes of human body, functions, sources. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
III	4	Enzymes <ul style="list-style-type: none"> ➤ Mechanism of action ➤ Factors affecting enzyme activity. ➤ Diagnostic applications ➤ Precautions for handling specimens for enzyme estimation. ➤ Digestion and absorption of carbohydrates, proteins and fats ➤ Various factors influencing the digestion and absorption, mal- absorption syndrome. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IV	5	Carbohydrates: <ul style="list-style-type: none"> ❖ Catabolism of carbohydrates for energy purposes. ❖ Mitochondrial oxidation and oxidation phosphorylation. ❖ Fats of glucose in the body. ❖ Storage of glucose in the body, ❖ Glycogenesis, Glycogenolysis and 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		Neoglucogenesis, Blood Glucose and its regulation. ❖ Glucose Tolerance Test, Hyperglycemia, Hypoglycemia, Glycaemia.		
V	5	Protein: Amino acids, hormones. <ul style="list-style-type: none"> ▪ Essential amino acids. Biosynthesis of protein in the cells. ▪ Role of nucleic acid in protein synthesis. ▪ Nitrogenous constituents of Urine, Blood, their origin - urea cycle, uric acid formation, gout. Plasma proteins and their functions.	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	5	Fat: <ul style="list-style-type: none"> □ Biosynthesis of fats and storage of fats in the body. □ Role of liver in fat metabolism □ Biological importance of important lipids and their functions. □ Cholesterol and lipoprotein sources, occurrence and distribution of blood level and metabolism. □ Ketone bodies and utilization. □ Inter-relationships in metabolism and cellular control of metabolic processes. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VII	2	Vitamins. <ul style="list-style-type: none"> * Classification * Recommended daily allowances * Dietary sources * Functions * Absorption, synthesis, metabolism storage and excretion * Deficiencies * Recommended daily allowances * Dietary sources * Functions * Absorption, synthesis, metabolism storage and excretion * Deficiencies * Over consumption and toxicity 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

VIII	2	Biomedical Waste Management <input type="checkbox"/> Liquid waste generated from laboratory. <input type="checkbox"/> Chemical waste. (Please see Annexure -I)	➤ Lecture ➤ discussion	* Essay type * Objective type * Fill in the Blanks
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Part B: Bio Physics

Course Contents

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	2	Introduction: <input type="checkbox"/> Concepts of unit and measurements. <input type="checkbox"/> Fundamental and derived units. <input type="checkbox"/> Units of length, weight, mass, time.	➤ Lecture ➤ discussion	* Essay type * Objective type * Fill in the Blanks
II	2	Vector and scalar motion, speed, velocity and acceleration.	➤ Lecture ➤ discussion	* Essay type * Objective type * Fill in the Blanks
III	2	Gravity: ❖ Specific gravity, centre of gravity, principles of gravity. ❖ Effect of gravitational forces on human body. ❖ Application of principles of gravity in nursing.	➤ Lecture ➤ discussion	* Essay type * Objective type * Fill in the Blanks

IV	4	<p>Force, Work, Energy:</p> <ul style="list-style-type: none"> ➤ Their units of measurement. ➤ Type and transformation of energy, forces of the body, static forces. ➤ Principles of machines, friction and body mechanics. ➤ Simple mechanics - lever and body mechanics, pulley and traction, including plane, screw. ➤ Application of these principles in nursing. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
V	4	<p>Heat:</p> <ul style="list-style-type: none"> * Nature, measurement, transfer of heat. * Effects of heat on matter. * Relative humidity, specific heat. * Temperature scales. * Regulation of body temperature. * Use of heat for sterilization. * Application of these principles in nursing 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	3	<p>Light:</p> <ul style="list-style-type: none"> ▪ Laws of reflection ▪ Focusing elements of the eye, defective vision and its correction, use of lenses. ▪ Relationship between energy, frequency and wavelength of light ▪ Biological effects of light. ▪ Use of light in therapy ▪ Application of these principles in nursing 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VII	3	<p>Pressures:</p> <ul style="list-style-type: none"> □ Atmospheric pressure, hydrostatic pressure, osmotic pressure. □ Measurements of pressures in the body □ Arterial and venous blood pressures. □ Ocular pressure. □ Intracranial pressure. □ Applications of these principles in nursing. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

VIII	3	<p>Sound:</p> <ul style="list-style-type: none"> □ Frequency, Velocity and Intensity □ Vocalization and hearing. Noise pollution and its prevention. □ Use of ultrasound. □ Application of these principles in nursing. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IX	3	<p>Electricity and Electromagnetism:</p> <ul style="list-style-type: none"> * Nature of Electricity. Voltage, Current, Resistance and their Units. * Flow of electricity in solids, electrolytes, gases and vacuum. * Electricity and human body. * ECG, EEG, EMG, ECT. * Pace makers and defibrillation. * Magnetism and electricity. * M.R.I. Scanning, CAT Scan 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
X	2	<p>Atomic Energy:</p> <ul style="list-style-type: none"> ➤ Structure of Atom, Isotopes and Isobars. ➤ Radioactivity: Use of radioactive isotopes. ➤ Radiation protection units and limits, Instruments used for detection of Ionizing radiation. X-rays. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
XI	2	<p>Principles of Electronics:</p> <ul style="list-style-type: none"> • Common electronic equipments used in patient care. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

PRACTICUM

- Experiments and tests should be demonstrated wherever applicable.

Reference Books

Eastham Duncan Robert, *Biochemical Values in Clinical Medicine*, John Cought and Sons Ltd, 1977.

Chandlish J K, *Lecture Notes on Biochemistry*, Blackwell Scientific Publications, 1984.

Klein S. Israel and Ordan James, *Human Biochemistry*, Mosby Co., 1958.

Varley Harold, *Practical Clinical Biochemistry*, CBS Publishers and Distributors, 1988, New Delhi.

Year	I Year
Subject	Psychology
THEORY	PRACTICAL
60	15

Course Description:

This course is designed to reorient and widen the student's knowledge of fundamentals of psychology. The student is offered an opportunity to apply the theoretical concepts in the clinical setting and thereby understand the psychodynamics of patient behaviours. This course would also help the student to develop an insight into her own behavior

Course Outcome

- ⇒ Understand the history of psychology and development of theories and their scientific foundations.
- ⇒ Analyze the cognitive, emotional and motivation processes in understanding
- ⇒ the patient behaviour in health and illness setting.
- ⇒ Express the concepts of personality and its influence on behaviour
- ⇒ Differentiate the psychological needs of people in different age groups
- Demonstrate the skills in psychological assessment and test.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	4	<p>Introduction:</p> <ul style="list-style-type: none"> □ Definition of psychology, scope and methods of psychology. □ Relationship with other subjects. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	5	<p>Sensation, Attention and Perception: Definitions.</p> <ul style="list-style-type: none"> • Sensory processes: Normal and abnormal. • Attention and distraction: contributory factors. • Characteristics of perception, Perception: Normal and abnormal. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
III	5	<p>Motivation:</p> <ul style="list-style-type: none"> ➤ Definition and nature of motivation. ➤ Biological and social motives. ➤ Frustration and conflicts Self-actualization 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IV	5	<p>Emotions:</p> <ul style="list-style-type: none"> * Definition of emotions, Expression and perception. * Emotions in sickness 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

V	4	<p>Personality:</p> <ul style="list-style-type: none"> ▪ Definition, Constituents of personality. ▪ Personality in sickness and nursing 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	5	<p>Psychological aspects of nursing</p> <ul style="list-style-type: none"> ❖ Behaviour and sickness. ❖ Psychological needs of Child and adolescents ❖ Adult Aged Attendants ❖ Chronically ill individual 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VII	5	<p>Individual differences</p> <ul style="list-style-type: none"> □ Significance of individual differences. □ Heredity and environment. □ Role of individual differences both in health and sickness. □ Implications of individual differences in nursing 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VII I	4	<p>Intelligence and Abilities: Definition.</p> <ul style="list-style-type: none"> • Intelligence and abilities during sickness. • Measurement of intelligence and abilities. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IX	4	<p>Learning: Definition.</p> <ul style="list-style-type: none"> ➤ Conditions of learning. ➤ Laws of learning. ➤ Learning during health and sickness. 	<ul style="list-style-type: none"> ➤ Lecture ➤ discussion 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

X	5	Memory and forgetting: * Definition and nature of memory. * Memory during health and sickness. * Forgetting during health and sickness.	➤ Lecture ➤ discussion	* Essaytype * Objective type * Fill in the Blanks
XI	5	Attitudes: Definition. ▪ Development and modification. ▪ Role of attitudes in health and sickness.	➤ Lecture ➤ discussion	* Essaytype * Objective type * Fill in the Blanks
XII	4	Concept of mental hygiene & mental health. ❖ Characteristics of a mentally healthy person. ❖ Defense mechanisms	➤ Lecture ➤ discussion	* Essaytype * Objective type * Fill in the Blanks
XII I	5	Psychological tests and Assessments.	➤ Lecture ➤ discussion	* Essaytype * Objective type * Fill in the Blanks

PRACTICUM

- Simple experiments on (i) perception (ii) measuring thresholds (iii) reaction time.
- Administration of psychological tests.
- Observation and recording data: (i) field observation (ii) interview (iii) Case study (iv) Self-rating.

Reference Books

- Morgan C. T, & King, *Introduction to Psychology*, Megrow Bill International.

- Andrew Mc Ghee, *Psychology on Applied to Nursing*, Livingstone Nursing Texts, Churchill Livingstone.
 - Philip E Vernon, *The Measurement of Abilities*, University of London Press Ltd., 1972.
 - Kuppuswamy, Prabhu P.H, *General Psychology*, Asia Publishing Home, 1975, Bombay.
 - Madeleine A. Leininger, *Wontemporary Issues in Mental Health Nursing*, Little Brown & Company, Boston.
- Donald Snygy, *Individual Behaviour, A new frame of Reference for Psychology*, Harper and Brother Publishers, 1982.
- Phillip L Harriman, *Handbook of Psychological Terms*, Littlefield Adam and co., 1969.

***Latest editions of all the suggested books are recommended.**

Year	I Year
Subject	Microbiology
THEORY	PRACTICAL
60	30

Course Description

This course reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling of materials containing harmful bacteria and methods of destroying microorganisms

Course Outcome

- ⇒ Understanding the concepts, principles and importance of microbiology in nursing profession.
- ⇒ Understanding and applying the infection control measures in nursing care.
- ⇒ Understanding the preparation of slides of various microbes.
- ⇒ Classifying the microbes and its impact on diseases.

⇒ Identifying and assessing the infections through microorganisms and diagnosis of diseases.

Course Contents

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> □ Structure and Classification of Microbes. □ Morphological types. □ Size and form of bacteria. □ Motility. □ Classification of Micro-organisms. <p>Practical: Use and care of Microscope. Common examination: Blood smear, Moulds, Yeasts.</p>	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	5	<ul style="list-style-type: none"> • Identification of Micro-organisms. • Discussion of laboratory methods. • Diagnosis of bacterial diseases. <p>Practical: Staining Techniques-Gram Staining, Acid Fast Staining. Hanging Drop Preparation.</p>	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
III	6	<ul style="list-style-type: none"> ➤ Growth and Nutrition of Microbes. ➤ Temperature. ➤ Moisture. ➤ Blood <p>Practical: Preparation of Media and culture techniques. Collection, handling and transportation specimens of various</p>	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IV	8	<ul style="list-style-type: none"> * Destruction of Micro-organisms. * Sterilization and disinfection. * Chemotherapy and antibiotics. * Effects of heat and cold. * Hospital Infection control procedure and role of nurses. <p>Practical:</p>	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		Sterilization methods - Physical, Chemical and Mechanical		
V	6	<ul style="list-style-type: none"> ▪ Disease producing micro-organisms. ▪ Gram positive bacilli. ▪ Tuberculosis and Leprosy. ▪ Anaerobes. ▪ Cocci. ▪ Spirochete. ▪ Rickettsia <p>Practical: Identification and study of the following bacteria: Streptococci, pneumococci and Staphylococci, Corynebacteria, Spirochetes and gonococci. Enteric bacteria. Posting in infection control department.</p>	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	5	<ul style="list-style-type: none"> ❖ Pathogenic Fungi. ❖ Dermatophytes. ❖ Systemic Mycotic infection. ❖ Laboratory diagnosis of Mycotic infection. 	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VII	8	<ul style="list-style-type: none"> □ Immunity. □ Immunity and hypersensitivity - Skin test. □ Antigen and antibody reaction. □ Immunization against disease. <p>Practical: Demonstration of serological methods</p>	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

VII I	5	<ul style="list-style-type: none"> • Parasites and Vectors. • Characteristics and classification of parasites. • Protozoal infection including amoebiasis. • Helminth infection. • Diagnosis of parasitic infection. • Vectors and diseases transmitted by them. Practical: Identification of Parasites and Vectors.	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IX	8	<ul style="list-style-type: none"> ➤ Viruses. Classification and general character of viruses. ➤ Diseases caused by viruses in man and animal and their control. 	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
X	2	<ul style="list-style-type: none"> * Micro-organisms transmitted through food. * Food poisoning. Food-borne infections 	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
XI	2	Biomedical Waste Management <ul style="list-style-type: none"> ▪ Microbiology and bio technology waste. Animal waste (Please see Annexure-I) 	<ul style="list-style-type: none"> * Lecture * discussion * Explain using charts, microscopic slides, 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

PRACTICUM

Each student will practice in the laboratory as indicated in each unit of the courses outline. While giving nursing care in the wards they will practice collection and processing of specimens, prevention and control of hospital infections, sterilization, immunization, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, posting in CSSD and infection control department.

Reference Books

- Ananthanarayan R, et al, *Text Book of Microbiology*, Orient Longman, 1981.
Blackwell C. Caroline, *Principles of Infection and Immunity in Patient Care*, Edenburg Churchill Livingston, 1981.
Hug L. L, Muffet, *Clinical Microbiology*, J. B. Lippincott Co., 1981.
Loyd Roberts et al, *Medical Microbiology*, Boston Little Co., 1989.

*Latest editions of all the suggested books are recommended.

Year	I Year
Subject	Maternal Nursing
THEORY	PRACTICAL
60	240

Course Description

This course is designed to widen the student's knowledge of obstetrics during pregnancy, labour and puerperium. It also helps to acquire knowledge and develop skill in rendering optimum Nursing care to a child bearing mother in a hospital or community and help in the management of common gynaecological problems.

Course Outcome

- ⇒ Understanding physiology of pregnancy, labour and puerperium
- ⇒ Manage normal pregnancy, labour and puerperium.
- ⇒ Applying the skill in conducting normal delivery, providing pre and post-partum care.
- ⇒ Explain the Physiology of lactation and advice on management of breast feeding.
- ⇒ Demonstrating family centered nursing care and nursing process approach in obstetric and gynaecological nursing.

- ⇒ Be skilled in providing pre, intra and post-operative Nursing care in obstetric conditions.
- ⇒ Analyzing the high risk pregnancies, complementary and alternative therapies in obstetric and gynaecological nursing.
- ⇒ Evaluating the maternal and child health problems, and promote family and child welfare.
- ⇒ Propagate the concept and motivate acceptance of family planning methods.
- ⇒ Teach, guide and supervise auxiliary midwifery personnel.

Course Contents

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> □ Introduction and historical review. Planned parenthood □ Maternal morbidity and mortality rates □ Legislations related to maternity benefits, MTP act, incentives for family planning etc. 	<ul style="list-style-type: none"> • Lecture • discussion Review with Charts and models	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	5	<ul style="list-style-type: none"> ❖ Review of the anatomy and physiology of female reproductive system. ❖ Female pelvis (normal and contracted). ❖ Review of fetal development. ❖ Review of Menstrual cycle. 	<ul style="list-style-type: none"> • Lecture • discussion Review with Charts and models	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
III	10	<ul style="list-style-type: none"> □ Physiology of pregnancy. □ Signs and symptoms and diagnosis of pregnancy. □ Antenatal care, management of pregnancy, labour and puerperium. □ Pregnant women with HIV /AIDS. □ Management of common gynecological problems 	<ul style="list-style-type: none"> • Lecture • discussion Review with Charts and models	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

IV	12	<ul style="list-style-type: none"> • The New bornbaby. • Care of the baby at birth includingresuscitation. • Essential New BornCare. • Feeding. • Jaundice andinfection. • Small & large for datebabies. • Intensive care of the newborn. • Trauma andhemorrhage 	<ul style="list-style-type: none"> • Lecture • discussion <p>Review with Charts and models</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
V	20	<ul style="list-style-type: none"> *Management of abnormal pregnancy, labour * Abortion, ectopic pregnancy and vesicular mole. *Pregnancy induced hypertension, gestational diabetes, anemia, heartdisease. * Urinary infections, Antepartum hemorrhage. * Abnormal labour (malposition & malpresentation). * Uterine inertia. * Disorders of puerperium. * Management of engorged breast, cracked nipples, breast abscess and mastitis. * Puerperal sepsis. * Post-partum hemorrhage. * Inversion and prolapse of uterus, obstetrical emergencies. *Obstetrical procedures i.e. forceps, vacuum, episiotomy, caesareansection. 	<ul style="list-style-type: none"> • Lecture • discussion <p>Review with Charts and models</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VI	5	<ul style="list-style-type: none"> ➤ Drugs inobstetrics. ➤ Effects of drugs during pregnancy, labour and puerperium on mother andbaby. 	<ul style="list-style-type: none"> • Lecture • discussion <p>Review with Charts and models</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

VII	3	<ul style="list-style-type: none"> ▪ National Welfare Programmes for women. ▪ National Family Welfare Programme Infertile couple. ▪ Problems associated with unwanted pregnancy. ▪ Unwed mothers. 	<ul style="list-style-type: none"> • Lecture • discussion Review with Charts and models	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
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Year	I Year
Subject	Child Health Nursing
THEORY	PRACTICAL
90	210

Course Description

This course is aimed at developing an understanding of the modern approach to child care, the common health problems of children and neonates in health and sickness.

Course Outcome

- ⇒ Understanding the concepts of growth and development and family centered Pediatric Nursing care.
- ⇒ Applying the concepts of growth and development in providing care to the children and their families.
- ⇒ Demonstrating skills of physical, developmental, and nutritional assessment of children.
- ⇒ Analyzing various technologies and treatment modalities in the management of high risk neonates.
- ⇒ Evaluating professional competencies in evidence based nursing practice and research as pediatric nurse in holistic care.

Course Contents

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	15	<p>Introduction</p> <ul style="list-style-type: none"> ❖ Modern concept of childcare. ❖ Internationally accepted rights of the child. ❖ National policy and legislations in relation to child health and welfare. ❖ National programmes related to child health and welfare. ❖ Changing trends in hospital care, preventive, promotive and curative aspects of child health. ❖ Child morbidity and mortality rates. ❖ Differences between an adult and child. ❖ Hospital environment for a sick child. ❖ The role of a pediatric nurse in caring for a hospitalized child. ❖ Principles of pre and post-operative care of infants and children. ❖ Pediatric nursing procedures. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
II	20	<p>The healthy child.</p> <ul style="list-style-type: none"> □ Growth and development from birth to adolescence. □ The needs of normal children through the stages of development and parental guidance. □ Nutritional needs of children & infants breast-feeding, supplementary / artificial feeding and weaning. □ Accidents, causes and prevention. □ Value of play and selection of play material □ Preventive immunization. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

III	15	<p>Nursing care of a neonate.</p> <ul style="list-style-type: none"> • Nursing care of a normal newborn. • Neonatal resuscitation • Nursing management of a low birth weight baby. • Nursing management of common neonatal disorders. • Organization of neonatal unit. • Prevention of infections in the nursery 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IV	5	<ul style="list-style-type: none"> * Integrated management of neonatal and childhood illnesses (IMNCI) * Organization of PICU 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
V	25	<p>Nursing management in common childhood diseases</p> <ul style="list-style-type: none"> ➤ Nutritional deficiency disorders. ➤ Respiratory disorders and infections. ➤ Gastrointestinal infections, infestations and congenital disorders. ➤ Cardiovascular problem: congenital defects and rheumatic fever, rheumatic heart disease. ➤ Genitor-urinary disorders: acute glomerulonephritis, Nephrotic syndrome, Wilms' tumor, infection and congenital disorders. ➤ Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus, spina bifida. ➤ Hematological disorders: Anemia, thalassemia, ITP, Leukemia, hemophilia. ➤ Endocrine disorders: Juvenile Diabetes Mellitus. ➤ Orthopedic disorders: club feet, hip dislocation and fracture. ➤ Disorders of skin, eye, & ears. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> ➤ Common communicable diseases in children, their identification, nursing management in hospital and home and prevention. ➤ Child health emergencies: poisoning, foreign bodies, hemorrhage, burns & drowning. ➤ Endocrine System: Dwarfism, Gigantism, Acromegaly, Diabetes Insipidus, Cretinism, Goiter, Hypo & Hyper Thyroidism, Addison's disease, Cushingsyndrome. ➤ Nursing care of infant and children with HIV/AIDS 		
VI	10	<p>Management of behavioral & social problems in children</p> <ul style="list-style-type: none"> ▪ Management of common behavioral disorders. ▪ Management of common psychiatric problems. ▪ Management of challenged children: Mentally, Physically, & socially challenged. ▪ Welfare services for challenged children in India 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

PRACTICUM

The student will:

1. Be posted in Paediatric Medical and Surgical wards, OPD in hospital, health centre and neonatal units.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observational study of normal children of various age groups in home/ nursery school/ crèche.
4. Follow Nursing process in providing care to 3-6 children.
5. Write at least two Nursing care studies and do a presentation.
6. Give two planned health teachings, one in hospital and one in OPD / health centre.
7. Practice the following Nursing procedures:
 - Taking pediatric history
 - Physical assessment of children
 - Baby bath
 - Feeding
 - Restraining.

8. Calculation of dosage of drugs and administration of medications and injections.
9. Collection of specimens.
10. Enema, bowel wash, colostomy irrigation.
11. Steam and oxygen inhalation.
12. Preparation to assist with diagnostic tests and operations.
13. Examination / Assessment of a newborn.
14. Neonatal resuscitation.
15. Care of a baby in incubator and on ventilator.
16. Photo Therapy.
17. Assist in exchange transfusion and other therapeutic procedures.

Reference Books

- * Alexander NM, Brown MS, *Paediatric Physical Diagnosis for Nurses*, McGraw-Hill Book Co., New York.
- * Ball, *Paediatric Nursing Caring for Children*, 1999, Prenticehall.
- 3. Behrman, Richard K & Vaughan, Nelson, *s, TextBook of Paediatrics*, WB Saunders Co.,
- 4. Blake G, Florence & Wright, *Essentials of Paediatric Nursing*,
- 5. Barbara EW, *Guidelines in the Care of the Low Birth Weight*, Orient Longman
- 6. Bowden Greenberg, *Paediatric Nursing Procedure*, Lippincott, Williams & Wilkins
- 7. Cameron, Jelinek et al, *Text Book of Emergency Paediatric Medicine*,

* Latest editions of all the suggested books are recommended

Year	I Year
Subject	Medical Surgical Nursing
THEORY	PRACTICAL
90	270

Course Description

The purpose of this course is to widen the students' knowledge and develop proficiency in caring for patients with medical surgical problems.

This course includes review of relevant Anatomy and Physiology,

Pathophysiology in Medical-Surgical disorders and Nursing management of these conditions

Course Outcome

- ⇒ Understanding the concepts, principles and importance of microbiology in nursing profession.
- ⇒ Understanding and applying the infection control measures in nursing care.
- ⇒ Understanding the preparation of slides of various microbes.
- ⇒ Classifying the microbes and its impact on diseases.
- ⇒ Identifying and assessing the infections through microorganisms and diagnosis of diseases.

Course Contents

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	3	Introduction to medical surgical nursing. ❖ Review of concepts of comprehensive nursing care in medical surgical conditions. ❖ Nurse, patient and his/herfamily. ❖ Functions of nurse in the outpatientdepartment. ❖ Intensive careunit.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist	* Essaytype * Objective type * Fill in the Blanks
II	3	Nursing management of patient with specific problems. * Fluid and electrolyte imbalance. * Dyspnea and cough, respiratory obstruction. *Fever. *Shock. *Unconsciousness. *Pain. * Acute illness. * Chronic illness.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist	* Essaytype * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> * Terminal illness. Age related illness. * Patient undergoing surgery. * Incontinence 		
III	8	<p>Nursing management of patient with neurological and neuro surgical conditions.</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology of the nervous system. □ Pathophysiology, diagnostic procedures and management of Cerebro-vascular accident. □ Cranial, spinal and peripheral neuropathies. □ Head -ache and intractable pain. □ Epilepsy. □ Infectious and inflammatory diseases and trauma of the Nervous System. □ Common disorders of the system. □ Recent advances in diagnostic and treatment modalities. □ Drugs used in these disorders. □ Tumors of brain & spinal cord, congenital malformations, degenerative diseases. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IV	10	<p>Nursing management of patient with cardiovascular problems.</p> <ul style="list-style-type: none"> ➤ Review of relevant anatomy and physiology of cardio vascular system. ➤ Pathophysiology, diagnostic procedures and management of Ischemic Heart diseases, Cardiac arrhythmias, Congestive heart failure, Rheumatic and other valvular heart diseases, Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block. ➤ Cardiac emergencies: cardiac arrest, acute pulmonary edema, cardiac tamponade, cardiogenic shock, aneurysms and 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		peripherovascular disorders, recent advancement in cardiology.		
V	5	<p>Nursing management of patient with respiratory problems.</p> <ul style="list-style-type: none"> ○ Review of anatomy and physiology of respiratory system, Pathophysiology, diagnostic procedures and management of upper respiratory tract infections. ○ Bronchitis. ○ Asthma. ○ Emphysema, Empyema, Atelectasis, COPD, Bronchiectasis. ○ Pneumonia. ○ Pulmonary tuberculosis. ○ Lung abscess. ○ Pleural effusion. ○ Tumors and Cysts. ○ Chest injuries. ○ Respiratory arrest and insufficiency ○ Pulmonary embolism. ○ Drugs used in the management of these patients. ○ Special respiratory therapies 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	5	<p>Nursing management of patient with genito-urinary problems.</p> <ul style="list-style-type: none"> ✚ Review of anatomy and physiology of the genito-urinary system. ✚ Nephritis. ✚ Renal calculus. ✚ Acute renal failure. 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		<p>Chronic renal failure.</p> <ul style="list-style-type: none"> • End stage renal disease. • Special procedures, dialysis, renal transplant. • Drugs used in management of these patients. • Congenital disorders, urinary infections. • Benign prostate hypertrophy 		
VII	10	<p>Nursing management of patients with problems of the digestive systems.</p> <ul style="list-style-type: none"> ❖ Review of anatomy and physiology of gastrointestinal system and accessory organs. ❖ Pathophysiology, diagnostic procedures and management of ❖ GI Bleeding ❖ Peptic ulcer ❖ Infections ❖ Acute abdomen ❖ Colitis, diarrhea, dysentery & mal-absorption syndrome. ❖ Cholecystitis. ❖ Hepatitis, hepatic coma and cirrhosis of liver. ❖ Portal hypertension. ❖ Pancreatitis. ❖ Tumors, hernias, fistulas, fissures, hemorrhoids. ❖ Drugs used in the management of these patients. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

VII I	5	<p>Nursing management of patients with endocrine problems</p> <ul style="list-style-type: none"> • Review, of anatomy and physiology and patho-physiology of patients with Thyroid disorders. • Diabetes mellitus • Diabetes insipidus • Adrenal tumor • Pituitary disorders. • Diagnostic procedures • Nursing management of patient with above problems. • Drugs used in endocrine problems. <p>Osteomalacia and osteoporosis</p> <ul style="list-style-type: none"> * Tumor * Amputation * Diagnostic procedures * Nursing management of patients with above problems. * Prosthesis and rehabilitation. • * Transplant & replacement surgeries. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IX	10	<p>Nursing management of patients with musculoskeletal problems.</p> <ul style="list-style-type: none"> * Review of anatomy and physiology and pathophysiology * Arthritis, osteomyelitis, bursitis, * Fractures, dislocation and trauma * Prolapsed disc 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
X	4	<ul style="list-style-type: none"> □ Nursing management of patients with disorders of female reproductive tract □ Disorder of menstruation □ Infections of the genital tract □ Benign and malignant tumors of the genital tract □ Recto Vaginal Fistula (R.V.F.), Vesico Vaginal Fistula (V.V.F.) □ Climacteric changes and associated problems. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

XI	4	<ul style="list-style-type: none"> ➤ Nursing management of patients with Oncological disorders. ➤ Types of neoplasms and related pathophysiology. ➤ Diagnostic procedures. ➤ Modalities of treatment and nurse's role. ➤ Special therapies: - chemotherapy and radiotherapy. ➤ Preventive measures, other therapies. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
XII	4	<ul style="list-style-type: none"> ○ Nursing management of patient with burns. ○ Nursing management of patient with reconstructive surgeries. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
XIII	5	<ul style="list-style-type: none"> ✚ Nursing management of patients ✚ Nursing management of patients with immunological disorders including HIV / AIDS 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
XIV	6	<ul style="list-style-type: none"> ❖ Nursing management of patients with diseases of eye, ear, nose, throat & skin. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
		<ul style="list-style-type: none"> □ Nursing management of patients with blood disorders. □ Review of Anatomy & Physiology of Blood and Blood products. □ Patho-physiology, diagnostic procedures and management of blood disorders. □ Anemia. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

XV	4	<ul style="list-style-type: none"> □ Leukemia □ Bleeding Disorders Hemophilia Purpuraetc. □ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion. □ Management and counseling of blood donors, phlebotomy procedure, and post donationmanagement. □ Blood bank functioning and hospital transfusioncommittee. □ Bio-safety and waste management in relation to blood transfusion. 		
XVI	4	<ul style="list-style-type: none"> * Nursing in emergencies. Cardiac emergencies Trauma *Poisoning Crisis management: adrenalcrisis. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

PRACTICUM

1. Students should be rotated in the selected medical & surgical areas, like Cardio Thoracic, Neurology, Urology, Orthopaedics, Gynaecology, Oncology, and Burns and Reconstructive surgical units.
2. The students should be given patient assignment. They have practices patient centered comprehensive Nursing.
3. Each student is requested to give planned health teachings, conduct clinical teaching, case presentation and drug study.

Reference Books

1. Bruno Peulenic, Patrick Maxial, *Medical Surgical Nursing- Pathophysiological Concept*, J.B. Linnincott Co. Philadelnhia.
2. Sorensen and Luckmann, *Basic Nursing -A Psycho-Physiological Approach*, John Wright publishing Co.
3. Perry, Ann G. and Patricia A. Potter, *Clinical Nursing Skills and Techniques*, The C.V Mosby Co., 1990, St Louis.
4. Powell Mary, *Orthopaedic Nursing*, ELBS, 1976.
5. Sathoskar R. S., *Pharmacology and Pharmacotherapeutics*, Bombay popular

Year	I Year
Subject	Maternal Nursing - Practical
THEORY	PRACTICAL
-	240

Course Content

The student will:

- a. Be posted in antenatal Clinic, MCH clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room.
 - b. Visit welfare agencies for woman and write observation report.
 - c. Follow Nursing process in providing care to 3-6 patients.
 - d. Write at least two Nursing care studies and do a presentation.
 - e. Give at least one planned health teaching to a group of mothers.
- Practices following Nursing procedures -
- f. Antenatal & Post natal examination, per vaginal exam.
 - g. Conduct normal delivery, stitching of episiotomy, (for male candidate minimum conduct of 5 deliveries)
 - h. Motivation of family for adopting family planning methods.
 - i. Motivate family for Planned Parenthood.
 - j. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

Year	I Year
Subject	Child Health Nursing - Practical
THEORY	PRACTICAL
-	210

Course Content

The student will:

1. Be posted in Paediatric Medical and Surgical wards, OPD in hospital, health centre and neonatal units.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observational study of normal children of various age groups in home/ nursery school/ crèche.
4. Follow Nursing process in providing care to 3-6 children.
5. Write at least two Nursing care studies and do a presentation.
6. Give two planned health teachings, one in hospital and one in OPD / health

centre.

7. Practice the following Nursing procedures:

- Taking Pediatric history
- Physical assessment of children
- Baby bath
- Feeding
- Restraining.

8. Calculation of dosage of drugs and administration of medications and injections.

9. Collection of specimens.

10. Enema, bowel wash, colostomy irrigation.

11. Steam and oxygen inhalation.

12. Preparation to assist with diagnostic tests and operations.

13. Examination / Assessment of a newborn.

14. Neonatal resuscitation.

15. Care of a baby in incubator and on ventilator.

16. Photo Therapy.

Assist in exchange transfusion and other therapeutic procedures.

Year	I Year
Subject	Medical Surgical Nursing - Practical
THEORY	PRACTICAL
-	270

Course Content

The student will:

1. Students should be rotated in the selected medical & surgical areas, like Cardio Thoracic, Neurology, Urology, Orthopaedics, Gynaecology, Oncology, and Burns and Reconstructive surgical units.
2. The students should be given patient assignment. They have practices patient centered comprehensive Nursing.
3. Each student is requested to give planned health teachings, conduct clinical teaching, case presentation and drug study.

Year	I Year
Subject	English
THEORY	PRACTICAL
60	

Course Description

This course is designed to help the students understand and use skills of English language required for their professional work

Course Outcome

- ⇒ Understanding the concepts, principles and importance of microbiology in nursing profession.
- ⇒ Understanding and applying the infection control measures in nursing care.
- ⇒ Understanding the preparation of slides of various microbes.
- ⇒ Classifying the microbes and its impact on diseases.
- ⇒ Identifying and assessing the infections through microorganisms and diagnosis of diseases.

Course Content

UNIT I

- ⇒ Remedial Study of Grammar.
- ⇒ Review of grammar, vocabulary and effective use of dictionary.
- ⇒ Prepare task oriented seminars. Symposia and panel discussion.

UNIT II

- ⇒ The ability to understand selected passage and express meaning in one's own words. Reading and comprehension of the prescribed books.

UNIT III

- ⇒ The study of various forms of composition Note taking
- ⇒ Diary
- ⇒ Nurses notes, anecdotal records Writing of Summary
- ⇒ Nurses reports on health problems

⇒ The student will submit one sample of each item from her own practical experience.

UNIT IV

Verbal communication Oral reports

Summarization of discussion Debate

Listening comprehension - Film, Cassette and Radio.

PRACTICAL

The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language.

Assignment on writing and conversation through participation in discussion, debates, seminars and symposia. The students will gain further skills in task oriented communication.

Year	II Year
Subject	Sociology
THEORY	PRACTICAL
60	-

Course Description

This course is to reorient students to Sociological relation to community and social institution in India and its relationship with health, illness and Nursing

Course Outcome

- ⇒ Understanding the concepts and relationship of sociology with Health and Nursing and their importance.
- ⇒ Applying the positive attitude towards individual family and community.
- ⇒ Demonstrating the skills in sociological concepts that are applicable in nursing.
- ⇒ Analyzing the enable role of sociology in nursing and sociological relation to community.
- ⇒ Train a professional nurse to collaborate with health care team
- ⇒ Evaluating the effective use of sociology in holistic nursing care in Hospital and community

- ⇒ Determine the role of nurse in social security scheme integration with society

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	8	Introduction ✓ Importance of study of sociology in nursing, relationship of anthropology, sociology, etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

II	5	<p>Individual and the Society</p> <ul style="list-style-type: none"> ➤ Socialization. ➤ Interdependence of the individual and society. ➤ Personal disorganization. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
III	5	<p>Culture.</p> <ul style="list-style-type: none"> ❖ Nature of culture. ❖ Evolution of culture. ❖ Diversity and uniformity of culture 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
IV	10	<p>Social organization</p> <ul style="list-style-type: none"> ✚ Social groups, crowds and public groups, nations, race. ✚ Social institutions: The family, marriage, education, religion, arts, economic organization, political organization. ✚ The urban & rural community in India: Ecology, characteristics of the village, characteristics of the town and city. ✚ Social stratification: Class and caste. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
V	6	<p>Social Process</p> <ul style="list-style-type: none"> ▪ Process of Social Interaction: Competition, conflict-war, cooperation, accommodation and assimilation. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	8	<p>Social change</p> <ul style="list-style-type: none"> ○ Nature and process of Social Change: Factors influencing cultural change. Cultural lag. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

VII	11	<p>Social Problems.</p> <ul style="list-style-type: none"> • Social disorganization, control & planning: poverty, population, housing, illiteracy, food supplies, growth of urbanization, prostitution, minority groups, rights of women & children, child labour, child abuse, delinquency and crime, substance abuse. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VIII	7	<p>Family and Marriage</p> <ul style="list-style-type: none"> □ Family – functions. □ Types – Joint, Nuclear, blended and □ The modern family changes, problems – dowry etc, welfare services. □ Changes and legislations on family and marriage in India – Marriage acts. □ Marriage: forms and functions of marriage. □ Marriage and family problems in India. □ Family, Marriage and their influence on health and health practices. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

Reference Books

1. Sachdeva V., D. R. and Bhushan, *An Introduction to Sociology*, Kitab Mahal Ltd., 1974, Allahabad.
2. Gupta Dipankar, *Social Stratification*, Pub. Oxford University Press, 1991, New Delhi.
3. Shankar Rao C.N, *Introducing Sociology*, Pub. Jai Bharat Prakashana Manglore-575004.
4. Bhimappa K, *Sociology*, Cambridge Publishing Co. West of Chord Road. Bangalore-560044

Year	II Year
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Subject	Community Health Nursing
THEORY	PRACTICAL
60	240

Course Description

This course is to reorient students to Sociological relation to community and social institution in India and its relationship with health, illness and Nursing

Course Outcome

- ⇒ Understanding the concepts of community health and community health Nursing.
- ⇒ Applying the models and methods of epidemiology and comprehensive approach of care in prevention and control of diseases of community.
- ⇒ Demonstrating skills in community diagnosis and delivery of community health nurses services in accordance with national health care system .
- ⇒ Analyzing the health needs and deviation from normal and take the action.
- ⇒ Evaluating the role of community health nurses in epidemiology, primary health care, school health services and occupational health services in community setting.
- ⇒ Creating leadership qualities and then illustrate the functions effectively as community health Nurse.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	3	<p>Introduction</p> <ul style="list-style-type: none"> □ Introduction to Community Health - Concepts, Principles and elements of Primary Health Care. □ Introduction to community health nursing. □ Concepts of community health nursing - Community nursing process. □ Objectives, scope and principles of community health nursing. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
II	8	<p>Family Health Services</p> <ul style="list-style-type: none"> ✓ Concept, objectives, scope and principles. ✓ Individual, family and community as a unit of service. ✓ Principles and techniques of home visiting. ✓ Establishing working relationship with the family. ✓ Working with families in relation to prevention of disease, promotion of health. ✓ Care of the sick in the home, physically handicapped and mentally challenged. ✓ Surveillance and monitoring. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
III	10	<p>Organization and administration of health services in India. National health policy</p> <ul style="list-style-type: none"> ➤ Health Care Delivery system in India. ➤ Health team concept ➤ Centre, State, district, urban health services, rural health services. ➤ System of medicines. ➤ Centrally sponsored health schemes. ➤ Role of voluntary health organizations and international health agencies. ➤ Role of health personnel in the community. ➤ Public health legislation. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

IV	6	<p>Health Education</p> <ul style="list-style-type: none"> ❖ Aims, concepts and scope of health education. ❖ National plan for health education. ❖ Communication techniques. ❖ Methods and media for health education programmes. ❖ Planning for health education and role of nurse 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
V	14	<p>Role of the community health nurse. 🚑</p> <p>National health programmes.</p> <p>🚑 Maternal and child health programmes. 🚑</p> <p>Family welfare and school health services. 🚑</p> <p>Occupational health services.</p> <p>🚑 As a member of the health team.</p> <p>🚑 Training and supervision of health care workers.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VI	10	<p>Epidemiology</p> <ul style="list-style-type: none"> ▪ Definition - Concepts, aims, objectives, methods, principles. ▪ Epidemiology - Theories and Models. ▪ Application of Epidemiology, principles and concepts in community health. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VII	9	<p>Bio Statistics and Vital Statistics</p> <ul style="list-style-type: none"> ○ Introduction, definition and scope, legislation Report, recording and compiling of vital statistics at the local, state, national and international level. ○ Definitions and methods of computing vital statistics. ○ Methods of presenting data Management Information System. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

PRASCTICUM

1. Each student will prepare a community profile.
2. The student will be allotted families for gaining experience in identifying family health needs, health counseling and guidance and family budgeting for optimum health.
3. The student will participate in the activities of primary health centre.
4. Sub-centre, MCH centre.
5. Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, infectious disease hospital, child welfare centre, old aged homes, orphanages and handicapped hospitals.
6. Conduct health educational programmes for individual/ groups/ community.

Reference Books

1. Clark, June & Jill Handerson, *Community Health*, Churchill Livingstone, New York.
2. Freeman B. Ruth, *Public Health Practices*, W. W. Saunders Co, Philadelphia.
3. Fromer Joan Margot, *Community Health Care and the Nursing process*, C. V. Mosby Co, Toronto.
4. Park J. E, *Text Book of Preventive and Social Medicine*, Ms Banarsidas Bhanhot Co., Jabalpur.
5. Park K, *Text Book of Preventive and Social Medicine*, Ms Banarsidas Bhanhot Co, Jabalpur.
6. Rao S. Kasthi, *An Introduction to Community Health Nursing*, B. I. Publishers, Madras.
7. Stan hope & Lancaster Janette, *Community Health Process and Practice for Promoting Health*,
The C.V Mosby & CO. London

Year	II Year
Subject	Mental Health Nursing
THEORY	PRACTICAL
60	240

Course Description

These courses enable the students to recognize and appreciate the causes, symptoms and process of abnormal human behavior. It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behavior. This course helps the student to learn principles of Mental Health and Psychiatric Nursing and to develop beginning skills in the management of the mentally ill in hospital and community

Course Outcome

- ⇒ Understanding the Philosophy and Principles of Mental Health Nursing.
- ⇒ Applying concepts and theories of mental health nursing in clinical and community settings.
- ⇒ Demonstrating the skills of therapeutic communications and interpersonal relationships as a psychiatric nurse.
- ⇒ Analyzing nursing approach in caring of clients and groups various mental health issues.
- ⇒ Evaluating role of a psychiatric nurse in various treatment approaches and psychiatric rehabilitation, prevention of mental disorders and promotion of mental health.
- ⇒ Creating various modules for care of clients and groups with Psychiatric emergencies and other mental health issues.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	8	<p>Introduction and Historical Development</p> <ul style="list-style-type: none"> □ History of psychiatry. □ Historical development of mental health nursing. □ Philosophy, principles of mental health and psychiatric nursing. □ Concept of normal and abnormal behaviour. □ Role and qualities of mental health and psychiatric nurse. □ Mental health team and functions of team members. □ Legal aspects in psychiatry and mental health services. 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
II	5	<p>Classification and assessment of mental disorders</p> <ul style="list-style-type: none"> ✓ Terminologies used in Psychiatry. ✓ Classification of mental disorders. ✓ Etiological factors and psychopathology of mental disorders. ✓ History taking and assessment methods for mental disorders. 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
III	5	<p>Therapeutic Communication</p> <ul style="list-style-type: none"> ➤ Communication process. ➤ Interview skills, therapeutic communication techniques. <p>Nurse Patient Relationship, Therapeutic impasse and it's management Process recording.</p>	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
IV	3	<p>Management of mental Disorders.</p>	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

			patient management problems	
V	10	<p>Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment and nursing management of patient with following disorders:</p> <ul style="list-style-type: none"> ❖ Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform disorders. ❖ Psychotic Disorders: Schizophrenic form, affective and organic psychosis. Organic Brain Syndromes ❖ Psychosomatic disorders ❖ Personality disorders ❖ Disorders of childhood and adolescence. 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient management problems</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VI	10	<p>Management of patients with Substance use disorders 🚫</p> <p>Substance use and misuse.</p> <p>🚫 Dependence, intoxication and withdrawal. 🚫</p> <p>Classification of psychoactive substances.</p> <p>🚫 Etiological & contributory factors.</p> <p>🚫 Psychopathology.</p> <p>🚫 Clinical features Diagnostic criteria</p> <p>🚫 Treatment and nursing management of patient with substance use disorders.</p> <p>🚫 Preventive and rehabilitative aspects in substance abuse.</p>	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient management problems</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

VII	6	<p>Management of mental sub-normality</p> <ul style="list-style-type: none"> ▪ Classification of mental sub-normality. ▪ Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub - normality. 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	
VII I	4	<p>Psychiatric emergencies.</p> <ul style="list-style-type: none"> ○ Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. ○ Crisis Intervention therapy 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	
IX	5	<p>Therapeutic Modalities</p> <ul style="list-style-type: none"> • Principles, indication, contraindications and role of nurse in various treatment methods. • Therapeutic community and Milieu therapy. • Occupational therapy. • Psychotherapy. • Behaviour therapy. • Family therapy. • Psychopharmacology. • Pharmaco therapy. • Electro Convulsive therapy. • Other miscellaneous therapies 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	
X	4	<p>Preventive Psychiatry</p> <ul style="list-style-type: none"> □ Model of prevention. □ Role of nurse in preventive Psychiatry. □ Psychiatric social work. □ Community mental health nursing. □ Community mental health agencies. □ National mental health programmes. 	<ul style="list-style-type: none"> • Lecture • discussion • Casediscussion • Casepresentation • Clinicalpractice <p>Assessment of patient managementproblems</p>	

PRACTICUM

The student will be provided opportunity to:

1. Observe, Record and Report the behavior of their selected patients.
2. Record the process of interaction.
3. Assess the Nursing needs of their selected patients, plan and implement the Nursing intervention.
4. Counsel the attendant and family members of patient.
5. Participate in the activities of Psychiatric team.
6. Write observation report after a field visit to the following places:
 - Child guidance clinic.
 - School / Special Schools (For mentally subnormal)
 - Mental Hospital,
 - Community Mental Health Centres.
 - De-addiction and Rehabilitation Centres.

Reference Books

1. Brown R.T. Feldman G.R, *Epilepsy -Diagnosis and Management*, Little Brown and Co., 1983, Toronto.
2. Beck M. C. Rawtins P. R. and et al, *Mental Health – Psychiatric Nursing*, The C.V.Mosby Co., Ltd.,
3. Coleman C. J, *Abnormal Psychology and Modern Life*, P. B. Tara and Sons Co. Pvt Ltd., 1982.
4. Kaplan H. Saddock B, *Synopsis of Psychiatry*, William Sand Wilkins, 1991, Bathmov.
5. Stuart W. G. Sundeen J. S, *Principles and Practice of Psychiatric Nursing*, Mosby Year book, 1991,

* Latest editions of all the suggested books are recommended.

Year	II Year
Subject	Introduction to Nursing Education
THEORY	PRACTICAL
60	75

Course Description

This course introduces the students to the principles and concepts of education, curriculum development, and methods and media of teaching. It also describes the steps in curriculum development and implementation of education programmes in Nursing.

Course Outcome

- ⇒ Demonstrate values, knowledge, skills and attitudes appropriate to the profession and also respect for the dignity of each individual and for human diversity.
- ⇒ Apply critical thinking skills and professional decision making required for basic and advance practice.
- ⇒ Practice within the framework of code of ethics, professional conduct and acceptable standards of nursing practice within the legal boundaries.
- ⇒ Participate effectively as members of the health team in health care delivery system.
- ⇒ Utilize information, communication and other relevant technologies effectively.
- ⇒ Demonstrate proficiency in written, verbal and digital skills at individual and collaborative levels.
- ⇒ Explore research as evidence for enhancing and changing practice.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	5	<p>Introduction to education.</p> <ul style="list-style-type: none"> ✓ Meaning of education, aims, function and principles. ✓ Philosophy of education. ✓ Factors influencing development of Philosophy of nursing education. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common • Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
II	5	<p>Teaching learning process.</p> <ul style="list-style-type: none"> ➤ Nature and characteristics of learning ➤ Principles and maxims of teaching ➤ Formulating objectives. ➤ Lesson planning. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
III	15	<p>Methods of teaching Teaching methods:</p> <ul style="list-style-type: none"> ❖ Lecture ❖ Discussion ❖ Demonstration ❖ Group discussion ❖ Project ❖ Role-play ❖ Panel discussion ❖ Symposium ❖ Seminar ❖ Field trip ❖ Workshop ❖ Exhibition ❖ Programmed instruction ❖ Comput er assisted learning. <p>Clinical teaching methods:</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> ❖ Case methods ❖ Case presentation ❖ Nursing rounds and reports. ❖ Bedside clinic conference (individual and group) ❖ Recording of interaction process. 		
IV	8	<p>Educational media</p> <p>The communication process:</p> <ul style="list-style-type: none"> ✚ Factors affecting communication. ✚ Purposes and types of audio-visual aids. ✚ Graphics aids: Chalk-Board, Charts, Graphs, Posters, Flash Cards, Flannel Graph/Khadigraph, Bulletin, Cartoon. ✚ Three dimensional aids: Objects, Specimen, Models, Puppets. ✚ Printed aids: Pamphlets and Leaflets. ✚ Projected aids: Slides, Films and Televisions, VCR, VCP, Overhead Projector, Camera, Microscope. ✚ Audio-aids: Tape-Recorder, Public Address System, Computer 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
V	7	<p>Methods of assessment</p> <ul style="list-style-type: none"> ▪ Purpose and scope of evaluation and assessment. ▪ Criteria for selection of assessment techniques and methods. ▪ Assessment of knowledge: essay type question, SAQ (Short Answer Questions), MCQ (multiple choice questions) ▪ Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination. ▪ Assessment of attitude: Attitude scale 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VI	10	<p>Management of School of Nursing</p> <ul style="list-style-type: none"> ○ Planning of School of nursing, ○ Organization. ○ Recruitment of teaching staff, budget, facilities for the school, student selection 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

		and admission procedure, administrative planning for students, welfare services for students, maintenance of school records ○ Preparation of annual reports. ○ INC guidelines for school of nursing.	checklist	
VII	5	Guidance and Counselling Definition ● Basic principles of guidance and counselling ● Organisation of guidance and counselling services. ● Counselling process. ● Managing disciplinary problems. ● Management of crisis.	● Lecture ● Discussion ● Demonstration of common Assessment of skills with checklist	* Essaytype * Objective type * Fill in the Blanks
VIII	5	In-service education □ Introduction to nature and scope of in-service education programme. □ Principles of adult learning. □ Planning for in-service programme. □ Techniques, and methods of staff education programme. □ Evaluation of in-service programme.	● Lecture ● Discussion ● Demonstration of common Assessment of skills with checklist	* Essaytype * Objective type * Fill in the Blanks

PRACTICUM

Each student should:

1. Conduct five planned teaching using different methods and media.
2. Prepare different types of teaching aids.
3. Plan, organize and conduct in-service education programme
4. Conduct at least one counseling session.
5. Prepare rotation plans.

Reference Books

1. Hedgerken Loretta E, *Teaching and Learning in School of Nursing*, J.B. Lippincott Co.,
2. Tomyay de Rheba, Thompson, *Strategies for Teaching Nursing*, Willey Medical Publisher, 1982, New York.

Latest editions of all the suggested books are recommended.

Year	II Year
Subject	Introduction to Nursing Administration
THEORY	PRACTICAL
60	180

Course Description

Tyler Ralph.W, This course is designed to give an opportunity to the student to gain an understanding of the principle of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of professional leadership need.

Course Outcome

- ⇒ Understanding the concept of nursing administration.
- ⇒ Applying the principles of administration in
 - nursing area.
- ⇒ Demonstrating the rotation plan of the staff,
- ⇒ writing report and verbal report of the nursing
- ⇒ unit.
- ⇒ Organize and manage nursing units
- ⇒ effectively.
- ⇒ Evaluating each student's professional competency in ward management. Identify dynamics of organizational behavior, styles and functions of effective leadership.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> ✓ Principles and Practice of Administration. ✓ Significance, elements and principles of administration. ✓ Organization of Hospital - Definition, Aims, functions and classifications, health team. ✓ Policies of hospital, different departments with special emphasis to department of nursing & office management. ✓ Responsibilities of the nursing personnel specially of ward sister. ✓ Medico Legal Aspects. ✓ Concept of Cost Effectiveness 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
II	15	<ul style="list-style-type: none"> ➤ Nursing Unit Management. ➤ Physical layout of a nursing unit and necessary facilities. ➤ Factors affecting the quality of nursing care. ➤ Maintenance of a therapeutic environment Administration of the unit. ➤ Management of patient care. ➤ Maintenance of physical environment. ➤ Assignment of duties and time plan. ➤ Patient assignment, safety measures, prevention of accidents and infections. ➤ Maintenance of patients records and reports, legal responsibilities. ➤ Maintenance of quality nursing care, nursing audit. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
III	10	<ul style="list-style-type: none"> □ Personnel management. □ Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions. □ Job analysis. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> □ Staffing The Unit, Staffing Norms, Rotation Plan, Leave Planning, Performance Appraisal, Staff Welfare and □ Management of Disciplinary Problems. 	checklist	
IV	10	<ul style="list-style-type: none"> ❖ Supervision. ❖ Principles of supervision, nature and objectives. ❖ Tools and techniques of supervision ❖ Evaluation: Nursing audit. ❖ Staff development - orientation program. ❖ Skill training. ❖ Leadership development. ❖ Problem solving process. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
V	5	<ul style="list-style-type: none"> ✚ Material Management. ✚ Principles of material management. ✚ Quality control. ✚ Inventory. ✚ Care of equipment, Safekeeping. ✚ Role of nursing personnel in material management. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VI	5	<ul style="list-style-type: none"> ▪ Financial Management ▪ Budgeting - Principles of budgeting, audit. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VII	10	<ul style="list-style-type: none"> ○ Organizational Behaviour. ○ Group dynamic and human relation, Organizational communication (hospital information system). ○ Public relations, leadership styles and functions. ○ Methods of reporting. ○ Maintaining records and reports. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

PRACTICUM

1. Observe the functioning of Nursing administration at various level i.e. institution, department, unit etc.
2. Each student will practice Ward Management under supervision.
3. Student will prepare rotation plan of the staff, write reports, give verbal reports of the ward and assist in maintaining the inventory of the Nursing unit.
4. Visit to private and government hospital and write observation reports.

Reference Books

1. Goel S.L, *Health Care Administration*, Seterling Publication New Delhi.
 2. Jean Barrett, *Ward Management and Teaching*, Himalayan Books, New Delhi.
 3. Goyal R.C, *Hospital Personal Management*, Prentice Hall India, New Delhi.
- Awasthi, *Public Administration*, Makeswar, Publication Laxmi Narayan Agarwal, 1987.

Year	II Year
Subject	Introduction to Nursing Research and Statistics
THEORY	PRACTICAL
45	120

Course Description:

The course is designed to assist the students to develop an understanding of basic concepts of Research and Statistics, use the findings of Nursing Research in nursing practices, apply the knowledge in conducting project(S) and solve problems related to nursing using scientific method

Course Outcome

- ⇒ Understanding the concepts and approaches of nursing research.
- ⇒ Applying the relevant methods in collection of data and interpretation of research data.
- ⇒ Demonstrating the need and scope of nursing research.
- ⇒ Analyzing the data, interpreting the research finding and to utilize for the promotion of Health.
- ⇒ Evaluating the research studies through peer reviews
- ⇒ Creating and implementing evidence based practices.

Course Content

INTRODUCTION TO RESEARCH METHODOLOGY

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> • Steps of scientific methods. • Definition of research. • Need for nursing research. • Characteristics of good research. Research Process. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist	* Essaytype * Objective type * Fill in the Blanks
II	3	<ul style="list-style-type: none"> ✓ Statement of research problem. ✓ Statement of purpose and objectives. ✓ Definition of research terms. ✓ Review of literature. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist	* Essaytype * Objective type * Fill in the Blanks
III	4	Research approaches: - Historical, Survey and Experimental	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with	* Essaytype * Objective type * Fill in the Blanks

			checklist	
IV	8	<ul style="list-style-type: none"> ➤ Sampling Techniques and methods of data collection. ➤ Sampling Instruments – Questionnaire, Interview, Observation schedule, Records, measurements. ➤ Reliability and validity of instruments. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
V	4	<ul style="list-style-type: none"> ❖ Analysis of Data: Tabulation Classification and Summarization of Presentation. ❖ Interpretation of data. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
VI	4	<ul style="list-style-type: none"> ✚ Communication of research findings. ✚ Writing Report. ✚ Organizing materials for writing format of the report. ✚ Uses of computers. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

INTRODUCTION TO STATISTICS

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
VII	8	<ul style="list-style-type: none"> * Descriptive Statistics. * Frequency Distribution – Types of measures. * Measures of Central Tendency - Mode, Median and Mean. * Measures of variability: Range, Standard deviation. * Introduction to normal probability. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common Assessment of skills with checklist 	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

VIII	3	<ul style="list-style-type: none"> □ Correlation. □ Computation by rank difference methods. □ Uses of correlation co-efficient. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
IX	2	<p>Vital statistics:</p> <ul style="list-style-type: none"> ➤ Crude rates and standardized rates. ➤ Ratio and estimation of the trends. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks
X	5	<ul style="list-style-type: none"> ❖ Introduction to computers in nursing. ❖ Introduction to computers and disk - operating system, Introduction to word processing. ❖ Introduction to data base. ❖ Windows applications, word, excel, power point, multimedia. ❖ Use of statistical packages. ❖ Introduction to Internet & use of electronic mail Computer aided teaching & testing. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common <p>Assessment of skills with checklist</p>	<ul style="list-style-type: none"> * Essaytype * Objective type * Fill in the Blanks

PRACTICAL

Students will conduct research project in small groups in selected areas of Nursing and submit a report (group studies may include studying of existing health practices, improved practices of Nursing (procedures) health records, patient records and survey of Nursing (literature)).

Year	II Year
Subject	Environmental Sciences
THEORY	PRACTICAL
30	-

Course Outcome

- ⇒ Understanding the scope and importance of environmental studies and the need of public awareness.
- ⇒ Applying the role of information technology in environment and human health.
- ⇒ Demonstrating biomedical waste management and hence controlling prevention of pollution.
- ⇒ Analyzing the conservation of biodiversity and to consider the threats to biodiversity.
- ⇒ Evaluating the issues involved in enforcement of environment and to find out the possible solutions.
- ⇒ Creating the awareness about the importance of protection and conservation of earth to promote environmental health.

Course Content

Unit	Time (Hrs)	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	2	Multidisciplinary nature of environmental studies <ul style="list-style-type: none"> • Definition, Scope & importance • Need for public awareness 	* Lecture discussion * Demonstration * Practice session * Supervised field practice * Participation in camps Group Project	* Essay type * Objective type * Fill in the Blanks
II	8	NATURAL RESOURCES Renewable & non-renewable resources:	* Lecture discussion * Demonstration * Practice session	* Essay type * Objective type

		<p>Natural resources & associated problems</p> <p>a) Forest resources: use & over-exploitation, deforestation, case studies. Timber extraction, mining, dams & their effects on forest and tribal people.</p> <p>b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</p> <p>e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.</p> <p>f) Land resources: Land as a resource, land degradation, man included landslides, soil erosion and desertification.</p> <p>g) Role of an individual in conservation of natural resources.</p> <p>h) Equitable use of resources for sustainable lifestyles</p>	<p>* Supervised field practice</p> <p>* Participation in camps</p> <p>Group Project</p>	<p>* Fill in the Blanks</p>
III	5	<p>ECOSYSTEM</p> <ul style="list-style-type: none"> ○ Concept of an ecosystem ○ Structure and function of an ecosystem ○ Producers, consumers, and 	<p>* Lecture</p> <p>* discussion</p> <p>* Demonstration</p> <p>* Practice session</p> <p>* Supervised field</p>	<p>* Essay type</p> <p>* Objective type</p> <p>* Fill in the Blanks</p>

		<p>decomposers</p> <ul style="list-style-type: none"> ○ Energy flow in the ecosystem ○ Ecological succession ○ Food chains, food webs and ecological pyramids ○ Introduction, types, characteristic features, structure and function of the following ecosystem :- ● Forest ecosystem ● Grassland ecosystem ● Desert ecosystem ● Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries) 	<p>practice</p> <ul style="list-style-type: none"> * Participation in camps Group Project 	
IV	3	<p>BIODIVERSITY AND ITS CONSERVATION</p> <ul style="list-style-type: none"> ● Introduction – Definition: genetic, species and ecosystem diversity. ● Bio geographical classification of India ● Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values ● Biodiversity at global, National and local levels. ● India as a mega-diversity nation ● Hot-spots of Biodiversity ● Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts ● Endangered and endemic species of India ● Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity. 	<ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised field practice * Participation in camps Group Project 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

V	3	<p>DISASTER MANAGEMENT AND ENVIRONMENTAL POLLUTION</p> <p>Definition , Cause, effects and control measures of :-</p> <ol style="list-style-type: none"> a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear pollution <p>Solid waste management: Causes, effects and control measures of urban and industrial wastes.</p> <p>Role of an individual in prevention of pollution.</p> <p>Pollution case studies.</p> <p>Disaster management: Floods, Earthquake, cyclones and landslides.</p>	<ul style="list-style-type: none"> * Lecture * discussion * Demonstration * Practice session * Supervised field practice * Participation in camps Group Project 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VI	3	<p>SOCIAL ISSUES AND THE ENVIRONMENT</p> <ul style="list-style-type: none"> • From unsustainable to sustainable development ○ Urban problem related to energy ○ Water conservation, rain water harvesting, watershed management. ○ Resettlement and rehabilitation of people, its problems and concerns. Case studies. ○ Environmental ethics: issues and possible solutions. ○ Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. ○ Wasteland reclamation. 	<ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised field practice * Participation in camps Group Project 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> ○ Consumerism and waste products. ○ Environment Protection Act. ○ Air (prevention and control of pollution) act. ○ Water (prevention and control of pollution) act. ○ Wildlife Protection Act. ○ Forest conservation Act. ○ Issues involved in enforcement of environmental legislation ○ Public awareness. 		
VII	3	<p>HUMAN POPULATION AND THE ENVIRONMENT</p> <p>Population growth, variation among nations.</p> <ul style="list-style-type: none"> ● Population explosion- Family Welfare Programme. ● Environment and human health. ● Human Rights ● Value Education. ● HIV/AIDS ● Women and Child Welfare. ● Role of information technology in environment and human health. ● Case studies. 	<ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised field practice * Participation in camps Group Project 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks
VIII	3	<p>FIELD WORK</p> <ul style="list-style-type: none"> ● Visit to a local area to document environmental assets- rivers/forests/hills/mountains. ● Visit to a local polluted site- Urban/Rural/Industrial/Agricultural. ● Study of common plants, insects, birds. 	<ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised field practice * Participation in camps Group Project 	<ul style="list-style-type: none"> * Essay type * Objective type * Fill in the Blanks

		<ul style="list-style-type: none"> • Study of simple ecosystems- ponds, rivers, hills, slopes, etc. 		
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REFERENCE

{(M) Magazine, (R) Reference, (TB) Textbook}

- a) Agarwal, K.C. 2001 Environmental Biology, Nidi Publ.Ltd. Bikaner
- b) Bharucha Erach, The BIODIVERSITY OF India, Mapin Publishing Pvt . Ltd, Ahmedabad- 380 013, India, Email:mapin@icenet.net(R)
- c) Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc 480p
- d) Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- e) Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- f) De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- g) Down to earth, Centre for Science and Environment(R)
- h) GliECK. H.P. 1993 Water in crisis, Pacific Institute for Studies in Dev, Environment & Security. Stockholm Env. Institute Oxford Univ . Press.473p
- i) Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History , Bombay Natural History Society , Bombay (R)
- j) Heywood. V.H & Watson, R.T. 1995. Global Biodiversity Assessment Cambridge Univ.Press 1140p.
- k) Jadhav, 11 & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalya Pub.House, Delhi 284 p.
- l) Mckinney, M.L. & School, R.M. 1996. Environmental Science system & Solutions, Web enhanced edition 639p.
- m) Mhaskar A.K., MATTER Hazaedous , Techno-Science Publication (TB)
- n) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- o) Odum,E.P. 1971 . Fundamentals of Ecology , W.B. Saunders Co. U.S.A., 574p
- p) Rao M.N. & Datta, A.K. 1987 Waste treatment Oxford & IBH Publ.Co.Pvt.Ltd. 345p.
- q) Sharma b.k., 2001. Environmental Chemistry. Goel Publ.House, Meerut.
- r) Survey of the Environment, The Hindu (M)

Townsend C.,Harper j, and Micheal Begon, Essentials of Ecology, Blackwell Science (TB)

Year		II Year	
Subject		Community Health Nursing- Practical	
L	T	P	C
-	-	6	3

Guidelines

1. Each student will prepare a community profile.
2. The student will be allotted families for gaining experience in identifying family health needs, health counseling and guidance and family budgeting for optimum health.
3. The student will participate in the activities of primary health centre.
4. Sub-centre, MCH centre.
5. Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, infectious disease hospital, child welfare centre, old aged homes, orphanages and handicapped hospitals.
6. Conduct health educational programmes for individual/ groups/ community.

*** Public Health and Primary Health Care Skills, each activity must refer the practical manual**

MHPL Topics. (Theory & Practical)

Roles and responsibilities of Mid-Level Health care providers.

1. New national health programmes.
2. AYUSHMAN BHARAT- The up gradation of sub centers into of health and wellness centers, concept of comprehensive primary health care and key elements of CPHC, service and continuum of care and roles of mid- Level health care providers .
3. Diagnosing and treatment skills essentials at sub-centre level using standard treatment protocol as per national health programmes.
4. Introduction to Rashtriya Bal Sureksha Karyakaram (RBSK)
5. Social mobilization skills.
6. Drug dispensing.
7. Programme management including supervision and monitoring.
8. Investigation of an outbreak.
9. Behavioral change communication and soft skills.
10. Integrated disease surveillance project.
11. Mother and child tracking system.
12. Chikugunya.

13. Organization of labour room.
14. Safe child birth check list.
15. Post partum visit by health worker.
16. Family planning 2020.
17. Nation family planning programmes.
18. Food born diseases.

Topic to be reviewed

- Health planning and health care delivery system in India (IPHS guidelines)
- Health management information system (HMIS)
- Electronic Medical Records(EMR)
- Micro birth planning.
- Adolescence counseling.
- Source of vital statistics.
- Financial management, accounts and computing at sub-centre
- Mental health act, drug de-addiction programmes.
- Time trends in disease occurrence in epidemiology.
- Infant and young child feeding and counseling.
- Nutrition across life cycle and update on national nutrition programmes.
- Use of equipment.
- Throat problems and febrile in seizure in children.
- Transportation of baby and common accidents and mishaps in labour room.
- Counseling – GATHER Approach.
- Update biomedical waste management by specifying biomedical waste management rules 2016.
- Suturing of superficial wounds.
- Postpartum intra uterine contraceptive device (PPIUCD)
- All the national health programmes on Communicable, non communicable.

Year		II Year	
Subject		Mental Health Nursing- Practical	
L	T	P	C
-	-	6	3

Guidelines

The student will be provided opportunity to:

1. Observe, Record and Report the behavior of their selected patients.
2. Record the process of interaction.
3. Assess the Nursing needs of their selected patients, plan and implement the Nursing intervention.
4. Counsel the attendant and family members of patient.
5. Participate in the activities of Psychiatric team.
6. Write observation report after a field visit to the following places:
 - Child guidance clinic.
 - School / Special Schools (For mentally subnormal)
 - Mental Hospital,
 - Community Mental Health Centres.
 - De-addiction and Rehabilitation Centres.