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PHILOSOPHY

Maharashtra University of Health Sciences believes in systematic teaching, training and research in Modern Medical Sciences and uniformity in various courses in medical and Allied health sciences. The philosophy of the B. Sc. Nursing is incorporated by Maharashtra University of Health Sciences at par of 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 has a 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 programmes. 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, 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 and dignity and protect the rights of individuals and groups.

Undergraduate nursing program 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 life long 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.

AIMS

The aim of the undergraduate nursing program is :

- Prepare graduates to assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative and rehabilitative services.
- Prepare nurses who can make independent decisions in nursing situations, protect the rights of 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.

OBJECTIVES

On completion of B.Sc. Nursing degree programme the graduates will be able to:

1. Apply knowledge from physical, biological and behavioral sciences, medicine, including alternative systems and nursing in providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life style and other factors, which affect health of individuals and groups.
3. Provide nursing care based on steps of nursing process in collaboration with the individuals and groups
4. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
5. Utilise the latest trends and technology in providing health care.
6. Provide promotive, preventive and restorative health services in line with the national health policies and programs.
7. Practice within the framework of code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups and members of the health team in order to promote effective interpersonal relationships and teamwork.

9. Demonstrate skills in teaching to individuals and groups in clinical/ community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical / community health settings.
12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

ADMISSION REQUIREMENTS

1. The minimum age for admission shall be 17 years on or before 31st Dec. of the year of admission
2. The minimum educational requirements shall be the passing of: Higher secondary school certificate Examination (12 years course),
Or
Senior School certificate Examination (10+2), pre-degree Examination (10+2)
Or

An equivalent with 12 years schooling from a recognized board or University with science (Physics, chemistry, Biology) and English with minimum of 50% aggregate marks (PCBE) passing one at the same time.

3. Candidate shall be medically fit.

Entrance / Selection test

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

Duration

Duration of the course shall be four years including internship.

Vacation

08 weeks vacation shall be given in each year.

DURATION

Course duration	=	4 yrs.
Weeks available per year	=	52 weeks
Vacation	=	8 weeks
Gazetted holidays	=	as per MUHS
Examination (including preparatory)		4 weeks
Hours available per academic year		1480 (37 weeks x 40 hours) minimum

Course of instruction

First year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1 * English	60		
2 Anatomy	60		
3 Physiology	60		
4 Nutrition	60		
5 Biochemistry	30		
6 Nursing Foundation	265+200	450	
7 Psychology	60		
8 Microbiology	60		
9 Introduction to computers	45		
10 ** Hindi / Regional language	30		
11 Library work / self study			50
12 Co-curricular activities			50
Total hours	930	450	100
Total hours = 1480 hrs			

** Optional

Second year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1 Sociology	60		
2 Pharmacology	45		
3 Pathology &	30		
4 Genetics	15		
5 Medical-surgical Nursing (Adult including geriatrics) – I	210	720	
6 Community Health Nursing I	90	135	
7 Communication & Educational Technology	60+30		
8 Library work / self study			50
9 Co-curricular activities			35
Total	540	855	85
hours			
Total hours = 1480 hrs			

Third year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1. Medical – surgical Nursing (Adult including geriatrics)- II	120	270	
2. Child health Nursing	90	270	
3. Mental Health Nursing	90	270	
4. Midwifery and obstetrical nursing	90	180	
5. Library work / self study			50
6. Co-curricular activities			50
Total	390	990	100
hours			
Total hours = 1480 hrs			

Fourth year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	
1. Midwifery and obstetrical nursing		180	
2. Community Health Nursing	90	135	
3. Nursing Research & Statistics	45	*	
4. Management of Nursing services and education	60+30		
Total hours	225	315	
Total hours = 540 hrs			

* Project work to be carried out during internship

Practical – 30 hours per week

Internship (Integrated Practice)

Subject	Theory	Practical (In hrs)	In weeks
1. Midwifery and Obstetrical Nursing		240	5
2. Community Health Nursing II		195	4
3. Medical Surgical Nursing (Adult and Geriatrics)		430	9
4. Child Health		145	3
5. Mental Health		95	2
6. Research Project		45	1
Total hours		1150	24
Total hours = 1690 hrs			

Note :

1. Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
2. Internship should be carried out as 8 hours per day @ 48 hours per week.
3. Students during internship will be supervised by nursing teachers.
4. Fourth year final examination to be held only after completing internship.

Scheme of Examination

First year

Subject	Assessment			
	Hours	Internal	External	Total
Theory				
1. Anatomy & Physiology	3	25	75	100
2. Nutrition and Biochemistry	3	25	75	100
3. Nursing Foundation	3	25	75	100
4. Psychology	3	25	75	100
5. Microbiology	3	25	75	100
6. * English	--	100 (College level qualifying exam, minimum passing Marks 40%.)		100
7. # Introduction to computer	--	100 (College level qualifying exam, minimum passing Marks 50%.)		100
Practical & Viva Voce				
1. Nursing Foundation		100	100	200

- * College level qualifying exam to appear in University Examination, minimum passing Marks 40%.
- # College level qualifying exam to appear in University Examination must be minimum 50% combined i.e. 50 marks out of 100 marks (Theory & Practical Examination clubbed together)

Second year

Subject	Assessment			
	Hours	Internal	External	Total
8. Sociology	3	25	75	100
9. Medical Surgical Nursing – I	3	25	75	100
10. Pharmacology, Pathology, genetics	3	25	75	100
11. Community Health Nursing – I	3	25	75	100
12. Communication and Educational Technology	3	25	75	100
Practical & Viva Voce				
2. Medical Surgical Nursing – I		100	100	200

Third year

Subject	Assessment			
	Hours	Internal	External	Total
Theory				
13. Medical Surgical Nursing	3	25	75	100
14. Child Health Nursing	3	25	75	100
15. Mental Health Nursing	3	25	75	100
Practical & Viva Voce				
3. Medical Surgical Nursing – II		50	50	100
4. Child Health Nursing		50	50	100
5. Mental Health Nursing		50	50	100

Fourth year

Subject	Assessment			
	Hours	Internal	External	Total
Theory				
16 Midwifery and Obstetrical nursing	3	25	75	100
17 Community Health Nursing – II	3	25	75	100
18 # Nursing Research & Statistics	--	100 (College level qualifying exam, minimum passing Marks 50%.)	--	100
19 Management of Nursing Services and education	3	25	75	100
Practical & Viva Voce				
6. Midwifery and Obstetrical nursing	3	50	50	100
7. Community Health Nursing	3	50	50	100

College level qualifying exam to appear in University Examination, minimum passing Marks 50%.

N.B.:

1. Anatomy and Physiology University question paper will consist of section A Anatomy of 37 marks and B Physiology should be of 38 marks.
2. Nutrition and Biochemistry University question paper will consist of Section A Nutrition of 45 marks and Section B Biochemistry of 30 marks.
3. Pharmacology, Genetics, Pathology: Section A Pharmacology with 38 marks, Section B Pathology of 25 and Genetics with 12 marks.
4. Examination in the 'English' subject of 1st year Basic B.Sc. Nursing course will be a college level Internal Assessment Qualifying Examination with minimum passing of 40% Marks. Student who fails or student who secures less than 40% Marks in the 'English' subject will not become eligible to appear in any subject of the University's final examination. Marks of 'English' subject are to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.
5. Examination in the 'Introduction to Computer' subject of 1st year & 'Nursing Research and Statistics' subject of 4th year Basic B.Sc. Nursing course will be a college level Internal Assessment Qualifying Examination with minimum passing of 50% Marks. Student who fails or student who secures less than 50% Marks each i.e. independently in the Internal Assessment (Theory) Head and independently in the Internal Assessment (Practical/Project) Head of the both subject will not become eligible to appear in any subject of the University's final examination of respective year. Marks of both the subjects are to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.
6. Minimum pass marks shall be 50% in each of the Theory and practical papers separately.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing University examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. A candidate has to pass in theory and practical exam separately in each of the paper.
10. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
11. All practical examinations must be held in the respective clinical areas.
12. One internal and One external examiners should jointly conduct practical examination for each student.
13. An examiner should be a lecturer or above in a college of nursing with M.Sc. (N) in concerned subject and minimum of 3 years of teaching experience. To be an examiner for nursing foundations course faculty having M.Sc.(N) with any specialty shall be considered.

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**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES
NASHIK**

**1ST YEAR
BASIC B.Sc. NURSING
SYLLABUS
2005-2006**

ENGLISH

Placement: First year

Theory - 60 Hours

Course description: The course is designed to enable students to enhance ability to comprehend spoken and written English (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

Specific objectives: At the end of the course the students are able to:

- 1) Develop good vocabulary skills or better communication.
- 2) Effectively communicates with patients while rendering care.
- 3) Understands methods of writing and drafting letters in English.
- 4) To plan and write effective nursing process and records.

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> • Speak & write grammatically correct English 	<ul style="list-style-type: none"> • Review of Grammar • Remedial study of grammar • Building Vocabulary • Lexical sets 	<ul style="list-style-type: none"> • Demonstrate use of grammar Dictionary • Exercise on use of Grammar • Practice in using appropriate expression 	<ul style="list-style-type: none"> • Objective type • Fill in the blanks • Do as directed
II	4	<ul style="list-style-type: none"> • Developing listening skills 	<ul style="list-style-type: none"> • Listening Comprehension • Media, audio, video, speeches etc. • Audio rendition of text. 	Exercise on: <ul style="list-style-type: none"> • Listening to audio, video tapes and identify the key points, accent & information pattern 	<ul style="list-style-type: none"> • Assessment of skills based on the check list
III	6	<ul style="list-style-type: none"> • Developing speaking skills 	<ul style="list-style-type: none"> • Spoken English Phonetics, public speaking • Oral report • Group Discussion • Debate • Telephonic Conversion • Conversational skills (Formal, 	Exercise on: <ul style="list-style-type: none"> • Debating • Participating in Seminar, Panel, Symposium • Telephonic Conversion • Conversation in different situations, practice in public speaking 	<ul style="list-style-type: none"> • Assessment of the skills based on the checklist.

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			Neutral & informal situation)		
IV	30	<ul style="list-style-type: none"> Develop ability to read, understand and express meaningfully, the prescribed text. 	<ul style="list-style-type: none"> Read and comprehend prescribed course books Skimming & Scanning Reading in sense groups Reading between the lines. 	Exercise on: <ul style="list-style-type: none"> Reading Summarizing Comprehension 	<ul style="list-style-type: none"> Short Answers type questions. Essay type questions.
V	10	<ul style="list-style-type: none"> Develop writing skills 	<ul style="list-style-type: none"> Various forms of composition Letter writing Note making & Note takings Précis writings Nurses Notes Anecdotal records Diary writing Reports on health problem Resume /CV Notices, Agenda, minutes Telegram Essay 	Exercise on: <ul style="list-style-type: none"> Letter writing Note making & Note takings Précis writings Nurses Notes Anecdotal records Diary writing Reports on health problem Resume /CV Notices, Agenda, minutes, telegram, essay Discussion on written reports / documents 	<ul style="list-style-type: none"> Assessment of the skills based on the checklist.

Further suggested teaching learning activities

Unit I

➤ GRAMMER AND VOCABULARY

- Revising parts of speech
- Pairs of confused words, synonyms & Antonyms
- Lexical sets & collocations
- Using appropriate words and expressions

Unit II

➤ LISTENING SKILLS

- Audio rendition of British & American Dialects of English.
- Students listening to cassettes.
- Teachers reading the loudly.

Unit III

➤ SPEAKING SKILLS

- Pronunciation.

- Accentual & intonation pattern.
- Maxims of conversational skills.

Unit IV

➤ READING SKILLS

- Text:
 1. Developing your English by Gokhale & Robinson
 2. Discourse skills in English by Grace Jacob, Narkar & Halliday
 3. Eight short stories by K.N. Vasudeva Panikkar
 - Skimming & Scanning, reading in sense group.
 - Avoiding Clumsiness & ambiguities
- Example: (Indian wives eat after eating their husbands)

Unit V

➤ WRITING SKILLS

- Choice of words and structures for effective writing
Example: Nurses make a lot of money.
It is nurses who make a lot of money.
- Punctuation
Example: Hang, not leave him.
Hang not, leave him.
- Organization of material effectively.

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2. English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
3. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
4. English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

Evaluation Scheme:

Subject	Hours	Internal Assessment	Total
* English	--	100 (College level qualifying exam, minimum passing Marks 40%.)	100

*** College level qualifying exam to appear in University Examination, minimum passing Marks 40%.**

Details as follows:

Internal Assessment: 100 Marks

(Out of 100 Marks from mid-term & prelim to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.)

Mid-Term: 50 Marks
Prelim: 50 Marks
Total: 100 Marks

ANATOMY AND PHYSIOLOGY

Theory - Anatomy : 60

Physiology : 60

Placement : First Year

Course Description -The course is designed to assist students to acquire the knowledge of the normal structure of human body & functions. To ensure the students to understand the alternation in anatomical structure and function in disease and practice of Nursing.

Specific objectives – At the end of the course the students will be able to:

- 1) Describe the general structure and functions of the body as a whole.
- 2) Describe the general and microscopic structure and functions of each system of the body.
- 3) Explain the macroscopic and microscopic structure and functions of each organs of the body.
- 4) Understand the effects of alterations in structures and functions of as whole.
- 5) Apply the knowledge of anatomy and physiology in the practice of nursing.

Anatomy

Theory – 60 hours

(Class 40+ lab 20 hours)

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I Introduction	6 Hrs T = 5 P = 1	Describe the anatomical terms, organization of human body and structure of cell, tissues membranes and glands.	Systems • Cell & Cell division Tissues (including glands) • Regions, cavities Membranes	Lecture, Discussion Explain using charts, microscopic slides skeleton and torso. • Demonstrate cell types of tissues membranes and glands. • Journal	Short answer questions Objective type

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
II Skeletal System	7 Hrs T = 4 P = 3	Classify the Principal types of bones on the basis of its shape Describe anatomical position structure and functions of bones and joints - List various abnormal conditions of bones and joints	Skeletal System Function of bones Typical bone Bone-growth-healing of fracture Skeleton – Axial, Appendicular Bones- Classification Joints – Classification Typical Synovial joint Alteration in Disease Application and implication in nursing	Lecture Discussion Explain using charts, Skeleton loose bones and joints Journal	Short answer questions, Objective type and Short notes
III Muscular System	7 Hrs T = 5 P = 2	Explain the structure and functions of principal muscles of the body. List the disorders of muscular system	Muscular tissue review Typical skeletal muscle/Principles of lever Classification- Shape, red & pale, prime mover, Antagonist, Synergist Muscle groups & movements at a joint Head, face, neck, Back, Upper Limb, Thorax, Abdominal, Pelvis, Perineum, Lower Limb Alteration in Disease Application and implication in nursing	Lecture Discussion Explain using charts, models, and films Demonstrate muscular movements Journal	Short answer questions Objective type

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
IV Respiratory System	4 Hrs T = 2 P = 2	Describe the anatomical position, size, shape and structure of organs of respiratory system. Enumerate the principal muscles of respiration. List the abnormalities of respiratory system.	Trachea, lung, pleura Musculoskeletal frame Mechanism of respiration Alteration in Disease Application and implication in nursing	Lecture Discussion Explain using models, torso, charts, slides and specimens Journal.	Long answer and Short answer questions Objective Type and Short notes
V Digestive System	6 Hrs T = 4 P = 2	Describe the anatomical position, size, shape and structure of organs of digestive system List the abnormalities of digestive system.	Mouth- Tooth, mastication Salivary glands deglutition, Esophagus Stomach Intestines, Liver, Biliary Apparatus, Pancreas Peritoneum Alteration in disease Application and implication in nursing	Lecture discussion Explain using models torso, charts, slides and specimens Journal.	Long answer and Short answer questions Objective type and Short notes.
VI Cardiovascular System	6 Hrs T= 4 P =2	Describe the anatomical position, size, shape and structure of organs Explain arterial, venous and lymphatic circulation. Enumerate the	Heart & Pericardium Arterial & venous system(Systemic , Pulmonary, Hepatoportal Coronary) Lymphatic System and Lymphoid tissue Thymus Lymph node Spleen Lymph	Lecture discussion Explain using models torso, charts, slides and specimens Journal.	Long answer and Short answer questions Objective Type and Short notes

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
		disorders of heart and circulatory system.	nodules		
VII Urinary System (Excretory)	5 Hrs T =3 P =2	Describe the anatomical position, size, shape and structure of organs of urinary system Explain incontinence and list the abnormalities of urinary system.	Kidney Ureter, Urinary bladder Urethra & continence Skin	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes
VIII Reproductive system	3 Hrs T=2 P=1	Describe the anatomical position, size, shape and structure of male and female reproductive organs List the abnormalities male and female reproductive system.	Male reproductive Female reproductive Breast	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes
IX Endocrine System	3 Hrs T= 2 P=1	Describe the anatomical position, size, shape and structure of various organs of the endocrine system. List the abnormalities of system.	Pituitary Thyroid Parathyroid & Pancreas Suprarenal	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
X Nervous System	9 Hrs T= 7 P=2	Describe the anatomical position, size, shape and structure of various organs of the nervous system. Compare the functions of different parts of the brain. List the abnormalities of nervous system.	Cerebrum Diencephalon Brainstem & Spinal cord Cerebellum ANS & PNS Ventricles, CSF & Meninges	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes
XI Sense organs	4 Hrs T= 2 P= 2	Describe the anatomical position, size, shape and structure of various sensory organs. List the abnormalities related to the sense organs.	Eye Ear Nose & tongue Skin	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes

Physiology

Placement : First Year

Theory – 60 hours

(Class 50+ Lab 10 hours)

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I Cell Physiology	T=2	Describe the physiology of cell, tissues membranes and glands	Tissue-- formation and repair. Membranes and glands functions Alteration in disease Application in nursing	Lecture discussion	Short answer questions Objective type
II Blood	6Hrs T=4 P=2	Describe the physiology of blood. Demonstrate blood, cell count, coagulation, and grouping, Hb.	Composition and functions of blood. Classification of blood cells Blood groups, blood coagulation. Hemoglobin: Structure, synthesis and breakdown, variations of molecules, estimation,	Lecture discussion Explain using charts and films Demonstration of blood cell counts, coagulation, grouping, and Hemoglobin estimation. Journal	Long answer and Short answer questions Objective type
III Lymphatic & immunological system.	T=2	Describe the physiology of Lymphatic & immunological system.	Circulation of lymph. Immunity. Formation of T cells & B Cells. Types of immune response. Antigens Cytokines Antibodies,	Lecture discussion Explain using charts, and films	Short & Long Answer questions Objective type

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
IV Muscular System	4Hrs T=3 P=1	Describe the neuro muscular transmission, and demonstrate muscle contraction and tone	Neuro muscular transmission. Stimulus and nerve impulse definitions and mechanisms. Physiology of muscle contraction. Alterations in disease.	Lecture discussion Explain using charts, models, slides, specimen and films Demonstration of muscle tone and contraction Journal	Short answer questions Objective type
V The Respiratory System	6Hrs T =4 P=2	Describe the Physiology and Mechanism of Respiration Demonstrate Spirometry.	Functions of Respiratory organs. Physiology of Respiration. Pulmonary ventilation, Volume Mechanics of respiration. Gaseous exchange in lungs. Carriage of Oxygen and carbon dioxide. Exchange of gases in tissues. Regulation of respiration. Alterations in disease.	Lecture discussion Explain using charts and films Demonstration in spirometry. Journal.	Long answer and Short answer questions Objective type
VI The Digestive System	T =5	Describe Physiology of Digestive system. Demonstrates BMR.	Functions of organs of digestive tract. Movements of alimentary tract. Digestion in Mouth, stomach, small intestine, large intestine. Absorption of food. Functions of liver, Gall bladder & pancreas	Lecture discussion Explain using charts and films Demonstration of BMR. Journal.	Long answers And Short Answer questions. Objective type

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
VII Circulatory System	6Hrs T=4 P=2	Describe the functions of heart. Demonstrates B.P and pulse monitoring	Functions of heart, conduction, cardiac cycle, circulation-- Principles, control, factors influencing B.P and pulse Alterations in disease.	Lecture discussion Explain using charts and films Demonstrates measurement of pulse and B.P., Journal.	Long answer and Short answer questions Objective type
VIII_ The Excretory System.	T=5	Describe the Physiology of excretory system	Functions of kidneys, ureters , urinary bladder and urethra. Composition of urine. Mechanism of Urine formation. Structure & Functions of skin. Regulation of body temperature. Fluid and electrolyte balance. Alteration in disease.	Lecture discussion Explain using charts and films	Long answer And Short Answer questions Objective type
IX_ The Reproductive System	T=5	Describe the Physiology of Male & Female Reproductive System.	Spermatogenesis Oogenesis. Function of Female Reproductive Organ. Function of Breast, Placenta, Ovaries. Female sexual cycle. Introduction to Embryology. Functions of the Male Reproductive Organs, Male function in reproduction, Male fertility system. Alteration in disease.	Lecture discussion Explain using charts, Models, specimen and films	Short answer Questions Objective type

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
X_ The Endocrine System.	T=5	Describe the physiology of Endocrine Glands.	<ul style="list-style-type: none"> • Functions of pituitary ,thymus, thyroid, Parathyroid (Calcium Metabolism) Pancreas, Supra renal Glands. • Alteration in disease 	<ul style="list-style-type: none"> • Lecture discussion Explain Using charts And Films 	Short answer questions. Objective type.
XI Nervous System	8Hrs T=7 P=1	Describe the physiology of reflexes, brain, cranial and spinal nerves. Demonstrate reflex action .	<ul style="list-style-type: none"> •Functions of neurologia and neurons •Functions of brain, spinal cord, and cranial and spinal nerves. •Cerebrospinal fluid---composition, circulation and function. •Reflex arc, reflex action and reflexes Muscle tone and posture •Autonomic functions ---Pain: somatic, visceral and referred •Autonomic learning and biofeedback • Alterations in disease 	Lecture discussion Explain using charts, models, and films Demonstrates nerve stimulus, reflex action, and reflexes.	Short answer questions Objective type
XII_ The Sensory Organs.	6Hrs T=4 P=2	Describe the physiology of sensory organs.	<ul style="list-style-type: none"> • Functions of skin, eye, ear, nose & tongue. • Alterations in disease 	Lecture discussion Explain using charts and film	Short answer questions. Objective type

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Evaluation Scheme

Subject Anatomy & Physiology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

Internal Assessment:

Theory:	15 Marks
Assignment (Writing Journal):	10 Marks
Total:	25 Marks

(Out of 25 Marks to be send to the University)

	Anatomy	Physiology	Total Marks	Average out of
Mid-Term	25	25	50	--
Prelim	37	38	75	--
Total	--	--	125	15
Assignment (Writing Journal)	25	25	50	10
Total	--	--	--	25 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks and 50 Marks from Assignment (Writing Journal) to be converted into 10 Marks)

External Assessment: **75 Marks**
(University Examination)

Section A: Anatomy:	37 Marks
Section B: Physiology:	38 Marks
Total:	75 Marks

GUIDE LINE FOR JOURNAL

ANATOMY

	Topics
1	Abdominal Region
2	The Cell
3	The Tissues – Epithelial, muscular, nervous and connective
4	Bones of appendicular skeleton – Scapula, humerus, radius, ulna
5	Bones of the axial skeleton – Hip, Femur, ankle and foot
6	The Joints
7	Principal Muscles – Deltoid, Biceps, triceps, respiratory, abdominal and gluteal
8	Respiratory System – Tracheo-broncheal tree, lungs
9	Digestive System – Stomach, Biliary tract, Pancreas, Liver (microscopic) Large intestine.
10	Circulatory System – Structure of heart, aorta and its branches, venous branches, lymph node.
11	Urinary System – gross and microscopic structure of kidney, KUB
12	Reproductive Male – testes with spermatic cord Female – uterus and its support
13	Endocrine system – Pituitary gland
14	Nervous system – Brain, ventricles, areas of cerebrum
15	Sense organs – Skin, Eye, Ear.

EVALUATION CRITERIA FOR JOURNAL: 25 marks

SN	Item	Maximum Marks	Mark allotted
1	Description <ul style="list-style-type: none">• Organization• Adequacy of content• Related	4 5 4	
2	Illustration <ul style="list-style-type: none">• Adequacy• Neatness• Presentation	4 4 4	

GUIDE LINE FOR JOURNAL

PHYSIOLOGY

SN	Topics
1	Properties of cardiac and skeletal Muscles
2	Reflex arc
3	Blood – Bleeding time, clotting time, Hb estimation, Blood Group, RBC, WBC
4	Heart Sound
5	Cardiac Cycle
6	Action Potentials, ECG
7	Spirometry
8	BMR
9	Menstrual Cycle
10	Cranial Nerves

EVALUATION CRITERIA FOR JOURNAL: 25 marks

SN	Item	Maximum Marks	Mark allotted
1	Description		
	• Organization	4	
	• Adequacy of content	5	
	• Related	4	
2	Illustration		
	• Adequacy	4	
	• Neatness	4	
	• Presentation	4	



NUTRITION & BIOCHEMISTRY

Nutrition

Placement: First Year

Theory 60-hours
(Class 45 + lab 15)

Course Description: The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

Specific objectives: At the end of the course the students will be able to

1. To Understand the concept of nutrition & health.
2. Understand different types of nutrients, their importance, sources, functions and problems due to deficiency.
3. To plan balanced diet for individuals and groups.
4. Plan menu efficiently.
5. Explain methods of effective cooking and food preservation.
6. Apply the principles of food preparation in the practical field effectively

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
I	T=4	<ul style="list-style-type: none">• Describe the relationship between nutrition & Health.	<p>Introduction</p> <ul style="list-style-type: none">• Nutrition:<ul style="list-style-type: none">□ History□ Concepts• Role of nutrition in maintaining health• Nutritional problems in India• National nutritional policy• Factors affecting food & nutrition : socio-economic, cultural, tradition, production, system of distribution, life style & food habits etc• Role of food & its medicinal value• Classification of foods• Food standards• Elements of nutrition: macro and micro• Calorie, BMR	<ul style="list-style-type: none">• Lecture• Discussion• Explaining using charts• Panel Discussion	<ul style="list-style-type: none">• Short answers• Objective type

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
II	T=2	<ul style="list-style-type: none"> Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates 	Carbohydrates <ul style="list-style-type: none"> Classification Caloric value Recommended daily allowances Dietary sources. Functions Digestion, absorption and storage, metabolism of carbohydrates Malnutrition: Deficiencies and Over consumption 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
III	T=2	<ul style="list-style-type: none"> Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats. 	FATS <ul style="list-style-type: none"> Classification Caloric value Recommended daily allowances Dietary sources. Functions Digestion, absorption and storage, metabolism * Malnutrition: Deficiencies and Over consumption 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
IV	T=4	<ul style="list-style-type: none"> Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins. 	Proteins <ul style="list-style-type: none"> Classification Caloric value Recommended daily allowances Dietary sources. Functions Digestion, absorption and storage, metabolism of carbohydrates * Malnutrition: Deficiencies and Over consumption 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
V	T=4	<ul style="list-style-type: none"> Describe the classification, functions, sources and 	Energy <ul style="list-style-type: none"> Unit of Energy -Kcal Energy requirements of different categories of 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts Exercise Demonstration 	<ul style="list-style-type: none"> Short answers Objective type

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
		recommended daily allowances (RDA) of Energy.	<p>people.</p> <ul style="list-style-type: none"> • Measurements of energy • Body Mass Index (BMI) and basic metabolism • Basal Metabolic Rate (BMR) - determination and factors affecting 		
VI	T=4	*Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins.	<p>Vitamins</p> <ul style="list-style-type: none"> • Classification • Recommended daily allowances • Dietary sources. • Functions • Absorption, synthesis, metabolism storage & excretion • Deficiencies • Hypervitaminosis 	<ul style="list-style-type: none"> • Lecture • Discussion • Explaining using charts 	<ul style="list-style-type: none"> • Short answers • Objective type
VII	T=4	Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals.	<p>Minerals</p> <ul style="list-style-type: none"> • Classification • Recommended daily allowances • Dietary sources. • Functions • Absorption, synthesis, metabolism storage & excretion • Deficiencies • Over consumption and toxicity 	<ul style="list-style-type: none"> • Lecture • Discussion • Explaining using charts 	<ul style="list-style-type: none"> • Short answers • Objective type
VIII	T=3	Describe the sources, functions and requirements of water & electrolytes	<p>Water & electrolytes</p> <ul style="list-style-type: none"> • Water: Daily requirements, regulation of water metabolism, distribution of body water, • Electrolytes: Types, sources, composition of body fluids. • Maintenance of 	<ul style="list-style-type: none"> • Lecture • Discussion • Explaining Using charts 	<ul style="list-style-type: none"> • Short answers • Objective type

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
			fluid & electrolyte balance <ul style="list-style-type: none"> • Over hydration, dehydration and water intoxication • Electrolyte imbalances 		
IX	10 Hrs T=5 P=5	*Describe the Cookery rules and preservation of nutrients * Prepare & serve simple beverages & different types of foods	Cookery rules and preservation of nutrients <ul style="list-style-type: none"> • Principles, methods of cooking and serving □ Preservation of nutrients • Safe food handling – toxicity • Storage of food • Food preservation, food additives and its principles • Prevention of food adulteration Act(PFA) • Food standards 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session 	<ul style="list-style-type: none"> • Short answers • Objective type • Assessment practice sessions
X	10 Hrs T=0 P=10	<ul style="list-style-type: none"> • Describe and plan balanced diet for different categories of people 	Balance diet <ul style="list-style-type: none"> • Elements • Food groups • Recommended Daily Allowance • Nutritive value of foods • Calculation of balanced diet for different categories of people • Factors influencing food selection, marketing and budgeting for various cultural and socioeconomic group • Planning menu • Introduction to 	<ul style="list-style-type: none"> • Lecture • Discussion • Explaining using charts • Practice session • Meal Planning 	<ul style="list-style-type: none"> • Short answers • Objective type • Exercise on menu planning

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
			therapeutic diets: Naturopathy-Diet <ul style="list-style-type: none"> • Demonstration: Fluid diet, Egg flip, Soup, barley water, whey water Soft diet: custard, Caramel custard, kanji, jelly Semisolid diet: Khichadi, mashed potatoes, kheer 		
XI	T=4	<ul style="list-style-type: none"> • Describe various national programmes related to nutrition • Describe the role of nurse in assessment of nutritional status & nutrition education 	Role of nurse in nutritional Programmes <ul style="list-style-type: none"> • National programmes related to nutrition • Vitamin A deficiency programme • National iodine deficiency disorders (IDD) programme • Mid-Day meal programme • Integrated child development scheme (ICDS) • National and International agencies working towards food/nutrition • NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology & research institute) etc. • Assessment of nutritional status • Nutrition education and role of nurse 	<ul style="list-style-type: none"> • Lecture Discussion • Explaining with • Slide/film shows • Demonstration of Assessment of nutritional status 	<ul style="list-style-type: none"> • Short answers • Objective type

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- 2) Dr. M. Swaminathan, *Handbook of Food and Nutrition*, The Bangalore printing and publishing Co. Ltd. (Bangalore press) 2004.

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Biochemistry

Placement: First Year

Theory – 30 hours

Course Description: The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

Specific objectives: at the end of the course the students will be able to:

- 1) To understand normal biochemistry of human body
- 2) To understand biochemical changes occurring in illness
- 3) To assist with simple biochemical test, interpret the results and draw inference.

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment methods
I	3	<ul style="list-style-type: none"> • Describe the structure Composition and functions of cell • Differentiate between Prokaryote and Eukaryote cell • Identify techniques of Microscopy 	Introduction <ul style="list-style-type: none"> • Definition and significance in nursing. • Review of structure, Composition and functions of cell. • Prokaryote and Eukaryote cell organization • Microscopy 	<ul style="list-style-type: none"> • Lecture discussion using charts, slides • Demonstrate use of microscope 	<ul style="list-style-type: none"> • Short answer questions • Objective type.
II	6	<ul style="list-style-type: none"> • Describe the Structure and functions of Cell membrane 	Structure and functions of Cell membrane <ul style="list-style-type: none"> • Fluid mosaic model tight junction, Cytoskeleton • Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump. • Acid base balance-maintenance & diagnostic tests. <ul style="list-style-type: none"> ○ PH buffers 	<ul style="list-style-type: none"> • Lecture Discussion 	<ul style="list-style-type: none"> • Short answer questions • Objective type.
III	6	<ul style="list-style-type: none"> • Explain the metabolism of carbohydrates 	Composition and metabolism of carbohydrates <ul style="list-style-type: none"> • Types, structures, composition and uses. <ul style="list-style-type: none"> ○ Monosaccharides , Disaccharides, 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of blood glucose monitoring 	<ul style="list-style-type: none"> • Short answer questions • Objective type.

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment methods
			Polysaccharides, Oligosaccharides <ul style="list-style-type: none"> • Metabolism <ul style="list-style-type: none"> ○ Pathways of glucose : <ul style="list-style-type: none"> - Glycolysis - Gluconeogenesis : Cori's cycle, Tricarboxylic acid (TCA) cycle - Glycogenolysis - Pentose phosphate pathways (Hexose mono phosphate) ○ Regulation of blood glucose level Investigations and their interpretations.		
IV	4	<ul style="list-style-type: none"> • Explain the metabolism of Lipids 	Composition and metabolism of Lipids <ul style="list-style-type: none"> • Types, structure, composition and uses of fatty acids <ul style="list-style-type: none"> ○ Nomenclature, Roles and Prostaglandins • Metabolism of fatty acid <ul style="list-style-type: none"> ○ Breakdown ○ Synthesis • Metabolism of triacylglycerols • Cholesterol metabolism <ul style="list-style-type: none"> ○ Biosynthesis and its Regulation <ul style="list-style-type: none"> - Bile salts and bilirubin - Vitamin D - Steroid hormones • Lipoproteins and their functions : <ul style="list-style-type: none"> ○ VLDLs- IDLs, LDLs and HDLs ○ Transport of lipids ○ Atherosclerosis Investigations and their interpretations. 	<ul style="list-style-type: none"> • Lecture Discussion using charts • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Short answer questions • Objective type.
V	6	<ul style="list-style-type: none"> • Explain the metabolism of Lipids 	Composition and metabolism of Amino acids and Proteins <ul style="list-style-type: none"> • Types, structure, composition and uses of Amino acids and Proteins • Metabolism of Amino acids and Proteins <ul style="list-style-type: none"> ○ Protein synthesis, targeting and glycosylation ○ Chromatography ○ Electrophoresis ○ Sequencing 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of blood glucose monitoring 	<ul style="list-style-type: none"> • Short answer questions • Objective type.

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> • Metabolism of Nitrogen <ul style="list-style-type: none"> ○ Fixation and Assimilation ○ Urea Cycle ○ Hemes and chlorophylls • Enzymes and co-enzymes <ul style="list-style-type: none"> ○ Classification ○ Properties ○ Kinetics and inhibition ○ Control Investigations and their interpretations.		
VI	2	<ul style="list-style-type: none"> • Describe types, composition and utilization of Vitamins & minerals 	Composition of Vitamins and minerals <ul style="list-style-type: none"> • Vitamins and minerals: <ul style="list-style-type: none"> ○ Structure ○ Classification ○ Properties ○ Absorption ○ Storage & transportation ○ Normal concentration Investigations and their interpretations	<ul style="list-style-type: none"> • Lecture Discussion using charts • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Short answer questions • Objective type.
VII	3	<ul style="list-style-type: none"> • Describe Immunology 	Immunochemistry <ul style="list-style-type: none"> • Immune response, • Structure and classification of immunoglobins • Mechanism of antibody production. • Antigens: HLA typing. • Free radical and Antioxidants. • Specialised Protein : Collagen, Elastin, Keratin, Myosin, Lens Protein. • Electrophoretic and Quantitative determination of immunoglobins - ELISA etc. Investigation and their interpretations.	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Short answer questions • Objective type.

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2. Deb A.C.: Concepts of biochemistry (Theory & Practical) 1st edition, books & allied (P) Ltd. Publisher, Kolkata, 1999.
3. Deb. A.C. Fundamentals of biochemistry of biochemistry: 1st edition New central book Ag (P) Ltd., 2004.
4. Jacob Anthikad, Biochemistry for nurses; 2nd edition, Jaypee; 2001..
5. Gupta. R.C., Multiple choice questions in Biochemistry, 2nd edition, Jaypee, 2004.

Evaluation Scheme:

Subject Nutrition and Biochemistry	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

Internal Assessment:

Theory:	15 Marks
Laboratory (Practicum):	10 Marks
Total:	25 Marks

(Out of 25 Marks to be send to the University)

Theory Examination:				15 Marks
	Nutrition	Biochemistry	Total Marks	Average out of
Mid-Term	35	15	50	--
Prelim	45	30	75	--
		Total	125	15

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Laboratory (Practicum):			10 Marks
Subject	Internal Exam Out of	Average Out of	
Nutrition	25	05	
Biochemistry	25	05	
Total	50	10	

Details as follows:

Evaluation Criteria for Nutrition (Practicum): 05 Marks		
Sr. No.	Items	Marks
1	Selection of menu for specific group	05
2	Calculation of relative requirement	10
3	Presentation and recording	10
Total		25

(25 Marks from Nutrition Practicum to be converted into 05 Marks)

Evaluation Criteria for Biochemistry (Journal): 05 Marks

Sr. No	Items	Marks
1	Investigations related to altered CHO metabolism	05
2	Investigations related to altered protein metabolism	05
3	Investigations related to altered lipid metabolism	05
4	Investigations related to altered vitamins and minerals	05
5	Investigations related to altered immunochemistry	05
Total		25

(25 Marks from Biochemistry Practicum to be converted into 05 Marks)

External Assessment: 75 Marks
(University examination)

Section A: Nutrition:	45 marks
Section B: Biochemistry:	30 marks
Total:	75 Marks



NURSING FOUNDATIONS

Placement: First year

Theory 265 hrs
Practical- 650hrs
(200 lab and 450 Clinical)

Course Description : This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various supervised clinical settings. It is aimed at helping the students to acquire the knowledge, understanding and skills in techniques of nursing and practice them in supervised clinical setting.

COURSE OBJECTIVEE : At the end of the course students will be able to develop:

- 1) Knowledge on concept of health, health-illness continuum and health care delivery system.
- 2) Knowledge on scope of nursing practice.
- 3) Knowledge on concept, theories and models of nursing practice.
- 4) Desirable attitude to ethics and professional conduct.
- 5) Skill in communicating effectively with patients and families and team members to maintain effective human relations.
- 6) Skill in health assessment and monitoring of patients.
- 7) Skill in carrying out basic nursing care procedures.
- 8) Skill in caring for patients with alterations in body functions.
- 9) Skill in applying steps of nursing process in the care of clients in the hospital and community.
- 10) Skill in applying scientific principles while performing nursing care.
- 11) Skill in documentation.
- 12) Skill in meeting basic psychosocial needs of the clients.
- 13) Knowledge on principles and techniques of infection control.
- 14) Confidence and competence in caring of terminally ill patients.

Theory Hours : 265

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> Describe the concept of health, illness and health care agencies 	<p>Introduction</p> <ul style="list-style-type: none"> Concept of Health : Health illness continuum Factors influencing health Causes and risk factors for Developing illness. Body defenses: Immunity and immunization Illness and illness Behavior Impact of illness on patient and family Health care services: Health Promotion and Prevention, Primary care , Diagnosis, Treatment, Rehabilitation and Continuing care Health care teams Types of health care agencies: Hospitals: Types, Organization and Functions Health Promotion and levels of disease Prevention Primary health care and its delivery: role of Nurse 	<ul style="list-style-type: none"> Lecture discussion Visit to health care agencies 	<ul style="list-style-type: none"> Essay type Short answers Objective type
II	20	<ul style="list-style-type: none"> Explain concept and scope of nursing Describe values, code of ethics and professional conduct for nurses in India 	<p>Nursing as a profession</p> <ul style="list-style-type: none"> Definition and Characteristics of a profession Nursing :- <ul style="list-style-type: none"> Definition , Concepts, philosophy , objectives Characteristics, nature and scope of nursing practice Functions of nurse Qualities of a nurse 	<ul style="list-style-type: none"> Lecture discussion Case discussion Role plays 	<ul style="list-style-type: none"> Essay type Short answers Objective type

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Categories of nursing personnel ○ Nursing as a profession ○ History of Nursing in India ● Values : Definition, Types, Values Clarification and values in professional Nursing : Caring and Advocacy ● Ethics : <ul style="list-style-type: none"> ○ Definition and Ethical Principal ○ Code of ethics and professional conduct for nurses ○ Consumer rights ○ Patients Bill of rights 		
III	4	<ul style="list-style-type: none"> ● Explain the admission and discharge procedure ● Performs admission and discharge procedure 	<p>Hospital admission and discharge</p> <ul style="list-style-type: none"> ● Admission to the hospital <ul style="list-style-type: none"> ○ Unit and its preparation admission bed ○ Admission procedure ○ Special considerations ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ● Discharge from the hospital <ul style="list-style-type: none"> ○ Types: Planned discharge, LAMA and abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Special considerations ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after 	<ul style="list-style-type: none"> ● Lecture discussion ● Demonstration ● Lab Practice ● Supervise clinical practice 	<ul style="list-style-type: none"> ● Essay type ● Short answers ● Objective type ● Assess skills with check list ● Clinical practical examination.

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			discharge		
IV	12	<ul style="list-style-type: none"> Communicate effectively with patient, families and team members and maintain effective human relations (professional image) Appreciate the importance of patient teaching in nursing 	<p>Communication and Nurse patient relationship</p> <ul style="list-style-type: none"> Communication : Levels , Elements, Types, Modes, Process, Factors influencing Communication <ul style="list-style-type: none"> Methods of effective Communication <ul style="list-style-type: none"> Attending skills Rapport building skills Empathy skills Barriers to effective communication Helping Relationships (NPR): Dimensions of ? Helping Relationships, Phases of a helping relationship Communication effectively with patient, families and team members and maintain effective human relations with special reference to communication with vulnerable group (children ,women physically and mentally challenged and elderly) Patient Teaching : Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing process 	<ul style="list-style-type: none"> Lecture discussion Role play and video film on the nurses interacting with the patient Practice session on patient teaching Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type
V	20	<ul style="list-style-type: none"> Explain the concept, uses, format and steps of nursing process Documents nursing process as per the format 	<p>The Nursing Process</p> <ul style="list-style-type: none"> Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> Critical Thinking: Thinking and Learning. Competencies , Attitudes for critical Thinking , Levels of critical thinking in Nursing 		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Nursing Process Overview: Application in Practice <ul style="list-style-type: none"> ○ Nursing process format : INC current format ○ Assessment <ul style="list-style-type: none"> - Collection of Data: Types, Sources, Methods - Formulating Nursing judgment : Data interpretation ○ Nursing diagnosis <ul style="list-style-type: none"> - Identification of client problems ‘ - Nursing diagnosis statement - Difference between medical and nursing diagnosis ○ Planning <ul style="list-style-type: none"> - Establishing Priorities <ul style="list-style-type: none"> - Establishing Goals and Expected Outcomes, - Selection of interventions: Protocols and standing Orders - Writing the Nursing Care Plan ○ Implementation <ul style="list-style-type: none"> - Implementing the plan of care ○ Evaluation <ul style="list-style-type: none"> - Outcome of care - Review and Modify ○ Documentation and Reporting 		
VI	4	<ul style="list-style-type: none"> • Describe the purposes, types and techniques of recording and reporting 	Documentation and Reporting <ul style="list-style-type: none"> • Documentation : Purpose of Recording and reporting • Communication within the Health Care Team, • Types of records; ward records, medical/nursing 	<ul style="list-style-type: none"> •Lecture discussion •Demonstration •Practice Session •Supervised clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> records, • Common Record-keeping forms, Computerized documentation • Guidelines for Reporting: Factual basis, Accuracy, completeness , Organization, confidentiality • Methods of recording • Reporting: Change –of shift reports, Incident reports • Minimizing legal Liability through effective record keeping 		
VII	15	<ul style="list-style-type: none"> • Describe principles and techniques of monitoring and maintaining vital signs • Monitor and maintain vital signs 	<p>Vital signs</p> <ul style="list-style-type: none"> • Guidelines for taking vital signs: • Body temperature: <ul style="list-style-type: none"> • Physiology ,Regulation Factors affecting body temperature, • Assessment of body temperature: sites, equipments and techniques, special considerations • Temperature alterations: Hyperthermia, Heatstroke, Hypothermia • Hot and cold applications • Pulse: <ul style="list-style-type: none"> ○ Physiology and regulation, Characteristics of the pulse, Factors affecting pulse ○ Assessment of pulse : Sites, location , equipments and technique, special considerations 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice Session • Supervised clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assess with check list Clinical practical examination

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Alterations in pulse: ● Respiration: ○ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, factors affecting respiration ○ Assessment of respirations: technique, special considerations ○ Alterations in respiration ● Blood pressure: ○ Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure. ○ Assessment of blood pressure: sites, equipments and technique, special considerations ○ Alterations in blood pressure ● Recording of vital signs 		
VIII	25	<ul style="list-style-type: none"> ● Describe purpose and process of health assessment ● Describe the health assessment of each body system ● Perform health assessment of each body system 	<p>Health assessment</p> <ul style="list-style-type: none"> ● Purposes ● Process of Health assessment ○ Health history ○ Physical examination: <ul style="list-style-type: none"> - Methods-Inspection, palpation ,Percussion, Auscultation Olfaction - Preparation for examination : Patient and unit - General assessment - Assessment of each body system - Recording of health assessment 	<ul style="list-style-type: none"> ●Lecture discussion ●Demonstration ●Practice Session ●Supervised Clinical practice 	<ul style="list-style-type: none"> ● Essay type ●Short answers ●Objective type
IX	5	<ul style="list-style-type: none"> ● Identifies the various machinery 	<p>Machinery ,Equipment and linen</p> <ul style="list-style-type: none"> ● Types: Disposables and 	<ul style="list-style-type: none"> ●Lecture discussion ●Demonstration 	<ul style="list-style-type: none"> ●Essay type ●Short

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		equipment and linen and their care	Re-usables-Linen, rubber goods, glass ware, metal , plastics, furniture, machinery <ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> ○ Indent ○ Maintenance ○ Inventory 		answers <ul style="list-style-type: none"> ●Objective type
X	55	<ul style="list-style-type: none"> ●Describe the basic, physiological and psychosocial needs of patient ●Describe the principles and techniques for meeting basic, Psychosocial and Psychosocial needs of patient ●Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient 	Meeting needs of patient <ul style="list-style-type: none"> ● Basic needs (Activities of daily living) <ul style="list-style-type: none"> - Maslow’s hierarchy of Needs ○ Providing safe and clean Environment: <ul style="list-style-type: none"> - Physical-environment: Temperature, Humidity, Noise, Ventilation, light, Odor, pests control - Reduction of Physical hazards: fire, accidents - Safety devices: Restraints, side rails, airways, trapez etc. - Role of nurse in providing safe and clean environment ○ Hygiene: <ul style="list-style-type: none"> - Factors Influencing Hygienic Practice - Hygienic care : Care of the Skin- Bath and pressure points, feet and nail, Oral cavity, Hair care , Eyes, Ears and Nose <ul style="list-style-type: none"> ▪ Assessment , Principles Types, Equipments, Procedure, Special Considerations - Patient environment: Room Equipment and lines, making patient beds 	<ul style="list-style-type: none"> ●Lecture discussion ●Demonstration ●Practice sessions ●Supervise ●Clinical practice 	<ul style="list-style-type: none"> ● Essay type ● Short answers ● Objective type ● Assess with check list and clinical practical examination

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ▪ Types of beds and bed making ○ Comfort: <ul style="list-style-type: none"> - Factors Influencing Comfort - Comfort devices •Physiological needs: <ul style="list-style-type: none"> ○ Sleep and Rest: <ul style="list-style-type: none"> - Physiology of sleep - Factors affecting sleep - Promoting Rest and sleep - Sleep Disorders ○ Nutrition: <ul style="list-style-type: none"> - Importance - Factors affecting nutritional needs - Assessment of nutritional needs: Variables - Meeting Nutritional needs: Principals, equipment procedure and special considerations ▪ Oral ▪ Enteral: Naso/Oro-gastric, gastrostomy ○ Urinary Elimination <ul style="list-style-type: none"> - Review of Physiology of Urine Elimination , Composition and characteristics of urine - Factors Influencing Urination - Alteration in Urinary Elimination - Types and Collection of urine specimen: Observation, urine testing - Facilitation urine elimination: assessment, types, equipments, 		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>procedures and special considerations</p> <ul style="list-style-type: none"> ▪ Providing urinal/bed pan ▪ Condom drainage ▪ Perineal care <p>Bowel Elimination</p> <ul style="list-style-type: none"> - Review of Physiology of Bowel elimination , composition and characteristics of feces - Factors affecting Bowel elimination - Alteration in Bowel elimination - Type and Collection of specimen of feces: <p>Observation</p> <ul style="list-style-type: none"> - Facilitation bowel elimination: assessment, equipments procedures and special considerations <ul style="list-style-type: none"> ▪ Passing of Flatus tube ▪ Enemas ▪ Suppository ▪ Sitz bath ▪ Bowel wash <p>Mobility and Immobility</p> <ul style="list-style-type: none"> - Principles of Body Mechanics - Maintenance of normal body Alignment and mobility - Factors affecting body Alignment and mobility - Hazards associated with immobility - Alteration in body Alignment and Mobility - Nursing 		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>interventions for impaired Body Alignment and Mobility: Assessment, types, devices used method and special considerations. Rehabilitation aspects</p> <ul style="list-style-type: none"> ▪ Range of motion exercises ▪ Maintaining body alignment : Positions ▪ Moving ▪ Lifting ▪ Transferring ▪ Walking ▪ Restraints <p>○ Oxygenation</p> <ul style="list-style-type: none"> - Review of Cardiovascular and respiratory Physiology - Factors Affecting Oxygenation - Alteration in oxygenation - Nursing Intervention in oxygenation: assessment, types, equipment used, procedure and special considerations ▪ Maintenance of patent airway ▪ Oxygen administration ▪ Inhalations : Dry and moist ▪ Chest Physiotherapy and postural drainage ▪ Pulse oximetry ▪ CPR-Basic life support <p>○ Fluid, Electrolyte, and Acid Base Balances</p> <ul style="list-style-type: none"> - Review of Physiological Regulation of Fluid, electrolyte, and Acid 		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Base Balance</p> <ul style="list-style-type: none"> - Factors Affecting Fluid Electrolyte, and Acid Base Balance - Nursing intervention in Fluid, Electrolyte and Acid - Base Imbalances : assessment, procedure and special considerations <ul style="list-style-type: none"> ▪ Measuring fluid intake and output ▪ Correcting Fluid Electrolyte imbalance : • Psychosocial Needs ○ Concepts of Cultural Diversity, Stress and adaptation, Self- Health, Coping with loss, death & grieving ○ Assessment of psychosocial needs ○ Nursing intervention for Psychosocial needs <ul style="list-style-type: none"> - Assist with coping and adaptation - creating therapeutic environment ○ Recreational and diversional therapies 		
XI	20	Describe principles and techniques for infection control and biomedical waste management in supervised Clinical setting	<p>Infection control in Clinical setting</p> <ul style="list-style-type: none"> • Infection control ○ Nature of infection ○ Chain of infection transmission ○ Defenses against infection : natural and acquired ○ Hospital acquired infection (Nosocomial infection) • Concept of asepsis: medical asepsis and surgical asepsis • Isolation precautions (Barrier nursing) ○ Hand washing: simple, 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>hand antisepsis and surgical antisepsis (scrub)</p> <ul style="list-style-type: none"> ○ Isolation: source and protective ○ Personal protecting equipments: types, uses and technique of wearing and removing ○ Decontamination of equipment and unit ○ Transportation of infected patients ○ Standard safety precautions(Universal precautions) ○ Transmission based precautions 		
XII	25	<ul style="list-style-type: none"> • Explain the principles, routes, effects of administration of medications • Calculate conversions of drugs and dosages within and between systems of measurements • Administer drugs by the following routes-oral, inhalation 	<p>Administration of Medications</p> <ul style="list-style-type: none"> • General Principles/Consideration <ul style="list-style-type: none"> ○ Purposes of Medication ○ Principles: 5 rights, Special considerations, Prescription Safety in administering Medications and Medication errors ○ Drug forms ○ Routes of administration ○ Storage and maintenance of drugs and Nurses responsibility ○ Broad classification of drugs ○ Therapeutic Effect, Side Effects, Toxic effects Idiosyncratic Reactions, Drug Tolerance, Drug Interactions, ○ Factors Influencing drug Actions, ○ Systems of Drug Measurement: Metric system, Apothecary system, Household Measurements, Solutions. ○ Converting 	<ul style="list-style-type: none"> • Lecture • discussion • Demonstration • Practice session • Supervised • Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assess with check list and clinical practical examination

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Measurements Units: conversion within one system, conversion between systems, Dosage Calculation.</p> <ul style="list-style-type: none"> ○ Terminologies and abbreviations used in prescriptions of medication ● Oral Drugs Administration: Oral , sublingual and Buccal : Equipment, procedure ● Topical Administration : Purposes, site equipment procedure special considerations for <ul style="list-style-type: none"> ○ Application to Skin ○ Application to mucous membrane ● Direct application of liquids – Gargle and swabbing the throat ● Insertion of Drug into body cavity: Suppository / medicated packing in rectum / vagina ● Inhalation : Nasal, oral, endo tracheal / tracheal (steam oxygen and medications) purposes, types, equipment procedure, special considerations ○ Recording and reporting of medications administered 		
XIII	10	<ul style="list-style-type: none"> ● Prepare post operative unit ● Apply Bandages Slings. ● Apply heat and cold 	<ul style="list-style-type: none"> ○ Recovery Unit ○ Post operative unit ○ Postoperative care surgical asepsis ○ Application of Bandages, Binders, Splints, Slings ○ Heat and cold Therapy 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration 	
XIV	15	<ul style="list-style-type: none"> ● Explain care of patients 	Meeting special needs of the patient	<ul style="list-style-type: none"> ● Lecture ● Discussion 	

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		having alterations in body functioning	<ul style="list-style-type: none"> • Care of patients having alteration in <ul style="list-style-type: none"> ○ Temperature (hyper and hypothermia) : Types, Assessment, Management ○ Sensorium (Unconsciousness) : assessment, Management ○ Urinary Elimination (retention and unconsciousness)Assessment , Management ○ Functioning of sensory organs: (visual & hearing impairment) ○ assessment of self- Care ability ○ communication Methods and special considerations ○ Mobility (physical challenged, cast) assessment of self-care ability: Communication Methods and special considerations ○ Mental state (mentally challenged) , assessment of Self-Care ability; ○ Communication Methods and special considerations ○ Respiration (distress);Types, Assessment, Management ○ Comfort-(pain)-Nature, Types, Factors influencing pain, coping ,Assessment; Management 	Demonstration	
XV	10	<ul style="list-style-type: none"> • Explain care of terminally ill patient 	Care of Terminally ill patient <ul style="list-style-type: none"> ○ Concepts of Loss, Grief grieving process ○ Signs of clinical death ○ Care of dying patient; 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrations • Case discussion/Role 	<ul style="list-style-type: none"> • Essay type • Short Answers

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>special considerations</p> <ul style="list-style-type: none"> -Advance directives: euthanasia will dying declaration ,organ donation etc ○ Medico-legal issues ○ Care of dead body: ○ Equipment, procedure and care of unit ○ Autopsy ○ Embalming 	<p>play</p> <ul style="list-style-type: none"> ● Practice session ● Supervised ● Clinical practice 	<ul style="list-style-type: none"> ● Objective type
XVI	10	<ul style="list-style-type: none"> ● Explain the basic concepts of conceptual and theoretical models of nursing 	<p>Professional Nursing concepts and practices</p> <ul style="list-style-type: none"> ● Conceptual and theoretical models of nursing practice: Introduction to models- holistic model, health belief model , health promotion model etc ● Introduction to Theories in Nursing ; Peplau's , Henderson's Orem's , Neumann's Roger's and Roy's ● Linking theories with nursing process ● Complimentary and alternate healing techniques. 	<ul style="list-style-type: none"> ● Lecture Discussion 	<ul style="list-style-type: none"> ● Essay type ● Short Answers

NURSING FOUNDATIONS- PRACTICAL

Placement: First Year

Practical 650hours
(200 lab and 450 clinical)

Course Description: This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in clinical settings.

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
Demonstration Lab General Medical and surgery ward	10	<ul style="list-style-type: none"> Performs admission and discharge procedure 	Hospital admission and discharge (III) <ul style="list-style-type: none"> Admission Prepare Unit for new patient Performs admission procedure New patient Transfer in Prepare patient records Discharge/ Transfer out <ul style="list-style-type: none"> Gives discharge counseling Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers) Prepare records of discharge/ transfer Dismantle, and disinfect unit and equipment after discharge / transfer Perform assessment: <ul style="list-style-type: none"> History taking, Nursing diagnosis, problem list, 	<ul style="list-style-type: none"> Practice in Unit/ hospital 	<ul style="list-style-type: none"> Evaluate with check list Assessment of clinical performance with rating scale Completion of Practical record
	17			<ul style="list-style-type: none"> Write nursing Process records of patient Simulated -1 Actual-1 	

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
			Prioritization, goals & Expected Outcomes, selection of interventions <ul style="list-style-type: none"> • Write Nursing care plan • Gives care as per the plan 		scale
	10	<ul style="list-style-type: none"> • Communicate effectively with patient, families and team members and • Maintain effective human relations 	Communication <ul style="list-style-type: none"> • Use verbal and non verbal communication techniques 	<ul style="list-style-type: none"> • Role – plays in simulated situations on communication 	<ul style="list-style-type: none"> • Asses role plays with the checklist on communication techniques
	20	<ul style="list-style-type: none"> • Prepare patient reports • Presents Reports 	Prepare a plan for patient teaching session Write patient report <ul style="list-style-type: none"> • Change pf shift reports Transfer reports, Incident reports etc. • Presents patient Report 	<ul style="list-style-type: none"> • Write nurses notes and present the patient report of 2-3 assigned patient. 	<ul style="list-style-type: none"> • Assessment of communication techniques by rating scale • Assessment of performance with rating scale
	15	<ul style="list-style-type: none"> • Monitor vital signs 	Vital signs <ul style="list-style-type: none"> • Measure, Records and interpret alterations in body temperature , pulse respiration and blood pressure 	<ul style="list-style-type: none"> • Lab practice • Measure vital signs of assigned patient 	<ul style="list-style-type: none"> • Assessment of each skill with checklist
		<ul style="list-style-type: none"> • Perform health assessment of each body system 	Health assessment <ul style="list-style-type: none"> • Health history taking • Perform assessment: • General • Body systems • Use various methods of 	<ul style="list-style-type: none"> • Measure vital signs of assigned patient 	<ul style="list-style-type: none"> • Assessment of each skill with checklist • Completion of activity record

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
			physical examination <ul style="list-style-type: none"> • Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations 		

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
	10	<ul style="list-style-type: none"> • Provide basic nursing care to patients 	Prepare Patient's unit: <ul style="list-style-type: none"> • Prepare beds: <ul style="list-style-type: none"> ○ Open , closed , Occupied, operation , amputation, ○ Cardiac, fracture, burn, Divided, & Fowlers bed • Pain assessment and provision for comfort 	<ul style="list-style-type: none"> • Practice in lab & hospital • Simulated exercise on CPR manikin 	<ul style="list-style-type: none"> • Assessment of each skill with rating scale • Completion of activity record
	14		Use comfort devices Hygienic care: <ul style="list-style-type: none"> • Oral hygiene: • Baths and care of pressure points • Hair wash, Pediculosis Treatment 		
	7		Feeding : <ul style="list-style-type: none"> • Oral, Enteral, Naso Orogastirc. • Naso-gastric insertion, suction, and irrigation 		
	5		Assisting patient in urinary elimination <ul style="list-style-type: none"> • Provides urinal/ bed pan • Condom drainage • Perineal care • Catheterization • Care of urinary drainage 		
	6		Assisting bowel Elimination: <ul style="list-style-type: none"> • Insertion of flatus tube • Enemas 		

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
	8		<ul style="list-style-type: none"> • Insertion of Suppository • Bowel wash <p>Body Alignment and Mobility:</p> <ul style="list-style-type: none"> ○ Range of motion exercises ○ Positioning: Recumbent, Lateral (rt/lt) , Fowlers, Sims, Lithotomy, Prone, Trendelenburg , position 		
	8		<ul style="list-style-type: none"> ○ Assist patient in Moving, lifting transferring, walking ○ Restraints <p>Oxygen administration</p> <p>Chest physiotherapy and postural drainage</p>		
	5		<p>CPR- Basic life support</p>		
	5		<p>Collect/ assist for collection of specimens for investigations</p> <p>Urine, sputum, faces, vomitus blood and other body fluids</p> <p>Perform lab tests:</p> <ul style="list-style-type: none"> • Urine: Sugar, albumin, acetone • Blood: sugar (with strip/ gluco meter) 		
Field visit	8		<p>Hot and cold applications: local and general sitz bath</p> <p>Communicating and assisting with self care of visually & hearing impaired patients</p>		
Field visit			<p>Communicating and assisting with self care of mentally challenged / disturbed patients</p>		
	1		<p>Recreational and diversional therapies</p>		
	3		<p>Caring of patient with alteration in sensorium</p>		

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
			medicated packing etc. • Inhalations: dry and moist		
	3	• Provide care to dying and dead • Counsel and support relatives	Care of dying patient • Caring and packing of dead body • Counseling and supporting grieving relatives Terminal care of the unit		

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Evaluation Scheme :

Subject Nursing Foundation	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100
Practical & Viva Voce		100	100	200

Details as follows:

Internal Assessment (Theory): 25 Marks
Internal Assessment (Practicum): 100 Marks
 (Out of 125 Marks to be send to the University)

Details as follows:

Internal Assessment (Theory): 25 Marks
 Mid-Term: 50 Marks
 Prelim: 75 Marks
Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

Internal Assessment (Practicum): 100 Marks

Nursing Foundation Practical & Clinical Assignment	Clinical evaluation – 1 (Medical)	100 Marks
	Clinical evaluation – 1 (Surgical)	100 Marks
	Nursing care plan – 2	50 X 2 = 100 Marks
	Procedure evaluation	50 Marks

Internal Practical	Midterm	50 Marks
Examination & Viva voce	Pre - Final Examination	75 Marks
	Total Marks	475 Marks

(475 Marks from practicum to be converted into 100 Marks)

External Assessment:	175 Marks
(University Examination)	
Theory:	075 Marks
Practical & Viva Voce:	100 Marks
Total:	175 Marks

EVALUATION CRITERIA:

PRACTICAL EXAMINATION UNIVERSITY

Total marks 100

INTERNAL EXAMINER : 50

- Procedure evaluation : 30
- Viva voce : 20

EXTERNAL EXAMINER : 50

- Nursing Process : 30
- Viva voce : 20

GUIDELINES FOR CLINICAL / PRACTICAL EXPERIENCE
(FOUNDATIONS OF NURSING)

1] CONTENTS OF NURSING PROCEDUER BOOK

I st year	Date		Signature
	Class room	Ward	
FUNAMENTALS OF NURSING			
A. Comfort Measures :			
1. Bed making			
a. Open bed			
b. Occupied bed			
c. Post-operative bed			
2. Nursing Positions:			
a. Lateral			
b. fowler's			
c. Sims, Recumbent			
3. Changing the position of a helpless patient			
4. Use of comfort devices			
a. Use of cardiac table			
b. Use of bed cradle			
B. Hygienic Needs:			
1. Hand Washing			
2. Bed bath			
3. Care of nails and feet			
4. Care of Pressure points			
5. Oral Hygiene			
a. Helpless patient			
b. Unconscious patient			
6. Care of hair			
a. Pediculosis treatment			
b. Bed shampoo			
C. Nutritional Needs:			
1. Preparation and serving of Diet			
a. Fluid			
b. Soft solid			
2. Maintenance of intake and output record			
3. Feeding a helpless patient			
4. Feeding by different methods			
a. Nasogastric feeding			
D. Elimination Needs:			
1. Cleansing Enema			
2. Bowel wash			
3. Suppositories			
4. Use of flatus tube			
5. Bowel Irrigations			

I year	Date		Signature
	Class room	Ward	
I. General procedures:			
1. Admission of a patient			
2. Discharge of a patient			
3. Transfer of a patient			
4. Lifting and transporting patients			
a. By stretcher			
b. By Wheelchair			
5. Active & Passive exercise			
6. Deep Breathing exercise			
J. Nursing Process:			
1. Simple history taking			
2. General physical examination			
3. Planning of care			
4. Writing Nursing care plans			
K. Bandages:			
1. Circular turn			
2. Spiral turn			
3. Spiral reverse			
4. Figure of eight			
5. Spica			
a. Shoulder, Hip, Ankle, Thumb, Finger, Caplin , Stump			
b. Bandaging of eye, Ear ,Jaw, Arm sling, Cuff and collar			
c. Triangular Bandage			
L. Binders			
1. Abdominal Binder			
2. Breast Binder			
M. Death care			
Signature of Supervisor _____		Date _____	
Signature of Principal _____		Date _____	

Name _____

Age _____ Sex _____

occupation _____ IP No. _____

Admission date _____ Time _____

Diagnosis _____

History of other illness/operation/ Allergy _____

General appearance: Body built (thin / Well / obese)

Posture : _____ grooming : _____

Habits : smoking/ alcohol/drug abuse/other

Behavior : Normal / Relaxed /Anxious/Distressed/Depressed/Withdrawn.

Level of Consciousness : Conscious/Confused/Semiconscious/Unconscious

Assessment of Daily Activities.

ADL	Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
A C T I V I T Y	Usual Activities Gait Limitations Sleep Body movement Deformities	Uses aids Coordinated / uncoordinated Immobile / Partial ambulatory Ambulatory Insomnia / Sleep apnea / other Purposeful movement / tremor Handicap Grasp / muscle strength and grade Deep tendon reflex Cutaneous reflex	
C O M M U N I C A T I O N	Eyes- vision loss Wears glasses / Aid Conjunctiva Corneal reflex Ears - Hearing loss Speech – Problems Skin Nose Pain	Color, vision acuity Visual fields / normal / limited Pale / yellow / Red / other Pupil reaction : present /absent Infection : present /absent Hearing Acuity Communication Verbal / nonverbal relevant / irrelevant Temperature, color / texture / turgor / Any other Response to touch (painful stimuli, hot / cold) Sense of smell Facial grimacing / guarding	

ADL	Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
N U T R I T I O N	Usual diet Eating (Likes & dislikes) Drinking Anorexia Nausea/vomiting Swallowing	Weight height / BMI Recent changes Vomitus I.V. infusion NGT Gag reflex : present / absent	
E L I M I N A T I O N	Usual bowel pattern Bleeding/constipation Diarrhea Uses laxatives Urine Frequency Difficulty Menstruation(Female)	Bowel sounds/abdominal girth Feces Urine-amount/ color Drainage On CBD/condom I&O chart Bleeding Dysmenorrhoea LMP	
R E S P I R A T I O N	Cough Sputum Smoking	Dry / productive Respiratory rate Dyspnoea Cyanosis Sputum (color, consistency, amount) On Auscultation Breath sounds (Rales / Rhonchi / wheezes / pleural friction rub) Chest expansion (Equal / unequal) Oxygen saturation (optional) ABG (optional) use of Anesthetics	
C I R C U L A T I O N	Chest pain, numbness Tingling Extremities	Heart rate Edema Bleeding Wound BP..... HB..... Peripheral pulse... Color-temperature Nail beds Capillary refill Lesion Lymph nodes	

ADL	Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
H Y G I E N E	Skin- wound Mouth/teeth Dirty/odor/Teeth Hair, scalp	Clean / unclean / body odour Drainage / odour Dentures / Swallowing Halitosis / dental caries / any other Lice / dandruff / lesions / other	
EGO integrity	Clam. Anxious Sighs deeply	Calm / tensed / Anxious / relaxed Excited / dull / restless Fearful / nervous	

Remarks : Interpretation of above data

- Proposed nursing care plan.
- Discharge plan :

Signature of Nurse.

Date :

3] FORMATE FOR NURSING CARE PLAN

Name of the Patient _____

Age _____

Sex _____

Dr's Unit _____

Reg. No. _____

Bed No. _____

Ward no _____

Date & Time

Of Admission

Diagnosis :

Surgery & Date of surgery

Marks : 50

Assessment (12)		Nursing Diagnosis (3)	Goal (2)	Outcome Criteria (2)	Nursing Intervention (15)	Rationale (3)	Evaluation (3)
Subjective	Objective						

Nurses notes / Progress report of the patient – (10)

Signature of Nurse.

Date :

GUIDELINE FOR CLINICAL ASSESSMENT OF STUDENT (FOUNDATIONS OF NURSING)

CLINICAL ASSESSMENT FORM

Students Name :-

Hospital :-

Group / Year :-

Unit / Ward :-

Students Number :-

From _____ to _____

Max 100 marks

SN	PERFORMANCE CRITERIA	(5) Excellent	(4) very Good	(3) Good	(2) Satisfactor y	(1) Poor	Remarks
	Nursing Process (75)						
I	Assessment and Nursing Diagnosis (15)						
1.1	Collects data accurately						
1.2	Identifies & Categorizes basic Needs of Patients						
1.3	Formulates Nursing Diagnosis						
II	Planning (15)						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
III	Implementation (20)						
3.1	Implements nursing care Accurately and safely with in given time						
3.2	Applies scientific Principles						
3.3	Maintains safe and comfortable environment						
3.4	Gives health teaching as per plan to the patients / family						
IV	Evaluation (10)						
4.1	Evaluate patient's response to nursing care						
4.2	Reexamines & Modifies care plan						
V	Documentation (15)						
5.1	Records patient information accurately						
5.2	Report patient information accurately						
5.3	Maintains self up to date						

SN	PERFORMANCE CRITERIA	(5) Excellent	(4) very Good	(3) Good	(2) Satisfactor y	(1) Poor	Remarks
	Professional Conduct – (25)						
VI	Uniform and Punctuality						
6.1	Always well groomed, neat & conscious about professional appearance						
6.2	Is always punctual in Clinical & completing assignments						
6.3	Readily accepts responsibility for own behavior & has initiative						
VII	Communication skills						
7.1	Establishes & Maintains effective working / communication relationship with patients and family						
7.2	Establishes good inter personal relationship with members of health team / supervisors / Teachers						
	Total Marks						

Comment / Remarks by Teacher / Supervisor:

_____	_____
_____	_____
_____	_____
_____	_____

Total marks 100

Total marks obtained

Signature of Teacher

Date :

Evaluation is seen and discus by the student

Signature of student

Date of Sign

FOUNDATIONS OF NURSING

GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION

INTERNAL EXAMINER

Maximum 50 marks

SN	NURSING PROCEDURE	Total marks	Marks allotted	Remarks
I	<i>Planning and Organizing</i>	10		
	1-Preparation – day	06		
	2-Environment	02		
	3-Preparation of patient	02		
II	<i>Execution of Procedure</i>	14		
	1-Applies scientific principles	06		
	2-Proficiency in skill	06		
	3-Ensures sequential order	02		
III	<i>Termination of procedure</i>	06		
	1-Makes patient comfortable	02		
	2-Reports & Records	02		
	3-After care of articles	02		
	TOTAL	30		
	VIVA			
	1-Knowledge related to Principles	06		
	2-Equipment & Articles	06		
	3-Medical & Surgical asepsis	04		
	4-Bandaging	04		
	TOTAL	20		

Date :-

Signature of the Internal Examiner

(Refer to examination section)

FOUNDATIONS OF NURSING
GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION

EXTERNAL EXAMINER

Maximum 50 marks

	NURSING PROCESS	Total marks	Marks allotted	Remarks
1	Assessment	06		
2	Nursing Diagnosis	04		
3	Goal	02		
4	Outcome criteria	02		
5	Nursing intervention	06		
6	Rationale	04		
7	Evaluation	02		
8	Nurses notes	04		
	TOTAL	30		
	VIVA			
1	Knowledge of Drugs and Solutions	04		
2	Assessment data	06		
3	Dietary management	04		
4	Health education	06		
	TOTAL	20		

Date :-

Signature of the External Examiner

Refer – examination section

PSYCHOLOGY

Placement : First Year

**Theory 60 hours
(Class 50 + Lab 10 hrs)**

Course Description: This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

Specific Objectives: At the end of the course the students will be able to:

1. Understand the importance of psychology in personal and professional life.
2. Understands the biology of human behaviour.
3. Understands cognitive and affective processes of human mind.
4. Develops an understanding of self and others.
5. Understand the influence of personality of human behaviour.
6. Appreciates developmental psychology.
7. Understands the significance of mental hygiene and mental health.
8. Assist with psychological assessments and tests.

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
I	4	<ul style="list-style-type: none">• Describe the history, scope and methods of psychology	Introduction: <ul style="list-style-type: none">• History, development and origin of science of psychology• Definitions, scope, branches of psychology and relations with other subjects.• Various application of psychology in nursing practice including importance in human and interpersonal behavioral Methods of Psychology	<ul style="list-style-type: none">• Lecture Discussion	<ul style="list-style-type: none">• Essay type• Short answers

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
II	4	<ul style="list-style-type: none"> Explain the biology of Human behaviour 	<p>Biology of behaviour Dynamics of human behaviour</p> <ul style="list-style-type: none"> Body mind relationship- modulation process in health and illness Genetics and behaviour: Heredity and environment Brain and behaviour: Nervous System., Neurons and synapse, Association Cortex, Rt and Lt Hemispheres Psychology of Sensations Muscular and glandular controls of behaviour Nature of behaviour of an organism/Integrated responses Nature of behaviour of an organism/Integrated responses 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Essay type Short answers
III	14	<ul style="list-style-type: none"> Describe various cognitive processes and their applications 	<p>Cognitive process</p> <ul style="list-style-type: none"> Maiming of cognition Attention: Types, determinants, Duration & degree, alterations Perception: Meaning, Principles, factors affecting, Perception of objects, depth, distance and motion. Errors in perception. Learning: Nature, types, learner and learning, factors influencing, laws and theories, process, transfer, study habits Memory: Meaning, Types, Nature factors influencing, Development Theories and methods of memorizing and Forgetting Thinking: Types and levels, stages of development, Relationship with language and communication. Intelligence: Meaning, classification, uses, theories 	<ul style="list-style-type: none"> Lecture Discussion Psychometric assessment Practice sessions 	<ul style="list-style-type: none"> Essay type Short answers

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<ul style="list-style-type: none"> • Aptitude: Concept, types, Individual differences and variability • Psychometric assessments of cognitive processes • Alterations in cognitive process • Applications <p>Learning</p> <ul style="list-style-type: none"> • Theories of learning: • Theories of transfer. <p>Memory</p> <ul style="list-style-type: none"> • Methods of memorizing: • Methods of measuring memory • Memory Training <p>Thinking</p> <ul style="list-style-type: none"> • Stages of thinking development: • Stages of creative thinking and problem solving. • Nature of thinking • Elements of thought • Language comprehension • Listening skill • Reasoning and problem solving • Deduction • Induction <p>Intelligence</p> <ul style="list-style-type: none"> • Nature of intelligence • Effect of heredity and environment • Intelligence Test • Mental deficiency • Factors of individual difference in intelligence. • Development of intelligent behaviour <p>Aptitude</p> <ul style="list-style-type: none"> • Measurement of Aptitude or Aptitude Tests 		

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
IV	6	Describe motivation, emotions, stress, attitudes and their influence on behaviour	<p>Motivation and Emotional Processes:</p> <ul style="list-style-type: none"> • Motivation: Meaning, Concepts, Types, Theories, • Motives and behaviour, • Maslow's theory • Formation of self concept, • Conflicts and frustration, conflict resolution • Emotions & stress □ Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness □ Stress: stressors, cycle, effect, adaptation & coping • Attitude: Meaning, nature, development, factors affecting, □ Behaviour and attitudes □ Attitudinal change □ Will and character □ Attitude and Nurse. • Psychometric assessment of emotions and attitudes • Alterations in emotions • Applications <p>Emotions</p> <ul style="list-style-type: none"> • Development of emotions • Characteristic of emotions • Handling emotions in self and others 	<ul style="list-style-type: none"> • Lecture • Discussion • Role plays • Case Discussion • Demonstration • Project work 	<ul style="list-style-type: none"> • Essay type • Short answer

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
V	5	<ul style="list-style-type: none"> • Explain the concept of personality and its influence on behaviour 	<p>Personality</p> <ul style="list-style-type: none"> • Definitions, topography, types, Theories • Self actualization • Psychometric assessments of personality • Development & Alterations in personality □ Adjustment and maladjustment □ Personality disorders □ Factors affecting development of personality □ Self actualization 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay type • Short answers

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
VI	5	Describe psychology of people during the life cycle	<p>Developmental Psychology</p> <ul style="list-style-type: none"> • Psychology of people at different ages from infancy to old age. • Psychology of vulnerable individuals-challenged, women, sick, etc. • Psychology of groups • Psychology of people at different ages from infancy to old age: <i>In health and illness.</i> • Psychology of vulnerable individuals: Can be specified as: for example <ul style="list-style-type: none"> ○ <i>Daughter of alcoholic parents or wife or alcoholic husband.</i> ○ <i>Physically/ sexually abused</i> ○ <i>Rape,</i> ○ <i>Prostitute</i> ○ <i>Alcoholic</i> ○ <i>Physically or mentally challenged</i> ○ <i>Constant exposure to stress etc.</i> • Psychology of Groups: for example <ul style="list-style-type: none"> ○ <i>Family, social and professional groups</i> ○ <i>Interpersonal relationship among group members.</i> ○ <i>Inter group relationship.</i> ○ <i>Group morale.</i> 	<ul style="list-style-type: none"> • Lecture • Discussion • Case Discussion 	<ul style="list-style-type: none"> • Essay type • Short answers

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
VII	8	<ul style="list-style-type: none"> Describe the characteristics of Mentally health person Explain ego defense mechanisms 	<p>Mental hygiene and mental Health</p> <ul style="list-style-type: none"> Concepts of mental hygiene and mental health Characteristics of mentally healthy person Warning signs of poor mental health. Promotive and preventive mental health strategies and services. Ego defense mechanisms and implications Personal and social adjustments Guidance and counseling Role of nurse Personal and social adjustments: <ul style="list-style-type: none"> <i>Personal Maladjustments</i> <ul style="list-style-type: none"> <i>Regression</i> <i>Withdrawal</i> 	<ul style="list-style-type: none"> Lecture Discussion Case Discussion Role play Demonstration 	<ul style="list-style-type: none"> Essay type Short answers
VIII	14 Hrs T=4 P=10	<ul style="list-style-type: none"> Explain the psychological assessments and role of nurse 	<p>Psychological assessment & tests</p> <ul style="list-style-type: none"> Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment <p>Practicals</p> <ul style="list-style-type: none"> Identifying intelligence and coping skills: <ul style="list-style-type: none"> Wechsler's Adult Intelligence scale WISC Basic skill of Guidance and counseling Role play. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice sessions 	<ul style="list-style-type: none"> Assessment of practice

Bibilography:

1. Bhcetic B. D. & Craig M : Element of psychology and mental hygien for Nurses, Chennai. Orient Longmal.
2. Dodge Fernald and Peter S. Fernald, Introduction to Psychology, 5 edition, AITBS, 2004.
3. Jacob Anthikad, Psychology for Graduate Nurses, 3 edition, Jaypee, 2004.
4. Morgan C.T. & King, Introduction to Psychology, 7 edition, Megrow bill international.
5. Second course in psycholog, Higher secondary std. XII K.T. Basantani, Sheth publishers Pvt. Ltd,9th ed. 2005
6. Second course in Psycholog, Higher secondary std. XI K.T. Basantani, Sheth publishers Pvt. Ltd,8th ed. 2005
7. Hurlock E : Development psychology : Tata MC grow Hill Book Co.

Evaluation Scheme:

Subject Psychology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

Internal Assessment: 25 Marks
(Out of 25 Marks to be send to the University)

Details as follows:

Theory: 15 Marks

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Assignment: 10 Marks

External Assessment (University Examination): 75 Marks

MICROBIOLOGY

Placement : First Year

Theory -60 Hours (Theory 45+15 lab)

Course Description : This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various micro-organisms. It also provides opportunities for practicing infection control measure in hospital and community setting.

Specific objectives: At the end of the course student will be able to:

1. Explain concepts and principles of microbiology and their importance in nursing.
2. Understand the commensal, opportunistic and pathogenic organisms of human body and describe host parasite relationship.
3. State the sources and modes of transmission of pathogenic and opportunistic organisms including vectors and their role in transmission of diseases.
4. Be conversant with proper methods of collection, storage and transport of clinical material for microbiological investigations.
5. Understand the principles of immunology and its application in the diagnosis and prevention of infectious diseases.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
I	T=5	<ul style="list-style-type: none"> • Explain concepts and principles of microbiology and their importance in nursing 	Introduction : <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answers • Objective type
II	15 Hrs T=10 P=5	<ul style="list-style-type: none"> • Describe structure, classification morphology and growth of bacteria • Identify Micro-organisms 	General characteristics of Microbes <ul style="list-style-type: none"> • Structure and classification of Microbes. • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes <ul style="list-style-type: none"> * Temperature * Moisture * Blood and body fluids • Laboratory methods for Identification of Micro-organisms • Staining techniques, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
			Gram staining, Acid fast staining, Hanging drop Preparation • Culture; various medias		
III	12 Hrs T=10 P=2	<ul style="list-style-type: none"> Describe the methods of infection control Identify the role of nurse in hospital infection control programme 	Infection control <ul style="list-style-type: none"> Infection : Sources, portals of entry and exit, transmission. Asepsis Disinfection; Types and methods Sterilization ; Types and Methods Chemotherapy and antibiotics Standard safety measures Biomedical waste management Role of Nurse Hospital acquired infection Hospital infection control programme * Protocols, collection of samples, preparation of report and status of rate of infection in the unit / hospital, nurse's accountability, continuing education etc. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Visits to CSSD Clinical practices 	<ul style="list-style-type: none"> Short answers Objective type
IV	16 Hrs T=12 P=4	<ul style="list-style-type: none"> Describe the different disease producing organisms 	Pathogenic organisms <ul style="list-style-type: none"> Micro-organisms <ul style="list-style-type: none"> Cocci – gram positive and gram negative bacilli-gram positive gram negative Spirochaete Mycoplasmas Rickettsiae Chlamydiae Viruses Fungi-Superficial and Deep mycoses Parasites Rodents & vectors Characteristics, Source, portal of entry, transmission of infection Identification of disease producing micro-organisms Collection, handling and transportation of various specimens. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Clinical practice 	<ul style="list-style-type: none"> Short answers Objective type.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
V	12 Hrs T=8 P=4	Explain the concept of immunity, hyper sensitivity and immunization	Immunity <ul style="list-style-type: none"> • Immunity – Types, classification • Antigen and antibody reaction • Hypersensitivity – skin test • Serological tests • Immunoprophylaxis <ul style="list-style-type: none"> ○ Vaccines & sera – Types & Classification, storage and handling, cold chain ○ Immunization for various diseases Immunization Schedule	<ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Clinical practices 	<ul style="list-style-type: none"> • Short answers • Objective type.

Bibliography :

1. Alice Corrairie Smith, “Microbiology and pathology” 9th ed., Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen & Harold S. Ginsberg, “Microbiology”, 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) “Clinical microbiology”, 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), “Medical microbiology” 13th ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, “Textbook of microbiology”, 8th ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjraton Text Book of Microbiology in nursing, New central Bool agency Culcutta 2002.

Evaluation Scheme

Subject Microbiology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

Internal Assessment: 25 Marks
(Out of 25 Marks to be send to the University)

Details as follows:

Theory: 15 Marks

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Assignment: 10 Marks

External Assessment: 75 Marks (University Examination)

Introduction to Computer

Placement : First Year

Theory – 45 Hours
(Class -15 + lab 30)

Course Description : This course is designed for students to development basic understanding of uses of computer and its applications in nursing.

Specific objectives: After the completion of the course, students will able to:

1. Identify & define various concepts used in computer.
2. Identify & describe application of computer in nursing.
- 3 Describe & use the DOS & Windows
4. Describe & demonstrate skill in the use of MS-office.
5. Describe & demonstrate skill in using multimedia & computer aided teaching & testing.
6. Identify & demonstrate use of internet & e-mail
7. Describe & use the statistical packages
8. Describe the use of Hospital Management System.

Unit	(Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment methods
I	3	<ul style="list-style-type: none"> ●Identify & define various concepts used in computer ●Identify application of computer in nursing 	Introduction <ul style="list-style-type: none"> ●Concepts of Computers ●Hardware and software; trends and technology ●Application of computers in nursing 	<ul style="list-style-type: none"> ●Lecture Discussion ●Demonstration 	<ul style="list-style-type: none"> ●Short answers ●Objective type.
II	26 Hrs T=6 P=20	<ul style="list-style-type: none"> ●Describe and Use the Disk Operating System ●Demonstrate skill in the use of MS Office 	<ul style="list-style-type: none"> ●Introduction to disk operating system <ul style="list-style-type: none"> ○ DOS ○ Windows (all version) ●Introduction <ul style="list-style-type: none"> ○ MS-Word ○ MS-Excel with pictorial presentation ○ MS-Access ○ MS-Power point 	<ul style="list-style-type: none"> ●Lecturer Discussion ●Demonstration 	<ul style="list-style-type: none"> ●Short answers ●Objective type ●Practical Exam.
III	5 Hrs T=2 P=3	<ul style="list-style-type: none"> ●Demonstrate skill in using in using multi-media ●Identify features of computer aided teaching and testing 	<ul style="list-style-type: none"> ●Multimedia; types & uses ●Computer aided teaching & testing. 	<ul style="list-style-type: none"> ●Lecture Discussion ●Demonstration 	<ul style="list-style-type: none"> ●Short answers ●Objective type ●Practical Exam and Viva Voce
IV	4 Hrs T=1 P=3	<ul style="list-style-type: none"> ●Demonstrate use of internet and Email 	<ul style="list-style-type: none"> ●Use of Internet and : e-mail 	<ul style="list-style-type: none"> ●Lecture Discussion ●Demonstration ●Practice Session 	<ul style="list-style-type: none"> ●Short answers ●Objective type ●Practical Exam and Viva Voce

Unit	(Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment methods
V	4 Hrs T=2 P=2	•Describe and use the statistical packages	•Statistical packages : types and their features	•Lecturer Discussion •Demonstration •Practice Session	•Short answers •Objective type •Practical Exam and Viva Voce
VI	3 Hrs T=1 P=2	•Describe the use of Hospital Management System	•Hospital Management System : Types and uses	•Lecture Discussion •Demonstration	•Short answers •Objective type •Practical Exam and Viva Voce

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- 2) Kalicharan (2002), INTRODUCTION TO COMPUTER SCIENCE
- 3) Nicoll (2001), NURSES GUIDE TO INTERNET. Third edition.
- 4) Phatak M et al (2001), MULTIMEDIA TECHNIQUES. First edition, Nirali Prakashan.
- 5) Rajaraman (1999), FUNDAMENTALS OF COMPUTER. Tata Macrohill Publication, New Delhi.
- 6) Sanjeev kumar (2002), A TEXTBOOK OF COMPUTER APPLICATIONS. Educational and Technical Publishers, New Delhi.

Evaluation Scheme

Subject #Introduction to computer	Internal Assessment	Total
Theory	100 (College level qualifying exam, minimum passing Marks 50%.)	100

College level qualifying exam to appear in University Examination must be minimum 50% combined i.e. 50 marks out of 100 marks (Theory & Practical Examination clubbed together)

Details as follows:

Internal Assessment: 100 Marks

(Out of 100 Marks to be send to the University)

Mid-Term: 50 Marks
Prelim: 50 Marks
Total: 100 Marks

