

# **Tilak Maharashtra Vidyapeeth**

**1ST YEAR  
B.Sc. NURSING  
SYLLABUS  
2017-2018**

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

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

### 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.

### Bibliography:

1. Living English Grammar & Composition Tickoo M.L. & Subramaniam A.E, Oriental Longman, New Delhi.
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, 1<sup>st</sup> 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:	50Marks
Prelim:	50Marks
Total:	100Marks

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# 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
<b>I</b> <b>Introduction</b>	<b>6 Hrs</b> T = 5 P = 1	Describe the anatomical terms, organization of human body and structure of cell, tissues membranes and glands.	Systems <ul style="list-style-type: none"><li>• Cell &amp; Cell division</li><li>• Tissues (including glands)</li><li>• Regions, cavities</li></ul> Membranes	Lecture, Discussion Explain using charts, microscopic slides skeleton and torso. <ul style="list-style-type: none"><li>• Demonstrate cell types of tissues membranes and glands.</li><li>• Journal</li></ul>	Short answer questions Objective type

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>II Skeletal System</b>	<b>7 Hrs</b> T = 4 P = 3	<ul style="list-style-type: none"> <li>• Classify the Principal types of bones on the basis of its shape</li> <li>• Describe anatomical position structure and functions of bones and joints</li> <li>- List various abnormal conditions of bones and joints</li> </ul>	<p><b>Skeletal System</b></p> <ul style="list-style-type: none"> <li>• Function of bones</li> <li>• Typical bone</li> <li>• Bone-growth-healing of fracture</li> <li>• Skeleton – Axial, Appendicular</li> <li>• Bones-Classification</li> <li>• <b>Joints</b> – Classification</li> <li>• Typical Synovial joint</li> <li>• Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, Skeleton loose bones and joints</li> <li>• Journal</li> </ul>	Short answer questions, Objective type and Short notes
<b>III Muscular System</b>	<b>7 Hrs</b> T = 5 P = 2	<ul style="list-style-type: none"> <li>• Explain the structure and functions of principal muscles of the body.</li> <li>• List the disorders of muscular system</li> </ul>	<ul style="list-style-type: none"> <li>• Muscular tissue review</li> <li>• Typical skeletal muscle/Principles of lever</li> <li>• Classification-Shape, red &amp; pale, prime mover, Antagonist, Synergist</li> <li>• Muscle groups &amp; movements at a joint Head, face, neck, Back, Upper Limb, Thorax, Abdominal, Pelvis, Perineum, Lower Limb</li> <li>• Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, models, and films</li> <li>• Demonstrate muscular movements</li> <li>• Journal</li> </ul>	Short answer questions Objective type

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>IV Respiratory System</b>	<b>4 Hrs</b> 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.	<ul style="list-style-type: none"> <li>• Trachea, lung, pleura</li> <li>• Musculoskeletal frame</li> <li>• Mechanism of respiration</li> <li>• Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using models, torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long answer and Short answer questions</li> <li>• Objective Type and Short notes</li> </ul>
<b>V Digestive System</b>	<b>6 Hrs</b> T = 4 P = 2	Describe the anatomical position, size, shape and structure of organs of digestive system. List the abnormalities of digestive system.	<ul style="list-style-type: none"> <li>• Mouth- Tooth, mastication Salivary glands deglutition,</li> <li>• Esophagus</li> <li>• Stomach</li> <li>• Intestines,</li> <li>• Liver, Biliary Apparatus, Pancreas Peritoneum</li> <li>• Alteration in disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	Long answer and Short answer questions Objective type and Short notes.
<b>VI Cardiovascular System</b>	<b>6 Hrs</b> T= 4 P =2	Describe the anatomical position, size, shape and structure of organs. Explain arterial, venous and lymphatic circulation. Enumerate the	<ul style="list-style-type: none"> <li>• Heart &amp; Pericardium</li> <li>• Arterial &amp; venous system(Systemic , Pulmonary, Hepatoportal Coronary )</li> <li>• Lymphatic System and Lymphoid tissue</li> <li>• Thymus</li> <li>• Lymph node</li> <li>• Spleen</li> <li>• Lymph</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long answer and Short answer questions</li> <li>• Objective Type and Short notes</li> </ul>

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
		disorders of heart and circulatory system.	nodules		
<b>VII Urinary System (Excretory)</b>	<b>5 Hrs</b> T =3 P =2	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of organs of urinary system</li> <li>• Explain incontinence and list the abnormalities of urinary system.</li> </ul>	<ul style="list-style-type: none"> <li>• Kidney</li> <li>• Ureter, Urinary bladder</li> <li>• Urethra &amp; continence</li> <li>• Skin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	Short answer questions Objective type and Short notes
<b>VIII Reproductive system</b>	<b>3 Hrs</b> T=2 P=1	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of male and female reproductive organs</li> <li>• List the abnormalities male and female reproductive system.</li> </ul>	<ul style="list-style-type: none"> <li>• Male reproductive</li> <li>• Female reproductive</li> <li>• Breast</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	Short answer questions Objective type and Short notes
<b>IX Endocrine System</b>	<b>3 Hrs</b> T= 2 P=1	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of various organs of the endocrine system.</li> <li>• List the abnormalities of system.</li> </ul>	<ul style="list-style-type: none"> <li>• Pituitary</li> <li>• Thyroid</li> <li>• Parathyroid &amp;</li> <li>• Pancreas</li> <li>• Suprarenal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	Short answer questions Objective type and Short notes

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>X</b> <b>Nervous System</b>	<b>9 Hrs</b> T= 7 P=2	<ul style="list-style-type: none"> <li>. Describe the anatomical position, size, shape and structure of various organs of the nervous system.</li> <li>. Compare the functions of different parts of the brain.</li> <li>. List the abnormalities of nervous system.</li> </ul>	<ul style="list-style-type: none"> <li>. Cerebrum</li> <li>. Diencephalon</li> <li>. Brainstem &amp; Spinal cord</li> <li>. Cerebellum</li> <li>. ANS &amp; PNS</li> <li>. Ventricles, CSF &amp; Meninges</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>Explain using models torso, charts, slides and specimens • Journal.</li> </ul>	Short answer questions Objective type and Short notes
<b>XI</b> <b>Sense organs</b>	<b>4 Hrs</b> T= 2 P= 2	<ul style="list-style-type: none"> <li>. Describe the anatomical position, size, shape and structure of various sensory organs.</li> <li>. List the abnormalities related to the sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>. Eye</li> <li>. Ear</li> <li>. Nose &amp; tongue</li> <li>. Skin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	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
<b>I Cell Physiology</b>	T=2	Describe the physiology of cell, tissues membranes and glands	<ul style="list-style-type: none"> <li>• Tissue-- formation and repair.</li> <li>• Membranes and glands functions</li> <li>• Alteration in disease</li> <li>• Application in nursing</li> </ul>	Lecture discussion	Short answer questions Objective type
<b>II Blood</b>	<b>6Hrs</b> T=4 P=2	Describe the physiology of blood. Demonstrate blood, cell count, coagulation, and grouping, Hb.	<ul style="list-style-type: none"> <li>• Composition and functions of blood.</li> <li>• Classification of blood cells Blood groups, blood coagulation.</li> <li>• Hemoglobin: Structure, synthesis and breakdown, variations of molecules, estimation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts and films</li> <li>• Demonstration of blood cell counts, coagulation, grouping, and Hemoglobin estimation.</li> <li>• Journal</li> </ul>	Long answer and Short answer questions Objective type
<b>III Lymphatic &amp; immunological system.</b>	T=2	Describe the physiology of Lymphatic & immunological system.	<ul style="list-style-type: none"> <li>• Circulation of lymph.</li> <li>• Immunity.</li> <li>• Formation of T cells &amp; B Cells.</li> <li>• Types of immune response.</li> <li>• Antigens</li> <li>• Cytokines</li> <li>• Antibodies.</li> </ul>	Lecture discussion Explain using charts, and films	Short & Long Answer questions Objective type

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>IV Muscular System</b>	<b>4Hrs</b> T=3 P=1	Describe the neuro muscular transmission, and demonstrate muscle contraction and tone	<ul style="list-style-type: none"> <li>. Neuro muscular transmission.</li> <li>. Stimulus and nerve impulse definitions and mechanisms.</li> <li>. Physiology of muscle contraction.</li> <li>. Alterations in disease.</li> </ul>	<ul style="list-style-type: none"> <li>. Lecture discussion</li> <li>Explain using charts, models, slides, specimen and films</li> <li>Demonstration of muscle tone and contraction</li> <li>. Journal</li> </ul>	Short answer questions Objective type
<b>V The Respiratory System</b>	<b>6Hrs</b> T =4 P=2	Describe the Physiology and Mechanism of Respiration Demonstrate Spirometry.	<ul style="list-style-type: none"> <li>. Functions of Respiratory organs.</li> <li>. Physiology of Respiration. Pulmonary ventilation, Volume</li> <li>. Mechanics of respiration.</li> <li>• Gaseous exchange in lungs.</li> <li>• Carriage of Oxygen and carbon dioxide. • Exchange of gases in tissues.</li> <li>• Regulation of respiration.</li> <li>• Alterations in disease.</li> </ul>	<ul style="list-style-type: none"> <li>. Lecture discussion</li> <li>Explain using charts and films</li> <li>Demonstration in spirometry.</li> <li>. Journal.</li> </ul>	Long answer and Short answer questions Objective type
<b>VI The Digestive System</b>	T =5	Describe Physiology of Digestive system. Demonstrates BMR.	<ul style="list-style-type: none"> <li>• Functions of organs of digestive tract.</li> <li>• Movements of alimentary tract.</li> <li>• Digestion in Mouth, stomach, small intestine, large intestine.</li> <li>• Absorption of food.</li> <li>• Functions of liver, Gall bladder &amp; pancreas</li> </ul>	<ul style="list-style-type: none"> <li>. Lecture discussion</li> <li>Explain using charts and films</li> <li>Demonstration of BMR.</li> <li>. Journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long answers And Short Answer questions.</li> <li>Objective type</li> </ul>

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>VII Circulatory System</b>	<b>6Hrs</b> T=4 P=2	Describe the functions of heart. Demonstrates B.P and pulse monitoring	<ul style="list-style-type: none"> <li>• Functions of heart, conduction, cardiac cycle, circulation--</li> <li>• Principles, control, factors influencing B.P and pulse</li> <li>• Alterations in disease.</li> </ul>	Lecture discussion Explain using charts and films Demonstrates measurement of pulse and B.P., Journal.	Long answer and Short answer questions Objective type
<b>VIII The Excretory System.</b>	T=5	Describe the Physiology of excretory system	<ul style="list-style-type: none"> <li>• Functions of kidneys, ureters , urinary bladder and urethra. Composition of urine.</li> <li>• Mechanism of Urine formation. Structure &amp; Functions of skin.</li> <li>• Regulation of body temperature. Fluid and electrolyte balance.</li> <li>• Alteration in disease.</li> </ul>	Lecture discussion Explain using charts and films	Long answer And Short Answer questions Objective type
<b>IX The Reproductive System</b>	T=5	Describe the Physiology of Male & Female Reproductive System.	<ul style="list-style-type: none"> <li>• Spermatogenesis Oogenesis.</li> <li>• Function of Female Reproductive Organ.</li> <li>• Function of Breast, Placenta, Ovaries. Female sexual cycle.</li> <li>• Introduction to Embryology.</li> <li>• Functions of the Male Reproductive Organs, Male function in reproduction, Male fertility system.</li> <li>• Alteration in disease.</li> </ul>	Lecture discussion Explain using charts, Models, specimen and films	Short answer Questions Objective type

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

## BIBLIOGRAPHY

1. Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10<sup>th</sup> ed., Churchill Livingstone.
2. Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11<sup>th</sup> ed., C.V. Mosby Co., London.
3. Greig, Rhind, "Riddle's Anatomy & Physiology", 7<sup>th</sup> ed., Churchill Livingstone.
4. Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1<sup>st</sup> ed., Jaypee.
5. Tortora, (2003), "Principles of Anatomy & Physiology," 10<sup>th</sup> ed., Wiley inter.
6. Chaurasia, B.D. (2004), "Human Anatomy", 4<sup>th</sup> ed., CBS publishers.
7. Sembulingam, "Essentials of Medical Physiology," 3<sup>rd</sup> Edition 2004 J.P. Publications. 10.T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2<sup>nd</sup> Edition, William Hernmarni Medical BK. Ltd.
8. Ganong. F. William, "Review of Medical Physiology", 15<sup>th</sup> Edition, Prentice Hall International Inc., Appleton and Lange.
9. Guyton and Hall, "Textbook of Medical Physiology," 9<sup>th</sup> Edition, A Prism2. Indian Edn. Pvt. Ltd.

## Evaluation Scheme

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

Details as follows:

**Internal Assessment:**

<b>Theory:</b>	<b>15 Marks</b>
<b>Assignment (Writing Journal):</b>	<b>10 Marks</b>
<b>Total:</b>	<b>25 Marks</b>

(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
<b>Total</b>	--	--	--	<b>25 Marks</b>

(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	<b>Description</b> <ul style="list-style-type: none"><li>• Organization</li><li>• Adequacy of content</li><li>• Related</li></ul>	4 5 4	
2	<b>Illustration</b> <ul style="list-style-type: none"><li>• Adequacy</li><li>• Neatness</li><li>• Presentation</li></ul>	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	<b>Description</b>		
	• Organization	4	
	• Adequacy of content	5	
	• Related	4	
2	<b>Illustration</b>		
	• 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"><li>• Describe the relationship between nutrition &amp; Health.</li></ul>	<p>Introduction</p> <ul style="list-style-type: none"><li>• Nutrition:<ul style="list-style-type: none"><li>□ History</li><li>□ Concepts</li></ul></li><li>• Role of nutrition in maintaining health</li><li>• Nutritional problems in India</li><li>• National nutritional policy</li><li>• Factors affecting food &amp; nutrition : socio-economic, cultural, tradition, production, system of distribution, life style &amp; food habits etc</li><li>• Role of food &amp; its medicinal value</li><li>• Classification of foods</li><li>• Food standards</li><li>• Elements of nutrition: macro and micro</li><li>• Calorie, BMR</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Explaining using charts</li><li>• Panel Discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>

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

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

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

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

**Bibliography :**

- 1) Shubhangi Joshi, *Nutrition and Dietetics* 2<sup>nd</sup> edition, Tata McGraw – Hill publishing company Limited, New Delhi, 2002.
- 2) Dr. M. Swaminathan, *Handbook of Food and Nutrition*, The Bangalore printing and publishing Co. Ltd. (Bangalore press) 2004.

- 3) C. Gopalan, B. V. Ramasastri and S.C. Balasubramanian *Nutritive value of Indian Foods*, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 1999.
- 4) Joshi V.D. *Handbook of Nutrition and Dietetics* vora medical publications, 1999.
- 5) Kusum Gupta (L. C.Guple, Abhishek Gupta) *Food and Nutrition Facts and Figures*, 5<sup>th</sup> edition Jaypee brothers Medical publications (P) Ltd., New Delhi, India 2003.
- 6) T. K. Indrani, *Nursing Manual of Nutrition and Therapeutic Diet*, 1<sup>st</sup> edition Jaypee Brothers medical publishers (P) Ltd., 2003.
- 7) Antia – *Clinical Dietetics and Nutrition*, ed., 4<sup>th</sup>.

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

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

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

### Bibliography :

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

## Evaluation Scheme:

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

Details as follows:

**Internal Assessment:**

<b>Theory:</b>	<b>15 Marks</b>
<b>Laboratory (Practicum):</b>	<b>10 Marks</b>
<b>Total:</b>	<b>25 Marks</b>

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

**Theory Examination: 15 Marks**

	Nutrition	Biochemistry	Total Marks	Average out of
<b>Mid-Term</b>	35	15	50	--
<b>Prelim</b>	45	30	75	--
		<b>Total</b>	<b>125</b>	<b>15</b>

(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	<b>05</b>
Biochemistry	25	<b>05</b>
<b>Total</b>	<b>50</b>	<b>10</b>

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
<b>Total</b>		<b>25</b>

(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
<b>Total</b>		<b>25</b>

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

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

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

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

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

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

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

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

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

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"> <li>▪ Range of motion exercises</li> <li>▪ Maintaining body alignment : Positions</li> <li>▪ Moving</li> <li>▪ Lifting</li> <li>▪ Transferring</li> <li>▪ Walking</li> <li>▪ Restraints</li> </ul> <p>○ Oxygenation</p> <ul style="list-style-type: none"> <li>- Review of Cardiovascular and respiratory Physiology</li> <li>- Factors Affecting Oxygenation</li> <li>- Alteration in oxygenation</li> <li>- Nursing Intervention in oxygenation:  assessment, types, equipment used,  procedure and special considerations</li> <li>▪ Maintenance of patent airway</li> <li>▪ Oxygen administration</li> <li>▪ Inhalations : Dry and moist</li> <li>▪ Chest Physiotherapy and postural drainage</li> <li>▪ Pulse oximetry</li> <li>▪ CPR-Basic life support</li> </ul> <p>○ Fluid, Electrolyte, and Acid Base Balances</p> <ul style="list-style-type: none"> <li>- Review of Physiological Regulation of Fluid, electrolyte, and Acid</li> </ul>		

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

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

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

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

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			special considerations -Advance directives: euthanasia will dying declaration ,organ donation etc ○ Medico-legal issues ○ Care of dead body: ○ Equipment, procedure and care of unit ○ Autopsy ○ Embalming	play • Practice session • Supervised • Clinical practice	• Objective type
XVI	10	• Explain the basic concepts of conceptual and theoretical models of nursing	Professional Nursing concepts and practices • 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.	• Lecture Discussion	• 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
<b>Demonstration Lab</b> General Medical and surgery ward	10	<ul style="list-style-type: none"> <li>Performs admission and discharge procedure</li> </ul>	<b>Hospital admission and discharge (III)</b> <ul style="list-style-type: none"> <li>Admission</li> <li>Prepare Unit for new patient</li> <li>Performs admission procedure</li> <li>New patient</li> <li>Transfer in</li> <li>Prepare patient records</li> </ul> <b>Discharge/ Transfer out</b> <ul style="list-style-type: none"> <li>Gives discharge counseling</li> <li>Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</li> </ul>	<ul style="list-style-type: none"> <li>Practice in Unit/ hospital</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate with check list</li> <li>Assessment of clinical performance with rating scale</li> <li>Completion of Practical record</li> </ul>
	17		<ul style="list-style-type: none"> <li>Prepare records of discharge/ transfer</li> <li>Dismantle, and disinfect unit and equipment after discharge / transfer</li> </ul> <b>Perform assessment:</b> <ul style="list-style-type: none"> <li>History taking, Nursing diagnosis, problem list,</li> </ul>	<ul style="list-style-type: none"> <li>Write nursing Process records of patient</li> <li>Simulated -1</li> <li>Actual-1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of nursing process records with checklist</li> <li>Assessment of actual care given with rating</li> </ul>

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

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

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

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



Areas (Hrs)	Objective	Skills	Assignments	Assessment Methods
			medicated packing etc. • Inhalations: dry and moist	
3	<ul style="list-style-type: none"> <li>• Provide care to dying and dead</li> <li>• Counsel and support relatives</li> </ul>	<b>Care of dying patient</b> <ul style="list-style-type: none"> <li>• Caring and packing of dead body</li> <li>• Counseling and supporting grieving relatives</li> </ul> Terminal care of the unit		

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3. Dugas B.W. Introduction to patient care Saunders, 4<sup>th</sup> edition 1983.
4. Brunner and Suddarth Test book of Medical surgical nursing 10<sup>th</sup> edition 2002
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6. Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications. Bangalore 6<sup>th</sup> edition 1995.
7. Rosdhal, Fundamentals of nursing, Lippincott company 2003.
8. Bolander, fundamentals of nursing, Saunders 1994
9. Basavanthappa B.T. Fundamental of Nursing, Jaypee Brother, 2002
10. Carl Taylor Fundamental of Nursing, Carol Lillis et al Lippincot, 5<sup>th</sup> edition 2005.

### 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**

<b>Nursing Foundation Practical &amp; Clinical Assignment</b>	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

<b>Internal Practical</b>	Midterm	50 Marks
<b>Examination &amp; Viva voce</b>	Pre - Final Examination	75 Marks
	<b>Total Marks</b>	<b>475 Marks</b>

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

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

**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	
<b>FUNAMENTALS OF NURSING</b>			
<b>A. Comfort Measures :</b>			
1. <b>Bed making</b>			
a. Open bed			
b. Occupied bed			
c. Post-operative bed			
2. <b>Nursing Positions:</b>			
a. Lateral			
b. fowler's			
c. Sims, Recumbent			
3. <b>Changing the position of a helpless patient</b>			
4. <b>Use of comfort devices</b>			
a. Use of cardiac table			
b. Use of bed cradle			
<b>B. Hygienic Needs:</b>			
1. Hand Washing			
2. Bed bath			
3. Care of nails and feet			
4. Care of Pressure points			
5. <b>Oral Hygiene</b>			
a. Helpless patient			
b. Unconscious patient			
6. <b>Care of hair</b>			
a. Pediculosis treatment			
b. Bed shampoo			
<b>C. Nutritional Needs:</b>			
1. <b>Preparation and serving of Diet</b>			
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			
<b>D. Elimination Needs:</b>			
1. Cleansing Enema			
2. Bowel wash			
3. Suppositories			
4. Use of flatus tube			
5. Bowel Irrigations			

I st year	Date		Signature
	Class room	Ward	
<b>E. Specific Observational Skills:</b>			
1. <b>Measuring &amp; Recording of Vital Signs</b>			
a. Temperature : I. Oral			
II. Rectal			
III. Axillary			
b. Pulse			
c. Respiration			
d. Blood Pressure			
2. <b>Physical examination</b>			
Setting up & assisting for			
a. General examination			
b. Rectal examination			
<b>F. Diagnostic Procedures:</b>			
1. <b>Collection of specimens</b>			
a. Farces			
b. Sputum			
c. Urine	I. Routine		
	II. 24 Hours		
	III. Culture		
2. <b>Urine Testing</b>			
a. Albumin			
b. Specific gravity			
c. Reaction			
d. Sugar			
e. Ketone			
<b>A. Hot &amp; Cold application &amp; Therapeutic Measures</b>			
1. Hot water bag			
2. Ice cap			
3. Cold sponge			
4. Cold compress			
5. Simple fomentation			
<b>H. Medication and Therapeutic Measures:</b>			
1. Oral medication			
2. Steam Inhalation			
3. Oxygen inhalation			

I year	Date		Signature
	Class room	Ward	
<b>I. General procedures:</b>			
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			
<b>J. Nursing Process:</b>			
1. Simple history taking			
2. General physical examination			
3. Planning of care			
4. Writing Nursing care plans			
<b>K. Bandages:</b>			
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			
<b>L. Binders</b>			
1. Abdominal Binder			
2. Breast Binder			
<b>M. Death care</b>			
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	

<b>ADL</b>	<b>Subjective data(report)</b>	<b>Objective data(exhibits)</b>	<b>Nursing diagnosis</b>
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 \_\_\_\_\_

Reg. No. \_\_\_\_\_

Sex \_\_\_\_\_

Bed No. \_\_\_\_\_

Dr's Unit \_\_\_\_\_

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) Satisfactory	(1) Poor	Remarks
	<b>Nursing Process (75)</b>						
I	<b>Assessment and Nursing Diagnosis (15)</b>						
1.1	Collects data accurately						
1.2	Identifies & Categorizes basic Needs of Patients						
1.3	Formulates Nursing Diagnosis						
II	<b>Planning (15)</b>						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
III	<b>Implementation (20)</b>						
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	<b>Evaluation (10)</b>						
4.1	Evaluate patient's response to nursing care						
4.2	Reexamines & Modifies care plan						
V	<b>Documentation (15)</b>						
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) Satisfactory	(1) Poor	Remarks
	<b>Professional Conduct – (25)</b>						
<b>VI</b>	<b>Uniform and Punctuality</b>						
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						
<b>VII</b>	<b>Communication skills</b>						
7.1	Establishes & Maintains effective working / communication relationship with patients and family						
7.2	Establishes good interpersonal 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 discuss 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
<b>I</b>	<b><i>Planning and Organizing</i></b>	<b>10</b>		
	1-Preparation – day	06		
	2-Environment	02		
	3-Preparation of patient	02		
<b>II</b>	<b><i>Execution of Procedure</i></b>	<b>14</b>		
	1-Applies scientific principles	06		
	2-Proficiency in skill	06		
	3-Ensures sequential order	02		
<b>III</b>	<b><i>Termination of procedure</i></b>	<b>06</b>		
	1-Makes patient comfortable	02		
	2-Reports & Records	02		
	3-After care of articles	02		
	<b>TOTAL</b>	<b>30</b>		
	<b>VIVA</b>			
	1-Knowledge related to Principles	06		
	2-Equipment & Articles	06		
	3-Medical & Surgical asepsis	04		
	4-Bandaging	04		
	<b>TOTAL</b>	<b>20</b>		

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

	<b>NURSING PROCESS</b>	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		
	<b>TOTAL</b>	<b>30</b>		
	<b>VIVA</b>			
1	Knowledge of Drugs and Solutions	04		
2	Assessment data	06		
3	Dietary management	04		
4	Health education	06		
	<b>TOTAL</b>	<b>20</b>		

Date :-

Signature of the External Examiner



# 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"><li>• Describe the history, scope and methods of psychology</li></ul>	<b>Introduction:</b> <ul style="list-style-type: none"><li>• History, development and origin of science of psychology</li><li>• Definitions, scope, branches of psychology and relations with other subjects.</li><li>• Various application of psychology in nursing practice including importance in human and interpersonal behavioral Methods of Psychology</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay type</li><li>• Short answers</li></ul>

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

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

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

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

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

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

## Bibliography:

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,9<sup>th</sup> ed. 2005
6. Second course in Psycholog, Higher secondary std. XI K.T. Basantani, Sheth publishers Pvt. Ltd,8<sup>th</sup> 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"> <li>• Explain concepts and principles of microbiology and their importance in nursing</li> </ul>	<b>Introduction :</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	15 Hrs T=10 P=5	<ul style="list-style-type: none"> <li>• Describe structure, classification morphology and growth of bacteria</li> <li>• Identify Micro-organisms</li> </ul>	<b>General characteristics of Microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of Microbes.</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes                             <ul style="list-style-type: none"> <li>* Temperature</li> <li>* Moisture</li> <li>* Blood and body fluids</li> </ul> </li> <li>• Laboratory methods for Identification of Micro-organisms</li> <li>• Staining techniques,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type.</li> </ul>

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

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	<b>Immunity</b> <ul style="list-style-type: none"> <li>• Immunity – Types, classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity – skin test</li> <li>• Serological tests</li> <li>• Immunoprophylaxis</li> <li>○ Vaccines &amp; sera – Types &amp; Classification, storage and handling, cold chain</li> <li>○ Immunization for various diseases</li> </ul> Immunization Schedule	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Clinical practices</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type.</li> </ul>

### Bibliography :

1. Alice Corrairie Smith, “Microbiology and pathology” 9<sup>th</sup> ed., Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen & Harold S. Ginsberg, “Microbiology”, 3<sup>rd</sup> ed, A Harper International edition.
3. Hug L. L Moffet, (1981) “Clinical microbiology”, 2<sup>nd</sup> ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), “Medical microbiology” 13<sup>th</sup> ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, “Textbook of microbiology”, 8<sup>th</sup> ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjratana 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"> <li>●Identify &amp; define various concepts used in computer</li> <li>●Identify application of computer in nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>●Concepts of Computers</li> <li>●Hardware and software; trends and technology</li> <li>●Application of computers in nursing</li> </ul>	<ul style="list-style-type: none"> <li>●Lecture Discussion</li> <li>●Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>●Short answers</li> <li>●Objective type.</li> </ul>
II	<b>26 Hrs</b> T=6 P=20	<ul style="list-style-type: none"> <li>●Describe and Use the Disk Operating System</li> <li>●Demonstrate skill in the use of MS Office</li> </ul>	<ul style="list-style-type: none"> <li>●Introduction to disk operating system                             <ul style="list-style-type: none"> <li>○ DOS</li> <li>○ Windows (all version)</li> </ul> </li> <li>●Introduction                             <ul style="list-style-type: none"> <li>○ MS-Word</li> <li>○ MS-Excel with pictorial presentation</li> <li>○ MS-Access</li> <li>○ MS-Power point</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Lecturer Discussion</li> <li>●Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>●Short answers</li> <li>●Objective type</li> <li>●Practical Exam.</li> </ul>
III	<b>5 Hrs</b> T=2 P=3	<ul style="list-style-type: none"> <li>●Demonstrate skill in using in using multi-media</li> <li>●Identify features of computer aided teaching and testing</li> </ul>	<ul style="list-style-type: none"> <li>●Multimedia; types &amp; uses</li> <li>●Computer aided teaching &amp; testing.</li> </ul>	<ul style="list-style-type: none"> <li>●Lecture Discussion</li> <li>●Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>●Short answers</li> <li>●Objective type</li> <li>●Practical Exam and Viva Voce</li> </ul>
IV	<b>4 Hrs</b> T=1 P=3	<ul style="list-style-type: none"> <li>●Demonstrate use of internet and Email</li> </ul>	<ul style="list-style-type: none"> <li>●Use of Internet and : e-mail</li> </ul>	<ul style="list-style-type: none"> <li>●Lecture Discussion</li> <li>●Demonstration</li> <li>●Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>●Short answers</li> <li>●Objective type</li> <li>●Practical Exam and Viva Voce</li> </ul>

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

## REFERENCES

- 1) Jain and Saakshi (2004), *COMPUTERS FOR NURSES*
- 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

