

**SYLLABUS AND REGULATIONS  
DIPLOMA IN  
GENERAL NURSING AND MIDWIFERY**

**INDIAN NURSING COUNCIL**

## **INDEX**

### **CONTENTS**

#### **REGULATIONS**

Introduction  
Philosophy  
Aims  
Objectives  
Guidelines and Minimum Requirements for  
Setting up of a School of Nursing

    Guidelines  
    Teaching Facility  
    School Management committee  
    Budget  
    Physical Facilities  
    Clinical Facilities  
    Hostel

Admission Terms and Conditions  
Training Period and Time Distribution  
Evaluation  
Internship Period

#### **CURRICULUM**

Anatomy and physiology  
Microbiology  
Psychology  
Sociology  
Fundamentals of Nursing  
First Aid  
Personal Hygiene  
Community Health Nursing-I  
Environmental Hygiene  
Health Education and Communication Skills  
Nutrition  
English  
Medical Surgical Nursing – I  
Medical Surgical Nursing – II  
Mental Health and Psychiatric Nursing  
Computers in Nursing

Midwifery and Gynaecological Nursing  
Gynaecological Nursing  
Community Health Nursing –II  
Paediatric Nursing

### **CURRICULUM FOR INTERNSHIP**

Educational Methods and Media for  
Teaching in practice of Nursing  
Introduction to Research  
Professional Trends and Adjustment  
Administration and ward Management  
Health Economics

## **Introduction**

“Health for All” implies both a revolution and decentralization, demanding change in the role of all health professionals at every level of the health care system. This concept has far reaching implications for Nursing education and Nursing practice. Increasingly, the nursing profession is faced with questions such as:

How can nursing services meet the health needs of the society most effectively?

What changes are needed in nursing education?

How can the necessary changes be effected in the best possible manner?

The revised syllabus has attempted to answer these questions, as they impinge upon basic nursing education. It has systematically reviewed and revised the existing curriculum of General Nursing and midwifery course of three years duration to a three and half years Diploma course. Indian Nursing council in collaboration and co-operation with nursing experts from various institutions of nursing in the country has been successful in revising the syllabus. The revision has taken into consideration sound education principles, changing educational need of nursing profession and the current health needs of the society.

The primary objective of preparing and publishing this revised syllabus for the Diploma in General Nursing and Midwifery is to improve nursing care component in all kinds of patient care settings. An attempt has been made by restructuring the curriculum to make the existing training programme relevant to the health needs of the community and country at large. The revised syllabus is broad and flexible in nature. It has prescribed a learning environment which will enable the student to learn complete, comprehensive and continuous nursing care, both in hospital and community. It also enables the student to develop varied skills of nursing.

This syllabus should be considered as the minimum requirements. However, institutions may reorganize the sequence of courses, units or plans to suit their own situations without compromising the minimum requirements laid down by the Indian nursing council.

The council hopes that the revised syllabus will provide necessary guidance in meeting the changing needs of the students and the community for the next few years.

## PHILOSOPHY

Modern Nursing is a dynamic, therapeutic and educative process in meeting the health needs of the individuals, the family and the community. Nursing is one of the health professions which functions in conjunction with other health care agencies in assisting individuals, families and communities to achieve and maintain desirable standards and maintain desirable standards of health.

Indian Nursing Council believes in the concept of health as laid down by the world health organization (WHO) i.e., “Health is state of complete physical mental and social well being and not merely the absence of disease or infirmity”.

Since nurses provided and will undoubtedly continue to provide a large part of health care, their training should equip them with professional expertise to meet the changing demands of society and their expanding role therein. To achieve this, emphasis must be laid to impart the knowledge and skills most relevant to the health care needs of the community and the country as a whole. This must also be accompanied by a corresponding change in professional attitudes.

The international Council of Nurses states that the unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform un- aided if he had the necessary strength will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible. Indian Nursing Council recognized that basic nursing education is a formally recognized programmed of study providing a broad and sound foundation in the behavioral, life and nursing sciences for the general practice of nursing, for a leadership role and for the post basic education in specialties for advanced nursing practice. The council believes that this basic course in nursing should prepare nurses for occupying first level positions in nursing should prepare nurses for occupying first level positions in nursing in all kinds of health care settings. The council recognizes that nursing is a profession which is influenced by advances in science and technology. It believes that skills in all aspects of communication are also essential for learning and for the practice of nursing.

The council also recognizes that the nature of nursing is such that a substantial portion of learning of the students is acquired in the clinical fields(s) of practice. It further recognizes the interdependence of nursing and allied professions and occupations in promoting, maintaining and restoring health and prevention of diseases.

The council believes that it has a responsibility in helping the students to develop pride in their profession besides keeping them abreast with current knowledge and professional trends for a successful career ahead.

## **Aims**

The basic Diploma course in General Nursing and Midwifery is geared to the health needs of the individual, family, community and the country at large.

The aims of the Diploma in General Nursing and Midwifery programme are:

1. To prepare nurses with a sound educational programme in nursing to enable them to function as efficient members of the health team, beginning with the competencies for first level positions in all kinds of health care settings.
2. To help nurses develop and ability to co-operate and co-ordinate with member of the health team in the prevention of disease, promotion of health and rehabilitation of the sick.
3. To help nurses in their personal and professional development, so that they are able to make maximum contribution to the society as useful and productive individuals, citizens as well as efficient nurses.
4. To serve as a base for further professional education and specialization in nursing.
5. To prepare nurses to keep pace with latest professional and technological developments and use these for providing nursing care services.

## OBJECTIVES

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

Demonstrate competency in providing health care to individual, sick or well, using nursing process.

- Assess the nursing need of clients from birth to death.
  - Plan and carry out appropriate action to meet nursing needs.
  - Provide effective nursing care for maintaining best possible level of health in all aspects.
  - Promote self care in people under their care.
  - Apply problem solving techniques in nursing practice.
  - Evaluate effectiveness of nursing care.
- 
- Apply knowledge from the humanities, biological and behavioral sciences in functioning as a nurse.
  - Function effectively with members of the health team and community applying the knowledge of human relations and communication skills in her work.
  - Participate as member of the health team in delivery of curative preventive, promotive and rehabilitative health care services.
  - Mobilize community resources and their involvement in working with the communities.
  - Demonstrate use of ethical values in their personal and professional life.
  - Demonstrate interest in activities of professional organizations.
  - Recognize the need of continuing education for professional development.
  - Demonstrate basic skills in teaching patients and giving nursing care to them.
  - Demonstrate basic skills in administration and leadership while working with other members of health team and community.
  - Assist in research activities.

## **GUIDELINES AND MINIMUM REQUIREMENTS FOR SETTING UP OF A SCHOOL OF NURSING**

### **Guidelines**

The following are the minimum pre-requisites for recognition of a School of Nursing offering a Diploma in General Nursing and Midwifery programme.

The authority which desires to open a School of Nursing has to furnish the following documentary proof to the Indian Nursing Council and comply with the following:

1. An organization (Private, Trust, Mission, Voluntary etc. registered under society Act) to open a School of Nursing should obtain the no objection certificate from the State government.
2. The Indian Nursing Council on receipt of no objection certificate from the organization will undertake first inspection to assess suitability to start the programme.
3. On the assessment of INC, if the institution is found suitable to start the programme, INC shall write to the state Nursing Council/Board for inspection.
4. On receipt of the inspection report from the state nursing council/board, INC shall decide whether to give permission to admit the students or not.
5. The Indian Nursing Council will conduct inspection every year till the first batch is passed out.

### **Teaching faculty**

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

- A. For School of nursing with 150 students (i.e., an annual intake of 50 students) the following faculty is required:

Teaching Faculty	No. Required
Principal	1
Vice Principal	1



Senior Tutor	3
Tutor	12
Additional Tutor for Interns	1

1:4 ration is to be maintained for Senior Tutor to Tutor.

B. For school of Nursing with 60 Students  
(i.e., an annual intake of 20 Students)

Teaching Faculty	No. Required
Principal	1
Vice Principal	1
Senior Tutor	1
Tutor	5
Additional Tutor for Interns	1

Note:

1. Teacher student ration should be 1 :10
2. School of Nursing cannot start this course with the annual intake less than 20 students.
3. One of the Tutors should stay at the community health field by rotation.
4. The salary structure of the teaching faculty in private Schools of Nursing should not be less than what is admissible in the schools of nursing under State / Central Government.
5. Nursing service personnel should actively participate in Instruction, Supervision, guidance and evaluation of student in the clinical and field / community practice areas. The teaching faculty of the School of nursing should work in close coordination with Nursing service personnel.
6. The teaching faculty of the school and the nursing service personnel should be deputed to attend short term educational courses/ workshops/ conferences etc. to update their knowledge. Each one of the teaching faculty must attend such courses at least once in two years.
7. It is mandatory for school authorities to treat teaching faculty of the school of nursing on duty when nominated/ selected for the purpose of examination or inspection or inspection by the Council .
8. The Senior Tutor and Tutors should spend at least four hours each day in the clinical teaching and . or supervision of care by the students.
9. INC will not permit more than 60 students per batch.

Qualification of Teaching Staff

1. Principal : M.Sc Nursing with 6 Years of teaching experience or B.Sc Nursing (Basic) / Post Basic with 8 of Teaching experience.

2. Vice – Principal : M.Sc Nursing with 4 Years of teaching experience or B.S c Nursing (Basic) / Post Basic with 6 Years of teaching experience.
3. Senior Tutor : M.Sc Nursing with 2 Years of teaching experience or B.Sc with 4 Years of teaching experience.
4. Tutor : M.Sc Nursing or B.Sc Nursing (Basic / Post Basic) or Diploma in Nursing Education and Administration or its equivalent with 2 years of professional experience after graduation.

### External Lecturers

Besides the regular teaching faculty in the school of nursing, there should be provision for external lecturers for teaching the students. They should possess the desired qualifications in the respective subjects which are to be taught. Remuneration of these External lecturers may comprise of nursing experts, Medical Faculty and Scientists, General Educationists including teaching experts in English, Computer Education. Physical examination /Yoga, psychologists, sociologists, Hospital Dieticians, Nursing Service personnel like Nursing Superintendent, Ward In Charge or Ward sister, Health Economists/ Statistician etc. working in or outside the institution.

#### Additional staff for school of nursing

- |  |                      |
|--|----------------------|
| 1. Stenographer/personal assistant     | one                  |
| 2. Senior clerk cum cashier/accountant | one                  |
| 3. Junior clerk cum typist             | one                  |
| 4. Librarian                           | one                  |
| 5. Laboratory attendant                | one                  |
| 6. Chowkidar/watchman                  | two                  |
| 7. Driver                              | one for each vehicle |
| 8. Cleaner                             | one for each vehicle |
| 9. Peon                                | three                |
| 10. Sweeper /safai karmachari          | two                  |
| 11. Machine (duplicate/Xerox) operator | one                  |

NOTE: provision should be made to have relieving staff in addition two regular staff according to rules.

### School management committee

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

Principal	chairperson
Vice-Principal	Member
Senior tutor	member
Chief Nursing Officer/ Nursing Superintendent	member
Representative of Medical Superintendent	member

### **Budget**

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

### **Physical facilities**

#### **Building**

The school of Nursing have a separate building. If the school is situated in hospital premises, the area marked for the building of the school should be at a suitable distance from hospital which enables a calm environment ideally required for a school. Minimum land area recommended by INC for a school of nursing is four acres of land owned and possessed by the applicant to set up the proposed nursing school . For a school with an annual admission capacity of 20 students , the constructed area of the school should be 4000 square feet .For every additional 10 seats , an additional constructed area can be

increased. Constructed area be increased in a phased manner between first and second year.

The minimum physical facilities which are required in the school are listed below:

1. Classroom: There should be at least four classrooms with the capacity of accommodating the number of students admitted in each class. The rooms should be well ventilated with proper lighting system. There should be built in Black/ Green/ White Boards. Also there should be space to accommodate a desk/dais. A big table and a chair for the teacher and racks/ cupboards for keeping teaching aids or any other equipment needed to conduct the classes also should be there. There should be enough space for providing proper and adequate seating facilities for the students in the class.
2. Laboratories: There should be at least four laboratories as listed below:
  - a) Nursing Practice Laboratory: There should be demonstration beds in proportion to the number of students practising a nursing procedure at a given point of time ( the desired ratio being 1bed:6 practicing students).
  - b) nursing procedures in a community set up.
  - c) Nutrition laboratory: It should have facilities for imparting basic knowledge about food and to practice the cooking for the healthy as well as for the sick. The furnishing and equipments should include work –tables, with running water supply, cutlery, trays, plates, dietetic scales, cooking utensils, racks/ shelves, refrigerator, pressure cooker, mixie and cupboards for storage of food items . The food items shall be purchased for the conduct of practical classes as when required. Sets of crockery and cutlery for preparation , serving and display of food also should be there.
  - d) Computer Laboratory: It can be shared with other departments .
3. Auditorium : Auditorium should be spacious enough to accommodate at least double the sanctioned / actual strength of students , so that it can be utilised for hosting functions of the school, educational conferences / workshops, examinations etc. It should be well ventilated and have proper lighting system. There should be arrangements for the use of all kinds of basic and advanced audio-visual aids .
4. Multipurpose hall : It should have multipurpose hall, if there is no auditorium in the school.
5. Library: There should be a separate library in the school. It should be easily accessible to the teaching facility and the students. It should have comfortable

seating arrangement for half of the total strength of the students and teachers in the school.

There should be separate but should have budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. The library should have proper lighting facilities and it should be well ventilated .it should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books , magazines, journals, newspapers and other literatures. There should be provision for catalogue –cabinets , books display racks, bulletin boards and stationery items like index cards, borrowers cards , labels and registers . Current books , magazines, journals, news paper and other literature should be available in the library.

A minimum of 500 nursing books ( all new edition ), 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of news papers and other kinds of current health related literature should be available in the library.

#### 6 . office requirements :

- a) Principal's office : there should be a separate office for the principal with attached toilet and provision for visitor's room . Independent telephone facility is a must for the Principals office with intercom facility connected /linked to the hospital and hostel.
- b) Office for Vice- principal : There should be a separate office of the Vice-Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for Vice-Principal's office with intercom facility connected/Linked to the hospital and hostel.
- c) Office for Faculty Members: There should be adequate number of office rooms in proportion to the number of teaching faculty. One office room should accommodate 2 teaching faculty. Separate toilet facility should be provided for the teaching faculty with hand washing facility. There should be a separate toilet for male teachers.
- d) One separate office room for the office staff should be provided with adequate toilet facility. This office should be spacious enough to accommodate the entire office staff with separate cabin of each official. Each office room should be adequately furnished with items like tables, chairs, cupboards, built-in racks and shelves, filing cabinets and book cases. Also there should be provision for typewriters, computers and telephone.

7. Common Rooms: A minimum of 3 common rooms should be provided. One for the teaching faculty, one for the student and one for the office staff. Sufficient space with adequate seating arrangements, cupboards, lockers, cabinets, built-in-shelves and

racks should be provided in all the common rooms. Toilet and hand washing facilities should be made available in each room.

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

9. Store Room: A separate store room should be provided to accommodate the equipments and other inventory articles which are required in the laboratories of the school. This room should have the facilities for proper and safe storage of these articles and equipments like cupboards, built-in-shelves, racks, cabinets etc. This room should be properly lighted and well-ventilated.

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

11. Other Facilities: Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the school. Toilet facility to the students should be in the ratio of 1:25 with hand washing facility. There should be a separate toilet for men

12. Garage: Garage should accommodate a 50 seated vehicle

13. Fire extinguisher: Adequate provision for extinguishing fire should be available as per the local bye laws

14. Play ground: Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

### **CLINICAL FACILITIES: HOSPITAL**

1. There must be a parent hospital for providing practical experience to the students
2. The parent hospital should have a minimum of 250 functional beds with daily of not less than 75% occupancy for an admission of 20 students per year. There should be out

patient department, casualty department, operating rooms, central sterile supply department and incinerator in the hospital

3. The parent hospital should provide the clinical learning experience required for the students in the areas of medical, surgical, pediatrics, eye, ENT, maternity, gynaecology and orthopedic nursing.

There should be a variety of patients of age groups in all the clinical areas where the students are posted for obtaining the required learning experience.

#### **AFFILIATION:**

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

#### **CRITERIA FOR AFFILIATION:**

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

- ✦ Community health nursing
- ✦ Communicable diseases
- ✦ Mental health (Psychiatric) nursing
- ✦ Specialties like cardiology, neurology oncology, nephrology etc.

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

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

#### **DISTRIBUTION OF BEDS:**

At least one third of the total no of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should be less than 1/6<sup>th</sup> of the total number of beds. i.e at least 40 beds. There should be minimum of 750 deliveries per year (for annual admission capacity of 20 students) Provision should be made for maternity clinics, child health and family welfare services and for preventive social medicine.

<b>S.NO</b>	<b>DESIGNATION</b>	<b>NO</b>	<b>REQUISITE</b>	<b>QUALIFICATION</b>
<b>1</b>	Chief nursing officer(CNO)	1	For 500 beds and above	As of principal of school of nursing

2	Nursing superintendent(NS)	1	For 500 beds and above	As of principal of school of nursing
3	Deputy Nursing superintendent(DNS)	1	For 500 beds and above	As of vice principal of school of nursing
4	Assistant Nursing superintendent(ANS)	2	For every additional 50 beds	As of vice principal of school of nursing

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

CATEGORIES	REQUIREMENTS
1.Nursing superintendent	1:200 beds
2.Deputy Nursing superintendent	1:300 beds
3.Departmental nursing supervisors/sisters	7:1000(plus 1 for every additional 100 beds)
4. Ward nursing supervisors/sisters	8:200+30% leave reserve
5. Staff nurse for wards	1:3(or 1:9 each shift) +30% leave reserve
6. For OPD,Blood Bank ,X-ray Diabetic Clinic CSR etc	1:100 OPD patients(1 bed :5 OPD patients)+30% leave reserve
7.For intensive care unit (8beds ICU for 200 beds)	1 : 1 (or) 1:3 for each shift + 30% leave reserve
8. For specialized departments and clinics such as OT , Labour room	8:200 + 30% leave reserve

**Justifications**

- Needs may vary from one hospital to another, depending upon its size and service rendered more staff than anticipated will be required
- Special attention is needed for supervision of patient care in the evening and night shifts



3. 30% leave reserve posts are mandatory

#### **Other points to be considered**

1. The staff of the parent hospital should be strictly as per the criteria laid by the INC in terms of doctors, nurses and paramedical staffs.
2. Wards / areas/ OPD's /OT/ Clinical departments etc, must have adequate coverage of staff in all the shifts to ensure that the students are only for attending the clinical experiences in these areas and not utilized for service purposes
3. Continuing /in-service education programme must be attended by all the staff nurses to keep themselves abreast with latest technologies and sophistication used in day to day patient care in these areas

#### **Community Health Nursing field practice area**

The students should be sent for community health nursing experience in urban as well as in rural field areas. Institutes can be attached to primary health centers. A well setup field teaching centre should be provided with facilities for accommodation for at least 10-15 students and 1 staff member at a time .Peon, cook chowkidhar should be available at health centre. Each school of nursing should have its own transport facilities and it must be under direct control of principal .the security of staff and students should be ensured.

#### **Hostel**

Adequate hostel/ residential accommodation for students and staffs should be available in addition to the above mentioned built up area of the nursing school respectively.

#### **Hostel facilities**

The programme is residential there should be a separate hostel for male and female students. It should have the following facilities

1. **Hostel room:** It should be ideal for two students with a minimum of 150 sq feet carpet area. The furniture provided should include a cot, a table, a chair, a book rack, a cupboard, a cloth rack for each student.
2. **Toilet and bathroom:** Toilet and bathroom facilities should be provided on each floor of the student hostel. One toilet and one bathroom for 2-6 students should be provided. Geysers in bathroom and washbasins should also be provided
3. **Recreation:** there should be facilities for indoor and outdoor games .there should be provisions for TV, Radio and VCD player.
4. **Visitors room:** There should be a visitor room in the hostel with comfortable seating, lighting and toilet facilities.

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

6. **Pantry:** One pantry on each floor should be provided .it should have water cooler and heating arrangements.

7. **Washing and ironing room:** facility for washing, drying and ironing clothes should be provided in each floor.

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

9. **Room for night duty nurses:** should be in a quiet area.

10. **Guest room:** a guest room should be made available.

11. **Wardens room:** warden should be provided with a separate office room besides her residential accommodation.

12. **Canteens:** there should be a provision for a canteen for the students their staffs and all the staff members.

13. **Transport:** school should have a separate transport facility under the control of the principal.25 and 50 seated buses are preferable.

**Residential accommodation:**

The residential family accommodation for faculty should be provided according to their marital status .the telephone facility for the principal at her residence must be provided. Residential accommodation with all facilities is to be provided to the hostel warden.

**Crèche:**

There should be a crèche in the school campus

**Staff for the hostel:**

1. Warden (female) – 3: Qualification –BSc Home science or diploma in housekeeping /catering. Minimum 3 wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150 one more warden /asst warden / housekeeper for every additional 50 students.
2. Cook – 1 :for every 20 students for each shift
3. Kitchen and dining room helper – 1 : for every 20 students for each shift
4. Sweeper-3

5. Gardener -2
6. Security guard / chowkidhar -3

## **Admission Terms and Conditions**

### **Eligibility Criteria**

Duration of the course - 3.1/2 years including six months internship.

Minimum & Maximum age for admission will be 17 and 35 years respectively.

Minimum education:

10, +2 class passed or its equivalent. Any group aggregate of 40% marks.  
Further 5% relaxation is permitted to SC/ST students for GNM Programme.

### **Admission/Selection Committee**

**This committee should comprise of:**

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

### **Admission Strength**

**GNM programme is a skill oriented programme. Therefore, INC will permit Maximum of 60(Sixty) students per batch per year**

Annual admission strength for each school should have prior sanction/permission from the Indian Nursing Council on the basis of student patient ratio, i.e. 1:10 and other teaching learning facilities should be made available for effective learning.

**Admission strength is sanctioned as per table given below:**

<b>Number of admissions per year</b>	<b>Hospital bed strength</b>
20	250
30	300
40	400
50	500

## **Training Period and Time Distribution**

### **Duration of the Course**

The Diploma course in General Nursing and Midwifery shall be of three years and six months duration.

There should be a preliminary period of 12 weeks. During this time the student will attend the wards for observation and supervised practice not exceeding 16 hours per Exemption for ANMs/LHVs/ Female Health Workers

Six months exemption in training shall be given during the third year (in midwifery) to those:

- a. Who have undergone ANM training of 18 months or 2 years recognized by INC.
- b. LHV's with 2½ years of training recognized by INC

Therefore duration of training shall be of 3 years

**Syllabus:** Same as prescribed for GNM trainees in all three years and internship period.

**Year-Wise distribution of weeks, days and hours of the course**  
**Maximum hours per week per student shall be 36 to 40 including class room instructions and clinical field practice.**

Ist Year	46	Weeks	1656 hours
IInd Year	46	Weeks	1656 hours
IIIrd Year	46	Weeks	1656 hours

Note: Out of 52 weeks in one academic year, total of 6 weeks are deducted. 4 weeks vacation, one week preparatory leave and one week for examinations. Sundays and gazetted holidays are to be considered as holidays.

Vacation and holiday

Annual Vacation	:	30 days
Sick Leave	:	10 day per annum
Preparatory Leave	:	7 days per annum

Sick leave cannot be accumulated from year to year

**Courses of Instructions and supervised practice**

**FIRST YEAR**

<b>S.No</b>	<b>Subjects</b>	<b>Theoretical hours &amp; Supervised practice</b>
<b>I</b>	<b>BIOLOGICAL SCIENCES</b>	<b>120</b>
	I. Anatomy and Physiology	90
	II. Microbiology	30
<b>II</b>	<b>BEHAVIOURAL SCIENCES</b>	<b>60</b>
	I. Psychology	40
	II. Sociology	20
<b>III</b>	<b>FUNDAMENTALS OF NURSING</b>	<b>215</b>
	I. Fundamentals of Nursing	175
	II. First Aid	20
	III. Personal Hygiene	20
<b>IV</b>	<b>COMMUNITY HEALTH NURSING- I</b>	<b>150</b>
	I. Community Health Nursing	80
	II. Environmental Hygiene	20
	III. Health Education and Communication Skills	20
	IV. Nutrition	30
<b>V</b>	<b>ENGLISH</b>	<b>30</b>
	<b>TOTAL HOURS OF FIRST YEAR</b>	<b>575</b>

### **SECOND YEAR**

<b>S.No</b>	<b>Subjects</b>	<b>THEORY</b>
<b>1</b>	<b>MEDICAL SURGICAL NURSING I</b>	<b>140</b>
	I. Medical Surgical Nursing	120

	II. Pharmacology	20
2	<b>MEDICAL SURGICAL NURSING II (Specialties)</b>	120
	I. Communicable Diseases	40
	II. Orthopaedic Nursing	25
	III. Ear, Nose and Throat	20
	IV. Oncology/Skin	20
	V. Ophthalmic Nursing	15
3	<b>MENTAL HEALTH AND PSYCHIATRIC NURSING</b>	<b>70</b>
	Community Health Nursing	-
4	Computer Education	<b>30</b>
	<b>TOTAL</b>	<b>360</b>

### THIRD YEAR

I	Midwifery and Gynaecological Nursing	120
2	Community Health Nursing -II	100
3	Paediatric Nursing	70
	Total	<b>290</b>

S.No	INTERNSHIP PERIOD	Hours Required
I	Educational Methods and Media for Teaching in Practice of Nursing	45
II	Introduction to Research	40
III	Professional Trends and Adjustment	40
IV	Administration and Ward Management	45
V	Health Economics	20
	<b>Total</b>	<b>190</b>

### EVALUATION

## INTERNAL ASSESSMENT

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

The student shall be required to maintain the practical record book and report of observation visits and diary for assessment by the teachers concerned , various other techniques for assessment must be also used. Marks shall be allotted for each of the following:

- a) Case study
  - b) Case presentation
  - c) Nursing care plan
  - d) Maintenance of record books (procedure book and midwifery record book)
  - e) Daily diary
  - f) Area wise clinical assessment is to be carried out .minimum two assessments are required in each clinical area.
4. regular record of theory and practical is to be maintained .task oriented assessment is to be undertaken. assessment shall be maintained by teacher for each student each month. This can be checked by the council/ board principal shall sign all the records of examination of the students.
  5. A candidate must secure 50 % marks in internal assessment separately in each theory and practical . to be successful a student must get 50% marks in the internal as well as council or board examination of each year.
  6. For each student who appears for many supplementary examination her / his fresh internal assessment in the failed subject (s) practical (s) is to be sent to the council / board.
  7. State nursing council / board should prepare a model perform for performance evaluation for each of the clinical area and circulate to all ; schools of nursing for maintaining uniformity.



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

**FIRST YEAR**

- a) Nursing care plan - 4 in medical /surgical wards.
- b) Daily diary
  - Health – talk -1 each in urban and rural community
  - Family study including field.
  - Family care plan - 1 each in urban and rural community
  - Field
  - Health assessment of an individual - 1 each in urban and rural community
  - Family community profile field

**SECOND YEAR**

- a) Medical ward
  - Nursing care plan 1
  - Case study 1
  - Case presentation 1
  - Drug study 1
- b) Surgical ward
  - Nursing care plan 2
  - Case study 1
  - Case presentation 1

Drug study	1
c) psychiatry ward	
Nursing care plan	1
Case study	1
Case presentation	1
Drug study	1
Process recording	2
Mental status recording	4

### **THIRD YEAR**

#### a) Paediatric ward

Nursing care plan	2
Case study	1
Case presentation	1
Drug study	1
Observation report (new born )	2

#### b) Maternity and gynaecology ward

Nursing care plan	2 +1
Case study	1+1
Case presentation	1+1
Drug study	1+1

#### c) Daily diary                      urban and rural community field

Health talk	2 each
Family health nursing care plan	2 each
Group project	1 each

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

The above assignments are to be evaluated by concerned teachers for the purpose of internal assessment and shall be presented to the external examiner in a compiled

form and it should be duly signed by her and should be stamped as cancelled after practical examination.

## SCHEME OF EXAMINATION

### A. EXAMINATION

#### FIRST YEAR

Pa per	Subject	Total marks	Internal Assessment	Council/ board examination	Duration of examination (hrs)
1.	BIO-SCIENCE Anatomy and Physiology Microbiology	100	25	75	3
2	BEHAVIOURAL SCIENCES Psychology, Sociology	100	25	75	3
3	FUNDAMENTALS OF NURSING Fundamentals of nursing, First aid personal hygiene	100	25	75	3
4	COMMUNITY HEALTH NURSING-1 Community health nursing, Environmental hygiene, health education & communication skills, nutrition	100	25	75	3
	PRACTICAL-I, FUNDAMENTALS OF NURSING	100	50	50	

#### SECOND YEAR

PAPE R	SUBJECT	TOTA L MAR KS	INTERNAL ASSESSMEN TS	COUNCIL/BOA RD	DURATION OF EXAMINATI ON (HRS)
1	Medical	100	25	75	3

	surgical nursing-I (pharmacology)				
2	Medical surgical nursing –II (specialities)	100	25	75	3
3	Mental health and psychiatric nursing	100	25	75	3
4	practical –I Medical surgical nursing	100	25	75	3
5	Practical-II psychiatric nursing	100	(only school examination, no council / board examination)		

Practical examination for psychiatric nursing is to be conducted at the place of clinical experience at the end of clinical instructions by school itself and internal assessment marks should be sent to the council/ board.

### THIRD YEAR

PAPE R	SUBJECT	TOTAL MARK S	INTERNAL ASSESSMEN T	COUNCIL/BOAR D	DURATION OF EXAMINATIO N (HRS)
1	Midwifery and Gynaecolog y	100	25	75	3
2	Paediatric nursing	100	25	75	3
3	Community health nursing –II	100	25	75	3

	Practical –I midwifery	100	25	75	
	Practical-II Paediatric nursing	100	25	75	
	Practical – III :communt health nursing-II	100	25	75	

### EXAMINATIONS FOR ANMs /LHVs/FHWs

These candidates will appear for all the examination in theory and practicals as per the scheme of examination for other candidates.

#### B. Eligibility for admission to examination

A candidate shall be eligible for the admission to the state council / board examination if the principal of the school certifies that:

- a) she /he has completed not less than eleven month of the course
- b) she/he has attended 75% of the formal instructions given on each subject and 75% of the clinical field experience in each area / subject separately during the academic year. However, the total clinical //field experience prescribed must be completed before the final council/ board examinations and before the issue of diploma.  
( the diploma shall not be awarded to the student till she/ he has completed the clinical field requirements.
- c) The overall performance of the student and her /his conduct during the entire academic year has been satisfactory.
- d) The student has passed in the internal assessment in each subject i.e., both in the teaching and practical (5) by securing 50 % marks separate in each theory and practical (s).
- e) The record of practical experience is complete.(the principal shall send to the council / board the internal assessment for each subject, i. E. Both theory and practical (s) before the start of the examination along with the examination form)
- f) ANM /LHV/ FHW who have been exempted for six months during third year will be eligible for third year examination after completion of six months training

#### C. Supplementary Examination

The council shall conduct supplementary examination within six months of the Annual examination:

- a) If a student fails in one theory paper / practical .she/he may be allowed to proceed to the next year of study .she /he will sit for a supplementary

examination held subsequently in the failed subject/practical .if she/he fails to clear supplementary examination she/he shall be allowed to sit again along with her next year annual examination.

- b) If a student fails in two or more papers or practical she/he will not be allowed to proceed to the next year. She/he shall sit for supplementary examination in the failed subjects/practicals only but shall be eligible for the next year's examination after one academic year from the date of passing the last examination
- c) No candidate for category (a) shall be allowed to proceed to third year( higher class), unless she/ he has passed in the subjects of the previous year ( backlog to the second year).
- d) If a student fails in one theory paper / practical examination of the third year, she he may be allowed to proceed for internship. She / he will sit for supplementary examination held subsequently in the failed subject/practical.
- e) If a student fails in two or more papers / practicals she/ he will not be allowed to proceed for internship. She / he shall sit for supplementary examination in the failed subjects/ practicals only. A student shall not be allowed to proceed for internship till he/ she clears third year examination.

#### D. grading of examination

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

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

#### E. Theory examination

1. Nursing teacher with minimum of 5 years of teaching experience (recent) in a particular subject may be appointed as paper setters and examiners for that particular subject only.
2. Question papers should have a combination of essay , short answer and objective type question ( situation based questions)
3. All units of a subject and sub subject should be given due weight age in accordance with the instructional hours prescribed.

#### F. Practical examination

1. practical examination is to be conducted in the respective clinical area .
2. nursing teacher with minimum of five years of teaching / clinical teaching experience (recent ) in a particular subject / clinical area may be appointed as practical examiner
3. not more than 10 to 15 student are to be examined in a day

4. internal and external examiner shall jointly evaluate each candidate for practical examination

## **INTERNSHIP PERIOD**

### **GENERAL OBJECTIVES**

Upon completion of the internship period the period shall be able to :

1. Demonstrate skills in the discharge of professional responsibilities independently and effectively.
2. Demonstrate beginning skills in teaching patients / client in health care setting and nursing student in clinical setting in an effective manner.
3. Demonstrate beginning skills in administration and management of nursing units , health clinics and health centres
4. Assist / participate in research activities of the institution /organization in various health care settings.
5. Identify and participate the needs for continuing and in service education in practice of nursing.

### **DETAILS OF INTERNSHIP PERIOD**

Total duration - 26 weeks/ 6 months

Vacation - 1 week  
 Examination - 1 week

For the remaining 24 weeks students will be posted in different clinical areas and also undergo formal class room instruction

Total working hours of each day – 8  
 Hours per week - 8 x 6 =48  
 Total hours of internship period - 48 x 24 =1152  
 Total hours of theory instruction - 190  
 Total hours of clinical posting -1152-190=962

Student shall attend one hour class daily and 7 hours for clinical experience or one day for theory and five days for clinical experience shall be planned by institutes as per their suitability which shall come to 40 hours per week clinical and 8 hours for theory

**BREAK UP OF CLINICAL EXPERIENCE**

1. Medical nursing - 3 weeks
  2. surgical nursing - 3 weeks
  3. paediatric nursing - 3 weeks
  4. psychiatric nursing - 3 weeks
  5. community health nursing - 4 weeks
  6. midwifery - 4 weeks
  7. student's area of interest - 2 weeks
  8. 2 weeks of night clinical experience is to be given during this period with night supervisor
- TOTAL - 24 WEEKS**

**SCHEME OF EVALUATION –INTERNSHIP PERIOD ( SCHOOL EXAMINATION)**

**THEORY EXAMINATION**

subject	Assessment of 6 month period	School examination	Total marks
1. Educational methods and media for teaching in practice of nursing and research in nursing	50	50	100
2. professional trends and	50	50	100



adjustments ,administration and ward management and health economics			
TOTAL	100	100	200

**PRACTICAL EVALUATION : SCHOOL ASSESSMENT**

	MARKS
Medical & surgical nursing	20
Paediatric nursing	20
Community healthy nursing	20
Midwifery	20
TOTAL	100

Practical examination at the end of 6 months is to be conducted by school at its own level to assess clinical skills ward management and professional trends .

Marks are to be submitted to the council for addition in the over all result .

Diploma by the council/board will be issued only after successful completion of internship period

**CURRICULUM**

**ANATOMY AND PHYSIOLOGY**  
**HOURS: 90**

**COURSE DESCRIPTION:**

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

**GENERAL OBJECTIVES**

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

- ✓ Describe in general the structure and the function of human body
- ✓ Describe in detail the structure and function of different organs and systems in the human body
- ✓ Apply the anatomical and physiological principles in the practice of nursing

**COURSE CONTENT**

**UNIT-1 Introduction to anatomical terms**

**UNIT-II Organization of body cells tissues .organs. systems membranes and glands**

**UNIT-III Skeletal system**

- Bones :types . structures ,functions
- Axial skeleton
- Appendicular skeleton
- Joints :classification, structure and function

**UNIT –IV Muscular system**

- Types ,structure and functions
- Position and action of chief muscles of body

**UNIT-V Cardio-vascular system**

- Blood :composition, clotting and blood group , cross matching .blood products and their use
- Heart: position , structure , conduction system , function and cardiac cycle .
- Blood vessels : structural differences and position of chief vessels
- Circulation of blood : systemic , pulmonary and portal circulation
- Blood pressure and pulse
- Lymphatic system : lymph vessels , glands , ducts and lymph circulation , lymph tissues in the body , spleen

**UNIT-VI Respiratory system**

- Structure and functions of respiratory organs
- Physiology of respiration
- Characteristics of normal respiration and its deviations

**UNIT-VII Digestive system**

- Structure and functions of organs of digestion and accessory organs
- Process of digestion and absorption .
- Metabolism :meaning and metabolism of food constituents

**UNIT-VIII Excretory system**

- Structure and functions of organs of urinary system
- Structure and functions of skin
- Regulation of body temperature
- Fluid and electrolyte balance

**UNIT-IX Nervous system**

- Type, structure and functions of neuron.
- Central nervous system: structure and functions
- Autonomic nervous system: structure and functions.

**UNIT-X Endocrine system**

- Structure and functions of pituitary , pancreas , thyroid, parathyroid, thymus and supra renal glands.

#### **UNIT-XI Sense organs**

- Structure and functions of eye, ear , nose and tongue.
- Physiology of vision , hearing and equilibrium.

#### **UNIT –XII Reproductive system**

- Structure and functions of reproductive and accessory organs .
- Process of reproduction, menstrual cycle and menopause
- Reproductive health
- Structure and functions of male reproductive system.

Note: Wherever possible related clinical application should be included in each unit .

## **Psychology**

**Hrs. 40**

### **Course Description**

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

### **General objectives**

Upon completion of this course the students will be able to:

- Describe the concept of mental health and psychology.
- Explain the dynamics of human behavior personality and learning.
- Discuss the role of adjustment mechanisms and emotions in health and illness.
- Demonstrate skills in the application of principle of psychology in nursing practice in all kinds of health care settings.

### **Course Content**

### **Unit-I Introduction**

- Definitions, scope of psychology and its importance in nursing profession.

### **Unit – II Psychology of Human Behaviour**

- Dynamics of behaviour, motivation and behavioral process of adjustment, adjustments and mal – adjustments unconscious behaviour.
- Frustration: sources and nature of frustration, measures to overcome frustration.
- Conflicts: types, unconscious conflict, resolution, conflict and nursing.
- Adjustment Mechanism: meaning, types and importance
- Emotions : in health and disease, emotional situations, control of emotions, effect of emotional reactions on health.
- Attitudes: meaning, development, changes in attitude, attitude and nursing.
- Habits: formation, types, effective habit formation, advantages and disadvantage of habit formation.

### **Unit-III Learning**

- Nature of learning, laws and types of learning, factors promoting Effective learning, memory and forgetfulness.
- Thinking and type of thinking.
- Nature and type of thinking.
- Problem solving and reasoning.

### **Unit-IV Observation**

- Attention and perception, factors affection attention and Observation and errors in perception.

### **Unit-V Intelligence**

- Definition, individual differences in intelligence.
- Mental ability and nature of intelligence
- Measurement of intelligence.
- Development of intelligent behaviour.

### **Unit-VI Personality**

- Meaning, Types, factors affecting development of personality
- Characteristics of various age group: Child, adolescent, adult and aged.
- Will and character.

**Microbiology**  
**Hrs.30**

**Course Description**

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

**General Objectives**

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

1. Describe the classifications and characteristics of microorganism.
2. List the common disease producing micro-organisms and their characteristics.
3. Explain the activities of micro-organism in relation to the environment and the human body.

4. Enumerate the basic principle of control and destruction of micro-organisms.
5. Apply the principle of microbiology in nursing practice.

## **Course Content**

### **Unit-I Introduction**

Brief historical review of bacteriology and microbiology.  
Scope and usefulness of knowledge of microbiology in nursing.

### **Unit-II Micro-Organisms**

Classification, structure, size method and rate of reproduction  
Factors influencing growth  
Pathogenic and non-pathogenic organisms  
Normal flora of the body.  
Common diseases caused by different types of microorganisms.

### **Unit III infection and its transmission**

Sources of infection  
Growth of microbes  
Portals of entry and exit of microbes  
Transmission of infection  
Collection of specimens.

### **Unit-IV Immunity**

Types of immunity  
Hypersensitivity and autoimmunity.

### **Unit –V The control and destruction of micro-organisms**

Principle and methods of microbial control  
Sterilization: dry heat, moist heat, chemicals and radiation.  
Disinfection physical, natural gases, chemicals used and preparation of lotions  
Chemotherapy and antibiotics  
Medical and surgical asepsis, cross-infection  
Control of spread of infection  
Pasteurization  
Bio-safety and waste management.

### **Unit-VI Introduction to Laboratory techniques**

Microscope: Parts and uses. Handling and care of microscope  
Inoculation of culture media  
Staining and examination of slides  
Preparation and examination of smears.

## **Sociology**

**Hrs.20**

### **Course Description**

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

### **General objectives**

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

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

### **Course Content**

#### **Unit – I Introduction**



Concept scope nature and importance of sociology in nursing.  
The socio-cultural and economic aspects of the community and their effects in health and illness.

### **Unit – II The Individual**

- Brief review of human growth and development.
- Effect of environment on childhood, adolescence, adulthood and old age.
- The right and responsibilities of the individual in a democratic society.

### **Unit – III The Family**

- Family as a social institution and basic unit for health services.
- Basic needs of family, its structure and relationships.
- Family life education: Pre-marriage, marriage and parenthood.

### **Unit – IV The Society**

- Concept
- Group: Types, Structure, Inter-group relationship. Group cycle, group behaviour and group morale.
- Social changes, social control, social stratification.
- Rural and urban society.
- Social problems: unmarried mothers, dowry system, prostitution, drug addiction, alcoholism, delinquency, handicapped, child abuse, women abuse.
- Social agencies and remedial measures.

### **Unit – V The Community**

- Definition, characteristics and culture.

### **Unit – VI Economy**

- Resources of the country: natural, occupational agricultural, Industrial etc.
- Social Security
- Population explosion : Its effect on economy and the need for population control.
- Budgeting for a family, per capital income and its impact on health and illness.

## **Fundamentals of Nursing**

**Hrs.174**

### **Course Description**

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

### **General Objectives**

Upon completion of this course, the student will be able to :

- Describe the physical mental and social adjustment required of a sick individual and his family.
- Carry out basic nursing techniques and care with the application of sound scientific principles.
- Explain the concept of comprehensive nursing care.
- Develop skills in assessment, planning, implementation and evaluation of the nursing care rendered to the patients.
- Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members.

- Demonstrate skills in observation, recording and reporting.
- Recognize and utilize opportunities for planning and implementing need based health teaching programme(s) for individuals, groups, families and communities.

## **Course Content**

### **Unit-I Introduction to Nursing**

- Nursing: Definition, meaning, Nature, Scope, Principle sand history of nursing.
- Nurse: Definition and meaning, preparation of a nurse qualities-personal, professional.
- Ethics in nursing, Role and responsibilities of a nurse.
- Health care agencies: Hospital and Community, Types of Hospitals and their functions.
- Holistic approach to nursing.
- Comprehensive nursing care.

### **Unit – II Nursing care of the patient / Client**

- Introduction to the sick and well.
- Determinants of health status.
- Patient/Client : As an individual, member of the family, society, effects of illness and hospitalization on patient and his family.
- Admission of a patient : Patient’s unit, set up and care admission procedure, reception of patient, care of patient’s belongings.
- Bed and Bed Making
- Principle of bed-making, factor to be considered in selecting and making bed, different types of beds and their uses.

#### Maintenance of therapeutic environment

Temperature, Light, noise and humidity.

#### Psycho Social Environment

- Meaning and its importance, aesthetic consideration in the environment, colour scheme beauty and flower arrangements.

#### Nursing Process and Nursing Care Plan

- Meaning importance and steps in development.

#### Recording and Reporting

- Importance, types and nurses responsibilities.

### Discharging a patient

- Preparation of the patient physically and mentally, discharge procedure, hospital policies, preparation of the patient's relatives for discharge.
- Follow up and Rehabilitation revisit, treatment compliance and referral,

## **Unit – III Basic Nursing Care and Needs of the patient**

### Hygienic Needs and Physical needs

- Importance of maintaining good personal and environmental hygiene in health and disease.
- Nurse's role in maintaining good personal and environmental hygiene.
- Care of Skin and Mucous Membrane.
- Bed bath, care of hair, eyes, nose, ears, teeth, genitalia, hands and feet.
- Nutritional needs.
- Importance of diet in health and disease, factors affecting the normal nutrition in sickness, nurse's role in maintaining good nutrition, feeding helpless patients, maintenance of intake and output record.

### Elimination needs

- Problem in sickness: Constipation and diarrhea, retention and incontinence of urine.
- Nurse's role in meeting elimination needs.

### Safety needs

- Environmental hazards, role of nurses in prevention of health hazards.
- Interpersonal relationship, cultural/spiritual/religious needs.

### Activity and Exercises

- Importance of activity and exercise in health and sickness, active and passive exercise.

### Physical Comforts

- Comfort : meaning and its importance in health and disease, factors promoting and inhibiting physical comfort, comfort devices and their uses, body mechanics, positions.

### Moving, shifting and Lifting of patient

- Care of pressure points, bed sores: causes, signs, symptoms, prevention and nursing care
- Shifting of patient from one side to another, from bed to wheel chair and bed to stretcher.

#### **Unit – IV Assessment of patient / Client**

- Principles and importance of assessment, methods of assessment : observation, palpation, auscultation, percussion, developing skill in observation.

##### Physical Assessment

- Height, weight, posture, speech

##### Physiological Assessment

- Temperature, pulse, respiration and blood pressure
- Characteristics of normal and abnormal (T.P.R. and B.P.) and factors influencing the variations.
- Urine stool, vomit, sputum, normal and abnormal behaviour and its deviation.

#### **Unit – V Therapeutic Nursing Care and Procedures Asepsis**

- Hand washing, hand scrubbing, use of mask, gown, gloves
- Disinfection techniques, sterilization techniques.
- Autoclaving, boiling, flaming, ultra violet rays.

##### Care and Sterilization of:

- Linen, bed, mattress, floor, walls, cupboard and other articles.
- Rubber goods, dressings, instruments, needles, syringes enamel articles.
- Barrier Nursing and isolation.

##### Care of Respiratory System

- Inhalation: dry inhalation, moist inhalation, jug, Nelson's inhaler, steam tent, electric inhalers, suction oro-nasal.
- Collection of specimen of sputum for examination.

##### Care of Gastro Intestinal Tract

- Preparation and giving of enema : Retention enema, evacuation enema, suppository, passing of flatus tube.

##### Care of Genito Urinary System

- Perineal care of terminally ill patient and patient with urinary catheter.
- Collection of specimens of urine and stool for routine and cultural examination.

##### Care of Skin and Mucous Membranes

- Cold application : Ice cap, cold packs, use of evaporating lotion. Hot application : use of hot water bottle, dry fomentation, moist fomentation, medicated fomentation.

#### **Unit – IV Basic Needs and Care in Special conditions**

- Care of patient with fever, unconscious patient, patient with fluid imbalance, patient with dyspnoea.
- Care of terminally ill patient.
- Care of physically handicapped.
- Dying patient
- Signs and symptoms of approaching death, needs of the dying patient and his relatives, care of the dying, last offices, packing of dead bodies in non-communicable and communicable diseases.

#### **Unit – VII Introduction to Pharmacology**

- Concept of Pharmacology.
- Classification of drugs.
- Administration of drugs.
- General action of drugs.
- Nursing implications in administration of drugs.

#### **First Aid**

**Hrs. 20**

#### **Course Description**

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

#### **General Objectives**

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

- Describe the rules of first aid.
- Demonstrate skill in rendering first aid in case of emergencies.

#### **Course Content**

##### **Unit- I Introduction**

- Importance of first aid and rules of first aid.
- Concept of emergency.

### **Unit – II First Aid in Emergency situations**

- Fire, burns, fractures, accidents, poisoning, drowning, haemorrhages, insect bites, foreign bodies.
- Transportation of the injured.
- Bandaging and splinting.

### **Unit – III Community Emergencies and Resource Community Emergencies**

- Fire, explosions, floods, earthquakes, famines.
- Immediate and late role of nurses.
- Need for rehabilitation.

#### Community Resources

- Police Assistance.
- Voluntary agencies : Local, National and international agencies.
- Ambulance services: Their functions in relation to emergencies.

### **Personal Hygiene**

**Hrs.20**

### **Course Description**

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

### **General Objectives**

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

- Explain the concept of health and hygiene.
- Enumerate the principles of personal health.
- Demonstrate skills to apply these principles in effective nursing care of the patients / clients as well as in her own healthy living.

### **Course Content**

#### **Unit – I Introduction**

Concept of health and its relation to successful living.

#### **Unit – II Maintenance of Health**

Determinants of health, building of good health habits, immunization, correction of defects, maintenance of health records.

### **Unit – III Physical Health**

Care of skin, hair, teeth, eyes, ears, hand and feet, Rest and sleep, exercise, activity, recreation, posture, nutrition, elimination, menstrual hygiene.

### **Unit – IV Mental Health.**

- Characteristics of mentally healthy person.,
- Mental hygiene in intrauterine, infancy, childhood, adolescence, adulthood and old age.

## **Community Health Nursing –I**

**Hrs.80**

### **Course Description**

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

General objective

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

Describe the concept of health, community health and community health nursing. State the principles of epidemiology and epidemiological method of community health nursing practice.

Explain the various services provided to the community and the role of the nurse. Demonstrate skills to practice effective nursing care of the individuals and families in the clinics as well as in their homes, using scientific principles.



## **COURSE CONTENT**

### **Unit- I Introduction to community Health and community health Nursing**

- Health and disease
- Community, community health, community health nursing.
- Dimensions of health
- Health determinants
- Indicators of health levels of health care
- Primary health care: Elements and principles Nurse's role in primary health care.
- Health for all by 2000 A.D
- Evolution and development of community health nursing in India and its present concept.
- Differences between institutional and community health nursing.
- Community health team functioning
- Philosophy, goals, objectives and principles of community health nursing practice.
- Qualities and functions of a community health nurse.

### **Unit-II community health nursing process**

- Concepts and definition
- Importance of the community health nursing process
- Steps of the process: Community identification, population composition, health and allied resources, community assessment, planning and conducting community health nursing care services.

### **Unit- III Health Assessment**

- Characteristics of healthy individual
- Identification of deviation from normal health.

### **Unit- IV Principles of Epidemiology and Epidemiological methods**

- Definition and aims of epidemiology
- Basic tools of measurement in epidemiology
- Uses of epidemiology

- Disease Cycle
- Spectrum of disease.
- Levels of prevention of disease.
- Disease transmission-direct and indirect
- Immunity
- Immuring agents and immunization schedule
- Control of infectious diseases
- Disinfection

### **Unit- Family Health Nursing care**

- Concept, goals, objectives, family as a unit of health family health care services.
- Family health and nursing care process- family health assessment, family care plan.
- Family health services- Material, Child care and family welfare services.
- Roles and function of a community health nurse in family health services.
- Family health records.

### **Unit-VI Family health care settings**

- Home visiting
- Purposes
- Principles
- Planning and evaluation
- Bag technique
- Clinic
- Purposes
- Types of clinics and their functions
- Setting up of various clinics
- Functions of Health personnel in these clinics

### **Unit- VII Referral systems**

### **Unit – VIII Records and Reports**

- Types of records
- Uses of records
- Essential requirements of records.
- Cumulative records
- Design of cards/ Records

### **Unit-IX Minor Ailments**

- Classification
- Early detection and management
- Standing instructions/orders

**Environmental Hygiene**  
Hrs:20

**Course Description**

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

**General Objectives**

- Upon completion of this course, the students will be to:
- Describe the concept of environmental health
- Describe the principles of environmental health
- Demonstrate skills to apply these principles in the nursing care of the patients/clients as well as in their own healthy living.
- Describe the environmental health hazards and health problems of the country and services available to meet these.

**Course Content**

**Unit I Introduction**

- Components of environment
- Importance of environmental health.

## **Unit-II Environmental factors contributing to health water**

- Safe and wholesome water
- Uses of Water

- water pollution
- water borne diseases.
- Water purification

### Air

- Air pollution
- Prevention and control of air pollution

### Waste

- Refuse
- Excreta
- Sewage
- Health hazards of these wastes
- Collection removal and disposal of these wastes

### Housing

- Site
- Basic amenities
- Types and standard of ventilation
- Requirements of good lighting.
- Natural and artificial lighting.

### Noise

- Source of noise
- Community noise levels
- Effects of noise
- Noise control

### Arthropods of Public Health Importance

- Mosquitoes, housefly, sandfly, human louse, ratfleas etc.
- Rodents.

- Control measures for these arthropods.

### **Unit – III Community organization to promote Environmental Health**

Levels and types of agencies: National, state, local, Government, Voluntary and Social agencies

## **HEALTH EDUCATION AND COMMUNICATION SKILLS** **Hrs. 20**

### **Course Description**

This course is designed to help students acquire the concept of health education and understanding of the principles underlying health education in order to develop an ability to communicate effectively with the patients, community, health team members and others.

### **General Objectives**

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

- ✓ Describe the concept of health education, communication skills, audio-visual education agencies.
- ✓ Identify and utilize opportunities for health education planned and incidental.
- ✓ Communicate effectively with others.

### **Course Content**

#### **Unit – I Introduction**

- Concept, definition, aims and objectives of health education.
- Process of change/modification of health behaviour.
- Opportunities of health education in hospital and community.
- Scope of health education
- Levels and approaches of health education.
- Principles of health education.
- Nurse's role as health educator.

#### **Unit – II Communication skills**

- Definition of communication
- Purposes of communication
- Process of communication
- Barriers of communication and establishment of successful communication.
- Types of communication.
- Importance and art of observing and listening in communication.

#### **Unit – III Methods and Media of Health Education**

- Methods of health education
- Types of media (A.V.Aids).
- Advantages and limitations of each.
- Preparation and uses of simple aids

#### **Unit – Health Education Agencies**

- National
- State
- District

- Local

## **NUTRITION**

**Hrs.30**

### **Course description**

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

### **General objectives**

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

- ✓ Describe the principles of nutrition and dietetics and its relationship to the human body in health and disease.
- ✓ Describe the common foods in health and disease.
- ✓ Apply knowledge in the promotion of health and in the care of sick.
- ✓ Demonstrate skills in selection, preparation and preservation of foods.

### **Course content**

#### **Unit – I Introduction**

- Changing concepts- food habits and customs.
- Relationship of nutrition to health.

#### **Unit – II Classification of food**

##### **A. Classification by origin**

- Food of animal origin
- Food of vegetable origin

**ENGLISH  
HRS.30**

**Course Description**

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

**General Objectives**

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

- ✓ Read and write correct English.
- ✓ Communicate effectively in English language.
- ✓ Demonstrate skill in writing and speaking in English language.

**Course content**

**Unit – I Grammar**

- The sentence
- Different parts of speech in brief.

**Unit – II Composition**

- Analysis, transformation and synthesis of sentences



- Correct usage of sentences.
- Reading comprehension- Exercise of prescribed short answers.

### **Unit – III Written composition**

- Paragraph writing
- Story writing
- Comprehension
- Precise writing
- Essay writing

### **Unit – IV Vocabulary**

- Conversation
- Speaking skills.

## **Medical Surgical Nursing – I Hrs.140**

### **Course Description**

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

### **General objectives**

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

- Describe the causes, symptoms, treatment and prevention of medical surgical diseases.
- Demonstrate skills in carrying out nursing technique and procedures with the application of scientific principles.
- Discuss nursing process and provide nursing care to patients with medical surgical/ diseases.

## **Course content**

### **Unit – I Introduction**

- Brief history of evolution of modern medicine and surgery and theories of illness and its causation.
- Illness as human experience.
- Nursing process and nursing care plan.

### **Unit – II Nursing Assessment**

- Health Assessment
- Physical examination
- General clinical investigation

### **Unit – III Patho Physiological Mechanism of Disease**

- Inflammation.
- Stress adaptation.
- Defence against injury.
- Nutritional consideration.

### **Unit – IV Altered Immune Response**

- Review of normal immunity,( Review Unit IV of microbiology)
- Altered immune response, hypersensitivity and allergy.
- Nursing management of immuno therapy.
- Auto immune disease.
- Graft verses host disease.

### **Unit – V Clinical Pharmacology**

- Terminology
- Drugs and laws.
- Basic clinical pharmacology.
- Source of drugs, action, side effects, doses of drugs.
- Different pharmacological preparations.
- Administration of medicine to patient.
- Nursing implications of administration of drugs.

## **Unit – VI Nurse’s role in Management of Fluids, Electrolyte and Acid Based Balance**

- Water content of body.
- Homeostasis
- Review mechanism of controlling fluid and electrolyte movement.
- Review regulation of fluid and electrolyte.
- Fluid and electrolyte imbalance and their therapeutic management.

## **Unit – VII Management of patients in pain**

- Concept
- Assessment
- Types, location
- Nursing management
- Analgesic drugs
- Therapeutic approaches to pain.

## **Unit – VIII Operation Theater Technique Physical Environment**

- Operation theatre : cleaning of rooms, tables, trolleys, lights and other equipments.
- Pre- operative holding areas.

### Theatre Technique

- Scrubbing- hand washing
- Gowning
- Gloving
- Positioning of patient for various surgical procedures.

### Preparation of Theatre equipment & Supplies

- Cleaning
- Packing
- Sterilization
- Needles, Sutures- types and their uses.
- Role of nurses in care of patient in the theatre.

## **Unit – IX Management of patient undergoing surgery**

- Assessment of pre- operative patient : physical, psychosocial and physiological aspects.
- Nursing management of pre- operative patient.

### Intra operative Management

- Surgical team
- Nurse’s functions in operation theatre.
- Anesthesia: classification, anesthetic agents and role of a nurse in anesthesia.

### Post- operative management – Immediate and Routine

- Transferring patient from operation theatre.

- Patient in recovery room.
- Recovery from anesthesia.
- Post operative nursing management.
- Administration of post operative orders.
- Post- operative complications: observation, prevention and management.

**Unit – X Nursing management of patient with impaired respiratory function and gaseous exchange**

- Assessment of respiratory functions.
- Management of patient with impaired respiratory functions.
- Respiratory intensive care.
- Management of patients with disorders of upper respiratory tract.
- Management of patients with disorders of the chest and lower respiratory tract.

**Unit – XI Nursing Management of Patients with Digestive and Gastro-Intestinal Disorders**

- Assessment of Gastro-intestinal disorders.
- Management of upper gastro-intestinal disorders.
- Gastro-Intestinal intubations and special Nutritional Management.
- Management of patient with lower gastro-intestinal disorders

**Unit – XII Nursing Management of Patients with Metabolic and Endocrine Disorders**

- Assessment of hepatic and biliary function
- Management in hepatic and biliary disorders
- Assessment of endocrinal function
- Management of endocrinal disorders.

**Unit – XIII Nursing Management of patients with renal and urinary disorders**

- Assessment of renal and urinary functions
- Management of patients with urinary and renal disorders.
- Renal failure and dialysis
- Renal transplant.

**Unit – XIV Nursing Management of patient with Neurological disorders**

- Assessment of neurological function
- Management of patient with neurological dysfunction
- Management of patient with neurological disorders.

**Unit – XV Nursing Management of patients with disorders of connective tissue collagen disorders.**

- Assessment
- Management of patient with disorders of connective tissue and collagen

**Unit – XVI Nursing Management of the Elderly**

- Assessment of elderly
- Ageing process
- Helping in promoting wellness and self care
- Health problems in elderly

#### Unit – XVII Emergency Management

- Medical surgical emergencies.
- Nurses role in emergency conditions.

## **MEDICAL SURGICAL NURSING -2** **HRS.120**

### **COURSE OUTLINE**

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

### **GENERAL OBJECTIVES**

Upon completion of this course, the students will be able to;

- Describe the causes, symptoms, signs, treatment and prevention of diseases classified under medical surgical specialities.
- Demonstrate skill in carrying out nursing techniques and procedures with the application of scientific principles.
- Prepare nursing care plan using nursing process and provide care to patients with these diseases.

## **Course content**

### **Unit -1 oncology nursing**

- Nursing management of patients with abnormal cell growth.
- Problems and management.
- Classification of cancer.
- Detection, prevention.
- Treatment modalities.

#### Nursing management of patients receiving:

- Chemotherapy
- Radiation
- Late effect of chemotherapy and radiation
- nursing management of patients undergoing radical surgery
- bone marrow transplant and its management
- nursing management of terminally ill patients
- rehabilitation of cancer patients

### **Unit-2 Nursing Management of patients with diseases of male genitor-urinary tract.**

- Assessment of genito-urinary function.
- Disorders of male genito-urinary tract and its management.

### **Unit-3 Nursing management of patients with disorders of breast.**

- Assessment.
- Disorders of breast and breast cancer.
- Management of patients undergoing surgery for cancer breast.

### **Unit -4 Nursing management of patients with diseases and disorders of integumentary system.**

- Assessment of skin and its functions.
- Inflammatory and non inflammatory disorders and its management.
- Infestations, infectious and non infectious diseases and their management.
- Skin cancer
- Special dermatological therapy.
- Burn and its management.

### **Unit -5 Nursing management of patients with ophthalmic disorders and diseases**

- Assessment of function of eyes.
- Diseases and disorders of eyes and its management.
- Review national programmes on blindness and trachoma.

#### Hospital cornea retrieval:

- Grief counselling , eye collection in hospitals
- Motivations for eye donation.
- Obtaining consent for eye donation.
- Transplantation of human organs bill and eye collection.
- Eye banking in India.

**Unit -6 Nursing management of patients with disorders and diseases of ear, nose, and throat.**

- Assessment of the functions of ear, nose, and throat.
- Disorders and diseases of the ear, nose, and throat.
- Management of disorders and diseases of ear, nose, and throat.

**Unit -7 Nursing management of patients with cardio vascular ,circulatory and haematological disorders.**

- Assessment of cardio vascular functions.
- Management of patients with cardio vascular diseases.
- Management of patients in I.C.U and C.C.U.
- Assessment and management of circulatory , haematological disorders and problems of peripheral circulation.
- Phlebotomy procedure in blood donors.
- Sample and request for blood transfusion.
- Safety checks and records for blood transfusion.
- Adverse transfusion reaction and their management.
- Blood bank functioning – hospital transfusion committee.
- Blood donor care , post donation management, counseling of blood donors.
- Inventory of necessary requirement for the transfusion.

**Unit -8 Nursing management of patient with communicable diseases**

- Assessment
- Review of infection, how it spreads and its control.
- Preparation, care and administration of antisera and vaccines.
- Isolation- review of epidemiology and control measures.
- Management of various infectious diseases.

Diseases caused by:

Virus – Measles, chicken pox, influenza, small pox, mumps, encephalitis, infective hepatitis, poliomyelitis, rabies, AIDS.

Bacteria – Diphtheria, whooping cough, tetanus, typhoid, dysentery, gastro-enteritis, cholera, meningococcal meningitis, tuberculosis.

Zoonosis – Kala-azar, plague, relapsing fever.

Mosquito – malaria, filarial, yellow fever, dengue fever.

**Unit – 9 Nursing Management of patients with sexually transmitted diseases**

- Assessment
- Sex health and hygiene.
- Gonorrhoea, syphilis, Granuloma venerium,. Chancroid, Granuloma inguinale and AIDS.

**Unit – 10 Nursing Management of patients with Musculo-skeletal Disorders and diseases.**

- Assessment of musculo-skeletal functions.
- Disorders and diseases of bone, muscles, cartilage, ligaments and their management.
- Rehabilitation, physiotherapy and occupational therapy.

**Unit – 11 Emergency and disaster Nursing.**

- Natural calamities.
- Manmade disaster.
- Community resource available to meet such calamities.
- Nurse's role in disaster management.

**MENTAL HEALTH AND PSYCHIATRIC NURSING**  
**Hrs.70**

**Course Description**



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

### **General Objectives**

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

- ✓ Describe the concept of mental health and mental illness and the emerging trends in psychiatric nursing.
- ✓ Explain the causes and factors of mental illness, its prevention and control.
- ✓ Identify the symptoms and dynamics of abnormal human behaviour in comparison with normal human behaviour.
- ✓ Demonstrate a desirable attitude and skills in rendering comprehensive nursing care to the mentally ill.

### **Course content**

#### **Unit – I Introduction**

- Meaning of mental health and mental illness.
- Definition of terms used in psychiatry.
- Review of mental mechanisms (ego mechanisms).
- Review of personality and types of personality.

#### **Unit – II History of Psychiatry**

- Contributors to psychiatry.
- History of psychiatric nursing.
- Trends in psychiatric nursing.

#### **Unit – III Mental Health Assessment**

- Psychiatric history taking
- Interview technique and mental status examination.

#### **Unit – IV Community Mental Health**

- Concept, importance and scope.
- Attitude and misconception towards mentally ill.
- Prevention of mental illness (preventive psychiatry) during childhood, adolescence, adulthood and old age.
- Community mental health services.

- Role of nurses in community mental health services.

#### **Unit – V Psychiatric Nursing Management**

- Definition of psychiatric nursing.
- Principles of psychiatric nursing.
- Nursing process.
- Role of nurses in providing psychiatric nursing care.
- Therapeutic nurse-patient relationship.
- Communication skills.

#### **Unit – VI Mental disorders and Nursing Interventions.**

- Etiology- various etiological theories (genetics, biochemical, psychological, etc.)
- Classification of mental disorders.
- Organic mental disorders- Acute brain syndrome.
- Chronic brain syndrome.

#### Functional Mental Disorders

- Prevalence, etiology, signs and symptoms, prognosis, medical and nursing management.
- Schizophrenic disorders.
- Mood (affective) disorders.
- Manic depressive psychosis.
- Anxiety states.

#### Definition, etiology, signs, symptoms, medical and nursing management of:

Phobic disorders, obsessive compulsive disorder, depressive neurosis, conversion disorders, dissociative reaction, hypochondriasis, psychosomatic disorders, alcohol, drugs and other psychoactive substances abuse.

#### **Unit – VII Bio-Psychosocial Therapies**

##### Psychopharmacology

- Definition, classification of drugs, antipsychotic, antidepressant, antimanic, antianxiety agents.
- Role of nurses in psychopharmacology.

##### Psychosocial therapies

- Definition of psychosocial therapies.
- Types of therapies: individual and group therapy, behaviour therapy, occupational therapy.
- Role of nurse in these therapies.

#### Somatic therapy

- History, technique of electro-convulsion therapy (ECT), indications, contraindications.
- Role of nurses before, during and after electroconvulsive therapy.

#### **Unit – VIII Forensic Psychiatry / Legal Aspects.**

- Legal responsibilities in care of mentally sick patients
- Procedure for admission and discharge from mental hospital, leave of absence.
- Indian Lunatic Act 1912
- Mental Health Act 1987
- Narcotic Drugs and Psychotropic Act 1985

#### **Unit – IX Psychiatric Emergencies and Crisis Intervention**

- Over active patient
- Destructive patient
- Suicidal patient.

**Computer in Nursing**  
**Hrs. 30**

### **Course Description**

This course is designed to help students gain a basic understand of computers in order to utilize this in rendering effective nursing care in different settings.

### **General Objectives**

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

- ✓ Describe the basic disk operating system.
- ✓ Use computer for data processing.
- ✓ Use computer for word processing and graphics.
- ✓ Use computer in patient management system.
- ✓ Use E-mail and internet.

### **Course Content**

- Unit I - Introduction to computers and disk-operating system.
- Unit II - Introduction to word processing.
- Unit III - Introduction to data base.
- Unit – IV - Graphics and use of statistical packages.
- Unit – V - Windows application, word, excel, power point, multimedia
- Unit – VI - Introduction to Internet and use of electronic mail.
- Unit - VIII - Computer aided teaching and testing.

**Course Description**

This course is designed to help students acquire knowledge and gain skills to meet the health needs of women during the period of pregnancy, labor and puerperium. The students will be able to identify different gynaecological disorders and diseases and gain skills in providing nursing care to women suffering from these disorders and diseases.

**General Objectives**

Upon completion of this course the students will be able to:

- ✓ Describe the health needs of women in pregnancy, labour and puerperium.
- ✓ Identify deviation(s) from normal pregnancy and take appropriate action.
- ✓ Demonstrate skills in providing ante partum, intrapartum and postpartum care to the new born.
- ✓ List different gynaecological problems and demonstrate skills in providing nursing care to women suffering from these disorders and diseases.

**Course Content**

**Unit – I Introduction**

- Definition : Midwifery, obstetrical nursing.
- Scope.
- Historical review.
- Development of maternity services in India

**Unit – II Reproductive system**

- Review of genitor-urinary system of male and female organs structure, physiology.
- Menstrual cycle.
- Internal and external organs of reproduction.
- Female pelvis: structure, diameters and type.

**Unit – III Embryology and foetal development**

- Ovum, sperm, maturation , fertilization and implantation.
- Development of fertilized ovum, morula, blastocyst, embryo.
- Development of placenta: structure of full term placenta, functions and abnormalities, anatomical variations.
- Formation of foetal sac, membranes, amnion and chorion and their functions.
- Formation of liquor amni, its functions and abnormalities.
- Development of umbilical cord: structure, functions and abnormalities.
- Foetal skull: diameters, fontanelles, sutures and their importance.
- Foetal circulation.

**Unit - IV Nursing Management of Pregnant Women**

- Reproductive health.
- Genetic counseling.
- Physiological changes in pregnancy.
- Diagnosis of pregnancy: history, signs and symptoms and investigations.
- Influence of hormones.
- Prenatal care: objectives, history taking, calculation of expected date of delivery, routine examinations.
- Health education: breast care, diet in pregnancy antenatal exercises.
- Preparation for hospital/ home delivery.
- Immunisation.
- Minor disorders of pregnancy and its management.

### **Unit – V Nursing Management of women in Labour**

- Definition, stage and duration.
- Causes of onset of labour.
- True and false labour.

#### A. First Stage of Labour

- Signs of onset of labour.
- Physiological changes in first stage of labour.
- Management – preparation of labour room.
- Preparation of women in labour : Physical and psychological.
- Equipments for normal delivery.
- Care: physical, psychological, monitoring of maternal and foetal condition.
- Vaginal examination; indication, articles, technique.

#### B. Second Stage of Labour

- Signs of second stage.
- Mechanism of labour.
- Monitoring of maternal and foetal condition.
- Physical and psychological care.
- Procedure for conduct of normal delivery.
- Prevention of perineal tear.
- Episiotomy, suturing and care.

#### C. Third Stage of Labour

- Signs, physiological changes.

- Management : immediate baby care, technique of placental expulsion, monitoring maternal condition examination of placements and its membranes, blood loss.
- Immediate postnatal care / fourth stage of labour.

#### D. Conduct of Home Delivery

#### **Unit – VI Nursing Management of Baby at birth**

- Assessment
- Review of physiology of new born
- Apgar scoring, examination for defects (head to foot examination)
- Infant feeding: breast feeding, artificial feeding.
- Care of skin, eyes, cord, buttocks.
- Psychology and perception of new born.
- Minor disorders of new born: birth marks, rashes, skin infections, sore buttocks, infections of eyes.
- Jaundice of new born.
- Major disorders: birth asphyxia, resuscitation measures, haemolytic disease (RH factor).
- Infections and birth injuries.

#### **Unit – VII Nursing management of Mother during puerperium**

- Definition, objectives of care
- Immediate postnatal care (care during 4<sup>th</sup> stage of labour)
- Physiological changes during puerperium.
- Psychosocial aspects of care.
- Diet during puerperium.
- Establishment of lactation and breast care.
- Perineal care.
- Postnatal exercises.
- Postnatal examination, follow-up, family welfare.
- Minor ailments and its management.

#### **Unit – VIII Complications of pregnancy and its management**

- Bleeding in early pregnancy.
- Bleeding in late pregnancy.
- Pregnancy induced hypertension, pre-eclampsia, eclampsia.
- Hydramnios, oligohydramnios.
- Hydatidiform mole.
- Pelvic inflammatory disease.
- Intrauterine growth retardation, intrauterine death.



- Post maturity.

#### **Unit – IX High Risk pregnancy and its management**

- Concept, factors.
- Anaemia, Jaundice, Viral infections.
- Urinary tract infection, Heart Diseases, Diabetes Mellitus, Osteomalacia, Sexually Transmitted Diseases, AIDS.
- Teenage pregnancy, Elderly primigravida, Multipara,
- Multiple pregnancy.

#### **Unit – X High Risk Labour and its management**

- Malpositions, Malpresentations: occipitoposterior position face, brow, shoulder and breech presentation.
- Contracted pelvis: definition, causes, diagnosis, management and trial of labour.
- Abnormal uterine action: hypotonic and hypertonic action, bandl's ring, contraction ring, precipitate labour.
- Cervical dystocia.
- Early rupture of membranes, prolonged labour, Induction of labour.
- Obstructed labour rupture of uterus.
- Obstetrical emergencies: cord presentation, cord prolapse, amniotic fluid embolism, obstetric shock.
- Complications of third stage: post partum haemorrhage, atonic uterus, retained placenta and membranes, inversion of uterus.

#### **Unit – XI Complications of Puerperium and its management**

- Puerperal pyrexia, Puerperal sepsis, Thrombophlebitis, Embolis, Puerperal psychosis.
- Mastitis, Breast abscess.

#### **Unit – XII Obstetric operations**

- Manual removal of placenta.
- Version : internal, external.
- Forceps delivery.
- Vacuum extraction.
- Caesarean section.
- Medical termination of pregnancy.
- Laproscopic sterilization.
- Embryotomy.

#### **Unit – XIII Drugs used in obstetrics**

## **Unit – XIV Ethical and legal aspects related to Midwifery and Gynecological Nursing.**

### **Clinical Experience**

- During this period of training each student shall.
- Conduct thirty antenatal examinations.
- Witness fifteen deliveries before conducting one herself.
- Make five vaginal examinations.
- Conduct twenty deliveries.
- Perform and suture five episiotomies, five first degree tears.
- Give post natal care to thirty lying-in-mothers and to their new born babies.
- Carry out ten health teachings for antenatal and lactating mothers.
- Insert five intrauterine devices.

**Gynecological Nursing  
Hrs . 20**

### **Course Content**

#### **Unit – I Introduction**

- Definition related to gynecological nursing.
- Sexuality.
- Gynecological history taking, examination and investigations.

#### **Unit – II Puberty**

- Definition development of sex organs in females.
- Menstrual cycle.
- Disorders of menstruation: amenorrhoea, dysmenorrhoea, cryptomenorrhoea.

#### **Unit – III Fertility and Infertility**

Definition, causes both in male and female investigation and management.

#### **Unit – IV Pelvic Infections**

- Vulva: vulvitis, bartholinitis.
- Vagina: vaginitis, trichomonas vaginalis, moniliasis.
- Metritis, salpingitis, oophoritis, pelvic abscess.
- Chronic infections, cervical erosion.

#### **Unit – V Uterine Displacement and Descent**

- Retroversion, retroflexion.

- Decent of the uterus : first degree, second degree, completed procedentia.

#### **Unit – VI Sexually transmitted diseases and their prevention**

- Syphilis, gonorrhoea, warts.
- Acquired Immuno Deficiency syndrome (AIDS) / HIV.

#### **Unit – VII Breast Disorders**

- Mastitis.
- Breast abscess.
- Tumours.
- Malignancy.

#### **Unit – VIII Benign and Malignant Neoplasms of Reproductive organs**

- Uterine polyps, uterine fibroids.
- Cancer : cervix, uterus.
- Ovarian cyst: benign, malignant.
- Cancer : chemotherapy, radiotherapy.
- Palliative care.

### **Community Health Nursing – II Hrs. 100**

#### **Course Description**

This course is designed to help the students gain indepth knowledge of community health and community health nursing services. On completion of this course, the students will be able to function at the first level in various community health settings both in urban and rural areas.

#### **General Objectives**

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

- ✓ Describe health system and health care services in India.
- ✓ Identify major health problems, national health programmes and specialized community health services.
- ✓ Explain the concept of health team and describe the nurse's role at various levels of health care settings.
- ✓ Describe the demographic concept and family welfare programme.
- ✓ Explain and motivate use of birth control methods to the community.
- ✓ State the importance of health statistics.
- ✓ Maintain records and reports required in community health nursing services.
- ✓ Demonstrate skills in rendering effective nursing care in all community health settings.

#### **Course Content**

##### **Unit – I Health system in India (Organizational set-up)**

- Central level.
- State level.
- District level.
- Block and local level.

#### **Unit – II Health care services in India**

- Health care concept and trends.
- Health care delivery system.
- Public sector: Rural areas, urban areas, health insurance, scheme, other agencies (defence, Railways etc.)
- Voluntary health agencies.
- Indigenous system of medicine.
- Nurse's role in health care services.

#### **Unit – III Health Planning in India**

- National Health policy.
- National Health planning.
- Five years plans.
- Health committees and reports.

#### **Unit – IV Specialized community Health Services and nurse's role**

- M. C. H. (Reproductive health and child care).
- School health services.
- Industrial nursing.
- Geriatric nursing.
- Care of the handicapped: physically and mentally challenged.
- Rehabilitation nursing.

#### **Unit – V Nurse's Role in National Health Programmes**

- Major health problems in India.
- National control and development programmes.
- National eradication programmes.
- Nurse's role in national health programmes.

#### **Unit – VI Demography and family welfare demography**

- Concept
- Trends in India and its implications.
- Concept of fertility and infertility.
- Small family norms.

#### Family Welfare

- Concept
- Importance
- Aims and planning methods
- Family welfare policy
- National programme.
- Nurse's role in family welfare programme.

#### **Unit – VII Health Team**

- Concept.
- Composition.
- Functions.

#### Role of nursing personnel at various levels

- Multipurpose health worker: male and female
- Lady health visitor / Health supervisor
- Public health nurse
- Public health nurse supervisor
- District public health nursing officer.

#### **Unit – VIII Vital Health Statistics**

- concept
- Uses
- Sources
- Important rates and indices
- Vital health records and their utility.

### **Paediatric Nursing Hrs. 70**

#### **Course Description**

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

#### **General Objectives**

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

- ✓ Explain the concept of child health, the principles underlying child care and trends in paediatric nursing.
- ✓ Describe normal growth and development of children, so as to recognize deviation(s) from normal health.
- ✓ Demonstrate skill in meeting the needs of the sick as well as health children.

#### **Course Content**

## Unit – I Introduction

- Concept in child health care.
- Trends in paediatric nursing.
- Role of paediatric nurse in child care.
- Child care in India.
- Emerging challenges, nursing process related to paediatric nursing
- Concept of preventive paediatrics.
- Vital statistics.

## Unit – II The Newborn

### A. Characteristics of New Born and Physiological status of the new born

- Assessment of the new born: head to toe assessment (physical assessment), neurological assessment.
- Nursing care of the normal/healthy new born including home care.
- Breast feeding-concept of Baby friendly hospital initiative.

### B. Common health problems –medical and nursing management of:

- Hyperbilirubinaemia, haemolytic disorder neonatal hypoglycaemia, sepsis, oral thrush, impetigo, erythema toxicum, hypothermia, neonatal convulsions.
- Birth injuries; injuries of muscles and peripheral nerves, injuries of bones, soft tissue injury and injury of nervous system.

### C. High Risk New born

- Definition : small for dates, Low birth weight
- Common health problems of pre-term, post term and low birth weight infants and their nursing management.
- High risk to new born of HIV +ve mother, diabetic mother, its medical and nursing care.

## Unit – III The Healthy Child

- Growth and development: Definition, principles, factors affecting growth and development, techniques of assessment of growth and development, importance of learning about growth and development.

### The Infant

- Growth and development during Infancy.

### Health Promotion during infancy

- Nutrition counseling and weaning, immunization.
- Safety and security including prevention of accidents, play and toys.

### The Toddler

- Growth and development of Toddler.

- Health promotion during toddler hood, nutrition counseling, toilet training, immunization, safety and prevention of accidents, guidance to parent on toddler's care, play and toys.

#### The Pre-Schooler

- Growth and development during pre-school years.
- Health promotion during pre-school years, nutritional guidance, safety and security, day care centers/nursery school, play, role of parents in sex education of child.

#### The School ager

- Physical, psychological and moral development during school age years.
- Health promotion during school years, nutritional guidance, sleep and rest, physical exercise and activity, dental health, sex education, play, role of parents in reproductive child health.

#### The Adolescent

- Physical changes, physiological and reproductive changes, reaction of adolescents to puberty.
- Health promotion during adolescence.
- Nutritional guidance, personal care, reproductive health / sex education, role of parents in health promotion of adolescents.

### **Unit – IV The Sick Child**

- Child's reaction to hospitalization.
- Effects of hospitalization on the family of the child.
- Role of nurse in helping child and family in coping with stress of hospitalization and illness.

#### Nursing interventions adaptations in nursing care of sick child

- Examination, principles of safety observed in paediatric techniques.
- Preparation of child for diagnostic tests, collection of specimens.
- Calculation and administration of oral and parenteral medications.
- Procedures related to feeding: formula preparation, gavage, gastrostomy feeding.
- Procedures related to elimination: enema, colostomy irrigation.
- Use of play as nursing intervention.
- Care of child in incubator.
- Administration and analysis of oxygen concentration.
- Surgical dressing
- Stea tent inhalation.
- Immobilised child

- Phototherapy.

## **Unit – V Behavioral Disorders and common Health Problems during Childhood, their prevention, Medical and Nursing Management.**

### Infancy

- Nutritional disturbances, allergies, dermatitis, vomiting, diarrhea, failure to thrive, resistance to feeding, colic anxiety.

### Early Childhood

- Communicable diseases, poisoning, tonsillitis, otitis, media, urinary tract infections, diarrhea, child abuse, breath holding spells, bed wetting, thumb sucking, nail biting, temper tantrums, masturbation.

### Middle Childhood

- Helminthic infestations, common skin infections, animal and insect bites, stuttering, pica, tics, antisocial behaviour, enuresis.

### Later Childhood

- Problems of pubertal development: precocious puberty, tall stature, gynaecomastia, acne, amenorrhoea, dysmenorrhoea, sexually transmitted diseases, accidents, sports injuries, juvenile delinquency, anorexia nervosa, obesity.

## **Unit – VI Children with congenital Defects / Mal formations**

- Etiology, signs, symptoms, complications, medical, surgical and nursing management of:
- Malformations, of the central nervous system-cranial deformities, defects of spina bifida, meningocele, hydrocephalus, cerebral palsy, neural tube closure.
- Skeletal defects-cleft lip and palate.
- Defects of Gastro-intestinal tract- Oesophageal atresia and distula, anorectal malformations, hernia, congenital hypertrophied pyloric stenosis.
- Defects of Genitourinary tract – Hypospadias, epispadias, extrophy of bladder, phimosis, cryptorchidism, polycystic kidney.
- Sexual abnormalities – ambiguous genitalia, hermaphroditism.
- Defects of cardio-vascular system – Congenital heart diseases, major acyanotic and cyanotic defects.
- Orthopaedic Abnormalities – Club foot, developmental abnormalities of extremities.

## **Unit – VII Children with various disorders and diseases**

Etiology, signs, symptoms, complications, prevention, medical, surgical



and nursing management of :

- Disturbances of fluid and electrolyte balance: imbalance, burns, disturbances of renal function, acute and chronic glomerulonephritis, acute and chronic renal failure.
- Disturbed respiratory functions: Acute infections of upper and lower respiratory tract, acute inflammation of lungs.
- Gastro-intestinal disorders: Malabsorption syndromes (celiac diseases) and obstructive disorders (intestinal obstruction, Hirschsprung's disease) inflammatory conditions (appendicitis, Meckel's diverticulum's, ulcerative colitis), worm infestations.
- Problems related to production and circulation of blood: Acquired heart diseases, congestive cardiac failure, infective endocarditis, rheumatic fever.
- Problems related to the elements of blood: Anaemias, sickle cell anaemia, thalassemia, defects of haemostasis, haemophilia, Immune deficiency diseases, HIV infection (AIDS) leukemias, thrombocytopenia, purpura.
- Disturbances of regulatory mechanism: disturbances of cerebral functions – altered state of consciousness, craniocerebral trauma.
- Intracranial infections: Meningitis, encephalitis, convulsive disorders.
- Endocrine dysfunctions: Disorder of pituitary functions, disorders of thyroid and parathyroid function, disorders of adrenal cortex, disorders of pancreatic hormone secretion.
- Problems that interfere with locomotion: Polimyelitis, osteomyelitis, kyphosis, lordosis and scoliosis, rheumatoid arthritis.
- Children with development problems: Handicapped children, multiple handicapped children, mental retardation.
- Communication disorders – hearing, vision impairment, deaf and blind children.

#### **Unit – VIII Welfare of Children**

- Child welfare services, agencies, balwadi, anganwadi, day care centers, midday meal programme.
- Welfare of delinquent and destitute children.
- Programme and policies for welfare of working children.
- National child labour policy.
- Child Act, Juvenile Justice Act.
- Internationally accepted rights of the child.



**CURRICULAM FOR INTERNSHIP**

## **Educational Methods & Medic For Teaching In Practice of Nursing**

**Hrs.45**

### **Course Description**

This course is designed to introduce the students to the concept of teaching as an integral part of nursing , its relationship to nursing process and also the importance of effective communication in nursing.

### **General Objectives**

- Upon completion of this course the students will be able to :
- Explain the concept of teaching in changing the behaviour of the client.
- Describe techniques used for teaching clients.
- Describe the use of different media in teaching and effective communication.

## **Course content**

### **Unit – I Introduction**

Meaning aims and purposes of education.  
 Meaning of teaching and learning  
 Principles of teaching and learning  
 Teaching responsibilities of a nurse.  
 Methods of teaching, methods of clinical teaching.  
 Preparation of teaching plan.

### **Unit – II Media**

Definition , purposes and types of media.  
 Preparation and use of audio – visual aids: graphic aids, printed aids, three dimensional aids, projected aids.  
 Limitations, advantages and uses of different types of media.

### **Practical work**

Students will organize teaching in the wards/clinics using nursing process approach and prepare variety of audio-visual aids to implement their teaching either individually or in groups. Students will also submit written teaching plan to the concerned teacher of selected clinical area.

## **Introduction to Research**

**Hrs.40**

### **Course Description**

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

### **General Objectives**

Upon completion of the course the students will be able to :

Describe the need of research in the practice of nursing.  
Describe scientific methods of investigation used in nursing.  
Participate in small and large research activities of the hospital / unit/ward/community.

## **Course content**

### **Unit – I Introduction**

Definition / meaning of research  
Steps in scientific methods.  
Need for nursing research.  
Characteristics of good research.

### **Unit – II Introduction to research process**

Statement of research problem  
Statement of purposes and objectives.  
Definition of research terms.  
Review of literature.

### **Unit – III Introduction to research approaches**

Types , methods, advantage and disadvantages of each method.

### **Unit – IV Introduction to data collection**

Data collection  
Instruments of data collection  
Characteristics of data collection  
Techniques of data Collection

### **Unit – V Introduction to analysis of data**

Tabulation  
Classification and summarization  
Presentation and interpretation of data using descriptive statistics.

### **Unit – VI Writing of report**

### **Unit – VII Introduction to Statistics**

### **Unit – VIII Application and Utilization of Research in Nursing Practice**

#### **Practical work**

Students are to read research literature in the library of the school and participate in or assist in conduction scientific investigation in any health care setting with the help of the teacher and submit a written report of the investigation in group of five or six , to respective teacher of selected clinical area.



**Professional Trends and Adjustment**  
**Hrs.40**

**Course description**

This course is designed to help students develop an understanding of the career opportunities available, limitations of nursing profession professional development.

**General Objectives**

**Upon completion of this course the students will able to:**

- Describe nursing as a profession and the criteria of a profession**
- Identify various professional responsibilities of a nurse.**
- Describe various professional organizations related to nursing and health**
- Identify the need for inservice and continuing education in nursing.**
- Demonstrate skills in application of knowledge of professional etiquettes in the practice of nursing in any health care setting.**

**Course content**

**Unit I Introduction to nursing as a profession**

- Definition and criteria of nursing profession**
- Evolution of nursing profession in India**
- Educational preparation of a professional nurse**
- Qualities/characteristics and role of a professional nurse.**

**Unit-II Professional ethics**

- Meaning and relationship of professional ethics and etiquettes.**
- Code of ethics for nurses, I.C.N code of ethics and nightangle pledge.**
- Procedure for employment: locating a position, applying and accepting a position, resignation from a position.**

**Unit-III personal and professional growth/development**

**a. Continuing Education**

- Meaning and importance of continuing education**
- Scope of continuing education**
- Planning and financing for continuing education**
- In service education: definition, need participation**

**b. Career in Nursing**

- Opportunities available in hospital, community, teaching and other related special organizations**
- International influence and aid**



## **Nursing in the future**

### Unit-IV Legislation in nursing

Purpose and importance of laws in nursing, legal terms.

Common legal hazards in nursing

Health laws and regulations affecting nurses in India at different levels; center and state.

Consumer protection bill and its impact in nursing practice

Fundamental conduct and service rule and instructional rules.

Regulation and reciprocities

### Unit-V professional and related organizations

Professional organization: Trained nurses association of India (TNAI), Student Nurse Association, International Council of Nurses (ICN) Indian Nursing Council (INC) State Nursing Councils, Commonwealth Nurses Federation (CNF)

Nurses League of Christian Medical Association

Related organizations and their contribution to nursing

World Health Organization (WHO) Red Cross, St. John's Ambulance, UNICEF, World Bank etc.

## **Administration and Ward Management**

**Hrs. 45**

### **Course Description**

This course aims at giving the student an elementary understanding of basic principle of administration and its application to the management of ward and health unit.

### **General Objectives**

Upon completion of the course the students will be able to:

- Describe the meaning and principle of administration.
- Apply the principle of administration in practice of nursing in various health care settings.
- Plan the nursing service in the ward and community health settings.
- Describe the importance of good administration in the day to day nursing service in varied health care settings.

### **Course Content**

#### **Unit-I Introduction**

- Meaning and philosophy of administration and management and their significance.
- Elements and principles of administration.

#### **Unit-II Planning: Aims, Principle, methods and types**

#### **Unit – III Organization: Command, Co-ordination and Control, Delegation, Staffing and Budgeting**

- Definition, aims principles and techniques.
- Preparation of organizational chart of a hospital ward primary health center, sub center.
- Policies of the hospital and of the various departments of the hospital.

## **Unit – IV Administration of a hospital unit and ward**

- Administration of ward/unit/health center, physical layout, safety measures, prevention of accident and infections, legal responsibilities of a nurse.

### Personal Management

- Job description, job specification, Job analysis, and job satisfaction.
- Staff development and staff welfare.
- Leadership styles, Democratic leadership.

### Management of Equipment and supplies

- Maintenance of supplies and equipment.
- Handling over and taking over of inventory.
- Indent and ordering of supplies and equipment.
- Problem solving: Process and approach, steps and methods of dealing with complaints of patients and other health team members.
- Record and reports: meaning, type of records and reports maintained in the ward, importance and use of records and reports. Records and reports maintained in Primary Health Center and Sub-Center.

## **Practical Work**

Student will work in ward / health center with Ward Sister / Public Health Nurse assisting her in carrying out her duties, to get experience in maintain ward inventory supplies, preparation of duty roster and solving problems. Students will also get experience of working in the hostel kitchen, clinics and in camps organized by the hospital.

## **Group Project**

Project are to be undertaken by individual or group of student in related fields on a selected topic or problem and solving the problem by using problem solving technique and submitting a written report of the same to the concerned teacher in the selected clinical area. This experience may be planned as part of the experience in various clinical areas and proper experience record should be maintained.

## **Health Economics**

**Hrs. 20**

### **Course Description**

This course will help student to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing system of health care services in India. This will enable them to appreciate financial aspects of health care services.

### **General Objectives**

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

- Explain the meaning of economics and health economics.
- Analyse the relationship between health and economic development.
- Explain the concept of demand and supply.
- Describe the structure of health care industry and characteristics of market for health care services.
- Analyse the concept of cost in health care.
- Discuss financing system of health care services in India.

### **Course Content**

#### **Unit – I Introduction to Economics**

- Definition and meaning, dimensions of economics, positive and normative economics.

#### **Unit – II Introduction to Health Economics**

- Concept of Health Economics.
- Focus of health economics.
- Areas of health economics.
- The economics of health and health care service Health and economic development.
- Causes of health problems in India.

### **Unit – III Costs of Health Care**

- Concept of cost, types of costs.
- Opportunity cost, total fixed and variable cost, average marginal and sunk costs, cost benefit, cost effectiveness.

### **Unit – IV Demand and Supply in Health Care**

- Concept of demand, need, supply input, output, production function, industry and market.
- Structure of health care industry.
- Characteristics of health care services market.
- Demand side and supply side.

### **Unit – V Financing of Health Care in India**

- Financing system and allocation.
- Sources of financing of health care services.
- Health plans and outlays, the relative role of state and central government on financing of health care services.
- Factors influencing the state's ability to finance health care services.