

**VOCATIONAL HIGHER SECONDARY
TEACHERS' SOURCEBOOK**

DOMESTIC NURSING
FIRST YEAR



**GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION
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PREFACE

Dear Teachers,

Activity - based and learner centred pedagogy is being introduced in the VHSE in Kerala State . It has become imperative to make significant changes in the learning process as well as in the evaluation system for its successful implementation.

As far as the discipline of Domestic Nursing is concerned, its methodology of learning is naturally activity - based. This unique feature of the subject itself will be interesting to the teachers in it involves different activities for the transaction of the concepts.

This Sourcebook has been designed in such a way as to help the teachers to convey the concepts through different but relevant strategies.

For the preparation of this Sourcebook, SCERT, Kerala, has drawn expertise from different fields including College of Nursing and Vocational Higher Secondary sectors. The teacher can understand that this book provides him/her with proper guidance and opportunities for planning the activities as well as with a list of the reference books needed for the transaction of the curriculum. May I hope that our concerted efforts will make a significant change in the field of education.

With regards,

Thiruvananthapuram
25.11.2005

Dr E Valsala Kumar
Director
SCERT, Kerala

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TEACHERS' SOURCEBOOK - HOW & WHY?

A prescribed textbook is not available. This Sourcebook is to assist the teacher to transact the modified curriculum through learner centered and activity oriented strategies. Teachers are expected to approach it in the right perspective and to utilise it fully.

The source book consists of two parts. Part I includes general and subject approach, different strategies of teaching, planning the whole academic programme and evaluation. Part II includes curriculum objectives which are to be conveyed through the lesson, syllabus, unit analysis for developing daily lessons and explanation of various learning strategies to simplify the transaction of lessons. Sample questions for evaluation are presented in this source book. Though adequate care is taken during the preparation of source book, the concepts which may be missed in it. When compared to the syllabus. So teacher must take necessary steps to improve it. Each strategy presented for the transaction of a daily lesson is only a minimum package for learning activity. More effective and divergent forms of learning activities can be developed through the creativity and imaginative capability of the teacher. After conducting each learning activity, the teacher should ensure that the learner has acquired ideological clarity and developed various process skills. Necessary hints has been in the sourcebook for devising alternative transaction procedures for the topic.

The Daily diary is a record intended to consolidate and keep all the concepts which the learner acquires from learning activities in the whole academic year. Consolidation of projects, seminar, field trips, assignments, debates etc. Should be included in the Dailydiary. A separate practical record should be maintained and it should contain all the necessary diagrams.

Teachers' sourcebook is viewed as a primary book, which can be used by the teacher to transact the curriculum objectives. The book contains enough scope to improve the proficiency of the teacher and to develop diversified teaching strategies.

I

GENERAL APPROACH

Introduction

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to 'to work' has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these 'work culture.' Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However, due to our inability to utilise the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of vocational Higher Secondary Education have to be approached.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of Vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education, stands aloof from other systems of education.

A learning environment which ensures vocational aptitude, vocational training, basic life skills, competencies related to different subjects, appropriate values and attitudes and existential readiness has to be provided here.

The curriculum should be one which recognises the specific personality of the learner and should develop it in a desirable way. It should provide opportunity to imbibe novel ideas to follow a critical approach and for learning through experiences.

The competency to transform ones own resources for the betterment of the society and the individual is to be ensured in each individual. Training in the sense of equality, democratic sense, enviornmental consiousness and devotion to the constitution is an inseparable factor of the curriculum.

The need of a systematic curriculum is prevailing in vocational subjects. A scientifically structured curriculum incorporating the unique features peculiarity of Kerala ensuring the possibility of higher education and utilising the national and international possibilities of employment is required.

The new curriculum should be capable of assimilating the life skills, scientific temper, attitude of co-existence, leadership qualities and mental health to face the challenges of life. It should be capable of strengthening the competencies imbibed by the learners up to the tenth class.

A curriculum for selecting vocational areas according to the aptitude of the students, learning it in depth, acquire general awareness in the basic areas and to secure jobs has become the social need of the day. A learner centred, process oriented, need based vocational curriculum is envisaged.

What is learning?

- Learning is construction of knowledge and so it is a live and continuous mental process.
- Learning is a process of advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts.
- Learning takes place as a part of the effort to solve problems.
- Learning takes place by assimilating bits of knowledge into ones own cognitive structure.
- Learning is not a linear process. It is a spiral process growing deeper and wider.
- Learning is an intellectual process rather than the mere memorisation of facts. Learning is a conglomeration of a variety activities like problem analysis, elucidation, critical thinking, rational thinking, finding out co-relations, prediction, arriving at conclusions, applications, grouping for other possibilities and extracting the crux. When opportunities are proviced for intellectual processes learning will become effective and intellectual ability will get strengthend.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice.

There should be consious programme of action to develop nationality, humanness and love and against the enchroachment of the sectarianism of

caste and religion.

The learner should be able to take firm steps and deferred against the social crisis like privatisation, liberalisation, globalisation etc and against all kinds of dominations.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

They should get opportunity to recognise that co-operation is better than competition and that co-operation is the key to social life and culture.

A basic awareness of all the subjects needed for life essential for all students.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognised on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be ' and learning to live together as expressed by the UNESCO and the concepts of existentialist intelligence intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum, teaching- learning process are derived from the developments place in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner, they have;

- Great curiosity
- Good imagination
- Numerous other qualities and interests
- Independent individuality
- Interest in free thinking and working in a fearless atmosphere.
- Have interest in enquiring and questioning.
- Ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- Interest for recognition in the society.
- Determination to face the interference of society and make components which is a part of social life.

When we consider the learning system, the domains to be stressed in education

according to the modern development becomes relevant.

The **knowledge** domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyse the collected ideas and proofs and come to a conclusion is called *process skills*. Some important **process skills** are,

the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognise and control the variables
- To raise questions
- To generalise
- To form a hypothesis and check.
- To conclude
- To communicate
- To predict and infer
- To use tools.
-

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the opportunity to use all the senses may be used.

The process of grouping is known as **classifying**. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to **creative domain** also, they are skills:

- To visualize
- To connect facts and ideas in new ways
- To find out new and uncommon uses of objects
- To fantasize
- To dream

- To develop creative isolated thoughts

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the **Attitudinal domain** are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the **application domain** the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.
- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning , group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are piaget, vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it is leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them that learning take place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing conceptions.

Learning is a live mental process. Rather than the ability for memorisation of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning, by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in of the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiralled way advancing deeper and wider.

Leamer-his nature and features

The learners in standard XI has undergone a learner centered and process oriented learning experience up to X standard. He is adequately competent to select vocational subjects according to his aptitude and interest and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age foreseeing national and international job oppurtunities. Some of the peculiarities of the learner at this stage are:

- Physical, intellectual an emotional planes are intensive changes during this age and their reflections can be observed.
- Ability to enquire, discover and establish cause-effect relationship between phenomena.

- Readiness to undertake challenges.
- Capacity to shoulder leadership roles.
- Attempt to interpret oneself.
- Susceptibility to different pressures.
- Doubts, anxieties and eagerness about sex.
- Longing for social recognition.

Needs of the learner

- To make acquaintance with a job through vocational education.
- To acquire more knowledge in the concerned area through higher education.
- To recognise and encourage the peculiar personality of the later adolescent period.
- To enable him to defend against the unfavourable circumstances without any help

Role of the Learner

- Active participant in the learning process.
- Acts as a researcher
- Sharer of information
- Sharer of responsibilities
- Collects information
- Takes leadership
- Involves in group work
- Acts as a co- participant
- Observes his environment
- Experiments and realises
- Makes interpretations and draws inferences.

Role of the Teacher

The teacher should;

- consider the 'Stress and strain' of the teenagers
- understand the socio- economic and cultural background of the students.
- promote and motivate the students to construct knowledge.
- arrange proper situations to interact in and outside of the classroom.
- guide the students by explanations, demonstrations etc.
- promote opportunity for co-operative learning and collaborative learning.
- facilitate interpersonal and intra-personal interactions.
- act as a democratic leader.
- act as a problem solver
- effectively guide the students for the selection and conduct of various continuous evaluation elements.
- continuously evaluate the progress of the learners.

Eg: According to the performance in class and class test form different peer groups. Each group contains 5-6 students. Select a group leader. Evaluate the performance bi weekly.

6 Zone of proximal development (ZPD)

According to Vygotsky , there is a level achievement that can be reached by learners on their own, and another higher level which can be achieved through help from teachers or peers. While any learning activity can be successfully completed by many learners, with the help of knowledge, elders all can reach a higher level. Those who complete the activity only in parts can complete it with the help of the teacher. If appropriate help is received, all learners proceed to better performances. The area between the level achieved with the help of others is called as zone of proximal development by Vygotsky.

7. Scaffolding

It is only natural that many learners are unable to complete the learning activities if help is not received in time. The students needs help from the teacher in many learning activities. Here help does not mean taking over and completing the work for the student. But making the student herself completes it. Teacher may provide hints, examples, evidences, or ask questions to direct the thought to specific part. In some situations the students may be asked to examine how other have approach the problem. What is important in providing this scaffolding is to bear in mind that the student must gradually we equipped to take up and complete the task. The concept of scaffolding highlights the important role the teacher in learner centred education.

8. Learning and active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of the learning of opportunities. Learnign can be effectively by providing learning experiences involving mental processes like.

- Retrieves /recollects/retells information.
- Readily makes connections to new information based on past experiences and formulates initial ideas/concepts.
- Detects similarities and differences.
- Classifies/categorises/organises information appropriately
- Translates/transfers knowledge or understanding and applies them in a new situation.
- Establishes cause - effect relationships
makes connection/relates prior knowledge/understanding through different media.
- Imagines/fantasies/designs/predicts based on received information
judges/appraises/evaluate the merits or demerits of an idea develops own

- gives scaffolding/support wherever necessary.
- motivate for learning
- promote divergent thinking.
- act as a democratic group leader.
- act as a co-learner
- gives variety of learning experiences.
- be a constant student
- facilitate for reference/data collection
- have a clear understanding about the age, needs, peculiarities, abilities, nature, aptitude etc. of the learner.
- have the ability to motivate the learner in order to acquire and enrich their knowledge.
- be a guide to the learner in developing insights and creating responses on current affairs.
- be capable to lead the learner into a variety of learning methods and process based on curricular objectives.
- be a link between school and community.
- be a good organiser, guide, friend, philosopher and co-learner.
- have an inter disciplinary approach in learning activities.
- be able to guide the learner in his/her career prospects based on his interest aptitude and ability.
- be impartial and democratic.
- provide ample experiences to attain the basic values and objectives of the curriculum.

New Concepts of Learning

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

That discussion leads to learning is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems

are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas among the members of the group cautions acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that these is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfil the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper time. The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8 Learning: a live mental process

Learning is a cognitive process, only a teacher who has an awareness as to

what the cognitive process is alone can arrange learning situations to the learner to involve in it. Learning can be made effectively and intellectual sharpness can be improved by giving opportunity for the cognitive processes like reminding, recognising, relating, comparing, guessing, summarising and so on. How is cognitive process considered in language learning? Take guessing and prediction for example.

- Guessing the meaning from the context.
- Guessing the content from the heading.
- Predicting the end of the story.
- Guessing the incident, story from the picture.
- Guessing the facts from indications.
- and other such activities can be given the following activities can be given for the cognitive process of summarisation.
- Preparation of blue print.
- Preparation of list.
- Preparation of flow chart.
- Epitomising in one word.
- Giving titles and so on.
- Symbols, performance of characters indications, lines of a poem, tables, pictures, concepts, actions, body language and such things can be given for interpretation. Process based language given for interpretation. Process based language learning has to give prime importance to the cognitive process.

9 Internal motivation

Internal motivation is given more importance than external motivation. The teacher has to arouse the internal motivation of the learner, A person internally motivated like this alone can immerse in learning and own its responsibility. How motivating is each of the activities is to be assessed.

10 Multiple intelligence

The Theory of Multiple Intelligence put forward by Howard Gardener has created a turning point in the field of education. The National curriculum document has recommended that the curriculum is to be designed taking into consideration of this theory.

Main factors of the intellect :

1. Verbal/linguistic Intelligence

Ability to read and write, making linguistic creations, ability to lecture competence effective a communication, all these come under this. This can be developed by engaging in language games and by teaching others.

2. Logical/mathematical Intelligence

Thinking rationally with causes and effect relation and finding out patterns

and relations come under this area, finding out relations and explaining things sequential and arithmetical calculations are capable of developing this area of intelligence.

3. Visual/spatial Intelligence

In those who are able to visualise models and bringing what is in the imagination into visual form and in philosophers, designers and sculptors this area of intelligence is developed. The activities like modelling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4 Bodily Kinaesthetic Intelligence

The activities using body language come under this. This area of intelligence is more developed in dancers and actors who are able to express ideas through body movements and in experts in sports, gymnastics etc.

5 Musical Intelligence

This is an area of intelligence which is highly developed in those who are able to recognise the different elements of music in musicians and in those who can hear and enjoy songs. Playing musical instruments, initiating the songs of musicians, listening silently to the rhythms and activities like this are capable of developing this area of intelligence.

6 Interpersonal Intelligence

Those in whom this area of intelligence is developed show qualities of leadership and behave with others in a noble manner. They are capable of understanding the thought of others and carrying on activities like discussion successfully.

7 Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognise their own abilities and disabilities. Writing diaries truthfully and in an analysing way and assessing the ideas and activities of others will help developing this areas of intelligence

8 Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish our own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realise the ultimate nature of mental and physical existences, all these are the peculiarities of this faculty of intelligence.

Emotional Intelligence

The concept of emotional intelligence put forward by **Daniel Golman** was used in framing the new curriculum. The fact that one's **Emotional Quotient (E.Q)** is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise the students may be given the responsibility to reach a consensus.
- Imaging what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.
- Analysing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute solutions need to be posed.

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed ten skills required for success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking

- Decision making
- Problem solving
- Copying with emotion
- Copying with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Objectives of the Vocational Higher Secondary Curriculum.

- To facilitate higher education while giving opportunity to enter in the field of employment.
- To develop enviornmental awareness, sense of national integration, tolerance and human values so as to ensure social and cultural improvement.
- To enable the learner to find on his own employment.
- To inculcate mental courage in the learner to face unfavourable situations.
- To make human resource development possible.
- To enable the learner to understand social problems and to react appropriately.
- To develop the learner to identify and develop his own competencies.
- To develop vocational aptitude, work culture and attitude in the learner so as to provide useful products and services to the society.
- To create an awarensis about mental and physical health.
- To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects of interest.
- To develop possibilities of higher education by creating awareness about common entrance examinations.
- To provide situation for the encouragement of creative thinking and organising training programmes in each area, creative abilities and to develop artistic talents.

Nature of Approach

The learning device is to be organised in the selected vocational subjects in such a way that adequate practical experience should be given, making use of the modern technology. The development in each area on the basis of information technology is to be brought to the learner. The work experience in the respective fields(OJT, Field trip, Production/Service training, Survey, Workshop, Exhibition, Youth festival, Physical fitness etc.) are to be adjusted suitable to the learning and evaluation process. The participation and leadership of the students in planning and execution is to be ensured through this kind of activities. Social service is to be made a part of the course.

Approach towards Vocational Higher Secondary Education

The learning methodology has to be organised so as the learning provide adequate practical thinking on the opted vocational subject utilising the new technology. The development of information technology should be made available in each sector. Work experience, OJT, Field trip production, Service cum training centre, Survey, Workshops, Exhibitions, Youth festivals, Physical fitness etc should be systematised well appropriate to learning and evaluation. Learner participation should be ensured in the planning and implementation of these activities. Social service should be a part of the course. If a learner has to change his school, he should be provided an opportunity to continue his studies in the new school. While considering criteria for admission to higher courses, grades of vocational subjects should also be given due weightage. In tune with the changes in the Vocational Higher Secondary Education changes should be ensured in the field of higher education.

The teachers have to take special care in arranging learning activities for the development of all the faculties of intelligence.

Learning activities and learning atmosphere.

A proper learning atmosphere is essential for the betterment of learning activities.

They are:

- Proper physical environment
- Healthy mental atmosphere
- Suitable social atmosphere
- Active participation of PTA, Local bodies and SRG
- Reference materials and visual media equipments.
- Academic monitoring
- School Resource Group (SRG)



II

PARAMEDICAL AND SUBJECT APPROACH

Paramedical approach

There is tremendous growth in medical science recently and knowledge in this field is advancing rapidly . Consequently considerable changes have occurred in diagnostic methods and patient care. Service of skilled persons in the several fields of diagnostic and patient care has become essential. As a result there is considerable increase in employment opportunities in the paramedical field. Six such paramedical course are included in the present VHSE curriculum . They are:

- 1 Domestic Nursing
- 2 Medical laboratory technology
- 3 ECG and audiometric technicians
- 4 Physio therapy
- 5 Dental technology
- 6 Maintenance and operation of Biomedical equipment

Aim

To mould persons capable enough to help diagnosing and caring for patients in accordance to modern medical sciences.

Objectives

- To familiarise with the latest technologies of modern science of medicine
- To make learners able to use new and updated diagnostic methodologies.
- To make learners capable enough to adopt the methods of recovery and improving health with a service approach.
- To make people aware of the important social issues related to health.

Learning approach

- The learning process has to be learner centred, activity oriented and enabling learners to acquire skills and efficiency.
- It should help to adequate more operational skills based on previous knowledge and experience.
- It should assimilate the up-to-date technological developments in the field of modern medical science.
- Learning approach shall enable the learner to develop multiple intelligence.

Contents

- Course details of each paramedical courses is prepared to meet the needs of the particular course. This also is intune with the objectives of each course.

Learning techniques

The various techniques that could be used in paramedical courses are as follows

Project	Assignment	Seminars
Group discussion	Practical	Experiments
Demonstration	Debate	Collection
Internet/IT	Quiz	Roleplay
Field visit	Reference books	
Discussion		

Evaluation

- Continuous and comprehensive evaluation process is envisaged.
- Evaluation methods are to be transparent, flexible, valid, reliable and practicable.
- Evaluation indicators are to be practicable.
- New curriculum should always be kept in mind while evaluating.
- Evaluation methods have to motivate learner to develop multiple intelligence.

Planning

There should be an year plan, unit plan and daily plan.

Support mechanism

- Financial management, infrastructure development inducing acquisition of equipment and maintenance of all assets could be through the support mechanism consisting of
 - School PTA
 - Hospitals
 - Local bodies
 - VHStdirectorate
 - VHSEs regional office
 - Voluntary organization
 - NGO's
 - Government support
 - Staff support
 - Local community
 - Public library

SUBJECT APPROACH TO

DOMESTIC NURSING

Subject approach

Demand for health care professionals is increasing day by day . Nursing professionals are getting excellent job opportunities in India and abroad. Students after learning VHSE in Domestic nursing can work as domestic nurses or assistant nurses in health care settings. They are eligible to joining any professional course offered to science group students can join.

Since most of the students opt nursing profession, they may be told about the scope of nursing education . The curriculum should be relevant to the needs of the student, family, community and country. The learning environment should enable the student to provide basic nursing care, both in hospital and community. The learning should be

- Activity oriented
- Process oriented
- Learner centered
- Environment oriented
- Life oriented

Aim

The aims of domestic Nursing course in VHSE are

- To prepare students with a sound educational programme in nursing to function as nurses who will be able to assist the professional nurses.
- To provide skills in basic nursing care and to work as domestic nurses to care for the sick individuals at home.
- To Help nurses in their personal and professionals development.
- To serve a base for further professional education.

Objectives

- The student on completion of this course will be able to:
- Demonstrate competency in providing care to individuals sick or well.
- Apply the scientific principles in her nursing practice.
- Function effectively as a member of the hospital team and in the community.

Learning approach

The basis of new curriculum is derived from developments in philosophy, psychology, anthropology, and sociology taking place in India and else where. These developments have helped to make a shift from teacher centered learning to learner centered learning and that learning takes place through social interactions. The new curriculum gives adequate thrust to the following.

- Multiple intelligence
- Constructivism
- Emotional quotient

I Understanding a student - Unified approach to Multiple Intelligence

According to the theory of Howard Gardener, human intelligence has different components and all these component are present in all individuals in different proportions. Some components may be more prominent in some individuals. He considered that giving suitable environment and through continued efforts, students can improve the various components of intelligence to a greater extent.

Components of Intelligence

1 Verbal/ Linguistic Intelligence

The ability for reading, writing, verbal production, speak and communicate effectively belong to this type. This type of intelligence can be developed through activities such as oral communication, report writing etc.

2 Logical/ mathematical Intelligence

Abilities like logical thinking and finding out patterns and relations belong to this component. This type of intelligence is developed through establishing relation ships and mathematical operations.

3 Visual/ spacial intelligence

People with visual spacial intelligence will be able to design models and execute ideas they have. Architects, designers and sculptors will be equipped with this type of intelligence. Model buildings, making of art, materials, sculpture, painting and drawing will help this component to develop.

4 Bodily kinesthetic Intelligence

This intelligence is related to the ability to move the body parts. Dancers, actors and sports people who can move the body aesthetically and express emotions through body movement belong to this category. Activities involving dance, aerobics sports and games help the development of this type of intelligence.

5 Musical Intelligence

It is believed that this type of intelligence in highly developed in peoples with the ability to distinguish the different elements in music , performing musicians and those who can appreciate music playing musical instruments, singing along with others, keeping rhythm etc are activities that help the developments of this component.

6. Interpersonal Intelligence

People who demonstrate leadership qualities and are able to interact in a positive way with other will have a better developed interpersonal intelligence. They can understand they thinking of others and can successfully involve in negotiation activities. Tole play and group activities can be used to cultivate this intelligence .

7 Intra personal Intelligence

This is essentially the ability to understand oneself. Such people will have the ability to understand and their abilities and short coming. Analytical dairy writing, assessment of ideas and activities of others and assignments can help the growth of this factor.

8 Naturalistic Intelligence

This is characterized by deep interest in nature and the flora and faeena, love for fellow beings, interest in spiritual and Naturalistic phenomena. This component can be strengthened through nature study and enjoying the beauty of nature.

Gardener speaks about another dimension of intelligence existential intelligence . The teachers may ensure that learning activities that later to all the components of intelligence are provided to the students.

Multiple Intelligence in the Domestic Nursing classroom

Pre multiple intelligence of the students are strengthened and developed as they go through different learning activities. The different dimensions of multiple intelligence are seen in each student in different levels.

The teacher must organise learning activities that facilitate the growth of all the domains of intelligence in all the students.

Scope for development of multiple Intelligence

Topic : food hygiene	Strategy - discussion
Activities	Scope for multiple Intelligence
<ul style="list-style-type: none"> • Ask the students to recollect a visit to any restaurant. Ask them to describe the physical set up of restaurant and hygiene of restaurant and the workers. 	<ul style="list-style-type: none"> • Verbal /linguistic intelligence
<ul style="list-style-type: none"> • Give an assignment to make a chart on food born diseases. 	<ul style="list-style-type: none"> • Visual/spatial intelligence • Visual /linguistic intelligence
<ul style="list-style-type: none"> • Give an assignment to conduct a role play on food Poisoning. 	<ul style="list-style-type: none"> • Interpersonal intelligence
<ul style="list-style-type: none"> • Organise a field trip to a pasteurization plant and ask them to write an observation report. 	<ul style="list-style-type: none"> • Visual /linguistic intelligence • Intrapersonal intelligence

II Facilitates learning through constructivism

The past decades have seen a radical change in the concept of learning. The contribution of piaget, Vygotsky and Brcener have given a new direction to the developments in this area.

Important among these new concepts are:

- Learnings is the construction of knowledge
- Learning takes place by incorporating new elements of knowledge into the cognitive stricture of the learner.
- Important ideas put forward by constructivism may be examined now,

1 Discovery learning

Teachers must create an atmosphere that enables the learner to discover ideas and facts. Rather than leaving the student to discover for herself, providing opportunities that prompts the learner to discovery is important, providing direct explanation and asking the student to initiate models are not what is expected from the teacher. Helping the students to develop a model on her own is more important. Eg: Microorganisms are present every where, student collects swabs from nose, mouth and desk. Culture them and visualize under microscope. she could find the presence of microorganism and reach the conclusion on that microorganisms are found every where.

2 Learning through debate

Debates lead to learning is an idea of Burner. Her debate does not mean an argument. It is a sharing of ideas. New ideas can be developed by asking for explanations, contributing ideas; internalising ideas and analysing ideas in debate It is an active method where all students in the class can participate.

Eg: Conduct a debate on “joint family provides more protection to members than a nuclear family”

3 Learning through problem solving

Learning takes place only when the student sees in a particular learning situation a problem that needs a solution. When an imbalance in knowledge is produced the natural tendency is to carry out some activity to correct this . The students need to be confident that he /she will be able to find a solution. Problems framed need to be consider the abilities, cognitive level and practical ability.

Eg: Diarrheal disease are more common during rainy season.

The students try to find out the reasons and come out with ways for prevention and control of diarrheal disease during rainy season.

4. Collaborative learning

This is form of learning which share the learning responsibility among members of the group which work towards a common goal . The common goal can be achieved only when all the group members perform their duties satisfactorily. The out come of learning can be shared by all the members of the group. The teacher who facilitates learning need to clarify the responsibilities of each member. This can be done only through discussions with the members of the group. The situation where one person acts on behalf of the group can be avoided in this type of learning.

Collaborative learning method can be followed only by a teacher who is prepared to share knowledge and authority with the students.

Eg: Foot care in diabetes Mellitus subject is divided into sub topics and given to different groups of students. They collect information from various sources and present it in the class.

5 Co - operative learning

This is a mode of learning where the learners help each other to learn. Those who have better knowledge and experiences help other students . It must be ensured that the help is not mere copying of other student’s work. It is a need based interaction providing support for learning at all stages. All the members of the group will be ready to answer the questions on the common task and the groups achievement will be evaluated on the basis of the performance of the group members.

Eg: According to the performance in class and class test form different peer groups. Each group contains 5-6 students. Select a group leader. Evaluate the performance bi weekly.

6 Zone of proximal development (ZPD)

According to Vygotsky , there is a level achievement that can be reached by learners on their own, and another higher level which can be achieved through help from teachers or peers. While any learning activity can be successfully completed by many learners, with the help of knowledge, elders all can reach a higher level. Those who complete the activity only in parts can complete it with the help of the teacher. If appropriate help is received, all learners proceed to better performances. The area between the level achieved with the help of others is called as zone of proximal development by Vygotsky.

7. Scaffolding

It is only natural that many learners are unable to complete the learning activities if help is not received in time. The students needs help from the teacher in many learning activities. Here help does not mean taking over and completing the work for the student. But making the student herself completes it. Teacher may provide hints, examples, evidences, or ask questions to direct the thought to specific part. In some situations the students may be asked to examine how other have approach the problem. What is important in providing this scaffolding is to bear in mind that the student must gradually we equipped to take up and complete the task. The concept of scaffolding highlights the important role the teacher in learner centred education.

8. Learning and active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of the learning of opportunities. Learnign can be effectively by providing learning experiences involving mental processes like.

- Retrieves /recollects/retells information.
- Readily makes connections to new information based on past experiences and formulates initial ideas/concepts.
- Detects similarities and differences.
- Classifies/categorises/organises information appropriately
- Translates/transfers knowledge or understanding and applies them in a new situation.
- Establishes cause - effect relationships
makes connection/relates prior knowledge/understanding through different media.
- Imagines/fantasies/designs/predicts based on received information
judges/appraises/evaluate the merits or demerits of an idea develops own solutions to a problem.

9 Internal motivation

Constructivism emphasises internal motivation over external motivation. Teachers must make all efforts to see that students have internal motivation. Only a student who is internally motivated can involve completely in learning and own up responsibility for all activities in learning. The teacher may frequently evaluate how far she has been able to motivate the students and develop adequate strategies.

III Development of one's own feelings through emotional Intelligence

The concept of emotional intelligence put forward by Daniel Goleman was used in framing the new curriculum. The fact that one's emotional Quotient (EQ) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students needs to concentrate on the following.

i) Ability to take decision

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students' suggestions on common problems etc, are habits to be cultivated.

ii) Ability to reach consensus

When different opinions, ideas and positions arise the students may be given the responsibility to reach a consensus.

Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Decreasing social problems.
- Analysing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute solutions need to be posed.

- Self criticism, evaluation.
- Ability to face problem situation in life.
- Thinking what one would do if placed in the situation of others, who one would respond to certain experiences of others. All these foster the growth of emotional intelligence.

iv) Life skills

Life skills needs to be given a prominent place in education .W.H.O has listed ten skills required for success in life.

- Self awareness
- Empathy
- Interpersonal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new approach of curriculum addresses this areas. The learner centred approach has different respective from the earlier approach as to the characteristics of the learner, learning activity, role of the teacher, the use of teachers' sourcebook. The role of school and the facilities for learning which helps the teacher to help the plan and implement learning activities effectively

Role of the student in the learner centered the curriculum

The student in the learner centred curriculum will also be changed as he becomes an integral parts of the system.

The learner in and outside the classroom is expected to be:

- Active participant in the learning process
- Formulate concepts of his own
- Engaging in group activities
- Share information/knowledge
- Share responsibilities
- Take leadership
- Co - participant
- Interpret and draw inferences

Learner characteristics

- Have great curiosity
- Likes to fantasise and imagine
- Likes love, acceptance and freedom
- Likes to be active
- Interested in group activity
- Have the ability to ask questions and respond to questions
- Are interested in creative and constructive activities
- Are interested in thinking independently and to work in fearless free situations
- Likes music and play

Features of learning activity

- Involve mental process which facilitate learning/construct ideas
- Present challenging situations problems
- Time bound
- Active involvement of each learner
- Chances for success /self correction/improvement
- Motivate for further study and inquiry
- Appropriate to age level/class
- Based on specific objective/objectives

Changing role of the teacher

- In order to transacts the curriculum effectively as desired in this document the role of teacher should also be changed as
- Facilitator
- Guide
- Motivator
- Democratic leader
- Co - learner
- Researcher
- Resource person
- Friend
- Scaffolder
- Evaluator

Child friendly classroom atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according and the characteristics of the higher secondary student.

- Class and seating are arranged in an attractive way
- Democratic nature is upheld
- Always active
- Students interact with each other without fear
- Opportunity for a variety of activities
- Student allowed to involve in interesting group activities
- Learning speed, learning style and differing levels of abilities are considered. Help is extended when ever needed.
- Sufficient instructional materials are available
- There is freedom of expression, students share their ideas and experiences Students are given acceptance and encouragement
- Healthy atmosphere
- Needs of each student is given consideration. Happy and energetic atmosphere.

- Teachers work considering the rights of the student
- Problems handled in a patient way
- Teachers look at all events from the students' view point

Differences in levels

There will be students of various ability levels in any class because learning style, learning speed, varying exposure to language experiments, physical and psychological problems and varying socio cultural backward. The learning experiences provided must help to bring the low achievers to an expected level and extend the breadth and depth of the skills of the high achievers.

By repeating learning experiences, introducing variation in a learning experiences to suit different levels and if needed, formulating additional experiences, the problem of varying ability levels can be tackled.

Teachers' source book

The teachers' source book is aimed at helping the teacher in the transaction of the new curriculum.

- Makes clear the curriculum objective
- Contains the minimum package of learning activities
- Provides guidelines for planning the activities
- Provides hints for evaluating activities
- Stimulates teacher's thinking.





TEACHING LEARNING STRATEGIES

The explosion of knowledge has resulted in a new vision of knowledge. Earlier, it was thought that the most effective method was the transmission of knowledge by teacher to the student. However, the modern view is that the student has the responsibility and the right to construct knowledge. The teacher of modern times hence has to use instructional approach that motivates the students to construct knowledge by his own.

Instructional strategies should be viewed as a social skill which is part of the educational environment and not as a technique to be mastered. They are to be considered as important components of teacher-student interaction and not as teacher activities alone. While instructional methods are planned the social and psychological aspects of the learner need to be taken into consideration.

Let us examine here some instructional strategies helpful in bringing out the curricular objectives of Domestic Nursing

Project

Project is one of the most suitable methods of instruction for learning. It is a method of self instruction using the method of science and useful in the development of a number of process skill and hence it is essential to use projects in science education right from the primary stage to higher level of education.

What is a project?

When a problem is felt, data regarding the problem is collected. The collected information is summarised and analysed. The conclusions that are obtained from analysis is used to solve the problem - these steps reflect the essentials of a projects - the students are given the opportunity to train in the method of knowledge. In doing so, the students acquire problem solving ability which helps to tide over problematic situations in life and progress in life.

Stages of a project

1 Feeling the problem

The project topic should not be arbitrarily created. It should reflect a real problem in the learning situation and which requires a solution to proceed further.

Project topics arise when discussions relating to lessons are held on the

class. It is important that the student has an internal urge to find out a solution to the particular problem. When the topic is presented the teacher must ensure this.

2 Defining the aim

If the student is to tackle the problem in a way suitable to his/ her abilities, thinking skills and available facilities, the aim of the project need to be defined precisely. To state the aims of the project simply and clearly, the students need the help of the teacher.

3 Planning

a Hypothesising

Drawing temporary conclusion on the basis of information available at the time is known as hypothesising.

b Methods and instrument

Study methods and instruments are to be selected based on the aims of the project and the hypothesis drawn. The nature of the topic, instruments used and the scientific approach followed should be correlated. Some methods and instruments are listed below.

- *Survey*

One survey method is selected, where, when and how to conduct the survey must be decided. What will be the sample and who are to be contacted for data will also be considered. Questionnaires and survey forms are to be discussed in detail. Teacher must interact with the students, give suggestions and ensure the instructions are suitable and effective.

- *Experimentation*

When experimental method is to be used, it must be considered whether necessary equipment is available. If not can these be improvised? How can materials and instruments be made available? These questions must be considered.

C. Tabulation of data

- What information is to be collected?
- What method can be used for collecting information?
- When should observations be made?
- How to tabulate data?
- Are pictures, samples and working model required?
- Are checklists, rating scale and score cards needed?
- The method of analysis should be decided in advance keeping to schedules, honest collection of data, accuracy of data and precision are important.

D Analysis

The collected and tabulated data can be analysed to examine the validity of

the hypothesis. The collected data need to be classified and compared. Comparison with standard information may also be required.

Graphic and similar representation will make the analysis easier.

E. Conclusion

Based on similarities, differences and relationships evident from analysis of data, the validity of hypothesis may be examined. Those found invalid are rejected and others are accepted as conclusions.

4 Evaluation of the project

An outline of the project based on the components discussed above may be drawn up. The project activities may be carried out according to this plan with necessary modifications at the appropriate stages. Difficulties faced during execution of the project data obtained and information collected, are to be entered in the project diary. This all be helpful during report working.

Visits during the conduct of the project, experiments, arranging equipment, recording data and analysis should be supervised by the teacher. Teacher must take care to conduct discussions with students frequently to evaluate the progress of the project.

Application

The suggestions that arise from the project must be used for problem solving where it is applicable.

5 Project report

A model for project report is given below. Report is to be prepared by the students themselves. The structure of the report should be finalised through discussion with the students. It must be ensured that it is not too complex and hinders activities.

The cover page may show title of the project name of the student/ members of the group and school address.

1 The report may contain

- 1 Title
- 2 Introduction
- 3 Hypothesis/ Aims
- 4 Method of study
- 5 Collected data
- 6 Analysis and conclusions
- 7 Suggestions (if any)
- 8 Reference (if any)
- 9 Appendix (questionnaire, observation schedule, checklist, etc.)

The project diary should be made use of to prepare the project report. The aims and method of study of the project would be recorded in the project diary

during the time of doing the project. The credibility of the project and data can be established with the help of project diary. Teacher may give necessary directions to prepare the project diary. At frequent intervals the teacher must check whether the recordings are made in the diary.

- A project diary should be maintained by the learner which is considered as the product of the authenticity of the work done.
- It should contain all the activities for the learner in detail.
- It should be recorded along with each process of project work.

6 Project presentation

The project can be evaluated and the work done be assessed when the project is presented. Ideas can be communicated and shared with others through presentation of the project.

The project can be presented in

- Class itself.
- Science club meeting.
- Science fairs.
- School annual day meeting.
- PTA meeting
- Ayalkootam
- Other selected forums During presentation, bear in mind:
- Sufficient preparation must be done.
- Make appropriate use of charts/ pictures/ articles/ transparencies.
- Doubts raised must be cleared convincingly
- Presentation must be brief and simple.

When learning takes place in the class in the project way, the topic must be discussed and activities planned systematically information must be recorded in an ordered way and analysed objectively to draw appropriate conclusions. Collected information must be shared with others. The learning process is complete only when the relevant information is summarised efficiently.

The project method helps to train the students in the method of science to familiarise them with self study habits and to find solutions for local problems. We must take care to cultivate this as an important method of study in our schools.

Seminar

Report is core component of learning of ECG. In seminar data relating to a specific topic is collected analysed and presented as paper for the benefit of others. It helps the learner to improve his/ her communications skills and provide opportunities for collection of secondary data and for drawing conclusions. It is useful in cultivating interests and attitude in science, topics

and in personality development. Topics chosen for seminars may be contemporary and should have social relevance.

Organization of seminar

- Topic presentation
- Finding out sub topics or different areas
- Group formation
- Assigning sub topics to different groups.
- Discussion by each group on the assigned information can be gathered from area or sub-topic (books, magazines, internet, institutions, place and persons)
- Organising ideas
- Paper writing
- Seeking the opinion of the teacher
- Presentation
- Discussion
- Summarising

The teacher may provide reference materials and gave directions at all stages.

- Paper writing
- The paper may include new information gained through data collection, conclusions and findings.
- The information collected by all the member may be included.
- Tables, charts, books and other source materials may be included.

Teacher may examine the paper at different stages and provide guidelines. The activities and participation of each student in the group may be assessed.

Paper presentation

- Teacher may function as the moderator during the initial stages, but it is better to assign this role to students themselves.
- The paper to be presented must be written out completely.
- All the group members must be present in the ideas during presentation and must actively participate in the discussion after presentation by the leader.
- Questions from the audience are to be answered by group members taking turns.
- Teacher may intervene when necessary to provide instructions and help.
- When sub topics are presented, after all the presentation are over general discussion may be held. Teacher may summarise the discussion.
- A summarised version of the report may be recorded in the daily diary.
- Seminar papers and reports may be kept in the information corner.

How to conduct class room discussions

Discussion is the most commonly used medium for communication. This is a very good activity that can be used in the learning process. Effective discussion will stimulate the intelligence of the student. It will make the absorption of the knowledge easier. Discussion is neither merely asking questions and answering nor explanations given by teachers. Class room discussions will become effective only if it is systematically organised. The following points are to be considered while conducting a discussion.

- There should be a problem or a question or a topic that requires clarification or a decision.
- If possible the topic of discussion should be informed in advance. Books for reference can also provide. Then the students get an opportunity to think about it and study.
- Information about the discussion should be given an opportunity. This is not possible for discussions that are planned there itself. Then each person can be given a chance, or those who express a desire at that time to take part can be given an opportunity. Those who keep quiet also should be brought forward by asking them to give their opinion or according to their turn.
- If many people are participating in the discussion. Strategies can be used to make effective use of the available time.
- When everyone has to speak, speak briefly limit may be specified for time, numbers of points or sentences. Write down the important points that are mentioned in the discussion. Repetition of the same points are to be discouraged. Through this, methods of expressing ideas briefly. Clearly and precisely may be familiarised. More than one round of discussion can be had if there is time.
- It is good to have a chair person to control the discussion.
- Allow only one person to talk at a time and others should listen carefully. Some students may feel like responding during this time. But they should wait till they get their turn. They should participate in the discussion when they get an opportunity. Only good listeners can react properly.
- One or two people can be given responsibility to write down the opinions that are understood arrived in the discussion should be noted down.
- Students should be trained to stick to the timing themselves.
- Very different opinions may arise in the discussion. Responses should be healthy and in a democratic spirit. Opposition or support should be only to the opinion expressed. The discussion should be taken forward through mutual respect.

Debate

Debate is a 'hot' and interesting learning activity. A debate can be organised only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be found.

Debate can be on relevant topic that is different and interesting to the

students and relevant to society. Students with different opinions have to be identified for the discussion. Those who have similar opinion should join together to form a side. Those who hold the opposite view will form the other side. It would be good to write down the topic of the debate on the blank in advance. There should also a person to control the debate.

Students should be given opportunity to absorb the ideas obtained from discussions and debate, develop the ideas through reading and study, and to express them through writing or other means.

Experiments

Experiment familiarise the students with the method of science and develops the process skills. It serves the following aims.

- Development of process skill
- Ability to handle equipment
- Development of interesting science, sense of responsibility, aptitude and attitude
- Providing direct experience

Planning

- Must be related to the text unit
- Introductory discussion must help the students to understand the need and aims of experiment. The student should develop an idea of what variable are to be control. Similarly they should decide to what to observe. All experiment must be simple and practicable. Experiment must be suitable to the maturity level of students.
- Must be interesting to the students

Evaluation

- Daily diary containing observations and conclusions.
- Accuracy in experiment and discipline, scientific attitude, use of process skills
- Handling of equipment in proper well.
- Teacher must be present during all stages of the experiment to provide necessary instructions.

Practical

Practical familiarise the students with the method of technique and develops the process skills. It serves the following aims.

- Development of process skill.
- Ability to handle equipment.
- Development of interest in technique, sense of responsibility, aptitude and attitude.
- Providing direct experience.

Points to note

- Introductory discussions must help the students to understand the need and aims of procedure. The students should develop an idea about what variables are to be controlled. Similarly they should decide on what to observe. They are also to be instructed on the manner of recording and safe handling of equipment.
- The practicals must be interesting to the student.
- Practical must proceed according to instructions given.
- It must be ensured that measurements are accurate.
- Observations must be recorded immediately.
- Time limits must be maintained.

Evaluation

- Record book containing observations and conclusions.
- Quality control, discipline and use of process skill.
- Handling of equipment in proper way.

Teachers must be present during all stages of the practicals to provide necessary instructions.

Out door learning

As Domestic Nursing course is in paramedical stream the activities which has to be performed is not limited in the class room. To fulfil the curricular objectives the students must be exposed to outdoor learning activities such as OJT and hospital visit.

OJT and hospital visit help the students.

- To develop a vocational skill in the subject.
- To develop personal qualities.
- To develop values, attitudes and interests.
- To direct learning experiences are gained.
- Helps to apply their knowledge in real situations.
- Helps to evaluate the development of emotional domains.

Field trip

This is a method of study which links learning activity with school surrounding with definite aims. If needed, the services to local expert and parents may be sought. Proper planning is essential for the success of field trips and in the case of any other learning activity. As part of project activities, field trip or study tour may have to be carried out.

Study tour

Study tour more than one aim. It requires more time and consequently extensive planning and preparations have to be done. Before the study tour the

students may be prepared, and assigned responsibilities to be shared between groups. A very clear understanding of travel scholastic and handling and equipment is needed. To understand concepts relating to bio diversity field trip is an ideal activity.

Planning

- Lesson unit - Objectives indent
- What are to be observed? to be enquired and to be collected.
- How to record?
- What services of local community are needed?
- Place, travel facilities, expected expenses, materials needed.

During field trip

- It must be ensure that all activities proceed according to plan. The teacher may give an adequate instructions.
- Teacher may check whether the observations are recorded properly.
- Report of the field trip must be entered in the daily dairy.

After the field trip

- The information collected may be discuss in the class.
- The information consolidated by the teacher after discussion may be entered in the daily dairy

Evaluation

- Recording in the daily diary
- Participation sharing experiences and explanation given on question raised.

Community level programmes

Since it is a service oriented field the teacher can participate the students in conducting medical camps and community awareness programmes with the help of local authorities and skilled professionals.

Assignments

Assignments are learning activities helping to achieve the curriculum objectives and also lead the students from the present level to a higher level of learning.

Assignments may be of the type writings, drawings, construction of models, etc. The discussion and planning may be carried out in classroom to complete the assignments in time. Clarifications may be given about the sources. Teacher may provide the sources if needed.

Observation book.

The student carries out a number of activities as a part of learning observations, collections, data organisations in tables, analysis, diagram drawing and reports are some of these. So the student should record all the

activities in an observation book. It is useful to the student as well as to other who want to evaluate the students work and progress.

Library

Effective learning of Nursing may be require activities that need extensive time for collection of secondary sources, analysis and drawing of conclusions. Materials that facilitate learning may be collected for the library. Library should contain reference books in anatomy, physiology, electronics and biomedical instrumentation. Journal and CDs in the subject can also help the student in collecting advanced datas. A library committee may be constituted under the leadership of the teacher in charge of the library and including teachers from all subjects.

Multimedia Room

To provide appropriate learning experiences in the new curriculum, advances in science and technology may be made use of setting up a multimedia room in each school would help in this aim. The multimedia room may have the following equipment.

- Over Head Projector
- Computer & Internet
- Liquid Christen Display (LCD) projectors

Media like TV, VCD, DVD and tape recorders may also be utilised appropriately. Education programmed in channels is also important.

Bulletin board

Bulletin board is a device that displays new cutting, pastels articles, leaflet etc collected by the students that have relevance to Nursing. Bulletin board is very suitable for pasting announcement and assignments. Students themselves to be made in charge of bulletin boar of and the teacher should only act as a guide. The skill of information gathering and dissemination can be achieved through this activity.





PLANNING

YEAR PLAN

Unit	Chapter	Time in Hours		Months when plan to teach	Activity/Strategy
		Theory	Practical		
I	Anatomy	50		June, July (I& II week)	Drawing diagrams demonstration set of loose bones of lee man skeleton, models of organs, analysis of charts, demonstration of CD Rooms and slides, preparation of models. Discussion, assignment
					Unit test
II	Microbiology	15		July (3 rd & 4 th week)	Demonstration of CD Romes, Microscopic view of slides visit to immunization clinic, visit to CSSD, Demonstration of Hand washing, use of gloves gown and mask Unit test

Unit	Chapter	Time in Hours		Months when plan to teach	Activity/Strategy
		Theory	Practical		
III	Psychology	10		August (1 st & 2 nd week)	Group interaction , discussion, interaction with hospitalized patients, role play, visit to institution for mentally challenged children. Illustration using examples (mental mechanism) Discussion by citing living examples (in to overt/extovert)
IV	Sociology and Economics	10		August (3 rd & 4 th week)	Group discussion, visit to Govt organization and NGO's working with issues related to women and children. Discussion of different religious customs and values and importance of developing acceptance and

Unit	Chapter	Time in Hours		Months when plan to teach	Activity/Strategy
		Theory	Practical		
V	Basic nursing	100	150	Sept, Oct, Nov, Dec II nd week)	Demonstration of procedures, discussion debate seminar, brainstorming, assignment, Role observation, Role play, project, exposure to clinical laboratories, comparison of different types of hospital records, visit to hospitals. Preparation of comfort devices like sand bag, foot board, splints, cotton ring etc.
VI	Emergency nursing and first aid	10		August (3 rd & 4 th week)	Discussion, demonstration, visit to emergent room of a hospital, visit to redcross, fire drill, role play, preparation of improvised materials like bandages, sting, splint etc.

Unit	Chapter	Time in Hours		Months when plan to teach	Activity/Strategy
		Theory	Practical		
VII	Introduction to community health	60	20	Janu, Feb	Discussion, demonstration visit to primary health centre, home visit, role play, nutritional assessment of different., debate preparation of working models (water purification) Project, preparation of chart on deficiency diseases in the diagrams, demonstration of well disinfection

UNIT - II**MICROBIOLOGY**

<p>Explains the classification of microorganisms, their characteristics, factors influencing growth & development of micro and common diseases caused by microorganisms</p>	<ul style="list-style-type: none"> • Microorganisms Classification Characteristics factors influencing growth & development of micro and common diseases caused by microorganisms • Observation - Comm - unication • Identification • Microscopic view • CD Rom • Assignment • Discussion 	<ul style="list-style-type: none"> • Slides • CD Rom 	<p>Identification of slides drawing and labelling diagrams</p>	<p>6 (2+4)</p>
<p>Describes an infection process and measures to prevent infection</p>	<ul style="list-style-type: none"> • Observation • Communication • Inferring 	<ul style="list-style-type: none"> • Demonstration of sterilisation methods and washing visit to CSSD discussion • Articles for procedure OHP 	<ul style="list-style-type: none"> • Return demonstration Participation in discussion 	<p>5 (1+4)</p>
<p>Explains immunity, types and immunization schedule</p>	<ul style="list-style-type: none"> • Immunity • Definition • Types • Immunization schedule 	<ul style="list-style-type: none"> • Visit to Immunization clinic • Assignment group discussion secondary data collection • Immunization card 	<ul style="list-style-type: none"> • Presentation of assignment • Submission of data collected 	<p>4 (1+3)</p>

DAILY PLAN

<p>Name of the teacher :</p> <p>Name of the school :</p> <p>Subject : Domestic Nursing</p> <p>Unit : Introduction to Community Health Nursing</p> <p>Topic : Safe & wholesome water</p> <p>Curriculum Objectives</p> <p>The student understands the concept of safe & wholesome water, its uses , source of water supply & criteria of sanitary well through group discussion and presnetation of prepared notes.</p> <p>Concepts and ideas</p> <ul style="list-style-type: none"> • Safe & wholesome water • Uses of water • Sorces of water supply • Criteria of sanitary well 	<p>Class : VHSE</p> <p>Division : I Year</p> <p>Strength : 25</p> <p>Average Age : 16+1</p> <p>Duration : 1 Hour</p> <p>Process skills</p> <ul style="list-style-type: none"> • Communication • Observation • Inferring <p>Previous knowledge</p> <ul style="list-style-type: none"> • Concept of pure water • Water related disease • Sources of water supply <p>Material required</p> <ul style="list-style-type: none"> • Transparency showing the concept of safe & wholesome water, criteria of a sanitary well • Chart showing the sources of water
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<p style="text-align: center;">Activities / Strategies</p>	<p style="text-align: center;">Responses / Evaluation</p>
<p>Introduction: After establishing rapport with the students, elicit information regarding the sources of water they use. To enhance your knowledge on the topic further discussion is put forth.</p> <p>Activity I</p> <p>Activity : Group discussion</p> <p>Students are grouped into five. Select a leader from each group. Give information regarding the rules of group discussion.</p> <p>Points for discussion</p> <ul style="list-style-type: none"> • Where the different sources of water you are aware of? • Which source do you prefer? Why? • What should be the qualities of drinking water? 	<p>All students participated actively in the discussion</p> <p>Most of the students participated actively in the discussion Jaleel, Meena & Honey were not participating in discussion actively</p>

Activities / Strategies	Responses / Evaluation
<p>Presentaiton Points discussed in each group are presented by the group leader. The teacher highlights the points with the help of transparency</p> <p>Activity - II</p> <p>Discussion All students are familiar with Panchayat well against studedents are grouped in to five and the discussion continue on sanitary well.</p> <p>Points for discussions</p> <ul style="list-style-type: none"> • What are the features of well you have wet form? • What are the feature of Panchayat well? <p>What should be the feature of an ideal well (Sanitary well?)</p> <p>Consolidation Group leaders present the points discuss in the group . The teacher highlights the points with the help of Chart and OHP</p>	<p>20 students have mentioned well as the source of water supply.</p> <p>Students mention that some well have parapet wall. All students actively participated in discussion</p> <p>The points presented by the students were corresponding to the features of the sanitary well.</p>

<p>Activities / Strategies</p>	<p>Responses / Evaluation</p>
<ul style="list-style-type: none"> • Concept of safe an wholesome water. • Use of water • Water requirement • Source of water supply • Sanitary well - concept and criteria 	<p>Assignment</p> <p>Based on discussion and referal material, prepare notes on safe and wholesome water, requirement, sources and criteria of a sanitary well. Draw the diagram of sanitary well.</p> <p>Reference books</p> <p>“ Social and preventing medicine by JE Park and K Park</p>



EVALUATION

Evaluation helps to assess the rate of the students and to recognise to what extent each student has achieved the specified capabilities. These evaluation results are the basis on which the students, teachers, parents and society can assess the educational progress.

Written examination based on the text book alone is not of much use. An evaluation that comprehensively assesses the abilities (practical skills) envisaged in the curriculum is required. Therefore continuous Evaluation (CE), Practical Evaluation (PE), Terminal Evaluation (TE) and Vocational Competency Evaluation (VCE) are required in Domestic nursing. Written examinations for evaluating Knowledge and practical examination for evaluating practical abilities are required in terminal evaluation. Practical examination consists of doing certain specified activities or developing an application within a specified time. Vocational Competency Evaluation judiciously evaluates the required value addition and the consequent capacity building in the selected vocational skills.

Continuous and Comprehensive Evaluation

Most of our traditional evaluation methods are related only to the area of knowledge. There are criticisms about their comprehensiveness and usefulness precisely because of that. It is a weakness of our evaluation method that practical capabilities are not being assessed in any subject. It is to rectify this deficiency that the evaluation method is being changed to include assessment of practical capabilities, attitudes, products associated with study and so on. It is through continuous evaluation that the knowledge related fields and products are evaluated. This is possible only that way. Through this, every learning activity that takes place within an year can be subjected to continuous evaluation. Evaluation should be done not by the teachers alone. Students can evaluate themselves. Classmates can evaluate one another. These should be considered as means of improving education. Activities in class room like discussion quiz, seminar, symposium, debate, preparation of observation notes and preparation of subject diary should be evaluated by children also, along with the teacher. For this, evaluation

rubric can be developed by the students themselves. Observe some indicators given below for this.

Discussion

- Presentation of ideas that are new, different and original (that gives clarity to the topic of discussion)
- Presenting one's own opinions in clear language.
- Waiting for one's turn and making use of it
- Listening carefully to what others say
- Speaking with mutual respect in respectable and moderate language.

Quiz

- Preparation of questions in the work book ensuring quality and comprehensiveness of the questions.
- Giving correct answers
- Obeying rules

Notes

- Comprehensiveness (inclusion of all important materials)
- Clarity (clear language, clear writing)
- Doing correctly according to instructions

Debate

- Speaking relevently with out deviating from topic
- Presenting opinions with clarity in ideas
- Presenting logical arguments in friendly languages
- Accepting agreeable parts of opposite view points.

The items with the concerned indicators, to be considered for recording in continuous evaluation (CE) are given in a table in the coming section.

Curriculum Committee Decision on Evaluation

The terminal Evaluation of Domestic Nursing is conducted by a public examination which consists of theory aspects . For Terminal Evaluation (TE) the maximum score is 80. In addition, there will be continuous evaluation (CE) for a maximum of 20 scores. The details of CE items are as follows.

Evaluation Activities for CE

The continuous evaluation may include the following activities;

1. Class Test
2. Assignment
3. Seminar/Symposium
4. Project
5. Collection/Records

6. Group discussion/Debate

CE items that has to be recorded for Domestic Nursing course are;

1. Class test
2. Assignment
3. Seminar/Project

You can conduct any number of assignments and seminars/projects. But record any one of the assignments and seminars/projects for CE.

1. Class Test

The unit test or quarterly examinations are considered and the average marks obtained by the students are converted into 20 scores. Those who are absent in a list may be given a chance on his/her request, if it is found genuine.

2. Assignment

Assignment is an activity to achieve the curriculum objectives undertaken by the students, in continuation with activities carried out in the class. It is a self learning cum Evaluation activity and it should ensure that the work is completed within a stipulated time according to the teacher's direction by utilising the maximum capabilities of the students and Exploring maximum possibilities. If same topic is given to all the students, the involvement of the students in his/her work should assure using some tools like viva-voce. If different tasks are assigned, the level of task should be uniform and evaluation indicators should be specified in advance. The activity begins in the classroom with proper planning and preliminary discussion and carried out completely outside the class. The document containing the activities should be submitted in time for the completion of evaluation. The document may be shared if it is relevant and there is demand.

3. Seminar

Seminar is a very effective self learning activity which helps to go deeper into the different aspects of a particular topic in the syllabus. The information collected from various sources with the guidance of teacher are systematically organised and presented in the class so that the information is shared among the student. The students from the audience side can raise doubts and questions regarding the content and even contribute to.

The topic and sub topics are to be emerged during discussion in the class room as a need to know more about the topic. If there are sufficient content for the sub topics each of them can be assigned to each student, but they should work in a collaborative manner. A seminar paper or notes is prepared and submitted to the teacher for verification and authentication. When the seminar is presented the other students record the points in their note books and each student prepare his/her own seminar paper of the same

topic. At the same time the student who presents the paper also modifies his/her paper reflect the points emerged during the discussion. All the paper are compared and evaluated to ensure the uniqueness of the efforts made by each student to acquire the information regarding the topic if a student delivers more than one seminar the best is taken for CE reporting. Every student should be given a chance as it reflects his/her CE score.

Structure of Project Report

1. Cover Page (Project title, Name of Students, Course and Duration)
2. Certificate
3. Preface/ Abstract
4. Content

Introduction

Aims (Objectives)

Problem study/ Analysis

Development Tools and Facilities used

Source Code/ Procedure/Steps

Outputs

Conclusion

5. Annexure (Sample data, data sheet etc.)
3. Bibliography

4. Project

In Domestic Nursing the project begins with identifying the application area and the associated problems. The elements involved in designing are recognised and procedure or steps are derived. The students explore possibilities of cooperative and collaborative learning and apply their problem solving skill.

Once the group is formed, it is intimated to the teacher and initial planning is done in consultation with the teacher. The students are constantly in touch with the teacher throughout the stages of project work . A project diary is to maintained by each group and the activities are to be recorded, which will be helpful in preparing project report.

After designing it should be verified by the teacher and preparation of project report with the specified format is begun. Each of the group member should have a copy of the report and one copy should be submitted to the teacher which will be kept in the library for reference. While setting the CE, the teacher may conduct a viva-voce to ensure the involvement of the student in this activity.

CE Item	Evaluation Indicators	Weightage	Score
1. Class Test	Average marks of all tests including Mid-Term and Quarterly (minimum three) converted into 20.		20
2. Assignment	1. Awareness of the content	4/3/2/1	
	2. Comprehensiveness of the content	4/3/2/1	
	3. Systematic and sequential arrangement	4/3/2/1	
	4. Observation/suggestions/Views Judgements/ Evaluation	4/3/2/1	
	5. Timely Submission	4/3/2/1	20
3. Seminar	1. Ability to plan and organise	4/3/2/1	
	2. Skills in the collection of data	4/3/2/1	
	3. Awareness of the content (presentation of the paper, participation in discussion, ability to substantiate the ideas and views)	4/3/2/1	
	4. Ability to prepare the report (sequence in the presentation of the concepts, authenticity and clarity of ideas/views/concepts)	4/3/2/1	
	5. Quality of Seminar Document	4/3/2/1	20
4. Project	1. Ability to plan (Selection of the method for solution of the problem, identifying suitable tools, planning the various activities to be carried out in each stage)	4/3/2/1	
	2. Ability to collect data (sufficiency and Relevance of data. Classification and arrangement of data for analysis, reliability and authenticity of the Collected data.)	4/3/2/1	
	3. Ability to analyse the elements and procedure (Structuring of elements and developing logic. Efficiency in using the package/tool. Recognising design errors and correcting them)	4/3/2/1	
	4. Ability to prepare the project report (Reflection of the process skills. Communicability and authenticity of the report in relation with the Project diary)	4/3/2/1	
	5. Viva Voce (Knowledge of the content and Process)	4/3/2/1	20

CE item calculation

Subject		Item: Assignment					
Sl. No	Name	Evaluation Indicators					Total Score (20)
		I (4)	II (4)	III (4)	IV (4)	V (4)	
1	Anand	2	3	4	4	4	17
2	Shibu	4	3	4	4	4	19

Total CE calculation

Sl. No	Name	CE Items			Total	Total CE
		1 Class Test (20)	2 Assignment (20)	3 Seminar/ Project		
1	Anand	18	17	19	54	18

Terminal Evaluation (TE)

Terminal Evaluation is in written form. The test should not be aimed to test the memory alone. The terminal evaluation questions give more emphasis on application level, analysis and synthesis. The questions are framed so that the students are able to apply their different mental process. The maximum score is 80 and the minimum score of TE is 24 (30%).

Sl. No	Name	CE (20)	TE (80)	Total CE+ TE (100)	Grade

Subject Consolidation

The maximum score of CE + TE is 100 and the minimum score is 30(30%)

Practical Evaluation (PE)

The scholastic area includes those area in which the learner attain knowledge and skills based on the curriculum. This leads to create more interest on certain area of a subject. Emphasis should be given to each topic for learning activity and develop skills. In the practical Examination, the external Examiner is able to evaluate the skills that are attained by learning experiences. The practical Examination question paper is always activity based.

Practical Evaluation

PE : 150

Common Split up

Practical Examination (P.E)

P.E Item	Score	%
Identification of tools/spotting	20	13.3
Procedure (writing)	20	13.33
Collection of Articles	10	6.6
Identification of need/problem	10	6.6
Preparation of the patient	10	6.6
Skill in doing procedure	15	10
After care of patient and articles	5	3.3
Recording	10	6.6
Viva Related to practical	10	6.6
Viva voce	25	16.6
Record book	15	10
Total	150	

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

Internship evaluation should be done based on the following components.

I. Regularity and punctuality.

A regular presence and habit of time bound completion of task is a must for attaining maximum efficiency.

II. Value addition

Value addition can be evaluated through conducting field visits/survey. The experiences gained through field visit and survey increases the level of intrinsic motivation and positive attitude towards the vocational field and there by increase his value as a skilled semi- professional.

III. Capacity building

Capacity building can be evaluated through conducting the following activities.

1. OJT/Simulated experiment
2. Performance- Camp/ Exhibition/ Clinic.
3. Performance- Production/Service cum Training centre.

These components helps the students to practice the acquired skills in the real situation and there by increasing self confidence and promoting self reliance.

I. Regularity and Punctuality can be evaluated by 5 point grading system.

Rating scale

		1	2	3	4	5
1	Regularity	Never regular	Often regular	Usually regular	Most of the time regular	Always regular
2	Punctuality	Never Punctual	Often Punctual	Usually Punctual	Most of the time Punctual	Always Punctual

Regularity and punctuality can be assessed by using attendance of the student and time bound completion of tasks.

The aim of value addition is to measure the interest, devotion Group management, perseverance of the learner in specific areas Value addition can be evaluated from field visit, survey and simulated experiments.

Capacity building is aimed at measuring the skills of the learner from

VCE Item	Evaluation Indicators	Weightage	Score
1. Regularity and Punctuality			10
2. Value addition	<p>Field Visit</p> <p>1. Attitude and readiness towards the task. 4/3/2/1</p> <p>2. Capacity for observation. 4/3/2/1</p> <p>3. Data collection. 4/3/2/1</p> <p>4. Application of ideas. 4/3/2/1</p> <p>5. Documentation/ recording. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Survey</p> <p>1. Planning. 4/3/2/1</p> <p>2. Data collection. 4/3/2/1</p> <p>3. Consolidation of data and analysis. 4/3/2/1</p> <p>4. Drawing inference. 4/3/2/1</p> <p>5. Reporting. 4/3/2/1</p>		20
3. Capacity building	<p>OJT/ Simulated Experiment</p> <p>1. Involvement/ Participation. 4/3/2/1</p> <p>2. Skills in doing work/ Communication skill. 4/3/2/1</p> <p>3. Time bound action. 4/3/2/1</p> <p>4. Capacity for observation, analysis and innovation. 4/3/2/1</p> <p>5. Documentation, Recording and display. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Performance in camp/ Exhibition/ clinic</p> <p>1. Ability for planning and organising. 4/3/2/1</p> <p>2. Mastery of subject. 4/3/2/1</p> <p>3. Ability for communication. 4/3/2/1</p>		20

VCE Item	Evaluation Indicators	Weightage	Score
	4. Innovation. 5. Involvement/Social commitment. OR Performace in production/ service cum training centre (PSCTC)	4/3/2/1 4/3/2/1	
	1. Mastery of vocational skills. 2. Managerial capacity. 3. Promoting self confidence. 4. Innovative approach. 5. Promoting self - reliance.	4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1	

Vocational Competency Evaluation(VCE) Items (Internship Evaluation)

Items	Score
Regularity & Punctuality	10
Field visit/survey(any one)	20
OJT/simulated experiment Performance- Camp/exhibition/ Clinic Performance- PSCTC (any one)	20
Total	50

A minimum of 80% attendance is required for promotion to the second year. Those who have shortage of attendance should repeat first year. Those who have 80% and above attendance but failed to achieve 30% of internship evaluation (IE) will be promoted to the second year. He has to improve the component in which he performed poor. He has to attain the minimum by improving the particular component to get eligible for appearing second year public examination.

Government of Kerala

Board of Vocational Higher Secondary Examinations

Reg: No.

Thiruvananthapuram

Dated : _ _ _ _ _

Evaluation Sheet

Sri./Smt. _____ is awarded Scores/grade as detailed below in the First Year Vocational Higher Secondary Examination held in _____

Name of School : _____ Admission No : _____

Name of Vocational Course : _____

Subject	Score Obtained					Positional Grade	Grade in words
	CE 20	TE 80	PE 150	IE 50	Total		
Part- I							
English			—	—			
General Foundation Course			—	—			
Part- II Vocational Subjects							
Vocational Theory			—	—			
Vocational Practical	—	—		—			
Vocational Competency	—	—	—				
Part- III Optional Subjects							
	20	60	20				
Physics				—			
Chemistry				—			
	20	80					
Biology			—	—			

CE- Continuous Evaluation, TE- Term End Evaluation, PE- Practical Evaluation, IE- Internship Evaluation.

Grades	A+	90% and Above	Outstanding	A	80- 89%	Excellent.
	B+	70 - 79%	Very Good	B	60- 69%	Good
	C+	50 - 59%	Above Average	C	40- 49%	Average
	D+	30 - 39%	Marginal	D	20- 29%	Need improvement
	E	Below 20%	Need improvement			

Marks Entered by _____

Marks checked by _____

Supdt/ T. O _____

SECRETARY



SYLLABUS

Unit I Anatomy and physiology (50 Hrs)

- 1.1 Introduction
 - 1.1.1 Definition of terms - anatomy, physiology, ,Anatomical position, names - medical and lateral , internal and external, superficial and deep anterior and posterior, proximal and distal organization of the body cell structure and function. Tissue : - Type location , function membranes and types.
 - 1.1.2 Glands: Types and functions
 - 1.1.3 Body cavity : Their contents
- 1.2 Musculo skeletal system
 - 1.2.1 Skeletal system : skull, thorax, vertebral column, upper extremity, lower extremity, joints and movements.
 - 1.2.2 Muscular system: Main muscles of the body.
- 1.3 Cardiovascular system: Blood- composition and functions of blood, coagulation mechanism.
- 1.4 Blood groups
 - Heart: Structure and function of heart, cardiac cycle, heart beat, pulses, blood pressure
 - 1.4.1 Circulation system: Systemic, portal, coronary, pulmonary
 - 1.4.2 Blood vessels: Arteries, veins, capillaries
 - 1.4.3 Lymph: Composition, functions, lymph node, spleen.
- 1.5 Digestive system: Parts of digestive system, structure and function, salivary glands, liver and gall bladder, pancreas.
- 1.6 Respiratory system: Structure and function of organs of respiratory system, mechanism of respiration
- 1.7 Urinary system: Structure and functions of Urinary system.
- 1.8 Reproductive system: Structure and function of organs of reproductive system, Pelvis pelvic cavity, parts of the female reproductive system and its functions, parts of the male reproductive system- structure and function .
- 1.9 Nervous system: Structure and function of brain and spiral cord.
 - 1.9.1 Special senses : Structure and functions of eye, ear, nose, tongue and skin

Unit- 2 Microbiology (15 Hrs)

- 2.1 Introduction: Microbiology - micro organisms- classification,

- characteristics, factors influencing growth and multiplication of organisms, common diseases caused by pathogenic microorganisms.
- 2.2 Infection process cycle: mode of entry of micro organisms, asepsis medical and surgical, cross- infection.
- 2.3 Reaction of the body: Local, general and specific effect of organisms on the body.
- Immunity: Types, immunization schedule.

Unit-3 Psychology (10 Hrs)

- 3.1 Definition: Mental health, characteristic of a mentally healthy person, psychology of human behaviour factors influencing human behaviour, emotions in health and diseases.
- 3.2 Defence mechanisms: Meaning, importance and classification, personality

Unit-4 Sociology and Economics (10 Hrs)

- 4.1 Individual rights and behaviour, family, types of family, basic needs of family, culture and patterns, mode of living, eating, housing, marriage, language, religious values, social security, effects of illness on family members, family budgeting.

Unit-5 Basic Nursing Theory (100 Hrs)

Demonstration (150 Hrs)

- 5.1 Introduction, origin and development of nursing definition, concept, nursing etiquette, qualities of a nurse, functions of a nurse, health team, inter personal relation ship in nursing.

Theory	Demonstration
Hospital: Types, functions. Patient's Unit: safe and comfortable environment, preparation of sick room.	Cleaning and maintenance of furniture, equipment, physical setting up of sick room.
Bed making: Rules for comfort devices back rest, bed cradle, air cushion, bed block, knee rest, foot rest, sand bag.	Bed making- simple bed, occupied bed, operation bed, stripping and remaking of bed, use of comfort devices.
Body mechanisms- its significance in nursing.	Maintaining good body alignment position supine, prone, fowler's, lateral.
Excercise - importance	Active and passive exercise, ambulation, lifting and transferring of patient.
Provision for comfort rest and sleep.	P -3
Physical examination of patients- methods.	Taking and recording of temperature, pulse, respiration, B.P.

Observation vital signs temperature, pulse, respiration, blood pressure.	P -3
Collection of specimen urine, faeces sputum	Naked eye examination of urine, faces sputum urine testing for albumin, sugar acetone, specific gravity
Meeting the hygienic needs; Care of skin , nail, oral cavity, feet , eyes bed sore - cause, care of bed sore prevention of bed sore.	Bathroom bath, bed bath, assisted bath, partial bath, nail cutting, combing and braiding hair, hair wash, treatment of pediculosis, care of feet care of eyes, mouth care to helpless, attending to pressure points, back care , care of bed sore
Eliminaiton needs . Care of patient having incontinuance urine and faeces	Offering and removing bed pan and urinal catheter, perinial care.
Hot and cold applications Local and general effects of heat and cold in the body	Applicaton of hot water bag, fomentation, sitz ath. Inhalation dry and moist, ice cap, cold compress, tepid sponge.
Assisting with nutritional needs	Preparation of fluid and semi solid diet, serving of meals. Feeding helpless pateints. Ryles tube feeding.

Unit - 6 First aid and Emergency Nursing

Theory - 15 Hrs

Demonstration - 10 Hrs

Theory	Practical
Defenition , importance of first aid, rules of first aid, qualities of a first aider, first aid kit.	Demonstration of first aid kit
First aid in emergencies fire, burns, fracture, accidents, poisoning, drowning, hemorrhage, insect bites, foreign bodies	Transportation of the injured, bandaging roller, triangular, many tiled, splinting artificial respiration: mouth to mouth and mouth to nose.
Emergency child bath	External cardiac massage

Unit -7 Introduction to community health**Theory - 60 Hrs****Demonstration - 20 Hrs**

Theory	Demonstration
<p>Introduction , defenition of health, hygiene Personal hygiene - physical health care of the skin, hair, teeth, eyes, ears, hands and feet, menstrual hygiene, rest and sleep. Exercise, recreation, posture, nutrition, eliminaiton.</p> <p>Mental health as component of total health</p> <p>Environmental hygiene-relationship of environmental health</p>	
<p>Factors contributing to health clean air and ventilation, safe water, adequate lighting good housing , safe food</p>	<p>Observation visit pasturization plant water purificaiton, sewage disposal and treatment plant.</p>
<p>Diet in health and illness food constituents, function, balanced diet, daily nutrients of elements of essential nutrients planning meals diet in infancy and early child hood, deficiency diseases, diet for the sick.</p> <p>Special diet - Hypertension, diabetes, coronary artery disease, renal disease.</p>	
<p>Low cost food - food of a kitchen garden</p>	
<p>Maintance of kitchen garden</p>	<p>Planting and caring for a kitchen garden</p>
<p>Communication its relationships nursing, interpersonal relationship, health education role of domestic nurse as a health educator in prevention of disease, promotion and maintenance of health and care of sick at home.</p>	<p>Formal and informal health teaching in a health care set up and community.</p>



LEARNING STRATEGIES

Curricular objectives

- Understands in general the structure and function of human body through observation, discussion, analysis of charts and models . Prepare and present notes. Draw labelled diagrams.
- Applies the anatomical and physiological principles in the practice of nursing through observation, comparison of lab reports, discussion, secondary data collection and interpretation of data collected . Prepare and present notes based on the topics.
- Develops understanding on the activities of microorganisms in relation to environment and human body through observation, demonstration and discussion. Prepare and present the notes on observation and discussion.
- Understands the concepts of mental health and human behavior in health and illness through observation, discussion, debate and assignment. Prepare notes on observation and discussion. Submission of assignment.
- Understands the socio cultural and economic aspects of the community through observation, home visit, field interaction with community, secondary data collection and prepare project notes on observation, field visit and interactive in the community. Submission of data collected and project report.
- Understands the importance of communicating effectively, good IPR with the patients, relatives and with members of the health team through group interactions, role play and observation made during hospital visit. Prepare notes based on observation, hospital visit and submission of report of group interaction.
- Understands the basic nursing needs of the patient and the measures to be taken to meet the needs in health care settings and at home through observation, demonstration of procedures, group discussion, CD Romes, assignments, project and secondary data collection. Prepare notes submission of assignment and project report. Return demonstration of procedures.
- Identifies the different emergency situations and demonstrates beginning skill in giving first in hospital and home through similarities exercise group discussion and demonstration. Prepare notes based on discussion. Return demonstration.
- Understands the concepts of health, hygiene, nutrition in health and illness

through observation, discussion, field trip and secondary data collection. Prepare notes based on discussion and field trip. Planning and maintaining kitchen garden.

- Understands the importance of health education and the role of domestic nurse in prevention of disease, promotion and maintenance of health and care of sick at home through group discussion, observation, demonstration, home visit and visit to PHC. Prepare and give health in Anganvadi. Preparation of menace for one day fro a school going child.



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UNIT- 1

ANATOMY AND PHYSIOLOGY

Introduction

This unit is designed to help students to gain knowledge of the structure and function of the human body and recognize any deviation from normal, health in order to render effective nursing services. The students have already acquired the basic knowledge of anatomy and physiology in high school classes . It is wise to check their level of knowledge through a short pre test or group discussions.

The nature of this subject is such that most of the teaching will be better understood , more interesting and more likely to develop the desired learning in the students if it is carried out by practical method. The practical record is to be maintained by students by drawing and labelling different organ parts.

Curriculum Objectives

- Understand and spell variations anatomical terms through discussion and demonstration. Prepare notes.
- Understand the structure and functions of cell, tissues, membranes, body cavities and glands through observation and discussion.
- Demonstrate skills in identifying parts of the skeletal system and main muscles of the body through observation, discussion and demonstration. Draw and label diagrams.
- Acquire knowledge on the structure and functions of heart, blood vessels and lymphatics, composition of blood and its functions through observation , discussion and demonstration.
- Understand the structure and functions of different systems of the body through observations, discussion, seminar and demonstration. Draw and label diagrams.
- Enumerate the structure and functions of sensory organs through observation discussion and demonstration draw label diagrams.
- Gain skills in applying anatomical and physiological principles in the peracetic of nursing through observation and discussion . Prepare and present notes.

Syllabus - Introduction

- Definition of terms - Anatomy, Physiology, anatomical position names -

medical and lateral , internal and external , Superficial and deep anterior and posterior, proximal and distal organization of the body. Cell structure and function, Tissues:- Type, location , function membranes and types

- Glands; Types functions
- Body cavity: their contents
- Musculoskeletal system
- Skeletal system: Skull, thorax, vertebral column, upper extremely lower extremely, joints and movements
- Muscular system: Main muscles of the body
- Cardiovascular system: Blood composition and functions of blood coagulation mechanism
- Blood groups
- Heart: structure and functions of heart , cardiac cycle heart beat , pulses , blood pressure.
- Circulation system: Systematic ;portal, coronary, pulmonary
- Blood vessels: Arteries , veins, capillaries
- Lymph: composition functions lymph nodes spleen
- Digestive system: parts of the digestive system, structure and function, salivary glands, liver and gallbladder, pancreas
- Respiratory system: structure and functions of organs of respiratory system, mechanism of respiration
- Urinary system: structure and functional urinary system
- Reproductive system: structure and functions of organs of reproductive system, pelvis and pelvic cavity, parts of the female reproductive system and its function, parts of male reproductive system - structure and function]
- Nervous system: Structure and functions of brain and spinal cord
- Special senses: structure and functions of eyes , ear, nose, tongue, and skin

Towards the content

1 For convenience this unit is divided in to:

- (1) Concept of anatomical terms,
cell structure and function, tissues - types, vocational functions glands types and functions.

Body cavity their content membranes and types

2 Muscular skeletal system

skeletal system, muscular system (Main muscles only)

3 Cardiovascular system

4 Digestive system

5 Respiratory system

6 Urinary system

- 7 Reproductive system
- 8 nervous system
- 9 special senses
- 10 Structure and functions of endocrine glands

Concepts

- Concepts of anatomical terms cell structure and functions , tissues - location and functions, membranes and types

This portion is divided into

- A Concepts of anatomical terms and cell structure and functions
- B Tissues - types, location and functions
- C Membranes and types
 - Body cavities and contents
- A Concepts of anatomical terms , organisation of the body , cell structure and functions.

Suggested Activities - Demonstration and microscopical view of slides

- Students have previous knowledge of concepts of anatomy and physiology, check the previous knowledge of the students about cell structure and tissues through discussion or asking them to label the diagram of cells. In order to enable the students to learn further a discussion is arranged on basic terminology in anatomy and physiology, anatomical positions and cell structure and functions. Demonstrate anatomical positions.

Leadpoints

- Meaning of terms anatomy and physiology
- Terminology
 - Anatomical positions
 - Medial and lateral
 - Internal and external
 - Superficial and deep
 - anterior and posterior
 - Proximal and distal
- Cell structure and function

Consolidation

Anatomy is the study of the structure of the body and the physical relationship involved between body parts. Physiology is the study of how the body parts work

Anatomical positions is assumed in all anatomical descriptions to ensure accuracy and consistency.

The human body develops from a single cell called the zygote which results from the fusion of the ovum and the spermatozoon.

Assignment

Draw the diagram of cell in practical book and label parts.

B Tissues - types- location and function

Suggested Activities - Group discussion followed by demonstration

Previous knowledge of students on this topic may be checked by asking questions. A discussion is conducted to enhance their learning.

The teacher may use appropriate audio visual aids like charts OHP , LCD, and microscopic view of slides.

Students are grouped into five. Select a group leader for each group. At the end of the discussion, conclusion reached by the group is presented by the group leader. The teacher consolidates the ideas shared. Students enter the consolidated ideas in their daily diary.

Lead points

- The fundamental tissues
- Types of each fundamental tissues
- Their location and function

Consolidation

The teacher highlights the ideas , add additional information required to meet the objectives. Teacher uses appropriate audio visual aids to enhance learning, (Charts, OHP, LCD, Microscopic view of the slides etc.)

C Glands and types

Membranes - types

Body cavities and their content

Suggested Activities -Discussion

Students have already acquired the basic concept of glands in Standard. X.

To enhance their learning on glands, and to introduce to the topic membranes and body cavities, a discussion is arranged

Lead points

- Types of glands
- Secretion
- Membranes
- Types
- Functions
- Body cavities
- Boundaries
- Contents

Consolidation

Glands are group of epithelial cells which produce specialized secretions

They are classified into exocrine glands and endocrine glands

Secretions of endocrine glands are hormones

Membranes are sheets of epithelial tissues and their supporting connective tissue that cover or line internal structures of cavity.

The main membranes are mucous, serous and synovial membranes.

The organs that make up the systems of the body are contained in four cavities. They are cranial cavity, thoracic cavity, abdominal cavity and pelvic cavity.

Endocrine glands will be discussed in detail at the end of this unit.

2 Musculo skeletal system

a Skeletal system

Suggested activity - discussion and demonstration using articulated skeletal and disarticulated bones and movement

From the previous classes students have identified bone as a connective tissue and the different types of bones. A group discussion is initiated to learn more about skeletal system. Students are grouped into five.

Leadpoints

- Bones - types, structure, functions
 - Axial skeleton - skull, vertebral column, thoracic cage.
 - Appendicular skeleton
- Joints - classifications , structure, function

Consolidation

The skeleton is the bony frame work of the body

The axial skeleton consists of skull , vertebral column, sternum and ribs.

The appendicular skeleton consists of the bones of the upper limbs, the two clavicles and two scapulae. And the bones of the lower limbs and the two innominate bones of the pelvis.

A joint is the site at which any two or more bones articulate.

Some joints have no movements (fibrous) some only slight movement (cartilaginous) and some are freely movable (synovial)

Assignment

Prepare note on joints and their classifications with the diagram of the basic structure of a synovial joint.

Draw and label diagram of structure of long bone, Haversian system and features of typical vertebra in practical record.

Students are encouraged to demonstrate in return the parts of different bones.

B Muscular system

Suggested activity - Discussion

From the previous class students have identified muscle tissue as a fundamental tissue of the body. The to learn in detail regarding the topic a discussion is initiated.

Leadpoints

- Deltoid muscles
- Pectoralis major
- Biceps muscles
- Triceps muscles
- Quadriceps femoris
- Gluteal muscles
- Sartorius
- Vastus lateralis
- Muscles of respiration

Consolidation

The teacher highlights the points and classifies their views

Each student should be able to identify the muscles and functions

Identify the anatomical position of muscles for administering injection

3 Cardiovascular system

this position is subdivided in to

- a Blood
- b Heart
- c Circulation of the blood
- d Blood vessels and lymph

Blood

Suggested activities - Seminar

The students are grouped in to five and assigns the following subtopics.

Group I - Composition of blood

Group II - Functions of blood

Group III - Coagulation of blood

Group IV - Blood groups

Group V - Common blood disorders (Anaemia, Polycythemia, Leukaemias, Leutopenia, Leukocytosis, DIC, congenital disorders, Hemophilia, Mention

the names and what they mean.

Each group discusses the topic assigned to them and from where can they get information (books , magazines, internet, etc.)

After the collection of data, they organise it and prepare seminar paper. The teacher goes through the paper and gives suggestions. Fix a convenient date for the presentation of paper. A student or teacher act as a moderator. After each presentation view should be general discussion. The moderator summarizes the topic. The seminar paper should be kept by each student acts as there should be kept by each students final consolidation report should be written in daily diary

Use appropriate audiovisual aids (charts, OHP, LCD microscopic view of cells etc. to make learning more effective.

Leadpoints

- Composition of blood
- Plasma
- RBC
- WBC
- Platelets
- Functions of blood
- Coagulation mechanism
- Blood groups
- Blood donation
- Erythro blastosis foetalis
- Common blood disorders

B Heart

Suggested activities - discussion and demonstration

Students have the basic knowledge of the structure of heart from their high school classes to promote their learning on the topic, a group discussion is suggested .

Leadpoints

- Heart - position
- Structure
- Conduction system
- Functions
- Cardiac cycle
- Heart beat
- Pulse
- Blood pressure

- ECG
- Blood supply to heart

Consolidation

The Heart lies in the thoracic cavity in the mediastinum between the lungs.

The heart is composed of three layers of tissue - pericardium, myocardium and endocardium. The function of the heart is to maintain in constant circulation of blood through out the body.

Right and left coronary arteries supply arterial blood to heart

Assignment

Prepare and submit notes on discussion

Draw labelled diagram of heart in practical record book.

C Circulation of the blood

Suggested activities- Discussion

To understand the concept of circulation a group discussion is suggested .

Leadpoints

- Pulmonary circulation
- Systematic or general circulation
- Portal circulation

Consolidation

In pulmonary circulation the blood is carried from right ventricles of the heart to the lungs and back to the left atrium.

In systematic circulation , the blood pumped out from the left ventricle is carried by the branches of the aorta around the body and is returned to the right atrium.

Assignment

Prepare and submit notes based on discussion

D Blood vessels and lymph

Suggested activities - discussion

Students have previous knowledge of types of blood vessels and lymphatic system. To deepen their knowledge a group discussion is conducted.

Leadpoints

- Arteries, arterioles
- Veins, venules
- Capillaries
- Lymph
- Lymph vessels

- Lymph nodes
- Lymph organs - eg: spleen and thymus

Consolidation

Blood vessels vary in structure, size and function. There are several types arteries, arterioles, capillaries, veins and valves

Lymph is a clear watery fluid identical in composition to inter skeletal fluid transported along lymph vessels and is returned to blood stream.

Lymph is filtered as it passes through lymph nodes.

Spleen is the largest lymph organ

4 Digestive System

The portion is divided into

- a Parts of the digestive system - structure and function
- b Accessory organs of digestive system - structure and function
- a Parts of the digestive system
(mouth, pharynx, oesophagus, stomach, small intestine, large intestine rectum and anal canal)

Suggested activity - discussion

Students have the basic knowledge about the parts of digestive system and process of digestion. To promote further learning, group discussion is suggested.

Leadpoints

- Mouth
- Tongue
- Teeth
- Pharynx
- Oesophagus
- Stomach
- gastric juice
- Small intestine
- large intestine
- Rectum
- anal canal

Consolidation

The digestive system is the collective name used to describe the alimentary canal. Some accessory organs and a variety of digestive processes which takes place at different levels in the canals to prepare food eaten in the diet for absorption.

The alimentary canal begins at the mouth passes through the thorax. Abdomen and pelvis and ends at the anus.

It has a general structure which is modified at different levels.

- b Accessory organs of digestion - Salivary glands, liver, gall bladder and pancreas.

Suggested Activities - Seminar

- Topic - Accessory organs of digestion
- Sub topics - Salivary glands
Liver
Gall bladder
pancreas

Students can be grouped in to four. Allot each sub topic to each group provide adequate references . Group members discuss, collect necessary data from various sources and submit the seminar paper. After necessary corrections by the teacher, the paper is presented in the class. This is followed by general discussion and consolidation.

Each student should prepare seminar paper. Enter the seminar report in daily diary.

Charts, OHP, Picture, slides etc can be used for presentation of seminar.

5 Respiratory system

- This portion is divided in to
 - a Respiratory organs - structure and functions
 - b Mechanism of respiration and respiratory muscles

a Respiratory organs- structure and function

Students have the basic concept of respiratory system. To deepen their knowledge, group discussion is suggested.

Lead points- Structure and functions of

- Nose
- Pharynx
- Trachea
- Bronchi
- Bronchiolus
- Alveoli
- Lungs

Consolidation

The Respiratory system provides the route by which the supply of oxygen present in the atmospheric air gains entry to the body and it provides the route of excretion of carbon di oxide.

b Mechanism of respiration and respiratory muscles

Suggested Activity - Discussion

Leadpoints

- Muscles of respiration
- Inter costal muscles
- diaphragm
- Cycle of respiration
- Inspiration
- Expiration
- Pause
- Lungs volumes and capacities
- External respiration
- Internal respiration

Terminology

- Cyanosis
- Tachypnoea
- Bradypnoea
- Eupnoea
- Apnea
- Hypoxia
- Anoxia

Consolidation

External respiration is the exchange of gases by diffusion between the alveoli and the blood.

Internal respiration is the exchange of gases by diffusion between blood in capillaries and the body cells.

Assignment

Prepare notes based on discussion and secondary data collection . Submit the note.

6 Urinary system

This portion of urinary system

- a Organs of urinary system - structure and functions of kidney
- b Other organs of urinary system - ureter, urinary bladder and urethra

a Structure and functions of kidney

Suggested activity - Discussion

Students have the previous knowledge about the structure and functions of kidney . Before proceeding to discuss the topic in detail check their level of understanding by questioning.

Leadpoints

- Component parts of urinary system
- Kidney - gross structure, microscopic structure
- Functions of kidney

Terminology

- Oliguria, anuria
- dysuria
- Haematuria
- Glycosuria
- Dialysis
- Nephrolithiasis
- Glomerulo nephritis

Consolidation

The urinary system helps in maintaining the acid base balance of the body and in eliminating the waste products of metabolism.

- b Other organs of urinary system
 - Ureter, Urinary bladder and urethra

Suggested Activity - Discussion

To promote learning a group discussion is suggested

Leadpoints

- Structure and functions of
- Ureters
- Urinary bladder
- Urethra
- Micturition

Consolidation

Ureters convey urine from the kidneys to the urinary bladder
Urinary bladder is a reservoir of urine. The urethra is a canal extending from the neck of the bladder to the exterior
micturition is the act of passing urine.

7 Reproductive system

This portion is divided into

- a Male reproductive system
- b Female reproductive system

a Male reproductive system

As seminar is suggested as a learning activity for this topic with the support of appropriate audio visual aids , OHP, Chart, LCD etc,

Topic - Male reproductive system

Sub topic - Structure and functions of

- Scrotum and testes
- Spermatic cord
- Seminal vesicles and ejaculatory ducts
- Prostate glands
- Urethra and penis

Consolidation

Teacher clarifies the views and provides the additional information required to meet the objective.

b Female reproductive system

Suggested Activity - discussion and preparation of model

Leadpoints

Structure and functions of

- Vulva
- Vagina
- Uterus
- Uterine tube
- Ovaries
- Menstrual cycle

Terminology

- Amenorrhoea
- Menopause
- Menarche
- Menorrhagia

Pelvis and pelvic cavity - review

Consolidation

The teacher highlights the main points and adds additional information

Model preparation

Aim

- To enable clear understanding of the female reproductive organs
- To develop creativity and interest

Material required

Thermocol, colour threads, poster colours, fevicol, glitters, hard board

9 Nervous system

Structure and functions of brain and spinal cord. Students have learned about the neuron, nerves, central nervous system, peripheral nervous system, brain and spinal cord in Standard X. Before proceeding to discuss the topic, check the levels of knowledge asking questions. Show them drawing of CNS Human brain and neuron, ask them to identify different parts. To deepen their knowledge the general discussion is conducted with the support of charts, models, OHP and LCD.

Leadpoints

- Neuron
- Menages
- Ventricles of brain
- CSF
- Brain
- Spinal cord
- Cranial nerves (Names only)

Terms

- Hydrocephallus
- Stroke
- Dimensia
- Meningitis
- Lumbarpuncture
- Spinal anaesthesia

Consolidating

The nervous system consists of the brain spinal cord and peripheral nerves. Organisation of nerves tissues with in the body enables rapid communication between different parts of the body.

Assignment

Preparation of models of brain

Aim

To Faciliates clear understanding of the structure of brain
To create interest

Materials

Mould, hardboard, Clay, Fabric colour

10 Special senses

For convenience this portion is divided in to
a Structure and functions of eye physiology of vision

- b Structure and functions of ear physiology of hearing equilibrium
- c Structure and functions of skin
- d Structure and functions of nose and tongue

a Structure and functions of eye physiology of vision

Suggested Activity - Discussion

Students have learned structure and functions of eye, physiology of vision, common eye disorders and care of eye in standard X

To elicit their levels of understandings a short pre test may be takes. They may be asked to draw a diagram of an eye or label the diagram shown, to enumerate the common disorders affecting eye etc.

A group discussion is suggested to deepen their knowledge.

Leadpoints

Structure and functions of eye optic nerve, physiology of site

Terminology

Stye, conjunctivitis, glaucoma, squint , cataract and keratomalasis, Blepharities

Consolidation

Eye is organ of sight

It is supplied by eighth crinial nerve

There are three layers of tissue in the eye wall

Assignment

Prepare and submit note based on discussion. Draw and labelled diagram of eye (cross section) in practical record books

b Structure and functions of ear and physiology of hearing

Suggested Activity- Seminar

Before allotting the topic check the previous knowledge of students as they have learned this topics in standard X

Topic - Structure and functions of eye physiology of hearing and equilibrium

Sub topic

Group one - outer ear

Group two - middle ear

Group three - inner ear

Group four - physiology of hearing

Group five - physiology of balance for guidelines on conducting the seminar the teacher may refer introductory chapter

C Structure and function of skin

Suggested activity - discussion

Students have already acquired concept of skin and its functions to provide addition information a general discussion is suggested.

Leadpoints

Skin - Structure , epidermis, dermis

Functions

Protection, regulation of body temperature , formation of vitamin D, sensation absorption and excretion.

Consolidation

The skin completely covers the body and is continuous with the membranes lining the body orifices. It protects the underlying structures functions as a sensory organs and is involved in regulation of body temperature.

d Structure and functions of nose and tongue

Suggested activity - group discussion

Students have already acquired knowledge regarding this topic form Standard X that knowledge is improved as they went through respiratory and digestive system. To review their knowledge and to give additional information a group discussion is suggested.

Leadpoints

- Tongue structure and functions
- Nose structure and functions

Consolidation

The tongue is a voluntary muscular structure which occupies the floor of the mouth.

The tongue place an important part in mastication, gegtution speech and taste.

The nose is the first of the respiratory passages the nose has respiratory and olfactory functions.

The nose has respiratory and olfactory functions

11 Endocrine glands

Suggested activity - Seminar

Students have acquired preliminary knowledge on endocrine glands in school. A general discussion is conducted to assess their level of knowledge. A seminar is suggested to depend their knowledge

Topic - Endocrine glands

Sub topic

Group 1 - Endocrine glands concept classification name the endocrine glands

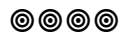
Group 2 - Pituitary glands & secretion (Hormones - Names & functions)

Group 3 - Thyroid gland - Structure , secretions and functions. - Parathyroid glands secretions and functions

Group 4 - Adrenal glands secretions and functions

Group 5 - Pancreatic is tests, pineal body and thymus glands secretion and function

For guidance on how to conduct the seminar to refer introductory chapter.



UNIT- 2

MICROBIOLOGY

Introduction

Microbiology is the study of micro - organisms. These organisms are too small to be seen by the naked eye. Of all the micro organisms found in nature, only a small proportion are disease causing. It is not sufficient to tell the students that germs exist and cause particular conditions and diseases, she needs to be shown what germs are, how they differ from each other, how they react under different conditions and how they can be destroyed . The level of learning required in relation to all these factors is achieved through discussion, demonstration, exposure to laboratory and visit to CSSD and immunization clinic. The students are asked to prepare and submit notes.

Curriculum Objectives

- To classify and to list down the characteristics of microorganisms through microscopic view of slides and discussion. Preparation and presentation of notes on discussion and observation.
- To identify the common disease producing micro - organisms and their characteristics through slides and discussion. Prepare notes based on discussion and observation.
- The identify the infection process and measures to prevent infection demonstration of sterilization, hand washing and field trip to CSSD followed by discussion. Prepare and present notes based on discussion and field trip.
- To develop an understanding of immunity , types and immunization schedule through discussion and field trip to immunization clinic. Prepare and present notes on discussion and observation.

Syllabus

- Unit - Microbiology
- Introduction: Microbiology - micro organisms - classification, characteristics factors influencing growth and multiplication of organisms, common diseases caused by pathogenic microorganisms.
- Infection process cycle : Mode of entry of micro organisms, asepsis medical and surgical , cross - infection
- Reaction of the body: Local general and specific effect of organisms on the body immunity: Types , immunization schedule.

TOWARDS THE CONTENT

For convenience, the unit is divided into 3

- 1 Micro organism and their characteristics
- 2 Infection process
- 3 Immunity

1 Micro organize and their characteristics

Suggested Activity- Group discussion & Microscopic view

Students have the concept of microorganisms and some of the diseases they cause. To meet the objective, a group discussion is conducted followed by exposure to laboratory for microscopic view of microorganisms

Lead points

- Brief historical review of microbiology
- Classification of microorganism
- Characteristics of microorganism
- Uses of micro organisms
- Common disease caused
- Factors influencing growth and development

Consolidation

Of all the micro organisms found in nature, only a small portion are disease causing

Disease producing organisms are pathogenic microorganisms

Some disease caused by viruses are common cold, chicken pox, measles etc. Some disease caused bacteria are cholerae, Typhoid, tetanus, TB etc.

After the discussion, students are able to visualize the microorganism with the aid of microscope. They are taken to the microbiology department of a nearest hospital for further learning.

2 Infection process

Suggested activity - discussion followed by demonstration of hand washing, field trip to CSSD

Students have an idea that infections are caused by the invasion of microorganisms in their body. They also use boiling as a method of disinfection. To enhance the additional learning a group discussion is encouraged followed by demonstration and field trip to CSSD.

Leadpoints

Infection - sources

Portal of entry and exit of microorganisms transmission of infections control of infection

Medical and surgical aspects

Consolidation

- Infection is the entry and multiplication of a disease producing agent in the body.
- For most of the microorganisms, the portal of entry and portal of exit are the same.
- Some of the sterilization methods are dry heat, moist heat, chemicals and radiation .
- Some of the disinfection methods are physical, natural, gases, chemical etc.

Field trip

Students are taken to the CSSD of a hospital to observe sterilization methods. They are asked to submit the observation report on the next day. Followed by group discussion.

Demonstration

Hand washing

3 Immunity***Suggested activity - group discussion on and field trip***

Students are aware of the concept of immunity. They are immunized against certain disease to widen their knowledge, a group discussion is initiated

Leadpoints

- Immunity - concept
- Types of immunity
- Immunization schedule

Consolidation

- Immunity is the ability of the body to recognize, destroy and eliminate antigenic material.
- Immunity is classified into natural and artificial immunity
Before his first birth day, a child is immunized against 6 dreadful diseases.

Field trip

Arrange a field trip to an immunization clinic to observe various agents and methods used for immunization and cold chain. This should be followed by submission of observation report.



UNIT- 3

PSYCHOLOGY

Introduction

One of the problems of 20th century is the increasing incidence of mental illness. The modern concept of mental health is not mere an absence of mental illness. Mental health is the ability of the individual to make personal and social adjustments. To meet this challenge the student needs to have learning experiences which will help her to understand what psychology is, what motivates people to behave in different ways, the nature of emotions and how they can be controlled, how people learn and how they interact . This unit helps the students to acquire an understanding of normal and deviant human behaviour through learning activities such as discussion, seminar and role play.

Curriculum Objectives

- To understand the concept of mental health and psychology through discussion. Prepare notes.
- To discuss the dynamics of human behaviour, personality and learning through discussion, seminar and role play. Prepare notes.
- To understand the role of adjustment mechanisms and emotions in health and illness through discussion, role play and seminar. Prepare notes.

Syllabus

- Psychology
- Definition: Mental health, characteristics of a mental healthy person, psychology of human behaviour, factors influencing human behaviour, emotions in health and disease.
- Defence mechanisms: Meaning, importance and classification, personality.

Towards the content

Psychology is a part of social science . For convenience this unit is divided in to 3 subunits.

- 1 Mental health - concept , characteristics of a mentally healthy person
- 2 Human behaviour - Dynamics of behaviour, factors influencing behaviour, role of emotions in health and diseases.

3 Defence mechanism and personality

1 Mental health

Suggested activity - discussion

Students have the basic concept of health. In this competitive world, the life itself is becoming more and more stressful day by day. Understanding the concepts of mental health is essential for the student for handling problematic situations. This objective is achieved through an open discussion.

Lead points

- Sound mind in a sound body
- Characteristics of a mentally healthy person
- Concept of psychology
- Scope of psychology

Consolidation

Psychology is the study of human behaviour

Psychology helps the nurse to know herself and others better

A mentally healthy person feels comfort about himself, can get along with others and able to meet the demands of life.

2 Human behaviour

Suggested activity - Seminar

Human behaviour is the result of physical and mental factors (body and mind) interacting in a complicated ways. To understand more about human behaviour, a seminar is arranged

Topic - Human behaviour

Sub topic -

- a) Dynamics of human behaviour
- b) Factors influencing human behaviour
- c) Role of emotions in health and diseases

Divide the students into three groups. Each group is assigned with a sub topic. Adequate reference must be made available . Ensure the student's participation in the collection of references. Teacher should provide necessary guidance and suggestion at appropriate time) Students are asked to collect information and submit the data within the prescribed time limit (with in 4 -5 days) The teacher should provide necessary corrections. The seminar should contain all available data with the support charts references etc. On the day of seminar, representative of each group presents the allotted topic before the class. After each presentation, arrange a general discussion (Teacher may be the moderator) Teacher should assess each student's participation and contribution from the beginning to the end. After the final consolidation, students are assigned to submit the report of the seminar.

3 Defence mechanisms and personality

Suggested activity - discussion by using a chart

a Defence mechanism

To give an idea about mental mechanisms, the teacher opens up the discussion by asking a general question. "While watching an interesting TV programme, suppose you are asked to do some house hold work. What will be your immediate response? Why?"

Leadpoints

- Mental mechanisms
- Rationalization
- Projection
- Compensation
- Escape mechanism
- Displacement
- Regression

Consolidation

When an individual is faced with problems, difficulties or failures he employs certain ways or devices to achieve health, happiness or success. These are called defence mechanisms.

b Personality

Students have the basic concept of personality. To elicit their level of knowledge, the teacher may ask "Can you name any one of the eminent personalities whom you have come across?" After eliciting their responses the teacher continues the discussion.

Leadpoints

- Concept of personality
 - Components of personality
 - Development of personality
- Personality traits

Consolidation

Personality implies certain physical and mental traits which are characteristics of a given individual.

The components of personality are physical, emotional, intelligence and behaviour.

Personality development is taking place at different stages.

Some of the personality traits are cheerfulness, good manners, sportsmanship and honesty.



UNIT- 4

SOCIOLOGY AND ECONOMICS

Introduction

Man is a social animal. He lives in a society. Sociology is the science of society. When we live in a society, we must follow certain common rules. As a student nurse, she has to perform many roles such as counsellor, care giver, educator, etc. also she must be aware of the existing social problem like alcoholism, prostitution delinquency drug addition etc. In order to achieve this objective, the student met review her knowledge of the developmental stages of an individual , inter relationship of members of a family, relationship between families in a community etc. through discussion, role play and interaction with people.

Curriculum Objectives

- To understand the concept of the family as a social unit and the status of the individual in the family through discussion and interaction with people.
- To develop understanding the dynamics of society and to identify common social problems.
- To understand the Sociocultural and economic aspect of the community in the light of their effects on health and illness.

Syllabus

- Sociology and Economics
- Individual rights and behaviour, family , types of family, basic needs of family, culture and patterns, mode of living, eating , housing, marriage, language, religious values, social security, effects of illness on family members, family budgeting.

Towards the content

For convenience, this unit is divided into

- 1 Sociology - concept and importance in nursing
- 2 Family and family budgeting
- 3 Socio cultural and economic aspects of the community with special reference to population explosion.

Sociology - concept and importance in Nursing

Suggested activity - discussion

Students have basic knowledge of social norms and culture as they live in society. To promote their learning, teacher conducts a discussion.

Leadpoints

- Scope and nature of sociology
- Importance of sociology in Nursing
- Individual rights

Consolidation

- Sociology is the study of relationship between man and his human environment.
- Scope of sociology is very wide. It is both a general science and a special science.
- Sociology is a social and not a natural science

A nurse has a great responsibility in providing proper health care to all the people in the various developmental stages.

Social problems like poverty, unemployment, crime, war, unmarried mothers, prostitution, delinquency, drug addiction etc. are the conditions threatening the well being of the society.

2 Family and family budgeting

Suggested activity - Discussion, debate and assignment

Enquires the types of family in which the students belong to - joint, nuclear or extended family. The teacher can ask which type of family they prefer. Eliciting their responses, the students can be grouped into two

- 1 Those who opt joint family
- 2 Those who opt nuclear family

To gain more knowledge on different types of families, a debate can be conducted.

- Topic - Types of family
- Sub topic - Group I Joint family
- Group II Nuclear family

The topic is given to the students in advance and ask them to collect relevant information by interaction with people and from books for their arguments and prepare notes. While giving such directions, it is necessary to conduct an introductory discussion regarding the concept of family. On the day of debate the class should be properly arranged so as to conduct the debate smoothly. The moderator (It is better the teacher becomes the moderator) should brief the debate in the beginning. Then the group representatives are asked to present their arguments. After the presentation arrange a discussion followed

by consolidation by the moderator. While consolidating , the teacher should make positive comments on the concept of family. After the debate ask the students to prepare notes on debate and submit.

2 Socio cultural and economic aspects of the community

Suggested activity- Group discussion

Based on their previous knowledge the teacher initiates group discussion

Leadpoints

- Concept of community
- Concept of economy
- Population explosion
- Effects on economy
- Need for population control
- Social security

Consolidation

Community is a social group with some degree of 'we feeling' and living in a given area.

Culture is an acquired quality. Culture and society are interdependent.

Marriage is considered as a union of joint families and not between two individuals .

The growth of population is also an important factor for the maintenance of a healthy economy of the country.

Social security is the security that the society furnishes through appropriate organization, against certain risks to which its members are exposed.



UNIT- 5

BASIC NURSING

Introduction

Students have acquired preliminary knowledge about health, diseases, hospital and personal and environmental hygiene during their school years. This unit on basic nursing deals with foundations of patient care including basic concepts related to nursing and the profession of nursing. It further deals with hospital as a patient care facility, meeting the basic needs of a patient, the related knowledge, attitude and skills required there of. The student is enabled to learn how to assist the patient to meet his activities of daily living and how to promote comfort rest and sleep. The student is given practical training through series of demonstrations of nursing techniques and procedures both in the laboratory and hospital. Various techniques of teaching like discussion, demonstration, clinical experience in the hospital, seminar, brainstorming, project, assignment, preparation of models and role play can be used to achieve the objective.

Plan the learning activities and provide such learning experiences to students so as to develop creativity, process skill, desirable attitudes and inclination to research through secondary data collection, documentation (assignments) preparation of models, return demonstration and supervised clinical experience.

Curriculum Objectives (100Hrs)

The student understands basic concepts applied to nursing like definition of nursing, qualification, functions and etiquettes of nurses and relevance of inter personal relationship in nursing.

The student experiences and understands the types and functions of hospital, setting up of a sickroom, comfort devices and their uses, significance and maintenance of proper body mechanics during practice of nursing care..

The student develops understanding about the importance of exercise, how to provide active and passive exercises and to assist in ambulation and lifting and moving patients. Also, the student develops awareness on different

measures to promote comfort, rest and sleep.

The student acquires knowledge about methods of physical examination and how to assist in physical examination of the patient. The student is enabled to develop skill in observation of vital signs and collection and examination of various specimens.

The student develops understanding about the methods of meeting the hygienic need of the patient and develops skill in meeting the same. The student also gains skill in preventing complications of immobility like bed sore. He/She also understands how to assist the patient in meeting the needs of elimination.

The student acquires knowledge on the local and general effects of heat and cold therapy and develops ability to provide hot and cold applications to the patients as needed.

The student develops understanding and skills related to meeting the nutritional needs of the patients.

Syllabus

Theory- 100 hrs

Demonstration- 150 hrs

	Theory	Demonstration
1	Introduction, origin and development of nursing, definition, concept, nursing etiquette, qualities of a nurse, functions of a nurse, health team, I P R in nursing	
2	Hospital-types, functions, patients's unitsafe and comfortable environment preparation of sick room.	Cleaning and maintenance of furniture ,equipment, physical. Setting up of the sick room
3	Bed making : rules comfort devices-back rest, bed cradle , air cushion, bed block,knee rest,foot rest, sand bag.	Bed making - simple bed,operation bed, occupied bed, Stripping and remaking of bed,use of comfortable devices.
4	Body mechanics -its significance in nursing.	Maintaining good body alignment, position scepine, prone, flowers, lateral
5	Exercise - importance	Active and passive exercise, ampliation, lifting and transferring of patient.

	Theory	Demonstration
6	Provision for comfort, rest and sleep.	
7	Physical examination of patients- methods	
8	Observation of vital signs- temperature, pulse, respiration and blood pressure.	Taking and recording of Temperature, pulse, respiration and blood pressure.
9	Collection of specimen- urine, faeces, sputum	Naked eye examination of urine, faeces, specetum, urine testing for albumin, sugar, acetone, specific gravity
10	Meeting the hygienic needs- care of skin, nail feet, eye. Bed sore- cause, care, of bed sore, prevention of bed sore.	Bathroom bath, bed bath, assisted bath, nails, hair, oral cavity, Asisted bath, practical bath, combing and braiding hair, hairwash, treatment of pediculosis, are of feet, care of eye, mouth care to helpless, attending to pressure points, back care, care of bed sore
11	Elimination needs:- care of patients having incompetance of urine and faeces	Offering and removing bed pan and urinal catheter care perinial care maintaning intake out put chart. Soap and water enema application of suppositories
12	Hot and cold applications local and general effect of heat and cold in the body	Application of hot water bag fermentation, sitz bath, inhalation dry and moist, Ice cap, cold compress, tepid sponge
13	Assisting with nutritional needs	Preparation of fluid and semi solid diet, serving of meals, feeding helpless patients, Ryles's tube feeding.

Towards the content

The student has already learned the concepts like health, disease, personal hygiene, environmental sanitation, hospital and health team. Let them discuss and analyze already acquired concepts regarding the topic. As an introduction to this unit, plan a general discussion on health, hospital,

nurse, nursing, profession and their related views and opinions . The discussion should be conducted in such a way to increase interest in students to learn further on basic nursing.

For convenience this unit is divided into 13 sub units

1. Introduction to basic nursing
2. Hospital and patient's unit.
3. Bed making and comfort devices.
4. Body mechanics.
5. Exercise.
6. Provision for comfort rest, and sleep.
7. Physical examination of patients .
8. Observation.
9. Collection of specimen.
10. Meeting the hygienic needs.
11. Elimination needs.
12. Hot and cold applications.
13. Assisting with nutritional needs.

1. Introduction to basic nursing (3 hrs)

Suggested activity- Discussion

This area may be dealt with through a general discussion in the class. The students are informed before hand the topics for discussion. Divide them into five sub groups and allot separate topics like origin, developments and concept of nursing, nursing profession and health team, etiquette and qualities of a nurse, functions of a nurse and significance of I P R in nursing. The students are oriented about the reference books and web sites for data collection. Each group discusses the given topic and present their findings in front of the class.

Leadpoints

1. Have you ever been hospitalized and received nursing care?
2. What is your idea of a nurse?
3. What all should be the qualities of a nurse?
4. Who was the first nurse?
5. Who is the pioneer of modern nursing?
6. What are the functions of a professional nurse?
7. What is the importance of IPR in nursing?

Consolidation

Teacher clarifies the views, offers positive comments, highlights on the topics and adds additional information required. The discussion is concluded by reinforcing the concepts of nursing and the role and functions of a nurse.

2. Hospital and patient's unit (10 hrs)

Suggested activity- General discussion, field tip and demonstration

General discussion

The students have a basic idea of hospital. A discussion is arranged so that the student converse and discuss activity regarding the hospital and patient's unit.

Leadpoints

1. Are all hospitals alike?
2. What makes each hospital different from other hospitals?
3. Why do we need hospital?
4. Have you seen equipments and supplies used in hospitals? How are they cared for?
5. How should be the environment of a hospital?
6. What all articles should be necessary in a patient's unit?

Consolidation

The teacher consolidates the discussion by clarifying concepts on functions of a hospital and maintenance of safe and comfortable environment in the hospital. The teacher emphasizes the importance of proper maintenance of hospital in the recovery of patients.

Field trip

Field trip is organized to visit a taluk head quarters hospital and a private hospital with a bed strength of 100 or more. These trips to be arranged on two different days so that the students get ample time in each hospital.

Before proceeding for the field trip, the students are oriented to the objectives of the field trip, conducts it, gives necessary guidance and directions.

Followed by this a discussion is arranged in the classroom. Necessary corrections and clarifications are made by the teacher. The students are helped to acquire a clear picture about patient's unit and hospital. They are asked to submit an observation report on the hospital visit.

Demonstration (5 hours)

- Physical set up of sick room
- Care of supplies, equipment and patient's unit
- Cleaning of
- rubber catheter
- rubber mackintosh
- hot water bag
- ice cap
- mattress

- pillow
- cot
- floor

The teacher helps the students to identify the articles required and demonstrates the procedure. Followed by this, the students are given opportunity for return demonstration.

3 Bed making and use of comfort devices

This sub unit can be further divided into

- a) comfort devices
- b) bed making

a) Comfort devices

Suggested activity - Group discussion

Students have seen some of the comfort devices like pillows, water mattress etc. To make them aware of other comfort devices used in patient care a general discussion is conducted.

Leadpoints

- Back rest
- Knee rest
- Foot rest
- Bed cradle
- Sand bags
- Bed blocks
- Rubber and cotton rings
- Air cushion
- Air mattress

Consolidation

As the name implies, comfort devices are devices which promote comfort of the patient.

They are used for patients with breathing difficulty, fracture, bed sore, burns etc.

b) Bed making

Suggested activity - discussion and demonstration

The student has already identified bed as an important comfort device. A general discussion is conducted on types of bed, purpose, principles and related nurses responsibilities.

Leadpoints

- Concept of a comfortable bed.

- Component articles of bed.
- Why beds should be stripped and made daily?
- Is there any special role for nurses in bed making?

Consolidation

The teacher consolidates by emphasizing that the different types of beds used in different conditions of illness. Providing comfortable bed is primarily a nurse's responsibility.

Demonstration (10 hours)

- Open bed
- Closed bed
- Occupied bed
- Operation bed
- Use of comfort devices
 - back rest
 - bed cradle
 - air cushion
 - bed block
 - knee rest
 - foot rest
 - sand bag

Demonstration the procedures with the help of required articles. Comfort devices and their uses, (water mattress etc) should be demonstrated during hospital visit.

Assignment

Preparation of check list for bed making (open bed)

4) Body mechanics (4 periods)

Suggested activities - Discussion and demonstration

Discuss

The discussion can be initiated by an open question. " when you carry a heavy object you keep it more close to your body. Why?"

Leadpoints

- concept of body mechanics
- basic laws
- significance of body mechanics
- ways of maintaining body mechanics while conducting different nursing procedures.

Consolidation

The teacher consolidates the discussion by adding the additional information required to meet the objective.

Assignment

Prepare a note based on discussion and secondary data collected from reference books.

Demonstration

- Assisting in ampliation
- Lifting and transferring a patient
- Positions
 - supine
 - Prone
 - flowers
 - lateral

Application of principles of body mechanics by the nurse should be demonstrated to the students

5 Exercise (5Hrs)

Suggested activity - discussion and demonstration

A general discussion may be initiated in the classroom to elicit the understanding of the students by asking certain questions “Do you exercise daily? “What are the different types of exercises?”

Lead points

- Concept of exercise
- Types of exercise
- Active , passive and Rom exercise

Consolidation

Teacher clarifies the views, highlights on the topic, and adds additional information required to meet the objective.

Demonstration(4Hours)

- Active and passive exercise
- Deep breathing and coughing exercise
- Exercise to strengthen perineal, abdominal and gluteal muscles.

Range of motion exercise

- flexion
- Extension
- adduction
- abduction
- rotation

(Students may be taken to the hospital physiotherapy department to observe the various types of exercise performed)

6 Provision of comfort, rest and sleep(6 Hours)

Suggested activity -Discussion, project and demonstration

A discussion may be initiated by raising the question "How will you feel if you could not sleep well at night?"

Leadpoints

- Importance of comfort, rest and sleep
- Beneficial and adverse effects of rest and sleep
- Factors promoting rest and sleep in illness
- Nursing measures to ensure rest and sleep

Consolidation

Rest is a state of relatively decreased bodily activity either physical, mental or both which leaves the individual feeling refreshed and revived.

The patient may have sleep orders due to anxiety related to illness, unfamiliar environment, loss of privacy, strange noises and experiences, frequent disturbances and to painful procedures.

An intelligent nurse has to take all possible measures to see that the patient gets at least six hours of undisturbed sleep.

Project

Observation of sleep pattern in hospitalized patients.

Aim

To understand the effect of hospitalization in sleep pattern.

Planning

There is a significant relationship between unfamiliar situations and physical problems of a person and his rest and sleep pattern.

2 Methods and techniques

Students are divided into groups of 5-6. Each group prepares and distributes questionnaire to at least 10 hospitalized patients.

Some of the questions that can be included in the questionnaire are

- Did you sleep well last night? Yes/No
- How many hours could you sleep? 6 hours or more/less than 5 hours could not sleep at night.
- Any solid reason for disturbed sleep?
- Any solid reason for disturbed sleep? Yes/No
- If there is any reason, whether was it due to disease environmental disturbance any other specify

- If it was related to disease whether was it due to disease condition /mental stress
- If it was due to environmental cause, whether was it due to
- Physical setup/noise/excessive light/nursing procedures/room temperature.

3 Collection of data

Ask the patients to tick the appropriate response in the given questionnaire

4 Analysis and interpretation of data

The data so collected should be tabulated, analyzed and interpreted to derive the conclusion. The causes of sleep disturbances identified by each student should be discussed in the class.

5 Conclusion

The facts generated from analysis and discussion are summarised on the basis of the project and arrive at conclusions.

Most of the hospitalized patients experiences sleep disturbances either due to physical, mental or environmental factors.

6 Presentation

Each group leader is asked to present project report based on their observation and evaluation of questionnaire.

Demonstration (3 Hours)

Evening care

- Before sleep hours, keep the patient neat and clean by washing face and hands, changing soiled, linen, offering bed pan/urinal, comfortable position, switching of lights not needed etc.

7 Physical examination of patients (3 hours)

Suggested activity - discussion and hospital visit and demonstration

Discussion

The students have already acquired knowledge regarding a hospital and the role of a nurse in health team. Students have seen nurses assisting in physical examination in outpatient departments of hospitals. To facilitate discussion, the students are grouped into 5 with a leader in each group.

Leadpoints

- What all methods doctors use to identify the disease?
- In which all conditions physical examination performed?
- How could we make the patient comfortable during physical examination?
- What are the articles required to conduct physical examination?

Consolidation

Based on the facts revealed from each group, the teacher elaborates and corrects the points regarding concept, purpose and methods of physical examination. She also gives additional points regarding the importance and how to assist in physical examination.

Hospital visit

Students visit the outpatient department of a hospital and observe and assist physician in physical examination.

Demonstration (3hours)

- To take height and weight.
- Methods of physical examination.
- Inspection.
- Palpation.
- Percussion.
- Auscultation.
- Review of positions used for physical examination.

(Students should be able to identify the common articles used for physical examination. Tongue blade, knee hammer, ophthalmoscope, laryngoscope, otoscope, tuning fork, nasal speculum, vaginal speculum, proctoscope, fetoscope, different types of weighing machine & etc)

8 Observation(13hours)

The sub unit can be further divided in to

- a Body temperature
- b Pulse
- c Respiration
- d Blood pressure

a Body temperature

Suggested activity -Discussion and demonstration

Discussion

Students have the concept that heat is produced in the body as a by product of metabolism. They also understand that fever is a condition in which body temperature is raised above normal level. They have seen or used thermometer to measure body temperature.

- Is there any way other than metabolism. Now the heat is produced in the body?
- Why do we feel hot when we are angry?
- Is there any relation between environment and body temperature?

- What are the ways through which the heat is lost from our body
- How will you check the body temperature of a newborn?
- Have you seen any type of thermometers other than the common clinical thermometer?

Consolidation

The teacher facilitates the discussion by encouraging each student to take part in it activity. She clarifies the views, highlights on the topic and provides additional information required. Highlight on different methods of taking body temperature, advantages, disadvantages, and contra indications of each method, care of clinical thermometer and nurse's responsibility in taking body temperature.

Demonstration

Each student should get an opportunity to examine an oral, an rectal thermometer and a skin thermometer. They must be able to identify the difference, to read the mercury level, to convert Celsius into Fahrenheit scale and vice versa. Demonstrate how to hold the thermometer to read the mercury level and to shake the mercury level down. If possible other types of thermometers (Eg: digital, Electronic thermometers) should be demonstrated. They also made aware of continuous temperature monitoring by thermometer probes (ICU settings)

b Pulse

Suggested activity - discussion on and demonstration

Students have the basic concept of pulse from previous classes anatomy and physiology of cardiovascular system. This sub unit can be dealt by group discussion.

Leadpoints

- How do you feel after running fast for 10 minutes?
- In which all parts of body can you feel the pulse?
- Is the pulse same in all individuals?
- What should you observe while counting the pulse?

Consolidation

The teacher helps the students to acquire concept of pulse, site where pulse can be felt, characteristics of pulse and nurses responsibility while checking pulse.

Demonstration

Demonstrate how to identify the sites of checking pulse. Each student must gain skill in counting the pulse and noting the characteristics. Insist on counting the pulse for 1 minute initially. They should be made aware not to use thumb in counting the pulse.

c Respiration

Suggested activity - discussion and demonstration

Students have the basic knowledge on respiration and its characteristics and mechanism of respiration. A discussion can be initiated by an open question "How do you feel after climbing two flights of stairs? There may be many responses from students focus on increase in respiration and start the discussion.

Leadpoints

- Concept of respiration
- mechanism of respiration
- Characteristics of respiration

Consolidation

The teacher consolidates the discussion by highlighting the topic and adds the additional information required to meet the objective.

Demonstration

Demonstrate how to count the respiration without the patient being made aware of it. Help them to identify the abnormal respiration during hospital visit.

d Blood pressure

Suggested activity - discussion and demonstration

Students have the basic knowledge of blood pressure from the anatomy and physiology class. They also know that sphygmomanometer is the instrument to check blood pressure. Discussion can be started by brushing up previous knowledge.

Leadpoints

- Concept of blood pressure
- Normal blood pressure
- What will happen if a person cuts an artery and bleeds heavily?
- Is there any relation between emotion and blood pressure?
- Have you seen any instrument to measure blood pressure other than conventional one?

Consolidation

Blood pressure is the force exerted by blood against the walls of the blood vessels as it flows through them.

The average blood pressure for the healthy adult is usually about 120/80 mm of Hg.

Some of the factors causing variations in blood pressure are age, sex, body built, climate, exercise, emotion, posture, disease conditions, hemorrhage and drugs.

Demonstration

Students should be made familiar with sphygmomanometer. They must be able to correctly place the cuff. Initially it will be difficult for the students to identify the sound denotes systolic blood pressure. So they need practice. Insist on switching of the fan and minimis talk to increase audibility.

During hospital visit, student can observe aneroid sphygmomanometer, automated BP monitoring machine and arterial blood pressure monitoring

Demonstration (20 hours)

- Demonstration of TPR
- Demonstration of BP

Students should be able to read the mercury level clearly. They must gain skill in observing vital signs.

Each student must perform this procedure during hospital visit. Enter the procedure in practical record.

9 Collection of specimen- Urine, faces an and sputum

Suggested activity- Discussion and demonstration and field visit

Elicit the understanding of students about laboratory and lab procedures by asking questions. Students have the concept of urine and its characteristics from previous classes.

Leadpoints

- What is the colour of normal urine?
- What can alter the colour of urine?
- Is sputum normally present?
- What are the common investigations of urine, facec and sputum?
- What is the role of nurse in specimen collection?

Consolidation

A specimen is a small quantity of a substance or object which shows the kind and quality of the whole. Improper collection of specimen may cause variations in reports So, the nurses have a key role in emphasizing the correct technique of specimen collection.

Demonstration (15 Hours)

- Urine testing for specific gravity
- Urine testing for albumin, sugar, and acetone

Students should receive opportunity for the naked eye examination of urine, stool and sputum during their hospital visit.

They also to be made aware of the other methods available for urine examination (Eg: urine Dip stick)

Students are enabled to gain skill in the procedure by practice procedures to be recorded in practical record.

10 Meeting the hygiene needs (14 Hours)

This sub unit can be further divided into

- a Oral hygiene
- b Skin care
- c Bed sore
- e Care of nail, feet, hair and eye
- a Oral hygiene

Suggested activities -seminar and demonstration

- Topic - Oral hygienes
- Subtopics - Importance of oral hygiene
- Effects of a neglected mouth
- Prevention of complications
- Students are divided into three groups. Each group is given a subtopic. They are given time for discussion among group members. Collect additional data from books, journals, internet and health personal.
- Collected data to be discussed in the group. Organise the data, prepare notes and submit. The teacher gives necessary corrections and provide additional information required. Fix a convenient data for the presentation of paper. Seminar paper is to be kept by each student.
- A student is selected as moderator
- The moderator gives a brief introduction of the topic. After that each group present their topics. This should be followed by discussion. In the end the moderator concludes the topic and say remarks.

The seminar could be conducted with the help of available audio visual aids (charts, OHP, LCD etc)

b Skin care

Suggested activity - discussion

Students have the concept of hygiene and importance of bath from the school years. They have knowledge of structure and functions of skin from previous classes. This part of the unit can be dealt with a general discussion.

Leadpoints

- How will you feel you could not take bath after working hard in the field?
- What are the materials used to clear the body other than soap?
- Why do we take bath?
- Is it important for all patients to keep their skin clean?
- Types of bath
- General instructions for giving bed bath .

Consolidation

Intact skin and mucus membrane serves as the first line of defence for the body against injury and diseases.

Bed bath means bathing a patient who is confined to the bed and who does not have the physical and mental capability of self bathing .

The teacher emphasizes on the topic. Adds additional information required to fulfill the objective.

C. Bed sore

Suggested activity-Discussion

Bed sore is the ultimate out come of the improper nursing care to a bed ridden patient . Students have the concept of structure and functions of skin, importance of maintaining personal hygiene and positions. This knowledge should be brushed up during discussion.

Leadpoints

- Concept of bed sore
- Common sites where pressure sore can occur
- Causes of pressure sore
- Patients susceptible to develop pressure sore
- Prevention
- Signs and symptoms
- Treatment

Consolidation

Decubitus ulcer or pressure sore and ulcerated or sloughed areas of tissue subjected to pressure from lying on mattress or sitting on a chair for a prolonged period of time resulting in the slowing of circulation and finally death of tissues.

Main causes of pressure sore are pressure, friction and moisture. The predisposing causes are impaired circulation, lowered vitality, emaciation, oedema and obesity.

Pressure sore can be prevented by identifying the patients prone to develop bed sore and giving appropriate nursing care to stimulate circulation. Attend to pressure points at frequent intervals.

Assignment

Based on discussion and after collecting secondary data from reference books, the students are asked to prepare and submit note on bed sore - concept, causes, signs and symptoms, methods of prevention and treatment.

d. Care of nail, feet, hair and eye

From the previous class, the students have attained knowledge on the

importance of maintaining personal hygiene . This knowledge can be received during general discussion.

Leadpoints

- Aspects of care of hair - daily care brushing and combing
- shampooing
- Treatment of lice and dandruff
- Why should we wash the hair?
- Nurses responsibility in care of hair
- Care of eyes, nose and ears
- Care of feet

Consolidation

An unclean scalp containing dirt, dandruff, excessive sebum and sweat will allow the growth of microorganisms and parasites on the scalp.

Keeping the scalp clean by brushing and shampooing will help to relive dandruff and pediculi.

Hygienic care of the eye's ears, nose and feet prevent infection and help to maintain their functions.

Demonstration (30 Hours)

- Bed bath
- Bathroom bath
- Assisted bath
- Partial bath
- nail cutting
- Combing and braiding hair
- hair wash
- Treatment of pediculosis
- Care of feet
- Care of eyes
- Mouth care helpless patients
- Attending to pressure points
- Back care
- Care of pressure sore

Procedures which could not be demonstrated in the nursing laboratory should be demonstrated in hospital during their clinical posting care of pressuresore back care, care of patients.

1 1 Elimination needs (9 hours)

This sub unit can be dealt with in three different sections

- a Constipation, diarrhoea and management
- b Retention of urine - prevention and treatment
- c Nursing care of patients with incontinence of urine and stool

a Constipation, diarrhea and management

Suggested activity - seminar

Topic - constipation, diarrhoea and management

Sub topic -

- (i) Common terms in use in relation to elimination.
- ii) Constipation - concept and cause
- iii) Prevention and management of constipation
- iv) Diarrhea - Concept , cause and nursing care.
- v) Enema - concept ,purpose, classification and general instructions for giving enema.

Teacher can refer introductory chapters and earlier seminars for guide lines.

b Retention of urine- prevention and treatment

Suggested activity - Group discussion

Students have basic knowledge of anatomy and physiology of urinary system and related structures. After their group discussion can be started by dividing students into 5 groups.

Leadpoints

- Concept of retention of urine
- Causes
- Prevention
- Treatment

Consolidation

- Retention of urine means that the urine is retained in the bladder
- The possible causes of retention of urine are urethral obstruction, decreased stimulation of bladder muscles, lack of muscles tone and spasm, pressure on the bladder, poor fluid intake, surgery and trauma on urinary structures, change in living patterns and intake of certain medications.
- Before resorting to catheterization intelligent nurse will use her knowledge and skill to aid the patients to empty the bladder by natural means - to avoid the complications of catheterization.

c Nursing care of patient with incontinence of urine and stool.

Suggested activity - discussion

The discussion can be opened by an introductory question "What problems related to elimination could you see in a bed ridden patient? Students may list out many problems like constipation, retention of urine, anorexia, incontinence etc. Focus on incontinence and direct the discussion on that point.

Leadpoints

- Concept of incompetence of urine and stool
- Causes
- Measures that can be employed to reduce the problem of incontinence.
- Nursing management of a patient with incontinence of urine and stool.

Consolidation

Incontinence is the inability to control the sphincter which guards the rectum or bladder.

Incontinence can be caused by anything that interferes with sphincter control. (Eg: unconsciousness, neurological conditions, tumors, effects of narcotics, sedatives and alcohol.)

Assignment

Based on discussion and secondary data collected from reference books, prepare a note on nursing management of a patient with incontinence of urine and stool.

Demonstration (20hours)

- Offering and removing bed pan and urinal
- Catheter care
- Perineal care
- maintaining intake and output chart
- Soap and water enema
- Application of suppositories

(Students are to be made aware of new methods of giving enema Eg: pre packed solutions.

Procedures that can not be demonstrated in the class room to be demonstrated during clinical posting)

12 Hot and cold applications (8hours)

This sub unit is further divided into

- a Classification and local and physiological effects of hot and cold applications

- b Therapeutic uses and contra indications
- c General instruction and nurses responsibility

a Classification and local and physiological effects of hot and cold applications

Suggested activity - discussion

Students have seen the use of hot and cold applications in their daily life like hot water bag applications to relieve abdominal pain, steam inhalation to relieve common cold and cold compress to bring down raised body temperature. A general discussion can be initiated by asking questions to elicit their understanding of hot and cold applications and their effects.

Leadpoints

- Examples of local and general hot and cold applications
- Physiological effects - primary and secondary

Consolidation

Hot and cold applications are classified into local and general hot and cold applications. They are further classified into local dry heat, local moist heat applications.

Immediate physiological effect of hot application is vasodilation and that of cold application is vasoconstriction.

b Therapeutic use and contra indications

Suggested activity- Discussion

Discussion can be initiated by an opening question by the teacher "Have you ever experienced or seen any untoward effects of hot or cold applications?"

Leadpoints

- Uses of hot and cold applications
- Contra indications
- Complications
- Advantages and disadvantages of moist heat applications

Consolidation

Local hot applications are used to relieve pain and tone, to promote healing and muscle tone, to promote healing and suppuration, to relieve deep congestion, to soften the exudates, to provide warmth and to stimulate peristalsis.

Local cold applications are used to relieve pain, to prevent gangrene, to prevent oedema, to control hemorrhage and to reduce body temperature.

Contra indications to hot applications are malignancies, impaired kidney, heart and lung functions, paralysed patients and to very young and very old people. Contra indications to cold applications are patients in shock and collapse, oedema, impaired circulation, muscle spasm and infected wound.

Moist heat penetrate more deeply than dry heat but may cause skin maceration.

C General instructions and nurses responsibility in the application of hot and cold

Suggested activity - discussion

From the previous class, the students have acquired knowledge regarding contradictions and complications of hot and cold applications. This knowledge can be enhanced while discussing general instruction and nurses responsibility.

Leadpoints

- General instructions
- Nurses responsibilities

Consolidation

The teacher consolidates the discussion by highlighting on general instructions and nurses responsibilities.

Demonstration (15 Hours)

- Application of hot water bag
- Fomentation
- Sitz bath
- Dry and moist inhalations
- Ice cap
- Cold compress
- Tepid sponge

Students may be given opportunity to visit physiotherapy department of a hospital to observe various hot applications used there. For eg: Infrared rays, ultraviolet rays, short wave diathermy, ultra sound therapy, wax therapy, hydro therapy etc.

13 Assisting with nutrition needs (10 Hours)

For conveniences, this sub unit is divided into 4 sections

- a Factors affecting appetite and types of diet served in the hospital.
- b General instructions for a nurse in the food service and the nurses responsibility in feeding a helpless patient orally .
- c Tube feeding - indications , advantages and principles
- d General instructions and nurses responsibility in administering tube feeding

Factors affecting appetite and types of diet served in the hospital

Suggested activity - discussion and demonstration

Students themselves have experienced changes in appetite when they were emotionally upset, on the day of examination, when they were sick etc. A discussion is initiated with a few questions.

- 1 When have you experienced an increase in appetite?
- 2 When have you experienced a decrease in appetite?

Lead points

- Factors affecting appetites
- Types of diet served in the hospital

Consolidation

Diet is as important as medicine in the treatment of disease. A modification in the diet or in the nutrients can cure certain disease.

FACTORS affecting appetite are attractive serving, food preference physical and mental relaxation, spacing of meals, pleasant environment and exercise.

Types of diet served in the hospital are full diet, soft diet, bland diet, liquid diet and special diet (eg: High protein diet, fat free diet etc)

b General instructions for a nurse in the food service and nurses responsibility in feeding a helpless patient orally

Suggested activity - group discussion and demonstration

Students have a basic concept of feeding helpless patients. They might have seen family members feeding bed ridden patients or observed it during their clinical posting. Discussion can be held after eliciting their understanding by questioning.

Divide the students into groups of 5-6 students select a group leader and ask them to discuss the topic. In the end collected informations should be organized and presented by the group leaders. The teacher may provide additional informational needed to meet the objective.

Leadpoints

- Planning of meal according to patients needs
- Provision of prescribed diet
- Environment required
- Why should not we disturb the patient during meal time?
- Is it necessary for the patient to be neat and clean?
- Is there any relation between position and food intake?

Consolidation

The teacher consolidate the session by adding additional information needed to meet the objective.

c Tube feeding - Indications advantages and principles

Suggested activity - discussion

Students might have seen or heard of giving food through tube - elicit their understanding by asking few questions like

“How will you prove nourishment to an unconscious patient other than IV fluids? “BY that discussion can be started eliciting response from students.

Leadpoints

- Concept of tube feeding
- Indications
- Advantages
- Principles
- How will you make sure that the tube is in the stomach?

Consolidation

Teacher consolidate the discussion by adding additional information required.

d General instructions and nurse responsibility in administering tube feeding

Suggested activity - Group discussion

Students have grasped the concept of tube feeding from the previous class. They also have basic knowledge on patients who require tube feeding . A discussion can be initiated by asking a question to elicit their understanding” which all patients need tube feeding?

Lead points

- Is there any need to explain the procedure to the patient?
- Is it easy to introduce the tube? If not how can we introduce it in an easy way?
- How will you make sure that the tube is in stomach?
- How often can we feed the patient?
- Is there any complication in tube feeding?

Consolidation

The teacher consolidates the session by adding additional information required to meet the objective.

Demonstration

- Preparation of fluid and semi solid diet
- Serving of meals
- Feeding helpless patients
- Ryles tube feeding

Students must gain skill in doing the procedure by practising in laboratory before giving tube feeding to a patient in hospital.

Procedures that can not be demonstrated in the laboratory should be demonstrated in hospital.



UNIT- 6

FIRST AID AND EMERGENCY NURSING

Introduction

First aid is the immediate treatment given to the victim of trauma or sudden illness before medical help is available. The student needs to learn first aid treatment for common emergencies. If there is an emergency in the locality requiring the services of nursing personnel such as setting up of flood relief camps or control of an epidemic, students should be given the opportunity to observe how such services are organized. Students may be involved in handling the emergencies which may occur at school like injury, fracture, fainting etc.

The equipments commonly stocked in the demonstration room, including an adequate supply of bandages and splints will be sufficient for teaching first aid. Films on relief work and resuscitation can be made available from the local branch of Red Cross Society. Models, charts and first aid kits also can be arranged.

The objective can be achieved through discussion, demonstration and observation visit to the local branches of Red Cross Society and civil defence units Where ever possible narrate personal experiences in emergency situations. Stimulation exercises will be very useful and interesting to the students.

Cuniculum Objectives

- To understand the concept and importance of first aid - discussion. Prepare notes.
- To develop skills in rendering first aid in emergency situations through observation, demonstration and simulation exercises. Prepare notes.

Syllabus

Theory (15 Hours)

- Definition, importance of first aid, rules of first aid, qualities of a first aider, first aid kit.
- First aid in emergencies fire, burns, facture, accidents, poisoning, drowning, hemorrhage, insect bites, foreign bodies
Emergency child birth

Practical - Demonstration of first aid kit

- Transportation of the injured, bandaging roller, triangular, many tailed,

splinting artificial respiration: mouth to mouth and mouth to nose

- External cardiac massage

Towards the content

For convenience, this unit is divided into:

- 1 Concept and importance of first aid
- 2 First aid in emergencies and importance

1 Concept and importance of first aid

Suggested activity - discussion

After eliciting understanding of the students, the teacher initiates discussion.

Leadpoints

- First aid - concept
- Importance
- Rules for first aid
- First aid kit

Consolidation

First aid is the immediate treatment given to the victim of trauma or

Sudden illness before medical help is made available

Knowledge of first aid helps a person feel more confident in being able to cope with any emergency situation.

A first aide should be a good observer, self confident, tactful and skilled in performing first aid

A well maintained first aid box at home, school, transport vehicles, work places and public places will help to meet any emergency situation in a better way.

Assignment

Students are grouped into 5 and each group is assigned to make a first aid box.

2 First aid in emergencies

Suggested activity - discussion with demonstration, seminar

This unit is divided into to:

- a Accident and hemorrhage
- b Foreign body in the throat, ear, nose, eye and skin
- c Fracture
- d burns and scalds
- e Drowning and poisoning
- f Cardio pulmonary resuscitation

g Emergency child birth

A Accident and hemorrhage

Suggested activity - discussion with demonstration

Students have the experience of facing with accidents, like falls, road traffic accidents etc. A discussion can be initiated after eliciting the understanding of the students regarding accidents and its prevention.

Leadpoints

- Causes of accident
- Kitchen accident
- bathroom accident
- Electric accident
- Road accident
- First aid management
- Complications
- Hemorrhage as a complication
- Other causes of hemorrhage
- Complication of hemorrhage
- First aid hemorrhage

Consolidation

- Accidents is the net result of more negligence
- It can occur at any place at any time
- There are several steps which can be taken to minimize the risk of accidents
- Hemorrhage, fracture etc are the complication of accidents.
- Hemorrhage can be internal or external
- Proper first aid management prevents the complications of accidents and hemorrhage.

Demonstration

First aid measures for controlling bleeding to be demonstrated.

b First aid for foreign body in throat, nose, eye, ear, and skin and bite and stings

Suggested activity - Seminar

- Topic - first aid emergencies
- Subtopic - foreign body in throat
- foreign body in eye
- foreign body in nose
- foreign in ear
- foreign body in skin, and bites and stings
- Students are grouped into five and each group is assigned with a subtopic

(The teacher can refer introductory chapter for guidance in conducting a seminar)

Seminar paper presentation to be followed by demonstration

Demonstration

- Management of foreign body
- In throat
- eye
- Ear
- Nose

c Fracture

Suggested activity - discussion followed by demonstration

Students have the concept of fracture and its causes. To gain skill in giving discussion aid to a person with fracture a discussion followed by demonstration is provided.

Leadpoints

- Types of fractures
- Signs and symptoms, complications
- First aid

Consolidation

A fracture is a break in the continuity of bone

Types of fractures are simple, compound, comminuted, complicated and pathologic fracture

Main sign and symptoms of fracture are pain, swelling, deformity and loss of function

Some complications of fracture are injury to blood, deformity and loss of function.

Demonstration

- First aid measures for fracture

d. Burns and scalds

Suggested activity - discussion

Burns and scalds are very common in day to day life. So the students are familiar with some of the immediate measures to prevent complication. To increase their knowledge, a discussion is conducted.

Leadpoints

- Causes of burns and scalds
- Rule of 9
- first aid measures

Consolidation

Burns occur due to dry heat contact with hot metals, chemicals, electricity and radiation.

Scalds are caused by moist heat

The Simplest way to find out the extend of burns is to apply rule 9

First aid measures for burn include put out the fire, immerse the burnt part in cold water, remove tight fitting articles from the burnt area and get medical attention at the earliest.

Drowning and poisoning

Suggested activity - discussion

Drowning and poisoning are leading causes of death. To prevent complication of drowning and poisoning the student should be equipped with knowledge and skills in managing that situation.

Leadpoints

- Drowning - complication
- First aid measures
- Poisoning
- Causes
- Management

Consolidation

Drowning causes asphyxia either by water flooding the lungs or by causing the throat go into spasm, there by blocking the airway.

First aid measure is turn the patient face down wards , head on one side and arms stretched beyond the head raise the middle part of the body with the hands to drain water out of lungs keep patients warm.

Poison is any substances which can produce temporary or permanent damage to the body of taken in sufficient quantity

Poison may enter into the body through oral, inhalation, injection and bites.

Cardio pulmonary Resuscitation

Suggested activity - discussion on and demonstration

Students have the concept of artificial respiration . To increase their knowledge on cardio pulmonary resurrection , a discussion with demonstration is organized.

Leadpoints

- Common causes of failure to breathe
- Drowning
- Suffocation by smoke
- Poisoning
- Choking
- Electricity
- Lightening
- Drugs

- Acute asthmas
- Sign of breathing
- Procedure of artificial respiration
- Mouth to mouth
- mouth to nose
- Cardiac arrest signs
- Procedure of external cardiac massage

Consolidation

If breathing stops, within three or four minutes the heart will fail. Therefore every second counts.

Demonstration

With the help of dummy , demonstrate

Mouth to mouth respiration

Mouth to nose respiration

Emergency child birth

Give a brief concept of labour and 3 stages of labour with the help of audio visual aids, general discussion is centered on emergency child birth.

Leadpoints

- Delivery
- Stages of labour
- Management

Consolidation

- Make every effort obtain professional help
- Remain calm and unburied
- Keep mother comfortable
- l Protect baby from injury. Clear air way . Do not cut cord. Wrap baby with after birth and give to mother to cuddle
- Keep warm.

Demonstration

First aid

Transportation of the injured

Bandaging - roller, triangular, many tailed

Splinting

Students may visit plaster room of a hospital to observe bandaging and splinting.

Video tapes on first aid may be shown.



UNIT- 7

INTRODUCTION TO COMMUNITY HEALTH

Introduction

The students have the basic concept of health , personal and environmental hygiene a, and impact of hygiene on health . Even the communicable disease already controlled and eliminated are now re emerging in the community changes in the lifestyle, improve waste disposal, polluted air, water and soil, change in food habits, stress and strain of daily life etc make man vulnerable to various disease. Most of the disease can be prevented and /or controlled by giving health and facilitating suitable changes in life styles.

In this unit the emphasis is on personal and environmental hygiene, mental health as a component of total health, good sanitation, diet in health and illness and communication and health education.

As we are now focusing on conservation of environment, all efforts needs to importance of healthy environment for a healthy living. The students are encouraged is collect latest informative materials such as related literature from printed materials mass media, internet and CDs.

Curriculum Objectives

- Student understanding the concepts of health and hygiene , the various aspects of personal hygiene and the different methods of personal hygiene and the different methods of personal hygiene. Student also becomes aware of the importance of mental health in ensuring total health through observation debates, discussion seminar, and securing secondary data prepare and presents note.
- Understands the importance of environmental hygiene and relationship of environment to health through observation, discussion, field visit and secondary data collection prepare and present notes.
- Describe the various methods of disposal of waste importance of food and milk hygiene and methods of pest control through debate, discussion, seminar, observation and field trip. Prepare and present notes.
- Understands the importance to diet in health and illness and preparation of diet for various age groups and disease conditions through observation , demonstration , debate and discussion. Prepare and present notes. Return demonstration.

- Develops skill in preparing low cost food and maintenance of kitchen garden through practical work and discussion plant and maintain kitchen garden.
- Understands the importance of health education and the role of a domestic nurse in prevention of disease, promotion and maintenance of health and care of sick at home through group discussion , observation, demonstration, home visit and visit to PHC. Prepare and give health talk in Anganwadis, preparation of menu for different age groups.

Syllabus

- Factors contributing to health clean air and ventilation , safe water , adequate lightening, good housing , safe food.
Observation visit to pasteurization a plant water purification , sewage disposal and treatment plant. (8 Hours)
- Sanitation - collection and disposal or sewage , foods and milk hygiene , pest control (control of mosquitos, rodents files etc)
- Diet in health and illness food constituent of function balanced diet, daily requirement of elements of essential nutrients planning meals , diet in infancy and early child hood, deficiency disease diet for the sick.
Special diet - Hypertension, diabetes coronary artery disease , renal disease.
- Low cost food which can be grown locally.
- Maintenances of a kitchen garden - planting and caring for a kitchen garden
- Communication and health education
- Communication its relationship in nursing , interpersonal relationship , health education role of domestic nurse as a health educator in prevention of disease, promotion and maintenance of health and care of sick at home.

Towards the content

This unit id designed, 60 Hrs for theory and 20 Hrs for practical. For convenience the main content is divided into 5 topics.

- 1 Health and Hygiene
 - 2 Mental health
 - 3 Environmental Hygiene
 - 4 Nutrition
 - 5 Communication and health education
- 1 The topic health and hygiene (7 hrs is again) Subdivide in to 6 sub topics.
 - i) Concepts of health and hygiene and aspects of personal hygiene
 - ii) Care of skin and hair
 - iii) Care of oral cavity
 - iv) Care of eyes, ears, hands & feet
 - v) Rest and sleep, postures, exercises and recreation
 - vi) Nutrition, elimination and menstrual hygiene.

i) Concepts of health and hygiene

Suggested activity - discussion

The students have already acquired previous knowledge on health, hygiene, and personal hygiene. The teacher initiates the discussion by encouraging the students to exchange their views & opinions. A number of questions are put forth, and which are answered by the students. The teacher connects and highlights on the content area.

Leadpoints

- What are the concepts related to health and well being?
- What is your understanding on hygiene?
- What is personal hygiene?
- What are the various aspects of personal hygiene?
- What is the relationship between personal hygiene & health?
- What are the ways of maintaining personal hygiene?

Consolidation

- Health is a state of complete physical, mental and social being and not merely the absence of disease or infirmity.
- Hygiene is the science of preserving and promoting health which includes personal and environmental hygiene and is a critical component in the maintenance and promotion of health.

ii) Care of skin and hair

Suggested activity - Seminar

- Topic : Care of skin and hair
Sub topics : Care of skin
 : Care of hair

Planning

- Divide the students into two groups and ask them to collect necessary information regarding the subtopics. Classify their doubts and give necessary suggestion at appropriate stages. Assess the work of students in between. Based on the information collected the students are asked to prepare a seminar along with suitable AV aids, which is to be submitted on a fixed date. Then the students are asked to present to paper. Every one should have a copy of seminar.

Presentation

- During the presentation the teacher should act as the moderator and give a brief introduction of the topic. After presentation there should be discussion followed by conclusions and remarks by the moderator. The final consolidation report of the seminar, should be added in the student diary.

iii) Care of oral cavity

Suggested activity - group discussion

- Previous knowledge of the students are assessed by asking questions. A chart depicting the structure of oral cavity is exhibited in the class and a group discussion is arranged. Write notes on discussion in the students diary.

Points for discussion

- Care of health
- Methods of cleaning the mouth
- How often the mouth to be cleaned
- Cleaning materials used
- Nutrition for healthy oral cavity
- Complication of neglected mouth & teeth

Consolidation

- Maintaining the health of oral cavity is an important aspect of personal hygiene . It helps in preventing complications like foul breath, dental caries, gingivitis etc, promotes a sense of well being and aids in digestion.

iv) Care of eyes, ears hands and feet

Suggested activity - discussion

- Students have learned about structure and function of eyes, ears, hands and feet in their previous classes. The teacher gives a brief introduction about the topic, thereafter a general discussion is arranged . The students are asked to exchange their ideas and opinions. They are asked to prepare notes in the diary.

Leadpoints

- How do you clean the eyes?
- How do you protect the eyes from injury & foreign bodies
- What are the usual protection to remove foreign bodies?
- How do you keep ears clean?
- What should be done to remove a foreign body from the ear?
- What are the common problems that affect the ear?
- How will you take care of your nails, hands & feet?
- When do you wash your hands?
- How often should you wash your hands and what is it relevance?
- Proper hand washing techniques.
- Care of toes, toe nails including care of feet.

Consolidation

- Maintaining the health of eyes, ears, hands and feet is very essential to prevent associated complications or illness and to aid in its proper functioning.

v) Rets , sleep, posture, recreation and exercises

Suggested activity - Group discussion

- The students have previous knowledge about the significance of rest , sleep, posture, recreation and exercises in maintaining health . Students are divided into three subgroups.

Group 1 : rest and sleep

Group 2 : Posture

Group 3 : Recreation and exercises

The students are encouraged to discuss on related aspect of each topic one by one . Teacher acts as the moderator . Appropriate AV aids are used to make the concepts clear. The students prepare notes in their diary.

Leadpoints

- Hours of rest required
- Ways to take rest
- Ways to promote sleep
- Hours of sleep required
- Correct posture
- Improper posture and complications
- Exercises - types and importance

Consolidation

- Adequate sleep and rest is required for a healthy living . It prevents and /or fatigue and makes the individual fit for productivity. Maintaining correct body posture gives impression of a vigorous and dynamic personality and promotes well being. Exercises and recreation also promote circulation and vitality.

6 Nutrition elimination and menestrual hygine

Suggested Activity - Group discussion

Students have the basic knowledge of nutrition . They will be learning it in detail the end of this unit. They have the basic concept of elimination from previous unit (Basic nursing) and personal hygiene from previous class. So a general discussion is conducted to elicit their under standing and to enhance their knowledge.

Leadpoints

Relation of nutrition and health

Impact on limitation on health

Importance of maintaining personal hygiene

Consolidation

Teacher clarifies their views and adds additional points to enhance their knowledge and to meet the objective.

Mental health (2 Hrs)

Suggested Activity - discussion with OHP

The students have previous knowledge of significance of mental health in total health. A discussion is conducted to enhance the knowledge.

Lead points

- Mental health
- Characteristic of a mentally healthy person
- Factors affecting mental health

Consolidation

- Teacher clarified their views and adds additional information required to meet the objective.

Assignment

Based on discussion and data collected from referral materials, students are asked to submit a note on mental health, concept, characteristics of a mentally healthy individual and factors affecting mental health.

3 Environmental hygiene (22 Hrs)

For convenience the sub unit is further divided into

- a Environmental sanitation, its components and importance
- b Safe and wholesome water
- c Water pollution and related diseases
- d Purification of water
- e air and ventilation
- f Housing
- g Lightning and noise
- h Food hygiene
- i disposal of waste
- j Pest control

a Environmental sanitation - components and its importance

Suggested Activity - Discussion

- Students have the basic knowledge of environment and its impact on health from previous classes. A discussion is conducted to enhance the level of knowledge.

Leadpoints

- What could be the reason for repeated occurrence of communicable disease (eg: dengue fever, hepatitis) in our community?
- Prevention of communicable disease.
- Concept of environmental sanitation

Consolidation

Environmental means all the external factors living and non living , material and non material which surrounds man.

Much of the ill health in India is due to poor environmental sanitation

Environmental sanitation is the control of all” the factors which have a deleteripuseffect on man’s physical development, health and survival.

B Safe and whole some water

Suggested Activity - Seminar

- Students are aware of the uses of water, its sources and requirement. They also have heard of water related disease like diarrhoea, hepatize etc. For enhancing their knowledge and to meet the objective a class seminar is conducted.
- Topic : Safe and whole some water
- Subtopics : Water , concepts, uses
- Sources of water
- Sanitary well
- Impurities in water

For reference on how to conduct a seminar , the teacher may refer introductory chapters)

c Water pollution and related disease

Suggested activity - Project

- i) Problem statement - prevalence of water related disease in a community
- ii) Aim - to study the extent of prevalence of water related disease in a community

To identify the relationship between the source of water and water related disease

- 3 To impart knowledge through health education regarding water pollution and related disease.

iii) Planing

1 Hypothesis

There is a relationship between water related disease and source of water

There is a significant relationship between contaminated water and water related disease

2 Tools

Data collection by structured questionnaire

Possible questions which may be included in the questionnaire.

Type of water used for drinking purposes Tap water/well water/any other type specify.

Source of water used for drinking purpose boiled water /raw water /any other specify)

Water related disease prevailing in the area diarrhoea /vomiting/ dysentery/
all the above (if any other - specify)

Type of drainage used - open drainage/concealed drainage / no drainage
system/ any other specify

Number of family members affected

children /adults/ all members/none

Sampling technique used - convenience sampling

Prepared questionnaire is distributed in the community (at least to 20
houses) Filled questionnaire is collected back

4 Analysis

is done by simple statistical method and the result shows the existence of
water pollution and water related diseases.

5 Conclusion

The facts arrived through analysis and discussion are summarised on the
basis of the project, arrive at conclusion. As per the above findings a planned
health education can be given to the community to prevent and control
water related diseases.

6 Presentation

A paper may be presented in the class based on the facts considered in the
project. Ask the students to prepare a detailed report of the project.

d) Purification of water

This submit can be further divided in to

1 Purification of water on large scale

2 Purification of water on small scale

1 Purification of water on a large scale

Suggested Activity - Field trip

- The teacher may enable the students to visit a suitable place for getting a
first hand experience regarding the purification of water on a large scale.
Let the students have a discussion led by the teachers to emphasise the
points to be noted during the visit

Leadpoints

- Components of a typical purification system
Types of filters - slow sand filter, Rapid sand filter
Chlorination

After the field trip, the students are asked to submit the observation report
on the next day.

2 Purification of water on a small scale

Suggested activity - discussion

- Students have the basic concept of purification of water on a small scale for
eg: boiling, domestic filters etc. To increase their knowledge, a general
discussion is conducted.

- Methods of house hold purification of water
- types of domestic filters available
- Disinfection of wells
- Examination of water

Consolidation

The purpose of water treatment is to produce water that is safe and wholesome.

The components of a typical water purification comprises one or more measures such as storage, filtration and disinfection. Wells are best disinfected by bleaching powder.

c Air and ventilation

Suggested activity - seminar

Students have identified the relationship between air pollution and related disease. To elaborate more on this topic, a seminar may be conducted as one of the students act as the moderator

- Topic : Impact of polluted air and need for proper ventilation in health
- Sub topics : Factors which maintain air composition
Sources of air pollution
: Health effects of air pollution
: Prevention and control of air pollution
: Types of ventilation
: Standards of ventilation

(the teacher may refer , introducing chapters for guidance to conduct the seminar)

f) Housing

Suggested Activity - Seminar

- Topic : Housing
- Sub topic : Functions of housing
: Standards of housing
: Housing and health

The teacher may refer introducing chapters for guidance to conduct the seminar)

g) Lighting and noise

Suggested activity - Discussion

- The students have already learned about the ill effects noise and light. To facilitate additional learning , the teacher opens the discussion by asking “Why no air horn’ sign is posted in front of hospitals?”

Leadpoints

- Concepts of noise pollution
- SOURCES of noise
- Effects of noise
- Noise control measures
- Concepts of light
- Natural and artificial light

Consolidation

- Noise is the wrong sound in the wrong place at wrong time
- The noise is measured in decibels
- The effects of noise are deafness, loss of speech, accidents and physiological changes.
- Good lighting is essential for proper vision

h Food hygiene

Suggested Activity - group discussion and field trip

- Students have the basic concepts of food and hygiene. They are aware that maintenance of food hygiene is essential to prevent food borne disease. A discussion is put forth to facilitate increase in learning.

Leadpoints

- Milk borne disease
 - Pasteurization
 - Meat hygiene
 - Sanitation of eating places
- Changing food practices (consumption of instant food, tinned food etc)

Consolidation

- Food hygiene implies in hygiene in the production, handling, distribution and sending of all types of food . It is an important aspect of community health.

Field trip

Field trip is to be planned to places like pasteurisation plant (Milma, PDDP etc) and slaughter house.

Students are asked to write and submit observation report on the next day of visit.

i) Disposal of waste

Suggested Activity - Seminar

- Topic : Disposal of waste
- Subtopic : Concept of refuse
- : Methods of refuse disposal
- : Methods of excrete disposal
- : Septic tank
- : Concepts and aims of sewage purification
- : Purification of sewage by disposal

Students are grouped into seves and each group is assigned with a sub topic . Adequate references must be made available .. Ensure the students [participation in the collection of references (Teacher may provide necessary guidance and suggestion at appropriate time) Students are asked to collect information and submit data with in the prescribed time limit (with in 4-5 days) Teacher should give suggestions and corrections where ever necessary. The seminar paper should contain all available data with the support charts, OHP and slides. On the date of the seminar, representative of each group is asked to present the allotted topic before the class. After each presentation arrange a general discussion with a student as the moderator. Teacher should assess each students participation and contribution from the beginning to the end. After the consolidation , the students are assigned to submit a report of the seminar.

j) Pest control

This topic is divided into

- 1 Mosquito and mosquito control
- 2 Fly and fly control
- 3 Diseases spread by other arthropods and rodents.

1 Mosquito and mosquito control

Suggested activity - Discussion

Lead points in discussion

- Arthropods of medical importance
- Types of mosquitoes
- Mosquito born diseases

Consolidation

- Main types of mosquitoes are anopheles Culex and Dedes.
- important disease spread by the mosquitoes are malaria, filaria, dengue fever and encephalitis.
- Mosquitoes can be controlled by anti larval and anti adult measures and measures for personal protection.

2 Fly and fly control measures

Suggested Activity - discussion

Due to improper sanitary measures many fly borne disease are prevalent in the community . To increase the awareness among the students, the teacher open up the discussion by asking. “ Have you seen any disease spread by flies?”

Leadpoints

- Fly control measures
- Fly done diseases
- How the diseases are transmitted

Consolidation

Some important fly borne disease are diarrhoea, dysentery gastro enterities, typhoid and cholera.

Flies can be controlled by improving environmental sanitation, by insecticides by fly papers, protection against flies and health education.

3 Diseases spread by other arthropods and rodents

Suggested activity - discussion

Increased incidence of leptospirosis is being reported by the media. To prevent the occurrence of such disease, health education and improved sanitary measures are needed. Students are to be made aware of this problem. A group discussion is helpful to meet this objective.

Lead points

- Disease spread by sand fly, louse and rat fleas.
- Disease transmitted by ticks and itch mite
- Disease transmitted by rodents
- Control measures of arthropods
- Control measures of rodents

Consolidation

- Some of the disease spread by arthropods are Kala Azar, dermatitis, endemic typhus, Relapsing fever, viral encephalitic and scabies.
- Some of the disease spread by rodents are plague, leptospirosis, salmonellosis and amoebic dysentery.
- By destruction of arthropods and rodents and elimination of their habitats these disease can be controlled.

4 Nutrition (23 hrs)

This sub unit can be further divided into

- a Relation of nutrition to health and functions of food
- b Constituent of food
- c Protein, fat and carbohydrates
- d Vitamins
- e Minerals and water
- f Balanced diet and nutritional requirement for special groups
- g Special diet Hyper tension, DM, CAD Renal disease.
- b Locally grown low cost food and maintenance of kitchen garden

a Relation of nutrition to health and functions of food

Suggested Activity - Group discussion

The students have concept about health and functions of food. A discussion can be initiated by probing them with the following questions.

Leadpoints

- What is health?
- Why do we feel tired after fasting for few hours?
- What is night blindness?

Consolidation

The teacher facilitates the discussion by clarifying their view points, clearing their doubts and thus enhances their learning.

b Constituents of food

Suggested Activity - discussion with visual aids

- Students have the basic concept of food and food constituents. To enhance their knowledge a discussion may be conducted with visual aids like charts/OHP and available food items.
- Divide the students into groups of 5-6 and ask them to discuss the dietary constituents in their daily intakes.

C Minerals and water

Suggested Activity - general discussion using chart and OHP

- By a general discussion the previous idea of students about minerals and water can be checked.

Leadpoints

- Concept of minerals
- Functions
- Water functions and requirement

Consolidation

- After the report presentation by group leaders, the teacher contribute more information regarding functions, sources daily intake and deficiency disease of minerals and water. The preventive measures of deficiency disease are highlighted.

f Balanced diet and nutritional requirement for special groups

Suggested activity - discussion followed by demonstration by the students

- Students have already learned about balanced diet in school. To enhance their knowledge a group discussion is conducted followed by preparation of menu for different age groups
Students are grouped into four and each group is assigned with following assignments.
- "Preparation of balanced diet"
 - Group I - Diet in infancy
 - Group II - Diet in pre school age
 - Group III - Diet in school age
 - Group IV - Diet in adolescence

The students should be given information regarding sources of referral materials available.

Leadpoints

- Concept of balanced diet
- Food pads seen in pre school children
- Food taboos prevalent in your community

Consolidation

- The teacher emphasizes the need for preparation of balanced diet and menu for different age groups.
- The teacher highlights on problems malnutrition like kwashiorkor and marasmus.
- Prepared menu is to be exhibited in the class and the report to be presented by each group leader.
- (Students should be given enough time for preparation of menu. They may prepare it in school laboratory if facilities are available . If not they can prepare and bring from home)

g) Special diet for persons with hyper tension, Diabetes melitis, CAD and renal diseases

Suggested Activity - Discussion

- The students are familiar only with the terminology of above mentioned disease elicit their level of understanding by questioning. Based on their responses make them aware of simple basic pathology with the help of OHP and charts. Following this a group discussion may be initiated.

Leadpoints

- Reason for taking low salt diet in hyper tension
- Food items to be avoided in diabetes
- High cholesterol content diet is avoided in CAD
- Variations of protein intake in renal diseases

Consolidation

Teacher clarifies the views, highlights the points on special diets and its implications on the above said disease conditions.

b) Locally grades low cost food and maintenance of kitchen garden

Suggested Activity - Field trip and planting and caring for kitchen garden in campus

Field trip

A field trip is preferable as a strategy to study this section. The teacher may enable the student to visit a “Krishi Bhavan” for getting a first hand knowledge regarding locally grown low cost food and maintenance of a kitchen garden. Class by an expert (Agricultural officer) to be arranged for the students. As per the knowledge acquired, the students are asked to plan and care for kitchen garden in the campus and that should be supervised and evaluated.

Assignment

Students are asked to submit a report of field visit on the next day.

5 Communication and health education - 6Hrs

Suggested activity - discussion and formal and informal health education in a health care set up and community

Discussion

Students are exposed to health education through different media and health personal

Leadpoints

- Importance of communication in Nursing
- Importance of IPR in daily life
- role of domestic nurse as a health educator in prevention of diseases

Consolidation

Communication is the exchange of thought or ideas.

Health education is a process which effects changes in the health practices of peoples and in the knowledge and attitude related to such changes.

Principles of health education are interest, participation, comprehension, communication, motivation, reinforcement, learning by doing and good human relations.

Nurses do have a key role in prevention of disease, promotion and maintenance of health and care of sick at home. This role is attained by providing health education to the people through effective communication when and where it is possible.

Assignment

- Each student is supposed to give formal and informal health teaching in a health care set up and community

Sample topics for health education

- Immunization
- Balance diet
- Nutritional anaemia
- Personal hygiene
- Environmental hygiene
- Prevention of malnutrition



SAMPLE QUESTIONS

1 Match the following

A	B	C
Drowning	Immobilization	Asphyxia
Fracture	Compression	Wash with plenty of water
Snake bite	Remain calm	Elevate the affected part
Haemorrhage	Lying on abdomen	Arm sling

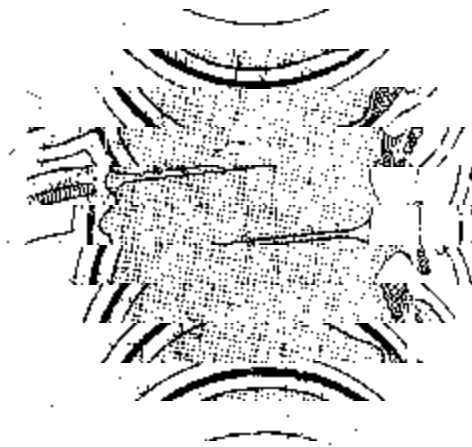
- 2 You are witnessing a situation that a client falls from a height of 6 meters and he succumbs to some injuries . As a first aider. How are you going manage the situation?
- 3 Take out the odd man out in each series and give reason.
 - A) Brady cardia, hypertension, pyrexia, anaemia, dyspnoea
 - b) Humerus, femur, patella, fibula, tibia,
 - c) Cholera, Viral hepatitis, Typhoid, polio, AIDS
 - d) Diabetes; night blindness, angular stomatoses, beriberi, rickets
 - e) Rationalisation, Juvenile delinquency, projection, compensation, regression
- 4 Which is preferable to a nuclear family or a joint family Justify your answer?
- 5 A young girl accidentally burned her hand and her grandmother immediately apply salt water over the burned area. Do you think it is a right intervention? If not what would be done as a first aid measure?
- 6 Your friend burst out when some one tried to correct him. Is it the behaviour of a mentally healthy person? Enumerate the characteristics of a mentally healthy person?
- 7 Boiling is a satisfactory method of purifying water for house hold purposes comment on it?

8 Match the column

A	B	C
Rapids & filter	Disinfection	Leptospira
Biological filter	Boiling	Back washing
Chlorination	Impure water	HCO ₃ of Calcium & Magnesium
Hardness of water	Zooglia layer	Break point
Wheeler's disease	Coagulation	Scraping the sand bed

- 9 The reason of an outbreak of Malaria in our locality. As a domestic nurse what advice will you give to control Malaria?
- 10 What are the criteria of a sanitary well?
- 11 Why is the Government insisting to use Iodised salt?
- 12 Heaps of waste materials is becoming a nuisance in your locality. What can be suggested to as a solution for this problems?
- 13 A young girl is having nits and lies in her hair. What is this condition called. How can be treat this?
- 14 You have introduce ryles tube to a unconscious patient. How will you confirm that the tube is in right place?
- 15 Noels friend met with an accident and was bleeding heavily. The doctor advised blood transfusion. Noels says that he will donate blood as his friends blood group is A+ & that of Noel's is O+. Do you agree with Noel? Why?
- 16 Razan says blood and bone belonging to same group of tissues. Is it so then which group of tissues they belongs to? What are the characteristics is that particular group?
- 17 "Artery is always carry oxygenated blood" is this statement correct if not what is the reason?
- 18 You are assigned to take care of an old woman. Who is bed ridden and having incontinent of urine and stool. Discuss the measures you are going to prevent bed sore?
- 19 Ramu is having body temperature of 39° C. In TPR chart temperature can be recorded only in Fahrenheit. How will you convert in Celsius into Fahrenheit?
- 20 "Nursing is a noble profession" discuss this statement relating the qualities of a nurse?
- 21 Draw a flow chart showing the types of hospital according the types of ownership?
- 22 Which is correct?
 - a) Disinfectants are the chemicals used to destroy pathogenic organism
 - b) Sterilization is a process of destruction of all disease producing microorganism?

- c) The commonly use disinfectant are formalin, soap solution and boiled water
- d) All the micro organism including spores can be destroyed by boiling?
- 23 The most reliable method of taking temperature is by
- a) Axilla
 - b) Oral
 - d) Rectal
 - d) Groin
- 24 Normal blood pressure for an adult is
- a) 80/120 mm Hg
 - b) 120/80 mm Mercury
 - c) 72 per minutes
 - d) 120/80 mm of water
- 25 Hot water bag is never applied directly over the skin why?
- 26 What is the ideal position for administering enema Why?
- 27 It is said that a child should be protected against six dread full disease before his first birth day. What are these disease? How can they be prevented?
- 28 State true or false If false give reason
- a) Thermometers can be washed with hot water
 - b) Shoulder joint is an example of hinge joint
 - c) Blood pressure increases on exertion
 - d) Thumb can be use for checking pulse
 - e) Immediate first aid measure for an acid poisoning is ryles tube aspiration
- 29 You are one among the health team.How are you going to maintain a good interpersonal relation to with your colleagues?
- 30 Label the given diagram



31 With arrow mark show the flow of blood through heart and major blood vessel



32 Identify the given diagrams.

