

#### DC- N...-!--

Title of the Course	Community Health Nursing I incl Env. Sc. & Epidemiology								
Course Code	N- COMH (I) 310 [P]								
	Part A								
Year	3rd		Credits	L	T	P	С		
1601	Sid		Credits	0	0	2	2		
Course Type	Embedded theory and field work					•	•		
Course Category	Foundation core	Foundation core							
Pre-Requisite/s	Co-Requisite's								
Course Outcomes & Bloom's Level	CO1- define community and community health nursing also interpreting the scope of community health and community health nursing (BL1-Remember) CO2- understand the community health problems and holistic care, competent nursing care and extended role of nurses in community health enterins (BL2-Understand) CO3- demonstrates and show in the community health enterins ele-lexamination, hand hygiene and related to the menstratul hygiene and related to t								
Coures Elements	Skill Development 4 Enlargeneurahip 4 Enlargeneurahip 5 Engloyalahip 4 Engloyalahip 4 Human Values 4 Environment 4	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG4(Chafe requality) SDG7/Mordable and clean energy) SDG2(Mordable and clean energy) SDG2(Decent work and economic growth) SDG10(Reduced inequalities)						

	Part B		
Modules	Contents	Pedagogy	Hours

	Part C						
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours			
Unit-1	Urban Posting -Interviewing skills using communication and interpersonal relationship □ Conducting community needs assessment scarce to identify health determinants of a community □ Coservation skills □ Nutritional assessment skills □ Skill in teaching individualifamily or Noutrition, including food hygiene and salety o Healthy Interplay of Health profit on □ Health assessment including nutritional assessment for clients of different age groups □ Documentation skills investigating an epidemic Community health survey □ Screening, diagnosing, primary minagement of common health problems in the community and referral of injensisk clients to FRUs □ Conduct home visit □ Participation in implementation of national health programs □ Participation in school health program.	Field work	BL3-Apply	80			
Unit 1	Rural Posting - Interviewing skills using communication and interpressonal relationship : Conducting community needs assessmenticurvey to identify health determinants of a community of Deberaution skills in Nutritional assessment skills : Skill in Isaching individual/family on: O Nutrition, including food hygiene and safety o Healthy lifestyle o Health promotion   Health assessment including nutritional assessment for clients of definerst age groups: Concernitation skills/investigating an eigherine - Community clients for FRUs : Conduct home visit : Participation in implementation of national health programs   Participation in school health programs	Field work	BL3-Apply	80			

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Part E				
Books Bhanarsidas Bhanot Publishers. (2022 ). Textbook of Preventive and Social Medicine: Bhanarsidas Bhanot Publishers.				
Articles	Creation of an Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project			
References Books	Kaakinen, J. R., Coehlo, D. P., Steele, R., & Robinson, M. (2018). Family Health Care Nursing: Theory, Practice, and Research (6th ed.). F.A. Davis Company.			
MOOC Courses	https://www.coursera.org/learn/epidemiology			
Videos	https://www.youtube.com/watch?v=tb-k0aZYT30			

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	1	2	2	1	2	2	2	2	3	2
CO2	1	3	1	2	2	2	2	2	2	2	3	3	3	1	2
CO3	1	1	2	2	1	2	2	1	2	3	3	2	1	2	2
CO4	2	1	1	2	1	1	1	1	1	1	1	1	1	1	2
CO5	2	2	2	1	2	1	1	1	1	1	1	1	2	3	2
CO6	-	-	_	-	-	-	-	_	-	-	-	-	-	-	-



BSc\_Nursing

Title of the Course	Midwifery & Gynecology (OBG) Nursing (I&II)									
Course Code	N-MIDW (II) OBGN 410 [T]									
	Part A									
Year	4th		Credits	L	T	P	С			
100			Situato	3	0	0	3			
Course Type	Theory only	heory only								
Course Category	Foundation core	-oundation core								
Pre-Requisite/s			Co-Requisite/s							
Course Outcomes & Bloom's Level	CO1- recognize, state the concept and principles of Midwilery and Obstetric Nursing (BL1-Remember) CO2- comprehend, distinguish and explain introvideds and skills in implementing nursing care to normalized high-risk pregnent women in hospitaland community setting (BL2-Understand) CO2- description of the control of the c									
Coures Elements	Skill Development / Entrepreneurship X Employability / Professional Ethics -/ Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Duality education) SDG8(Decent work and economic growth)							

	Part B		
Modules	Contents	Pedagogy	Hours
unit -1	Introduction to midwifery □ History of midwifery in India □ Current scenario. Trends of maternity care in India □ Midwifery in India □ Transformative devication for relationships based and transformative midwifery practice in India □ Visit health indications—Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates o Maternal death audit □ National health programs related to NAMCH-H. Reproductive Methemal Newborn and Grid Health Acadescent Health) Current Petrod in India programs related to NAMCH-H. Reproductive Methemal Newborn and Grid Health Acadescent Health) Current Petrod in India Carrent Petrod India Carrent	lecturer cum discussion	8
unit -2	Anatomy and physiology of human reproductive system and conception (Material, Fetal & Newborn physiology) Review D Female organs of reproduction — Female peris — bornes, joint, igaments, planes, diamelers, laundinass, inclination, pelvic viriations. To Pedia skull — hones, sutures fortunaties, of diameters, moudring — Fetopelvic relationship — Physiology of menstrual cycle, menstrual hygiene — Fetilization, conception and implicatation — Embryological development — Placental development and function, placental barrier — Fetal growth and development — Fetal circulation & nutrition	lecture curn discussion ,case study	6
unit-3	Assessment and management of normal prognancy (ante-natal). Pree-pregnancy Care: Review of sexual development (Self Learning) — Socio-cultural appects of human sexuality (Self Learning): — Preconception care: Pre-conception counseling (Celf Learning): — Preconception care: Pre-conception care	lecture cum discussion, demonstration	12
unit - 4	Impositions, management and care during labour or Normal labour and bith □ Ones for bith labour □ Per vaginal examination (if necessary) □ Signes of labour □ Organization of labour come Triage, preparation for bith □ Desire bith ethic without members of the property of	Necture cum discussion ,other	12
unit -5	Postpartum care/Ongoing care of women □ Normal puerperium. =Physiology, duration □ Post-natial assessment and care − facility and home-based care = Perinate Inyligen end care □ Badded and bowels function. ○ Minor disorders of puerperium and list management □ Postsnatal courseling and psychological support □ Normal postnatal baby blues and recognition of post-natial depression. □ Transition to peranthoad □ Care for the woman up to Newesk safer childright □ Cultural competence (Taboos related to postnatial delat and practices) □ Diet during lactation-review □ Post-partum family planning □ Follow-up of postnatial mothers. □ Durgs used in the postnatial period. □ Records and reposition.	lecture cum discussion, seminar	7
unit -6	Assessment and ongoing care of normal neonates $\square$ Family centered care $\square$ Respectful newborn care and communication $\square$ Normal Neonate – Physiological adaptation $\square$ Newborn assessment – Screening for congenital anomalies $\square$ Care of newborn up to 6 weeks afterthe childrift Roduries care of newborn $\square$ Skin to skin contact and thermoregulation $\square$ Infection prevention $\square$ Immunization $\square$ Minor disorders of newborn and its management	lecture cum discussion, field visit	7
unit -7	Family welfare services: — Impact of sarlyfrequent childbearing — Comprehensive maps of family planning methods o Temporary methods — Homes sentingson, fon-chromonal and barrier methods or Permanent methods — Mais sentingsical on and female settingsical on Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods — Emergency controllering using planning methods — Emergency controllering using using services—— Service of the services (Service) — Emergency controllering using various—— SRHR services, policies affecting SRHR and attitude of nurses and midwise in provision of services (Review) :— importance of follow up and recommended timing Gender related issues in SRHR — Gender based violence—Physical, sexual and abuse, Laws affecting GRV and role of nurse/midwife: Special courts for abused people: Gender sensitive health services including family planning.	lecture cum discussion	8

	Part C							
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours				
Unit 6	immunization	Field work	BL6-Create	7				

Part D(Marks	Distribution'

	Theory						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
100	50	50	25	50	25		
	Practical Practical						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
	0						

Part E

Books	Dutta. D. C (2021) Textbookof Obstetrics 13th Edition. Jaypee Publishers		
Articles	Articles Maternal and Child Health Nursing education before and during COVID-19: An exploratory descriptive study		
References Books	Lowdermilk Maternity Nursing (2018). Moeby 7th Edition New Delhi: Jaypee Brothers		
MOOC Courses	https://www-mooc-list-com.webpkgcache.com/doc/-/s/www.mooc-list.com/tags/midwife		
Videos	Female Pelvis   Practical Explanation		

Articulation	

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	1	1	2	1	1	2	2	1	2	1
CO2	2	1	1	1	2	1	1	2	1	1	1	1	1	2	1
CO3	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
CO4	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1
CO5	2	2	1	2	1	1	1	1	1	1	1	1	2	2	1
CO6	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1



Title of the Course	Applied Biochemistry and Applied Nutrition & Dietetics	plied Blochemistry and Applied Nutrition & Dietetics							
Course Code	BIOC135	DC135							
		Part A							
Year	1st		Credits	L	Т	P	С		
1001	106	o.cano	5	0	0	5			
Course Type	Theory only								
Course Category	iscipline Core								
Pre-Requisite/s			Co-Requisite/s						
Course Outcomes & Bloom's Level	CO1- remember the concepts, definition factors and various classificatic CO2- understand the principles, types of Nutrients, methods of preparin CO3- provide safe food and safety measures and health education on CO4- evaluate the applications of therapeutic diets such as diabetes die	ig food and therapeutic diets for the patient in tiet and analyze the patient's prognosis by die	the hospital settings.(BL2-Understand) et.(BL3-Apply)	ospital settings.(BL	5-Evaluate)				
Coures Elements	Skill Development X Einbeprensumhp X Einbeprensumhp X Professonal Einbe X Gender X Human Yallanu X Einforment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Deality education) SDG8(Decent work and economic growth)						

	Environment A			
Modules	Contents	Part B	Dada	Hours
Modules	Contents  Carbohydrates  Digestion, absorption and metabolism of carbohydrates and related disorders  Regulation of blood glucose		Pedagogy	Hours
Unit 1	Carboty/dates — Ugession, adverpoor and interactions or Carboty/granes and unabled bishortes — Exquantifor to double Mellina — type I and type 2, symptoms, complications & management in brief — Investigations of Diabetes Mellina of OGIT—Indications, Procedure, Interpretation and types of GTT curve of Mini GTT, extended GTT, CCT, IV GTT or HbA1c (Only definition) — Hypoglycemia — Definition & causes	cture cum discussion & Demonstration		8
Unit 2	Lipids = Fatty acids — Definition, classification ⊂ Definition & Clinical significance of MILFA & PURA. Essential fatty acids, Trans fatty acids ≡ Dispetion, absorption & Revisibolism of lipids & related disorders = Compounds formed from cholesterol Extone bodies (name, types & significance only) ≡ Lipoproteins — types & functions (metabolism not required) ≡ Lipid profile ≡ Atheroscierosis (in brief)	cture cum discussion & Demonstration		9
Unit 3	Proteins  Classification of amino acids based on nutrition, metabolic rate with examples  Digestion, absorption & metabolism of protein & related disorders  Disologically important compounds synthesized from various amino acids (viny names)  In born errors of amino acid metabolism — only arendas amino acid metabolism — only arendas amino acid in featible — types, function & normal values — Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia  Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)	cture cum Discussion		9
Unit 4	Clinical Enzymology : Isoenzymes – Definition & properties :: Enzymes of diagnostic importance in a Liver Diseases – ALT, AST, ALP, GGT o Mycardial Infarction – CK, cardiac troponins, AST, LDH o Muscle diseases – CK, Aldolase o Bone diseases – ALP o Prostate cancer – PSA, ACP	cture cum Discussion		4
Unit 5	Acid base maintenance $\square$ pH $-$ definition, normal value $\square$ Regulation of blood pH $-$ blood buffer, respiratory & renal $\square$ ABG $-$ normal values $\square$ Acid base disorders $-$ types, definition & causes	cture cum Discussion		3
Unit 6	Heme catabolism   Heme degradation pathway   Jaundice – type, causes, urine & blood investigations (van den berg test)	cture cum Discussion		2
Unit 7	Organ function tests (biochemical parameters & normal values only) □ Renal □ Liver □ Thyroid	cture cum Discussion		3
Unit 8	Immunochemistry   Structure & functions of immunoglobulin   Investigations & interpretation – ELISA	cture cum Discussion		3
Unit 9	Introduction to Nutrition Concepts © Definition of Nutrition & Health   Mainutrition — Under Nutrition & Over Nutrition © Role of Nutrition in maintaining health   Bactor affecting both on the Nutrition of Nutrition Nutrition Nutrition S Classification   Macro & Micronutrients © Organic & Inorganic © Energy Yelding & Non-Energy Yelding & Non-Energy Petiding Food © Classification — Food groups © Origin	cture cum Discussion		2
Unit 10	Carbohydrates  Composition – Starches, sugar and cellulose  Recommended Daily Allowance (RDA)  Dietary sources  Functions Energy  Unit of energy – Kcal  Basal Metabolic Rate (BMR)  Factors affecting BMR	cture cum Discussion, Demonstration & Rede	emonstration, Exhibition	3
Unit 11	Proteins □ Composition Eight essential amino acids □ Functions □ Dietary sources □ Protein requirements – RDA	cture cum Discussion & Models		3
Unit 12	Fats   Classification – Saturated & unsaturated   Calorie value   Functions   Dietary sources of fats and fatty acids   Fat requirements – RDA	cture cum Discussion, Demonstration & Rede	emonstration, Exhibition	2
Unit 13	Vitamins Classification – fat soluble & water soluble   Fat soluble – Vitamins A, D, E, and K   Water soluble – Thiamine (vitamin B1, Rhodlavin (vitamin B2), Nicodina and, Pylindoxie (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) = Functions, Deltary Sources & Requirements – RDA of every vitamin	cture cum Discussion, Demonstration & Rede	emonstration, Exhibition	3
Unit 14	Minerals  Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements Functions  Dietary Sources Requirements – RDA	cture cum Discussion, Demonstration & Rede	emonstration, Exhibition	3
Unit 15	Balanced diel :: Definition principles, steps :: Food guides - Basie Four Food Groups :: RDA - Definition, limitations, uses :: Food Exchange System :: Calculation of mutritive value of food :: Dietary tifes Nutrition across life oyed :: Meel planning/Menu planning - Definition, principles, steps :: Infant and Young Child Feeding (IVCP) guidelines - Irosast feeding, infant foods :: Diet plan for different age groups - Children, adolescents and delety! :: Diet in regnancy - untritional requirements and balanced diet plan   Amenia in pregnancy - untritional requirements and balanced diet plan   Amenia in pregnancy - untritional requirements, delet for latelling mothers, complementary feeding 'wearing	cture Cum Discussion, demonstration		7
Unit 16	Nutritional deficiency disorders : Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute mainutrition (SAM), management & prevention and nunser fore : "Dishification doctesitysigns & symptoms, assessments reliable "Dishification dishification" deficiency disorders - vitamin A, B, C & D deficiency disorders - causes, signs & symptoms, management & prevention and nurses role : "Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses role : "Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses role	cture Cum Discussion, demonstration & Exhil	bition	6
Unit 17	Therapeutic diets :: Definition, Objectives, Principles :: Modifications - Consistency, Nutrients, :: Feeding techniques, :: Diet in Diseases - Obesity, Diabetes Melitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diserhea, Pre and Post-operative perior.	cture Cum Discussion, demonstration		4
Unit 18	Cookery rules and preservation of nutrients  Cooking – Methods, Advantages and Disadvantages  Preservation of nutrients  Measures to prevent loss of nutrients during preparation Safer food handling and Storage of foods  Food preservation  Food Adulteration Act (PFA)  Food standards	cture Cum Discussion, demonstration		3
Unit 19	National Nutritional Programs and role of nurse: Nutritional problems in India: National nutritional policy: National nutritional programs—Visiting Augorithm Acqueimentation, Annemia Mukil Bharat Program, Integrated Child Development Services (ICOS), Mid-day Meal Scheme (MDMS), National Jodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as influotocid: Tike of name in every program (NIDDCP).	cture Cum Discussion, demonstration		3

	Part C						
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours			
Unit 15	Meal planning/Menu planning	Field work	BL6-Create	10			
11-3-47	Thomas districts	DDI	DI 2 AI-	40			

	Part D(Marks Distribution)							
	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	50	75	38	25	13			
	Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			

Part E							
Books Singh, R. (2000). Food and nutrifion for nurses (2nd ed.). Jaypee Publisher.							
Articles https://www.cureus.com/articles/19653-the-effect-of-weaning-practices-on-the-nutritional-and-health-status-of-saudi-preschool-children							
References Books Swaminathan, T. B. (2022). Basics of nutrition (7th ed.). Lotus Publisher.							
MOOC Courses https://www.cureus.com/articles/196853-the-effect-of-weaning-practices-on-the-nutrifional-and-health-status-of-saudi-preschool-children							

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	2	2	2	1	1	1
CO2	1	1	1	1	1	2	1	2	1	2	3	3	2	1	1
CO3	1	2	2	1	1	3	1	3	1	3	3	2	1	1	1
CO4	1	1	1	1	1	2	1	2	1	2	2	2	1	1	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Human Values	uman values							
Course Code	BNSG 304	SG 304							
		Part A							
Year	2nd		Credits	L	T	P	С		
Teal	210	Ciedita	1	0	0	1			
Course Type	Theory only								
Course Category	Discipline Electives	pline Electives							
Pre-Requisite/s			Co-Requisite/s						
Course Outcomes & Bloom's Level	CO1- Understand the concept and importance of human values.(BL2-UCO2- Apply human values in education and clinical practice.(BL3-Appl CO3- Analyze the impact of human values in family, society and profess	Jnderstand) ly) sion(BL4-Analyze)							
Coures Elements	Skill Development X Entepreneurship X Entepreneurship X Entepreneurship X Professorial Etics X Gender X Haman Values X Environment X								

Modules	Contents	Pedagogy	Hours
Unit 1	Introduction $\square$ Introduction to human values - Definition and nature of human values $\square$ Types of human values - Different categorization $\square$ Instrumental and extrinsic values $\square$ Personal and professional values $\square$ Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, to jouthy, appreciation, integrity, discipline, justice, solidarily, divility, non-violence	Lecture cum discussion & Role Play	4
Unit 2	Importance of human values  Need and importance of human values  Functions of values  Reflection on individual values  Human values, ethical values and moral values - differences and similarities	Lecture cum discussion, Group discussion & Symposium	4
Unit 3	Role of human values in family and society   Family values   Social standards   Influence of family and society	Lecture cum discussion, Group discussion & Symposium	2
Unit 4	Role of education and human values   Teachers as role model   Development of accountability, appreciation and helping nature   Discipline as a human value   Value education strategies	Lecture cum discussion, case study & symposium	4
Unit 5	Professional Values  Professional values - Professional values - examples Professional values and Value development in nursing Core values at workplace, application in clinical settings and implications	Lecture cum discussion, case study & symposium	4
Unit 6	Values and cross cultural influence   Cultural values   Universal application   Universal declaration of human values and human rights	Lecture cum discussion & Case study	2

Part C						
Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours			
Human values, ethical values and moral values - differences and similarities	Role Play	BL4-Analyze	2			
Role of human values in family and society	Field work	BL4-Analyze	1			
Universal declaration of human values and human rights	Role Play	BL4-Analyze	1			
	Title  Human values, ethical values and moral values - differences and similarities  Role of human values in family and society	Title Indicative-ABCA/PBL/ Experiments/Field work/ Interments/Field work/ Interments/Field work/ Interments/Field work/ Interments/Field work  Human values, ethical values and moral values - differences and similarities  Role of human values in family and society  Field work	Title Indicative-ABCAPBL/ Experiments/Field work/ Internships Human values, ethical values and moral values - differences and similarities Role Play BL4-Analyze Role of human values in family and society Field work BL4-Analyze			

1	Part D(Marks Distribution)							
	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
50	25	0	0	25	13			
			Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			

	Part E					
Books Haidt, J. (2012). The rightnous mind: Why good people are divided by politics and religion. Partitheon Books.						
Articles Diney, T., Goo, J., Hu, Q., & Nam, K. (2009). User behaviour towards protective information technologies: The role of national cultural differences. Information Systems Journal, 1(19), 391–412. https://doi.org/10.1111/j.1365-2575.2007.00289.x.						
References Books Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.						
MOOC Courses https://hptel.ac.in/courses/109104068						
Videos	https://www.youtube.com/watch?v=Wh-U/SLhwgE					

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	-	-	2	-	-	2	-	-	-	1	-	1	-
CO2	1	2	2	-	1	-	1	-	1	-	-	-	-	-	1
CO3	1	2	1	2	-	2	-	-	-	2	-	-	-	1	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Soft Skills	Skills						
Course Code	BNSG 305							
		Part A						
Year	2nd		Credits	L	T	P	С	
tear	210	Credits	1	0	0	1		
Course Type	Theory only	ory only						
Course Category	Discipline Electives							
Pre-Requisite/s			Co-Requisite/s					
Course Outcomes & Bloom's Level	CO1- Identify & perform personal, professional & Social Etiquette(BL2-CO2- Be empowered in Public Speaking(BL3-Apply) CO3- Demonstrate Teamwork in workplace(BL4-Analyze)	Understand)						
Coures Elements	Skill Development X Entrepreneurship X Entrepreneurship X Employability Y Professional Erhois X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG6(Decent work and economic growth)					

	Par	tB	
Modules	Contents	Pedagogy	Hours
Unit 1	Personal Eliquette: Coroning and personal hygiene © 8-by language-Postures & facial expressions © Practicality and respectifulness: Allmeries Prodessional Eliquette: © Heriton petiquette © Workplace eliquette of communication originates. Orange in the Social Eliquette ("2 What is Social Eliquette") with yer social skills important? © Types of social skills © Conversational skills redeelings, listening, interacting © Common countriess: Thank you, Not hank you, Excuse me, May I Social skills of Gefetts Other types: © Lassroom etiquette-respectful and punctual, use of cell phone, engagement in the class © Virtual classroom etiquette © Social media etiquette	Role play , Demonstration & Remonstration	4
Unit 2	Telephone etiquette:  ☐ Introduce yourself first ☐ Clarity of speech ☐ Active listening and take notes ☐ Use appropriate language ☐ Remain cheerful	Role play , Demonstration & Remonstration	2
Unit 3	Presentation Skills:   Introduction   Types of Presentation Skills   Structure   Importance of Presentation skills   Making a Presentation   Delivering a Presentation	Lecture cum discussion & Demonstration	3
Unit 4	Public Speaking:   Elements of Public Speaking   Types of Public Speaking   How do you begin a speech   How do you make your speech good   Factors of Public Speaking	Lecture cum discussion & Demonstration	2
Unit 5	Time management:   Know how to spend time   Set priorities   Using a Planning Tool   Getting Organised/Schedule time appropriately	Role play	2
Unit 6	Motivational skills: □ Forming and Changing Habit □ Gratitude □ Positivity □ Mindfulness	Role Play & Group Discussion	2
Unit 7	Decision making skills: What is Decision making skills The 5 Decision making skills Styles of Decision making How to develop decision making	Role Play & Group Discussion	2
Unit 8	Team work: □ Differentiate team/teamwork □ Examples of team work skills □ Working with different teams □ Build a team in your	Lecture cum discussion & Group Discussion	2

	Par	C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 3	Types of Presentation Skills	Seminar	BL3-Apply	1
Unit 7	Styles of Decision making	Role Play	BL4-Analyze	1

	Part D(Marks Distribution)					
	Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation	
			Practical			
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation	

	Part E
Books	Bonet, D. (2004). The business of listening (3rd ed.). Viva Books.
Articles	https://www.google.com/url?sa=i&source=web&rct=j&opi=89978449&url=https://archives.palarch.rulindex.php/jse/article/download/3412/3400/65738ved=2ahUKEw/SSpXoybWGAXW-7jgGHX_[EKMQFnoECEkQAQ&usg=AOV/aw0eVRS_4JO4]2FOdZ4PQfrt
References Books	Bovee, C. L., Thill, J. V., & Schatzman, B. E. (2010). Business communication today (10th ed.). Prentice Hall.
MOOC Courses	https://www.coursera.org/courses?query=soft%20skills
Videos	https://www.youtube.com/watch?v=i5mYphUoOCs on Public speaking

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	1	-	-		-	-	-
CO2	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-
CO3	-	-	-	-		1	-	-	-	1	-	-	-	-	1
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-		-	-



	Syllabus-2023-2024								
			BSc_N	ursing					
Title of th	e Course	Diabetes care							
Course	e Code	BNSG 305							
			Par	rt A					
Ye	ar	2nd			Credits	L 1	T 0	P 0	C 1
Course	е Туре	Theory only							
Course C	Category	Discipline Electives							
Pre-Req	quisite/s				Co-Requisite/s				
Course 0 & Bloom		CO1- Identify & review the pathophysiology and clinical diagnostic crite CO2- Apply the principles and demonstrate self-management skills to CO3- Analyze the diabetes treatment options such as medication, diet,	achieve diabetes control(BL3-A	pply)	alyze)				
Coures Elements		Skill Development X Entepreneurahip X Employability Professional Entos X Gender X Human Values X Environment X	SDG (Goals)		SDG4(Quality education) SDG8(Decent work and economic growth)				
			Par	t B					
Modules		Contents		Pedagogy					Hours
Unit 1	Introduction □ Introduction to E preventive measures & risk rec	Diabetes as Non communicable disease burden - global & national - Revie fuction measures □ Role of nurse in national programs relevant to Diabet	iew □ Diabetes risk factors, tes prevention, control and care	Lecture cum discusion					2
Unit 2		of Diabetes □ Review - structure & functions involved in key organs rela kidney) □ Relationship between blood glucose and insulin □ Prediabetes nptoms □ Diagnostic Criteria		s Lecture cum discussion & Case study					4
Unit 3	treat diabetes o types, actions,	ife style modifications □ Diet therapy □ Exercise □ Medical therapy o Or side effects and contraindicationsCombination treatment regimen o Med nen, preparation and administration o Recent advances in medication the	fication considerations in elderly	y Lecture cum discussion & Case Study					4
Unit 4 Complications of diabetes Diagnosis and management of   Hypoglycenia   Hyperglycenia   Diabetic ketoacidosis   Macrovascu complications   Diabetic retinopathy   Diabetic nephropathy   Neuropathy   Gestational diabetes in pregnancy			ketoacidosis   Macrovascular oregnancy	Lecture cur	n discussion & Case Study				3
Self-Management — Challenges of living with diabeties — Role of self-care in diabeties management — Self-Management — Challenges of living with diabeties — Role of self-care in diabeties management — Self-Chev self-management ask to attain and maintain diabeties control — Monitoring blood glucose levels — methods to monitor diabeties control and analysis of blood glucose patemns Nutrition interacy — Surfational reasons — Surfational reasons— Toleremnation of body glucose levels — Surfational reasons— Toleremnation of body self-care — Self-care — Self-care — Surfational Research — Toleremnation of body self-care — Self-care			control and analysis of blood  nt = Determination of body  Physical activity = Role of  nt = Types of exercises =  Medication therapy = Lecture  Assessment of	Lecture cur	n discussion, Group Discussion				5

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Diabetes risk factors, preventive measures & risk reduction measures	Role Play	BL3-Apply	1
Unit 3	Diet therapy	Games	BL4-Analyze	2
Unit 5	Role of diabetes educator in diabetes care, education, counseling and management	Role Play	BL3-Apply	1

# Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation Min. External Evaluation		Internal Evaluation	Min. Internal Evaluation			
	Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
1								

# Part E

Books Smith, J. A. (2021). Comprehensive care for diabeles: An integrated approach. Health Press.			
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8793955/		
References Books P. Childs Belinda (2021) Complete Nurse's Guide to Diabetes Care.3rd Edition American Diabetes Association			
MOOC Courses https://abcd.care/understanding-insulin-new-free-massive-open-online-course-mooc-available-healthcare-professionals			
Videos https://www.youtube.com/watch?v=17r-d_J-IER			

#### Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	1	-	-	-	-	-	-	-	1	-	-	-	-
CO2	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-
CO3	-	1	-	-	-	-	-	1	-	-	-	-	-	1	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-			_	_	-	-	-	-	-	-	-	-



BSc Nursing

Title of the Course	Cognitive Behavioural Therapy						
Course Code	BNSG 506						
		Part A					
Year	3rd		Credits	L	T	P	С
1001	Sid		Ciedita	1	0	0	1
Course Type	Theory only						
Course Category	Discipline Electives						
Pre-Requisite/s			Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1. Explain the concept and techniques of CBT(BL1-Remember) CO2. Use techniques to develop a therapeutic alliance based on CBT(E CO3Discuss cognitive conceptualization-automatic thoughts and alter CO4Describe strategies to identify and respond to cognitions including CO5-Formulate thought records and action plans(BL6-Create)	native explanations based on cognitive model	(BL3-Apply)				
Coures Elements	Skill Development X Enterpreneurality X Enterpreneurality X Professional Enter X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

	F	Part B						
Modules	Contents	Pedagogy						
Unit 1	Concepts and Techniques of CBT $\square$ Concept - Definition $\square$ Techniques and applications of CBT $\square$ Factors influencing effective delivery of CBT $\square$ CBT Model $\square$ The therapeutic relationship and setting goals with clients	Lecture and Discussion , Role play & Demonstration	6					
Unit 2	The Cognitive Model $\square$ Three levels of thoughts $\square$ Automatic thoughts - development and tracking $\square$ Designing and implementing experiments to test automatic thoughts $\square$ Biofeedback in CBT	Lecture and Discussion & Case Study	4					
Unit 3	Identifying, Evaluating and Responding to Cognitions   Socratic questioning - Technique of questioning   Behaviour experiments - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.	Lecture and Discussion , Role play & Demonstration	5					
Unit 4	Designing Effective Action Plans and Thought Records  Thought records components  Action plan components  Identifying underlying and new core beliefs and assumptions  Facilitating completion of the action plan and reviewing the action plan at the next session	Lecture and Discussion & Role play	5					

	Part C												
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours									
Unit 2	Automatic thoughts - development and tracking	Case Study	BL3-Apply	2									
Unit 3	Behaviour experiments -Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.	Games	BL4-Analyze	2									
Unit 4	Designing Effective Action Plans and Thought Records	Role Play	BL4-Analyze	2									

Part D(Marks Distribution)

Theory

Total Marks Minimum Passing Marks External Evaluation Min. Internal Evaluation

Practical

Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation

	Part E								
Books	rger, D., & Padesky, C. A. (2015). Mind over mood: Change how you feel by changing the way you think (2nd ed.), Guilford Press.								
Articles	Cognitive-behavioral therapy for management of mental health and stress-related disorders: Recent advances in techniques and technologies - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8489050/								
References Books	ght, J. H., Basco, M. R., & Thase, M. E. (2006). Learning cognitive-behavior therapy: An illustrated guide. American Psychiatric Publishing.								
MOOC Courses	https://cogbtherapy.com/free-online-cbt-workbook								
Videos	CBT - https://www.youtube.com/watch?v=q6aAQgXauQw								

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-			-	1	-	-
CO2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
CO3	1	-	-	-	-	-	-	-	-			-	-	-	-
CO4	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Personality Development										
Course Code	BNSG 507										
		Part A									
Year	3rd		Credits	L	T	P	С				
rear	Sid		Credits	1	0	0	1				
Course Type	Theory only										
Course Category	Discipline Electives	ne Electives									
Pre-Requisite/s			Co-Requisite/s								
Course Outcomes & Bloom's Level	CO1. Describe basic personality traits and personality types & various s CO2: Enumerate personality disorders(BL2-Understand) CO3- Demonstrate skills in identifying personality disorders(BL3-Apply CO4- Utilize knowledge in knowing self and others and improve relation CO5- Provide care to patients with personality disorders by emphasizin	)									
Coures Elements	Skill Development X Enterpreneuralin X Employability X Professional Entire X Gender X Human Values X Environment X	SDG (Goals)	SDC4(Cushiy education) SDG5(Gender equality) SDG5(Decent work and economic growth)								
		Part B									

		Part B	
Modules	Contents	Pedagogy	Hours
Unit 1	Introduction to personality development $\square$ Definitions $\square$ Components of personality $\square$ Importance of personality in achieving goals and success in file $\square$ Factors influencing personality development o Biological factors o Environmental factors $\square$ Nature vs Nurture concept in personality development	Lecture cum discussion & Group Discussion	2
Unit 2	Stages and theories of personality development $\square$ Development of personality from infancy to late adulthood $\square$ Theories of personality development of Psychonalytic theory o Psychosocial theory o Trait and type theories of personality o Humanistic approaches to personality o Learning theories of personality of Personal	Lecture cum discussion, Role Play & Group Discussion	5
Unit 3	Assessment of personality   Types of personalities   Personality changes due to illness   Personality assessment	Lecture cum discussion & Group Discussion	3
Unit 4	Personality and career success  Role of personality and career success  Methods of changing personality traits o Personal growth and self-efficacy  Personality characteristics required for a nurse  Nursing implications of personality	Lecture cum discussion & Group Discussion	5
Unit 5	Personality disorders  Definition  Types  Signs and symptoms  Medical management  Nursing management  Psycho-social therapies	Lecture cum discussion & Group Discussion	5

	Pari	ı.C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Nature vs Nurture concept in personality development	Role Play	BL3-Apply	1
Unit 2	Humanistic approaches to personality	Role Play	BL3-Apply	1
Unit 3	Role of personality and career success	Case Study	BL4-Analyze	2

	Part D(Marks Distribution)													
Theory														
Total Marks	Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation													
			Practical											
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation									

	Part E							
Books	Feist, J., Feist, G. J., & Roberts, TA. (2018). Theories of personality (9th ed.). McGraw-Hill Education.							
Articles Article on Personality Development - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6411068/								
References Books	son, E. H. (1993). Childhood and society (Rev. ed.). W. W. Norton & Company.							
MOOC Courses	ps://www.udemy.com/course/introduction-to-self-development-apply-a-working-plan/							
Videos	ersonality Traits - https://www.youtube.com/watch?v=IB1FVbo8TSs							

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-
CO2	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-
CO3	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-
CO4	-	-	1	-	-	-	-	-	-	-	1	-	-	1	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
coe															



Title of the Course	Addiction Psychiatry									
Course Code	BNSG 508									
		Part A								
Year	3rd		Credits	L	Т	P	С			
1001	Sid		Credits	1	0	0	1			
Course Type	Theory only	ay								
Course Category	Discipline Electives	ne Electives								
Pre-Requisite/s			Co-Requisite/s							
Course Outcomes & Bloom's Level	CO1. Describe the Terminologies. Classification & etiological Factors or CO2: Identify treatment related adverse effects and emergencies and n CO3- Demonstrate skill in managing patients with substance use disorc CO4- Apply nursing process in caring for patients with substance related to CO5- Utilize available support to rehabilitate needy individuals (BLS-EV).	nanage them effectively(BL2-Understand) ders.(BL3-Apply) id disorders.(BL4-Analyze)								
Coures Elements	Skill Development X Entrepreneuralip X Employability X Professoral Entre X Gender X Human Values X Environment X	SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)							

		Part B	
Modules	Contents	Pedagogy	Hours
Unit 1	Substance use disorders, assessment and management — Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. — Classification of Psychoactive Substances are Factors associated with substance related disorders — Psychoactive associated with substance use a Treatment Modalities for Substance. Related Disorders — Multi-Disciplinary Team Approach — Treatment related adverse effects and emergencies — Introduction to technology addiction and its management — Xursing Management of patents with substance used scioners — Rehabilitation issues	Lecture cum discussion, case study & Group Discussion	6

	Part C											
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours								
Unit 1	Disease model of addiction	PBL	BL3-Apply	5								
Unit 1	Treatment Modalities for Substance - Related Disorders - Multi-Disciplinary Team Approach	Industrial Visit	BL4-Analyze	5								
Unit 1	Psychosocial problems associated with substance use	Case Study	BL4-Analyze	4								

	Part D(Marks Distribution)											
	Theory											
Total Marks	Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation											
			Practical									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation							
1												

	Part E						
Books	Galanter, M., & Kleber, H. D. (Eds.). (2015). The American Psychiatric Publishing textbook of substance abuse treatment (5th ed.). American Psychiatric Publishing.						
Articles Addiction medicine and addiction psychiatry in America: Commonalities in the medical treatment of addiction -https://www.ncbi.nlm.nih.gov/pmo/articles/PMC8019277/							
References Books	Koob, G. F., Arends, M. A., & Le Moal, M. (2014). Drugs, addiction, and the brain. Academic Press.						
MOOC Courses	https://www.coursera.org/learn/addiction-treatment						
Videos	Substance Use Disorders and Addiction - https://www.youtube.com/play/list?list=PLV0KZk/VDyoOHC206gzIGv0R_8W21yjEXz						

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1		-		-	1	-	-	-	-	-	-	1	-	-
CO2	-		-		-	-	-	-	-	-	-	-	1	-	-
CO3	1	-	-	-	-	1	-	-	-			-	1	1	-
CO4	-		-		-	1	-	-	-	-	-	-	-	1	-
CO5	1	-	-	-	-	-	-	-	-			-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc\_Nursing

Title of the Course	Developmental psychology											
Course Code	BNSG 607											
	Part A											
Year	3rd		Credits	L	T	P	С					
100			Siculo	1	0	0	1					
Course Type	Theory only	nly										
Course Category	Discipline Electives	a Electives										
Pre-Requisite/s			Co-Requisite/s									
Course Outcomes & Bloom's Level	CO1- Describe child development and special concerns related to the c CO2- Discuss the characteristics, dimensions of development and spec	hild development(BL1-Remember) tial concerns related to child development (Bl	L2-Understand)									
Coures Elements	Skill Development X Entriperseurship X Employability 4 Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDC4(Guelly education) SDG8(Decent work and economic growth)									
		Part B										

	Part B	
Contents	Pedagogy	Hours
Introduction  Definition - Growth and development  Definition - Developmental psychology  Difference between growth and development  Stages of development : Dimensions of growth and development  Stages of development : Pinicipies of development  Characteristics of development  Characteristics of  Development  Develo	Lacture cum discussion & Group discussion	2
Theories related to development  Sigmund Freud Psychosexual development  Erik Erikson Psychosocial development  Piaget theory of cognitive development  Kohlberg's theory of moral development	Lecture cum discussion & Group discussion	2
Prentat development   Term: Prentat development   Stages of prentat development   Principles of hereditary and twins mechanism/Factors defecting the prentated development   Tocoss of listour, Complications unique libeur that affects the transition period   Postnatal period   Complications in postnatal period data affects the transition period   Measures to reduce the risk during prentatil development; process of listour part of deservations and provided prentation of the prov	Lecture cum discussion & Group discussion	3
Infancy — Definition - Newborn and infancy — Normal characteristics of Infancy — Dimensions of growth and development in fancy; o Physical, physiological and motor development of Cognitive development or intellectual development of Emotional development of Social development or Moral or character development of Language development — Special concerns in Infancy — Remedial measures. Prevention and management — Newborn care and its significance — Breastfeeding and wearing and its signifiance — Parenthood — Low birth weight and its development of Consequence — Early Infant simulating programme	Lecture cum discussion & Symposium	2
Early childhood © Definition - Todder and preschooler © Normal characteristics of todder and preschooler © Dimensions of growth and development in todder and preschooler o Physical and motor development o Cognitive development or intellectual development of of Emotoral development o Social development o Moral or character development to Language development or todder and preschooler © Remedial measure. Prevention and management: Lower order basic needs according to Maslow and its significance © Perter thild bonding and its significance of Todder thinking and its significance.	Lecture cum discussion & Panel discussion	2
Middle and late childhood _ Definition - School geing childhood _ Normal characteristics of School geing childhool _ Dimensions of growth and development in middle and late childhood to Physical and motor development to Copyline development or intellectual sevelopment o Emotional development or Social development to Language development on Moral or character development. Special concerns in school gring childhool _ Remedial measure reversion and management. Elled or discipline in moral development. Role of play in the process of development (_ Effect of parental employment in the process of development _ Effect of mass media in the process of development. Parenting shyle and its significance _ School based mental health programme and services □ Teacher student relationship and its significance.	Lecture cum discussion , Rote Play & Panel discussion	2
Adolescence II Definition - Adolescence and puberty: Review o Physiological and hormonal changes o Sexual maturation; primary and secondary characteristics on Psychological impact of puberty II Need for understanding the adolescence II Contact characteristics of adolescence II Misunderstanding about adolescence. Adjustment and adolescence II Dimensions of development in adolescence Cognitive development or intellectual and mental development of Personal development or Social development of Moral development II Special concerns in adolescence II Remedial measure: Prevention and management   Role of peer group or pan in the process of development. If and its relationship in the process of development.	Lecture cum discussion , Role Play & Panel discussion	3
Adulthood $\square$ Definition - Early adulthood and middle adulthood $\square$ Physical changes in adulthood $\square$ Cognitive changes in adulthood $\square$ Personality development in adulthood $\square$ Emotional development in adulthood $\square$ Unique issues in adulthood career, mariage, perentional $\square$ Special concerns in adulthood $\square$ Remedial measure. Prevention and management	Lecture cum discussion , Role Play & Panel discussion	2
Elderly \( \) Definition - Geriatric, Elderly \( \) Theories of elderly \( \) Physiological changes in elderly \( \) Psychosocial changes in elderly \( \) Special concerns in elderly \( \) Remedial measure: Prevention and management \( \) Terminal illness and elderly \( \) Death and dying: Grief, plallative and hospice care.	Lecture cum discussion , Case Study & Panel discussion	2
	Introduction   Definition - Growth and development   Definition - Developmental psychology   Difference between growth and development   Dimensions of growth and development   Stages of Gevelopment   Principles of development   Characteristics of development   Georgian   Geo	Introduction   Definition - Growth and development   Definition - Developmental psychology   Difference between growth and development   Definition - Developmental psychology   Difference between growth and development   Definition   Development   Principles of Genelopment   Princi

	Pan	I C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 6	Role of peer group in the process of development	Role Play	BL3-Apply	1
Unit 8	Social development in adulthood	Role Play	BL4-Analyze	1
Unit 9	Psychosocial changes in elderly	Case Study	BL4-Analyze	1

# Part D(Marks Distribution)

Theory											
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	Practical										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						

# Part E

Books Santrook, J. W. (2020). A topical approach to life-span development (10th ed.). McGraw-Hill Education.								
Articles	Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory. Psychological Bulletin, 138(6), 1085-1108. https://doi.org/10.1037/a0028044							
References Books Siegler, R. S., Saffran, J. R., Eisenberg, N., DeLoache, J., Gershoff, E., & Leaper, C. (2017). How children develop (5th ed.), Worth Publishers.								
MOOC Courses	https://www.mooc-list.com/course/developmental-psychology-journey-growth-within-relationships-edx							
Videos	PSYCHOLOGY of ADOLESCENTS - https://www.youtube.com/watch?v=ZKQXiBS4hKM							

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	1	-	-	-	-	-	-	-	-	-	1	-
CO2	2	-	-	1	-	-	-	-		-	-	-	-	-	1
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
coe															



			Syllabus-202	23-202	4					
			BSc_Nurs	ing						
Title of the C	ourse	Health Economics								
Course Co	de	BNSG 609								
			Part A							
Year		3rd			Credits	L 1	T 0	P 0	C 1	
Course Ty	pe	Theory only			1			· ·		
Course Cate	gory	Discipline Electives								
Pre-Requis	te/s				Co-Requisite/s					
Course Outc & Bloom's L		O1- Explain the meating of economics and health economics, IBL-1-Remember)  20- Elecusa financing system of health acres services in India (IBL-1-Indexstand)  30- Describe the structure of health care industry and characteristics of market for health care services in India (IBL-1-Indexstand)  40- Analyza the concept of cost in tealize runs (IBL-1-India)(ex)								
Coures Elements		Skill Development X Entrepreneurship X Entrepreneurship X Employability X Professional Efficis X Gender X Human Values X Environment X			SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					
			Part B							
Modules		Contents			Pedagogy				Hours	
Unit 1	Introduction to Economics  Normative economics	Definition and meaning   Dimensions of economics Micro and Macro-e	conomics   Positive and	Lecture	cum discussion				2	
Unit 2	of health economics  The	mics  Concept of health economics  Scope of Health economics  Reconomics of health and health care service, health and economic devele  the health care services  Mechanism and sources of health financing in to  to health problems	Lecture cum discussion & Case Study					4		
Unit 3	Cost of Health Care □ Conc cost □ cost benefit analysis	ept of cost, types of costs □ Opportunity cost, total fixed and variable co and cost effectiveness analysis	st, average marginal and sunk	Lecture cum discussion & Case Study					4	
Unit 4	Structure of health care indu	th Care □ Concept of demand, need, supply, input, output, production fu stry □ Characteristics of health care services market □ Demand side an ng demand for medical care □ Factors affecting supply	nction, industry and market □ d supply side □ Factors affecting	Lecture cum discussion & Case Study					4	
Unit 5	Financing of Health Care in outlays, the relative role of s	India □ Financing system and allocation □ Sources of financing of health tate and central government on financing of health care services □ Facti	n care services   Health plans and ors influencing the state's ability to	Lecture	cum discussion & Case Study				6	

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	The economics of health and health care service, health and economic development.	Case Study	BL4-Analyze	2
Unit 3	cost benefit analysis and cost effectiveness analysis	Case Study	BL4-Analyze	2
Unit 5	Health plans and outlays, the relative role of state and central government on financing of health care services	Case Study	BL4-Analyze	2

	Theory											
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation							
			Practical									
Total Marks	Minimum Passing Marks External Evaluation		Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation							

	Part E								
Books	Folland, S., Goodman, A. C., & Stano, M. (2016). The Economics of Health and Health Care (8th ed.). Routledge.								
Articles Health Economics at the Crossroads of Centuries – From the Past to the Future - https://www.ncbi.nlm.nih.gov/pmc/larticles/PMC4899886/									
References Books Morris, S., Devlin, N., Parkin, D., & Spencer, A. (2012). Economic Analysis in Health Care (2nd ed.). Wiley-Blackwell.									
MOOC Courses	https://www.coursera.org/courses?query=health%20economics								
Videos	Introduction to health economics - https://www.youtube.com/watch?v=jZxrVGhhO00								

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	-	1	-	-	-	-	-	-	-	1	-
CO2	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
CO3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	1	-	-	-	-	1	-	-	-	-	-	-	-	-	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



	1										
Title of the Course	Scientific writing skills										
Course Code	BNSG 704										
Part A											
Year	4th		Credits	L	T	P	С				
tear	401		Credits	1	0	0	1				
Course Type	Theory only	ly									
Course Category	Discipline Electives	ne Electives									
Pre-Requisite/s			Co-Requisite/s								
Course Outcomes & Bloom's Level	CO1- Understand the process and basics of scientific writing and publis CO2- Apply the principles in grant writing.(BL3-Apply) CO3- Write scientific manuscript for publication in indexed national/inter	shing.(BL2-Understand) rnational journals.(BL6-Create)									
Coures Elements	Skill Development / Entrepreneurship X Employability V Professional Erhics X Gender X Human Values X Environment X	SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)								

	Pa	art B				
Modules	Contents	Pedagogy				
Unit 1	Basics of good writing   What makes good writing -choice of words, components of sentences and sentence structure, using tenses   Clarity, brevity and fitness - punctuation, paragraphs, logic and organization   Motivation for writing	Lecture cum disscussion , Quiz & writing reports	2			
Unit 2	Basics of writing a scientific manuscript : Definition and types :: Characteristics - deer, simple and impartial : Reading scientific instituture : General Principies - oka right questions o Avoid jargon where possible o	Lecture curn dissoussion , Quiz & writing reports	2			
Unit 3	Writing for conferences and publications: Conferences - Developing conference materials: abstracts, posters and oral presentation of Conference presentation skills: "publications: or Phases for writing-planning, writing and publishing phase of Reporting guidelines - CONSORT. STROBE etc. o Journals - choosing the right type of journal o Publication ethics o Author's responsibility o Editorial process o Plagnisms nether totals	Lecture cum disscussion , Quiz & writing reports	2			
Unit 4	Writing a research paper  General principles Writing an Abstract MRAD format - o Introduction o Methods o Results o And o Discussion	Lecture cum disscussion , Quiz & writing reports	4			
Unit 5	Overview of grant writing  Purposes Funding opportunities Principles Writing a grant proposal	Lecture cum disscussion , Quiz & writing reports	2			

	Part C										
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours							
Unit 2	Writing for conferences and publications	Research Paper Presentation	BL6-Create	10							

	Part D(Marks Distribution)										
	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
			Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						

	Part E				
Books	Hofmann, A. H. (2019). Scientific Writing and Communication: Papers, Proposals, and Presentations (3rd ed.). Oxford University Press.				
Articles HOW TO WRITE A SCIENTIFIC ARTICLE - https://www.ncbi.nim.nih.gov/pmc/articles/PMC3474301/					
References Books	Heard, S. B. (2016). The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career. Princeton University Press.				
MOOC Courses	https://www.my-mooc.com/en/mooc/how-to-write-and-publish-a-scientific-paper/				
Videos	What is Scientific Writing - https://www.youtube.com/watch?v=Twc2S88zuGo				

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-
CO2	-	-	-	-	1	-	1	-	-	-	-	1	1	-	-
CO3	-	-	1	-	-	-	-	-	-	-	-	1	-	-	1
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc Nursing

Title	of the Course	Lactation management								
Co	urse Code	BNSG 705								
				Part A						
	Year	4th			Credits	L	T	P	С	
	Tour	741			o redita		0	0	1	
Co	ourse Type	Theory only								
Cou	rse Category	Discipline Electives	ne Electives							
Pre	-Requisite/s				Co-Requisite/s					
Cour & Bi	se Outcomes loom's Level	CO1- Understand the concept of latetation and anatomy of breast in postpartum woman (IBL-Understand)  CO2. Discuss the hypiology of latetation and composition of breast nit(IBL-1A-pept))  CO3- Discuss the hypiology of latetation and composition of breast nit(IBL-1A-pept))  CO3- Develop competencies in providing quality running care to these women based on nursing process (IBL-4Analyze)  CO4- Educate woman and families sout the latetation problems faced by them and improve in breast feeding (IBL-5E-valuate)								
Coures Elements		Skill Development X Entepreneurship X Entepreneurship X Professional Ethics X Gender X Human Values X Environment X	SDG (Goal		SDG3(Good health and well-being) SDG4(Dealty education) SDG5(Decent work and economic growth)					
				Part B						
Modules		Contents			Pedagogy				Hours	
Unit 1	Anatomy of breast-Review □ Concep	and anatomy of breast		Lecture cum discu	ussion & Anatomical torso				2	

Modules	Contents	Pedagogy	Hours
Unit 1	Anatomy of breast-Review □ Concept and anatomy of breast	Lecture cum discussion & Anatomical torso	2
Unit 2	Physiology of lactation □ Physiology of lactation □ Benefits of breast feeding	Lecture cum discussion & Group discussion	2
Unit 3	□ Quality nursing care to patient for lactating women □ Well balanced diet □ Technique of breast feeding □ Prevention of breast engorgement	Lecture cum discussion & Group discussion	4
Unit 4	Health education on □ Diet during lactation □ Breast care □ Clothing □ Personal hygiene etc.	Lecture cum discussion, Case Study & Group discussion	2

| Modules | Title | Indicative\_ABCA/PBIJ | Experiments/Field work/ | E

	Part D(Marks Distribution)						
Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
			Practical				
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		

	Part F
Books	Lawrence, R. A., & Lawrence, R. M. (2021). Breastfeeding: A Guide for the Medical Profession (9th ed.), Elsevier.
Articles	Effect of Lactation Management Model on Breastfleeding Process After Cesarean: A Prospective Randomized Controlled Study -https://links.pringer.com/article/10.1007/s43032-023-01409-3
References Books	Wambach, K., & Spencer, B. (2020). Breastfeeding and Human Lactation Study Guide (6th ed.). Jones & Bartlett Learning.
MOOC Courses	https://www.moco-list.com/tags/breastfeeding
Videos	Lactation Management Workshop - https://www.youtube.com/watch?v=3v/uJLelFpk

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	P09	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-		-	1	-	-	-	1	-	-	-	-	1
CO2	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-
CO3	1	-	-		-	1	-	-	-	-	-	-	1	-	-
CO4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-		-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



RSc Nursing

Title of the Course	Stress management							
Course Code	BNSG 707	G 707						
		Part A						
Year	4th		Credits	L	Т	P	С	
1001	401		Ciedita	1	0	0	1	
Course Type	Theory only			•	•			
Course Category	Discipline Electives							
Pre-Requisite/s			Co-Requisite/s					
Course Outcomes & Bloom's Level	CO1- Identify the causes of unwanted stress. (BL1-Remember) CO2- Understand how stress works and its effects on human behavior a CO3- Develop techniques to avoid stress affect the personal and profes CO4- Utilize effective stress reduction techniques, (BL4-Analyze) CO5- Develop a Personal Action Plan for Stress Management, (BL5-Ev	and physiology.(BL2-Understand) sional life.(BL3-Apply) aluate)						
Coures Elements	Skill Development X Entrepreneurahip X Employability Y Professional Ethics X Gender X Human Yalus X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

		Part B	
Modules	Contents	Pedagogy	Hours
Unit 1	Introduction $\Box$ Concept of stress, definition $\Box$ Types of stress: positive, negative $\Box$ Various sources of stress: environmental, social, physiological, psychological $\Box$ Types of stressors: internal and external	Lecture cum discussion & Group discussion	3
Unit 2	Stress and its effect on human physiclogy and behaviour : Body's response to stress: Hans Selyés General Adaptation Syndrome : Stress Cycles: Gitters and welfense so; otie : Cognitive appraisal of stressors : Stress symptome: emotional, behavioural, physical : Stress and diseases: cancer, Gastric ubor, Etronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis : Assessing stress levels Holmes: Affaibe. His Change index.	Lecture cum discussion & Group discussion	5
11-3-2	Stress avoidance techniques: Individual difference in resistance to stress; optimien & pessimism: "Strategies of stress prevention& management of Physical methods of stress reduction o Preparing for occupational stress o Care of self: Nutrition & other lifestyle issues o Conflict management of Physical methods of relationship."	Lecture cum discussion, Role play & Group discussion	5
Unit 4	Stress reduction strategies   Utilizing stress reduction techniques   Relaxation techniques:   abdominal breathing   progressive relaxation,   massage   biofeedback   autogenic training-self hypnosis   visualization and mental imagery   Enhance self-esteem   Support groups	Lecture cum discussion, Role play & Group discussion	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Types of stress: positive, negative	Role Play	BL3-Apply	1
Unit 2	Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis	Case Study	BL4-Analyze	1
Unit 3	Strategies of stress prevention & management	Role Play	BL4-Analyze	1
Unit 4	Utilizing stress reduction techniques	Case Study	BL4-Analyze	2

Part D(Marks Distribution)

Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
50							
			Practical				
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		

Part E

Books	Seaward, B. L. (2017). Managing stress: Principles and strategies for health and well-being (9th ed.). Jones & Bartlett Learning.		
Articles Stress Management - https://www.ncbi.nlm.nih.gov/books/NBK513300/			
References Books Greenberg, J. S. (2020). Comprehensive stress management (15th ed.), McGraw-Hill Education.			
MOOC Courses	https://www.mooc-list.com/tags/stress-management		
Videos	Managing Stress -https://www.youtube.com/watch?v=hnpQrMqDoqE		

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DCo Nursina

Title of the Course	Educational Technology / Nursing Education							
Course Code	EDUC 315	315						
		Part A						
Year	3rd		Credits	L	Т	P	С	
1001	Sid		Credits	2	0	1	3	
Course Type	Theory only					•		
Course Category	Discipline Core	scipline Core						
Pre-Requisite/s			Co-Requisite/s					
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, principles, philosophic CO2- comprehend, distinguish and explain various instructional media CO3- apply, demonstrate the principles and steps of guidance and cour CO4- analyze, identify the importance of communication process, interp CO5- describe, explain the effective use of information. Education and to CO6- explain, generate, reconstruct new methods and instructional Mee	and methods in teaching learning process alo iseling. (BL3-Apply) bersonal relationship and human relations. (BI Communication (IEC) for health. (BL5-Evalua	ng with the tools and techniques for assessment of knowledge, skill, -4-Analyze) te)	and attitude.(BL2-Un	derstand)			
Coures Elements	Skill Development X Entrepreneurship X Emplopabilty 4 Professional Ethics 4 Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

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Modules	Contents	Part B Pedagogy	Hours
Unit 1	Introduction and Theoretical Foundations: Education and educational technology   Definition, aims   Approaches and scope of educational technology:   Definition Alexanders   Definition Relationship based education of   Definition of philosophy;   Definition of philosophy;  Definition of philosophy;  Definition of philosophy;  Definitions   Teaching learning process;  Definitions:  Teaching learning as a process   Alexander and extender   Definitions:  Teaching learning as a process   Teaching learning of  Definitions:  Teaching learning of  Definitions   Teaching learning of  Definitions   Definitions:  Teaching learning of  Definitions  Definitions:  Teaching learning of  Definitions  Definitions:  Teaching learning  Definitions  Definitions:  Definitions:  Teaching learning  Definitions  Definitions  Definitions  Definitions:  D	Lecture cum Discussion, Group discussion & Senerio based study	6
Unit 2	Assessment and Planning Assessment of teacher: □ Essential qualities of a teacher □ Teaching styles – Formal authority, demonstrator, featilistic, delegator Assessment of learner □ Types of learners □ Determinants to learning – learning needs, readiness to learn, learning styles □ Today's generation of learners and their skills and attributes □ Emotional intelligence of the learner □ Molvational factors – personal factor, environmental factors and support system Curriculum Horning □ Curriculum General Description of the Components, approaches □ Curriculum development – factors influencing curriculum development, facilitators and barriers □ Wrifting learning uchromate breakvioral objectives □ Basic principles of writing course plan, unit plan and lesson plan	Lecture cum Discussion, Group discussion & Senerio based study	6
Unit 3	Implementation Teaching in Classroom and Skill alb — Teaching Methods □ Classroom management-principles and strategies ⊒ Classroom communication Fediciations and Barriers to classroom communication technology (ICT) = CIT used in education Teaching methods — Features, advantages and disadvantages □ Lecture. Group discussion, microteaching □ Skill lab — simulations. Demonstration for e-demonstration of "Symposium, parel discussion, sensins, scentific workshop, exhibitions □ Florid paly, project □ Demonstration for e-demonstrations is exhibitions □ Florid paly, project □ Demonstration for exhibitions □ Florid paly project □ Demonstration for exhibitions □ Florid paly, project □ Demonstration for exhibitions □ Florid paly paly project □ Demonstration for exhibitions □ Florid paly, project □ Demonstration for exhibitions □ Florid paly, project □ Demonstration for exhibitions □ Florid paly, project □ Demonstration for exhibitions □ Demonstration for exhibition □	Lecture cum Discussion, Group discussion & Senerio based study	8
Unit 4	Teaching in the Clinical Setting — Teaching Methods: Clinical learning environment: E Factors influencing selection of clinical islearning experiences: E Practice model: C Extracelerations of efficient cellical teaching outcomes/principle competencies competencies competencies competencies competencies competencies continued in a Competencies of the Competencies o	Lecture cum Discussion, Group discussion & Senerio based study	3
Unit 5	Educational Tisaching Media: Media use – Purpose, components, principles and steps: Types of media Still visuals o Non projected - drawings & Giagrams, charts, graphs, posters, cartonos, board skives (chickwhite board, stiller board, fills orbard, fills orbard, fills orbard, still pictures photographs, pointed materials-handout, leaflet, brochure, flaye o Projected – film stripes, microscope, power point sides, overhead projector Moviny visuals o Video bearing resources – volectapes & DND, but-ray, USB flast with dire of Motion pictures/films Realia and models o Real objects & Models Audio aid/audio media o Audiotapes/Compact discs o Radio & Tape recorder o Public address system to gligital audio Electroni media/computer learning resources o Computers of Web-based videoconferencing o E-learning, Smart classroom Telecommunication (Distance education) o Cable TV, satellite broadcasting, videoconferencing Telephones – Teletrabitifiserurary in Mobile technology	Lecture cum Discussion, Group discussion & Senerio based study	5
Unit 6	Methods/Strategies : Purposes, scope and principles in selection of assessment methods and types : Barriers to evaluation : Guidelines to develop assessment tests Assessment of knowledge. Elssay type questions, : Short answer questions (SAQ) in Multiple choice questions (MCC – jainle response & multiple response) Assessment of skills: Circlical evaluation. Observation (checklist, rading scales, violations): - Written communication – progress notes, nursing care plans, process recording, written assignments: Verbal communication (oral examination): - Smutation = Opicides Structured (incide Examination (SOSC): Self- evaluation: - Circlical portfolio, clinical logs Assessment of Attitude: - Attitude scales Assessment tests for higher fearning: - interpretely questions, not spot questions, diag and drop and ordered response questions:	Lecture cum Discussion, Group discussion & Senerio based study	5
Unit 7	Guidance/academic advising, counseling and discipline Guidance Definition, objectives, scope, purpose and principles : Roles of academic advisori faculty in guidance Counseling : Difference between guidance and counseling : Distinction, objectives, scope, purpose and step of counseling : Distinction of counseling : Roles of counseling : Graphication of counseling services lissues for counseling in nursing students Discipline and griswance in students : Managing disciplinary/griswance problems – prevertive guidance & counseling : Role of students' griswance redressal cellicomatrie guidance & counseling : Role of students' griswance redressal cellicomatrie guidance & counseling : Role of students' griswance redressal cellicomatrie guidance & counseling : Role of students' griswance redressal cellicomatrie guidance & counseling : Role of students' griswance redressal cellicomatrie guidance & counseling : Role of students' griswance redressal cellicomatrie guidance & counseling : Role of students' griswance redressal cellicomatries.	Lecture cum Discussion, Group discussion & Senerio based study	3
Unit 8	Ethics and Evidence Based Teaching (EBT) in Muraing Education Ethics.—Review _ Definition of terms = Value hased education in muraing = Value development strategies = Ethical decision making = Ethical standards for students = Student-faculty relationship Evidence based education process and its application to nursing education.	Lecture cum Discussion, Group discussion & Senerio based study , Case Study	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Introduction and Theoretical Foundations: Education and educational technology in Definition, aims in Approaches and acope of educational technology in Letter large-proaches to deucation. Or Transformational education on Reliandship based education on Competency based education all philosophy: Definition of philosophy; education all philosophy: Comparison of educational philosophy: Comparison of educational philosophic = Philosophy of unsuits geducation (Feathing access): Educational philosophic = Philosophy of unsuits geducation (Feathing access): Educational philosophic = Philosophy of unsuits geducation (Feathing access and Educational Philosophical Philosophical Philosophy of United Philos	Role Play	BL3-Apply	6
Unit 2	Today's generation of learners and their skills and attributes	Seminar	BL4-Analyze	4
Unit 4	Teaching in the Clinical Setting	Seminar	BL3-Apply	4
Unit 7	Counseling skills/techniques – basics	Role Play	BL4-Analyze	6

Part D(Marks Distribution)

	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
100	50	75	38	25	13						
	Practical										
Total Marks	Total Marks Minimum Passing Marks Ext		Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	0										

Part E

Books	Kumari, N., & PV. (2022). Textbook of Communication & Education Technology, Vol. 2. Elsevier. (2nd ed.).			
Articles	Articles https://www.ncbi.nlm.nih.gov/books/NBK/539864/			
References Books Sharma, S. K., & Sharma, R. (2020 ). Communication & Educational Technology, Elsevier. (2nd ed.).				
MOOC Courses https://www.coursera.org/learn/managing-emotions-uncertainty-stress				
Videos	https://www.youtube.com/watch?v=b0pVs-hLaWw			

Course Articulation Matrix

	Course Articulation I Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	1	2	1	1	2	1	2	1	2
CO2	2	1	1	1	1	2	1	2	1	1	1	1	1	1	1
CO3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
CO4	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CO6	2	2	1	2	1	1	1	1	1	1	2	1	2	1	1



RSc Nursing

	Title of the Course	Health / Nursing Informatics & Technology									
	Course Code	HNIT 145	IT 145								
	Part A										
Year		1st			Credits	L	T	P	;		
	tear	181			Credits	2	0	1 :	s		
	Course Type	Theory only	eory only								
	Course Category	undation core									
	Pre-Requisite/s				Co-Requisite/s						
	Course Outcomes & Bloom's Level	CO1- Develop a basic understanding of computer application in patient care and nursing practice (BL1-Ramenber) CO2- Describe the principale of health information and the use in developing of Bc2-Anderstand) CO2- Demonstrate the use of information system in healthcare for patient care and utilization of nursing data (BL3-Appty) CO2- Demonstrate the use of information system in healthcare for patient care and utilization of nursing data (BL3-Appty) CO2- Analyse the knowledge of information systems in healthcare for patient care and utilization of nursing data (BL3-Appty) CO2- Analyse the knowledge of information systems (patient care and utilization of nursing data (BL3-Appty) CO3- Analyse the knowledge of information and communication technology in public health promotion (BL4-Analyse)									
	Coures Elements	Skill Development X Entrepreneurship X Entrepreneurship X Employability V Professional Eritics V Gender X Human Values X Environment X	G (Goals)	SDG3(Good health and well-being) SDG4(Dustly education) SDG4(Decent work and economic growth)							
	Part B										

		Part B	
Modules	Contents	Pedagogy	Hours
Unit I	Introduction to computer applications for patient care delivery system and nursing practice • Use of computers in teaching, learning, research and nursing practice 25% • Vindows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	Lecture cum discussion, Demonstration & Redemonstration	10
Unit 2	Principles of Health Informatics • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	Lecture cum discussion, Role Play, Demonstration & Redemonstration	4
Unit 3	Information Systems in Healthcare • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information • System (HIS)	Lecture cum discussion, Demonstration & Redemonstration	3
Unit 4	Health Records • Challenges of capturing rich patient histories in a computable Form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	Lecture cum discussion, Demonstration & Redemonstration	4
Unit 5	Patient Safety & Clinical Risk • Relationship between patient safety and informatics • Function and application of the risk management process	Lecture cum discussion, Demonstration & Redemonstration	3
Unit 6	Clinical Knowledge & Decision Making • Role of knowledge management in improving decision-making in both the clinical and policy contexts • Systematized Komenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NCO; • Omaha system.	Lecture curn discussion, Demonstration & Redemonstration, Case Study	3
Unit 7	eHealth: Patients and the Internet • Use of information and communication technology to improve or enable personal and public healthcare • introduction to public health • informatics and role of nurses	Lecture cum discussion, Demonstration & Redemonstration & Case discussion	3
Unit 8	Using Information in Healthcare Management • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care • organizations	Lecture cum Discussion	3
Unit 9	Information Law & Governance in Clinical Practice $\square$ Ethical-legal issues pertaining to healthcare information in contemporary clinical practice $\square$ Ethical-legal issues related to digital health applied to nursing	Lecture cum Discussion, case discussion & Role Play	4
Unit 10	Healthcare Quality & Evidence Based Practice Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	Lecture cum Discussion, case discussion & Role Play	3

	Part C									
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours						
Unit I	Windows, MS office: Word, Excel, Power Point	Experiments	BL2-Understand	2						
Unit 9	Ethical-legal issues pertaining to healthcare information in contemporary clinical practice	Seminar	BL3-Apply	5						
Unit 10	Scientific evidence in improving the quality of healthcare and technical and professional informatics standards	Field work	BL3-Apply	5						

	Part D(Marks Distribution)										
	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
50	25	25	13	25	13						
			Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	0										

Part E								
Books	Kumari, N. (2008). A Textbook of Communication & Educational Technology. Pee. Vee "Strategic Planning for Nurses, Change Management in Health Care Michele V. Sare , Jones & Bartlett. 2011							
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4825491/							
References Books	Bastable, S. B. (2020). Nurse as educator: Principles of teaching and learning for nursing practice (4th ed.). Jones & Bartlett Learning.							
MOOC Courses	https://www.shiksha.com/online-courses/pedagogy-certification							
Videos	https://www.youtube.com/watch?v=MB_yyDerwGs							

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2	2	1	2	2	1	1	1	1	2	2	2	1	1
CO2	2	2	1	2	1	2	2	2	1	1	2	2	1	2	1
CO3	1	1	2	2	2	1	2	2	2	1	1	1	1	1	1
CO4	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
COS	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_



	Syllabus-2023-2024										
			BSc_Nu	rsing							
Title of the	Course	Competency Assessment									
Course C	ode	INTE 415, 420, 425, 430, 435									
	Part A										
			1 2013			L	Т	Р	С		
Year		4th			Credits	0	0	0	0		
Course 1	уре	Embedded theory and field work	added theory and field work								
Course Ca	tegory	Discipline Core									
Pre-Requi	site/s				Co-Requisite/s						
Course Out & Bloom's	Level	CO1-To develop student's proficiency in various nursing skills including particular development of the control	In medical procedures, central I encompassing patient prepara some plaster cast care, and rare, such as performing antent land nursing information (BL3. kills, and Pediatric Neonatal Ir sepiratory care, diagnostic pre talal nursing care, advanced pr ipment, interpretation of critico sostitioning, procedural sedation	ine care, admin tion, preoperatir competence in a pandage applice atal assessment Apply) tensive Care S peration, and co- cocedures such al patient signs a	stration of various treatments, cardiac management, dysrhythmia re- ee checklist checks, and specific preparations, mastering pre-proced- annaging ostomis and underwater seal drainage, expertise in renall tion (BL2 Junderstand) s., assisting in high-risk patient care, providing postnatal routine care, sealishing high-risk patient care, providing postnatal routine care, sealishing high-risk patient care, providing postnatal routine care, sealishing high-risk patients care and properties of the care of the care of the properties of the care o	cognition, interpreta- ural preparations for urologic managem mastering various on and discharge p of medical conditis al line maintenance the Operating Room	ation of clinical signs, r various procedures ent including cathete gynecological proce rocedures, physical lons and surgical inte , chest physiotherap Specialty Skills cow	, and nursing care for s, post-operative care ir insertion and maint dures, managing pat health assessment, r rventions. (BL4-Analy y, feeding managemer er electronic life supp	r specific medical a including immediate tenance, and tients in labor, delivering nursing management lyze) ent, postoperative care sort equipment use, vital		
Modules		Contents	Part	В					Hours		
	G	Contents ient relationship Comfort. Rest & Sleep. Pain and Promoting Safety in Heal	** C F i		Pedagogy						
Unit I		ient relationship Comfort, Rest & Sieep, Pain and Promoting Safety in Heal irge, Mobility and Immobility and Patient education Mobility and Immobility F		,OSCE/OSPE	, Health Education,			16	×0		
Unit II		ng Process, Nutritional needs, Elimination needs& Diagnostic testing ,Elimin Acid –Base Balances, Administration of Medications, Sensory Needs and Cid d dying		s, ,OSCE/OSPE, Health Education,					20		
Unit III	Intravenous therapy, Pre-Operative care : Immediate Post-operative exercise : Pain assessment : Pain Management : Assisting diagnostic procedure and affec care of patients undergoing, Cardiac monitoring, Intradermal injection-Suin allergy testing Application of Opical medication Medicated bath, Samier Mursing, Orthopacito, Operation theater, ENT Ward, Burns   OSCE  480					30					
Unit IV	Taking pediatric history, Physic education, Immunization, Heal	al examination, Pediatric Procedure, Assessment of children, critical & eme th care programs	ergency care, Health	OSC, OSPE,	Growth charts , simulations			20	)0		

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	OSCE/OSPE	Simulation	BL3-Apply	160
Unit II	Clinical wards Teachings	Field work	BL3-Apply	320
Unit III	Clinical Ward Teachings,	Field work	BL3-Apply	480
Unit IV	Clincal Ward Teachings , Postings, Demonstrations	PBL	BL3-Apply	200

Part D(Marks Distribution)

TOTAL MARKS	Millimum Passing Warks	External Evaluation	Will. External Evaluation	internal Evaluation	min. Internal Evaluation				
100	50	25	13						
	Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation				

Part E

Marilyn J. Hockenberry and David Wilson. "Wong's Essentials of Pediatric Nursing" 4th Edition. Elsevier Publishers

https://www.youtube.com/watch?v=eraevg?BiZE

Elizabeh M. Warcarolis. "Manual of Psychiatric Nursing Care Planning: Assessment Guides, Diagnoses, Psychopharmacology." 2nd Edition. Jaypee Publishers

https://www.insogriesourcesimssishe-open-online-course-flexible-competency-development-primary-care-case-study

Decestric Decestry. Assessment of children. Books
Articles
References Books
MOOC Courses Pediatric Procedure, Assessment of children

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	3	2	2	3	3	2	3	2	2	2	2	1	1
CO2	3	2	2	3	2	1	2	2	2	1	1	3	3	2	2
CO3	3	2	3	2	2	2	2	3	2	3	2	2	2	1	2
CO4	3	2	2	2	3	2	3	2	2	3	2	2	1	2	2
CO5	2	2	1	1	2	2	2	2	2	1	2	2	2	2	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Adult Health Nursing-I with Integr. Pathophysiology incl BCLS module							
Course Code	N - AHN (I) 215 [P]	HN (I) 215 [P]						
		Part A						
Year	2nd			Credits	0	T 0	P 7	C 7
Course Type	Embedded theory and lab				l .			'
Course Category	Foundation core	dation core						
Pre-Requisite/s			Co-Requisite/s					
Course Outcomes	CO2- understand the participate with the interdisciplinary healthcare te. CO3- able to demonstrate accountability (professionalism) through ider CO4- analyze & Dano: integratetechnology and information systems to p	17- able to Integrate knowledge from nursing and otherscientific and Humanistic disciplines as it relates to medical/surgical nursing (BL1-Remember) 12- understand the participate with the interdisciplinary healthcare team and assume accountability for providing safe and effective care to the adult population (BL2-Understand) 13- able to demonstrate accountability (provisionalism) through identification of self-learning needs and continued professional development (BL3-Apphy) 14- analyze & integratelechnology and information systems to provide safe, effective care to adult populations with any disease accondition (BL4-Analyze) 15- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 15- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 16- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 16- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 16- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 16- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 16- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate) 16- evaluate verbal non-verbal communication strategies used to communicate with patients and their failings (BL5-Evaluate)						
Coures Elements	Skill Development / Enterpreneurship X Enterpreneurship X Enterpreneurship Y Professional Ethics / Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health a SDG4(Quality educa SDG8(Decent work a	and well-being) tition) and economic growth)				
Part B								
Modules	Conte	nts		Pedagogy			Hours	

Modules	Contents	Pedagogy	Hours	
•	Part C			

	Par	t C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	□ Intraenous therapy o IV canulation o IV maintenance and motiloring o Administration of IV medicationCare of patient with Central line □ Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis. Abdominal paracentesis Management patients with respiratory problems □ Administration of oxygen through mask, nasal prings, ventrul mask □ Pulse oximitry □ Nebrulazation □ Chest physiotherapy □ Postural drainage □ Diet Pharmype of Light Care of patient with chest dividings □ Cleff Pharming or High Probine diet o Diabette det □ Insulin administration □ Monitoring GRBS	Field work	BL4-Analyze	108
Unit 2	Pre-Operative care : Immediate Prot-operative care : Port-operative exercise : Pain assessment : Pain Managament : Assisting disposate procedure and after care or pleanten undergoing or Colonoscopy or ERPO e Endoscopy of Lever Blospy-Nacogatric aspiration : Gastrostomy/Jejunostomy feeds :: Bleostomy/Colostomy care :: Surgical dressing :: Suture removal :: Surgical soak :: Sitz bath :: Care of drain	Field work	BL4-Analyze	108
Unit 3	Cardiac monitoring □ Recording and Interpreting ECG □ Arterial blood gas analysis — Interpretation □ Admissiter cardiac drugs □ Preparation and after care of palenties for cardiac cardiactization □ CPR □ Collection of blood sample for □ Slood grouping/cross matching o Blood sugar o Serum electrolyses □ Assisting with blood transflusion □ Assisting for bone marvo aspiration □ Application of anti-embolism stockings (TED bone) □ Application interfacence of sequential Compression devices	Field work	BL4-Analyze	54
Unit 4	Intradermal injection-Skin allergy testing   Application of topical medication   Medicated bath	Field work	BL4-Analyze	27
Unit 5	Barrier Nursing   Reverse barrier nursing   Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	Field work	BL4-Analyze	27
Unit 6	□ Preparation of patient with Myelogram/CT/MRI □ Assisting with application & removal of POP/Cast □ Preparation, assisting and after care of patient with Skintraction/skeletal traction □ Care of orthotics □ Muscle strengthening exercises □ Crutch walking □ Rehabilitation □ Care of orthotics □ Muscle strengthening exercises □ Crutch walking □ Rehabilitation	Field work	BL4-Analyze	54
Unit 7	Position and draping $\square$ Preparation of operation table $\square$ Set up of trolley with instrument $\square$ Assisting in major and minor operation $\square$ Disinfection and sterilization of equipment $\square$ Scrubbing procedures – Gowning, masking and gloving $\square$ Intra operative monitoring	Field work	BL4-Analyze	108

#### Part D(Marks Distribution) Theory Min. External Evaluation Total Marks Minimum Passing Marks External Evaluation Internal Evaluation Min. Internal Evaluation Practical Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation

Part E							
Books	Brown, D., & Lewis, S. M. (2007). Lewis's medical-surgical nursing: Assessment and management of clinical problems. Elsevier Australia.						
Articles	Sarhadi, Z., Jahantigh, M., & Yaghoubinia, F. (2023). Effect of Self-efficacy-Based Training on Treatment Adherence of Patients with Heart Failure. Medical-Surgical Nursing Journal, 12(3).						
References Books	Brotto, V., & Rafferty, K. (2019). Clinical dosage calculations. Cengage AU.						
MOOC Courses	https://www.my-mooc.com/eimmoot/infection-prevention-in-nursing-homes https://www.my-m						
Videos	https://www.youtube.com/watch?v=XPrTbiVPl6g&list=PL.Ordx7rRsKfVMmaCtsYIMGvpUMWV6-kWw&index=28pp=iAQB						

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	1	-	3	2	2	1	2	2	2	2	1	1
CO2	2	1	2	2	2	2	2	2	2	2	3	3	1	2	1
CO3	2	1	2	1	2	2	3	1	2	3	3	2	1	1	1
CO4	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2
CO5	2	1	2	1	1	1	1	1	1	1	1	1	2	1	2
CO6										_		-			



BSc Nursing

Title of the Course	*Child Health Nursing I					
Course Code	N - CHN (I) 301					
	Part A					
Year	3rd	Credits	L	T	P	С
1001	Sid	Credits	3	0	0	3
Course Type	Theory only					
Course Category	Exceptation core					-

Year	3rd		Credits	L	Т	P	С
i ear	Sid		Credits	3	0	0	3
Course Type	Theory only	ry only					
Course Category	Foundation core	ation core					
Pre-Requisite/s		Co-Requisite/s					
Course Outcomes & Bloom's Level	CO2- observe and interpret changing trends in hospital care.(BL2-Und CO3- apply principles of growth and developmental milestones from bit CO4- identify and illustrate different defects and systematic diseases of	O1- recall internationally accepted rights of the child, National policy and National programmes related to child health and welfare. (BL1-Remember) O2- closerve and interpret changing trends in hospital care. (BL2-Understand) O3- apply principles of growth and developmental milestens from brith to adelescence. (BL3-Apply) O4- identify and illustrate different defects and systematic diseases of child health, (BL4-Analyze) O5- able to prepare a design for layout, and describe standards for management of pediatric unitshospitals (BL5-Evaluate)					
Coures Elements	Skill Development V Entrepreneurship X Employability V Professonal Ethics V Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

		Part B	
Modules	Contents	Pedagogy	Hours
Unit 1	Introduction. Modern concepts of childCare — Historical development of child health — Philosophy and modern concept of child-care — Cultural and religious considerations in child-care — Manional programs and agencies related to welfare services to the children — Internationally accepted rights of the child — Changing trends in hospital care, preventive, promotive and curative aspect of child health — Preventive pediatrics. Concept of Immunization o Immunization programs and cold chian. O Care of under-five and Under-five Clinical/Well-abity clinics of Preventive messures sowards accidents — Child modelly and modern the second control and child which affect response to limit and child which affect response to limit and child which affect responses to limit of the child modern control of the control of the control of the child of the child of the control of the control of the children of the childre	Lecture cum discussion, Demonstration & Redemonstration	10
Unit 2	The Healthy Child $\square$ definition and principles of growth and development. $\square$ factors affecting growth and development and the development from birth to adolescence $\square$ Growth and developmental theories (Freud, Einkson, Jean Plegal, Kolhberg) $\square$ The needs of normal children through the stages of developmental and parental guidance Nutritional needs of children and infants - breast feeding - eaclusive breast feeding $\square$ Supplementarylartificial feeding and wearing $\square$ Baby friendly hospital concept $\square$ Types and value of play and selection of logy material	Lecture cum discussion, Demonstration & Redemonstration	12
Unit 3	Nursing care of recorate ⊂ Appraisal of Needoon ⊂ Nursing care of a normal needoom/searcila needoom care ⊂ Niconatal resuscitation ⊂ Nursing management of common neonatal disorder - Hyperbilinubinemia - Hyperbermia - Hyperbermia - Hyperbermia - Metabolic disorder - Neonatal infections - Neonatal sezures - Respiratory distenses syndrome. Retiropathy of Permaturity ⊂ Organization of neonatal cere unt of Neonatal equipment	Lecture cum discussion, Demonstration & Redemonstration	15
Unit 4	Nursing management in common childhood diseases Respiratory system: ☐ Identification and Nursing management of congenital malformations ☐ Congenital disorders: Trachoeosophageal fistula. Daphragmatic bernia Others: Austre nase-pharygrist, forsilitis, Croup, Bronchilds, Bronchildist, Pretumoria, Asthma Erdocrine system ☐ Juverile Diabetes mellita. Hypo-Othyroidism	Lecture cum discussion, Demonstration & Redemonstration	8
Unit 5	Childhood emergencies $\Box$ Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning $\Box$ PLS (AHA Guidelines)	Lecture cum discussion, Demonstration & Redemonstration	5
Unit 6	Evidence based care of newborn   Basic needs of a normal baby at birth   Immediate care of the normal newborn at the time of birth   Monitoring the baby in the first hour after birth Care of the baby in special situations	Lecture cum discussion, Demonstration	1
Unit 7	Temperature regulation in newborn $\square$ Handicaps of newborn in temperature regulation $\square$ Warm chain $\square$ Assessment of temperature and management of hypothermia $\square$ Hyperthermia	Lecture cum discussion, Demonstration	1
Unit 8	Kangaroo mother care □ KMC - Components and benefits □ Requirements and eligibility □ Procedure	Lecture cum discussion, Demonstration	1
Unit 9	Feeding the newborn $\square$ Breast feeding $\square$ Feeding of low birth weight and sick newborns	Lecture cum discussion, Demonstration	1
Unit 10	Care of sick neonates □ Care of at-risk neonates □ Care of sick neonates	Lecture cum discussion, Demonstration	2
Unit 11	Newborn Resuscitation $\square$ Preparation for resuscitation $\square$ Assessing the need for resuscitation $\square$ Steps of resuscitation $\square$ Follow up care after successful resuscitation	Lecture cum discussion, Demonstration	1
	Common nursing procedures $\square$ Use and maintenance of neonatal equipments $\square$ Common procedures done in newborn $\square$ Preparation of common medications $\square$ Emergency triage assessment and treatment	Lecture cum discussion, Demonstration	2
Unit 13	Infection prevention and control $\square$ Principles of asepsis and universal precautions $\square$ Handwashing Skin preparation for venipuncture and other procedures $\square$ Surveillance $\square$ Safe disposal of hospital waste	Lecture cum discussion, Demonstration	1
	IMNCI - Introduction 🗆 Background and Objectives 🗆 Components and principles 🗆 Rationale for an integrated evidence based syndromic approach to case management	Lecture cum discussion	2
	Steps of case management process $\square$ Assess the young infant/child $\square$ Classify the illness $\square$ Identify treatment $\square$ Treat the young infant/ child $\square$ Counsel the mother $\square$ Provide follow up care	Lecture cum discussion	2
	Assessment of sick young infants $\square$ History taking $\square$ Checking for possible bacterial infection/ jaundice $\square$ Diarrhea $\square$ Feeding problem/ malnutrition $\square$ Immunization status $\square$ Other problems	Lecture cum discussion	2
Unit 17	Assessment of sick children $\square$ History taking $\square$ Checking for general danger signs $\square$ Checking main symptoms $\square$ Checking for malnutrition $\square$ Checking for anaemia $\square$ Assessment of feeding $\square$ Checking immunization $\square$ Assessing other problems	Lecture cum discussion	6
Unit 18	Identification of critical illness in children $\square$ Early signs of critical illness in children $\square$ Early signs of cardiopulmonary arrest $\square$ Assessment of appearance based on AVPU scale	Lecture cum discussion & Demonstration	4
	Medications used in cardiopulmonary arrest $\square$ Indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system	Lecture cum discussion & Demonstration	1
Unit 20	CPR ☐ Steps in carrying out Child CPR Post-cardiac arrest management	Lecture cum discussion & Demonstration	1

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
	Child Health Nursing procedures: Administration of medication: oral, I/M, & I/V Calculation of fluid requirement Application of restraints Assessment of pain in children. o FACES pain rating scale o FLACC scale o Numerical scale	Simulation	BL3-Apply	10 hrs
Unit 1	Under-five Clinics/Well-baby clinics	Industrial Visit	BL4-Analyze	3
Unit 2	Growth and development from birth to adolescence	Industrial Visit	BL4-Analyze	5
Unit 2	Baby friendly hospital concept	Industrial Visit	BL4-Analyze	2
Unit 3	Nursing care of a normal newborn/essential newborn care	Virtual Labs	BL3-Apply	4
Unit 5	Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning	Case Study	BL4-Analyze	6
Unit 6	Immediate care of the normal	Field work	BL3-Apply	1
Unit 7	Assessment of temperature and management of hypothermia	Field work	BL3-Apply	1
Unit 8	Feeding of low birth weight and sick newborns	Field work	BL3-Apply	1
Unit 9	Newborn Resuscitation	Field work	BL3-Apply	2

Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	50	75	38	25	13			
	Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
	0							

Part E

Books	Datta, P. (2009). Title of the Book (2nd ed., Revised). Jaypee Brothers Medical Publishers Pvt. Limited.
Articles Bridging the gap between healthcare sectors: Facilitating the transition from NICU to the municipality and home for families with premature infants	
References Books	Kyle, T., & Carman, S. (2013), Essentials of Pediatric Nursing (2nd ed.). Philadelphia, PA: Wolters Kluwer Health Lippincott Williams.
MOOC Courses	https://www.coursera.org/learm/preventive-healthcare-newborn-baby
Videos	https://www.youtube.com/watch?v=xX1vv/c28R0

Co	urse Articulation	Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	1	3	2	3	2	1	3	2	1	2	3	1	1
CO2	2	3	2	2	3	2	3	3	3	1	3	2	2	3	2
CO3	2	2	3	2	2	3	2	3	2	3	3	3	3	3	3
CO4	1	3	3	3	2	2	2	1	3	2	2	3	2	3	2
CO5	1	1	2	2	1	3	3	1	3	2	3	1	3	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	*Child Health Nursing I						
Course Code	N - CHN (I) 301[P]						
		Part A					
Year	3rd		Credits	L	Т	P	С
Teal	Sid		Cieuts	0	0	3	3
Course Type	Embedded theory and field work			•			
Course Category	Foundation core						
Pre-Requisite/s			Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- observe and interpret changing trends in hospital care.(BL3-Appl CO2- identify and illustrate different defects and systematic diseases of CO3- able to assess treatment modalities including cosmetic surgery an	child health.(BL4-Analyze)	surgical problems/ Disorders(BL5-Evaluate)				
Coures Elements	Skill Development ✓ Entrepreneurship X Entrepreneurship X Employability Gardet X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Duality education) SDG8(Decent work and economic growth)				

Mod	iules	Contents		Pedagogy		н	ours					
	Part C											
Modules		Title		dicative-ABCA/PBL/ periments/Field work/ Internships	Bloom's	Hours						
Unit 1	Calculation of fluid replacement •	examination & assessment of children • Administration of oral, I/M, & I/V. medicine/ fluids • Preparation of different strengths of I/V fluids • Baby bath/sponge bath • Feeding children by Katori others/ parents   Malnutrition   Oral rehydration therapy   Feeding & Weaning   Immunization	Field work		BL3-Apply	96						
Unit 2	Calculation, preparation & administration of the country of the co	stration of I/V fluids • Feeding □ Naso-gastric □ Gastrostomy □ Jejunostomy • Care of surgical val	Field work		BL3-Apply		96					
Unit 3		Health assessment   Developmental assessment   Anthropometric assessment   Nutritional educations OPD/ Immunization room	Field work		BL3-Apply		96					

	Theory													
Total Marks	Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation													
	50													
			Practical											
Total Marks	Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation													
100	50 50 75 38 25 13													

	Part E
Books	Datta, P. (2009). Title of the Book (2nd ed., Revised). Jaypee Brothers Medical Publishers Pvt. Limited.
Articles	https://www.healthychildren.org/English/family-life/power-of-play/Pages/the-power-of-play/Pages/the-power-of-play-how-fun-and-games-help-children-thrive.aspx
References Books	Kyle, T., & Carman, S. (2013). Essentials of Pediatric Nursing (2nd ed.). Philadelphia, PA: Wolters Kluwer Health Lippincott Williams.
MOOC Courses	https://www.coursera.org/specializations/school-health-for-children-and-adolescents
Videos	https://www.youtube.com/watch?v=rX01wVc2BR0

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	3	2	3	2	3	2	3	3	3	2
CO2	2	3	2	2	3	2	3	2	2	2	3	2	2	2	3
CO3	3	3	3	2	3	2	3	2	1	2	1	3	1	2	1
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



little of the Course	Child Health Nursing I&II						
Course Code	N - CHN (II) 301 [P]						
		Part A					
Year	3rd		Credits	L	Т	P	С
100			o conto	0	0	1	1
Course Type	Embedded theory and field work						
Course Category	Foundation core						
Pre-Requisite/s			Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- observe and interpret changing trends in hospital care.(BL1-Rem CO2- apply principles of growth and developmental milestones from birt CO3- identify and illustrate different defects and systematic diseases of	ember) th to adolescence.(BL2-Understand) child health.(BL3-Apply)					
Coures Elements	Skill Development / Entrapreneurality X Employability / Professional Ethics / Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Qualify education) SDG8(Decent work and economic growth)				

		Pall	U				
Mod	ules	Contents		Pedagogy		Ho	ours
		Part	С				
Modules		Title		dicative-ABCA/PBL/ eriments/Field work/ Internships	Bloom	Hours	
Unit 1	Calculation of fluid replacement □ inhalation by different methods □ for common investigations □ Assi	l examination & assessment of children □ Administration of oral, I/M, & I/V medicineffluids □ Preparation of different steregies of I/V fluids 2 Application of restraints □ Administration of QC Badly bathlippone plat □ Feeding I/other by Katori spon, Palladia cup □ Collection of specimens sing with common diagnostic procedures □ feaching mothers! parents o Mainutrition o Oral Yearing o Immunization schedule □ Play therapy	Field work		BL3-Apply	32	
Unit 2		el wash, insertion of suppositories   Care for ostomies: o Colostomy Irrigation o Ureterostomy o nary catheterization & drainage   Feeding o Naso-gastric o Gastrostomy Jejunostomy   Care of ure removal	Field work		BL4-Analyze		20
Unit 3		er □ Care of a child on ventilator, CPAP □ Endotracheal Suction □ Chest Physiotherapy □ on pumps □ Chal Parenteral Nutrition □ Phototherapy □ Monitoring of babies □ Recording & usoitation (PLS)	Field work		BL3-Apply		28

	Theory													
Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation Min. Internal Evaluation														
	50													
			Practical											
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation									
100	50	50	25	50	25									

	Part E					
Books	Robert M. Kliegman, Joseph St. Geme, et al.(2020). "Nelson Textbook of Pediatrics"4th edision. Elsevier Publishers					
Articles	https://www.ncbi.nlm.nih.gov/books/NBK493162/					
References Books Dorothy R. Marlow and Berbera A. Redding, (2017) "Textbook of Pediatric Nursing" 2nd edition. Elsevier Publishers						
MOOC Courses	https://www.mooc.org/#:~text=Massive%20Open%20Online%20Courses%20(MOOCs.quality%20educational%20experiences%20at%20scale.					
Videos	https://www.youtube.com/watch?v=JIP-JFZqGGI					

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1
CO2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
CO3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc Nursing

Title of the Course	Child Health Nursing I&II												
Course Code	N - CHN (II) 301 [T]												
	Part A												
Year	3rd		Credits	L	T	P	С						
rear	Sid		Credits	2	0	0	2						
Course Type	Theory only	y only											
Course Category	vurdation core												
Pre-Requisite/s			Co-Requisite/s										
Course Outcomes & Bloom's Level	CO1- will be able to identify the role of pediatric nurse in various setting CO2- will interpret & relate disorders in Common Communicable disease CO3- are able to categorize the nursing process in the care of ill infants CO4- are able to assess treatment modalities including cosmetic supports. OO5- able to prepare a design for layout and describe standards for ma	es.(BL2-Understand) to pre adolescents in hospital and communit	y.(BL3-Apply) tric surgical problems/ Disorders(BL4-Analyze) valuate)										
Coures Elements	Skill Development 4 Entreprenourship X Employability 4 Professoonal Entre 4 Former 4 Former 4 Former 4 Former 5	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)										

		Part B	
Modules	Contents	Pedagogy	Hours
Unit 1	Cardiovascular system: I dentification and Nursing management of congenital malformations: Congenital heart diseases: Cyanotic and Acyanotic (ASD NOS P.DATOF): Others: Rheumatic fever and Rheumatic heart disease. Congenite cardinal failure: I Hematological conditions: a) Congenital: Hemophila, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgisma and non-hodgism's imphoma Gastro-intesting system:: I dentification and Nursing management of congenital malformations: □ Congenital: Celt lip. Cleft palate, Congenital hypertrophic pyloris stenois, Histoschopring, disease (Megacotin), Anoroccal malformation, Maldabotopicon syndrome, Advantinal wait defects, Hemital: Chiers: Calmortenitris, Darthard, Vornitring, Anoroccal malformation, Maldabotopicon syndrome, Advantinal wait defects, Hemital: Chiers: Calmortenitris, Darthard, Vornitring, and Calmortenitris, Darthard, Vornitris, and Allarometris, New Advantagement of congenital malformations: □ Congenital: Wilms tumor, Estropy of bladder, Hypospadias, Exispadias, Obstructive unopathy: □ Others: Nephrotics syndrome, Acute glomentulonephritis, sensification and Nursing management of congenital malformations: □ Congenital: Spins bifida, Hydrocephalous, b) Others: Meningitis, Encephalitis, Convulsive disorderic (convulsions and solzures), Ceretral pales head in type.	Lecture cum discussion, case study & Demonstration	20
Unit 2	Orthopedic disorders: □ Club foot □ Hip dislocation and □ Fracture Disorder of eye, ear and skin: □ Refractory errors □ Citiss media and □ Alopic dermatitis Communicate diseases in Children, their Identification diagnosis, nursing management in Rospital, in home, control & prevention: □ Tuberculosis □ Diphtheria □ Tetanus □ Pertussis □ Poliomyelitis □ Measles □ Murrpe, and □ Chickenpox □ HiV/AIDS □ Denge fever □ COVID-1.	Lecture curn discussion, case study & Demonstration	10
Unit 3	Management of behavior and social problems in children - Child Guidance clinic - Common behavior disorders in children and management of Leuresia and Enoperies of Neurousness on All biting or Thums sucking o Temper tentrum O Sealingly of Agressiveness o Juvenie delinquency o School phobia o Learning disability □ Psychiatric disorders in children and management o Children os Children of	Lecture cum discussion, case study & Demonstration	10

	Part C										
Modules	Title	Indicative-ABCA/PBL/ Title Experiments/Field work/ Internships									
Unit 1	Cardiovascular system:	Case Study	BL4-Analyze	3							
Unit 2	Orthopedics System	Field work	BL4-Analyze	2							
Unit 3	Child Guidance clinic	Industrial Visit	BL4-Analyze	2							

 Part D (Marks Distribution)

 Theory

 Total Marks
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

 10
 5
 5
 3
 2
 3
 3
 3

 Total Marks
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

 Total Marks
 0
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

	Part E						
Books	Susan Carman and Theresa Kyle. (2019). Essentials of Pediatrics. 12th edition.						
Articles Transforming pediatric health services for children and young people who are ill: a quasi-experimental evaluation							
References Books American Academy of Pediatrics. Handbook of pediatric environmental health. Extra RA, Bask SJ, editors. Elik Grove Villago, IL. Author; 1999. American Academy of Pediatrics. Handbook of pediatric environmental health. Elik Grove Villago, IL. Author; 2005. Committee on Environmental Health.							
MOOC Courses	https://www.coursera.org/courses?queny=pediatrics						
Videos	https://www.youtube.com/watch?v=cracmPo3iYo						

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	1	1	2	2	2	1	1	1
CO2	1	1	1	1	1	1	1	1	2	2	2	2	1	1	1
CO3	1	1	2	1	1	1	1	1	2	2	2	2	1	1	1
CO4	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
000															



	Title of the Course	Introduction to Forensic Nursing & Indian Laws										
	Course Code	N - FORN 320							-			
	Part A											
	Year	3rd			Credits	L	T	P	С			
	tear	Sid			Credits	1	0	0	1			
	Course Type	Theory only					•					
	Course Category	Discipline Core							-			
	Pre-Requisite/s				Co-Requisite/s				-			
	Course Outcomes & Bloom's Level	CO1- Remember forensic nursing as an emerging specialty in healthca CO2- Understand the history and scope of forensic nursing practice(BL CO3- Apply for Identification forensic team, role and responsibilities of CO4- Analyze basic understanding of the Indian judicial system and leg	.2-Understand) forensic nurse in total	care of victim of violence	e and in preservation of evidence(BL3-Apply)							
	Skill Development X Enhopreneurship X Enhopreneurship X Coures Elements Professional Ethics  Gender X Human Values X Environment X		SDG	(Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)							
	·	·		Part B	·							
Modules		Contents		Pedagogy				Hours				

	Part B									
Modules	Contents	Pedagogy	Hours							
Unit 1	Forensic Science   Definition   History   Importance in medical science   Forensic Science Laboratory Violence   Definition   Epidemiology   Source of data Sexual abuse – child and women	Lecture cum discussion  Visit to Regional Forensic Science Laboratory	3							
Unit 2	Forensic Nursing   Definition  History and development  Scope – setting of practice, areas of practice and subspecialties  Ethical issues  Roles and responsibilities of nurse  INC & SNC Acts	Lecture cum discussion	2							
Unit 3	Forensic Team   Members and their roles Comprehensive forensic nursing care of victim and family   Physical aspects   Psychosocial aspects   Caluma' and spiritual aspects   Legal aspects   Assist forensic team in care beyond scope of her practice   Admission and disharapierfeleral/felent of victim of victione   Responsibles of urser as a viliness Evidence preservation – role of nurses   Observation   Recognition Collection   Preservation   Decumentation of Biological and other evidence related to criminal/fraumatic event   Devaraging biological amples for forensic examination   Psical Psica	Lecture cum discussion & Real Case Discussion	7							
Unit 4	Introduction of Indian Constitution Fundamental Rights  Rights of victim  Rights of accused Human Rights Commission	Lecture cum discussion & Real Case Discussion	3							
Unit 5	Sources of laws and law-making powers Overview of Indian Judicial System $\square$ JMFC (Judicial Magistrate First Class) $\square$ District $\square$ State $\square$ Apex Civil and Criminal Case Procedures $\square$ IPC (Indian Penal Code) $\square$ ICPC $\square$ IE Act (Indian Evidence Act) Overview of POSCO Act	Lecture cum discussion & Group Discussion	5							

	Part C										
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours							
Unit 2	Ethical issues in forensic nursing	Seminar	BL3-Apply	5							
Unit 3	Comprehensive forensic nursing care of victim and family	Role Play	BL4-Analyze	7							
Unit 4	Fundamental Rights = Rights of victim = Rights of accused	Role Play	BL4-Analyze	6							

	Theory									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
50	25 25		13	25	13					
			Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
	0									

	Part E						
Books	Hammer, R. M., Moynihan, B., & Pagliaro, E. M. (2017). A Handbook for Practice. Elsevier Publishers						
Articles	Articles https://bylus.com/free-ias-prepfundamental-rights/						
References Books	Books Amar, A., & Sekula, K. (2018). A Practical Guide to Forensic Nursing. Lotus Publishers						
MOOC Courses	https://www.coursera.org/learn/schizophrenia						
Videos	https://www.youtube.com/watch?v=N8uwfkHk9xo						

	Course Articulation Malrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	-	-	2	-	3	2	-	2	-	-	2	3	-	2
CO2	2	3	3	-	-	-	1	2	2	2	-	-	-	1	1
CO3	2	-	1	3	3	2	-	1	-	1	-	-	2	1	1
CO4	1	2	1	-	-	1	2	-	-	1	-	-	1	-	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	*Mental Health Nursing I										
Course Code	N - MHN (I) 305 [P]										
PartA											
Year	3rd		Credits	L 0	T 0	P 1	C 1				
Course Type	Embedded theory and field work	dded theory and field work									
Course Category	jpline Core										
Pre-Requisite/s				Co-Requisite/s							
Course Outcomes & Bloom's Level	C01- Comprehend informationcurrent trends, and theories in historical CO2-Aphy principles of psychiatric nursing in clinical practice, (BL2-UTC) Aphy principles of psychiatric nursing in clinical practice, (BL2-UTC) Aphility of assessment, therapeutic communication and various trends and the strategy of the strategy	nderstand) atment modalities(E.C.T, Behavioral therapie ith psychiatric disorders take decisions to pro-	s. etc)(BL3-Apply)	ursing care individually as well as in teams(BL4	i-Analyze)						
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employaeibilly ✓ Professonal Ethics ✓ Gender X Human Values X Environment X										
		Part B									
Modulos	Conto	nte		Bodagogy			Hours				

	Part	1C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	□ History taking □ Perform mental status examination (MSE) □ Observe/practice Psychometric assessment □ Perform Neurological examination □ Observing and assisting in therapies □ Individual and group psychoeducation □ Mental hygiene practice education □ Family psycho-education	Field work	BL3-Apply	60
Unit 2	History & mental status examination   Observe/practice psychometric assessment   Observe and assist in various therapies   Parental teaching for child with mental deficiency	Field work	BL3-Apply	30
Unit 3	Hatory taking □ Mertal status examination (MSC) □ Neurological examination □ Assisting in psychometricassessment □ Recording therapeutic communication □ Administration of medications □ Assisting the Property (ECT) □ Participating in all therapeutic periang patients for Activities of Daily Living (ADL) □ Conducting admission and discharge counselling □ Counselling and teaching patients and familiary.	Field work	BL3-Apply	120
Unit 4	Conduct home visit and case work $\square$ identifying individuals with mental health problems $\square$ Assisting in organizations of Mental Health camp $\square$ Conducting awareness meetings for mental health a mental iliness $\square$ Counseling and Teaching family members, patients and community $\square$ Observing deaddiction care $\square$ Case work $-1$ $\square$ Observing in report on field visits $\square$ Walts in Visit to deaddiction centre $\square$ Assistance in Section 1.	Field work	BL3-Apply	30

	Part D(Marks Distribution)						
	Theory						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation Min. Internal Evaluation			
			Practical				
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
	0			25	13		

	Part E						
Books	Books Kapoor, B. (2020). Textbook of Psychiatry Nursing (13th ed.). Lotus Publisher:						
Articles https://www.ncbi.nlm.nih.gov/pmc/articlesiPMC7001356/							
References Books Stuart, G. W., & Laraia, M. T. (2018). Principles and Practice of Psychiatric Nursing. Elsevier Publisher .							
MOOC Courses	https://www.coursera.org/learn/mental-health						
Videos	https://www.youtube.com/watch?v=LCG3c8P1Xxo						

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2
CO2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1
CO3	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2
CO4	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



RSc Nursing

Title of the Course	*Mental Health Nursing I								
Course Code	N - MHN (I) 305 [T]	/HN (I) 305 [T]							
	PartA								
Year	3rd		Credits	L	Т	P	С		
1001	Creuis		0	0	3	3			
Course Type	Theory only								
Course Category	Foundation core	undation core							
Pre-Requisite/s			Co-Requisite/s						
Course Outcomes & Bloom's Level	CO2- Apply principles of psychiatric nursing in clinical practice.(BL2-Un CO3- Ability of assessment, therapeutic communication and various tree	CO1- Comprehend informationcurrent trends, and theories in historical development in the field of Mental health. (BL1-Remember) CO2- Apply principles of psychiatric rursing in clinical practice. (BL2-Inderstand) CO3- Ability of assessment, therapeutic communication and various treatment modalities (E.C.T., Behavioral therapies. etc)(BL3-Apply) CO4- Infer and illustrate the psych odynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive rursing care individually as well as in teams(BL4-Analyze) CO5- Evaluate, etclae and infer the prognosis and treatment modalities in mental lighearts, (BL5-Evaluate)  CO5- Evaluate, etclae and infer the prognosis and treatment modalities in mental lighearts, (BL5-Evaluate)							
Coures Elements	Skill Development / Entrepreneuralis X Employability Y Professional Entre / Professional Entre / Comment /	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quelly education) SDG8(Decent work and economic growth)						

	Part B		
Modules	Contents	Pedagogy	Hours
Unit 1	Introduction  Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices: Mental health team   Nature & Soppe of mental health nursing r.Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice  Concepts of normal and abnormal behaviour	Lecture cum Discussion	6
Unit 2	Principles and Concepts of Mental Health Nursing   Definition: mental health nursing and terminology used — Classification of mental disorders: ICDHI, 1986. Georgosylothy manual classification — Review of personality development, defense mechanisms — Eliology bio-psycho-social factors   Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neutronsmission   Principles of Mental health Nursing   Elitos and responsibilities   Practices Standards for Psychiatra Mental Health Nursing (INC) practice standards)   Conceptual models and the role of nurse: © Esistential model o Psychoanalytical models o Behaviouri model o Interprescual model = Preventive psychiatry and rehabilitation	Lecture cum Discussion	10
Unit 3	Mental Health Assessment   History taking   Mental status examination   Mini mental status examination   Neurological examination   Investigations: Related Blood chemistry, EEG, CT & MRI   Psychological tests	Lecture cum Discussion & case studies	6
Unit 4	Therapeutic Communication and Nurse- Patient Relationship   Therapeutic communication: Types, techniques, characteristics and barriers   Therapeutic nurse-patient relationship   Interpressonal relationship   Elements of nurse patient contract,   Review of technique of IPR-A, Dohat window   Therapeutic impasse and its management.	Lecture cum Discussion & case studies	6
Unit 5	Teatment modalities and therapies used in mental disorders   Physical therapies Psychopharmacology, Electro Convolsive therapy C = Psychopharmacology, Electro Convolsive therapy C = Psychopharmacology, Esychopharmacology, Esyc	Lecture cum Discussion & case studies	10
Unit 6	Nursing management of patient with Schizophrenia, and other psycholic disorders. I Prevalence and incidence I Classification I Eclody, psychophranics, clinical manifestation, diagnosic orbitarisformulations Nursing process. Ill Nursing Assessment: History, Physical and merital assessment: Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders. I Gentific considerations and considerations for special psychiations. Follow year home care and rehabilitation	Lecture cum Discussion & case studies	8
Unit 7	Nursing management of patient with mood disorders: Prevalence and incidence \( \) Mood disorders: Bipolar affective disorder, mania depression and dystymina etc. \( \) Eclobory, psyche dynamics, clinical manifestation, diagnosis \( \) Muring / Assessment History, Physical and mental assessment \( \) Treatment modalities and rursing management of patients with mood disorders \( \) Geriatric Considerations for posterior posterior \( \) For the consideration of the open and the consideration for the cons	Lecture cum Discussion & case studies	6
Unit 8	Nursing management of patient with neurotic, stress related and somatisation disorders  Prevalence and incidence  States of the stress of the	Lecture cum Discussion & case studies	8

 Part D(Marks Distribution)

 Theory

 Total Marks
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

 100
 50
 75
 38
 25
 13

 Practical

 Total Marks
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

 0
 Minimum Passing Marks
 External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

	Part E					
Books	Books Kapoor, B. (2022). Textbook of Psychiatry Nursing (13th ed.). Lotus Publishers.					
Articles	Articles https://www.ncbi.nlm.nih.gov/books/NBK/558911/					
References Books Stuart, G. W., & Laraia, M. T. (2019). Principles and Practice of Psychiatric Nursing. Elsevier Publisher.						
MOOC Courses https://www.coursera.org/leam/positive-psychiatry						
Videos	https://www.youtube.com/watch?v=hDroA6eawsE					

							Co	urse Articulation	Matrix						
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2
CO2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1
CO3	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2
CO4	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1



Title of the Course	Mental Health Nursing (I&II)	ntal Health Nursing (I&II)							
Course Code	N - MHN (II) 305 [P]	MHN (II) 305 [P]							
		Part A							
Year	3rd			Credits	L 1	Г	P	С	
164	010			Crodito	0 (	)	2	2	
Course Type	Embedded theory and field work								
Course Category	Foundation core	alion core							
Pre-Requisite/s			Co-Requisite/s						
Course Outcomes & Bloom's Level	CO1- comprehend information current trends, and theories in historical CO2- apply principles of psychiatric nursing in clinical practice, (BL2-30-003-20-003-003-003-003-003-003-003-	ply) atment modalities(E.C.T, Behavioral therapie in mental ill patients.(BL5-Evaluate)	s. etc)(BL4-Analyze)		S-Create)				
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professonal Ethics ✓ Gender X Human Natuse X Environment X								
	Part B								
Modules	Conte	nts		Pedagogy			Hours		

	Par	tC			
Modules	Title		licative-ABCA/PBL/ eriments/Field work/ Internships	Bloom's Level	Hours
Unit 1	History taking □ Mental status examination (MSE)□ Neurological examination □ Assisting in psychometricassessment □ Recording therapeutic communication □ Administration of medications □ Assist Electric Convolvable Therape	Field work		BL4-Analyze	128
Unit 2	Conduct home visit and case work   Identifying individuals with mental health problems   Assisting in organizations of Mental Health camp   Conducting awareness meetings for mental health & mental illness   Counseling and Teaching family members, patients and	Field work		BL4-Analyze	32

	Part D(Marks Distribution)							
	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
	50							
		•	Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	50	50	25	50	25			

	Part E							
Books	Books Kapoor Bimla. (2020) Textbook of psychiatry Nursing, 13th Edition. Jaypee Publishers							
Articles	Articles https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6464748/							
References Books	ks Stuart, G.W. and Laraia, M.T.(2008.)Principles and Practice of Psychiatric Nursing 8 th Edition, India : Elsevier,							
MOOC Courses https://www.careers360.com/courses-certifications/psychiatric-and-mental-health-nursing-courses-brpg								
Videos	https://www.youtube.com/watch?v=K94_xuqw9GE							

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2
CO2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1
CO3	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2
CO4	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO6	-	-	-		-	-	_	-	-	-	-	-	-	-	-



BSc\_Nursing

Title of the Course	Mental Health Nursing (I&II)								
Course Code	N - MHN (II) 305 [T]	HN (II) 305 [T]							
Year	3rd		Credits	L	T	P	С		
1001	Sid		Ciedita	1	0	0	1		
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s			Co-Requisite/s						
Course Outcomes & Bloom's Level	CO1- Comprehend informationcurrent trends, and theories in historical CO2-Apply principles of psychiatric nursing in clinical practice. (BL2-Union) Ability of assessment, therapeutic communication and various ve CO4- Infer and illustrate the psycho dynamics and Assessing patient CO5-Evaluate, relate and infer the prognosis and treatment modalities	derstand) atment modalities(E.C.T, Behavioral therapies th psychiatric disorders take decisions to pro-	s. etc)(BL3-Apply)	-Analyze)					
Coures Elements	Skill Development V Entrepreneurality X Entrepreneurality X Professional Entre V Professional Entre V Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Duality education) SDG8(Decent work and economic growth)						

	Part	В	
Modules	Contents	Pedagogy	Hours
Unit 1	Nursing Management of Patients with Substance Use Disorders   Provalence and Incidence   Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal   Psychodynamicsleiology of substance use disorder (ferminologies: Substance Use, Abuse, Diserance, Dependence, Withdrawal)   Disgrostic criteral/formulations: Nursing Assessment, History (substance history), Physical, mental assessment and drug and drug assay: Treatment (defoutlication, antabuse and narcolat antapont therapy and harm reduction, Brief Interventions, MET, reclusal stills, manhamence therapy) and nursing management of patients with substance use disorders   Special considerations for vulnerable population   Follow-up and home care and rehabilitation.	Lecture cum discussion& Case discussion	6
Unit 2	Nursing Management of Patient with Personality and Sexual Disorders   Provalence and Incidence   Classification of disorders   Etiology, psychopathology, characteristics, diaposes   Towning Assessment History, Physical and mental health assessment   Treatment modalities and nursing management of patients with personality, and sexual disorders   Geriatric considerations   Follow- up and home care and rehabilitation	Lecture cum discussion& Case discussion	6
Unit 3	Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention defin.) peractive disorder, earling disorders, Learning disorder   2 Prevalence and Incidence = Classifications = Etiology, psychopanism, Characteristics, diagnostic orientalistomalations; 2 Mursing Assessment History, Physical, metal status examination and 10 sassessment = Treatment modalities and rursing management of childhood disorders including intellectual disability = 100-buy and home care and rehabilities.	Lecture cum discussion& Case discussion	8
Unit 4	Nursing Management of Organic Brain Disorders (Delirum, Dementia, amnestic disorders) □ Prevalence and incidence □ Classification □ Etology, psychopathogy, clinical flexities, diagnosis and Differential diagnosis ⊆ Maring Assessment—Hatory, Physical, mental and neurological assessment □ Treatment modalities and nursing management of organic brain disorders □ Follow-up and home care and rehabilitation.	Lecture cum discussion& Case discussion	5
Unit 5	Psychiatric Emergencies and Crisis Intervention: Types of psychiatric emergencies (attempted suicide, volence/ aggression, supor, delirum tremems and other psychiatric emergencies) and their managements! Alladaptive behaviour of individual and groups, stress, crisis and disaster(e): Types of crisis: Crisis intervention: Principles, Techniques and Process - Stress reduction interventions are per tresses adaptation model: Coping enhancement: Techniques of connecting the controlled of the control	Lecture cum discussion& Case discussion	6
Unit 6	Legal Issues in Mental Health Nursing □ Overview of Indian Lunary, Act and The Mental Health Act 1987 □ (Protection of Children from Sexual Officnos) DSCOS Act □ Mental Health Care Act (HAC) 2017 □ (Bigst of mental)   elitoria □ □ Consist positivation and unising □ Acts related to narcolic and psychotropic substances and lifegal drug trafficking □ Admission and discharge procedures as per MeCA 2017 □ Robe and responsibilities of runses in implementing HACA 2017 □ Robe and runses and runs	Lecture cum discussion& Case discussion	4
Unit 7	Community Mental Health Nursing  Development of Community Mental Health Services:  National Mental Health Projage  Mental Health Services  National Mental Health Projage  Institutionalization versus Densitutionalization  Model of Preventive psychiatry  Mental Health Services available at the primary, secondary, terrilary levels funding rehabilitation and runser responsibilities: Mental Health Agencies: Covernment and voluntary, National and International  Mental health Agencies: Covernment and voluntary, National and International  Mental health nursing issues for special populations:  Children, Adolescence, Women Elderly, Victims of vidence and abuse, Handacappet (HVAIDS) and  National  Mental Health Nursing  National Menta	Lecture cum discussion& Case discussion	5

	Part	С		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	MODEL REGARDING M R STIGMA	PBL	BL3-Apply	10

Part D(Marks Distribution)
Theory
Min. External Evaluation External Evaluation Internal Evaluation Min. Internal Evaluation Total Marks Minimum Passing Marks 75 25 12 Practical Min. External Evaluation Internal Evaluation Min. Internal Evaluation Total Marks Minimum Passing Marks External Evaluation

# Part E Books Kapoor Blimia (2018). Text book of psychiatry Nursing .13th Edition. Articles https://www.ncbi.nin.mih.gov/pmc/larticles/PMC4023517/ References Books Margaret Jordan Halter (2019) Varcarolis Foundations of Psychiatric-Mental Health Nursing: A Clinical Approach. 3rd Edition. MOOC Courses https://www.mooc-list.com/lags/mental-health Videos https://www.youtube.com/watch?v=Uaxsm/2aYnl

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	P05	P06	P07	P08	P09	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	1	1	1	2	1	1	2	2	1	1	2
CO2	1	-	1	1	2	-	-	2	1	1	1	1	1	1	1
CO3	1	1	1	2	1	-	-	1	1	1	1	2	1	1	2
CO4	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO5	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



								Sy	llabus-	2023-2024	ı							
									BSc_N	lursing								
	Title of the 0	Course		Community Heal	Ith Nursing II													
	Course C	ode		N -COMH (II) 40	11 [P]													
									Pa	rt A								
	Year			4th								Credit	s	L	1	Т	Р	С
	Course T	ivno		Embedded theo	ny and field work	,					0 0 2					2	2	
	Course Cat			Foundation core	•	`												
	Pre-Requi			Foundation core	,							Co-Requir	site/s					
	Course Out	comes		CO1- understan	d the community	y health problems	and holistic care, c	ompetent nursing car	re and exter	nded role of nur	Co-Requisite/s nurses in community health centers. (BL3-Apply)							
	Coures Ele			Skill Developme Entrepreneurshi Employability ✓	ofessonal Ethics ✓ SDG (Goals) nder X man Values X				s occurring and	ng and students can argue and debate on that and can evaluate it (BL4-Analyze)  SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)								
									Pa	rt B								
Module	es				Cont	tents			, u				Pedagog	у				Hours
Unit 1	Ba Cli	sics of good	writing   What n	akes good writing - tuation, paragraph:	-choice of words s, logic and orga	s, components of s	entences and sente	ence structure, using	tenses 🗆	Lecture cum di	isscussion , C	Quiz & writing reports						2
				,, ,,	, , ,				Pa	10								
	Modules				Title				ii C	Indicative-ABCA/PBL/ Experiments/Field work/ Internships				Bloom's Level		Hours		
Urban Postings			nutritional) of a	tenatal, intrapartur	ng, management and referral of clients with common conditional emergencies: — Assessment (physical & management), postabal and newborn — Common conditional emergencies: — Assessment (physical & management), postabal emergencies: — Semby planning contention of the property contraceptives— condoms, OEPs, emergency of the property contraceptives—condoms, OEPs, emergency							BL3-App	oly		96 hrs			
Rural Postings			nutritional) of a	ntenatal, intrapartur	m, postnatal and	i newborn   Cond	uction of normal de	ergencies  Assessr livery at health center eptives – condoms, C	r   Newbor	n care 🗆	Field work				BL3-App	bly		96 hrs
			I					Par	rt D(Marks	s Distribution	)							l
						1		1	The				1			1		
Total Ma			Minimum F	assing Marks			External Evaluatio	n		Min. Ext	ernal Evalua	ation	Interna	l Evaluation			Min. Internal Evalu	ation
	5	0																
						1			Prac				1					
Total Ma			Minimum F	assing Marks			External Evaluatio		_	Min. Ext	ernal Evalua	ation		l Evaluation			Min. Internal Evalu	ation
100	5	0				75		3	18				25			13		
									Pa	rt F								
	Books	3		KK Gulani. (202	0) Principals and	d practices commu	unity health nursing,	Community Health N			e Publishers							
	Article						Nurse Preceptor R			-								
	References	Books		Keshav shwarnk	ar (2020). Comn	nunity Health Nun	sing,2nd Edition. Lo	tus Publishers										
	MOOC Cor	ırses		https://www.mph	nonline.org/free-o	online-public-healt	h-courses/											
	Video	5		https://www.yout	tube.com/watch?	v=jQ5zcVRXkVE												
COs	PO1	PO2	P03	P04	l.	P05	P06	PO7	PO8	ulation Matrix PO9		PO10	P011 I	PO12	PSO1		PSO2	PSO3
CO1	2	3	2	2	3		1	1	2	2		2	3 :		3		1	2
CO2	3	2	2	3	3		2	2	3	3		3	2		1		2	3
CO2		-	-	3		-	-	*		3		1	-		+'-		-	-
CO3	-	-	-	-		-	-	-	-	-  -		-	-	•	+		-	-
CO4 CO5	-	-		-		-	-	-	-			1	-	•	+-		1-	-
CO5	-	-	-	-		-	-	-	-	-  -		-	-	•	+		-	-
UU6	-	1-	-	-	-	-	-	-	1-	-		1-	-	•	-		-	-



#### BSc Nursing

Title of the Course	Community Health Nursing II
Course Code	N -COMH (II) 401 [T]

		Part A						
Year	4th		Credits	L	Т	P	C	
real	401		Ciedits	0	0	3	3	
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s			Co-Requisite/s					
Course Outcomes & Bloom's Level	CO2- understand the community health problems and holistic care, cc CO3- demonstrate and show in the community about the self-examina CO4- evaluate the problem in the community by questioning and beha	- define community and community health nursing also interpreting the scope of community health and community health nursing. (BL.1-Remember)  - understand the community health problems and holistic care, competent nursing care and extended role of nurses in community health centers. (BL2-Understand)  - demonstrates and show in the community about the self-examination, hand hygine and related to the mensitual hygine and related to the soft of the standard of						
Coures Elements	Skill Development V Entrepreneurship V Entrepreneurship V Employability V Professional Ethics V Gender V Human Values V Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Guality education) SDG4(Guality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)					

Modules	Contents	Part B Pedagogy	Hours
Modules	Contents  Management of common conditions and emergencies including first aid   Standing orders: Definition uses Screening diagnosing/	redagogy	Hours
Unit 1	isternification, primary care and referral of Gastrionitestinal System a Abdominat pair o Nausea and somiting a Darriha a Constitution of Jaundios of Dilederign a Abdominal distension o Dyspraja and dyspegible of Abdomina of Abdomina of Abdomina of Abdomination of Abdom	Lecture cum Discussion, Demonstration, role play & Field Visit	10
Unit 2	Reproductive, maternal, neuborn, child and adolescent Health (Review from OBG Nursing and application in community setting) □ Prevent situation of reproductive, maternal and child health in ricial Antental care □ Objectives, antentalal visits and examination, nutrition during pregnancy, counseling □ Calcium and ricon supplementation in pregnancy □ Antennatic care at health centre level □ Birth preparentees □ High risk approach ─ Screeninglearly identification and impring management of complications — Antepartum hemorrhage, pre-eclampois, sclampias, Anemia, Gestational diabeles mellitas, Hypothyroidism, Syphilis □ Referral, follow up and maintenance of ractions and report that matell care □ Normal laboul ─ process, conset, diasge of bloom □ Montioning and active and constructions of the process of the pro	Lecture cum Discussion, Demonstration, role play & Field Visit	20
Unit 3	Demography, Surveillance and Interpretation of Data Demography and vital statistics — demographic cycle, world oppolation transfer under statistics of Sex ratio and shift sex ratio in India, the causes and social implications — Sources of Vital statistics — Census, registration of vital events, sample registration system — Morbidity and mortality indicators — Definition, calculation and interpretation — Surveillance, hiterplaned diseases surveillance project (ISSP)—(Organization of IDSP). Flow of information and mother and child tracking system (MoTS) in India — Collection, analysis, interpretation, use of data — Review. Common sampling techniques — andom and normandom techniques — Disaggregation of data	Lecture cum Discussion, Demonstration, role play & Field Visit	5
Unit 4	Population and its Centrici - Population Explosion and its impact on Social. Economic development of individual, society and country - Population Control - Women Empowerment: Social, Economic and Educational Development — Limiting Family Size. Promotion of small family norm. Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.). Terminal Methods ("Udectorm," Necestormy) ⊆ Emergency Contraception — Courseling in reproductive, sexual health including problems of adolescents ⊆ Medical Termination of pregnancy and MTP Act. ≅ National Population Stabilization Funds/SK (Jansankhya Shirata Kosh) ⊆ Family planning 2020 ∈ Maksional Family Methor Program ⊆ Role of a rurse in Family Wetter Program.	Lecture cum Discussion, Demonstration, role play & Field Visit	6
Unit 5	Occupational Health - Occupational health hazards - Occupational diseases - ESI Act National/ State Occupational Health Programs - Role of a nurse in occupational health services - Screening, diagnosing, management and referral of clients with occupational health problems	Lecture cum Discussion, Demonstration, role play & Field Visit	5
Unit 6	Gerlatin: Health Care   Health problems of older adults:   Management of common gerlatin allments: counseling, supportive treatment of older adults:   Organization of gerlatin feelings services:   New York of the Care   Health problems of older adults:   Role of a community health nurse in gerlatin feeling the care   Role of the Care	Lecture cum Discussion, Demonstration, role play , case study & Field Visit	6
Unit 7	Mental Health Disorders □ Screening, management, prevention and referral for mental health disorders □ Review c Depression, araskly, acute psychosis, Schizopheria o Dementia o Suicide a Alcohol and substance abuse o Drug deaddiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act □ Role of a community health nurse in screening, instation of televations and rollowing of mentally till clerits.	Lecture cum Discussion, Demonstration, role play & Field Visit	6
Unit 8	Health Management Information System (HMIS) Introduction to health management system: data elements, recording and reporting formats, data qualify issues = Review o Basic Demography and vital statistics o Sources of valid statistics or Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data   Analysis of data for community needs assessment and preparation of health action plant.	Lecture cum Discussion, Demonstration, role play & Field Visit	4
Unit 9	Management of delivery of community health services: □ Planning, budgeting and material management of CHC, PHC, SCHMIC □ Manpower planning see priPMS tandards. Brusta: Organization, staffing, and material management of rural health services provided by Government at village, SCHMIC, PHC, CHC, hospitals – distinct, state and central □ Urbarn Organization, staffing, and functions of urban health services provided by Government at alums, dispersaries, special clinics, municipal and corporate hospitals □ Defense services □ Institutional services □ Other systems of medicine and health: Indian system of medicine, AVUSH clinics, Alternative health care system referral systems, indigenous health services.	Lecture cum Discussion	12
Unit 10	Leadership, Supervision and Monitoring — Inderstanding work responsibilities/bd description of DPHN, Health Vailarc, PHN, MPHW (Fernale), Mithigropes health Worker (Male) A.Wive and ASR14—Roles and responsibilities of Mid-Level Health Care Providers (MLHPP). Village Health Saintation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities of Health team management. Preview: Leadership is supervision. Committees (VHSNC): objectives, composition and roles & responsibilities of Health team management. Preview: Leadership is supervision and roles & responsibilities of Health team of Health (New York (N	Lecture cum Discussion, role play & Field Visit	15
Unit 11	Disaster Management — Disaster types and magnitude — Disaster preparedness — Emergency preparedness — Common problems during disasters and methods to occorone — Basic disaster supplies kit — Disaster response including emergency relief measures and Life saving techniques Use disaster management module	Lecture cum Discussion, Mock Drill , Role Play	6
Unit 12	Bio-Medical Waste Management   Waste collection, segregation, transportation and management in the community   Waste management in health center/clinics   Bio-medical waste management guidelines – 2016, 2018 (Review)	Lecture cum discussion & Demonstration	3
Unit 14	Health Agencies International: WHO, UNEPA, WIDP. World Bank, FAO, UNICEE: European Commission, Red Cross, USAID, UNISSCO, ILO, CAR, CIDA, JHIPEGO, any other: National Indian Red Cross, Indian Council for Child Welfers. Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other Columbra Health Association of India, and Child March Association of India, Child March Association of India, and Child March Associ	Lecture cum discussion & Field Visit	3

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Management of common conditions and emergencies including first aid	Role Play	BL4-Analyze	1
Unit 2	Common health problems and risk factors in adolescent girls and boys	Field work	BL4-Analyze	2
Unit 3	Population Explosion and its impact on Social, Economic development of individual, society and country	Field work	BL4-Analyze	2
Unit 5	Management of common geriatric ailments: counseling, supportive treatment of older adults	Field work	BL4-Analyze	3
Unit 7	Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	Field work	BL4-Analyze	2
Unit 9	Disaster Management	Field work	BL4-Analyze	2

Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	50	75	38	25	13			
	Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
	0							

Part	Ε

i de la companya de	Pall E					
Books	Books Nies, M. A., & McEven, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.).					
Articles Creation of an Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project						
References Books DeMarco, R. F., Healey-Walsh, J., & Harkness, G. A. (2020); Chicago / Turabian						
MOOC Courses https://hortm.in/content/?id=13#.~text=Certificate%20course%20in%20comrunity%20health%20[CCCH]%20for%20primary%20health%20care.Eligibility%3A%208h%20or%2010th%20pass.						
Vid	Community to the little to the first of the community of					

Course Articulation Matrix

	Coulse Atticulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	3	2	3	1	3	3	2	2	1	2	2	2	2
CO2	3	2	3	3	2	3	2	2	1	2	2	2	3	2	3
CO3	2	3	2	2	2	3	2	2	3	3	3	2	3	2	2
CO4	2	3	2	2	2	2	2	2	2	2	3	3	3	3	2
CO5	1	3	2	2	2	1	1	2	2	1	1	3	1	2	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc Nursing

Title of the Course	Community Health Nursing I incl Env. Sc. & Epidemiology									
Course Code	N- COMH (I) 310 [T]	:OMH (I) 310 [T]								
PartA										
Year	3rd		Credits	L	Т	P	С			
Teal	Sid		Credits	5	0	0	5			
Course Type	Theory only	ny only								
Course Category	Foundation core	ndelion core								
Pre-Requisite/s		Co-Requisite/s								
Course Outcomes & Bloom's Level	CO1- define community and community health nursing also interpreting CO2- understand the community health problems and holistic care, CO3- demonstrate and show in the community about the self-examination of the valuater the problem in the community by questioning and beginning and beginning and beginning the problem the community and assess the problem the CO3- detect the problems in the community and assess the problem the	npetent nursing care and extended role of nu on, hand hygiene and related to the menstrua of that students able to analyze the problem	rses in community health centers. (BL2-Understand) all hygiene and care of a pregnant mother, new born baby and geriatr regarding health issues. (BL4-Analyze)							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professonal Ettics ✓ Gender ✓ Human Values ✓ Frovioroment ✓	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG4(Quality education) SDG4(Abrodable and dean energy) SDG5(Abrodable and dean energy) SDG5(Blocent work and economic growth) SDG10(Reduced inequalities)							

More 2 International Confession of American Confession and Confession Confession and Confession Confession and Confession Confession Confession and Confession Confession Confession and Confession Co		Environment ✓				
Section Community Indian Community Indian Community Indian Natural Community Indian Communi				Part B		
Community from the Community fro	Modules	Contents			Pedagogy	Hours
so would not forling yearlier. Christ count of heather feel feel wheth CCH and 1911 - 1988 N. MASS M. S. G. G. C. T. House of Community Patrice of Community	Unit 1	Introduction $\square$ Definition, concept & mp; scope of community Health and community Health Nursing $\square$ Historical Community health Community health Nursing Pre Independence - Post Independence	development of	Lecture cum discus	sion	4
management floating accommission and moderney — Appulante Branch Operations or until health of commonly health or many and administration of the control of	Unit 2	on health and family welfare, Central council for health and family welfare (CCH and FW)   NRHM, NUHM, MDG.	ees and commissions , SDG □ National	Lecture discussion	& Panel discussion	6
that a variety process is before the process of the photocology of all each one of the photocology of the photocology of the sector of the photocology of the sector of the photocology of the sector of the photocology of the photocology of the sector of the photocology of the pho	Unit 3	management including supervision and monitoring: A yushman BharsthRural: Organization, staffingand function services provided by government at: -Ullage-Sub center - Primary health centre: Connoculis - Health and Wellers Community health centre / subdivisional - Hopotatis - Distinct, State & amp; Centre: _ Uhsar: Organization, staffingand health services provided by government at: - Sums—Dispensaries - Malential and child healthness: - Special Clinical Health services - Special	is of rural health ss centre - and functions of urban nics - Hospitals- n o Vital statistics o Balsuraksha	Lecture cum discus	ision, Case Study, & Panel discussion	15
Clapproping damp. Treatment skills using SCPA: A Assessment of self and family Monitoring growth and development. Mile stones and feetiles Writing gips of vitroring signs of vitroring from the programme of the programme o	Unit 4	theories and Nursing process 6 Epidemiological approach o Problem solving approach o Evidence based approac people to carefor hemselves: Concepts of Permany Heath Care. 6 Equitable distribution o Community Participal Permany Heath Care of Equitable distribution of Community Participal Family health services o Information for Education of Communication (ECI) o Managemen et information (MIS) o Maint Aamy Reports of Training and supervision of o various categories of healthworkers: Information for Mission of Management (Application	ch o Empowering ion o Focus on resing personnel in o enance of Records to Environmental ments School Health tetand evaluation	Lecture cum discus	ssion, Case Study, & Panel discussion	25
Tuberculosis(RNTCP) = National Anti-Malaria Programme : National Eflaria control programme or National Aprogramme : National Expression = Stational Society programme : Stational Society programme : National programme in National Expressional Stational Programme in National Stational Stational Stational Programme in Control (Programme in National Stational Stationa	Unit 5	Diagnosing &amp. Treatment skills using SOP's A. Assessment of self and familyMonitoring growth and develc Weight measurement Social development - Temperature and Blood pressurementoring Mentantual cycle Breas and testicles - Warning signs of variousdiseases - Tests: Unite for signs and adabtumin, blood supar 8. Seek health richectup - Immuration - Counseling - Diagnosis - Testement - Follow up C. Maintenance of Health Recordsfor - Confine medical case and follow up in community for various diseases and disabilities E. Carryout therapeatic prescribed required for self and femily — Dug Waste Management - Coefficien and disposal of weight of the self-waste of the se	opment - Mile stones - it self examination services for - Routine elf and family D. occeduresas d community G.	Lecture cum discus	ssion, Case Study, & Panel discussion	15
USAID_UNESCO_Colombo Plan, ILLO_CARE etc.: National -Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI). Tubertucious Association of India, Hindu Indian Council for child welfare Board, All India Council for child welfare Planning Association of India, Hindu Indian Council for child welfare. Family Flanning Association of India, Hindu Indian Council for child welfare, Family Flanning Association of India, Hindu Indian Council for child welfare. Family Flanning Association of India, Hindu Indian Council for child welfare Board, All India Women#8/05 conference, Bind Association of India etc. programme welfare sortice: Insertion of IDD ⊂ Counsel and the Women#8/05 conference, Bind Association of India etc. programme welfare sortice: Insertion of IDD ⊂ Counsel and the each Individual, England and administrative records. Universely the programme in the P	Unit 6	Tuberculosis(RNTCP) : National Anti- Malaria Programme : National Flaria control programme : National Andis National Flaria control programme : National Andis National Europe registration programme : National Andis National Europe registration programme in Control programme : 150 norticol programme programme in Control Distriction in Control	ea worm eradication amme   National ation   National water supply and Pulse Polio	Lecture cum discus	ssion, Case Study, & Panel discussion	20
frequency of disease — Alm & uses of epidemiology — Epidemiological models of causation of disease — transmission. Direct, indirect and chain of infection — Time trends or fluctuations in disease occurrence — Epidemiological approaches. Descriptive, analytical and experimental — Principles of control measures/levels of prevention of disease — User d	Unit 7	USAID_UNESCO, Colombo Plan, ILO, CARE etc. □ National - Indian Red Cross, Indian Council for child welfare, Association of India (PPAI), Inberencial Association of India, Hindu Kushtilvaran Sangh, Central Social Welfare Association of India (PPAI), Inberencial Social Welfare (India etc.) + India (PPAI), Proprietal Social Welfare (India etc.) + India (PPAI), Inberencial Color (India (PPAI), Inberencial Color (India (PPAI), Inberencial Color (India (PPAI), Inberencial), India (PPAI), Inberencial Association of India (PPAI)	Family Planning Board, All India World Bank, FAO, ational - Indian Red dia, Hindu a etc.programme • s □ Provide family , hypertension, and calculate Vital	Lecture cum discur	ssion & Panel discussion	5
dealt under the following headlines) □ Epidemiology of the following vector born diseases □ Prevention & control missures □ Screening, and diagnosing the following conditions, primary management, referral and follow up o Malaria o Filiant or Stale-zaz o Japanese encephalitis o Dengue o Chickungunya 2. Communicable diseases (Erevention & Control measures □ Screening, the following headlines) □ Epidemiology of the following infectious diseases (Prevention & Control measures □ Screening,	Unit 8	frequency of disease : Aims & uses of epidemiology = Epidemiological models of causation of disease : Concept transmission: Modes of transmission: Direct, indirect and chain of infection : Time trends or fluctuations in dise Epidemiological approaches: Descriptive, analytical and experimental = Principles of control measures/levels of practice investigation of an epidemior of communicable disease : Use of basic epidemiological tools to make community.	ots of disease ase occurrence  revention of disease	Lecture cum discus	ssion & Panel discussion	10
diagnosing the following conditions, primary management, referral and follow up o Leprosy of Tuberculosis ol Vaccine preventables diseases — Dipththena, whooping cough, teatura, specialises of Enterior Review of Varia Repatits o	Unit 9	dealt under the following headlines) : Epidemiology of the following vector born diseases : Prevention & control Screening, and diagnosing the following conditions, primary management, referral and follow p. Mallatia o Faliar Japanese encophalitis o Deripuse o Chickurung van Zommunistande diseases: Infectious diseases (Every disease the following headlines): Epidemiology of the following infectious diseases: Infectious diseases: Everytein & Cort forn deasures: Everytein & C	measures  a o Kala-azar o will be dealt under Screening, ine preventable AIDS/RT1 infections o y tract infections o able diseases: oosing the following erral to a health nization Program morram (MI EP) 3	Lecture cum discus	ssion & Panel discussion	15
specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral o Pellative care o Role of a nurse in noncommunitable disease control program Microlar leath Programs   National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) : National program for control of bindness : National program for prevention and control of deafless :: National blocaco control program : Standard treatment protocols used in National Health Programs	Unit 10	the following headlines: Epidemiology of specific diseases: □ Prevention and control measures: □ Streening, dia and primary management, referral and follow up care NOC-1 o Diabetes Mellitus o Hypertension o Cardiovasculor Obesity o Blinchess: Categories of visual impairment and national program for control of blindhess o Dearliness: no prevention and control of dearliness. Thyrinoi diseases on birty and accelerate. Nisk factors for Noat Haffi injuries guidelines for trauma care facility on highways NGD-2 Cancerine. Cervical Cancer o Steast Cancer o Oral cancer specific cancers, Nisk factors Causes, Prevention, Screening, diagnosis = signs, Sign & symptoms, and early or Pallative care o Role of a muse in noncommunicable disease control program National Health Programs: □ National Program blindhess: □ National program for prevention and control of deaflesses: □ National Role Proc National Program = Stand protocols used in National Health Programs	gnosing/ identification r diseases o Stroke & ational program for and operational o Epidemiology of anagement & referral ional program for for control of lard treatment	Lecture cum discus	ssion & Panel discussion	15
Schod Health Services □ Objectives □ Objectives □ Children □ Components of schod health services □ Maintenance of schod health services □ Maintenance of schod health services □ Maintenance □ National Services □ Maintenance of schod health services □ Maintenance □ National Services □ Na	Unit 11	School Health Services  Objectives Health problems of school children  Components of school health service school health records  Initiation and planning of school health services  Role of a school health nurse	es   Maintenance of	Lecture cum discus	ssion & Panel discussion	3

Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	50	75	38	25	13			
	Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
	0							

Books	Books Park, J. E. (2018). Textbook of preventive and social medicine (19th ed.). Bhanarsidas Bhanot Publishers.						
Articles	Articles Public Health Nursing's Impact on Strengthening Community Resilience						
References Books Smith, J. (2020). Community health nursing I. In M. Jones (Ed.), Academic Press.							
MOOC Courses https://www.coursera.org/leam/lepidemiology							
Videos	https://www.voutube.com/watch?v=XloHrXI bvU						

Articulation	

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	1	2	2	1	2	2	2	2	3	2
CO2	1	3	1	2	2	2	2	2	2	2	3	3	3	1	2
CO3	1	1	2	2	1	2	2	1	2	3	3	2	1	2	2
CO4	2	1	1	2	1	1	1	1	1	1	1	1	1	1	2
CO5	2	2	2	1	2	1	1	1	1	1	1	1	2	3	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	*Nursing Foundation-I							
Course Code	N-NF (I) 125 [P]	() 125 [P]						
	Part A							
Year	1st		Credits	L T P C 0 0 4 4				
Course Type	Embedded theory and field work	ed theory and field work						
Course Category	undation core							
Pre-Requisite/s	An equivalent with 12 years schooling from a recognized board or university with minimum of 45 % aggregate III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subjec	Co-Requisite/s	Candidate shall be medically fit.					
Course Outcomes & Bloom's Level	CO1- member the corcept of health, lines and scope of nursing within health care services (B.1Rements CO2 understandthe the educational needs of patients and demonstrate basic skills of patient decusion; 100 communication in establishing communication in lestablishing communication in lestablishing communication in list with provide lists aid measures during emergencies (B.1.4-habyzo). CO5 evaluate the applications of evidence-based practices such as admission, transfer, and discharge of a pa	-Understand) tients, families and other health team members.(BL3-Apply)						
Coures Elements	Skill Development / Entrepreneuratin X Employability X Professional Entrics / Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG4(Quality education) SDG4(Queent work and economic growth)					

Hours

Contents

Modules

	Par	t C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Communication and Nurse patient relationship $\square$ Maintaining Communication with patient and family and interpersonal relationship $\square$ Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report	Field work	BL3-Apply	32
II	Vital signs ≡ Moribofmeasure and document vital signs in a graphic sheet o Temperature (oral, hymparic, axillary) o Putec (Apical and peripheral pulses) o Respiration o Bodo pressure o Putec content) ⊏ Interpret and report alteriton ≡ Cold Applications — Cold Compress, loc cap, Tipod Sponging ≡ Care of equipment — thermometer, BP apparatus, Stethoscope, Putse oximeter Infection control in Clinical settings ≡ Hand hygiene ⊂ Use of PPE	Field work	BL3-Apply	32
Ш	Confinct, Rest & Siesp. Plan and Promoting Safety in Health Care Environment Comfort, Rest & Siesp. ] Bed making- Open o Closed o Coupled of Post-operation and bed to Perside the did Confind for Versions Politics of Deliver Open to the Intellegation table of Bank created and the Persident Persid	Field work	BL3-Apply	32
IV	Hospital Admission and discharge, Mobility and Immobility and Patient education Hospital Admission and discharge Perform & Document: _Admission   Transfer : Planned Discharge Mobility and Immobility : Range of Motion Exercises : Sassist patient in: o Moving Turning o Logrolling : Changing position of helpless patient : Transferring (Bed to and from chair/wheelchair/ stretcher) Patient deviations.	Field work	BL3-Apply	32
v	First aid and Emergencies   Bandaging Techniques o Basic Bandages:  Circular   Spiral  Reverse-Spiral  Reverse	Field work	BL3-Apply	32

Part D(Marks Distribution)

	Theory									
Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation					Min. Internal Evaluation					
	50									
	Practical									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
100	50			25	13					

Part E

Books	Potter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier.			
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ https://onlinelibrary.wiley.com/doi/full/10.1111/jonm.13402 https://everynurse.org/nursing-fundamentals-building-a-solid-foundation/			
References Books	Taylor, C., Lynn, P., Bartlett, J. L., & Kaushik, A. (Year). The art and science of person-centered care (1st ed.). Elzevier Publisher.			
MOOC Courses https://www.coursera.org/leam/vital-signs				
Videos	https://in.video.search.yalhoo.com/search/video_yt=AwrKBYpqdBRnnLOMDXLq7HAx:_ytu=Y29shwhl2zXMEcG9zAvEEdnRpZAMEcQYjA3BpdnM-?p=fundamental+of-nursing+procedure+veido&fiz=piv-wedo#carchivedow.yt=AwrKBYpqdBRnnLOMDXLq7HAx:_ytu=Y29shwhl2zXMEcG9zAvEEdnRpZAMEcQYjA3BpdnM-?p=fundamental+of-nursing+procedure-veido&fiz=piv-wedoXbpz=piv-wedo			

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	3	1	1	2	1	2	2	2	2	2	1	1
CO2	2	2	1	2	1	2	1	2	3	1	3	3	2	1	1
CO3	1	2	3	2	2	1	2	1	1	2	1	3	1	1	1
CO4	2	1	3	2	3	2	1	3	2	3	2	2	2	1	1
CO5	2	1	3	1	1	2	1	1	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc\_Nursing

Title of the Course	sing Management & Leadership							
Course Code	NMLE 330							
	Part A							
Year	3rd	Credits	L	T	P	С		
i ear	310	Ciedits	3	0	1	4		
Course Type	Theory only				•			
Course Category	Discipline Core							
Pro Poquinitola		Co Requisito/s						

ent.(BL1-Remember) ent care and elaborate the functions of the nurse in the Hospital settings.(BL2-Understand) pipications in the hospital settings.(BL3-Apph) pipications are hospital settings.(BL3-Apph) ased clinical practices.(BL8-Evaluation) Course Outcomes & Bloom's Level

Coures Elements

SDG (Goals)

SDG4(Quality education) SDG8(Decent work and economic growth)

Part B

		Part B	
Modules	Contents	Pedagogy	Hours
Unit 1	Health Care and Development of Nursing Services in India □ Current health care delivery system of India − review □ Planning and development of fursing services and education at global and national scenario □ Recent trends and issues of nursing service and management	Lecture cum discussion	1
Unit 2	Management Basics Applied to Nursing _ Definitions, concepts and theories of management \( \) importance, features and levels of management \( \) microples of management \( \) Role (so of ma	Lecture cum discussion	2
Unit 3	Planning Nursing Services ⊆ Vision, Mission, philosophy, objectives □ Nursing service policies, procedures and manuals □ Functional and operational planning □ Strategic planning for emergency and disaster	Lecture cum discussion	4
Unit 4	Opparizing   Organizing as a process – assignment, delegation and coordination — Hospital – byses, functions & organization   Organizational development   Organizational structure - Hospital sadministration, Control & line of authority   Hospital statistics including hospital utilization indices   Nursing care delivery systems and tends : Relot or muse in maintenance of effective organizational climate	Lecture and discussion & Symposium	4
Unit 5	Staffing (Human resource management) — Definition, objectives, Components and functions Staffing & Scheduling [: Staffing - Philosophy, staffing activities: Rescriting, selecting, declyoment (I Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation   Staffing units — Projecting staffing requirements/calculation of requirements of staff resources Nurse speciant ratio, Nurse Population ratio as per SILI normarify! Homms, and Patient classification system   Categories of unusing personnel rand containing are responsibilities   Turnover and absorbations   Staff welfare   Staff	Lecture and discussion & Group Discussion	6
Unit 6	Directing and Leading  Definition, principles, elements of directing  Supervision and guidance  Participatory management  Interprofessional collaborations  Maintenance of discipline  Leadership in management	Lecture cum discussion , Role Play, Group Discussion & Symposium	5
Unit 7	Leadership □ Definition, concepts, and theories □ Leadership principles and competencies □ Leadership styles: Situational leadership. Manual leadership is the leadership is development □ Mentonshippreceptorship in rursing □ Delegation, power & politics, empowerment, mentoring and coaching □ Decision making and problem solving □ Conflict management and negotation □ implementing planned change	Lecture and discussion	4
Unit 8	Controlling   Implementing standards, policies, procedures, protocols and practices   Nursing performance audit, patient satisfaction   Nursing rounds, Documentation - records and reports of Total quality imagement - Quality searance, Quality and sately   Performance appraisal   Program evaluation review technique (PERT)   Bench marking, Activity plan (Gantt chart)   Critical path analysis	Lecture and discussion	4
Unit 9	Organizational Behavior and Human Relations : Concepts and theories of organizational behavior :: Group dynamics : Review – tetrepersonal relationship : Human relations : Debtio relations in the context of runsing : Relations with professions and demolycee unions : Collective bargaining : Review – Motivation and morate building :: Communication in the workplace – assertive communication : Committees – importance in the organization, functioning	Lecture and discussion , Rote play & Group Discussions	4
Unit 10	Financial Management  Definition, objectives, elements, functions, principles & scope of financial management  Definition, objectives, elements, functions, principles & scope of financial management  Definition, objecting requirement for staff, equipment and supplies for  Definition of the management  Definition, objectives, elements, functions, func	Lecture and discussion	2
Unit 11	Nursing Informatics/ Information Management – Review   Patient records   Nursing records   Use of computers in hospital, college and community   Telemedicine & Tele nursing   Electronic Medical Records (EMR), EHR	Lecture cum discussion	1
Unit 12	Personal Management – Review   Emotional intelligence  Resilience building  Stress and time management – destressing  Career planning	Lecture cum discussion & Case study	1
Unit 13	Establishment of Nursing Educational Institutions : Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, culticular facilities, curriculum implementation, and evaluation/examination guidelines : Coordination with regulatory bodies – INC and State Nursing Council : Accreditation — Impections : Affiliation with university/State counciliboard of examinational council in the control of the control	Lecture cum discussion	4
Unit 14	Planning and Organizing — Philosophy, Objectives and mission of the college — Organization structure of school/college — Review — Curriculum planning — Planning stacing and learning seperinese, clinical sclidities — master plan, intre table and chinical rotation — Budget planning — faculty, staff, equipment & supplies, AV asts, Lab equipment, library books, journals, computers and maintenance — structure of the college. Uniform assignment — writing planning— structure of the college. Uniform assignment — writing plancophy of a leaching department. — Preparation of master plan, first table and clinical rotation — Short answer — Essay — Assessment of computer lab, transport facilities — Records & reports for students, staff, faculty and administrative — Committees and functioning — Clinical experiments.	Lecture cum discussion	4
Unit 15	Staffing and Student Selection  Faculty/staff selection, recruitment and placement, job description  Performance appraisal  Faculty development  Faculty/staff welfare  Student recruitment, admission, clinical placement	Lecture cum discussion	4
Unit 16	Directing and Controlling   Review – Curriculum implementation and evaluation   Leadership and motivation, supervision – review   Guidance and counseling   Quality management – educational audit   Program evaluation, evaluation of performance   Maintaining discipline   Entitlational records and reports – administrative, faculty, staff and students	Lecture cum discussion	4
Unit 17	PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues □ Nursing as a profession — Characteristics of a professional review of Nursing practice — philosophy, and and objectives □ Regulatory bodies — INC and SNC constitution and functions Review – Professional ethics □ Code of ethics and professional conduct — INC & ICN □ Practice standards for nursing — NC □ International Professional ethics □ Code of ethics and professional conduct — INC & ICN □ Practice standards for nursing → NC □ International sequence of the Professional Professiona	Lecture cum discussion & Group Discussion	4
Unit 18	Professional Advancement  Continuing Nursing Education  Career opportunities  Membership with professional organizations – national and international  Participation in research activities  Publications – journals, newspaper	Lecture cum discussion	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 3	Planning hospital and patient care unit (Ward)	Field work	BL3-Apply	2
Unit 4	Role of nurse in maintenance of effective organizational climate	Field work	BL2-Understand	2
Unit 5	Material Resource Management	Field work	BL3-Apply	3
Unit 7	Conflict management	Case Study	BL3-Apply	2
Unit 9	Electronic Medical Records (EMR), EHR	Case Study	BL3-Apply	2

Part D(Marks Distribution)

	Theory						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation Min. Internal Evaluation			
100	50	75	38	25	13		
			Practical				
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
	0						

Part E

BOOKS	BOOKS Swansourg Russei. (2018). Introduction to management 3rd Edition. Elsevier Publishers					
Articles	https://www.nursingworld.org/content-hub/resources/workplace/what-is-nurse-bumout-how-to-prevent-tV					
References Books	References Books Cillbret J., (1997). "Educational Handbook For Health Personnel, W.H.O. Geneva,					
MOOC Courses https://www.udemy.com/course/nursing-management-and-leadership-course/roouponCode=LEADERSALE24A						
Videos https://www.youtube.com/watch?v=E_ayQzSJeXo						

COs	PO1	PO2	PO3	PO4	P05	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	2	1	1	1	1	1	1	1	2	2	2	2	2
CO2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
CO3	1	1	1	1	1	1	2	2	1	1	1	2	1	1	1
CO4	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1
CO5	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	4	2	-



Title of the Course	reasing research Project	sing research rioject							
Course Code	NRST 405								
		Part A							
Year	4th			Credits	L	T	P	С	
100	741			ordano	0	0	2	2	
Course Type	Project								
Course Category	Discipline Core	e Core							
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	CO1- To enhance their scientific writing skills (BL3-Apply) CO2- To comprehend, distinguish, understand and explain appropriate CO3- To explain, generate, reconstruct Design a plan and create/preparate.	1- To enhance their scientific writing skills (BL3-Appty) 2- To comprehend, distinguish, understand and explain appropriate design and sampling technique in nursing research. (BL4-Analyze) 3- To explain, generale, reconstruct Design a plan and createliprepare the research project by evidence based practice by utilization of nursing research. (BL5-Evaluate)							
Coures Elements	Skill Development J Entrepreneurship X Entrepreneurship X Entreployability J Professional Ethics J Gender X Human Values X Environment X	Interpreneurship X mptopability / oftessonal Ethics \( \) sender X strong (Goals) school (Quality education)							
		Part B							
Modules	Conte	ents	Pedagogy				Hours		
		Part C							

		Part C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Research Project Work	Research Paper Presentation	BL6-Create	40

	Part D(Marks Distribution)							
	Theory							
Total Marks	Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation							
			Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
50	25	0	0	50	25			

	Рапе								
Books Denise F. Polit and Cheryl Tatano Beck. (2018). "Nursing Research: Generating and Assessing Evidence for Nursing Practice" 3rd Edition. Elsevier Publisher									
Articles	https://paperpile.com/g/types-of-research-papers/								
References Books	Susan K. Grove and Jennifer R. Gray. (2020). "Understanding Nursing Research: Building an Evidence-Based Practice" 2nd Edition. Elsevier Publishers								
MOOC Courses	https://www.mooc.org/#:~-text=Massive%20Open%20Online%20Courses%20(MOOCs,quality%20educational%20experiences%20at%20sca								
Videos	https://www.youtube.com/watch?v=VUCicpiNdMI								

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	P05	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	1	2	2	1	-	2	2	-	-	-	2	2	-
CO2	3	2	2	1	-	2	2	2	2	1		-	2	-	2
CO3	2	2	1	2	2	-	2	1	2	-	-	-	-	2	2
CO4	-	-	-	-	-	-	-	-	-			-	-	-	-
CO5	-	-	-	-		-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-		-	-	-



RSc Nursing

Title of the Course	Nursing Research & Statistics											
Course Code	NRST 405											
Part A												
Year	4th		Credits	L	T	P	С					
1001	401		Credits	2	0	0	2					
Course Type	Theory only	y only										
Course Category	Discipline Core	ipline Core										
Pre-Requisite/s			Co-Requisite/s									
Course Outcomes & Bloom's Level	CO2- comprehend, distinguish, Understand and explain appropriate det CO3- discover, apply, use and relate the nursing research problems and CO4- identify, select, outline, compare, differentiate & mp; analyze, res CO5- compare, explain, interpret & mp; evaluate the various methods or	O1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research (BL1-Remember) O2-comprehend, distinguish, Understand and explain appropriate design and sampling schnique in nursing research (BL2-Understand) O4-comprehend, distinguish, Understand and explain appropriate design and sampling schnique in nursing research (BL2-Understand) O4-comprehend, distinguish, Cudina, compare, differentials Agran, analyze, research data, interpreting and utilizing the findings from health related research (BL4-Analyze) O5-compare, explain, interpret Kamp; evaluate the various methods of data collection and tools (BL5-Evaluate) O6-compare, explain, interpret Kamp; evaluate the various methods of data collection and tools (BL5-Evaluate) O6-compare, explain, interpret, exponstruct Design and pain and created propered by research protect by verification of nursing research (BL5-Create)										
Coures Elements	Skill Development / Entrepreneurship X Employability Y Professional Entre V Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quelly education) SDG8(Decent work and economic growth)									

Part B									
Modules	Contents	Pedagogy	Hours						
Unit-1	Research and Research Process  Introduction and need for nursing research Definition of Research & nursing research Steps of scientific method Characteristics of god research Steps of Research process — overview Steps of Research Process Report Research Research Process Report Research Research Research Process Report Research Steps Research Rese	lecture cum discussion	6						
Unit-2	Research Problem/Question   Identification of problem area   Problem statement   Criteria of a good research problem   Writing objectives and hypotheses	lecture cum discusion	2						
Unit-3	Review of Literature   Location   Sources   On line search; CINHAL, COCHRANE etc.   Purposes   Method of review	lecture cum discussion	2						
Unit-4	Research Approaches and Designs   Historical, survey and experimental   Qualitative and Quantitative designs	lecture cum discussion	4						
Unit-5	Sampling and data Collection □ Definition of Population. Sample □ Sampling criteria, factors influencing sampling process, types of sampling technique □ Data → wife, what from whom, when and where to collect □ Data collection methods and instruments o Methods of data collection of Questioning, interviewing or Observations, record analysis and measurement or Types of Instruments, Validity & Relativity = The statuty = T	Lecture cum discussion & Group project	6						
Unit-6	Analysis of data  Compilation, Tabulation, classification, summarization, presentation, interpretation of data	lecture cum discussion	4						
Unit-7	Introduction to Statistics   Definition, use of statistics, scales of measurement. Frequency distribution and graphical presentation of data   Mean, Median, Mode, Standard deviation   Normal Probability and tests of significance   Co-efficient of correlation   Statistical packages and its application	seminar	12						
Unit-8	Communication and utilization of Research  Communication of research findings  Verbal report  Writing research report  Writing scientific article/paper  Critical review of published research including publication ethics	lecture cum discussion	4						

 
 Part C

 Modules
 Title
 Indicative-ABCA/PBL/ Experiments/Field work/ Internships
 Bloom's Level
 Hours

 Unit-5
 Sampling and data Collection
 Research Paper Presentation
 BL4-Analyze
 40

	Part D(Marks Distribution)										
	Theory										
Total Marks	Minimum Passing Marks External Evaluation		Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
100	50	75	38	25	13						
			Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	0										

	Part E
Books	Polit, D.F. & Beck CT, (2003). Nursing Research, Principles and Methods, 7th ed. Lippincott Williams & Wilkins, Philadelphia,
Articles	Nurses with a strong professional self-concept (and to exhibit a positive mindest and strong work engagement, delivering high-quality patient care. Although numerous quantitative studies have examined the factors impacting professional self-concept, there remains a limited exploration of these factors from the perspective of nurses betweekers.
References Books	Laura A. Talbot, (2014). Principles and practice of nursing research, 2nd edition . Mostly St. Louis.
MOOC Courses	https://www.mooc-list.com/tags/nurse#google_vignette
Videos	Research Design in Research Methodology

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	1	3	2	2	3	1	3	1	3	2	3	3
CO2	2	3	1	3	1	2	3	1	3	1	3	1	2	2	2
CO3	2	3	1	2	3	2	3	1	2	1	2	3	1	1	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	2
COS	2	_	2		2	2					2		1		1



PB\_BSc\_Nursing

Title of the Course	ommunity Health Nursing											
Course Code	PBNSG 202[P]											
	Part A											
Year	2nd		Credits	L 0	T 0	P 8	C 8					
Course Type	Embedded theory and field work	ed theory and field work										
Course Category	line Core											
Pre-Requisite/s	obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nurs	Co-Requisite/s	be me	dically fit								
Course Outcomes & Bloom's Level												
Coures Elements	Skill Davelogment  Enterpreneurship  Enterpreneurship  Enterpreneurship  SDG/(Goal health and well-being) SDG/(Coally education) SDG/(Coally education) Coalls  SDG/(Coally education)											

D	art	R	

Hours

	Part C										
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours							
1	Sub-centre, PHC, CHC	Field work	BL3-Apply	90 hrs							
2	District family welfare bureau	Field work	BL3-Apply	30 hrs							
3	Urban centers	Field work	BL3-Apply	90 hrs							
4	Field visits	Field work	BL3-Apply	50 hrs							

## Part D(Marks Distribution)

	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	Practical Practical										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
100	0	50	25	50	25						

## Part E

Books	1. K Park, Textbook of Preventive & Social Medicine- current edition 2. K Park, Essentials of Community Health Nursing 3. Raokasturi, An Introduction to Community Health Nursing 1, publications. 4. Freeman Ruth, Community Health Nursing Practice, 5. Starthope Larcaster, Community Health Nursing Practice as Practice, Popular publication 8. Mahajan Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications Lancaster, Community Health Nursing Process and Practice for Promoting Health, Mostly Publications.
Articles	https://www.purdueglobal.edu/blog/hursing/community-health-nursing/ https://nurse.org/articles/community-health-nursing/
References Books	Nies, Mary A., and Melanie McEwen, editors. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed., Saunders, 2018. Nies, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.). Saunders. Nies, Mary A., and Melanie McEwen, editors. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed. Philadelphia: Saunders, 2018.
MOOC Courses	https://www.mooc-list.com/hags/nursing
Videos	https://www.nia.nih.gov/hankth/assisted-living-and-nursing-homestong-term-care-facilities-assisted-living-nursing-homes n.video search.yuhoo.com/search/video_ytt-Awr1TdQAuhhmill4bfyQ7HAx:_ylu=Y29sbwhZzZMEG92AEEEdnRpZAMEC92ASBpdnM-? regartices for community-thealth-transmidif-2rely-weight-gove-E210M82G90546rmcafee

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	2	2	1	2	3	2	2	1	2	2	3
CO2	2	1	2	2	2	3	2	2	2	2	2	2	2	3	2
CO3	3	2	2	1	2	2	2	2	3	2	2	1	2	2	3
CO4	2	1	2	2	2	3	1	1	2	2	2	2	2	3	2
CO5	3	2	2	1	2	2	2	1	3	2	2	1	2	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



PB\_BSc\_Nursing

Title of the Course	Community Health Nursing	ommunity Health Nursing										
Course Code	PBNSG 202[T]						-					
	P	art A										
Year	2nd	Credits	L	Т	Р	С						
			4	0	0	4						
Course Type	sory only											
Course Category	Discipline Core	ne Core										
Pre-Requisite/s	obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nur	Co-Requisite/s	be medi	cally fit								
Course Outcomes & Bloom's Level	CO1- Explain the concept of various factors contributing to health of individual, family and community (BL1-Remember) CO2- Identify the role of community health nurse (BL2-Understand) CO3- Describe epidemiological methods and principles of prevention and control of illness in the community (BL4-Analyze) CO3- Identify the role of personnel working in the community health set up (BL5-Evaluate) CO3- Identify the role of personnel working in the community health set up (BL5-Evaluate) CO3- Identify the role of personnel working in the community health set up (BL5-Evaluate) CO3- Identify the role of personnel working in the community health set up (BL5-Evaluate) CO3- Identify the role of personnel working in the community health set up (BL5-Evaluate) CO4- Identify the role of personnel working in the community health set upon the property of the community health set upon the property of the personnel working in the community health set upon the personnel working in the community health set upon the property of the personnel working in the community health set upon the personnel working in the community health set upon the personnel working in the community health set upon the personnel working in the community health set upon the personnel working in the community health set upon the personnel working in the community health set upon the personnel health set upon the pe											
Coures Elements	Skill Development / Employenish / Employenish / Employenish / Employenish / Professional Ethics / Gender / Human Values / Emvironment X											

Part B

Modules	Contents	Pedagogy	Hours
Unit I	<ul> <li>Introduction to Community Health - Concepts, Principles and Elements of Primary Health Care.</li> <li>Introduction to Community Health Nursing - Community - Community</li></ul>	Lecture cum Discussion	6
Unit II	• Family Health Services • Concept, Objective, Scope and Principles • Individual, Family and Community as a unit of service • Principles and beninques of home visiting Establishing working relationality with the family • Victing with families in relation to prevention of diseases, promotion of health. • Care of the sick in the home, physically handicapped and mentally challenged. • Surveillance and Montoring.	Lecture cum Discussion , visual art	8
Unit III	Organisation and administration of health services in India. *National health policy 'Health planning and healthcare delivery system in India 'Health team concept.' Centre, State, district, urban health services, rural health services 'System of medicines' Centrally sponsored health schemes' Role of voluntary health organizations and international health apercies.' Role of health personnel in the community 'Public health legislation. 'Standard treatment protocols at SC.' Financial management, accounts & computing at SC.' BMW and rules of 2016	Lecture cum Discussion , PBL, Presentation	10
UNIT IV	Health Education * Aims concepts and scope of the health education * National plan for health education * Communication techniques * Methods and media for health education programmes * Planning for health education and role of nurse * social mobilization skills * Behavior change communication and soft skills * Counseling-Gather*.	Lecture cum Discussion , case study	8
UNIT V	V 8 Explain the Role of the community health nurse. Role of the community health nurse. * New National health programmes * The live Median and child health programmes * The live Wedfare and school health services * Occupational health services. * As a member of the health team. * Rashthya Bal sunskiss karyakaram (RBSN) Programme management including monitoring 4 supervision * Cilkiumgunya * Adolescent counseling * National health programme on CD and NCDs Chaik board power point Transperency Essay type Short answers Assessment of Propt on community Identification	Lecture cum Discussion , Group Discusion	8
Unit VI	VI 10 Describe Epidemiology Epidemiology * Definition-concepts, aims, objectives, methods, principles * Epidemiology – Theories and models * Application of Epidemiology and concepts in community health. *Investigation of outbreak Chalk board power point Transparency Essay type Short answers	Lecture cum Discussion , Fild Work & Out door learning, PBL	10
Unit VII	Bio statistics and vital statistics "Introduction, definition and scope, legislation" Report, recording and compiling of vital statistics at the local, state, national and international well. "Definitions and methods of computing vital statistics" Methods of presenting data "Management information system." HIMS "Electronic medical record" Integrated disease surveillance project ((IDSP) "RCH portal (MCTS)" Sources of vital statistics.	Lecture cum Discussion , Fild Work & Out door learning	10

Part C

	Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
	ı	Introduction to Community Health - Concepts, Principles and Elements of Primary Health Care - Introduction to Community Health Nursing - Connect of Community Health Nursing - Connect of Community Health Nursing - Connect of Community Health Health Nursing - Family Health Services - Voices, Objective, Soope and Principles - Individual, Family and Community as a unit of service - Principles and techniques of home visiting - Establishing working relationship with the family - Working with families in relation to prevention of diseases, promotion of health - Care of the sick in the home, physically handicapped and mentally challenged.  - Sumetilance and Montoring.	Field work	BL3-Apply	6
Ī	1	Unit – 4 • Health Education: • Aims, Concepts and Scope of Health Education. • National Plan for Health Education • Communication Techniques • Methods and media for health education programmes • Planning for health education and role of nurse.	Field work	BL3-Apply	8

Part D(Marks Distribution)

	Theory									
Total Marks	Min. Internal Evaluation									
100	50	75	5 38		12					
	Practical									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
	0									

Part E

Books	1. K. Park, Teatbook of Preventive & Social Medicine- current edition 2. K. Park, Essentials of Community Health Nursing, 3. Rackesturi, An Introduction to Community Health Nursing, 1. publications, 4. Freeman Ruth, Community Health Nursing Practice, 5. Starthope Lancaster, Community Health Nursing Process & Practice, Popular publication 6. Mahajan Gupta, Textbook of Preventive & Social Medicine, Jargee Publications Lancaster, Community Health Nursing Process and Practice for Promoting Health, Mostly Publications.
Articles	https://www.tandfonline.com/oil/hchn20 https://jiphs.parhapublications.org/doi/10.21098/JNH12022.309873 https://www.tandfonline.com/oil/hchn20 https://jiphs.parhapublications.org/doi/10.21098/JNH12022.309873 https://www.tandfonline.com/oil/hchn20 https
References Books	Nies, Mary A., and Melania McEwen, editors. CommunityPublic Health Mursing: Promoting the Health of Populations. 7th ed.; Saudrens. 2018. Nies, M. A., & McEwen, M. (Eds.), (2018). Community/public health nursing: Promoting the health of Populations (7th ed.). Saunders. Nies, M. A., & McEwen, M. (Eds.), (2018). Community/public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, ed. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, editors. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, editors. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, editors. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, editors. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, ed. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, ed. Community/Public health nursing: Promoting the Health of Populations. 7th ed.). Saunders. Nies, May A., and Melania McEwen, ed. Community Nies A. McEwen, McCwan, and McCw
MOOC Courses	https://www.mooc-list.com/bags/nursing
Videos	https://in.video.search.yaloo.com/search/video_v_tle-Avrv_(skprthm/kCa5E27HAx_; v_lw-Y2abxhvZz2HECG9zAzEEdnRp2AMEc3VjA3BpdnM-?p-articles-for-community+health+nursing&fi2=piv-web.8ppe=E210H8262684f-macefield-8ieVid=25668678 better 0548586864000000000000000000000000000000

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	2	2	1	2	3	2	2	1	2	2	3
CO2	2	1	2	2	2	3	2	2	2	1	2	2	2	3	2
CO3	3	2	2	1	2	2	2	2	3	2	2	1	2	2	3
CO4	2	1	2	2	2	3	1	1	2	1	2	2	2	3	2
CO5	3	2	2	1	2	2	2	1	3	2	2	1	2	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	



PB\_BSc\_Nursing

Title of the Course	Mental Health Nursing								
Course Code	PBNSG 203[P]	NSG 203[P]							
Part A									
Year	2nd		Credits	L T	P 8	C 8			
Course Type	Lab only	snly							
Course Category	iscipline Core								
Pre-Requisite/s	candidate seeking admission must: i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a register or community health nursing.	ttal Co-Requisite/s be medic							
Course Outcomes & Bloom's Level	CO1- comprehend information.current trends, and theories in historical development in the field of Mental he CO2- applyprinciples of spichatiric nursing/inclinical/practice (BL3-Apply) CO3- ability of assessment, therapeutic communication and various treatment modalities(E.C.T, Behavioral CO4- infer and illustrate the psycho dynamics and Assessing palient with psychiatic disorders take decisions (CO5- evaluate, relate and first the prognosis and retearment modalities in mental ill patients (BL4-Evaluate)	therapies. etc)(BL4-Analyze) ns to provide comprehensive nursing care individually as well as in ter	ams(BL4-Analyze)						
Coures Elements	Skill Development V Enterpreneurship V Employability V Professional Efficia V Gender X Human Values X Environment V  SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG5(Gender equality) SDG5(Denet work and economic gro								
	Part B								

	Part B		
Modules	Contents	Pedagogy	Hours
	History taking   Perform mental status examination (MSE)   Observe/practice Psychometric assessment   Perform Neurological examination   Observing and assisting in therapies   Individual and group psychoeducation   Mental hygiene practice education   Family psycho-education	Fieldwork and out door learning, case study	2 week
Child Guidance clinic	History & mental status examination   Observe/practice psychometric assessment   Observe and assist in various therapies   Parental teaching for child with mental deficiency	Fieldwork and out door learning, case study	1 weeks
Inpatient ward	History taking    Mental status examination (MSE)   Neurological examination   Assisting in psychometricassessment   Recording therapeutic communication   Administration of medications   Assist Electro-Convulsive Therapy (ECT)   Participating in all therapies   Preparing patients for Activities of Daily Living (ADL)   Conducting admission and discharge conuselling   Convuesting and teaching	Fieldwork and out door learning, case study	4 weeks

Conduct home visit and case work | Identifying individuals with mental health problems | Assisting in organizations of Mental Health camp | Conducting awareness meetings for mental health & Rental liness | Counseling and Teaching family members, patients and community | Observing deaddiction care

Modules Title Indicative-ABCA/PBL/ Experiments/Field work/ Internships BL-4-Analyze 1 weeks

 Part D (Marks Distribution)

 Teach Marks
 Minimum Passing Marks
 External Evaluation
 Internal Evaluation
 Internal Evaluation
 Internal Evaluation
 Minimum Passing Marks
 External Evaluation
 Internal Evaluation
 Internal Evaluation
 Internal Evaluation
 Minimum Passing Marks
 External Evaluation
 Internal Evaluation
 Internal Evaluation
 Minimum Passing Marks
 External Evaluation
 Internal Evaluation
 Minimum Passing Marks
 External Evaluation
 Minimum Passing Marks
 E

Part E							
Books	Kap,oor Bimla, TextbookofpsychiatryNursing, 13thEdition						
Articles	Realist synthesis of a rapid response system in managing mental state deterioration in acute hospital settings						
References Books							
MOOC Courses	sbed.ac.in/mooc-on-mental-health-wellbeing/#text=Course%20Overview%3A,managing%20stress%2C%20and%20festering%20resilience.						
Videos	https://www.voutube.com/watch?v=fRo-38mXks8						

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	1	1	1	2	1	1	2	2	1	1	2
CO2	1	-	1	1	2	-	-	2	1	1	1	1	1	1	1
CO3	1	1	1	2	1	-	-	1	1	1	1	2	1	1	2
CO4	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO5	-	-	1	1	1	1	1	1	1	1	1	1	2	1	1
COE															



Title of the Course	fental Health Nursing									
Course Code	PBNSG 203[T]									
	Part A									
Year	2nd		Credits	L	T	P	С			
				3	12	21				
Course Type	Theory only	·	·		-					
Course Category	Discipline Core	cipline Core								
Pre-Requisite/s	GNM with minimum of 55% aggregate marks with RNRM registration.		Co-Requisite/s be medically fit							
Course Outcomes & Bloom's Level	CO1- Studentswilltocomprehendinformatin and theories in historical development in thefieldof Mental health. (BL2-Understand) CO2- Student will interpret apply principles of psychiatric russing in clinical practice. (BL3-Apply) CO3- Students will demonstrate the ability of assessment, therepretic communication and various treatment modalities(E.C.T, Behavioral therapies.etc.)(BL5-Evaluate) CO4- Studentsareabletoinferandillustratehpepycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care. (BL4-Analyze) CO5- Studentsareabletoinferherprognosis and relatment modelities (BL5-Evaluate)									
Coures Elements	Still Devisionent J Entispersonathip J Entispersonathip S Entispersona									

		Part B	
Modules	Contents	Pedagogy	Hours
1	Introduction and historical development "History of psychiatry "Historical development of mental health nursing "Philosophy, principles of mental health and psychiatric nursing "Concept of nomal and abnormal behavior." Role and qualities of mental health and psychiatric nursing "Mental health team and functions of team members" Legal aspects in psychiatry and mental health services	lecture cum discussion	5
2	Classification and assessment of mental disorders * Terminologies used in psychiatry * Classification of mental disorders * Etiological factors and psychopathology of mental disorders * History taking and assessment methods for mental disorders.	Lecture cum Discussion , visual art	5
3	Therapeutic communication * Communication process * Interview skills, therapeutic communication techniques. Nurse patient Relationship, therapeutic impasse and it's management process recording.	Lecture cum Discussion , PBL, Presentation	4
4	Management of mental disorders. "Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment and nursing management of patient with following disorders: Neurolic Disorders: Analysis Heurosis, Desessive Computive Neurosis, photic Neurosis and Hypochrodifical Neurosis, Stesses related and somatoform disorders: "Psychotic Disorders: Schizophrenic form, affective and organic psychosis." Organic Brain syndromes/Psychosomatic disorders: "Personality disorders" Disorders of childhood and adelisescence.	Lecture cum Discussion	20
5	Management of patients with substance use disorders "Substance use and misuses "Dependence, infoxication and withdrawal" Classification of psychoactive substances "Etiological and contributory factors" Psychopathogy". Clinical features "Diagnostic criteria". Treatment and running management of patient with substance use disorders. "Preventive and rehabilitative aspects in substance abuse." Mental health at Camp. de addicting programme	Lecture cum Discussion , Group Discusion	3
6	Management of mental sub- normality * Classification of mental sub- normality * Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub- normality.	Lecture cum Discussion , Fild Work & Out door learning	2
7	Psychiatric Emergencies * Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. * Crisis intervention therapy.	Lecture cum Discussion , Fild Work & Out door learning	4
8	Therapeutic Modalities Principles, indication, contraindications and role of nurse in various treatment methods.* Therapeutic community and Milleu therapy.* Occupational therapy *Psychotherapy *Berhaviour therapy.* Group therapy.* Family therapy.* Pharmacotherapy.* Electro convolvative therapy.* Occupational therapy.* Pharmacotherapy.* Electro convolvative therapy.* Occupational therapies.	Lecture cum Discussion , Fild Work & Out door learning, role play	12

Part C										
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours						
8	Therapeutic Modalities	Field work	BL2-Understand	12						

	Theory								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation				
100 50		75 38		25	12				
	Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation				

	Part E								
Books	BimlaKapoor, Psychiatric nursing, Vol. 1.8 il Kumar publishing house Delhi, 2001 M. S. Bhatia, Essentials of Psychiatry, CBS publishers and distributors, Delhi NirajAhaja, A short textbook of pstchiatry, Javypee brothers, New Delhi, 2002. S. Sreeward, Aguide to mental health Spsychiatric nursing, Jaypee brothers, Medical Publishers P(Ltd), New Delhi 1st edition. S. Sreeward, Aguide to mental health Spsychiatric nursing, Jaypee brothers, Medical Publishers P(Ltd), New Delhi 1st edition.								
Articles	Mental Health and Suicide Prevention Mental health refers to cognitive, behavioural, emotional well-being of an individual. This term is broadly used synonymously for any kind of mental disorder. Though early physical well-being was given more importance to the Mental health. Mental health can affect daily living relationships and overall file. Natious social-become continued and physical factors, couragion, education, ethicids, can affect an individual's mental health. For long psychotic care was either ignored or was a misnomer for being insane. With the original prademic along with the other situations that surfaced the insurgency of mental health issues surfaced ampently. The number of people seeking help for mental states or mental alienties.								
References Books	Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, 4th edition. F.A. Davis Co. Philadelphia 2003. Gail WiscarsStuart. Michele T. Laraia. "Principles and practice of psychiatric nursing", 8th edition, Elseveir, India Pvt. Ltd. New Deihi. 2005.								
MOOC Courses	https://www.futurelearn.com/courses/mental-health-and-well-being								

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	2	1	2	1	1	2	2	1	1	-
CO2	2	2	1	1	2	1	1	2	1	1	1	1	1	1	-
CO3	2	2	1	1	2	2	1	2	2	1	1	2	2	1	-
CO4	1	1	1	1	1	1	1	2	2	1	1	2	2	1	-
CO5	1	1	1	1	1	1	1	2	2	1	1	2	2	1	-
cos															



		citi	EATING DREAMS							
		Syllabu	s-2023-2024							
	PB_BSc_Nursing									
Title	of the Course	Introduction to nursing education								
Co	urse Code	PBNSG 204[T]								
	Part A									
	Year	2nd		Credits	L 3	T I		C 7		
Co	ourse Type	Theory only								
Cour	rse Category	Discipline Core								
Pre-	-Requisite/s	A candidate seeking admission must : i) hold a diploma in General Nursing & Midwifery (GNM) ii) to	pe a registered nurse	Co-Requisite/s	be medic	ally fit				
CO1-know, recognize, recall, state the concepts, principles, philosophies and trends in teaching learning process, (BL1-Remember) CO2-corperband, distinguish and explain versions instructional median entends in teaching learning process along with the tools and techniques for assessment of knowledge, skill, and attitude.(BL2-Understand) CO3-apply, demonstrate the principles and steps of guidance and counseling (BL3-Apply) CO4-analyze, identify the importance of communication process, information (ECI) for health (BL1-Evaluate) CO5-describe, explain the effective use of Information, Education and Communication (IEC) for health (BL1-Evaluate) CO6-despita, generate, reconstruct new methods and instructional Medias for the teaching learning process.)										
Skill Development X Entrepreneurship X Employability / Course Elements Professional Ethics  Professional Ethics  Gender X Human Values X Environment X			SDG (Goals)	SDG4(Quality education) SDG3(Generite requality) SDG3(Decent work and economic growth)						
			Part B							
Modules		Contents	Pedagogy					irs		
Unit I	-	f education, aims, function and principles. Philosophy of education	lecture cum discussion			1				
Unit II	Teaching learning process *Nature a planning.	ind characteristics of learning *Principles and maxims of teaching *Formulating objectives Lesson	Lecture cum Discussion , visual art							
Unit III	*Symposium *Seminar *Field trip *W	nods "Lecture "Discussion "Demonstration "Group discussion "Project "Role play "Panel discussion orkshop "Exhibition "Programmed instruction "Computer assisted learning "Clinical teaching sentation "Nursing rounds and reports "Bedside clinic "Conference(individual and group)	Lecture cum Discussion , PBL, Presentation							
Unit IV	aid: Chalk- board, charts, graphs, po specimen, models, puppets, *Printed	tion process: factors affecting communication *Purposes and types of audio-visual aids *Graphics slets, flash cards, flannel graphkhadigraph, bulletin, cardoon. *Three dimensional aids: Objects, laids: pamphlets and leaflets *Projected aids: silides, films and televisions, VCR,VCP,Overhead o – Aids: Tape- recorder, public address system, computer	Lecture cum Discussion , Visual Art, PBL							
Unit V	methods *Assessment of knowledge	nd scope of evaluation and assessment *Critieria for selection of assessment techniques and essay type Question, SAQ(Short Answer Questions) *MCQ(multiple choice Questions) check list. Practical examination, Viva, obje	Lecture cum Discussion , Group Discusion							
Unit VI	school, student selection and admiss	Planning of school of nursing, organization Recruitment of teaching staff, budget, facilities for the sion procedure, administrative planning for students, welfare services for students, maintenance of if eports. INC guidelines for school of nursing	Lecture cum Discussion , Fild Work & Out door learning							
Unit VII	Guidance and counseling definition * *Counselling process *Managing dis	Basic principles of guidance and counseling *Organisation of guidance and counseling services ciplinary problems Management of crisis	Lecture cum Discussion , Fi							
Unit VIII	In-service education *Introduction to sevice progamme *Techniques, and	nature scope of in-service education programme *Principles of adult learning *Planning for in- methods of staff education programme Evaluation of in-service programme.	Lecture cum Discussion , case studt	·		6				

	Part C										
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours							
Unit I	Assignment/Panel discussion	Experiments	BL2-Understand	6							
Unit II	Demonstration	Field work	BL3-Apply	6							
Unit III	Assignment/ Symposium	Experiments	BL3-Apply	8							
Unit IV	Seminar	Field work	BL4-Analyze	8							
Unit V	Demonstartion	Field work	BL4-Analyze	10							
Unit VI	Educational Visit	Field work	BL4-Analyze	8							
Unit VII	Educational Visit	Field work	BL2-Understand	6							
Unit VIII	Educational Visit	PBL	BL2-Understand	6							

Part D (Marks Distribution)

Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation (a section of the section of the

Part E

Books Neelam Kumari PV Text Book of Communication & Education Technology - 2nd Vol.

Articles Meduru-Anderson, K., & Weite, R. (2022). Illuminating antiracist pedagogy in nursing education. Nursing inquiry, 29(4), e12494.

References Books L. Gojichandran, C. Kanniammal, Essentials Of Communication & Educational Technology For B. Sc. Nursing. CBS Publishers, 1st Edition

MOOC Courses https://www.my-mooc.com/en/categorie/nursing

Videos https://www.youtube.com/weitch?v-leik/VillypiSQJ
https://www.youtube.com/weitch?v-leik/VillypiSQJ

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	1	1	1	1	2	1	1	2	2	1	2	2
CO2	2	1	2	1	2	1	2	1	1	1	1	1	1	1	1
CO3	1	1	1	2	1	2	2	1	1	1	1	2	1	2	2
CO4	1	2	1	1	1	2	1	1	1	1	1	2	2	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1



PB\_BSc\_Nursing

Title of the Course	Introduction to Nursing Administration	troduction to Nursing Administration										
Course Code	PBNSG 205[T]	8NSQ 205[T]										
Part A												
Year	2nd	2nd			L	Т	Р	С				
					4	0	6	10				
Course Type	Theory only	ory only										
Course Category	Foundation core	undation core										
Pre-Requisite/s	i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse			Co-Requisite/s be medically fit								
CO1- remember the definition, concepts and various theories, inches of Nursing Management CO2- understand the sating patterns, human encourses, budgeting its relation to pattern CO3- understand the sating patterns, human for encourse, budgeting its relation pattern CO3- understand the importance of pattern disease remanagement and it CO4- provide evidence based practice, channel of communication and enable students to a CO5- evaluate the applications of evidence based practice, such as case study, research base CO6- epythe understanding of nursing accretication and agencies evaluation in quality or			ital settings.(BL2-Understand) ard management.(BL3-Apply) Analyze)	· ·								
Coures Elements	Skill Development / Entepreneumlip X Employability V Professornal Ethics ✓ Gender X Human Values X Environment X	SDG3(Good health and well-being) SDG (Goals) SDG4(Qualify education) SDG5(Gender equality) SDG8(Decent work and economic growth)										
Part B												
Modules	Contents		Pedagogy				Hours	3				

W. J. L.	Part B									
Modules	Contents	Pedagogy		Hours						
I	Principles and Practice of Administration Significance, elements and principles of administration, Organisation of Hospital Definition, Alms, functions and classifications, health team. Policies of hospital, different departments with special emphasis to department of nursing & office management. Responsibilities of the nursing personnel specially of ward sister, medico legal aspects, concept of co effectiveness	Lecture cum Discussion		5 hrs						
И	Nursing Unit Management Physical layout of a nursing unit and necessary facilities Factors affecting the quality of nursing care. Maintenance of a therapeutic environment Administration of the unit-nanagement of patient care. Maintenance of physical environment. Assignment of duties and time plan. Patient assignment, safety measures, prevention of accidents and infections, Maintenance of patients records and reports, legal responsibilities. Maintenance of quality nursing care, nursing and patients.	Lecture cum Discussion		10 hrs						
Ш	Personnel management Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions. Job analysis. Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff wellfare and management of disciplinary problems.	Lecture cum Discussion		15 hrs						
IV	Supervision Principles of supervision, nature and objectives . Tools and techniques of supervision Evaluation Nursing audit Staff development - orientation program Skill training Leadership development. Problem solving process.	Lecture cum Discussion		15 hrs						
v	Material Management Principles of material management, Quality control. Inventory, care of equipment, safekeeping Role of nursing personnel in material management	Lecture cum Discussion		10 hrs						
VI	Organisational Behaviour Group dynamic and human relation, organizational communication (hospital information system) Public relations, leadership styles and functions. Methods of reporting. Maintaining records and reports.	Lecture cum Discussion		5 hrs						
Part C										
		Indicative-ABCA/PBL/								

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
5	Maintaining records and reports	Industrial Visit	BL4-Analyze	10
3	staffing recruitment	Field work	BL4-Analyze	5

## Part D(Marks Distribution)

	Theory									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
100	50	75	38	25	12					
			Practical							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
	0									

Part E

	Books	Rowland, H. S., & Rowland, B. L. (Eds.). (1997). Nursing administration handbook. Jones & Bartlett Learning.
-	rticles	Joseph, M. L., Williams, M., Reinke, K., Bair, H., Chae, S., Hanrahan, K., & Huber, D. L. (2024). Development and Testing of the Relational and Structural Components of Innovativeness Across Academia and Practice for Healthcare Progress Scale. JONA: The Journal of Nursing Administration, 54(5), 260-269.
Re	erences Books	Anthony, M. (2016). Handbook of Home Healthcare Administration. Home Healthcare Now, 34(2), 57-58.
d	OOC	https://www.udsmy.com/course/hrursing-leadershpi-confidence-realinence-communication?  ulm_source-advords&ulm_medum-udenyads&ulm_campaign-10SA_Calchaell_&EN_cc.lNDIA&campaignhype-Search&portfolio-India&language=EN&product=Course&tes1=&audience=DSA&lopic=&priority=&ulm_content=deal4584&ulm_term=ag_82569850245ad_533220805577kwde_cdmplti_dsa-44794821923indirection_indiversal_data_indirection_india_data_india
,	/ideos	https://www.youtube.com/watch?v=AUZWaLqRsHE8.list=PL4POintinG3WmMvWPit_2WCC2BCZWBVx8W

Co	urse Articulation	Matrix
	DO0	200

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	2	1	2	1	3	3	1	3	3	1
CO2	3	2	3	3	3	3	3	2	2	2	2	3	2	1	2
CO3	3	3	2	2	2	2	2	1	1	1	2	1	3	2	1
CO4	2	3	2	3	2	1	2	2	2	3	1	2	2	1	2
CO5	2	2	3	2	3	2	1	1	1	3	1	2	2	2	2
CO6	1	1	2	1	2	1	3	2	3	1	3	3	1	3	1



PB\_BSc\_Nursing

Title of the Course	Introduction to nursing research and statistics	on to nursing research and statistics										
Course Code	PBNSG 206[T]	206[T]										
		Part A										
Year	Year 2nd Credits L T P											
122			-11-11	3	0	4	7					
Course Type	Theory only											
Course Category	Discipline Core	as Core										
Pre-Requisite/s	GNM with minimum of 55% aggregate marks with RNRM number is require	M with minimum of 55% aggregate marks with RNRM number is require Co-Requisite/s be medically fit										
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of date of CO2- comprehend, distinguish. Understand and explaint appropriate design and sampling CO3- discover, apply, use and relate the nursing research problems and carrying out the processing control of the	technique in nursing research.(BL4-Analyze) nursing research.(BL3-Apply) reting and utilizing the findings from health related researc and tools.(BL5-Evaluate)										
Coures Elements	Skill Development / Enthepreneurship X Employability / Professonal Enios ✓ Gender X Human Values X Environment X	SDG (Goals)	SDC4(Cuslity education) SDC5(Gender equality) SDC5(Beoent work and economic growth)									

Part B

Modules	Contents	Pedagogy	Hours
1	A.INTRODUCTION TO RESEARCH METHODOLOGY * Steps of scientific methods. * Definition of research * Need for nursing research * Characteristics of good research. Research process.	lecture cum discussion	4
2	Statement of research problem * Statement of purpose and objectives * Definition or research terms * Review of literature.	lecture cum discussion	4
3	Research approaches:- historical, survey and experimental	lecture cum discussion	4
4	Sampling techniques and methods of data collection. * Sampling * Instruments-Questionnarie. Interview * Observation schedule, records, measurements * Reliability and validity or instruments.	discussion, field visit	4
5	Analysis of Data: Tabulation * Classification and summarization * Presentation * Interpretation of data	lecture cum discussion	4
6	Communication of research findings * Writing Report: * Organizing materials for writing * Format of the report * Use of computers	lecture cum discussion	4
7	B.INTRODUCTION TO STATISTICS * Descriptive Statistics. * Frequency Distribution – Types of measure – frequencies, classinterval, graphic methods of describing frequency. * Measures of central tendency – Mode, Median and mean. * Measures of variability: Range, standard deviation* introduction to normal probability.	lecture cum discussion	8
8	Correlation * Computation by rank difference methods * Uses of correlation co-efficient	lecture cum discusssion	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
4	sampling technique	Field work	BL4-Analyze	4

Part D(Marks Distribution)

	Theory											
Total Marks	Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation											
			Practical									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation							
50		25		15								

Part E

Books	Neeraja K.P., Text Book of Nursing Education, Jaypee Brothers, new Delhi.
Articles	Patient satisfaction with preoperative nursing care and its associated factors in surgical procedures, 2023: a cross-sectional study, on enhance patient satisfaction, nurses engaged in preoperative care must possess a comprehensive understanding of the most up-to-date violence. However, there is an obtained searth or relevant information regarding the current status of preoperative cere essistanction and its impact, despite a significant rise in the number of patients seeking surgical intervention with complex medical requirements.
References Books	1. Aggarwal J.C. Principles, Methods & Techniques of Teaching, Vikas Publishing House Beasvanthappa B.T. Nursing Education, Jaypee Brothers, 2005, New Delhi.  5. Billing, Diane M & Hatlasted, Judin A, Teaching in Nursing A Guide for Foulty WB. Saunderen.  8. Billing, Diane M & Hatlasted, Judin A, Teaching in Nursing A Guide for Foulty WB. Saunder
MOOC Courses	https://www.coursera.org/learn/hursing-research-principles-and-methods
Videos	https://www.youtube.com/watch?v=jnGcG3FuIDs

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2
CO2	3	2	2	1	2	2	2	2	2	1	1	1	2	1	1
CO3	2	1	2	2	2	3	2	2	1	1	1	2	1	2	2
CO4	3	2	1	1	2	2	1	1	2	1	2	2	2	1	1
CO5	1	1	2	1	1	1	2	1	1	1	1	1	2	2	1
CO6	-	-	-	-	-	-		_	-	-	-	-	-	-	-



PB\_BSc\_Nursing

Title of the Course	Research Project									
Course Code	PBNSG 207[P]									
	Part A									
Year	2nd		Credits	L T P C 0 0 2 2						
Course Type	Project									
Course Category	Foundation core									
Pre-Requisite/s	The basic eligibility criteria required to pursue the course include candidates having cleared their 10+2 board (GNM) and having a registration as a Registered Nurse and Registered Midwife (RNRM).	l exams along with a certificate in General Nursing and Midwifery	Co-Requisite/s	he or she should be medically fit						
Course Outcomes & Bloom's Level	CO1-know, recognize, recal, state the concepts, terms, approaches, and methods of data collection in usual CO2-comprehend, distinguish, Indenstrund and explain appropriate design and sampling technique in nursi CO3-discover, apply, use and relate the nursing research problems and carrying out the nursing research [20] clientify, select, outline, compare, differentials assign; analyze, research data, interpreting and utility CO5-compare, explain, interpret Samp; evaluate the various methods of date collection and tools (BLS-EV CO5-explain, generate, reconstruct Design a plant and creately prepare the research project by evidence base	ng research.(BL2-Understand) BL3-Apply) the findings from health related research.(BL4-Analyze) luate)								
Coures Elements	Skill Development / Entrepreneurship X Employability / Employability / Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)							
	Part B									
Madulas	Contacts	Dede		Harris						

Modules	Contents	Pedagogy	Hours
unit -1	Research Problem/Question   Identification of problem area   Problem statement   Criteria of a good research problem   Writing objectives and hypotheses	field visit	8
unit -2	Review of Literature   Location   Sources   On line search; CINHAL, COCHRANE etc.   Purposes   Method of review	field visit	6
unit -3	Research Approaches and Designs   Historical, survey and experimental   Qualitative and Quantitative designs	field visit	1
unit -4	Sampling and data Collection □ Definition of Population. Sample □ Sampling criteria, factors influencing sampling process, types of sampling techniques □ Data — wity, wait, from whom, when not where to collect □ Data collection methods and instruments o Methods of data collection on Questioning, interviewing o Observations, record analysis and measurement o Types of instruments, Validity & Reliability of the Instrument — Research ethies = Filet study □ Data Collection procedure.	tecture cum discussion	6
unit -5	Analysis of data □ Compilation, Tabulation, classification, summarization, presentation, interpretation of data	lecture cum discussion	6
unit -6	Introduction to Statistics   Definition, use of statistics, scales of measurement Frequency distribution and graphical presentation of data  Mean, Median, Modia, Standard deviation  Normal Probability and tests of significance  Co-efficient of correlation  Statistical packages and its application	lecture cum discussion	8
unit -7	Communication and utilization of Research Communication of research findings Verbal report Writing research report Writing scientific article/paper Critical review of published research including publication ethics Utilization of research findings Conducting group research project.	lecture cum discussion	5

Modules Title Indicative-ABCA/PBI/ Experiments/Field work/ Internships Bloom's Level Hours
1 research project Experiments BL4-Analyze 40

Part D(Marks Distribution)
Theory

External Evaluation Internal Evaluation Min. Internal Evaluation

Practical

				Practical		I			
Total Marks	Minimum Pa	ssing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
50	25		25	13	25	13			
				Part E					
POINT E POINT SAME Institute Institu									

Total Marks

Minimum Passing Marks

Books Lynaugh, J. (1989). American Nursing A Biographical Dictionary by Vern L. Bullough; Olga Maranjian Church; Alice P. Stein; Dictionary of American Nursing Biography by Martin Kaufman; Joelen Watson Hawkins; Loreta P. Higgins; Alice Howell Friedman. Isis, 80.

Articles Puchalaki, C. M., Vitilio, R., Hult, S. K., & Reller, N. (2014). Improving the spiritual dimension of whole person care: reaching national and international consensus. Journal of palliative medicine, 17(6), 642-656.

References Books Bullough, V. L., & IIII Sentz, M. L. S. (Eds.), (2004). American Nursing: A Biographical Dictionary; Volume 3 (Vol. 3). Springer Publishing Company.

MOOC Courses https://www.udemy.com/course/he-development-course/he-development-master-class-complete-certificate-course/

Videos https://www.youtube.com/results?search\_query-research-methodology

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2
CO2	3	2	2	1	2	2	2	2	2	1	1	1	2	1	1
CO3	2	1	2	2	2	3	2	2	1	1	1	2	1	2	2
CO4	3	2	1	1	2	2	1	1	2	1	2	2	2	1	1
CO5	1	1	2	1	1	1	2	1	1	1	1	1	2	2	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



PB BSc Nursing

			10_000	runomg					
Title	of the Course	Basic life support (BLS)							
Co	urse Code	PBNSG-110[E]							
			Pai	tA					
	Year	1st		Credits L T P					С
	rear	151			Credits	1	0	0	1
Co	ourse Type	Theory only							
Cour	rse Category	Discipline Electives							
Pre-	-Requisite/s				Co-Requisite/s				
	se Outcomes loom's Level	CO1- Perform Basic Cardiopulmonary Life Support (BCLS) using the evidence	national guidelines in the ma	nagement of adult victims with cardiac arrest.(BL3-Apply)					
Cour	res Elements	Skill Development / Empereurship X Employability / Professional Ethics X Gender X Human Yalass X Emittonia X Emiropment X	SDC	i (Goals)	SDG3(Good health and well-being) SDG4(Dostley education) SDG17(Partnerships for the goals)				
			Pai	t B					
Modules		Contents			Pedagogy				Hours
Unit 1	Perform Basic Cardiopulmonary Life S of adult victims with cardiac arrest.	upport (BCLS) using the evidence based national or international guidelines in th	e management Lect	ure cum discussion, Demon	stration & Re demonstration				4
		·	Pai	tC	·				
Modules		Title			Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Blo	oom's Level		Hours
Unit 1	Basic Cardiopulmonary Life Su	pport (BCLS)		Simulation		BL3-Apply		6	

Part D(Marks Distribution)									
Theory									
Minimum Passing Marks	External Evaluation Min. External Evaluation		Internal Evaluation	Min. Internal Evaluation					
38	50	25	25	13					
Practical									
Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
	38	Minimum Passing Marks External Evaluation 38 50	Theory Minimum Passing Marks External Evaluation Min. External Evaluation  38 50 25  Practical	Theory           Minimum Passing Marks         External Evaluation         Min. External Evaluation         Internal Evaluation           38         50         25         25           Practical					

	Part E								
Books	ndian Resuscitation Council. (2020). Guidelines for Cardiopulmonary Resuscitation (CPR) and Basic Cardiovascular Life Support (BCLS). Indian Resuscitation Council.								
Articles https://www.google.com/ur/?sa=i&source=web&rct=j&opi=89978449&url=https://www.nbi.nlm.nih.gov/pmclarticles/PMC4129799i&ved=2ahUKEwj6-ZWTq92GAV/ISGWGHT_XAPwQFnoEC8QQAQ&usg=AOvVaw30hx/IIbG-Be-7s.iv/Ousc									
References Books									
MOOC Courses	https://www.classcentral.com/course/udemy-first-aid-basic-life-support-31967								
Videos	https://www.youtube.com/watch?v=n7kqiAu2gC8								

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	2	1	-	1	-	1	-	1	1	-	1	-	1
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Advanced Life Support (ALS)	.ced Life Support (ALS)								
Course Code	PBNSG-111[E]	G-111[E]								
		Part A								
Year	1st		Credits	L	T	P	С			
100	Total		Siculo	1	0	0	1			
Course Type	Theory only	ry only								
Course Category	Discipline Electives	scipline Electives								
Pre-Requisite/s			Co-Requisite/s							
Course Outcomes & Bloom's Level	CO1- Perform Advanced Cardiopulmonary Life Support (BCLS) using the	ne evidence based national or international g	uidelines in the management of adult victims with cardiac arrest.(BL3	-Apply)						
Coures Elements	Skill Development X Entepreneurship X Entepreneurship X Professonal Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)							

	Part B										
Modules	Contents	Pedagogy									
Unit 1	BASIC, LIFE SUPPORT 1, BIS ASESSMENT 2, PRIMARY ASSESSMENT 3, RESPIRATORY DISTRESS AND FAULURE 4. MANAGEMENT OF RESPIRATORY ARRESTS, GIVING SUPPLEMENT DVOYCEN 6, DEPOIN ARRWAY 7, PROVIDING BASIC VENTILATION 8, BASIC XIRWAY AGQUUNCTS: OPA AND NPA 8, SUCTIONING 10, PROVINDING VENTILATION WITH AN ADVANCED ARRAY BASIC XIRWAY AGQUUNCTS: OPA AND NPA 8, SUCTIONING 10, PROVINDING VENTILATION WITH AN ADVANCED ARRAY BASIC XIRWAY AGGUUNCTS.	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5								
Unit 2	ACUTE CORONARY SYNDROMES 1 INTRODUCTION, RHYTHMS FOR ACS, DRUISS OF ACS 2. GOALS OF ACS PATIENTS 3. MANAGING ACS, A INDESTRICTATION OF CHEST DISCOMPORT SUGGESTUP OF IS-CHEMIA 5. EMA SSESSIMENT, CARE AND HOSPITAL PREPARATION 6. IMMEDIATE ED ASSESSMENT AND TREATMENT 7. CLASSIFY PATIENTS ACCORDING TO ST -SEGMENT DEVAILOR S. STEMI.	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5								
Unit 3	CARDIAC ARREST. VF.PULSELESS VT. INTRODUCTION 2. MANAGING VF.PULSELESS VT. 3. APPLICATION OF THE CARDIAC ARREST ALGORITHM. VF.PULSELESS VT. 4. ROUTES OF ACCESS FOR GRIGOS 5. VASOPRESSORS 6. ANTIARRHYTMIC AGENTS 7. EXTRACORPOREAL CPRFOR CARDIAC ARREST RHYTHM 8. ULTRASOUND FOR CARDIAC ARREST RHYTHM 8. ULTRASOUND FOR CARDIAC ARREST RHYTHM 9. VARIAC ARREST RHYTHM 9.	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5								
Unit 4	CARDIAC ARREST DIJLEGI ESS ELECTRICAL ARREST 4 INTRODUCTION 2 DESCRIPTION OF DEA 2 MANAGING DEA	Lecture cum discussion & Discussion & Demonstration & Re demonstration	6								

		Fall	i C		
	Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	1	Advanced Cardiopulmonary Life Support (BCLS) using the evidence based national or international guidelines in the management of adult victims with cardiac arrest	Simulation	BL3-Apply	6

	Part D(Marks Distribution)									
Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
75	50	50	25	25	13					
	Practical									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					

	Part E								
Books	ian Resuscitation Council. (2023). Indian CPRIACLS guidelines (2nd ed.). Indian Medical Association.								
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3271556/								
References Books									
MOOC Courses	https://nhcps.com/course/acls-advanced-cardiac-life-support-certification-course/								
Videos	https://www.youtube.com/watch?v=AsoBMi3444								

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	-	2	1	1	1	1	1	1	2	1
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	_	-	_	-	-	-	-	_	_	-



Title of the Course	tegrated Management of Neonatal and Childhood Illness (IMNCI)										
Course Code	PBNSG-112[E]	VSG-112[E]									
Part A											
Year	1st		Credits	L	Т	P	С				
Teal	101		Credits	2	0	0	2				
Course Type	Theory only	only									
Course Category	Discipline Electives	jpine Electives									
Pre-Requisite/s			Co-Requisite/s	ite/s							
Course Outcomes & Bloom's Level	CO1- Identify effective management of young infants up to 2 months (BI CO2- Demonstrate skill in case management of children age 2 months t CO3- Apply the concepts of IMNCI in providing care to the pediatric clie	to 5 years & skill in treatment procedures and	referral of sick children(BL2-Understand)								
Coures Elements	Skill Development ✓ Entrepreneurship X Entrepreneurship X Employability V Gardet X Gardet X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Dustily education) SDG8(Decent work and economic growth)								

	Part B										
Modules	Contents	Pedagogy	Hours								
Unit 1	IMNCI - Introduction   Background and Objectives   Components and principles   Rationale for an integrated evidence based syndromic approach to case management	Lecture cum discussion	2								
Unit 2	Steps of case management process $\square$ Assess the young infant/child $\square$ Classify the illness $\square$ Identify treatment $\square$ Treat the young infant/ child $\square$ Counsel the mother $\square$ Provide follow up care	Lecture cum discussion & Demonstration	2								
Unit 3	Assessment of sick young infants $\square$ History taking $\square$ Checking for possible bacterial infection/ jaundice $\square$ Diarrhea $\square$ Feeding problem/ malnutrition $\square$ Immunization status $\square$ Other problems	Lecture cum discussion & Demonstration	2								
Unit 4	Assessment of sick children   History taking   Checking for general danger signs   Checking main symptoms   Checking for malnutrition   Checking for anaemia   Assessment of feeding   Checking immunization   Assessing other problems	Lecture cum discussion & Demonstration	2								
Unit 5	Treatment procedures    Identify treatment   Inpatient and outpatient treatment   Home management   Referra	Lecture cum discussion & Demonstration	2								
Unit 6	Parental counseling   Advice regarding feeding and fluid intake, and solving of feeding problems  Administration of oral drugs  Advise when to return	Lecture cum discussion & Demonstration	2								

	Part C										
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours							
Unit 1	Demonstrate skill in case management of young infants up to 2 months	Field work	BL3-Apply	2							
Unit 2	Demonstrate skill in case management of children age 2 months to 5 years	Field work	BL3-Apply	2							
Unit 3	Demonstrate skill in treatment procedures and referral of sick children	Field work	BL3-Apply	1							
Unit 4	Demonstrate skill in counseling of the care takers and follow up care	Field work	BL3-Apply	1							

	Part D(Marks Distribution)										
	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
75	38	50	25	25	13						
			Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						

	Part E				
Books World Health Organization. (2005). Handbook: IMCI integrated management of childhood illness. World Health Organization.					
Articles World Health Organization. (2005). Handbook: IMCl integrated management of childhood illness. World Health Organization.					
References Books					
MOOC Courses	https://www.open.edu/openleamcreate/course/view.php?id=17				
Videos	https://www.youtube.com/watch?v=p9.4/jlZrfoM				

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	2	-	1	1	1	-	1	-	1	1	-	1	1
CO2	1	1	-	2	-	1	-	1	1	1	1	1	1	1	1
CO3	1	-	1	-	1	-	1	-	1	-	-	1	-	1	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
000															



PB\_BSc\_Nursing

Ti	itle of the Course	Nutrition and Dietetics			
	Course Code	PBNSG102[T]			
			Part A		
	Year	1st		Credits L	T P C 0 1 3
	Course Type	Theory only			
C	Course Category	Foundation core			
	Pre-Requisite/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minim	um of two years experience in a hospital or community health nursing.	Co-Requisite/s be me	dically fit
	iourse Outcomes & Bloom's Level	CO1remember the concepts, definition factors and various classifications of nutrition and he CO2 understand the principles, types of Nutrients, methods of preparing flood and therapeutic CO3 understand the importance of various food items and its preservation, measures and def CO4, provide safe food and safety measures and health clustation on diet and analyze the path CO5 evaluated the applications of therapeutic diets ach adiabated safe, Health deucations or	diets for the patient in the hospital settings.(BL2-Understand)	ply) atient in the hospital settings.(BL5-Evaluate)	
c	Coures Elements	Skill Development V Entrepreneurship X Entrepreneurship X Entrepreneurship X Professoral Efficis X Gender X Human Naties X Environment X	SDG (Goals)	SDG3(Cood health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)	
		•	Part B		
Modules		Contents	Ped	lagogy	Hours

Modules	Contents	Pedagogy	Hours
Unit I	ntroduction to nutrition and dietetics. *Balanced diet, factors on which it depends. *Factors to be considered in planning, *Guides available for planning, *Food hygiene, preparation and preservation *Review of nutrients –micro and macro. Food born diseases	lecture cum discussion, Visual art, Case study	8
Unit II	Introduction to diet therapy "Routine hospital diets Therapeutic diet under each unit i.e. cardiovascular diseased, Gastrointestinal diseases, Renal disorders, endocrine and metabolic disorders, allergy, infections and fevers, pre and post operative stage, deficiency diseases and manufultion, overveight and underweight and underweig	Lecture & Discussion , Group discussion, visual art	8
Unit III	Infant and child nutrition "Feeding of normal infants: factors to be considered in planning, nutritional requirements. "Feeding of premature infants: factors to be considered in planning, nutritional requirements." Supplementary feeding of infants: Advantage and method of introduction. "Wearing, effects on mother and child "Psychology of infant and child feeding, "Feed the sex's child. Diet in diseases of infancy and childhood. "Deficiency states—maintrition and under nutrition." Feeding pre-school child. nutritional needs, factors to be considered in planning less!, Problems in feeding. School lunch programme: Advantages, Need in India.	Lecture cum Discussion , Visual art, PBL,	8
Unit IV	Community Nutrition: Need for community nutrition programme. "Nutritional needs for special groups: Infant, child, adolescent, pregnant woman intacting mother and old people." Substitutes for non-vegetarian foods. "Selection of cheap and nutritious foods, Nutrition education: needs and methods. "Methods of assessing nutritional status of individual/group/community." Current nutritional problems and national programmes. Nutrition across like eyels and putates on national nutritional programmes.	Lecture cum Discussion , Talks and presentation, PBL, Case study	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Diet Planning/ Dietary Calculations	Experiments	BL2-Understand	6
Unit II	Field Visit	Field work	BL3-Apply	6
Unit III	Seminar	Experiments	BL5-Evaluate	8
Unit IV	Assignment/ Therapeutic Diet	PBL	BL3-Apply	8

Part D(Marks Distribution)

	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
50		35	18	15	8						
			Practical								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	0										

Part E

Books	Clinical dietetics and Nutrition, Antia 4th ed. 2]Nutritive value of Indian foods, Gopalan, 1st ed.
Articles	https://www.researchgate.net/publication/33338941_Role_of_Nurse_in_Nutritional_Care https://www.researchgate.net/publication/33338941_Role_of_Nurse_in_Nutritional_Care https://www.researchgate.net/publications/assets/arcleoptfor_15_perf_pdf
References Books	Owatism D, Wilcox J, Wray J. Can health and nutrition interventions make a difference? Washington DC: Oversase Development Council; 1980; (Monograph 13) Lokahin M, improving child nutrition? The integrated Child Development Services in India. Development and Change. 2005;3(4):613–600.
MOOC Courses	Nutrition and Health: Food Safety
Videos	https://www.youtube.com/watch?v=CnCSL.HYUM https://www.youtube.com/watch?v=HABFWYaTow

	COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	P09	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO	1	1	1	1	1	1	1	1	2	1	2	2	2	1	1	1
CO	2	1	1	1	1	1	2	1	2	1	2	3	3	2	1	1
CO	3	1	2	2	1	1	3	1	3	1	3	3	2	1	1	1
CO	4	1	1	1	1	1	2	1	2	1	2	2	2	1	1	1
CO	5	1	1	1	1	1	1	1	2	1	2	2	2	1	1	1
CO	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



PB\_BSc\_Nursing

Title of the Course	Microbiology			
Course Code	PBNSG105[T]			
	Part A			
Year	1st		Credits	L T P C 4 0 2 6
Course Type	Theory only			
Course Category	Discipline Core			
Pre-Requisite/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two	years experience in a hospital or community health nursing.	Co-Requisite/s	be medically fit
Course Outcomes & Bloom's Level	CO1- Remember the definitions of terminologies, historical perspectives; recognizing structure and classifi CO2- Comprehend coroughs, characteristics of microbes, Sources, portals of entry and sult, transmission CO3- Apply various asseptic techniques, distinetion methods, startization methods, (BL3-Apply) CO4- Inter and illustrate importance and relevance of microbiology to rursing (BL4-Analyze) CO5- Evaluate, relate and inter "Standard safety measures, Role of Nurse (BL5-Evaluate)	fication of microbes, Morphological types. (BL1-Remember) of infections, laboratory methods for identification of microorganism	s, Culture, Immunoprophylaxis. (BL2-Understand)	
Coures Elements	Skill Development X Enterpreneurshy X Enterpreneurshy X Professoral Efficis ✓ Gender X Human Nales X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)	

Modules	Contents	Pedagogy		
I	Describe the structure, classification morphology & motility of microbes	lecture cum discussion, Visual art	5	
II	Identify common disease producing micro-organisms Describe & discuss different laboratory methods to diagnose bacterial diseases	Lecture cum Discussion , PBL	5	
III	Describe the growth & nutrition of microbes	Lecture cum Discussion , Field work & outdoor learning	5	
IV	Describe the methods of infection control Identify the different disease producing micro-organisms	Lecture cum Discussion , visual art, simulation based learning	10	
V	Describe the different diseases producing microorganiss	Lecture cum Discussion , Group Discussion ,PBL	12	
VI	Describe pathogenic fungi, dermatophytes&mycotic infections & its laboratory diagnosis	Lecture cum Discussion , Visual art, Case study	5	
VII	Explain the concept of immunity & hypersensitivity & immunization in diseases	Lecture cum Discussion , Visual art,	8	
VIII	Describe parasites & vectors, protozoal infections, helminthes & its diagnosis & disease transmission	Lecture cum Discussion , talks & presentation	8	

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I .	Describe the structure, classification morphology & motility of microbes	Virtual Labs	BL2-Understand	2

Part D(Marks Distribution)

	Theory									
Total Marks Minimum Passing Marks		External Evaluation Min. External Evaluation		Internal Evaluation	Min. Internal Evaluation					
100		75	38	25	12					
	Practical Practical									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
	0									

Part E

Books	Ansethmanyer. Testbook of Microbiology Chairman's Exchook of Microbiology Chairman's Exchook of Microbiology Chairman's Exchook of Microbiology (Chairman's Exchook of Microbiology (Morain E. Wilson, Microbiology in Nursing Practice
Articles	The Importance of Microbiology Education for Nursing Students: A Review Nursing Interventions for Preventing Healthcare-Associated Infections: Insights from Microbiology Microbial Surveillance in Healthcare: A Nursing Perspective Empowering Nurses Prough Microbiol Surveillance in Healthcare: A Nursing Perspective Empowering Nurses Prough Microbiology Education: Eridging the Gap between Theory and Practic
References Books	Hughes, R. G. (Ed.). (2012). Patient Safety and Quality: An Evidence-Based Handbook for Nurses. Agency for Healthcare Research and Quality. ISBN-13: 978-1492842649. Wilson, B. A., Salyers, A. A., & Whitt, D. D. (2011). Bacterial Pathogenesis: A Molecular Approach (3rd ed.). ASM Press. ISBN-13: 978-155814182.
MOOC Courses	https://www.coursera.org/learn/bacterial-infections
Videos	An Introduction to Microbiology @ www.youtube.com > watch

	Course Afficulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	2	2	1	2	1	1	2	2	1	3	2
CO2	2	1	2	2	2	3	1	2	1	1	1	1	1	2	1
CO3	3	2	1	1	2	2	3	2	2	1	2	2	2	3	2
CO4	3	2	2	1	2	2	2	1	2	2	2	3	2	2	2
CO5	1	1	1	1	1	1	3	2	1	1	2	2	1	2	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



PB\_BSc\_Nursing

Title of the Course	Maternal Nursing							
Course Code F	PBNSG106[P]							
	Part A							
Year	1st			Credits		L T	P	С
1601	101			Credits		0 0	8	8
Course Type	Embedded theory and field work					•		
Course Category Discipline Core								
Pre-Requisite/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two	Co-Requisite/s	be medically fit					
Course Outcomes (								
Coures Elements	Skill Devolopment / Eintpereneurship X Employability / Employability / Ondessoraal Ethica X Ondessoraal Ethica X Environment X Environment X			SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				
	Part B							
Modules	Contents			Pedagogy		Hours		

		Part C									
Ĭ	Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours						
	1	Artentatal clinic/ OPD 1 Assessmentof prognant women $\square$ Antentatiahistorytaking $\square$ Physical examination, RecordingofWeightKamp; BPH6 Samp, Universitestingfor sugar and abumin $\square$ Antentatiahistorytaking $\square$ Sphysical examination. RecordingofWeightKamp; BPH6 Samp, Universitestingfor sugar and abumin $\square$ Antentatiaximations and abumined antentatiaximations $\square$ Complete of Immunization $\square$ Assessmentificialistics $\square$ Conduct Antentatia Examinations $\square$ Completion of Casebook recordings of Verification of Infection of Antentatia Examinations $\square$ Completion of Casebook recordings of Verification of Infection of Antentatia Examinations $\square$ Completion of Casebook recordings of Verification of Infection of Verification of Infection of Verification of Infection Observations (Verification of Infection Observation Obser	Field work	BL3-Apply	60						
	2	Labour room Q.T. 2: Assess woman in labour □ Carry out per-vaginal examinations □ Conduct normal deliveries □ Perform episiothmy and surtice □ Resurciate newborns □ Assess with Caserans Recloins MIP andother surgical procedures □ Assessmento/Normanin labour □ Pervaginalexaminations and interpretation Monitoringandscaring of woman in labour □ Assessmento/Normanination per local process of the process □ Assessmento/Normanination per local per local process □ Assessmento/Normanination per local pervagination pervagination per local pervagination pervagination per local pervagination per local	Field work	BL3-Apply	60						
	3	Newborn Nursery 1 = Provide rursingcare to newborn atrisk = Newbornassessment = Admission of neonates = Feedingsfenonatesatrisk = Admissionor, paladi, blue feeding, tolal parenteral nutrition = Thermal management of neonates-karagementher care, care of baby in incubator = Montoling and care of neonates-Administering medications = Intravenousherapy = Assisting with diagnostic procedure = Assisting with exchange translation = Careolbabysvenefillator = Protofibriapy = Case study = Cose values to the Cose values = Cose	Field work	BL3-Apply	60						
	4	Family Pfaming Clinic 1 = Counselfor andprovide : family welfare services : Counselforational content of the Counselfor and provide : family welfare services : Counselforational content of the Counselforation of the Counselforati	PBL	BL3-Apply	60						

Part D(Marks Distribution)

	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
			Practical								
Total Marks Minimum Passing Marks		External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
100		50	25	50	25						

Books	Dutta(DC) TextbookofObstetrics 13thEdition
Articles	Hazel Keedle on Instagram: "New Paper Published!! Our new www.instagram.com > hazelkeedle > reel
References Books	Fraser(DM). MylesTextbookofMidwives, Churchill Livingstone. 14th Edition.
MOOC Courses	https://www.coursera.org/learn/positive-psychiatry
Videos	Midwlfery: knowledge, skills and practices www.youtube.com : watch

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2
CO2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1
CO3	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2
CO4	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



PB\_BSc\_Nursing

This of the course	macrital reasing											
Course Code	PBNSG106[T]											
	Part A	A										
Year	1st		Credits	L 4	T 0	P 0	C 4					
Course Type	Theory only		1	-								
Course Category	line Core											
Pre-Requisite/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two	years experience in a hospital or community health nursing	Co-Requisite/s	be me	dically f	fit						
Course Outcomes & Bloom's Level	CO1- Describe the physiology of pregnancy, labour and pursperium, (81.4 Remember) CO2- Manage normal pregnancy, labour and pursperium, IR82-Indenstand) CO3- Explain the physiology of lactation and advice on management of breast feeding (813-Apply) CO4- Be skilled in providing pre and post operative nursing care in obstetic conditions, (814-Analyze) CO5- Isentify and manage high risk pregnancy including appropriate referrals (81.5-Evaluate) CO6- Propagate the concept and motivate acceptance of finity planning methods and Teach, guide and	supervise auxiliary midwifery personnel(BL6-Create)										
Coures Elements	Skill Development / Entrepreseurship / Entrepreseurship / Entreployability / Professional Ethics -/ Gender X Human Yalbes X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG4(Decent work and economic growth)									

Part B

Modules	Contents	Pedagogy	Hours
unit 1	15m Boscribe the concept of maternal nursing Explain the magnitude of maternal motivitity & arm; mortality rates Describe the "Introduction and instroid review" Planned parenthod". Maternal motivitied, and mortality rates Legislations related to maternity benefits, Lecture & arm; Discussion Assessment of skills with check list Written Test. Objective and Essay Type. 35   Page Regislations related to maternity benefits. MTP act & arm; Entire planning MTP acts, nevertiews for family damning etc.	lecture cum discussion	5
unit 2	II 6/ms Describe the anatomy & amp.physiogy of female reproductive system Explain foetal development * Review of the anatomy and physiology of female reproductive system. * Female pelsival (namel and contractled) * Review of foetal development. Lecture & amp. Discussion Explain using models Chart sides Specimen record book.	Lecture cum Discussion , role play	6
unit 3	III 8hrs Describe the physiology & Describe the physiology of the physiology and programmer of pregnancy, labour& Describe Perform neonatal resuscitation Recognis& Ampr. manage common neonatal problems. "Physiology and management of pregnant was used prepared to the programmer of Lecture Ampr. Discussion Demonstration Charts sides Assessment of skills with check list Written Test, Objective and Essay Type. common gynecological problems. "Organization of labour room "safe birth neckalist Postpartum with you had his work Mirror birth planning problems."	Lecture cum Discussion , case study	8
unit 4	V 5hrs Describe management of abnormal pregnancy labour/samp pusperai identify & amp; manage high risk pregnancy & amp; pusperai identify & amp; manage high risk pregnancy & amp; pusperai management of abnormal regnancy; labour and pusperairm. Abortion, ecopic pregnancy and vesticaler mole.* Pregnancy induced hyperfension, gestational diabetes, aneamia, heart disease. "Urinary infections, Antegratum hemorrhage "Abnormal labour (imagesotian and managementation). Tuterine inetia" is Disectors or pusperairm Lacture & amp; Discussion Demonstration Charts sided a Assessment of skild with chack list Witten Test; Objective and Essay Type, 37   Page " Management of engraged breast, cracked nipples, breast abscess and mastifis	Lecture cum Discussion , Visual Art, PBL	6
unit 5	VI 10hrs * Drugs in obstetrics * Effects of drugs during pregnancy, labour and puerperium on mother and baby. Lecture & Discussion Drug book Written Test; Objective and Essay Type.	Lecture cum Discussion , Visual Art, PBL	5
unit 6	VII 3hrs * National Welfare programmes for women * National Family welfare programme * Infertile family * Problems associated with unwated pregnancy * Unwed mothers. * Family planning 2020 * National family planning programme * Post partum IUCD	Lecture cum Discussion , Visual Art, simulation based learning	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/	Bioom's Level	Hours
unit1	I first Describe the concept of maternal nursing Explain the magnitude of maternal morbidity & Describe the * Introduction and historical review * Planned carenthood * Maternal morbidity and mortality rates * Leoislations related to	Internships Role Play	BL6-Create	5
unit 3	Describe management of abnormal pregnancy laboursamp.puerperiu Identifly & manage high risk pregnancy &amp.puerperium * Management of abnormal pregnancy; labour and puerperium * Montine to the pregnancy and vestcular mole. * Pregnancy and describe to the second of the pregnancy and vestcular mole. * Pregnancy and describe to the second of the pregnancy and the second of the	PSL	BL2-Understand	8
unit 6	National Welfare programmes for women * National Family welfare programme * Infertile family * Problems associated with unwated pregnancy * Unwed mothers. * Family planning 2020 * National family planning programme * Post partum IUCD	PBL	BL3-Apply	10

Part D(Marks Distribution)

	Theory						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
100		75	38	25	13		
	Practical Practical						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
	0						

Part E

Books  lower milk, perry, Bobak: "Maternity and women's Health Care" 6th ed.; 1997. C.V Mosby. 4. S SRatnam, K BhaskerRao and S Arulkumaran, Obstetrics and Gynaecology for Postgraduates, Vol 1 and Vol 2, Orient Longman Ltd 1994			
Articles	https://www.ncbi.nlm.nih.gov/pmc/larticlesi/PMC8306470/		
	1. Myles Text Book of Midwives, Eds; Diane M. Fraser and Margaret A. Cooper 14th Ed., Churchill Livingstone. D.C. Dutta Text Book of Obstetrics including Perinatology and Contraception 6th Edition, 2004 New Central Book Agency.		
MOOC Courses	https://www.coursera.org/learn/hutrition-pregnancy		
Videos	https://www.youtube.com/watch?v=Zve9FpOOS		

COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2	2	1	3	1	1	1	1	2	2	2	2	2	2
CO2	1	2	2	1	3	2	2	2	2	3	2	3	3	3	1
CO3	1	1	3	2	2	3	2	2	1	3	3	3	3	2	2
CO4	1	1	2	2	2	2	2	2	2	1	3	2	2	1	1
CO5	1	2	2	1	1	2	1	1	2	1	2	1	2	2	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Child Health Nursing							
Course Code	PBNSG107[P]							
	Part A							
Year	St Credits							
Course Type	Embedded theory and field work							
Course Category	Discipline Core	pline Core						
Pre-Requisite/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two	Co-Requisite/s be medically fit						
Course Outcomes & Bloom's Level								
Coures Elements	Skill Development ✓ Enterpreneurshy × Enterpreneurshy × Enterpreneurshy × Professoral Ethics ✓ Professoral Ethics ✓ Grunnan Yuluns × Environment ×	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quelly education) SDG8(Decent work and economic growth)					

	Part B		
Modules	Contents	Pedagogy	Hours
unit 1	15m Describe the concept of maternal nursing Explain the magnitude of maternal motivity & ann.; mortality rates Describe the "timeduction and statistical review." Planned parenthod.* Maternal motivity and mortality rates. Equilations related to maternity benefits, Lecture & ann.; Discussion Assessment of skills with check its Written Test. Objective and Essay Type. 35   Page legislations related to maternity benefits. MP and & ann.; Earnly planning MTP acts, moreovers for family damning etc.	role play, visual art	5

	Par	iC .		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Paediatric Medicine Ward	Field work	BL3-Apply	80 hrs
II	Paediatric Surgery Ward	Field work	BL3-Apply	80 hrs
III	Peadiatric OPD	Field work	BL3-Apply	60 hrs
IV	Cheche	Field work	BL3-Apply	20 hrs

	Theory						
Total Marks	Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation						
	50						
			Practical				
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
100	0	50	25	50	25		

	Part E							
Books	Author, Parul Datta; Edition, 2, revised; Publisher, Jaypee Brothers Medical Publishers Pvt. Limited, 2009; ISBN, 8184485689, 9788184485684; Length, 528 pages.							
Articles	BMC Pediatrics is an open access journal publishing peer-reviewed research articles in all aspects of health care in neonates, children and adolescents,							
References Books	https://journals.hww.com/incnjournal/pages/aspx?v=2&autoPlay=true							
MOOC Courses	https://www.coursera.org/learn/health-care-and-promotion-for-infants-and-toddlers							
Videos	MCN: The American Journal of Maternal/Child Nursing journals.lww.com > mcrijournal > pages > video							

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	P09	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	2	3	2	3	3	2	2	3	1	3	3	3
CO2	2	3	2	3	2	2	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	3	3	3	2	3	3	2	3	2	2	3
CO4	2	3	3	1	2	1	2	3	3	3	3	3	2	2	3
CO5	1	2	1	3	2	3	3	1	1	2	2	2	2	1	2
COE															



PB BSc Nursing

Title of the C	Course	Medical Surgical Nursing								
Course C	Code	PBNSG108[P]	3108[P]							
	PartA									
Year		1st			Credits         L         T           0         0			L T	P C 9	
Course Ty	Гуре	Lab only								
Course Cat	Course Category Discipline Core									
Pre-Requis	site/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of tw	diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing						fit	
Course Outc & Bloom's		CO1 - Inow, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research (BL2-Inderstand) CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research (BL3-Analyze) CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research (BL3-Apply) CO4- fearlift, select, outline, compare, differentiate & amp, analyze, research data, interpreting and utilizing the findings from health related research. (BL4-Analyze) CO5- compare, explain, interpret & annua, revaluate the various methods of date collection and tools (BL5-Evaluate)								
Coures Eler	ments	Skill Development ✓ Entrepreneurship × Entrepreneurship × Entreployability Professional Ethics ✓ Gender X Human Valtes × Environment X	SDG	SDG3(Good health and well-being) SDG4(Quality education) SDG3(Decent work and economic growth)						
		Part	В							
Modul	les	Contents			Pedagogy			Hours		
		Part	С							
Modules		Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships			Bloom's Level			Hours	
unit-1	observation report in OPD		Experiments			BL3-Apply		5		

Part D(Marks Distribution)							
	Theory						
Total Marks	Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation						
	50						
			Practical				
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation		
100	0	50	25	50	25		

Books APA (7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014), Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.) Wolters Kluwer Health'.			
Articles	Effect of Self-efficacy-Based Training on Treatment Adherence of Patients with Heart Failure		
References Books	KrishnadasKV.TextbookofMedicine		
MOOC Courses	https://www.coursera.org/learn/breast-cancer-causes-prevention		
Videos	Test Bank For Introduction to Medical-Surgical Nursing, 6th www.tiktok.com > video 6:02 / 22:44 • Introduction Pneumonia symptoms, patho, nursing interventions for NCLEX RN & LPN		

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	1	1	1	1	2	2	1	1	3
CO2	2	2	1	1	1	2	1	1	1	1	1	2	1	1	1
CO3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
CO4	1	1	1	2	2	1	1	1	1	1	1	1	1	1	3
CO5	2	1	1	2	2	2	1	1	1	1	1	1	1	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Title of the Course	Medical Surgical Nursing								
Course Code	PBNSG108[T]								
	Part A								
Year	1st			Credits		L 6			C 6
Course Type	Theory only								
Course Category	Course Type  Theory only  Discipline Core  Pre-Requisite/s  hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing  Course Outcomes  & Bloom's Level  CO2- comprehend, distinguish, Inderstand and explain appropriate design and sampling use in nursing research (BL2-Analyze)  CO3- discover, apply, use and relate the nursing research problems and carnying out the nursing research (BL3-Apply)  CO4- dentify, Seef-, cultime, compare, differentials & arm, analyze, research data, interpret and utilizing the findings from health related research (BL4-Analyze)  CO4- compare, explain, interpret & armp, eveluate the verticus methods of date collection and book (BL5-Evaluate)  Skill Development /  Entrepreneurship X  Employability /								
Pre-Requisite/s	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two	ma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursi							
	CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nu CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research	rsing research.(BL4-Analyze) n.(BL3-Apply)						F 0	
Coures Elements	Entrepreneurship X	SDG	(Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)					
	Part B								
Modules	Contents		Pedagogy		Hours				
	Part C								

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit-1	case discussion	Field work	BL2-Understand	4
unit-3	chart	PBL	BL2-Understand	3
		•		

	Part D(Marks Distribution)												
	Theory												
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation								
100		75	38	25	12								
			Practical										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation								
	0												

	Part E									
Books	APA (7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wollters Kluwer Health'									
Articles	tan University of Medical Sciences ISSN: e: 2322-4169   p: 2322-178X									
References Books	(7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health'									
MOOC Courses	https://www.my-moc.com/eimnoc/introduction-b-critical-care-in-hospitals https://www.my-moc.com/eimnoc/introduction-b-critical-care-in-hospital-ca									
Videos	https://www.youtube.com/watch?v=drsARvZOevg									

		Course Articulation Matrix														
	COs	PO1	PO2	PO3	PO4	PO5	P06	P07	P08	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CC	)1	2	1	1	2	2	3	1	1	1	1	2	2	1	1	3
CC	)2	2	2	1	1	1	2	1	1	1	1	1	2	1	1	1
CC	)3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
CC	04	1	1	1	2	2	1	1	1	1	1	1	1	1	1	3
CC	)5	2	1	1	2	2	2	1	1	1	1	1	1	1	1	3
CC	06	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc\_Nursing

Title of the Course	*Pharmacology I and Pathology I												
Course Code	PHAR (I) 205 & PATH (I) 210	) 205 & РАТН (I) 210											
Part A													
Year	2nd		Credits	L	Т	P	С						
100			Situatio	2	0	0	2						
Course Type	Theory only	only											
Course Category	Discipline Core	oline Core											
Pre-Requisite/s			Co-Requisite/s										
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, terms, approaches, a CO2- comprehend, distinguish, Understand and explain appropriate de CO3- discover, apply, use and relate the nursing research problems an CO4- identify, select, outline, compane, differentiate &, analyze, res CO5- compane, explain, interpret &, evaluate the various methods	sign and sampling technique in nursing resea d carrying out the nursing research.(BL3-App search data, interpreting and utilizing the findir	rch.(BL4-Analyze) oly)	·									
Coures Elements	Skill Development X Eritespreneurship X Erntpolystillity Professional Eritos X Gender X Human Values X Ervironment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Dealty education) SDG8(Decent work and economic growth)										

	Part B		
Modules	Contents	Pedagogy	Hours
Unit 9	Introduction $\square$ Importance of the study of pathology $\square$ Definition of terms in pathology $\square$ Cell Injury. Eliology, pathogenesis of reversible and Injury, Recrosis, Gangreno $\square$ Cellular adeptions. Attophy, Hepericals, Metaplasis, Metaplasis, Apoptosis $\square$ Inflammation $\square$ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation in Cornor Inflammation (Granufordisons inflammation) and inflammation (Passicularisons inflammation). We will be a "New Order of the Cellular events of the Cellula	Lecture cum Discussion	8
Unit 10	Special Pathology Pathological changes in disease conditions of selected systems. I Respiratory system: Putmorary infections: Presumonia, Lung abscess, pulmorary bisecutions: Presumonia, Lung abscess, pulmorary bisecutions: Chronic Dathrutich Prefumoniary Disease: Chronic Endonthis, Emphysema, Bronchial Asthma, Bronchicetais   Tumors of Lungs 2, Cardio-vascular system   Atherosderosis   schemia and Infarction.   Rehumatic Heart Disease: Infective endocardits 3, dashorisetainal tract   Peptic luter disease; Glastric and Doucland Luckoplatis, Squarnous cell carionna: Esophageal carent   Gastric caroor   Gastric c	Lecture cum Discussion	5
Unit 11	Hematicipical lesis for the diagnosis of blood disorders: Blood lesist. Hemoglobin, White cell and platelet courts, PCV, ESR — Coaguilation tests: Bleeding time (BI), Protrombin time (PI), Activated Parial Protrombin time (APTT): Blood benish y: Blood bank: o Blood grouping and cross matching o Blood components or plasmapheresis o Transfusion reactions Note: Few lab hours can be planned for observation and visits. Lices than 1 crotif, lab hours ann to specified separately): Lecture of Discussion I V visit to the planned for observation and visits.	Lecture cum Discussion	7

	Pari	t C		
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 6	Drugs used in treatment of Cardiovascular system and blood disorders	Case Study	BL3-Apply	5
Unit 7	Drugs used in treatment of endocrine system disorders	Case Study	BL3-Apply	5
Unit 8	Drugs used in treatment of communicable diseases (common infections, infestations)	Case Study	BL3-Apply	5

		F	Part D(Marks Distribution)											
	Theory													
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation									
25	13	0	0	25	13									
			Practical											
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation									
	0													

	Part E
Books	Lehne, R. A. (2013). Pharmacology for nursing care. Elsevier Health Sciences.
Articles	Avedissian, S. N., Malik, J. R., Podany, A. T., Neely, M., Rhodes, N. J., Scarsi, K. K., & Fletcher, C. V. (2024). In-vitro and in-vivo assessment of nirmatrehir penetration into CSF, central nervous system cells, tissues, and peripheral blood mononuclear cells. Scientific Reports, 14(1), 10709.
References Books	Lilley, L. L., Collins, S. R., & Snyder, J. S. (2022). Pharmacology and the nursing process E-Book. Elsevier health sciences.
	https://www.mooc-list.com/course/cannabis-mental-health-and-brain-disorders-coursera https://www.mooc-list.com/course/manejo-del-enfermo-semicritico-y-critico-por-covid-19-coursera
Videos	https://www.voutube.com/watch?viz4AHhHaOmGm8

	Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	1	1	1	1	2	1	2	2	2	1	2	2
CO2	1	1	2	1	1	2	2	2	2	2	3	3	2	3	1
CO3	2	1	2	3	2	3	1	3	1	3	3	2	1	2	1
CO4	1	2	1	1	1	2	1	2	1	2	2	3	2	2	3
CO5	2	1	1	1	1	1	2	1	2	1	1	1	2	2	1
coe															



RSc Nursing

Title of the Course	Pharmacology (I&II) & Pathology (I&II) (including Genetics)										
Course Code	PHAR (II) 205 & PATH (II) 210										
Part A											
Year	2nd		Credits	L	Т	P	С				
1001	Zild		Credits	4	0	0	4				
Course Type	Theory only	eory only									
Course Category	Discipline Core	Discipline Core									
Pre-Requisite/s			Co-Requisite/s								
Course Outcomes & Bloom's Level	CO2- comprehend, distinguish, Understand and explain appropriate det	CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research.(BL2-Understand) CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research.(BL4-Analyze) CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research.(B1-Apply) CO4- isentify, select, cuttine, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research.(BL4-Analyze) CO5- compare, acquain, interpret & evaluate the various methods of date collection and tools, (BL5-Evaluate)									
Coures Elements	Skill Development X Eribeprenurship X Eribeprenurship X Professorial Eribos V Gender X Human Values X Eriberran Values X Eriber										

Part B									
Modules	Contents	Pedagogy	Hours						
Unit 9	Special Pathology: Pathological changes in disease conditions of selected systems 1. Kidneys and Urinary trad: □ Connentionephritis □ Pyelonephritis = Renal calcula; □ Cyption: □ Cyption: □ Renal calcula; □ Renal calcula; □ Cyption: □	Lecture cum Discussion & Group Discussion	5						
Unit 10	Clinical Pathology   Examination of body cavity fluids: o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, blochemistry and microbiology testAnalysis of semen: o Sperm count, moltily and morphology and their importance in intertitity — times: o Physical characteristics. Analysis, Culture and Sensitivity — Facess: o Characteristics o Stock examination. Cocult blood, Ova, Parasife and Cyst, Reducing substance etc. o Methods and collection of une and faces for various tests	Lecture cum Discussion & Group Discussion	5						
Unit 11	Introduction: □ Practical application of genetics in nursing □ Impact of genetic condition on families: □ Review of cellular division: mitosis and missios: ○ Characteristics and structure of genese: □ Chromosomales: see determination: □ Chromosomale abertations: □ Patterns of inheritance □ Mendelian theory of inheritance □ Multiple allots and blood groups: □ Sex linked inheritance □ Mendelian theory of inheritance □ Multiple allots and blood groups: □ Sex linked inheritance □ Mendelian theory of inheritance □ Multiple allots and blood groups: □ Sex linked inheritance □ Mendelian theory of inheritance □ Multiple allots and blood groups: □ Sex linked inheritance □ Mendelian theory of the sex of th	Lecture cum Discussion & Group Discussion	2						
Unit 12	Maternal, prenatal and genetic influences on development of deficits and diseases □ Conditions affecting the mother genetic and infections □ Consanguiruity atopy □ Fenatial nutrition and food allergies □ Maternal age Maternal ded up therapy □ Prenatial testing and diagnosis □ Effect of Radiation, drugs and chemicals □ infertility □ Spontaneous abortion □ Neural Tube Defects and the role of folic acid in lowering the risks □ Down syndrome (Trisonry 21).	Lecture cum Discussion & Group Discussion	2						
Unit 13	Genetic testing in the neonates and children 🗆 Screening for o Congenital abnormalities o Developmental delay o Dysmorphism	Lecture cum Discussion & Group Discussion	2						
Unit 14	Genetic conditions of adolescents and adults   Cancer genetics: Familial cancer   Inborn errors of metabolism   Blood group alleles and hematological disorder   Genetic haemochromatosis   Huntington's disease   Mental illness	Lecture cum Discussion & Drug study/ presentation	2						
Unit 15	Services related to genetics  Genetic testing Gene therapy Genetic counseling Legal and Ethical issues Role of nurse	Lecture cum Discussion & Group Discussion	2						
Unit 16	Introduction □ Background □ Prescriptive role of nurses and nurse practitioners □ Prescribing terminology	Lecture cum Discussion & Group Discussion	4						
Unit 17	Professional, legal, and ethical issues relevant to prescribing practice. □ Professional issues □ Legal issues □ Ethical issues	Lecture cum Discussion & Group Discussion	6						
Unit 18	Principles of prescribing  Principles   Factors influencing prescribing	Lecture cum discussion	4						
Unit 19	Process of prescribing and competencies □ Steps of prescribing □ Prescribing competencies	Lecture cum Discussion & Group Discussion	6						

Modules	Part Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Drugs used in disorders of ear, nose, throat & Eye	Case Study	BL4-Analyze	2
Unit 2	Drugs used on urinary system	Case Study	BL4-Analyze	2
Unit 3	Drugs acting on nervous system	Case Study	BL4-Analyze	2
Unit 4	drugs used in alternative systems of medicine	Seminar	BL4-Analyze	1
Unit 11	Maternal, prenatal and genetic influences on development of defects and diseases	Case Study	BL4-Analyze	2

 Part D (Marks Distribution)

 Theory

 Total Marks
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

 100
 5 0
 75
 38
 25
 13
 3

 Practical

 Total Marks
 Minimum Passing Marks
 External Evaluation
 Internal Evaluation
 Min. Internal Evaluation

 0
 Minimum Passing Marks
 External Evaluation
 Min. External Evaluation
 Min. Internal Evaluation

Part E							
Books Mohan, H. (2018). Textbook of pathology. Jaypee Brothers Medical Publishers.							
Articles Lindpaintner, K. (2002), Pharmacogenetics and the future of medical practice. British journal of clinical pharmacology, 54(2), 221-230.							
References Books	Salter, W. T. (1952). A textbook of pharmacology. Principles and application of pharmacology to the practice of medicine. A textbook of pharmacology. Principles and application of pharmacology to the practice of medicine.						
MOOC Courses	https://www.coursern.org/learnifesurobiology https://www.coursern.org/learnifesurobiology https://www.coursern.org/learnifesurobiology https://www.coursern.org/learnifesurobiology https://www.coursern.org/learnifesurobiology						
Videos	https://www.youtube.com/watch?v=ECEJrTjwgNw						

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	PO5	P06	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	3	1	1	1	2	1	2	2	2	1	1	2
CO2	1	1	2	1	2	2	1	2	1	2	3	3	1	2	1
CO3	2	2	2	2	2	2	1	3	1	3	3	3	1	2	1
CO4	3	1	1	3	1	1	1	2	1	2	2	2	2	2	3
CO5	2	1	2	2	2	2	1	2	1	2	2	2	2	2	1
coe															



BSc\_Nursing

Title of the Course	Professional Ethics and Professional Values										
Course Code	PROF 230										
PartA											
Year	2nd		Credits	L	Т	P	С				
100			Situation	1	0	0	1				
Course Type	Theory only	ry only									
Course Category	scipline Core										
Pre-Requisite/s			Co-Requisite/s								
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, terms, approaches, a CO2- comprehend, distinguish, Understand and explain appropriate de CO3- discover, apply, use and relate the nursing research problems and CO4- identify, select, outline, compare, differentiate & CO4- identification, dif	sign and sampling technique in nursing researd carrying out the nursing research.(BL3-App	rch.(BL4-Analyze)								
Course Elements	Skill Development X Entrepreneurship X Employability V Professional Ehrics V Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Dustily education) SDG6(Decent work and economic growth)								

_	Part B										
Ī	Modules	Contents	Pedagogy	Hours							
Part C											

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Communication & Relationship with team members	Role Play	BL3-Apply	1
Unit 1	Professional etiquettes and behaviours	Case Study	BL3-Apply	2
Unit 2	Importance of professional values in nursing and health care	Seminar	BL4-Analyze	2
Unit 3	Care without discrimination, equitable access to care and safety of the public	Role Play	BL3-Apply	1
Unit 3	End of life issues	Role Play	BL4-Analyze	2

## Part D(Marks Distribution)

	Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Min. External Evaluation Internal Evaluation							
50	25	25	13	25	13						
	Practical										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation						
	0										

#### Part E

Books	Fishman, S. M., Young, H. M., Lucas Arwood, E., Chou, R., Herr, K., Murinson, B. B., & Strassels, S. A. (2013). Core competencies for pain management: results of an interprofessional consensus summit. Pain medicine, 14(7), 971-981.
Articles	Poreddi, V., Narayanan, A., Thankachan, A., Joy, B., Awungshi, C., & Reddy, S. (2021). Professional and ethical values in Nursing practice: An Indian Perspective. Investigacion y educacion en enfermeria, 39(2).
References Books	Oliver, J., Coggins, C., Compton, P., Hagan, S., Matteliano, D., Stanton, M., & Turner, H. N. (2012). American Society for Pain Management nursing position statement: pain management in patients with substance use disorders. Pain Management Nursing, 13(3), 169-183.
	https://www.coursen.orgleam/business-ethics https://www.coursen.orgleam/business-ethics https://www.coursen.orgleam/business-ethics
Videos	https://www.youfube.com/watch?v=PxVFvDh4lPg

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	2	2	2	2	2	1	2	2	3
CO2	2	2	3	2	2	2	1	1	3	1	3	3	2	2	1
CO3	2	2	1	3	2	1	2	1	1	2	1	3	1	1	1
CO4	3	2	2	2	3	2	1	3	2	2	2	2	2	2	3
CO5	-		-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-