

BSc_Nursing

| Title of the Course | Community Health Nursing I incl Env. Sc. & Epidemiology | | | | | | | | | | | |
|------------------------------------|--|---|--|---|---|---|---|--|--|--|--|--|
| Course Code | N- COMH (I) 310 [P] | 20MH (I) 310 [P] | | | | | | | | | | |
| | | Part A | | | | | | | | | | |
| Year | 3rd | Credits L T P C | | | | | | | | | | |
| | | | | 0 | 0 | 2 | 2 | | | | | |
| Course Type | Embedded theory and field work | | | | | | | | | | | |
| Course Category | Foundation core | dation core | | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | | | | |
| Course Outcomes & Bloom's Level | C01- define community and community health nursing also interpreting C02- understand the community health problems and holistic care, core C03- demonstrate and show in the community about the self-examinate C04- evaluate the problem in the community by questioning and behalt C05- detect the problems in the community and assess the problem th | mpetent nursing care and extended role of nu ion, hand hygiene and related to the menstrue of that students able to analyze the problem | rses in community health centers. (BL2-Understand) al hygiene and care of a pregnant mother, new born baby and geriatri regarding health issues. (BL4-Analyze) | | | | | | | | | |
| Coures Elements | Skill Development J integreenurship J spolyability J spolyability J spolyability J spolyability J spolyability S spolyability S spolya | | | | | | | | | | | |

| | | Pan | . D | | | | |
|---------|---|--|------------|--|-----------|-------|------|
| Mod | ules | Contents | | Pedagogy | Hours | | ours |
| | | Part | С | | | | |
| Modules | | Title | | icative-ABCA/PBL/ eriments/Field work/ Internships | Level | Hours | |
| Unit-1 | assessment/survey to identify hea teaching individual/family on: o Nu including nutritional assessment fi health survey | using communication andinterpersonal relationship □ Conducting community needs th determinants of a community □ Observation skills □ Nutritional assessment skills □ Skill in hitton, including food tygeine and asside to Healthy (flexible of Health (andiono □ Health assessment or dients of different age groups □ Oocumentation skills/investigating an epidemic – Community sosing, primary management of common health problems in the community and referral of high-risk visit □ Participation in implementation of national health programs □ Participation in school health | Field work | | BL3-Apply | 80 | |
| Unit 1 | assessment/survey to identify hea teaching individual/family on: o Nu including nutritional assessment fi health survey Screening, diagn | using communication andinterpersonal relationship □ Conducting community needs th determinants of a community □ Observation skills □: Nutritional assessment skills □ Skill in nitrion, including food tygiene and a skill of the left typic of the left promotion. The left assessment or denis of different age groups □ Obcumentation skills/investigating an epidemic − Community cosing, primary management of common health problems in the community and referral of high+tak visit □ Participation in implementation of national health programs □ Participation in school health | Field work | | BL3-Apply | | 80 |

Part B

| | Part D(Marks Distribution) | | | | | | | | | | |
|-------------|--|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|
| Theory | | | | | | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation 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 | | | | | | | | | | | | | | |
|-----|---|---------|-----------|---------------------|--|-----|-----|-------------------|-----------|------|------|------|------|------|------|
| | E | ooks | Bhanars | idas Bhanot Publish | Bhanot Publishers. (2022). Textbook of Preventive and Social Medicine: Bhanarisidas Bhanot Publishers. | | | | | | | | | | |
| | A | ticles | Creation | of an Enhanced Prir | n Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project | | | | | | | | | | |
| | References Books Kaskinen, J. R., Coehlo, D. P., Steele, R., & Robinson, M. (2018). Family Health Care Nursing: Theory, Practice, and Research (6th ed.). F.A. Davis Company. | | | | | | | | | | | | | | |
| | MOO | Courses | https://w | ww.coursera.org/lea | n/epidemiology | | | | | | | | | | |
| | v | ideos | https://w | ww.youtube.com/wa | ch?v=tb-k0aZYT30 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | Course Articulati | on Matrix | | | | | | |
| 000 | PO1 | B02 | PO2 | PO4 | POS | POG | PO7 | PO9 | PO0 | BO10 | PO11 | PO12 | PSO1 | PSO2 | BSO2 |

| COs | P01 | POZ | P03 | PU4 | PU5 | P06 | P07 | P08 | PU9 | P010 | PU11 | PU12 | PSUI | PSUZ | PS03 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 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_Nurs | ing | | | | | |
|----------------------------|--|--|---|---------------------------|---|---|---|---|-------|
| Title of the C | | Midwifery & Gynecology (OBG) Nursing (I&II) | | | | | | | |
| Course Co | de | N- MIDW (II) OBGN 410 [T] | | | | | | | |
| | | | Part A | | | | - | P | c |
| Year | | 4th | | | Credits | 3 | 0 | 0 | 3 |
| Course Ty | pe | Theory only | | | 1 | | | | |
| Course Cate | | Foundation core | | | Co-Requisite/s | | | | |
| Pre-Requis | ite/s | CO1- recognize, state the concept and principles of Midwifery and Obs | tetric Nursing.(BL1-Remember) | | | | | | |
| Course Outc & Bloom's L | | CO2: comprehend, distinguish and explain knowledge and skills in imp) CO3: apply, demonstrateheskills inassessing normalandhiph-inkobstet CO4: identify, analyzethehealthneedsandimpartmaternal,neonatal,famil CO5: describe, explainandevaluateprofessionalcompetency/inhandlingn CO6: explaintheevidence-basednursing practiceinthefieldofObstetricalt | ementing nursing care to normalance tricsand providingbasicemergencyot yplanning and other reproductive he ormaland high-risk conditions of wo | alth servio men in pre | ces in the hospital and community.(BL4-Analyze) egnancy and use of various equipment's in Obstetrics.(BL5-Evaluate | | | | |
| Coures Elem | ients | Skill Development ✓ Entrepreneurship × Enropskilly ✓ Professional Ethics ✓ Gender × Human Values × Environment × | SDG (Goals) | | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | |
| Modules | | Contents | Part B | | Pedagogy | | | | Hours |
| unit -1 | Transformative education fo mortality ratio, Infant Mortali health programs related to R midwifery and OBG nursing care, physiologic birthing an midwifery practice (ICM) o L expectations & choices abot Ethical issues in maternal ar | statory of makefiely in India = "Current scenario: or Trends of maternity car relationship based and transformative involvery practice in India = "Vita IV Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates of MiXCH+4 (Reproductive Maternal Nervorn and Child Health + Adolesce or Respectful maternity and newborn care (RNNO) or MiXefiery-led care of Respectful maternity and newborn care (RNNO) or MiXefiery-led care demodicatation of birth 6 Birthing careful waiter the MiXefield and careful applications in miXefield and the Careful and the Careful at care Lappl provisions in miXefiery practice in India: :: INCM/OHEAFW at careful and compared the Adolesce and the Adolesce at miXefield and the Adolesce and the Adolesce and the Adolesce at an identification of the Adolesce and the Adolesce a miXefield and the Adolesce and the Adolesce and the Adolesce at an identification of the Adolesce and the Adolesce and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at the Adolesce and the Adolesce | I health indicators – Maternal laternal death audit □ National ant Health) Current trends in units (MLCU) o Women centered sential competencies for and rights o Women's egulations □ ICM code of ethics □ "NDT) Act, Surrogate mothers □ | lecturer | cum discussion | | | | 8 |
| unit -2 | Fertilization, conception a | numan reproductive system and conception (Maternal, Fetal & Newborn) male peivis – bones, joints, ligaments, planes, diameters, landmarks, landmarks, nelles, diameters, moulding : = Fetopelver ratiations/injs := Physiology of me di mighantation := Embryological development ::: Placental development nt := Fetal circulation & nutrition | physiology) Review: □ Female lination, pelvic variations □ Foetal nstrual cycle, menstrual hygiene and function, placental barrier □ | lecture c | rum discussion ,case study | | | | 6 |
| unit-3 | Socio-utilural aspects of regarding normal bothy Gen regarding normal bothy Gen Trimesters). Normal programs bothy Gen General Regarding normal programs/Antenatal care: a behavior, sexual life during pregnancyAntenatal care: a behavior, sexual life during abdominat papation, fetal as behavior, sexual life during and programs | end of normal preparancy (arther natal). Pre-pregnancy (2arther 1 Review of a numan security (Self Learning). — Prenotoppion care — Dre-conception etic counselling (Self Learning). — Prenotoppion care — Dre-conception and confirmaticly tests. — Review of matemain furthfion & maintuittion — B and confirmaticly tests. — Review of matemain Learning & the number of the self-self-self-self-self-self-self-self- | counseling (Including awareness ment and antenatia lever (I, II & Will graing): Disgriosis of programcy – intential assessment History lement of minor discomforts of shared decision making, risky actiful care and compassionate etci – Antenata assessment: the care and compassionate etci – Antenata assessment to no rifA-a cationa and vitamin ba and discomforts of 2nd timester sessment :: Maternal Mental heart rate – Doppler and d timester : Third timester sess and complication readiness ness and complication readiness a : Women centered care :: | lecture c | rum discussion, demonstration | | | | 12 |
| unt - 4 | necessary — Stages of Ibbs are and communication — [] stage of labour. — Pain man- smulation during first stage Role of DoularASH's Seco - Network - Network - Network - Network - Network - Network - Network | d care during labour = Normal labour and bith = Onset of bithhelsbour ur = Organization of labour room - Triage, preparation for thit = Positive Jungs used in labour as per Gol guidelines Fist Stage = Physicology of nor signers in labour room - Triage - Physicology - Ideour Stage = Physicology of nor of labour/Nutrition during labour : Pernonte positive childright experiment. A stage = Physicology - Ideour is a stage of the physicology of nor stage = Physicology - Ideour is a stage of the physicology of nor of labour # Physicology - Ideour is a stage of the physicology of nor and normal childright : Essential newborn care (ENGC) = Immediate as 1 allow = Triage is the stage of labour (recommended) 1 allow = T-dolw management of third stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw management of their stage of labour (recommended) 1 allow = T-dolw = management of their stage of labour (recommended) 1 allow = T-dolw = management of their stage of labour (recommended) 1 allow = T-dolw = management of their stage of labour (recommended) 1 allow = T-dolw = management of their stage of labour (recommended) 1 allow = T-dolw = management of their stage of labour (recommended) 1 allow = T-dolw = T-do | e birth environment ⊟ Respectful mail labour ⊒ Monkering provide the second second second second is a second second second second second is a second second second second second second is a second sec | lecture c | rum discussion ,other | | | | 12 |
| unit -5 | newborn to promote bonding Postpartum care/Ongoing cc home-based care Perinea Physiology of lactation and I and recognition of post-nata competence (Taboos related | □ Maintaining records and reports I'm divintaining records and reports Provide the second | assessment and care – facility and µerperium and its management □ □ Normal postnatal baby blues eeks after childbirth □ Cultural | lecture c | sum discussion, seminar | | | | 7 |
| unit -6 | Neonate – Physiological ada | re of normal neonates — Family centered care — Respectful newborn ca uptation — Newborn assessment — Screening for congenital anomalies — are of newborn) — Skin to skin contact and thermoregulation — Infection and its management | Care of newborn up to 6 weeks | lecture c | cum discussion, field visit | | | | 7 |
| unit -7 | methods – Hormonal, non-h effectiveness, advantages, c planning methods □ Emerge Balanced Counseling Strate services – SRHR services, p Importance of follow up and | pand of anyl/frequent childbarding \equiv Comprehensive range of family point motivation and barrier methods \sim Permanent methods. The semantimethods - Management methods - Bernaren methods - Bernaren methods - Bernaren methods - Bernaren range and research in contractive point $p_{\rm S}$ (BCS) - Legal and rights angels of PP \simeq Human rights aspects of PV \sim Management and the semantimethod of the semantime | and female sterilization Action, for use of various family mily planning counseling using Adolescents Vouth friendly of services (Review) Nence Physical, sexual and | lecture c | um 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)

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| | Theory | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | | | | |
| | 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 | Matemal and Child Health Nursing education before and during COVID-19: An exploratory descriptive study |
| References Books | Lowdermilk Matemity Nursing (2018). Mosby 7th Edition.New Delhi: Jaypee Brothers |
| MOOC Courses | htps://www-mooo-list.com.webpkgcache.com/doci/-lsi.www.mooc-list.com/lags/midwife |
| Videos | Female Petvis Practical Explanation |
| | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | 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 |



| BSc_Nursing | | | | | | | | | | | | |
|--|--|---|---|-------------|--|--------|--------|--------|-----|--|--|--|
| Title of t | the Course | Scientific writing skills | | | | | | | | | | |
| Court | se Code | BNSG 704 | | | | | | | | | | |
| | | | Pi | art A | | | | | | | | |
| Y | /ear | 4th | | | Credits | L 1 | T 0 | P 0 | C 1 | | | |
| Cour | se Type | Theory only | yonly | | | | | | | | | |
| Course | Category | Discipline Electives | | | | | | | - | | | |
| Pre-Re | equisite/s | | | | Co-Requisite/s | | | | - | | | |
| | Course Outcomes CO1- Understand the process and basics of scientific writing and publishing. (BL2-Understand) & Bloom's Level CO2- Apply the principles in grant writing (BL3-Apply) CO3- Write scientific manuscript for publication in indexed national/international journals. (BL6-Create) | | | | | | | | | | | |
| Coures | Elements | Skill Development / Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X | SDG (Goals) | | | | | | | | | |
| | | | Pa | art B | | | | | | | | |
| Modules | | Contents | | Pedagogy | | | | | | | | |
| Unit 1 | Basics of good writing What ma Clarity, brevity and fitness - punct | akes good writing -choice of words, components of sentences and senter uation, paragraphs, logic and organization □ Motivation for writing | nce structure, using tenses 🗆 | Lecture cum | disscussion , Quiz & writing reports | | | | 2 | | | |
| Unit 2 | literature General Principles: o a compelling opening paragraph of | script ⊡ Definition and types ⊡ Characteristics - clear, simple and impart Ask right questions o Avoid jargon where possible o Focus on your reade o Be confident o Learn how to KISS (Keep it short and simple) o Get acti teck for errors o Use a style guide - writing style, referencing style o Tools | er o Don't show off o Create ve - Use the active voice | Lecture cum | disscussion , Quiz & writing reports | | | | 2 | | | |
| Writing for conferences and publications ::: Conferences - Developing conference materials: abutists, posters and oral presental Conference presentation shill:::: "Publications:::: Phases for writing-planning, writing and publication phase of peopring guidelines CONSORT, STROBE etc o Journals -choosing the right type of journal o Publication ethics o Author's responsibility o Editorial pr o Plagarism check tools | | | | | disscussion , Quiz & writing reports | | | | 2 | | | |
| Unit 4 Writing a research paper General principles Writing an Abstract IMRAD format - o Introduction o Methods o Results o And Discussion | | | | | Lecture cum disscussion , Quiz & writing reports | | | | | | | |
| Unit 5 Overview of grant writing Durposes Drunding opportunities Principles Writing a grant proposal Lecture cum disscussion, Quiz & writing reports 2 | | | | | | | | 2 | | | | |

| | P | art C | | |
|---------|--|--|---------------|-------|
| Modules | Thie | 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 | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | Practical | | | | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks 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.nlm.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=Twc2588zuGo | | | | | | | | | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | • | • | 1 | - | - | - | - | - | | - | - | 1 | - | - | - |
| CO2 | - | - | - | - | 1 | - | 1 | - | - | - | - | 1 | 1 | - | - |
| CO3 | - | - | 1 | - | - | - | - | - | - | - | - | 1 | - | - | 1 |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | CLUMMER MUM | | | | | | | | | | | | | | | | | | |
|----------|--|--|---------------------------------------|---|---|---|---|---|-------------------------|----------------------------|---|-------------------------|--|------------|-------------|-------------------|----------|-------|--|
| | | | | | | | | Sylla | bus-2023 | 2024 | | | | | | | | | |
| | | | | | | | | | BSc_Nursing | ı | | | | | | | | | |
| | Title of the | Course | | Adolescent | Health | | | | | | | | | | | | | | |
| | Course | Code | | BSNG 509 | | | | | | | | | | | | | | | |
| | | | | | | | | | Part A | | | | | | | | | | |
| | | | | | | | | | FallA | | | | L | | т | Р | С | | |
| | Yea | r | | 3rd | | | | | | | Cred | its | 1 | | 0 | 0 | 1 | | |
| | Course | Туре | | Theory only | у | | | | | | | | | | | | | | |
| | Course Ca | | | Discipline E | Electives | | | | | | | | | | | | | | |
| | Pre-Requ | iisite/s | | | | | | | | | Co-Requ | isite/s | | | | | | | |
| | Course Ou & Bloom's | itcomes s Level | | CO1- Desc CO2- Ident CO3- Prom | ribe the developmen tify, and manage com noting the developme | tal needs of ado mon health prot nt of life skills ar | lescents(BL1-Remem lems among adolesce nong adolescents(BL3 | ber) nts including Adjustmer I-Apply) | nt & conduct disc | orders, mental dis | orders, eating disorders, | substance use disorders | (BL2-Understand | 3) | | | | | |
| | Coures El | ements | | Skill Devek Entreprene Employabil Professson Gender X Human Val Environme | aurship X lity X nal Ethics X lues X | | | SDG (| Goals) | SDG3(G SDG4(Q SDG8(D | ood health and well-being uality education) ecent work and economic |) growth) | | | | | | | |
| Modules | 1 | | | | Contents | | | | Part B | | | Pedago | in the second seco | | | | | Hours | |
| | Growth | and development of of | adolescer | its □ Review | | wth and Develor | oment 🗆 Assessment o | of Growth and | | | | redayo | | | | | | | |
| Unit 1 | Develop Adolesc | and development of of oment of Adolescents, in cents Development of | ncluding p f life skills | hysical, repr among adol | roductive and sexual lescents | changes Pror | noting Growth and Dev | velopment of | Lecture cum o | liscussion, demo | nstration & Case Study | | | | | | 2 | | |
| Unit 2 | | nal needs of adolescent | | | | s Food habits ar | nd food fads prevalent i | in the adolescent | Lecture cum o | liscussion, demo | nstration & Case Study | | | | | | 1 | | |
| Unit 3 | Develop Psycho Adolesc | omental needs of Adole social issues during Ad cents and handling their | scents □ I olescence rissues ar | Developmen Challenge id Challenge | ntal needs of Adolesc les during Adolescen les | ents □ Developr ce □ Guiding Pa | nental issues during Ad rents on meeting the d | dolescence ievelopmental needs of | Lecture cum o | liscussion, demo | nstration & Case Study | | | | | | 2 | 2 | |
| Unit 4 | Commu | inication, guidance and | counselin | g 🗆 Commu | unicating with adolese | cents 🗆 Guidanc | e and Counseling 🗆 Re | ole of Parents | Lecture cum o | liscussion, demo | nstration , Role Play & Ca | se Study | | | | | 1 | | |
| Unit 5 | Commo | Common health problems including mental health problems = Common health problems among adolescents : Adjustment & conduct disorders : Hand disorders : Eand gisorders : Substance use disorders : Lecture our discussion, demonstration , Role Play & Case Study | | | | | | | | | | | 2 | 2 | | | | | |
| | Reproductive and sexual health issues Reproductive and sexual health issues during adolescence Sexual harassment.early | | | | | | | | | | | | | | | | 2 | | |
| Unit 6 | marriag | e, teenage pregnancy, | unsafe ab | ortion and c | ontraception Sexu | ally transmitted o | disorders, HIV/AIDS | | Lecture cum I | Jiscussion & Hea | ith Education | | | | | | 2 | | |
| | | | | | | | | | Part C | | | | | | | | | | |
| Module | es | | | | | Title | | | | | Indicative-ABC Experiments/Fie | d work/ | | | Bloom's Lev | vel | | Hours | |
| | | | | | | | | | | | Internship | s | | | | - | | | |
| Unit 1 | | Development of life sk | | adolescent | ts | | | | Gam | | | | | L3-Apply | | | 2 | | |
| Unit 3 | | Challenges during Add | | n adalassan | to including adjustme | ant & conduct dir | ordore montal disorda | ers, eating disorders, an | | Study | | | | L4-Analyze | | | 1 | | |
| Unit 4 | | substance use disorde | ers | y autolescell | its including adjustme | ant a conduct dis | sordera, mentar disorde | ns, eating disorders, an | Case | Study | | | В | L4-Analyze | | | 1 | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | Part D | (Marks Distri Theory | bution) | | | | | | | | | |
| Total Ma | rks | Min | nimum Pa | ssing Mark | 5 | 1 | External Evaluation | 1 | | lin. External Eva | aluation | Inte | mal Evaluation | | | Min. Internal Eva | aluation | | |
| | | | | | | | | | | | | | | | | | | | |
| Total Ma | | | | | | 1 | External Evaluation | | Practical | lin. External Eva | | | mal Evaluation | | 1 | Min. Internal Ev | | | |
| TOTAL MA | rks | MI | iimum Pa | ssing Mark | 5 | | External Evaluation | | h | iin. External Eva | idation | inte | | | | Min. Internal EV | aluation | | |
| | | | | | | | | | | | | | | | | | | | |
| | Book | ks | | Spencer R | A & Zimet G D (| Eds.) (2019) Ar | tolescent health screer | ning: An update in the a | Part E | Elsevier | | | | | | | | | |
| | Articl | | | | | | | em_in_Psychology_A | | | Health_Studies | | | | | | | | |
| | References | s Books | | | | | | A second chance in the | | | | | | | | | | | |
| | MOOC Co | ourses | | Global Adol | lescent Health - https | ://www.coursera | .org/learn/youth-health | 1 | | | | | | | | | | | |
| | Video | os | | Adolescent | Health Problems: Is: | sues & Challeng | es During Adolescence | a Adolescent Problems | - https://www.y | outube.com/watc | h?v=tTGdtcAkR5w | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| COs | PO1 | PO2 | PO3 | | PO4 | P05 | P06 | PO7 PO | e Articulation | Matrix PO9 | PO10 | P011 | PO12 | PSO | 1 | PSO2 | PSO | 13 | |
| C01 | 1 | - | - | | - | - | - | | | - | - | - | - | - | - | - | 1 | - | |
| CO2 | 1 | - | - | | - | - | 2 | | | - | - | - | - | - | | 1 | - | | |
| CO3 | 1 | - | - | | - | - | - | | | - | - | - | - | - | | - | - | | |
| CO4 | - | - | - | | - | - | - | | | - | - | - | - | - | | - | - | | |
| CO5 | - | - | - | | - | - | - | | | - | - | - | - | - | | - | - | | |
| CO6 | - | - | - | | - | - | - | | | - | - | - | - | - | - | - | - | | |
| | | | | | | | | | | | | | | | | | | | |
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BSc_Nursing Title of the Course Course Code *Communicative English ENGL 101 Part A Т

| | PallA | | | | | | | | |
|------------------------------------|--|--|--|--------------------|--|--|--|--|--|
| Year | fst | | Credits | L T P C 2 0 0 2 | | | | | |
| Course Type | Theory only | | · | | | | | | |
| Course Category | Discipline 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 subject | 12 years schooling from a recognized board or university with minimum of 45 % aggregate marks (40% marks for SC, ST, for MBC, OBC candidates in part – cs, Chemistry & Biology / Botany & Zcology) and should have English as one of the subject. | | | | | | | |
| Course Outcomes & Bloom's Level | C01- define and remember communication and describe the concepts principles and effective communication C02- understand the(LSRGW) concepts of language.speaking.reading.grammar, writing, and their application C03- apply active listing, and effective communication, and use I in conversation.(BL3-Apply) | D1- define and remember communication and describe the concepts principles, and effective communication. (BL1-Remember) D2- understand the(LSRGW) concepts of language, speaking reading grammar, writing, and their application in professional development. (BL2-Understand) D3- apply carble tailing, and effective communication, and use it in conversation (BL3-Apply) | | | | | | | |
| Coures Elements | Skil Development / Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X | SDG (Goals) | SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | |

| Modules | Contents | Pedagogy | Hours |
|---------|--|---|-------|
| Unit 1 | Speak and write grammatical y correct English Review of Grammar Remedial study of Grammar Building Vocabulary Phonetics Public Speaking Demonstrate use of dictionary Class-room conversation n Exercise on Use of Grammar Practice in public speaking Objective Type Fill In the blanks Para physing | Lecture our discussion | 10 |
| Unit 2 | read, understand and express meaningfully , the prescribed text Read and comprehend prescribed course books Exercise on: Reading Summarizing Comprehension Short Answers Essay Type | Lecture cum discussion & Group Discussion | 15 |
| Unit 3 | Develop writing skills viavous forms of composition Letter writing Nede taking Precise writing Neurses notes Anacotal records Diary writing Reports on health problems cell. Resume/CV Exercise on writing Letter writing Neurse notes Precise Diary Anacotad Health problems Story writing Resume/CV Essay writing Discussion on written reportal documents Assessment of the skills based on the check list | Lecture cum discussion | 10 |
| Unit 4 | Develop skill in spoken English Spoken English Oral report Discussion Debate Telephonic Exercise on: Debating Participating in Seminar, Panel, symposium Assessment of the skills based on the checklist | lecture cum discussion, Group discussion , Debate | 5 |
| Unit 5 | Reading := Reading strategies, reading notes and messages := Reading relevant articles and news items := Vocabulary for everyday activities, abbreviations and medical vocabulary := Understanding visuals, graphs, figures and notes on instructions Reading reports and interpreting them := Using tions and phrases, spotting errors, vocabulary for presentations := Remedial Grammar | Flipped classroom | 5 |
| Unit 6 | Writing Skills :: Writing patient history :: Note taking :: Summarising :: Anecdotal records :: Letter writing :: Diary/Journal writing :: Report writing :: Paper writing skills :: Abstract writing | lecture cum discussion | 5 |
| Unit 7 | LSRW Skills Critical thinking strategies for listening and reading Oral reports, presentations Writing instructions, letters and reports Firor analysis regarding LSRW | Group Discussion Presentation Role Play | 8 |
| Jnit 8 | LSRW Skills Critical thinking strategies for listening and reading Oral reports, presentations Writing instructions, letters and reports Error analysis regarding LSRW | Demonstration, Group Discussion, Role Play, Writing reports | 8 |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 1 | What are communication roles of listeners, speakers, readers and writers as healthcare professionals | Role Play | BL3-Apply | 1 |
| Unit 4 | Conversation situations – informal, formal and neutral | Role Play | BL3-Apply | 1 |
| Unit 7 | Report writing Paper writing skills | Case Study | BL3-Apply | 2 |

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

| | Part E | | | | | |
|--|--|--|--|--|--|--|
| Books | David, M. T. (2007). English for professional nursing. Chennai, India: BI Publications Pvt. Ltd. | | | | | |
| Articles https://mfnityleam.com/surgelengish/article/article-on-women-empowerment/ | | | | | | |
| References Books | Koorkkakala, T. (2007). Communicative English for BSc. nursing students. Kerala, India: KJ Publications. | | | | | |
| MOOC Courses | https://alison.com/course/become-a-professional-speaker | | | | | |
| Videos | https://www.youtube.com/watch?v=12YFAogad4Q | | | | | |

| 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 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 3 |
| CO2 | 1 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO3 | 1 | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 1 |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | | | | | ERSITY DRIMPINDA TING DREAMS | | | | | | | | |
|--|------------------------|---|--|---|--|--|---|---|---|---|--|---|--|---|--|---|
| | | | | | | | Syllabu | -2023-20 | 24 | | | | | | | |
| | | | | | | | BSc | Nursing | | | | | | | | |
| | Title of the | Course | Compe | tency Assessment | | | | | | | | | | | | |
| | Course | Code | INTE 4 | 15, 420, 425, 430, 43 | 35 | | | | | | | | | | | |
| | | | | | | | | Part A | | | | | | | | 1 |
| | Yea | r | 4th | | | | | | | c | redits | L | L | т 0 | P 0 | C 0 |
| | Course | Туре | Ember | dded theory and field | work | | | | | | | | , | U | 0 | U |
| | Course Ca | | Discipl | line Core | | | | | | | | | | | | |
| | Pre-Requ | isite/s | | | | | | Co-Requisite/s admission and discharge procedures, vital signs measurement, physical assessment, medication administration, CPR, aseptic techniques, Code blue management, | | | | | | | | |
| | Course Ou & Bloom's | tcomes s Level | docum conditi CO2- / post-o compr CO3- / immed CO4- across | nentation, physician o ions. (BL1-Remembe Acquiring basic nursi perative care and wo ehensive understand Acquiring specialized liate newborn care, a The Pediatric Medica various nediatric spe | rder review, basic nur r) Ig care skills, preoper und care, proficiency ing of orthopedic care skills in Maternity/Ob nd accurately document I Specialty Skills, Ped vicialties, patient safet | rsing care, assistance wit rative management skills in surgical dressing setu, i involving traction mainte systetric and Gynecology of enting all relevant medica flatric Surgical Specially 3 w measures. IV therany J | h medical procedures, ce encompassing patient pr p and wound care technic nance, plaster cast care, are, such as performing j al and nursing information Skills, and Pediatric Neon Skills, and Pediatric Neon | ntral line care, a paration, preo ues, competen and bandage a ntenatal asses BL3-Apply) ttal Intensive C a preparation a | administrat perative ch ice in mana application(isments, as Care Specia and compre | ion of various treatments, « ecklist checks, and specifi ging ostomies and underw BL2-Understand) sisting in high-risk patient « ilty include acquiring comp biensive documentation fo | ardiac management, preparations, master ater seal drainage, ex are, providing postna stence in basic nursin pediatric natients ac | dysrhythmia reco ring pre-procedura cpertise in renal/ur atal routine care, n ng care, admission ross a spectrum c | gnition, interpre al preparations cologic manage nastering variou n and discharge of medical cond | etation of clinica for various proc ment including us gynecologica procedures, ph itions and surgi | I signs, and nursing ci cedures, post-operativ catheter insertion and Il procedures, managin hysical health assessed cal interventions (BL4) | e blue management, are for specific medical e care including immediate maintenance, and ng patients in labor, deliverin ent, nursing management Analyzo agement, postoperative care s support equipment use, vitr nagement, patient |
| Skill Development / Entropreneurship / Employability / Professional Ethics / Gender X Human Values X Environment X | | | | | | | | | | | | | | | | |
| Modu | ulaa. | 1 | | | Contents | | 1 | art B | | | De | | | | | Hours |
| Unit I | ules | Communication and | Nurse patient rela | ationship Comfort, Re | st & Sleep, Pain and | Promoting Safety in Hea | Ith Care Environmental s | | alth Education, | Pe | dagogy | | | | 160 | |
| Unit I | | Hospital Admission a Health Assessment, | nd discharge, Mo The Nursing Proc | obility and Immobility cess, Nutritional need | and Patient education s, Elimination needs8 | n Mobility and Immobility & Diagnostic testing ,Elim | First aid and Emergencie ination needs Oxygenatio care of Unconscious patie | 1 | | | | | | | | 320 |
| Unit III | | Care of Terminally ill, | death and dying | | | | Pain assessment Pain , Intradermal injection-Sk neatre, ENT Ward, Burns | | | | | | | | | 480 |
| | | | | | | , Orthopedic, Operation to t of children, critical & em | | | | | | | | | | |
| Unit IV | | education, Immuniza | tion, Health care | programs | , | | | OSC, C | SPE, Grov | th charts , simulations | | | | | | 200 |
| 1 | | | | | | | | art C | | Indiantica ADC | | | 1 | | | |
| Modul | les | | | | Title | | | | | Indicative-ABC Experiments/Fic Internshi | ld work/ os | | | Bloom's | Level | Hours |
| Unit I | | OSCE/OSPE | | | | | | Simulation BL3-Apply 160 | | | | | | | 160 | |
| Unit II | | Clinical wards Teachin | 5 | | | | | Field wor | | | | | BL3-Apply | | | 320 |
| Unit III Unit IV | | Clinical Ward Teaching Clincal Ward Teaching | , | nonstrations | | | | Field wor | ĸ | | | | BL3-Apply BL3-Apply | | | 480 |
| | | | - , | | | | | | | | | | | | | |
| 1 | | | | | | | | ks Distributi | on) | | | | | | | |
| Total Ma | arks | Min | imum Passing N | Aarks | | External Evaluation | | heory Min. | External E | valuation | li li | nternal Evaluatio | 'n | 1 | Min. Internal | Evaluation |
| 100 | | 50 | | | 75 | | 38 | | | | 25 | | | 13 | | |
| | | | | | | | F | actical | | | | | | | | |
| Total Ma | arks | Min | imum Passing N | larks | | External Evaluation | | Min. | External E | valuation | la | nternal Evaluatio | 'n | | Min. Internal | Evaluation |
| | | | | | | | | _ | | | | | | | | |
| | Book | s | Marily | n J. Hockenberry and | David Wilson."Wong | s Essentials of Pediatric | Nursing"4th Edition. Else | Part E vier Publishers | | | | | | | | |
| | Articl | es | | www.youtube.com/w | | | | | | | | | | | | |
| | References | | | | | | | | | " 2nd Edition. Jaypee Pub | ishers | | | | | |
| | MOOC Co Video | | | www.himss.org/resounce | | online-course-flexible-con | npetency-development-pr | mary-care-cas | e-study | | | | | | | |
| [| video | | Pediati | no Procedulle, Assess | ametic or crillaren | | | | | | | | | | | |
| | | | | | - | | | iculation Ma | | | - | | <u> </u> | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 P | 07 P08 | P | D9 | PO10 | PO11 | PO12 | PS | D1 | 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 | - | - | - | - | - | | - | - | | - | - | - | - | | - | - |
| CO5 | | | 2 | | 3 2 - | | 2 2 - | | | | | | - | | | 2 |



| | | м | Sc_Nursing-Comm | nunity_Health_Nursing | 3 | | | | | | | |
|----------|--|--|-----------------|-----------------------|----------|----------|---|---|---|--|--|--|
| Title of | the Course | Personality Development | | | | | | | | | | |
| Cou | se Code | MNSG 106 | | | | | | | | | | |
| | | | P | art A | | | | | | | | |
| | Year | 1st | | | Credits | L | т | Р | С | | | |
| | | 104 | | | oreans | 1 | 0 | 0 | 1 | | | |
| Cou | rse Type | Theory only | | | | | | | | | | |
| Cours | • Ceepory Open Elective | | | | | | | | | | | |
| Pre-R | Pre-Requisite/s students will be able to understand the basics of Personality development, Co-Requisite/s Student who prefers to opt for the elective's | | | | | | | | | | | |
| | Outcomes m's Level | CO1- Describe how personality developa(BL2-Understand) CO2- Define various stages of personality development(BL2-Understand) CO2- Analyze how personality affords carer of consolity (FUR-2004) CO3- Describe methods for charging personality(BL2-Understand) CO3- Describe abilis in definiting personality(BL2-Understand) CO4- Enumerate personality disorders(BL3-Anply) | d) | | | | | | | | | |
| Coure | e Elements | Skill Development / Enterpreneurisht X Employability X Professoral Ethics X Gender X Human Values X Environment X | SDG | ີ່ຈ (Goals) | | | | | | | | |
| Part B | | | | | | | | | | | | |
| Modules | | Contents | | | Pedagogy | Pedagogy | | | | | | |
| Unit I | Introduction to personality development Definitions Components of personality in importance of personality in achieving goals and success in life Definitions Components Definitions C | | | | | | | | | | | |
| | | | | | | | | | | | | |

| Unit II | Stages and theories of personality development Development of personality from infancy to late adulthood Theories of personality development o Psychoanality is theory o Psychoanality in the personality of the pers | Lecture and Discussion method | 5 | | | | | |
|----------|---|-------------------------------|---|--|--|--|--|--|
| Unit III | Assessment of personality Types of personalities Personality changes due to illness Personality assessment | Lecture and Discussion method | 3 | | | | | |
| Unit IV | Personality and career success Role of personality and career success Methods of changing personality traits o Personal growth and selfefficacy Personality characteristics required for a nurse Nursing implications of personality | Lecture and Discussion method | 5 | | | | | |
| Unit V | Personality disorders Definition Types Signs and symptoms Medical management Nursing management Psycho-social therapies | Lecture and Discussion method | 5 | | | | | |
| | Part C | | | | | | | |
| | | Indicative-ABCA/PBL/ | | | | | | |

| Modules | Title | Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|---|--|----------------|-------|
| Unit II | Visit to clinical psychology department | Industrial Visit | BL2-Understand | 2 |
| | | | | |

| | Part D(Marks Distribution) | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| | Theory | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 50 | 25 | 30 | 15 | 20 | 10 | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| I | | | | | | | | | |

| | Part E |
|------------------|--|
| Books | Personality Development Handbooks, D. P. Sabharval , Fingerprint Publishing (25 January 2021); 170-180 |
| Articles | https://estudantedavedanta.net/Personality-Development.pdf |
| References Books | Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Ian Tuhovsky, Rupa Publications India (5 October 2019), Page No 216. |
| MOOC Courses | https://michigarross.umich.edu/programs/executive-education/positive-leader-deep-change-and-organizational-transformation?event=7954 The Positive Leader. |
| Videos | https://www.youtube.com/watch?v=Nx9HicVPSSk Personality Development and Change |
| | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 2 | - | 2 | - | 1 | - | - | - | - | - | - | - | - |
| CO2 | 1 | 2 | 1 | 2 | - | 2 | - | - | - | - | - | - | - | - | - |
| CO3 | 2 | 1 | 1 | 1 | 1 | 1 | - | - | - | - | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | | - | | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Community_Health_Nursing

| Instrum Finance Details Social Structure Convertation Demonstration Demonstration Demonstration Demonstration Sector | | | | | | MSc_Nurs | sing-Commu | nity_Health_Nursing | | | | | | | |
|---|---------------------|---|---|---|--|---|---------------|--------------------------|----------------------|---------------|------------------|---------------|----------------|------------------|----------|
| PA PA Note of the second of the s | Title of the | Course | Soft Skills | | | | | | | | | | | | |
| Part A Note: Colspan="2"> Note: Colspan="2"> | | | | | | | | | | | | | | | |
| h convertiencei <br< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></br<> | | | | | | | | | | | | | | | |
| NoNoNoNoNoNoNoNoNoNoSecond Second Secon | | | | | | | Par | A | | | | | - | | - |
| Owes capey See Sints | Ye | ar | 1st | | | | | | Credits | L | | 1 | P | | С |
| Owes capey See Sints | | | | | | | | | | 1 | | 0 | 0 | | 1 |
| Prefau Both most frame fr | | | | | | | | | | | | | | | |
| All Decision of the part of part of part of part of part of the part o | | | | | | | | | | | | | | | |
| Answare Bit with with with with with with with wi | Pre-Req | uisite/s | | | | | | Co | -Requisite/s | Students | s can be able to | implement the | process of app | lication. | |
| | Course O & Bloom | utcomes s Level | CO2- Illustrate Telephone Etiq CO3- Learn & apply Presentat CO4- Be empowered in Public CO5- Practice appropriate time | uette(BL2-Understa ion skills(BL3-Appl Speaking(BL2-Und e management and | and) y) Jerstand) use planning tools/Bi | | | | | | | | | | |
| Maxim Other Units Product Distants Prodistants Prodis Product Dista | Coures E | lements | Entrepreneurship X Employability X Professsonal Ethics X Gender X Human Values X | | | SDG (Goals) | | | | | | | | | |
| Network Number of Database in diverse is based arrangement in the state with a long of parties. Note the state with a long of parties | | | | | | | Par | В | | | | | | | |
| aii ministra in the proof profile is building when is the proof p | Modules | | Co | ontents | | | | | | Pedagog | IY | | | | Hours |
| minimum minimum <td>Unit I</td> <td>respectfulness Manners Profest Social Etiquette: What is Social Greetings, listening, interacting Classroom etiquette-respectful</td> <td>ssional Etiquette: □ Meeting etiq I Etiquette? □ Why are social sk □ Common courtesies - Thank vo</td> <td>uette Workplace ills important? Ty ou. No thank you. Ex</td> <td>etiquette 		 communio pes of social skills kcuse me. May I 		 So</td> <td>cation etiquette-0 Conversational s ocial skill defects</td> <td>Other types:</td> <td>Demonstration return den</td> <td>nonstration</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> | Unit I | respectfulness Manners Profest Social Etiquette: What is Social Greetings, listening, interacting Classroom etiquette-respectful | ssional Etiquette: □ Meeting etiq I Etiquette? □ Why are social sk □ Common courtesies - Thank vo | uette Workplace ills important? Ty ou. No thank you. Ex | etiquette 		 communio pes of social skills kcuse me. May I 		 So | cation etiquette-0 Conversational s ocial skill defects | Other types: | Demonstration return den | nonstration | | | | | | 4 |
| minm | Unit II | Telephone etiquette: □ Introduce Remain cheerful | yourself first Clarity of speech | n □ Active listening a | and take notes 🗆 Use | e appropriate lan | guage 🗆 | Demonstration return Der | nonstration | | | | | | 3 |
| and management: management: Sequence: | Unit III | Presentation Delivering a Pres | entation | | | | | | | | | | | | |
| mt V Metrinational addity = Chaming and Ohanging Meth © Contailes @ Note of Decision making = How is derived metring with a Decision making with © The Decision making = How is derived metring with @ Decision making with © The Decision making = How is derived metring with @ Decision making with © The Decision making = How is derived metring with @ Decision making with © The Decision making = How is derived metring with @ Decision making = How is derived metring with @ Decision making with @ Decision making = How is derived metring. Lecture with discussion. Image: Control = Contro = Contro = Contro = Control = Control = Control = Control = Con | Jnit IV | Public Speaking: Elements of I speech good Factors of Public | Public Speaking Types of Pub Speaking | lic Speaking 🗆 How | do you begin a spee | ich 🗆 How do you | u make your | Lecture & Demonstration | return Demonstration | | | | | | 2 |
| Net Will Bestion making skills "Definition making skills "Bytes of Bestion Skills Bytes of Bytes of Bestion Skills Bytes of B | | Time management: Know how appropriately | to spend time Set priorities | Using a Planning T | ool 🗆 Getting Organis | sed /Schedule tin | ne | Roleplay | | | | | | | - |
| nin min decision many decision many | Unit VI | Motivational skills: Forming an | d Changing Habit 🗆 Gratitude 🗆 | Positivity Mindful | ness | | | Lecture with discussion | | | | | | | 2 |
| nim modeloutputoutputoutputoutputoutputoutputPart Part Part Part Part Part Part Part | Jnit VII | Decision making skills: What is decision making | Decision making skills The 5 | Decision making sk | tills □ Styles of Decis | ion making 🗆 Ho | ow to develop | Role play | | | | | | | 2 |
| ModulesTitleIndependent demonstrationIs a loom's LevelIs a loom's Lev | Unit VIII | Team work: Differentiate team/ workplace environment | teamwork Examples of team | work skills 🗆 Workin | g with different teams | s □ Build a team | in your | Lecture with | | | | | | | 2 |
| ModuleImage: Sequence of the sequen | | | | | | | Part | С | | | | | | | |
| ht i Demonstration netural demonstration Experiments Experiments B13.Apply Q nit II Demonstration netural Demonstration Experiments Experiments B13.Apply Q nit V Role Pity Role Pity Role Pity B13.Apply Q nit VI Role Pity Role Pity B13.Apply Q Q nit VI Role Pity Role Pity B13.Apply Q Q nit VI Role Pity Role Pity B13.Apply Q Q v Role Pity Role Pity B14.Ppl B13.Apply Q Q Standply Colspan="4">Standply Colspan="4">Standply Colspan="4">Standply Colspan="4">Standply Colspan="4">Standply Colspan="4">Standply Colspan="4">Standply Colspan="5">Standply Colsply Colsply Colsply Colsply Colspan="5">Standply Colsply Colspan | Modules | | | Title | | | | | Experiments/Field | PBL/ work/ | | | Bloom's Lev | vel | Hours |
| Init IDemonstrationExperimentsExperimentsBEndemBL3-Apply2nit VRole PlayRole Play | Jnit I | Demonstration return demonstr | ation | | | | | Experiments | | | в | L3-Apply | | | 2 |
| ht ∨ Role Play Role Pla | Jnit II | | | | | | | | | | | | | | 2 |
| Int VII Role Play BL3 Apply Q Int VII Role Play BL3 Apply Q Int VII Role Play BL3 Apply Q Int VII Role Play BL3 Apply Q Int VII Role Play BL3 Apply Q Int VII Role Play BL3 Apply Q Int VII Role Play Role Play BL3 Apply Q Int VII Role Play Role Play< | Init V | | | | | | | | | | | | | | 2 |
| Internal Evaluation Internal Evaluation Min. Internal Evaluation Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation 0 20 30 15 10 5 Practical Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation Total Marks Minimum Passing Marks External Evaluation Mini. External Evaluation Internal Evaluation Mini. Internal Evaluation Solopic Statistical Evaluation Minis. External Evaluation Internal Evaluation Mini. Internal Evaluation Articles Prashart Sharma, Personality Development for Life Succes, BPB Publications (30 October 2021; 274 page No Articles Nap.://www.jordube.com/advisor/in/business/orf-aklite-examples/ Essential Soft Skills MOOC Courses Alex K. Soft Skills, BPB Publications (30 October 2021; 274 page No MOOC Courses MooC Sortes Alex K. Soft Skills, Course MOOC Courses MooC Sortes MooC Sortes MOOC Courses <td></td> <td>Role Play</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Role Play</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> | | Role Play | | | | | | Role Play | | | | | | | |
| TheoryTotal MarksMinimum PassExternal EvaluationMinite. External EvaluationInternal EvaluationMinite. Minite. Mini | | | | | | | | | | | | | | | |
| Note of the second of the s | | | | | | F | | 1 | | | | | | | |
| Practical Practical Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation Books Prashart Sharma, Personality Development for Life Success, BPB Publications (30 October 2021); 274 page No | Total Marks | Minimum Pa | assing Marks | | External Evaluation | | | Min. External Evalu | ation | Interna | al Evaluation | | | Min. Internal Ev | aluation |
| Total Marks Minimum Pasing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation Part E Social Sama, Personally Development for Life Success, BPB Aublections (30 October 2021), 274 page No Article Articles Nas, K. Soft Skills, SPB Publications (30 October 2021), 240-260 page No. Social Sama, Personally Development for Life Success, BPB Aublections (30 October 2021), 274 page No Articles Articles Nas, K. Soft Skills, SPB Publications (30 October 2021), 240-260 page No. Social Skills, SPB Publications (30 October 2021), 240-260 page No. MOGC Courses MOGC Course Ntps://www.youtube.com/watch?v=Try2LON/050 Soft Skills Course Videos | 40 | 20 | | 30 | | | 15 | | | 10 | | | 5 | | |
| Books Prashard Sharma, Personality Development for Life Success, BPB Publications (30 October 2021); 274 page No Articles https://www.torbes.com/advisor/in/business/soft-aklike-examples/Essential Soft Skills References Books Ack, Soft Skills, BPB Publications (30 October 2021); 274 page No. MOOC Courses https://www.you/ube.com/watch?v=Try2LON/050 Soft Skills Videos https://www.you/ube.com/watch?v=Try2LON/050 Soft Skills | | | | | | | Pract | ical | | | | | | | |
| Books Prashant Shamma, Personality Development for Life Success, BPB Publications (30 October 2021; 274 page No Articles https://www.forbes.com/advisor/in/business/soft-skills-examples/ Essential Soft Skills References Books Art. Soft Skills, BPB Publications (30 October 2021); 274-280 page No. MOOC Courses https://www.routube.com/watch?v=Tiry2LONr050 Soft Skills Course Videos https://www.youtube.com/watch?v=Tiry2LONr050 Soft Skills | Total Marks | Minimum Pa | assing Marks | | External Evaluation | | | Min. External Evalu | ation | Interna | al Evaluation | | | Min. Internal Ev | aluation |
| Articles https://www.forbes.com/adv/sor/in/business/soft-skills-examples/Essential Soft Skills References Books Alex K. Soft Skills, BPB Publications (30 October 2021), 240-260 page No. MOOC Courses https://www.youtube.com/watch?v=Tiy2LONr060 Soft Skills Course Videos https://www.youtube.com/watch?v=Tiy2LONr060 Soft Skills | Boo | ks | Prashant Sharma, Personality | Development for Life | fe Success, BPB Pub | blications (30 Oct | | | | | | | | | |
| References Books Alex K, Solt Skills, BPB Publications (30 October 2021), 240-280 page No. MOOC Courses https://www.youtube.com/watch?v=TryZLONr050 Solt Skills Course Videos https://www.youtube.com/watch?v=TryZLONr050 Solt Skills | Artic | les | | | | | | | | | | | | | |
| MOOC Courses https://www.youtube.com/watch?v=TiyJLONr060 Soft Skills Course Videos https://www.youtube.com/watch?v=TiyJLONr060 Soft Skills | | | | | | | | | | | | | | | |
| Videos https://www.youtube.com/watch?v=Tiy2LONr050 Soft Skills | | | | | | | | | | | | | | | |
| Course Articulation Matrix | | | | | | | | | | | | | | | |
| | | | | | | | Course Articu | lation Matrix | | | | | | | |
| COs P01 P02 P03 P04 P05 P06 P07 P08 P09 P010 P011 P012 PS01 PS02 PS03 | COs PO1 | P02 P03 | PO4 | PO5 | P06 | | | | PO10 | P011 | PO12 | PSO1 | | PSO2 | PSO3 |

| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 1 | 2 | - | 2 | - | - | - | - | - | - | - | - |
| CO2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | • | • | - | - | - | | - | - |
| CO3 | 2 | - | 2 | 2 | - | 2 | - | - | - | - | - | - | - | - | - |
| CO4 | - | • | • | - | - | | • | • | • | - | - | - | | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Medical_Surgical_Nursing

| Course Code MNSG 203P] Part A Part A Year D C C Occurse Type Lab only T P C C Course Type Lab only T P C C Course Category Dasplane Core C Course Course Type Lab only Sold understand the basic of after main gencedure, identify the problems and beable to apply in the discal area. C Pre-Regulaters Sold understand the basic of after main gencedure, identify the problems and beable to apply in the discal area. Course Outcomes Sold Understand (SL-Amproval) Course outcomes Sold Understand (SL-Amproval) Sold Apply in the discal area. Sold Solom Sol | Title of the Course | Clinical Specialty-II(Medical Surgical Nursing) | | | | | | | | |
|---|---------------------|---|---|-------------|------------|----|----|--|--|--|
| Year 2nd Credits I T P C C Course Type Lab only 32 <th>Course Code</th> <th>MNSG 203[P]</th> <th colspan="8">ISG 200[P]</th> | Course Code | MNSG 203[P] | ISG 200[P] | | | | | | | |
| Image: Course Type Image: Course | | Part A | | | | | | | | |
| Image: Course Type Image: Course | Yoar | and | Cradita | L | т | Ρ | с | | | |
| Course Category Discipline Core Pre-Requisites Qualified in MSe Numpi lat Year Co-Requisites Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the dinical area. Course Outcomes & Bloom's Level CO-Appreciate rends and issues related to cardio vascular and thoracic Nursing (BL-Streemenber) (CO-Appreciate rends and issues related to cardio vascular and thoracic Nursing (BL-Streemenber) (CO-Appreciate rends and issues related to cardio vascular and thoracic conditions(BL-Streemenber) (CO-Appreciate rends and issues related to cardio vascular and thoracic conditions(BL-Streemenber) (CO-Appreciate set in providing comprehensive care to palente with cardio vascular and thoracic conditions(BL-Apply) (CO-Appreciate set in providing comprehensive care to palente with cardio vascular and thoracic conditions(BL-Anapyze) (CO-Appreciate set in providing comprehensive care to palente with cardio vascular and thoracic conditions(BL-Anapyze) (CO-Appreciate set in providing comprehensive care to palente with cardio vascular and thoracic conditions(BL-Anapyze) (CO-Appreciate set in providing comprehensive care to palente with cardio vascular and thoracic palents(BL-Streated) (CO-Appreciate set in providing vascular and thoracic conditions(BL-Anapyze) (CO-Appreciate set in thoraci male the advector male conditions (BL-Anapyze) (CO-Appreciate set in thoraci male set in thoraci male conditions (BL-Anapyze) (CO-Appreciate set in thoraci male conditions (BL- | 1601 | 2114 | Ciedita | 0 | 0 | 32 | 32 | | | |
| Pre-Requisites Qualified in M.Sc Nurning Ist Year Co.Requisite/s Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the clinical area. Course Outcomes & Bloom's Level Cold: Appropriate tended and issues related to cardly vacuum of the outproving guard diagnoids: assessment of cardio broacial and thoracic patients with cardio vascular and thoracic conditions (BL3-Apply) CO1- Periodipate in national health programs for health providing up relations and iteracial vascular and thoracic conditions (BL3-Apply) CO2- Periodipate in national health programs for health providing comprehensive care to patients with cardio vascular and thoracic conditions (BL3-Apply) CO2- Periodipate in national health programs for chealth providing comprehensive care to patients with cardio vascular and thoracic conditions (BL3-Apply) CO3- Periodipate in national health programs for chealth providing comprehensive care to patients with cardio vascular and thoracic conditions (BL3-Apply) CO4- Apply uniting process ministrie care to patients with cardio vascular and thoracic conditions (BL3-Apply) CO5- Demonstrate still in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients (BL5-Evaluate) Course Elements Sill Development / Emprepresentations [Ethics / Under Apply] SDG (Goals) SDG (Quality education) | Course Type | Lab only | inty | | | | | | | |
| Course Outcomes & Bloom's Level CO1-Appreciate trends and issues related to cardio vascular and thoracic Cursing (BL1-Remember) CO2-Describe the application indicate the importance of the importance of the indicate and thoracic conditions (BL3-Understand) CO2+Describe the importance of the impor | Course Category | Discipline Core | scipline Core | | | | | | | |
| Course Outcomes & Bloom 5 Level CO2- Describe the expleminology, etilology, anthophysicology and disposicil assessment of cardio vascular and thoracic conditions(BL2-Anderstand) CO3- Participate in national Participate in antional Participate in advectory and therative cardio vascular and thoracic conditions(BL2-Analyza) CO3- Participate in advectory and therative cardio vascular and thoracic conditions(BL2-Analyza) CO3- Described in advectory and therative cardio vascular and thoracic conditions(BL2-Analyza) CO3- Described in advectory and therative cardio vascular and thoracic conditions(BL3-Analyza) CO3- Described in advectory and therative cardio vascular and thoracic conditions(BL3-Analyza) CO3- Described in advectory and therative cardio vascular and thoracic patients (BL3-Evaluate) Course Elements Sali Development - t Entropreneursity 2X Professional Thiris - Y SDG (Goals) SDG4(Quality education) - Human Values - X SDG4(Quality education) | Pre-Requisite/s | Qualified in M.Sc Nursing Ist Year | Juaified in M.Sc Nursing Ist Year Co-Requisite/s Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the clinical area. | | | | | | | |
| Entropycability X Entropycability X Professional Ethics J Gender J Human Values J | | CO2- Describe the epidemiology, etiology, pathop CO3- Participate in national health programs for h CO4- Apply nursing process in providing compreh | hysiology and diagnostic assessment of cardio vascular and thoracic ealth promotion, prevention and rehabilitation of patients with cardio v ensive care to patients with cardio vascular and thoracic conditions(B | L4-Analyze) | BL3-Apply) | | | | | |
| Civil ciliniani 4 | Coures Elements | Entrepreneurship X Employability X Professsonal Ethics ✓ SDG (Goals) Gender ✓ | SDG4(Quality education) | | | | | | | |

| Modules | Contents | Pedagogy | Hours | | | | |
|---------|------------------------------------|---|-------|--|--|--|--|
| unit-1 | Cardio thoracic -Medical surgical | Care Study – 1 Health education Clinical presentation/ Care | | | | | |
| unit-2 | OTs (Cardiac and thoracic) | Care study – 1 □ Health teaching | 120 | | | | |
| unit-3 | Casualty | Cardiac assessment – 1 □ Drug presentation – 1 | 60 | | | | |
| unit-4 | Diagnostic labs including cath lab | Provide care to2-3 assigned patients *Nursing careplan- 1 *Maintain drugbook | 60 | | | | |
| unit-5 | ICCU | Care Note – 1 | 120 | | | | |
| unit-6 | ICU | Care Note – 1 | 120 | | | | |
| unit-7 | CCU | Assist as circulatory nurse – 4 🗆 Positioning & draping – 5 🗆 Assist as scrub nurse in major surgeries – 4 🗆 Assist as scrub nurse in minor | 120 | | | | |
| unit-8 | Paediatric Intensive | case study | 60 | | | | |

| | Par | C | | |
|---------|-----------------|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| unit-1 | care note | Field work | BL3-Apply | 6 |
| unit-4 | diagnostic note | Experiments | BL4-Analyze | 6 |

| | 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 | | | |

| · | . Part E | | | | | | |
|---|---|--|--|--|--|--|--|
| Books | Books Brunner&Suddarth's Textbook of Medical-Surgical Nursing 13th Edition. | | | | | | |
| Articles Relationship Status and Quality Are Associated With Perceived Benefits of Caregiving for People With Heart Failure | | | | | | | |
| References Books Black and Mattassarin Jacobs, Medical Surgical Nursing -Philadelphia. W., B. Saunders, ShE-dition. | | | | | | | |
| MOOC Courses | https://www.coursera.org/courses?query≃medical Essential Medical Skills | | | | | | |
| Videos | Jhunlie Escala 36.7T+ views - 6 months ago | | | | | | |
| | | | | | | | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 2 | 2 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO2 | 2 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| CO3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO4 | 2 | 1 | 1 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO5 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 |
| CO6 | - | - | - | | - | - | - | - | - | - | - | - | - | | - |



MSc_Nursing-Paediatric

| Title of the Course | Clinical Specialty-II(Paediatric) | | | | | | | |
|------------------------------------|---|---|--|---|---|----|----|--|
| Course Code | MNSG 203[P] | INSG 203[P] | | | | | | |
| | | | Part A | | | | | |
| Year | 2nd | | Credits | L | Т | Ρ | С | |
| tear | 210 | | 0 | | 0 | 32 | 32 | |
| Course Type | Embedded theory and field work | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | 1. Should be qualified with I Year M.sc N subjects | Nursing in all the | Co-Requisite/s | Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing I year. | | | | |
| Course Outcomes & Bloom's Level | CO2- will interpret & amp; relate disorder CO3- will demonstrate advanced skills/c CO4- able to categorize the nursing pro CO5- able to assess treatment modalitie | CO1: able to identify the role of pediatric nurse in various settings -Expanded and extended (BL1-Remember) CO2: will interpret damp: relied decoders Jamp; Common Communicable diseases (BL2-Inderstand) CO4: able to calced the nursing process in the core of all finds to pre addiseases in longibility (BL3-Apply) CO5- able to assess treatment modalities including; cosmells surgery and nursing interventions in selected pediatric surgeral problems/ Disorders (BL4-Analyze) CO5- able to assess treatment modalities including; cosmells surgery and nursing interventions in selected pediatric surgical problems/ Disorders (BL4-Analyze) CO5- able to assess treatment modalities including; cosmells surgery and nursing interventions in selected pediatric surgeral problems/ Disorders (BL4-Analyze) CO5- able to assess treatment modalities including; cosmells surgery and nursing interventions in selected pediatric surgeral problems/ Disorders (BL4-Analyze) | | | | | | |
| Coures Elements | Skill Development V Entrepreneurship X Employabilty X Professional Ethica V Gender X Human Values X Environment X | SDG (Goals) | SDG1(No poverty) SDG3(Cool health and well-being) SDG3(Cool health and being and cool health SDG3(Cool health and cool health SDG3(Cool health and cool he | | | | | |

| | Part B | | |
|---------|--------------|------------------------|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit I | Introduction | Lecture cum Discussion | 5 hrs |

| | Par | tC | | |
|---------|-------------------------|--|---------------|---------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| 1 | Pediatric medicine ICU | Field work | BL3-Apply | 120 hrs |
| Ш | Pediatric surgical ICU | Field work | BL3-Apply | 120 hrs |
| = | NICU | Field work | BL3-Apply | 120 hrs |
| IV | Pediatric OT | Field work | BL3-Apply | 60 hrs |
| V | Pediatric medicine ward | Field work | BL3-Apply | 180 hrs |
| VI | Pediatric surgery ward | Field work | BL3-Apply | 180 hrs |
| VII | Emergency/Casualty | Field work | BL3-Apply | 120 hrs |
| VIII | Field visits* | Field work | BL3-Apply | 60 hrs |

| 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 | | | |

| | Part E | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|
| Books 1 Susan Carman and Theresa Kyle, Essentials of Pediatric Nursing 2 nd Edition 2 Textbook by Anupama Susmitha and Susamma Varghese | | | | | | | | | |
| Articles https://publications.aap.org/pediatrics | | | | | | | | | |
| References Books | 1. Parul Dutta, Pediatric Nursing 6th edition, 204, 205 | | | | | | | | |
| MOOC Courses | https://www.indiannursingcouncil.orgle-kearning E-Learning E-Learning for Maternal and Newborn Health Care. | | | | | | | | |
| Videos https://www.youtube.com/watch?re7jBMTCg-ALQ Milestones in pediatric nursing | | | | | | | | | |
| | | | | | | | | | |

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



MSc_Nursing-Paediatric

| Title of the Course | Clinical Specialty-II(Paediatric) | | | | | | | |
|------------------------------------|---|---|--|---|---|---|----|--|
| Course Code | MNSG 203(T) | | | | | | | |
| | | | Part A | | | | | |
| Year | 2nd | | Credits | L | т | Р | с | |
| Tear | 2110 | | Creaks | 10 | 0 | 0 | 10 | |
| Course Type | Theory only | | • | | | ÷ | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | 1. Should be qualified with I Year M.sc subjects | Nursing in all the | Co-Requisite/s | Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing year. | | | | |
| Course Outcomes & Bloom's Level | CO2- will interpret & amp; relate disorder CO3- demonstrate advanced skills/com CO4- able to categorize the nursing pro CO5- able to assess treatment modaliti | ers & amp; Common Com petence in nursing manago cess in the care of ill infar ies including cosmetic sur | - Expanded and extended (BL1-Remember) nuricable diseases (BL2-Understand) gement of children with medical and surgical problems, manage emer ts to pre adolescents in hospital and community (BL3-Apply) gery and nursing interventions in selected pediatric surgical problems gery and nursing interventions in selected pediatric surgical problems | / Disorders(BL4-Analyze) | | | | |
| Coures Elements | Skill Development J Enterpreneurship X Employability K Professional Ethics J Gender X Human Values X Environment X | SDG (Goals) | EDC11Nkp powerty) SDC3(CoV beath and well-being) SDC3(CoV beath and well-being) SDC3(CoV beath and search and search SDC3(Fall covids and dean energy) SDC3(Fall covids and dean energy) SDC3(Fall covids and dean energy) SDC3(Fall covids and dean energy) SDC3(Fall covids and dean energy) SDC3(Support and the search and the search SDC3(Support and the search and the search SDC3(Support and the search and the search and the search SDC3(Support and the search and the sear | | | | | |

| L | Part B | | |
|-----------|---|-------------------------|--------|
| Modules | Contents | Pedagogy | Hours |
| Unit I | Introduction Current principles, practices and trends in Pediatric Nursing Role of pediatric nurse in various settings -Expanded and extended | Lecture cum Discussion | 5 hrs |
| Unit II | Pathophysickogy, assessment[Including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention is alexickal potential medical disorders = [Obit with registration of disorders = [Obit with registration of anothers]. Total with gastro testinal disorders = Domined diseases, gastro-esophage rates. = hypatic disorders = Hepathi, Indian Nitholico A another with testinal disorders = Domined diseases, gastro-esophage rates. = hypatic disorders = Hepathi, Indian Nitholico A Nephriti, Hydronephrosa, hemolyto-currenic syndrome, kidney transplantation = Child with cardio-vascular disorders: Libedets insipidu. Diabetes Mellita. = IDDM, NIDDM, typer and hypot styrolism, phenylitetorum, agalactosema = Child with A Nephritin, Diabetes Mellita. = IDDM, NIDDM, typer and hypot styrolism, phenylitetorum, agalactosema = Child with advocations. = Acquired Nitro function, centrolistomas, hemolybo-currenic syndromes, tetra = Child with advocations. = Child with blood disorders. = Child with Startic Disorders. = Child with advocations. = Child with blood disorders. = Child with advocations. = Child with advocations. = Child with blood disorders. = Child with advocations. = Child with advocations. = Child with blood disorders. = Child with advocations. = Child with advocations. = Child with blood disorders. = Child with advocations. = Child with advocations. = Child with blood disorders. = Child with advocations. = Child with blood disorders. = Child with advocations. = Child with blood disorders. = Common Child with advocations. = Child with advocations. = Child with advocations. = Child with start. = Child with advocations. = Child with advocations. = Child with | Seminar / Presentations | 35 hrs |
| Unit III | Assessmertijneluding interpretation of varius invesine and non-invesive diagnesite procedures). Insement modalities including commelie surgery on musing interventions in elevated padiatric surgeral proteimar Disorders. I Gestroitatesian Jayamen. Geft Bip, clet palate and conditions requiring plastic surgery. Tracheo esophageal fatulatizesia. Hirshchprungt diseasemgazoton, maintotation, intestinal obstruction, duodental attessi, gastactobias, excendant alteromation, and totaceles, dispragmadia hernia. □ Anomalies of the nervous system: Spina birlida, Meningocele, Myelomeningocele, hydrocephalus. □ Anomalies of the genito-urinary system: Hypospadias. Epispadia, Undecended testes, Exotrophy bildader: □ Anomalies of the skeletal system. □ Eye and ENT disorders □ Nursing management of the child with traumatic injuries. General principles of managing Pediatric trauma - Head injuny, abdominal injuny, pationing. foreign body obstruction, burnes & Rites □ Child with encological disorders. Solid tumos of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma □ Management of stomas, catheters and tubes □ Management of wond and drainages | Seminar / Presentations | 35 hrs |
| Unit IV | Intensive care for pediatric clients -: Resuscitation, stabilization & monitoring of pediatric patients -: Anatomical & physiological basis of critical liness in infancy and childhood -: Care of child requiring forg-term verilitation -: Nutritional needs of critically ill child -: Legal and ethical issues in pediatric intensive care -: Intensive care procedures, equipment and lechniques -: Documentation | Lecture cum Discussion | 10 hrs |
| Unit V | High Risk Newborn ⊂ Concept, goals, assessment, principles D wrainig management of Post-mature infent, and baby of diabetic and substance ue mohers ⊂ Respiratory conditions, Aphybrix nenosidarum, neonatial apones ameorium a spiration syndrome, pneumo thorax, pneumo mediastimum ⊂ lotrus neonatorum ⊂ Bith injuries, ⊂ Hypoxis ischaemic encephelopathy ⊂ Congential anomalies ⊂ Neonatial sizzicares Chonatial hypoxicatemis, hypoyagnessmeis ⊂ Neonatia Hard Hissesses, ⊡ Neonatial hemotytic diseases ⊡ Neonatial infections, neonatial sepsis, opthalma neonatorum, cogenital syndromica enconatial procedures ⊂ Calculation of induce equipments Hematological conditions eng/throbiastis fatalis, Hemothagic disorder the newborn ⊂ Calculation of neonatial care, services(Levels), transport, neonatial intensive care unit, organization and management of running services in NCU | Lecture cum Discussion | 20 hrs |
| Unit VI | Developmental disturbances and implications for nursing :: Adjustment reaction to school, ::: Learning disabilities :: Habit disorders, speech disorders, ::: Conduct disorders, ::: Early infamile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schoolyhemia. | Lecture cum Discussion | 10 hrs |
| Unit VII | Challenged child and implications for nursing Physically challenged, causes, features, early detection & management Cerebral palsied child, Mentally challenged child. Training & rehabilitation of challenged children | Lecture cum Discussion | 10 hrs |
| Unit VIII | Crisis and nursing intervention D The hospitalized child, D Terminal illness & death during childhood D Nursing intervention-counseling | Seminar / Presentation | 5 hrs |

| | Part C | | | | | | | |
|-----------|--|--|---------------|---------|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | |
| Unit II | Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders | Field work | BL4-Analyze | 120 hrs | | | | |
| Unit VII | Challenged child and implications for nursing | PBL | BL3-Apply | 5 hrs | | | | |
| Unit VIII | Nursing intervention-counseling | PBL | BL3-Apply | 10 hrs | | | | |

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 Dorothy R. Markow ; Edition, 2 ; Publisher, Saunders, 1965 ; Original from, the University of Michigan. | | | | | | |
| Articles | Articles https://www.ncbi.nlm.nih.gov/pmclarticlesPMC5155058/ | | | | | | |
| References Books Hockenberry, Marilyn J., and David Wilson. Wong's Essentials of Pediatric Numing. 8th ed. St. Louis, MO: Mosby/Elsevier, 2009. MLA (9th ed.) | | | | | | | |
| MOOC Courses | https://www.indiannursingcouncil.org/e-learning Integrated Sexual and Reproductive health (ISRH) E-Learning for Maternal and Newborn Health Care : Introduction | | | | | | |
| Videos | https://www.youtube.com/watch?v=UZYJ61yEM7A | | | | | | |
| | | | | | | | |
| | Course Articulation Matrix | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 2 | 1 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| CO6 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 3 |



| MSc | Nursing- | Community | Health | Nursing |
|-----|----------|-----------|--------|---------|

| Title of the Course | Nursing Education | | | | | |
|---------------------|--|---------------------------------------|--|-------------------------------|---------------------------------------|---------------------------------|
| Course Code | MNSG101[P] | | | | | |
| | Part A | | | | | |
| Year | 1st | % aggregate hich is Co-Requisite/s | L | т | Р | С |
| 1681 | TOK | Credits | 0 | 0 | 5 | 5 |
| Course Type | Embedded theory and field work | | | | | |
| Course Category | Foundation core | | | | | |
| Pre-Requisite/s | 1. The candidate should be a Registered Nurse and Registered mixel and Registered mixel and reginateriation and the second state of the second state should have undergone in BS. Nursing / BS. Hors. Nursing / PS and Basic BS. Constraing with minimum of Style and state state and state should have undergone in BS. Nursing / BS. Hors. Nursing / PS and Basic BS. Constraing with minimum of Style and State | Co-Requisite/s | programs, o to identify th | community he the community | alth talk , visits / health issues | s and be able s. Should have |
| Course Outcomes | CO1- know, recognize, recail, state the concepts, principles, philosophies and trends in nursingeducation. (BL1-Remember) CO2- comprehend, distinguish and explain various instructional methods, media, tools and techniques in teaching learning process. (BL2-Understan CO3- anny use and relate the incincies and stems of unidance and counseline (BL3-Annhy) | d) | L T P 0 0 5 1. understand have the basic knowledge programs, community health talk, visits the basic of community health Nursing Nursing Nursing | | | |

 Course Outcomes & Bloom's Level
 Solid Course Subjection
 Solid Course Subjection
 Solid Course Subjection
 Solid Course Subjection

 Sill Development / Course Elements
 Sall Development / Employable X Subjection
 Sall Development / Employable X Subje

| | Part B | | |
|-----------|--|------------------------------|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit II | Teaching – Learning Process I. Concepts of teaching and learning Definition, theories of teaching and learning, relationship between teaching and learning Educational aims and objectives ; types, domains, tewels, elements and writing of duciational objectives : Competency based education(CBE) and outcome based education(CBE) : Instructional design: Planning and designing the leason, simulation, laboratory, seminar, parks, symposium, potentime solving, problem based learning (PLL), workshop, project, role- playtocic-:drama), dinical teaching methods, programmed instructions, self directed learning(SDL), micro teaching, computer assisted instruction(CAL), computer assisted teaming (CAL) | MICRO TEACHING, SEMINAR | 30 |
| Unit III | Instructional media and methods :: Key concepts in the selection and use of media in education :: Developing learning resource material using different media :: Instructional aids - types, uses, selection, preparation, utilization: Teacher's role in procuring and managing instructional Aids - Project and non-projected aids, multi media, video-tele conferencing etc. | Micro teaching Field Work | 10 |
| Unit V | Standardized and non-standardized lests :: O Meaning, characteristics, objectivity, validity, reliability, usorim, construction of tests :: Essay, short answer questions and multiple choice questions. :: Rating scales, checkist, OSCE/OSPE(Objective structured chicalipractical examination) :: Differential scales, and summatis cales, scotometry, anecdotal record, attitude scale, critical indicate technique :: Question bank-preparation, validation, moderation by panel, utilization :: Developing a system for maintaining confidentiality | Panel Discussion, Case Study | 10 |
| Unit VI | Administration, Scoring and Reporting a Administering a test; scoring, grading versus marks a Objective tests, scoring essay test, methods of scoring, Item analysis. | Micro Teaching Quiz, | 5 |
| Unit VII | Standardized Tools Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities | Panel Discussion, Field Work | 6 |
| Unit VIII | Nursing Educational programs ::: Perspectives of nursing advacation: Global and national ::: Patterns of nursing advacation and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(V) programs. MPhil and Ph.D. ji Nursing, post basic diploma programs, nurse practitioner programs. | Academic Visit | 6 |
| Unit X | Continuing Education in Nursing I: Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. Program planning, implementation and evaluation of continuing ducation programs Research in continuing ducation Distance education in nursing. X 10 10 Curriculum Development :: Definition, curriculum divergence determinants, process and degla of curriculum divergence determinants, process and degla of curriculum divergence Curriculum change, role of tutatents, faculty, administrators, statutory bodies and other stakeholders Equivalency of courses: Transcript, credit system | Field work | 10 |
| Unit XI | Teacher preparation □ Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, □ Preparation of professional leacher □ Organizing professional aspects of teacher preparation programs □ Evaluation: self and peer □ Critical analysis of various programs of teacher education in India. | Seminar, Field Work | 4 |

| | Part C | | | | | | | |
|-----------|-----------------|--|----------------|-------|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | |
| Unit II | Micro Teaching | Field work | BL2-Understand | 4 | | | | |
| Unit III | Seminar | PBL | BL3-Apply | 3 | | | | |
| Unit V | Micro Tecahing | PBL | BL2-Understand | 4 | | | | |
| Unit VI | Micro Teaching | PBL | BL4-Analyze | 4 | | | | |
| Unit VIII | Lesson Planning | Field work | BL2-Understand | 8 | | | | |
| Unit X | Field Visit | Experiments | BL5-Evaluate | 8 | | | | |
| Unit XI | clinical Method | PBL | BL4-Analyze | 8 | | | | |

| 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 | | | | | | |

| | Part E | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|
| Books | 1 Gilbret, J.J. Gilbret, J.J., "Educational Handbook For Health Personnel, W.H.O. Geneva, 1997 3rd Edition 2 Heidgerken E. Loretta "Teaching & Learning in Schools of Nursing" 12th Edition | | | | | | | |
| Articles | http://journals.healio.com/pound/jne | | | | | | | |
| References Books | Taylor, C. (WH: Stockert, P.A.), (2024), Steep, In B. J. Aste, W. Duggley, P. A. Potter, P. A. Stockert, A. G. Perry, & A. M. Hall (Eds.), Canadian fundamentals of nursing (7th ed., pp. 1073-1086), Elsevier. Textbool et Nursing Education, Lahar Wenkessan, Poonan Josh Elsevier Health Sciences, 31 Oct 2015, 115 Edition, | | | | | | | |
| MOOC Courses | MICROTEACHING SKILLS, LESSON PLANNING, AND ACTION RESEARCH https://moocupai.edu.my/course/view.php?id=75 | | | | | | | |
| Videos | https://www.youtube.com/watch?v=ieVeWups5sU https://www.youtube.com/watch?v=isUvCdjs0os | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 1 |
| CO2 | 3 | 1 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 3 | 1 | 3 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc Nursing-Community Health Nursing

| | MSc_Nursing-Cor | mmunity_Health_Nursing | | | | | |
|------------------------------------|--|---|---|------------|----------------------------|--|----|
| Title of the Course | Nursing Education | | | | | | |
| Course Code | MNSG101[T] | | | | | | |
| | | Part A | | | | | |
| Year | 1st | | Credits | L | T | P 0 | С |
| Course Type | Theory only | | 10 0 | | | | 10 |
| Course Category | Discipline Core | | | | | | |
| Pre-Requisite/s | 1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any Sta requirements shall be the passing of : B.S.c. Nursing / B.S.c. Hons. Nursing / Post Basic B.S.c. Nur- candidate should have undergone in B.S.c. Nursing / B.S.c. Hons. Nursing / Post Basic B.S.c. Nurs Council. 4. Minimum one year of work experience after Basic B.S.c. Nursing. Minimum one year of | sing with minimum of 55% aggregate marks. 3.The ing in an institution which is recognized by Indian Nursing | Co-Requisite/s | health pro | ograms, co I be able to | and have the basic knowledge of grams, community health talk , e able to identify the community es. | |
| Course Outcomes & Bloom's Level | CO1- how, recognize, recall, state the concepts, principles, philosophise and tends in nursing exp CO2- comprehend, distinguish and explain various instructional methods, media, tools and technic CO3- apply, use and relate the principles and steps of guidance and counseling (BL2)/understan CO4- identify, compare, differentials damy; nailysz, the solition pursing damic CO5- compare, englam; hittpref & Amy; evaluating the nursing curriculum design and manageme CO6- explain, generale, reconstruct Design a plan for improvement in instructional design, delayers. | ques in teaching learning process.(BL2-Understand) d) heir problems, issues and future trends and identifying resear Intof nursing educational institutions.(BL5-Evaluate) | | | | | |
| Coures Elements | Skill Development ✓ Entrepreneurship × Employability × Professional Ethics ✓ Gender × Human Values × | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|-----------|--|--------------------------------|-------|
| Unit I | Introduction :: Education Definition, aims, concepts, philosophies & their education implications, o Impact of Social, economical, potical & technological changes on education: :: Protessinal education :: Drumer thread and tasses in education: Educational reforms and National Educational policy, various educational commissions-reports :: Trends in development of nursing education in India | Lecture cum discussion method | 10 |
| Unit II | Teaching – Learning Process i. Concepts of teaching and tearning. Definition, theories of teaching and tearning, relationship between teaching and tearning . Eclostrational aims and objectives : Uppes, domains, tewes, tearnerst and writing of educational objectives : Competency based education(CBE) and outcome based education(CBE) : Instructional design. Planning and designing the teacon, simulation, laboratory, seminar, panel, symposium, pochaine advisor, Planning and designing the teacon, play(socio:-drama), clinical teaching methods, programmed instructions, self directed tearning(SDL), micro teaching, computer assisted earning (CAL) structure (CAL), computer assisted tearning (CAL). | Lecture cum discussion method | 20 |
| Unit III | Instructional media and methods :: Key concepts in the selection and use of media in education :: Developing learning resource material using different media : Instructional aids – types, uses, selection, preparation, utilization Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conterencing etc. | Lecture curn discussion method | 10 |
| Unit IV | M easurement and evaluation: Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. Principtes of assessment, formative and summalive assessment internal assessment external examination, advantages and disadvantages. Chiefon and norm referenced evaluation | Lecture curn discussion method | 10 |
| Unit V | Standardized and non-standardized tests ::: (Naming, characteristics, objectivity, waitikity, reliability, usability, norms, construction of tests-::: Essay, short newer questions and multiple choice questions.:: Rating scales, checklist, OSCE/OSPE(Objective structured chicalipractical examination) :: Differential scales, and summated scales, socionetly, anedotatic cord, attitude scale, critical incident technique :: Question bank-preparation, validation, moderation by panel, utilization :: Developing a system for maintaining confidentiality | Lecture cum discussion method | 12 |
| Unit VI | Administration, Scoring and Reporting a Administering a test; scoring, grading versus marks a Objective tests, scoring essay test, methods of scoring, Item analysis. | Lecture cum discussion method | 8 |
| Unit VII | Standardized Tools Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. | Lecture cum discussion method | 12 |
| Unit VIII | Nursing Educational programs :: Perspectives of nursing education: Clobal and national. :: Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs. M Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs. | Lecture cum discussion method | 5 |

| | Part C | | | | | | | | | | |
|-----------|-------------|--|----------------|-------|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | |
| Unit I | Seminar | Seminar | BL2-Understand | 2 | | | | | | | |
| Unit X | Field Visit | Field work | BL3-Apply | 4 | | | | | | | |
| Unit XI | seminar | Seminar | BL3-Apply | 5 | | | | | | | |
| Unit XII | role play | Role Play | BL2-Understand | 3 | | | | | | | |
| Unit XIII | visit | Field work | BL3-Apply | 5 | | | | | | | |
| Unit XIV | field visit | Field work | BL3-Apply | 4 | | | | | | | |
| UNIT XV | seminar | Seminar | BL2-Understand | 5 | | | | | | | |

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

| | Part E | | | | | |
|------------------|--|--|--|--|--|--|
| Books | Gillbret, J.J., "Educational Handbook For Health Personnel, W.H.O. Geneva, 1997 Heidgerken E. Loretta "Teaching & Learning in Schools of Nursing" | | | | | |
| Articles | I. R. (2018). Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders (3rd ed.). Springer Publishing Company. | | | | | |
| References Books | yles, B., Reiss, B., Evans, M., McKenzie, G., Pleunik, S., & Page, R. (2020). Pharmacology in nursing (3rd Australian and New Zealand ed.). Cengage Learning Australia. Am, D., Buckley, T., Aliken, R. L., & Edwards, H. (Eds.). (2024). Lewis's medical-surgical nursing: Assessment and management of clinical problems (6th Australia and New Zealand ed.). Elsevier Australia. | | | | | |
| MOOC Courses | https://www.my-mocc.com/en/categorie/nursing | | | | | |
| Videos | https://www.youtube.com/watch?r=leVeWups5sU | | | | | |
| | Course Articulation Matrix | | | | | |

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



MSc Nursing-Community Health Nursing

| | MSc_Nursing-Community_Health_Nursing | | | | | | | | | |
|---------|--------------------------------------|--|--|---|--|---|---|--|--|--|
| | Title of the Course | Advance Nursing | | | | - | | | | |
| | Course Code | MNSG102[T] | S102[T] | | | | | | | |
| | PartA | | | | | | | | | |
| | Year | 1st | Credits L 10 | | | | | | | |
| | Course Type | Theory only | | - U | | | | | | |
| | Course Category | Discipline Core | | | | | | | | |
| | Pre-Requisite/s | requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nurs | The candidate should be a Rogistered Name and Registered midwife or equivalent with any State Naming Registerion Cound. 21 Win The candidate in the passage of 8.6 Naming 16.5 | | | | | | | |
| | Course Outcomes & Bloom's Level | CO1-To remember the code of othics, concepts and various heavier, trends of advance CO2-To understand the holdistic cance, completion nursing care, extended lie of nursing CO3-To understand the importance of nursing process, health care system and its app CO4-To provide verdence based practice, advance private and post operative care and to CO5-To evaluate the applications of nursing process and theories such as case study CO5-To provide understanding of advance nursing procedures to evaluation in qualit | and its relation to evidence based patient care and elaborate the role of the lications on the patient in the hospital settings. (BL3-Apply) enable students to analyze on the patient in the hospital settings. (BL4-Ana and research based clinical practices. (BL5-Evaluate) | | | | | | | |
| | Coures Elements | Skil Development J Entopreneurship X Employability X Professional Ethics J Gonder X Human Values X Environment J | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) | | | | | | |
| | | | Part B | | | | - | | | |
| Modules | | Contents | Pedagogy Hour | | | | | | | |

| Modules | Contents | Pedagogy | Hours |
|-----------|---|---|-------|
| Unit I | Nursing as a Profession - Bistory of development of nursing profession, characteristics, citeria of the profession, perspective of nursing profession-netional, global - Code of ethins(RNC, code of professional conduct)(RN), calicomy and accountability, assertiveness, visibility of nurses, legal considerations, Role of regulatory bodies Professional organizations and unions-self defense, individual and collective bengining Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education Role of research, leadership and management | Lecture Demonstration Group discussion Role Plays | 10 |
| Unit II | Health care delivery :: Health care environment, economics, constraints, planning process, policies, political process via a via nuzitare profession :: Health care delivery system- national, state district and local level :: Major stateholders in the health care explanning covernment, non-gort, Industry and other professionals, :: Patterns of nursing care delivery in India, :: Health care delivery concerns, national health and family whether programs, indice and conditionation, role of non-governmental agencies. :: Information, education and communication (EQ), :: Tele-medicine | Lecture Demonstration Debate Case Presentation | 5 |
| Unit III | Cenetics : Review of cellular division, mutation and law of inhertance, huma genome project. The Genomic era Basic concepts of Genes, Chomosomes & DNA Approaches to common genetic disorders Cenetic testing - basis of genetic disorders a symptomatic and predisposition testing. Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing Genetic counsellation of pendics in running. | Audio/Video clips, group discussion, lecture with ppt, classroom presentations | 10 |
| Unit IV | Epidemiology Scope, epidemiological approach and methods, Morbidity, mortality, Concepts of causation of diseases and their screening, Application of epidemiology in health care delivery, Health survelliance and health informatics Role of nurse | Lecture Demonstration Exposure to field visit | 10 |
| Unit V | Bio-Pupch social pathodogr - Pahhophynickogr and Psychodynamics of disease causation - Life processes, homeestelic mechanism, bological and psycho-social dynamics in causation of disease, life style - Commo probleme: Corgoni instificiones, fluid and electrolyte imbalance, nutritional problems, hemorhage land shock, attend body temperature, unconsciousness, sieep pattern and its disturbances, pains, nearoy deprivation. T retartent aspects: pharmacological and pre- post copretive care aspects, 0. Cardio pulmonary resuscitation. C End of life Care o. Infection prevention (Including HV) and standard safety messures, bio-medical waste management. Life of nurse- Eventione based nursing practice. Best practocines in nursing | AudLecture Demonstration Debate Case Presentationio/Video clips, group discussion, lecture with ppt, quiz | 20 |
| Unit VI | Philosophy and Theories of Nursing :: Values, Conceptual models, approaches. ::: Nursing theories: Nightingale's, Hendersons's, Roger's, Pepilau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Walson parce, etc and their applications, :: Health belief models, communication and management, etc. :: Concept Of Self Health. :: Evidence based paracise model. | LecturLecture Demonstration Case Presentation Panel discussione Demonstration Field Visit | 10 |
| Unit VII | Philosophy and Theories of Nursing ∴Values, Conceptual models, approach. Nursing theories: Nightingale's, Hendersons's, Roger's, Pepilau's, Abdella's, Lewine's, Orems's, Johnson's, Körg's, Naman's, Röy's, Watson: set: and their applications, ∴Health belief models, communication and management, du c: Concept of Self health. Evideone based practice model | Lecture Demonstration Panel discussion Exposure to field Visit | 10 |
| Unit VIII | Nursing process approach :: Health Assessment-illness status of patients/clients (Individuals, family, community), Identification of health::illness problems, health behaviors, signs and symptoms of clients. : Methods of collection, analysis and diffication of data relevant to nursing process. :: Comulation of nursing care plans health posts imigementation motification and evaluation of care | Lacture Demonstration Case Presentation Panel discussion | 10 |

| | Pai | tC | | |
|-----------|------------------|--|----------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit I | Role Play | PBL | BL2-Understand | 3 |
| Unit II | Debate | PBL | BL3-Apply | 4 |
| Unit III | Group Discussion | PBL | BL4-Analyze | 3 |
| Unit IV | Field Visit | PBL | BL5-Evaluate | 5 |
| Unit V | Quiz | PBL | BL3-Apply | 3 |
| Unit VI | Debate | PBL | BL2-Understand | 2 |
| Unit VII | Field Visit | PBL | BL3-Apply | 5 |
| Unit VIII | Panel Discussion | PBL | | 4 |

| | Part D(Marks Distribution) | | | | | | |
|-------------|---|---------------------|--|--------------------------|--------------------------|--|--|
| | Theory | | | | | | |
| Total Marks | s Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | Min. Internal Evaluation | | | |
| 75 | | 75 | 25 | 13 | | | |
| | | | Practical | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation Internal Evaluation | | Min. Internal Evaluation | | |
| | 0 | | | | | | |

| | Part E | | | | |
|------------------|---|--|--|--|--|
| Books | Books 1 Stanley, J. M. 1. (2011). Advanced practice nursing: emphasizing common roles. 3rd ed. Philadelphia, FA. Davis. 2 Potter & Perry Nursing Foundation 8th Edition | | | | |
| Articles | https://www.ncbi.nfm.nih.gov/pmc/articles/PMC4680397/ Intps://jwumsib.wcc.ord/advances/muris/agse/sdefault.agsx | | | | |
| References Books | LuBionds-Wood, G., & Haber, J. (Eds.) (2013). Nurning research in Canadar. Methods, rotical appraisal, and utilization (3rd Cdn. ed.) (C. Cameron & M. D. Singh, Cdn. Adapt.). Elsevier Canada. Atals, B. J. J. Duggleby, W., Potter, P. A., Sockert, P. A., Perry, A. G. S. Hall, M. M. (Eds.). (2024). Canadian fundamental on funzing rolif ed.). Elsevier. | | | | |
| MOOC Courses | https://advolinical.org/ advance clinical training | | | | |
| Videos | https://www.youtube.com/watch?whotXCIMI10 https://www.youtube.com/watch?whotXCIMI2wg/ | | | | |

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



| | | | MSc_Nursin | g-Obstetrical_ | Nursi | ing | | | | | | |
|--|--|---------------------------------|---|---------------------|--|---------------------------|------------|----------|-------------------------|-------------------------------|---|------------|
| Title of th | e Course | | Clinical Specialty-I | | | | | | | | | |
| Course | Code | | MNSG104[P] | | | | | | | | | |
| | Part A | | | | | | | | | | | |
| Ye | ar | | 1st | | | | Crec | lite | L | т | Ρ | С |
| | | | 156 | | | | 0100 | | 0 | 0 | 22 | 22 |
| Course Type Embedded theory and field work | | | | | | | | | | | | |
| Course C | ategory | | Discipline Core | | | | | | | | | |
| Pre-Req | uisite/s | | 1. The candidate should be a Registered Numse and Registered midwife or equivalent with any State Numing Registration Council. 2. The minimum education requirements shall be the passing of -8.5. Kuming / B.5. Kens. Numing / P.8.5. Kens. Numing / Registration Council. 2. The minimum education requirements shall be the passing of -8.5. Kuming / B.5. Kens. Numing / Registration Science 2. The registration Council and the registration of State 4.5. Kens. Numing / Registration Council and State 4.5. Kens. Numing / Registration Council and Registration Registered Registration Registrat | | | | | iisite/s | of labor I child Car | nealth prog re, identify f | induct and ass ams related to ne basic health re, implement. | mother and |
| | C01-recogrize, state the concept and principles of Mediatiny and Obstricts (harving (BL-1 Amanity), BL-1 Amanity), BL-1 Amanity), BL-1 Amanity, BL-1 Amanity | | | | | | | | | | | |
| Coures E | lements | | Skill Development J Enterpreneurship X Employability X Professional Efficis J Gender J Human Values X Environment J | | SDG3(Good health and well-being) SDG4(Quality education) SDG17(Platherships for the goals) | | | | | | | |
| | | | | Part B | | | | | | | | |
| Modules | | | Contents | | Pedagogy | | | | | | Hours | |
| unit-1 | | Current concep Rights of pat | Historical development of Medical-Surgical Nursing in India. □ Current status of health and disee to the health. □ Trends & issues in Medical ⊃ Surgical Nursing. □ Ethical & cultural issues in Medica tents. □ National health policy, special lave & ordinances relating to older people. □ National goal th programs related to adult health. | al – Surgical Nursi | urgical Nursing. | | | | | | | |
| | | | | Part C | | | | | | | | |
| Modules Title | | | | | Indicative-ABCA/F Experiments/Field Internships | | Bloom's Le | vel | | н | lours | |
| unit 1 Anetenatal Wards & OPDs | | | | | | Field work BL2-Understand | | | | 120 | | |
| unit 2 | Labour Room | | | Field work | Field work BL2-Understand | | | | | 150 | | |
| unit 3 | Postnatal Ward | | | Field work | Field work BL3-Apply | | | | 60 | | | |
| unit 4 | Family Planning | Clinics | | Field work | | | | | | | 60 | |
| unit 6 | DUC/Dural mate | | | Cield word | ele | | | | | | 100 | |

Part D(Marks Distribution)

Field work

Field work

60

60 30

unit 6 unit 7 unit 8 Gynae Maternity OT NICU

| | 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 | Duta (DC) Textbook of Obstetrics 13th Edition. | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4061621/ | | | | | |
| References Books | Lowdermik Maternity Nursing, Mosby 7th Edition. New Delhi : Jaypee Brothers | | | | | |
| MOOC Courses | https://www.maternity.dk/safedeliveryprogramme/training-methods/ Training Methods | | | | | |
| Videos | A career in midwifery - YouTube www.youtube.com > watch | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | P01 | P02 | P03 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO4 | 2 | 2 | 1 | 1 | 1 | 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 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Paediatric

| Title of the Course | Clinical Specialty-I | | | | | | | | | | | | |
|------------------------------------|---|---|------------------------|---------|---|---|-------|----|--|--|--|--|--|
| Course Code | MNSG104[P] | | | | | | | | | | | | |
| | | Part A | | | | | | | | | | | |
| Year | 1st | | | Gredits | L | т | Р | с | | | | | |
| 1681 | 104 | | | Credita | 0 | 0 | 22 | 22 | | | | | |
| Course Type | Embedded theory and field work | Embedded theory and field work | | | | | | | | | | | |
| Course Category Discipline Core | | | | | | | | | | | | | |
| Pre-Requisite/s | requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nur should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an in | 11. The cardidate should be a Registered Narse and Registered mixed exquivalent with any State Narsing Registration Council. 21. The minimum education requirements shall be the passing of 18. Sc. Nursing (18. Sc. Hons, Varsing (7. Post Basic B.S. C. Nursing with minimum of 55% aggregate marks. 3. The candidate should have undergone in B.S. Nursing (18. Sc. Nursing Ninth and B.S. Nursing (19. Sc. Nursing Ninth and B.S. Nursing (18. Sc. Nursing Ninth and B.S. Nursing Ninth an | | | | | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- observe and interpret changing trends in hospital care. (BL2-Understand) CO3- apply principles of growth and developmental milestones from birth to adolescnce. (BL3-A) CO4- identify and illustrate different defects and systematic diseases of child health. (BL4-Analyz) | C01- Minimum one year of work experience prior or after Post Basic B.Sc. Nursing (BL1-Remember) C02- observe and interpret changing tends in hospital care (BL2-Anderstand) C03- apply prioripies of growth and evelopmental imitestones from brith to addecence. (BL3-Apply) C04- identify and illustrate different defects and systematic diseases of child health; (BL4-Analyze) C05- evaluate the effectiveness of the nursing interventions by reviewing the expected outcomes to determine if they were met by the time frames indicated (BL5-Evaluate) | | | | | | | | | | | |
| Coures Elements | Skill Development J Entrepreneurship X Employability X Professional Ethics J Gender X Human Values X Environment X | Entropreneurship X Employability X Professional Ethics X Gender X Human Values X | | | | | | | | | | | |
| | Part B | | | | | | | | | | | | |
| Modules | Contents | | Pedagogy | | | | Hours | | | | | | |
| Unit I | Introduction _ Current principles, practices and trends in Pediatric Nursing _ Role of pediatric nurse in various settinextended | ngs -Expanded and | Lecture cum Discussion | | | | | | | | | | |

| | Par | tC | | |
|---------|---------------------------|--|---------------|---------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| 1 | Pediatric Medicine Ward | Field work | BL3-Apply | 120 hrs |
| 11 | Pediatric Surgery Ward | Field work | BL3-Apply | 120 hrs |
| ш | Labor Room/Maternity Ward | Field work | BL3-Apply | 60 hrs |
| IV | Pediatric OPD | Field work | BL3-Apply | 60 hrs |
| v | NICU | Field work | BL3-Apply | 120 hrs |
| VI | Creche | Field work | BL3-Apply | 30 hrs |
| VII | Child Guidance Clinic | Field work | BL3-Apply | 30 hrs |
| VIII | Community | Field work | BL3-Apply | 120 hrs |

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 | | | | | | | |

| | Part E | | | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Books | Books Pediatric Nursing Procedures 2nd Edition 2014 By Raman Kalia Pediatric Nursing Procedure, A Padmaja | | | | | | | | | | | |
| Articles | https://network.bepress.com/medicine-and-health-sciences/nursing/pediatric-nursing/Pediatric-Nursing/Commons. | | | | | | | | | | | |
| References Books | A Comprehensive Procedure Manual Of Pediatric Nursing, Jyoti Shokeen, Khushbu Saharan | | | | | | | | | | | |
| MOOC Courses | https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/acls Advanced Cardiovascular Life Support (ACLS) | | | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=al3bmx_Egg Preparing Your Child for Medical Procedures | | | | | | | | | | | |
| | | | | | | | | | | | | |

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



MSc_Nursing-Paediatric

| Title of the Course | Clinical Specialty-I | | | | | | | |
|------------------------------------|---|---|---|----------------|---|---|----|--|
| Course Code | MNSG104[T] | | | | | | | |
| | | | Part A | | | | | |
| Year | 151 | | Credits | L | Т | Р | С | |
| 1001 | 101 | | Credita | 10 | 0 | 0 | 10 | |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. | | | | | | | |
| Course Outcomes & Bloom's Level | CO3- apply principles of growth and developmental mile CO4- identify and illustrate different defects and system | estones from birth to adolescence natic diseases of child health. (BL4 | ammes related to child health and welfare (BL1-Remember) (BL3-Apply) -Analyze) uccomes to determine if they were met by the time frames indicated. | (BL5-Evaluate) | | | | |
| Coures Elements | Skill Development J Entepreneurship X Employability A Professional Ethics J Gender X Human Values X Environment X | SDG (Goals) | SDG4(Quality education) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG17(Partnerships for the goals) | | | | | |

| | Part B | | |
|-----------|--|-------------------------|--------|
| Modules | Contents | Pedagogy | Hours |
| Unit I | Introduction on Historical development of Pediatrics and Pediatric Nursing in India: □ Current status of child health in India: □ Trends in Pediatrics and Pediatric Nursing, □ Ethical and cultural issues in pediatric care □ Rights of children □ National health policy for children special laws and ordinances relating to children. □ National goals, □ Trevy ear plans, □ National health programs related to child health. | Lecture Cum Discussion | 10 hrs |
| Unit II | Assessment of pediatric clients a History taking a Developmental assessment a Physical assessment a Nutritional assessment a Family assessment | Lecture Cum Discussion | 10 hrs |
| Unit III | Hospitalized child :: Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family :: Stressors and reactions related to developmental stages, play activities for ill hospitalized child .: Nursing care of hospitalized child and family -principles and practices | Lecture cum Discussuion | 10 hrs |
| Unit IV | Pre-natal Pediatrics Embryological and fetal development, Prenatal factors influencing growth and development of fetus, Genetic patterns of common pediatic disorders, chromosomal aberrations, genetic assessment and courseling legal and ethical aspects of genetic courseling. I provide the other prevail care and not of the other previous disorder of the other prevail care and not of pediatric nurse. | Seminar / Presentations | 15 hrs |
| Unit V | Growth and Development of children :: Principles of growth and development, ::: Concepts and theories of growth and development, :: Developmental tasks and special needs from infancy to ackiescence, developmental milestones, ::: Assessment of growth and development of pediatric clients, :: Pactors affecting growth and development. | Lecture cum Discussions | 15 hrs |
| Unit VI | Behavioral Pediatrics and Pediatric Nursing □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders-maternal deprivation, failureto thrive, child abuse, the battered child, □ Common behavioral problems and their management, □ Child guidance dimic. | Lecture cum Discussions | 15 hrs |
| Unit VII | Preventive Pediatrics and Pediatric Nursing :: Concept, aims and scope of preventive pediatrics, ::: Maternal health and its influence on child health antensiat aspects of preventive pediatrics, :: Immunization, expanded program on immunization universal immunization program and cold hain, :: Nintion and nuthition if requirements of children, harding patternes of feeding, baby-freedly heaptial inflative and exclusive breast feeding, :: Freaith education, nutritional education for children :: Nutritional programs :: National and international organizations related to chi health, Role or Deduction uses in the hospital and community. | Seminar / Presentations | 15 hrs |
| Unit VIII | Neonatal Nursing □ New born baby- profile and characteristics of the new born, □ Assessment of the new born, □ Nursing care of the new born at birth, care of the new born and family, □ High risk newborn- pre term and term neonate and growth relarded babies, □ Identification and adsincation of neonates with infection, NV & ADB, Ophthamia neonatorum, congenial syphilis. □ High risk new born-identification, classification and nursing management. Organization of neonatal care, services[Levels], transport, neonatal intensive care with cognization and management of nursing services in NCU | Lecture cum Discussion | 30 hrs |

| | Part | C | | | |
|-----------|--|--|-----------|--------|--|
| Modules | Title | Indicative-ABCAVPBU/ Title Experiments/Field work/ Internships | | | |
| Unit II | Assessment of pediatric clients a History taking a Developmental assessment a Physical assessment a Nutritional assessment a Family assessment | Field work | BL3-Apply | 60 hrs | |
| Unit VII | Immunization, expanded program on immunization/ universal immunization program | Field work | BL3-Apply | 60 hrs | |
| Unit VIII | Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | Field work | BL3-Apply | 60 hrs | |

Part D(Marks Distribution)

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

| | Part E |
|------------------|--|
| Books | Marlow, Dorothy R. (1977). Textbook of Pediatric Nursing . Philadelphia: W.B. Saunders Company. |
| Articles | https://www.ncbi.nim.nih.gov/booksiNBK335/ |
| References Books | Hockenberry, Marilyn J., and David Wilson. Wong's Essentials of Pediatric Nursing. 8th ed. St. Louis, MO: Mosby/Elsevier, 2009. MLA (9th ed.) |
| MOOC Courses | https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/acls Advanced Cardiovascular Life Support |
| Videos | 4 Wix Studio features you gota know For web pros wix.com Create new Sponsored - 1:17 wix.com 4 0:01 / 1:18 Growth and Development of Infants, Toddlers, Preschoolers and School Aged Children(https://www.youtube.com/watch?v=JEAR8PIDXXc) |

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 1 | 3 | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 3 | 1 |
| CO3 | 1 | 2 | 2 | 2 | 1 | 3 | 1 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO5 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 1 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | BSc_Nursing | | | | | | |
|---|---|---|---|---|---|---|---|--|
| Title of the Course | Title of the Course Adult Health Nursing-1 with Integr. Pathophysiology ind BCLS module | | | | | | | |
| Course Code | N - AHN (I) 215 [P] | iN (i) 215 [P] | | | | | | |
| Title of the Course Addt Health Naring-I with Integr. Pathophysiology ind BCLS module Course Code N - AHN (i) 215 [P] Part A Part A Part A Part A Credits L N P C Part A Credits L N P C C Part A Credits L N P C | | | | | | | | |
| Vear | 2nd | | Credite | L | т | Ρ | с | |
| 1001 | 210 | | Credita | 0 | 0 | 7 | 7 | |
| Course Type | Embedded theory and lab | theory and lab | | | | | | |
| Course Category | Foundation core | Foundation core | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | |
| Course Outcomes & Bloom's Level | CO2- understand the participate with the interdisciplinary healthcare tea CO3- able to demonstrate accountability (professionalism) through iden | am and assume accountability for providing s tification of self- learning needs and continue | afe and effective care to the adult population. (BL2-Understand) d professional development. (BL3-Apply) | | | | | |
| Coures Elements | | SDG (Goals) | SD03(Cood health and well-being) SD04(Quality education) SD08(Decent work and economic growth) | | | | | |

Part B

Contents

Pedagogy

Hours

Modules

| | Par | IC | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | □ Intervenceal therapy of Ceanulation of M maintenance and monitoring of Administration of M medication-Care of patient with Ceanulating in a monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis Management patients with respiratory problems ⊐ Administration of oxygen through mask, near process, enduring the Management patients with respiratory problems ⊐ Administration of congrege through mask, near process, enduring the Administration ⊂ One patient with check of the Administration ⊂ One patient with check of the Administration ⊂ Monitoring GR85 | Field work | BL4-Analyze | 108 |
| Unit 2 | Pre-Operative care : Emmodiale Post-operative care : Dest-operative exercise : Deln assessment : Deln Management : Assisting diagrandic procedure and affer care of patients undergoing o Colonoscopy : DECP C endoscopy of Levre BiopsNatosapatric aspiration : Castrostomyl/Jejunostomy feeds : lieostomyl/Colostomy care :: Surgical dressing :: Suture removal : Surgical soak : Sitz bath :: Care of drain | Field work | BL4-Analyze | 108 |
| Unit 3 | Dardiac monitoring : Recording and interpreting ECG : Arterial blood gas analysis – Interpretation ⊂ Administer cardiac drugs : Preparation and after care of palentin for cardiac cardeterization ⊂ CPR : Colection of blood sample for c Blood guounjap/coss matching o Blood sugar o Serum electrolytes : Assisting with blood transfusion ⊂ Assisting for tone marrow aspiration ⊂ Application of anti-embolism tockings (TED bood) : Application/minitenance of sequential Compression device | 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 Skinitaction/skeletal traction = Care of orthotics = Muscle strengthening exercises = Crutch walking = Rehabilitation | Field work | BL4-Analyze | 54 |
| Unit 7 | Position and draping Preparation of operation table Set up of trolley with instrument Assisting in major and minor operation Disinfection and sterilization of equipment Scrubbing procedures - Gowning, masking and gloving Intra operative monitoring | Field work | BL4-Analyze | 108 |

| | 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 | 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 | References Books Brotto, V., & Rafferty, K. (2019). Clinical dosage calculations. Cengage AU. | | | | | | | |
| MOOC Courses | MOOC Courses http://www.my-mooc.com/min/mooi/files/cites-prevention-in-ruraing-panes | | | | | | | |
| Videos | https://www.youtube.com/watch?v=XPrTbiVPf6g&list=PLQrdx7r6sKVVMmaCtsYIMGvpUMWV6-KWw&index=2&pp=iAQB | | | | | | | |
| Course Articulation Matrix | | | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



s-2023-2024

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|---------|--|---|---|--|---|-----------|---|---|---|-------|
| | | | | BSc_Nursing | | | | | | |
| | Title of the Course | Adult Health Nursing-I with Integr. Pathophysiol. incl BCLS module | | | | | | | | |
| | Course Code | N - AHN (I) 215 [T] | | | | | | | | |
| | | | | Part A | | | | | | |
| | | | | FallA | | L | т | P | С | |
| | Year | 2nd | | | Credits | 7 | 0 | 0 | 7 | |
| | Course Type | Theory only | | | | | | | | |
| | Course Category | Foundation core | | | | | | | | |
| | Pre-Requisite/s | | | | Co-Requisite/s | | | | | |
| | Course Outcomes & Bloom's Level | CO2- understand the interdisciplinary health care team and assume an CO3- able to demonstrate accountability (professionalism) through ide CO4- analyze & integrate technology and information systems to provi | ccountability for p ntification of self- ide and improve | providing safe and effective c - learning needs and continue safe, effective care to adult p | are to the adult population.(BL2-Understand) ed professional development.(BL3-Apply) populations with any disease condition.(BL4-Analyze) | | | | | |
| | Coures Elements | Skill Development / Entrappeneurbh X Employability X Professional Ethics / Gender X Human Yuluas X Environment X | | SDG (Goals) | SDG3(Good health and well-being) SDC4(Quality education) SDG8(Decent work and economic growth) | | | | | |
| | | | | Part B | | | | | | |
| Modules | | Contents | | | Pedage | рду | | | | Hours |
| Unit-1 | of Health and illness disease- concepts, causa Acute illness chronic illness, & Terminal ill Surgical conditions based on Nursingprocess. aNurse in Medical Surgical settings: Outpati | tions, classification - International Classification diseases (ICD -10 or late Iness, stages of illness ⊟ Review of concepts of comprehensive Nursing | er version), carein Medical sponsibilities of munitysettings | Lecture cum discussion, Ca | ase Study, Demonstration | | | | | 6 |
| Unit-2 | Course Code N - AHN (I) 215 [T] Year 2nd Course Type Theory only Course Category Foundation core Pre-Requisite/s CO1 - able to Integrate knowledge from nursing and other scientific and the CO2 - inderstand the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and other scientific and the CO3 - inderstand the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and other scientific and the CO3 - inderstand the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and other scientific and the CO3 - inderstand the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and other scientific and the CO3 - inderstand the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and other scientific and the CO3 - inderstand the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and there is cycles and the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and there is cycles and the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from nursing and there is cycles and the interdisciplinary health care learn and assume acc CO3 - analyse & integrate knowledge from there is cycles and the interdisciplinary health care learn and the interdisciplinary health c | | | s, on Lecture cum discussion, Case Study, Demonstration | | | | | | 15 |
| Unit-3 | Nursing care of patients with common signs an | nd symptoms and management Fluid and electrolyte imbalance Sho | ck 🗆 Pain | Lecture cum discussion, Case Study, Demonstration | | | | | | |
| Unit-4 | Assessment – history taking, physical assessm infections o Chronic obstructive pulmonary dis Cyst and tumors o Chest Injuries o Acute respi | nent and diagnostic tests Common respiratory problems: o Upper respi eases o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lun | iratory tract ng abscess o | Lecture cum discussion, Case Study, Demonstration | | | | | | |
| Unit-5 | assessment –History and physical assessmen Bleeding, Infections, Inflammation, tumors, Ob Appendicitis, Hernias o Hemorrhoids, fissures, abscess, cirrhosis, portal hypertension, hepati decompression, gavage and stoma care, differ | t □ Gl investigations □ Common Gl disorders: o Oral cavity: lips, gums a struction, Perforation & Peritonitis o Peptic & duodenal ulcer, o Mal-abso , Fistulas o Pancreas: inflammation, cysts, and tumors Liver: inflammatior failure, tumors o Gall bladder: inflammation, Choleithiasis, tumors □ Ga | nd teeth o GI: rption, n, cysts, astric | Lecture cum discussion, Case Study, Demonstration, Problem based learning | | | | | | 16 |
| Unit-6 | Nursing Assessment: History and Physical ass Hypertension, arteriosclerosis, Raynaud's dise atherosclerosis, Angina pectoris, myocardial in pericarditis, myocarditis, endocarditis, cardiom | essment □ Invasive & non-invasive cardiac procedures □ Disorders of v sase, aneurysm and peripheral vascular disorders □ Coronary artery dise farction □ Valvular disorders: congenital and acquired □ Rheumatic hear yopathies □ Cardiac dysrhythmias, heart block □ Congestive heart failur | ascular system- ases: coronary rt disease: | Lecture cum discussion, Cr | ase Study, Demonstration, Problem based learning , Health | Education | | | | 20 |
| Unit-7 | physical assessment & Diagnostic tests Ane | imia, Polycythemia 🗆 Bleeding Disorders: clotting factor defects and plate | essment: history, elets defects, | Lecture cum discussion, Ca | ase Study, Demonstration, Problem based learning , Health | Education | | | | 7 |
| Unit-8 | Nursing Assessment -History and Physical as | s of endocrine system 	☐ Review of anatomy and physiology of endocrine sessment 	☐ Disorders of thyroid and Parathyroid, Adrenal and Pituitary (t | e system ⊡ Hyper, Hypo, | Lecture cum discussion, Ca | ase Study, Demonstration | | | | | 8 |
| Unit 9 | Assessment: History and Physical assessmen Acne, Allergies, Eczema & Pemphigus Psori used in treatment of disorders of integumentar | t □ Infection and infestations; Dermatitis □ Dermatoses; infectious and N iasis, Malignant melanoma, Alopecia □ Special therapies, alternative the y system | on infectious □ rapies □ Drugs | Lecture cum discussion, Ci | ase Study, Demonstration | | | | | 8 |
| Unit 10 | Inursing Assessment: History and physical a strain,contusion, amputation — Musculoskeleta modalities: Cast, splint, traction, crutch walking alternative therapies — Metabolic bone disorde deformities – tumor, prolapsed intervertebral d | ssessment, diagnostic tests ⊟ Musculoskeletal trauma: Dislocation, fract al infections and tumors: Osteornyelitis, benjin and malignant tumour ⊟ ⊂ ⊒ Musculoskeletal inflammation: Bursitis, synovitis, arthritis ⊏ Special th r: Osteoprorosi, osteomalacia and Paget's disease ⊟ Spinal column def isc, Pott's spine □ Rehabilitation, prosthesis □ Replacement surgeries | ure, sprain, Orthopedic herapies, ects and | Lecture cum discussion, Ca | ase Study, Demonstration , Health Talk | | | | | 16 |
| Unit 11 | Assessment: History and Physical assessment Herpes, chickenpox, Smallpox, Measles, Mum | t, Diagnostic tests □ Tuberculosis □ Diarrhoeal diseases, hepatitis AE, Ty ps, Influenza □ Meningitis □ Gas gangrene □ Leprosy □ Dengue, Plagu | yphoid 🗆 | Lecture cum discussion, Ca | ase Study, Demonstration , Health Talk | | | | | 20 |

| _ | Par | tC | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 4 | Common respiratory problems: o Upper respiratory tract infections o Chronic obstructive pulmonary diseases o Pieural effusion, Empyema o Bronchiectaiso Pneumonia o Lung abscess o Cyst and tumors o Chest Injuries o Acute respiratory distress syndrome o Pulmonary emblosim | Case Study | BL3-Apply | 5 |
| Unit 6 | Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction | PBL | BL3-Apply | 5 |
| Unit 7 | Awareness on thalassemia, | Field work | BL3-Apply | 4 |
| Unit 10 | Metabolic hone disorder: Osteoporosis, osteomalacia and Paget's disease | Field work | BI 3-Apply | 5 |

□ Tuberculosis □ Diarrhoeal diseases, ere medious process □ NURsing □ Tuberculosis □ Diarrhoeal diseases, hepatitis AE, Typhoid □ ningitis □ Gas gangrene □ Leprosy □ Dengue, Plague, Malaria, s. Poliomvelitis □ COVID-19 □ Social infection control measures

Asses Herpe Chiku

| | 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 | Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins. |
|------------------|--|
| Articles | Nurses' Perceived Knowledge of Mental Health Education in Medical-Surgical Settings Seney, Valerie; Insana, Jacqueline; Misto, Kara; O'Neale, Brittney |
| References Books | Suzanne C. Smeltzer, Brenda G. Bare. (2000). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia :Lippincott, |
| MOOC Courses | https://www.google.comiask/?sa=l&i=DChcSEwjUlKTr5o6GAV/dWg8CHeRDBHKYABACGgJ0Yg&ase=2&godie=CgwKCAiwkiygBh4gEiwADSEjeDWNQBdfyl_hs0/P39NITS3zel_YIGE1jn11W8VcVozs13FywLZuFBoCDqYQAvD_BwE&ei=3DdEZsaKW47Y1e8Pws-k- Al&ag=-ADD04_3gDy-2esBQewKE-1KGoA_Hud1daq&ag=2&ng=4&adaufuked=2ahUKEvgIQBLr5o6GAVUDPUHHdnCS80QDx6BagLEAE https://www.my-moc.comieinmocodiwdersing-violence-under_shine-curies_comience-curies_hord=2midersing-violence-curies_hord=2midersing-2midersing-violence-curies_hord=2midersing-violence-curies_hord=2midersing-violence-curies_hord=2midersing-violence-curies_hord=2midersing-violence-curies_hord=2midersing-2midersing-king=1midersing-2midersing-king=1midersing-2midersing-king=1midersing-2midersing-2midersing-king=1midersing-2midersing-2midersing-king=1midersing-2 |
| Videos | Introduction of MEDICAL SURGICAL NURSING M.S.N. BSc Nursing 2nd year M.S.N. GNM 2nd year |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | 2 | 1 | 1 | 3 | 2 | 1 | 2 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | BSc_Nursing | | | | | |
|------------------------------------|--|--|---|---|---|---|---|
| Title of the Course | Adult Health Nursing-II w/ Integr.Paphl.inc.Gertr.Care & Pallt.Care | | | | | | |
| Course Code | N - AHN (II) 215 [P] | | | | | | |
| | | Part A | | | | | |
| Year | 2nd | | Credits | L | т | Ρ | С |
| 1001 | E-ITM | | oreans | 0 | 0 | 7 | 7 |
| Course Type | Embedded theory and lab | | | | | | |
| Course Category | Foundation core | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1 - sible to Integrate knowledge from nursing and otherscientific and CO2 - understand the participate with the interdisciplinary healthcare test CO3 - able to demonstrate accountability (protessionalism) through identification CO4 - enalyze & amp; integratelechnology and information systems to p CO5 - evaluate verbal, non-verbal communication strategies used to cor CO5 - evaluate verbal, non-verbal communication strategies used to cor CO5 - evaluate verbal, non-verbal communication strategies used to cor | am and assume accountability for providing s tification of self- learning needs and continue rovide safe. effective care to adult population | afe and effective care to the adult population.(BL2-Understand) d professional development.(BL3-Apply) s with any disease condition.(BL4-Analvze) | | | | |
| Coures Elements | Skill Development ✓ Entrepreneurship × Employability × Professional Ethics ✓ Gender × Human Values × | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | |

Part B

Pedagogy

Hours

Contents

Modules

| | Par | C | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | □ Examination of ear, nose, throat and History taking □ Applying bandages by Ear, Nose □ Tracheostomy care □ Preparation of patient, assisting and monitoring of patients undergoing disponite (procedures or Auditory screening lests of Audionistic tests □ Preparing the patient and assisting in special procedures like Anterior posterior nasal packing. Ear Packing and Syringing □ Preparation and a that care of patients undergoing DTN surgical procedures = Insiliation of dispontendication | Field work | BL3-Apply | 48 |
| Unit 2 | □ History taking, Examination of eyes and interpretation □ Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, ophtalmoscopy, tonometry, o Refraction testPre and post-operative care □ Institlation of drops/ medication □ Eye infigation □ Application of eye bandage ⊂ Assisting with foreign body removal | Field work | BL3-Apply | 48 |
| Unit 3 | Assessment of kidney and uninary system o History taking o Physical examination o Tesifoldar self-examination o dipilar tesid area Preparation and assisting with diagonetic and therapeutic procedures o Cytoscopy, Cytostmetrygram, o Contast studies: WP etc. □ Perional dialysis o Hemotialysis, o Librotrapy o Specific tests: Semen analysis, gonorroeat est, Renal Prostate Biopsy etc. □ Catheterization: acr = Biodet mission = U/or social and monitoring - Monkalation and exercise | Field work | BL4-Analyze | 48 |
| Unit 4 | Assessment of burns ⊟ First aid of burns ⊟ Ruid & electrolyte replacement therapy ⊒ Skin care ⊒ Care of Burn wounds ⊒ Bathing ⊒ Dressing ⊒ Pre-operative and postoperative care of patients ⊒ Caring of skin graft and post cosmetic surgery ⊒ RehabilitationHistory taking and assessment of Genärito patient | Field work | BL4-Analyze | 48 |
| Unit 5 | History taking: Neurological Examination 	Patient monitoring 	Prepare and assist for various invasive and non-invasive diagnostic procedures 	Range of motion exercises, muscle strengthening 	Care of medical, surgical and rehabilitative patients | Field work | BL4-Analyze | 72 |
| Unit 6 | History taking Immunological status assessment (e.g. HIV) and Interpretation of specific tests Caring of patients with low immunity Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills | Field work | BL4-Analyze | 24 |
| Unit 7 | History taking & physical examination of cancer patients □ Screening for common cancers: TNM classification □ Preparation, asisting and after care patients undergring diagnostic procedures □ Biopsies/FNAC □ Pap smare □ Bone-marrow aspiration □ Various modalities of treatment □ Chemotherary □ Asidoherapy □ Pain management □ Stoma therapy □ Homonal herapy □ Immuno therapy □ Gene therapy □ Alternative therapy □ Stoma care and feeding □ Caring of patients treated with nuclear medicine □ Rehabilitation | Field work | BL4-Analyze | 72 |
| Unit 8 | Assessment of critically ill galents — Assisting on tartisial puncture. ET take intuisition & addition — Addition and the interpretation- respiratory additions, respiratory additions, respiratory additionalis — Setting up of Ventilator modes and settings and care of patient on a ventilator — Set up of trolley with instruments — Monitoring and maintenance of Chest drainage system — Bag and mask ventilation — Assisting and maintenance of Central and perpirate lines imvasive — Setting up of Indiaion puny, diffibilitator, Drug administration-influsion, intracardic, intrathecal, epidural, — Monitoring pacemaker — ICU care bundle — Management of the dying patient in the ICU. | Field work | BL3-Apply | 48 |
| Unit 9 | Practiongthinge — Primary and secondary survey in emergency — Examination, investigations & their interpretations, in emergency & disaster initiations — Emergency — and medicated metamatic high predictions. assisting in legal procedures in emergency unit — Managing crowd — Courseling the patient and family in dealing with graving & bereavement | Field work | BL4-Analyze | 48 |

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 Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins. | | | | | |
| Articles | Sudhapriya, S., Malliga, M., Meenakshi, K. B., Sapthiha, N. M., & Jeevitha, D. International Journal of Advance Research in Nursing. | | | | | |
| References Books | Alexander, E. L., Rothrock, J. C., McEwen, D. R., & Van Wicklin, S. A. (1972). Alexander's Care of the Patient in Surgery. | | | | | |
| | https://www.my-mooc.com/en/mooc/the-impact-of-urusing https://www.my-mooc.com/en/mooc/the-impact-of-urusing https://www.my-mooc.com/en/mooc/the-impact-of-urusing-mid/wifery | | | | | |
| Videos | https://www.youtube.com/watch?v=lcpc0w80jpl | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | 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 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 |
| 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 | 1 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | Title of the Course | Adult Health Nursing-II w/ Integr.Paphl.inc.Gertr.C | | | | | | | | | | | | | |
|--|--|---|-----------------|--|---------------------------------------|---|---|---|---|--|--|--|--|--|--|
| | Course Code | N - AHN (II) 215 [T] | | | | | | | - | | | | | | |
| | | | | Part A | | | | | | | | | | | |
| | Year | 2nd | | | Credits | L | т | Р | С | | | | | | |
| | tear | 210 | | | Credits | 7 | 0 | 0 | 7 | | | | | | |
| | Course Type | Theory only | | | | | | | - | | | | | | |
| | Course Category | Foundation core | | | | | | | - | | | | | | |
| | Pre-Requisite/s | | | | Co-Requisite/s | | | | - | | | | | | |
| | Course Outcomes & Bloom's Level | CO1-aile to Integrate knowledge from nursing and otherscientific and Humanistic disciplines as I relates to medicalizing (BL1 Amenember) CO2-understand the participate with the interdisciplinary healthcare learn and assume accountability for providing safe and effective care to the adult propulation (BL2-Understand) CO3-aile to demonstrate accountability (professionalism) through identification of safe. Sensing needs and continued providing safe and effective care to the adult population (BL3-Apply) CO3-aile to demonstrate accountability (professionalism) through identification of safe. Sensing needs and continued to population (BL3-Apply) CO4-analyze 8amp; integrate/chulogy and information systems to provide safe, effective care to adult populations with any disease condition. (BL4-Analyze) CO5-evaluate verbal communication strategies used to communicate with patients and their families. (BL5-Evaluate) | | | | | | | | | | | | | |
| Skill Development ✓ Entrepreneurship × Employabily × Professional Ethics ✓ Gender × Human Values × Environment × | | s | DG (Goals) | SDG3/Good health and well-being) SDC4/Quality education] SDG8(Decent work and economic growth) | | | | | | | | | | | |
| | | | | Part B | | | | | | | | | | | |
| Modules | | Contents | | Pedagogy | | | | | | | | | | | |
| Unit-1 | diagnostic measures and medical, surgical, r and throat History, physical assessment, a Middle ear: impacted wax. tympanic. membra | ax, tympanic, membrane perforation, otitis media, and tumors o Inner ear: Meniere's disease, labyrinthitis, iper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis □ Epistaxis, Nasal obstruction, laryngeal | | | Lecture cum discussion, Demonstration | | | | | | | | | | |
| Unit-2 | diagnostic assessment Eve Disorders Refr | of eye □ Review of anatomy and physiology of the eye □ History, physic active errors □ Eyelids: infection, deformities □ Conjunctiva: inflammatio on □ Lens: cataract □ Glaucoma □ Retinal detachment □ Blindness □ Ey | n and infection | Lecture cum discussion, Demonstration | | | | | | | | | | | |

| | banking and transplantation | | |
|---------|--|---|----|
| Unit-3 | Nursing management of palient with Kidney and Urinary problems : Review of Anatomy and physiology of the genitourinary system □ History, physical assessment, diagnostic tests □ Urinary tract Infections: acade, chronic, tower, urger: Naphritis, physiology of the genitourinary system □ Infammation, infection, stricture, obstruction, and Bengin Prostate Hypertrophy | Lecture cum discussion, Demonstration, Case Study, Health education | 15 |
| Unit-4 | Nursing management of disorders of male reproductive system □ Review of Anatomy and physiology of the male reproductive system □ Review of Anatomy and physiology of the male reproductive system □ Restory, Physical Assessment, Diagnostic tests □ Infections of testis, pensi and adjacent structures: Phinrosis, Epidolymilia, and/Orchilis □ Sexual dysfunction, interfilty, contracteption □ Male Reveal Disorders: gynecomasia, turnor, climacteric changes | Lecture cum discussion, Demonstration, Case Study, Health education | 6 |
| Unit-5 | Nursing management of palent with burns, reconstructive and cosmetic surgery — Review of anatomy and physiology of the skin and connective tissues : Hestory, physical assessment, assessment of burns and fill id électrolyde loss — Burns = Reconstructive and cosmetic surgery for burns, congenital deformises, injuries and cosmetic purposes, gender reassignment : Legal and ethical aspects : Special thempset: ADA vacuumed dressing. Laser, joucidon, skin heat in givennation, use of demain titters and the state in the state of the stat | Lecture cum discussion, Demonstration | 10 |
| Unit-6 | Nursing management of palent with neurological disorders :: Review of anatomy and physiology of the neurological system :: Hatory, bypiscial and neurological assessment, diagnostic tests :: Headzeh, Head timpisci : Spanie Janier, Brandega, Hennigelia, Guadrigega :: Spinal cord compression: hernistion of in vertificat disc :: Intra carail and carebral ancuryants :: Meningelia, Cub, Cordingelia, Spinal cord compression: hernistion of in vertificat disc :: Intra carail and carebral ancuryants :: Meningelia, Cub, Cordingelia, Spinal cord compression: hernistion of patient and carebral ancuryants :: Meningelia, Cub, Cordin, Barlin europather Barlingelia, Patient Barlingelia, disease, Patrinson's disease :: Guillain-Barré syndrome, Myssitenia gravis & Multiple sclerosisRehabilitation of patient with neurological defoti. | Lecture cum discussion, Case Scenerio discussion | 16 |
| Unit-7 | Nursing management of patients with Immunological problems :: Review of Immune system :: Nursing Assessment History and Phyricial assessment :: HIVA AIDS: Explorenicogy, Transmission, Prevention of Transmission and management of HIVAIDS :: Role of Nurse, Counselling, Health education and home care consideration and rehabilitation ::: National AIDS Control Program - NACO, various national and international agencies for infection control | Lecture ourn discussion | 12 |
| Unit-8 | Nursing management of patient with Oncological conditions ⊂ Structure and characteristics of normal and cancer cells ⊂ Heloty, physically assessment, diagnostic tests ⊂ Prevention scening early deletations warming aign of cancer ⊂ Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical naring management of Diocological conditions ⊂ Common malignamice of variatos body systeme eye, ear, once, lanyt, threast, cervix, owar, uterus, sarcoma, renal, bladder, kidney, prostete Brain, Spinal cord, ⊂ Oncological emergencies – Modalities of treatment Chemotherapy, Radioherapy, Radiotion safety, AEBF aquations, Surgical Intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy ⊂ Psychological aspects of cancer: anxiety, depression, insomnia, anger ⊂ Supportive care ⊂ Hospice care | Lecture cum discussion, Demonstration | 12 |
| Unit 9 | Nursing management of patient in Emergency and Disaster situations Disaster Nursing — Concept and principles of disaster nursing. Related Policies — Types of disaster: Natural and mammade — Disaster preparedness: Team, guidelines, protocols, equipment, resources = Ebology, disastification, Pationdrysialogy, tastiging, clinical manipatistion, diagnosis, teatment nodalises and medical and surgical nursing management of patient with medical and surgical emergencies — Poly teams, Bites, Poisoning and Thermal emergencies — Thinoipe of emergency management — Modico legal aspects | Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | 10 |
| Unit 10 | Nursing care of the elderly — History and physical assessment — Aging process and age-related body changes and psychosocial assessment — Aging process and age-related body changes and psychosocial and sexual abuse of lederly — Fold or family and formal and nonformal caregivers — Use of aids and prosthesis (hearing aids, dentures) — Legal and ethical issues — National programs for elderly, privileges, community programs and headth service. — Home and traititutional care | Lacture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | 15 |
| Unit 11 | Nursing management of patients in critical Care units ⊡ Principles of critical care nursing ⊡ Organization: physical set-up, policies, staffing norms ⊡ Protocols, equipment and suppliesUse and application of critical care biomadical equipment, ventilators, cardiac monitors, definitions, rhision pure, Researclation organizment and any other : Advanced Cardiac Life support. I Nursing management of critically ill patient □ Transitional care ⊇ Ethical and Legal Aspects □ Breaking Bad News to Patients and/or their families. Communication with patient and family ⊡ End of life care | Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | 15 |
| Unit 12 | Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | Lecture cum discussion, Demonstration | 5 |

| | Part C | | | | | | | | | |
|---------|---|--|---------------|-------|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | |
| Unit-1 | External ear: deformities otalgia, foreign bodies and tumors o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors | Industrial Visit | BL4-Analyze | 5 | | | | | | |
| Unit 2 | Refractive errors | Industrial Visit | BL4-Analyze | 2 | | | | | | |
| Unit 4 | Sexual dysfunction, infertility, contraception | Case Study | BL3-Apply | 4 | | | | | | |
| Unit 5 | Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment | Case Study | BL4-Analyze | 5 | | | | | | |
| Unit 7 | HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS Role of Nurse; Counseling, Health education and home care consideration and rehabilitation | Role Play | BL5-Evaluate | 5 | | | | | | |
| Unit 9 | Disaster preparedness: Team, guidelines, protocols, equipment, resources | Games | BL3-Apply | 3 | | | | | | |
| Unit 12 | Nursing management of patients occupational and industrial disorders | Industrial Visit | 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 | 13 | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

| | Part E | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|
| Books | Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins. | | | | | | | | | |
| Articles | Ziemba, S. (1999). Medical-Surgical Nursing. AJN The American Journal of Nursing. 99(2), 24B. | | | | | | | | | |
| References Books Hinkle, J. L., & Cheever, K. H. (2013). Study guide for Brunner & Suddarth's textbook of medical-surgical nursing. Lippincott Williams & Wilkins. | | | | | | | | | | |
| MOOC Courses | https://www.my-mocc.com/en/mocc/managing-covid-19-in-general-stratice-online-course-futurelearn https://www.my-mocc.com/en/mocc/malaginarign-adults-level-3-familiern https://www.my-mocc.com/en/mocc/malaginarign-adults-level-3-familiern | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=wkPDKN8sOXQ | | | | | | | | | |
| | Course Articulation Matrix | | | | | | | | | |

| | COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| C | 01 | 2 | 1 | 1 | 1 | | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| C | 02 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 |
| C | 03 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 1 |
| C | 04 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| C | O5 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| C | 06 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title | of the Course | *Child Health Nursing I | | | | | | | | |
|------------|---|--|---|----------------|--|--|--------|--------|--------|--------|
| c | ourse Code | N - CHN (I) 301 | | | | | | | | |
| | | | | Part A | | | | | | |
| | Year | 3rd | | | Credits | | L 3 | T 0 | P 0 | с з |
| c | ourse Type | Theory only | | | | | • | | | |
| Cou | urse Category | Foundation core | | | | | | | | |
| Pro | e-Requisite/s | | | Co-Requisite/s | | | | | | |
| Cou & E | rse Outcomes Bloom's Level | C01- recall internationally accepted rights of the child, National policy and National programmes related to child health and welfare (BL1-Remember) C02- observe and interpret changing tends in hospital care, (BL2-Inderstand) C03- apply principles of growth and developmental miletones from birth to addiscence (BL3-Apply) C04- identify and illustrate different defects and systematic desases of child health, (BL4-Analyze) C05- able to progree a design for layout and describe standards for management of peddisci toulishoptalis (BL5-Evaluate) | | | | | | | | |
| Cou | ures Elements | Skill Development J Entreprenurship X Employability Professional Entrics J Gender X Human Nalues 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 | |
| | Introduction: Modern concepts of child Cultural and religious consideration programs and agencies related to we | d⊡care □ Historical development of child health □ Philosophy and moder is in child-care □ National policy and legislations in relation to child health fare services to the children □ Internationally accepted rights of the child | n concept of child-care and welfare National Changing trends in | | | | | | | |

| Unit 1 | Introductor. Modern concepts of child⊡care — Bistorical development of child health — Philosophy and modern concept of child-care ⊂ clutural and regissious considerations in child-care = National policy and legislitors in relation to child health and wellers — National programs and agencies related to wellars services to the children — Therwards popularized. Concept of Immittation on the child and the children = National programs and agencies related to wellars services to the children = Therwards popularized. Concept of Immittation on the child and the children = Child | Lecture cum discussion, Demonstration & Redemonstration | 10 |
|---------|--|--|----|
| Unit 2 | The Healthy Child :: Definition and principles of growth and development :: Factors affecting growth and development :: Growth and development from birth to addiseconce :: Growth and developmental theories (Freud, Frickson, Jean Plaget, Kohlberg) :: The needs of normal children through the stages of developmental and parential guidance Nuthional needs of children and infants - breast feeding - axclusive breast feeding - Supplementarylaritificial feeding and weaning :: Baby filendly hospital concept :: Types and value of play and selection of play material | Lecture cum discussion, Demonstration & Redemonstration | 12 |
| Unit 3 | Nursing care of neorate :: Apopriatel of Newtorn :: Nursing care of a normal newtorniessential newtorn care :: Neonatal resuscitation :: Nursing management of on borth weight haby :: Gkangroo mother care :: Navaing management of common neonatal disorder : Hyparbilirubinemia : Hypothermia : Hypothermia : Metabolic disorder : Neonatal infections : Neonatal secures : Respiratory distense syndrome : Retinopshy of Permathry :: Organization of neonatal care und :: Neonatal eighprent : | Lecture cum discussion, Demonstration & Redemonstration | 15 |
| Unit 4 | Nursing management in common childhood diseases Respiratory system: ::: I cleantification and Nursing management or congenital malformations ::: Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hemia Others: Acute naso-pharyngilis, Tonsilitis, Croup, Bronchilis, Bronchiolis, Pneumonia, Asthma Endocrine system: ::: Juvenile Diabetes mellitus, Hypo-thyroidism | Lecture cum discussion, Demonstration & Redemonstration | 8 |
| Unit 5 | Childhood emergencies Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning PLS (AHA Guidelines) | Lecture curn discussion, Demonstration & Redemonstration | 5 |
| Unit 6 | Evidence based care of newborn Basic needs of a normal baby at birth Monitoring the baby in the first hour after birth Care of the baby in special situations Postnatal care of normal baby | Lecture cum discussion, Demonstration | 1 |
| Unit 7 | Temperature regulation in newborn Handicaps of newborn in temperature regulation Warm chain Assessment of temperature and management of hypothermia 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 Breast feeding 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 Preparation for resuscitation Assessing the need for resuscitation Steps of resuscitation Follow up care after successful resuscitation | Lecture cum discussion, Demonstration | 1 |
| Unit 12 | Common nursing procedures Use and maintenance of neonatal equipments Common procedures done in newborn Preparation of common medications Emergency triage assessment and treatment | Lecture curn discussion, Demonstration | 2 |
| Unit 13 | Infection prevention and control Principles of asepsis and universal precautions Handwashing Skin preparation for venipuncture and other procedures Surveillance Safe disposal of hospital waste | Lecture curn discussion, Demonstration | 1 |
| Unit 14 | IMNCI - Introduction Background and Objectives Components and principles Rationale for an integrated evidence based syndromic approach to case management | Lecture cum discussion | 2 |
| Unit 15 | Steps of case management process Assess the young infant/child Classify the illness Identify treatment Treat the young infant/ child Counsel the mother Provide follow up care | Lecture cum discussion | 2 |
| Unit 16 | Assessment of sick young infants History taking Checking for possible bacterial infection/ jaundice Diarrhea Feeding problem/ malnutrition Immunization status Other problems | Lecture cum discussion | 2 |
| Unit 17 | Assessment of sick children History taking Checking for general danger signs Checking main symptoms Checking for malemia Assessment of feeding Checking immunization Assessing other problems | Lecture cum discussion | 6 |
| Unit 18 | Identification of critical illness in children Early signs of critical illness in children Early signs of cardiopulmonary arrest Assessment of appearance based on AVPU scale | Lecture cum discussion & Demonstration | 4 |
| Unit 19 | Medications used in cardiopulmonary arrest 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 |

| | Par | C | | |
|---------|--|--|---------------|--------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | 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 |

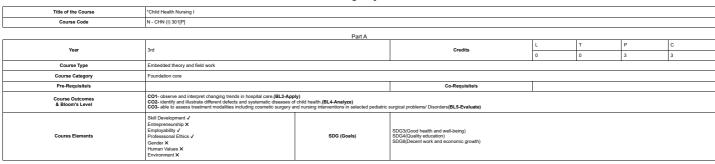
| Part D(Marks Distribution) | | | | | | | | | | | | |
|----------------------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Theory | | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | 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 | Books Data, 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/learn/preventive-healthcare-newborn-baby | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=rX01wVc2BR0 | | | | | | | | | |
| | | | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing



Part B

Contents

| | Par | tC | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | Taking pediatric history - Physical examination & assessment of children - Administration of oral, UM, & UM, medicine fluids - Calculation of Mute projecoment - Proparation of different steengths of UM utilds - Baby bathproper bath - Feeding exhibiten by Katori spoon, Paladai cup - Teaching mothers/ parents _ Mainutrition _ Oral rehydration therapy _ Feeding & Weaning _ Immunization schedule - Pigu Parapy | Field work | BL3-Apply | 96 |
| Unit 2 | Calculation, preparation & administration of I/V fluids • Feeding Naso-gastric Gastrostomy Jejunostomy • Care of surgical wounds Versing Suture removal | Field work | BL3-Apply | 96 |
| Unit 3 | PediatriAssessment of children Health assessment Developmental assessment Anthropometric assessment Nutritional assessment • Immunization • Health / Nutritional educationc OPD/ Immunization room | Field work | BL3-Apply | 96 |

Pedagogy

Hours

| | | | | Theory | | | | | | |
|-------------|-----------------------------------|-----------------------------------|--|--|---------------------|--------------------------|--|--|--|--|
| 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 75 | | 75 | 38 | 25 | 13 | | | | |
| | | | | | | | | | | |
| | | | | Part E | | | | | | |
| | Books | Datta, P. (2009). Title of the Bo | ok (2nd ed., Revised). Jaypee Brothers Medical Publish | ers Pvt. Limited. | | | | | | |
| | Articles | https://www.healthychildren.org | /English/family-life/power-of-play/Pages/the-power-of-play | ay-how-fun-and-games-help-children-thrive.aspx | | | | | | |
| Re | ferences Books | Kyle, T., & Carman, S. (2013). E | ssentials of Pediatric Nursing (2nd ed.). Philadelphia, P | A: Wolters Kluwer Health/Lippincott Williams. | | | | | | |
| м | OOC Courses | https://www.coursera.org/specia | lizations/school-health-for-children-and-adolescents | | | | | | | |
| | 10.1 | | 0 W04 W 00 D0 | | | | | | | |

Part D(Marks Distribution)

| | · · · · · · · · · · · · · · · · · · · |
|--------------|---|
| MOOC Courses | https://www.coursera.org/specializations/school-health-for-children-and-adolescents |
| Videos | https://www.youtube.com/watch?v=rX01wVc2BR0 |

Modules

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | P011 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| Title of the Course | Child Health Nursing I&II | | | | | | | | | | |
|------------------------------------|--|--|--|---|---|---|---|--|--|--|--|
| Course Code | N - CHN (II) 301 [P] | | | | | | | | | | |
| | | Part A | | | | | | | | | |
| Year | 3rd | | Credits | L | т | Ρ | с | | | | |
| 1001 | | | orona | 0 | 0 | 1 | 1 | | | | |
| Course Type | Embedded theory and field work | ed theory and field work | | | | | | | | | |
| Course Category | Foundation core | ation 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 bir CO3- identify and illustrate different defects and systematic diseases of | nember) rth to adolescence.(BL2-Understand) f child health.(BL3-Apply) | | | | | | | | | |
| Coures Elements | Skill Development J Entrepreneruship X Employability J Professonal Effors J 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

Contents

Modules

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| | Par | tC | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | Taking pediatic history := Physical examination & assessment of children := Administration of one, I, M, & IV medicinelliulis := Calculation of fluid replacement := Preparation of different strengths of IV fluids := Application of restraints := Administration of O2 inhalation by different methods := Baby bathlspong bath := Freeding children by Katori spoon. Paladia cup :: Collection of specimens for common investigations := Assisting with common diagnosite procedures := Teaching mothers/ parents o Mainutificion of Cral endydation threspong > Feeding & Hearing o Immunization schedule := Paly theory | Field work | BL3-Apply | 32 |
| Unit 2 | Administration of I/V fluids ⊡ Bowel wash, insertion of suppositories ⊡ Care for ostornies: o Colostomy Irrigation o Ureterostomy o Gastostomy o Enterostomy □ Urinary catheterization & drainage □ Feeding o Naso-gastric o Gastrostomy Jejunostomy □ Care of surgical wounds to Dressing o Suture removal | Field work | BL4-Analyze | 20 |
| Unit 3 | Care of a baby in incubatoriwarmer □ Care of a child on ventilator, CPAP □ Endotracheal Suction □ Chest Physiotherapy □ Administration of fluids with influion pumps □ Total Parenteral Nutrition □ Phototherapy □ Monitoring of babies □ Recording & reporting □ Cardopulnomary Resuscitation (PLS) | Field work | BL3-Apply | 28 |

Pedagogy

Hours

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 | Robert M. Kliegman, Joseph SL. 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 Barbara A. Redding. (2017) "Textbook of Pediatric Nursing" 2nd edition. Elsevier Publishers | | | | | | | | | | |
| MOOC Courses | https://www.mocc.org/#:~-text=Massive%200pen%200nline%200curses%20(MOOCs.quality%20educational%20experiences%20at%20scale. | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=JiPJFzqGGI | | | | | | | | | |

| 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 | | - | - | | - | - | - | - | - | - | - | - | - | - | |

Course Articulation Matrix



| Title | of the Course | Child Health Nursing I&II | | | | | | | | |
|--|--|--|----------------------------|-------------------------------------|--|-------|---|---|----|-------|
| C | ourse Code | N - CHN (II) 301 [T] | | | | | | | | |
| | | | | Part A | | | | | | |
| | | | | Part A | | L | т | | Р | с |
| | Year | 3rd | | | Credits | 2 | 0 | | 0 | 2 |
| c | Course Type Theory only | | | | | | | 1 | | |
| Cou | rse Category | Foundation core | | | | | | | | |
| Pre | -Requisite/s | Co-Requisite/s | | | | | | | | |
| CO1- will be able to identify the role of pediatric nurse in various settings(BL1-Remember) CO2- will interpret & related disorders in COmmon Communicable diseases (BL2-Understand) CO3 are able to categorizes in the care of il infants to pre adolescents in hospital and community (BL3-Apply) CO4- are able to assess treatment modalities including comment of pediatric surgers and nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) CO5-will be prepare a describe standards for management of pediatric surgers and nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) CO5-are able to prepare a describe standards for management of pediatric surgers and nursing interventions in selected pediatric surgers and nursing interventing in selected pe | | | | | | | | | | |
| Skil Development J Entrepreneurship X Emplopability J Professional Ethics J Gender X Human Values X Environment X | | | | | SDG3(Good health and well-being) SDC4(Quality education) SDG8(Decent work and economic growth) | | | | | |
| | 1 | | F | Part B | | | | | | - |
| Modules | | Contents | | | Peda | agogy | | | | Hours |
| Jnit 1 | and Acyanotic (ASD.VSD, PDA, TO Hematological conditions: a) Conge Hodgkins and non: Inodgkins kmpl maiformations. □ Congenital: Cleft Anorectal maiformation, Malabsorp Protein energy mainutrition, Intestir and Nursing management of conge Obstructive uropathy □ Others: Ne Nursing management of congenital | tion and Nursing management of congenital malformations : ⊂ congenital F) ⊂ Others: Rhourait fever and Rhouraic heard disease. Congestive sinital: Hemophila, Thalassemia b) Others: Anemia, Leukemia, Idiopathio mod. Gastor-insteasi aystem: : Clearitatication and Nursing management tip, Clear batae, Congenital hypertrophic pyloris bacnosis, Hinochiguruga utabatu. Congenital hypertrophic pyloris bacnosis, Hinochiguruga utabatu. Congenital: Nursing and the state of the state of the state utabatu. Conce general congenital parasites Genomicary unitan malformations a) Congenital: Wins tumor, Extoroy of biadder, Hypotocis pyndroms, Acue glonneurologenhits, renal failure horous system malformations a) Congenital: Spina bifda, Hydrocophalous. b) Others: h on deszures), Cordent palely head (rgiv) | Lecture cum dis | cussion, case study & Demonstration | | | | | 20 | |
| Unit 2 | and Atopic dermatitis Communica control & prevention: Tuberculosi | □ Hip dislocation and □ Fracture Disorder of eye, ear and skin: □ Refract able diseases in children, their identification/ diagnosis, nursing managen is □ Diphtheria □ Tetanus □ Pertussis □ Poliomyelitis □ Measles □ Mum D-19 | nent in hospital, in home. | Lecture cum dis | cussion, case study & Demonstration | | | | | 10 |
| | HIV/UNDS ::: Dengue fever: ::: COVID:19 Image: Im | | | | | | | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ | Bloom's Level | Hours | |
|---------|--|--|---------------|-------|---|
| | Р | art C | | | _ |
| Unit 3 | o Surenter bean petrol y o child abues de la comingi ussainity - 1 systamic usotares il crutares and intergeneme. O childrood depresente de la comingi ussainity - 1 systamic usotares il crutares and intergeneme of causal comingi disorder in children and management o Chesty o Ancrexia nervosa o Bulimia - Management of challenged children. o Mentality o Physically o Scottare) o Columnatio - Vietares in conversion and comingi and control | Lecture cum discussion, case study & Demonstration | | 10 | |

| Modules | Title | Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|------------------------|--|---------------|-------|
| 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 | | | | | | | | | | |
| 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 | Susan Carman and Theresa Kyle. (2019). Essentials of Pediatrics. 12th edition. | | | | | |
| Articles | Articles Transforming pediatric health services for children and young people who are it! a quasi-experimental evaluation | | | | | |
| References Books | American Academy of Petiatriss. Handbook of pediatris environmental health. Etxel RA, Bak KJ, editors. Etx Grove Village, LL Autor; 1990. American Academy of Petiatriss. Handbook of pediatris environmental health. LL Autor; 2030. Committee on Environmental health. | | | | | |
| MOOC Courses | https://www.coursera.org/courses?query=pediatrics | | | | | |
| Videos https://www.youtube.com/watch?v=cracmPoSiYo | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | 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 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | | oynabas-1 | | | | | | | | |
|---------------------|--|--|---|--|---------------------------|--------------|---|---|----------------|-----------|-----------|------------------|----------|
| | | | | | BSc_N | ursing | | | | | | | |
| Title of th | ne Course | *Mental Health Nursing I | | | | | | | | | | | |
| Course | e Code | N - MHN (I) 305 [P] | | | | | | | | | | | |
| | | 1 | | | Par | tA | 1 | | | | 1 | | |
| Ye | ear | 3rd | | | | | | Credits | | 0 | т 0 | P 1 | C 1 |
| Course | е Туре | Embedded theory and field | work | | | | | | | | | | |
| Course 0 | Category | Discipline Core | | | | | | | | | | | |
| Pre-Reg | quisite/s | | Co-Requisite/s | | | | | | | | | | |
| Course O & Bloom | Dutcomes o's Level | CO2- Apply principles of ps CO3- Ability of assessment CO4- Infer and illustrate the | Comprehend informationcurrent trends, and theories in historical development in the field of Mental health; (BL1-Remember) Appy principies of specifiating running in clinical practice (BL2-Indenstand) biblity of assessment, therapeutic communication and various treatment modalities(E-C.T. Behavioral herapies, etv)(BL3-Apply) firef and illustrate the psycho dynamics and Assessing galanti with psychiatric iscorries to be psycho dynamics and Assessing galanti with psychiatric iscorries to be psycho dynamics and Assessing galanti with psychiatric iscorries to be psycho dynamics and Assessing galanti with psychiatric iscorries to be psycho dynamics and Assessing galanti with psychiatric iscorries to be psycho dynamics and Assessing galanti with psychiatric iscorries take advalate, relate and infer the prognosis and treatment modalities in mental ill patients (BL5-Evaluate) | | | | | | | | | | |
| Coures E | Elements | Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professsonal Ethics ✓ Gender × Human Values × Environment × | | | SDG (Goals) | | SDG3(Good health SDG4(Quality educ SDG8(Decent work | ation) | wth) | | | | |
| | | | | | Par | tВ | | | | | | | |
| Mo | dules | | c | ontents | | | | | Pedagogy | | | н | ours |
| | | | | | Par | t C | | | | | | | |
| Modules | | | Title | | | | in Exp | dicative-ABCA/P periments/Field w Internships | BL/ vork/ | | Bloom's L | evel | Hours |
| Unit 1 | History taking Derform me examination Dobserving and Family psycho-education | ntal status examination (MSE assisting in therapies Indivi | :) Observe/practice Psychometric as: dual and group psychoeducation Me | essment Perform I ntal hygiene practice | Neurological education | Field work | | | | BL3-Apply | | | 60 |
| Unit 2 | History & mental status examin Parental teaching for child with | nation Observe/practice psy mental deficiency | chometric assessment Observe and | assist in various ther | rapies □ | Field work | | | | BL3-Apply | | | 30 |
| Unit 3 | therapeutic communication | Administration of medications | ogical examination | ECT) Participating i | in all therapies | Field work | | | | BL3-Apply | | | 120 |
| Unit 4 | camp Conducting awareness community Observing deado | s meetings for mental health a diction care □ Case work – 1 | with mental health problems | shing family members sit to deaddiction cer | s, patients and | Field work | | | | BL3-Apply | | | 30 |
| | | | | | Part D(Marks | Distributior | 1) | | | · | | | |
| | | | | | The | | | | | | | | |
| Total Marks | Minimum P | assing Marks | External Evaluation | ation | | Min. Ex | ternal Evaluation | | Internal Evalu | uation | | Min. Internal Ev | aluation |
| | | | | | Prac | tical | | | | | | | |
| Total Marks | Minimum P | assing Marks | External Evaluation | ation | 1 | Min. Ex | ternal Evaluation | | Internal Eval | uation | | Min. Internal Ev | aluation |
| | 0 | | | | 1 | | | | 25 | | 13 | | |
| L | 1. | | 1 | | 1 | | | | | | 1 | | |
| | | | | | Par | tE | | | | | | | |
| Boo | oks | Kapoor, B. (2020). Textboo | k of Psychiatry Nursing (13th ed.). Lotu | s Publisher. | | | | | | | | | |
| Arti | cles | https://www.ncbi.nlm.nih.go | v/pmc/articles/PMC7001356/ | | | | | | | | | | |
| Reference | es Books | Stuart, G. W., & Laraia, M. | T. (2018). Principles and Practice of Ps | chiatric Nursing. Els | evier Publisher | | | | | | | | |
| MOOC | Courses | https://www.coursera.org/le | arn/mental-health | | | | | | | | | | |
| Vide | eos | https://www.youtube.com/w | atch?v=LCG3c8P1Xxo | | | | | | | | | | |
| | | | | | Course Articu | lation Matri | x | | | | | | |
| COs PO1 | PO2 PO3 | PO4 | P05 P06 | PO7 | PO8 | PO9 | | 1 | P011 P012 | PSC | D1 | PSO2 | PSO3 |

| P01 | POZ | P03 | PU4 | PU5 | P06 | P07 | P06 | P09 | POID | POTI | P012 | P301 | P302 | PS03 |
|-----|--------------------------------------|---|--|--|---|---|--|---|---|---|---|---|--|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| - | - | | - | | - | - | - | - | - | - | - | - | - | - |
| | 1 1 1 1 1 1 1 1 | FO2 FO2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PD PD2 PD3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PD PDS PD4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PDI PD2 PD3 PD4 PD5 1 1 1 1 1 1 1 1 1 2 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | row row row row row 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PD PD< | PUT PUZ PUS PUS PUS PUS PUS PUS 1 1 1 1 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 1 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PUT PUZ PUZ <td>1 1</td> <td>POI PO2 PO3 PO4 PO5 PO4 PO4 PO3 PO3<td>Image: Point set of the set of t</td><td>POI POI POI<td>PUC PUC PUC</td></td></td> | 1 1 | POI PO2 PO3 PO4 PO5 PO4 PO4 PO3 PO3 <td>Image: Point set of the set of t</td> <td>POI POI POI<td>PUC PUC PUC</td></td> | Image: Point set of the set of t | POI POI <td>PUC PUC PUC</td> | PUC PUC |



| Title of the Course | *Mental Health Nursing I | tal Health Nursing I | | | | | | | | | |
|------------------------------------|--|--|--|------------|---|---|---|--|--|--|--|
| Course Code | N - MHN (I) 305 [T] | /H•N (I) 305 [T] | | | | | | | | | |
| | | Part A | | | | | | | | | |
| Year | 3rd | | Credits | L | т | Ρ | с | | | | |
| 100 | | | 0.000 | 0 | 0 | 3 | 3 | | | | |
| Course Type | Theory only | | | | | | | | | | |
| Course Category | Foundation core | Foundation core | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | - | | | | |
| Course Outcomes & Bloom's Level | C01- Comprehend informationcurrent trends, and theories in historical C02- Apply principles of psychiatric nursing in clinical practice. (BL2-Um C03- Ability of assessment, therapeutic communication and various tre C04- Infer and Bustrate the psycho dynamics and Assessing patient with C05- Evaluate, telate and infer the prognosis and treatment modalities | derstand) atment modalities(E.C.T, Behavioral therapie th psychiatric disorders take decisions to pro- | s. etc)(BL3-Apply) | I-Analyze) | | | | | | | |
| Coures Elements | Skill Development J Entrepreneurating X Employability J Professional Ethics J Gender X Human Values X Environment X | SDG (Goals) | SD03(Cood health and well-being) SD04(Quality education) SD08(Decent work and economic growth) | | | | | | | | |

| | Part E | 3 | |
|---------|---|---------------------------------------|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit 1 | Introduction ⊡ Berspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices ⊡ Mental health team ⊟ Nature & scope of mental health nursing ⊡ Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice ⊇ Concepts of normal and abrormal behaviour. | Lecture cum Discussion | 6 |
| Unit 2 | Principles and Concepte of Mental Health Nursing : Definition: mental health nursing and terminology used : Classification of mental disorders: ICO11, ISONS, Gercopsychiatry manual dassification: : Review of personality development, defense mechanisma : Eliopica bio-psycho-social factors :: Psychopathology of mental disorders: review of structure and function of brain, Imbic system and abnormal neutromanismican : Principse of Mental health Nursing : Ethics and responsibilities : Pracios Standards for Psychiatric Mental Health Nursing (INC) practice standards) :: Conceptual models and the role of rurse: o Existential model o Psychoanalytical models o Ethivorui mideo i Interpresenta imode : Preventive psychiatry and rehabilitation | Lecture cum Discussion | 10 |
| Unit 3 | Mental Health Assessment History taking Mental status examination Mini mental status examination Neurological examination Neurological 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 Interpersonal relationship Entropy of Proto-Johan window Therapeutic insesse and its management | Lecture cum Discussion & case studies | 6 |
| Unit 5 | Treatment modalities and therapies used in methal disorders □ Physical therapies Psychopharmacology. □ Electro Convulsive tenangy □ Psychophogial Therapies Psychotherarg, Behaviour Uterapy, CBT □ Psychopaids: Congo therapy, Tamily therapy, Therapedic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy □ Alternative & Complementary, Yoga, Meditation, Relaxation □ Consideration for special populations | Lecture cum Discussion & case studies | 10 |
| Unit 6 | Nursing management of patient with Schöpptnenia, and other psycholic disorders :: Prevalence and incidence :: Classification :: Ebology, psycholymmics, clinical maintestation, disposito criteria/formulations Nursing process:: Unvaira Assessment : History, Physical and mental assessment :: Treatment modalities and nursing management of patients with Schöpptneina and other psycholic disorders :: Clientific considerations and considerations to repeaid populations : Follow yan home can 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 dystymma det. :: Elchoorg, psycho dynamics, clinical manafestation, diagnossi :: Auraing Assessment History, Physical and mental assessment :: Treatment modalities and nursing management of patients with mood disorders :: Geriatric considerations/ considerations for special populations := Follow-up and homo care and rehabilitation. | Lecture cum Discussion & case studies | 6 |
| Unit 8 | Nursing management of patient with neurolic, stress reliated and samilation disorders — Prevalence and incidence — classifications → Antelly disorders – OCD, PTSD, Somatorm disorders, Phobias, Disascolative and Conversion disorders = Etiology, psychodynamics, clinical manifestation, diagnosis, criteria formations = Nursing Assessment : https://doi.org/10.1000/000000000000000000000000000000 | Lecture cum Discussion & case studies | 8 |
| | Part C | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|---|--|---------------|-------|
| Unit 1 | Therapeutic communication: | Case Study | BL3-Apply | 2 |
| Unit 5 | Treatment modalities and therapies used in mental disorders | Experiments | BL3-Apply | 3 |
| Unit 6 | Mental Health Assessment History taking Mental status examination Mini mental status examination Neurological examination Neurological tests | PBL | 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 | 13 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

| Part E | | | | | | | | |
|---|---|--|--|--|--|--|--|--|
| Books | Books Kapoor, B. (2022). Textbook of Psychiatry Nursing (13th ed.). Lotus Publishers. | | | | | | | |
| Articles https://www.ncbi.nlm.nih.gov/booksi/NBK558911/ | | | | | | | | |
| References Books Stuart, G. W., & Laraia, M. T. (2019). Principles and Practice of Psychiatric Nursing. Elsevier Publisher. | | | | | | | | |
| MOOC Courses | https://www.coursera.org/learn/positive-psychiatry | | | | | | | |
| Videos | https://www.youtube.com/watch?v=hDroA6eawsE | | | | | | | |
| | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the Course | Aental Health Nursing (I&II) | | | | | | | | | |
|---------------------|---|-------------------------------|--|----------------|---|---|-------|---|--|--|
| Course Code | N - MHN (II) 305 [P] | | | | | | | | | |
| | | Part A | | | | | | | | |
| Year | 3rd | | | Credits | L | т | Р | с | | |
| Tear | 30 | | | Credits | 0 | 0 | 2 | 2 | | |
| Course Type | Embedded theory and field work | nbedded theory and field work | | | | | | | | |
| Course Category | undation core | | | | | | | | | |
| Pre-Requisite/s | | | | Co-Requisite/s | | | | - | | |
| Course Outcomes | C01- comprehend information current trends, and theories in historical development in the field of Mental health. (BL2-Understand) C02- apply principles of psychiatric nursing in clinical practice. (BL3-Apply) C03- ability dissessment, therepeutic communication and various treatment modalities (E.C.T., Behavioral therapies. etc)(BL4-Analyze) C04- evaluate, relate and rifer the prognosis and treatment modalities in mental ill patients. (BL5-Evaluate) C05- fined rand linktrate the psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL6-Create) | | | | | | | | | |
| Coures Elements | Skill Development J Entegraneurship J Entegravabity J Professional Ethics J Gender X Human Viatues X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | | |
| | • | Part B | | | | | | | | |
| Modules | Conte | nts | | Pedagogy | | | Hours | | | |

| | Part C | | | | | | | | | | |
|---------|--|--|---------------|-------|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | |
| Unit 1 | History taking :: Mertal status examination (MSE):: Neurological examination :: Assisting in psychometricassessment :: Records herenspectic communication :: Administration of medications :: Assist: Becch-Convolviso Therapy(EC): Directinging in all therapy Directing patients for Activities of Daily Living (ADL) :: Conducting admission and discharge counselling :: Counseling and teaching patients and families. | 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 itness := Courseling and Teaching family members, patients and community := Observing deaddiction care | 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 | Kapoor Bimla (2020)Textbook of psychiatry Nursing, 13th Edition. Jaypee Publishers | | | | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMO6464748/ | | | | | | | | |
| References Books 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?y=K94_xuqw9GE | | | | | | | | |
| | | | | | | | | | |

| Course | Articulation | Ma |
|--------|--------------|----|

| COs | PO1 | PO2 | PO3 | P04 | P05 | P06 | P07 | P08 | P09 | PO10 | P011 | P012 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the | Course | Mental Health Nursing (I&II) | | | | | | | | | |
|--|-------------------|--|-------------|---|--|---|---|---|-------|--|--|
| Course 0 | Code | N - MHN (II) 305 [T] | | | | | | - | | | |
| | | | Part | A | | | | | | | |
| Year | | 3rd | | | Credits | L | т | Р | С | | |
| Tea | | | | | Cieurs | 2 | 0 | 0 | 2 | | |
| Course | Туре | Theory only | | | | | | | | | |
| Course Category | | Foundation core | | | | | | | | | |
| Pre-Requ | isite/s | | | | Co-Requisite/s | | | | | | |
| Course Ou & Bloom's | tcomes s Level | CO1- Comprehend informationcurrent trends, and theories in historical development in the field of Mental health. (BL1-Remember) CO2- Apply principles of psychiatric nursing in chinical practices (BL2-Understand) CO3- Ability of assessment, therapeutic communication and various treatment modalities(E.T. Behavioral therapise, etc)(BL3-Apply) CO4- Infer and illustrate the psycho dynamics and Assessing patient with psychiatric disorders task decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) CO5- Evaluate, relate and infer the prognosis and treatment modalities in mental ill patients.(BL5-Evaluate) | | | | | | | | | |
| Coures Elements | | Skill Development J Entepreneurship X Employabilly J Professional Efrics J 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 | в | | | | | | | |
| Modules | Modules Contents | | | | Pedagogy | | | | Hours | | |
| Nursing Management of Patients with Substance Use Disorders Prevalence and incidence Commonly used psychotropic substance: classifications, forms, routes, action, indivication and withdrawal Psychotynamicsletiology of substance use Alexa (Terminologies: Substance Use, Abuse, Clerance, Dependence, Withdrawal) Diagnostic ortikeria/multions Nursing Unit 1 Assessment: History (substance history), Physical, mental assessment and drug and drug and drug asso Trathemit (debutification, antabuse and nacrobic antagenoit therapy and harm reduction, Brief Interventions, MET, refusal skills, maintenance therapy) and nursing | | | | | m discussion& Case discussion | | | | 6 | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| | Part | c | | |
| Unit 7 | Community Mental Health Nursing — Development of Community Mental Health Sanciaes: — National mental health policy vic National Mental Health National Source Source and Audulary, National and International — Mental Health Additional Source Source (Received National Mental Health National Source Source) and National Mental Health National Source (Received National Mental Health National Source (Received National Mental Health National Source) and National Mental Health National Source (Received National Mental Health National Source) and National Mental Health National Source (Received National Mental Health National Source) and National Mental Health National Source (Received National Mental Health National Source) and National Mental Health National Source (Received National Mental Health National Source) (Received National S | Lecture cum discussion& Case discussion | 5 | |
| Unit 6 | Legal lasses in Mental Health Naming — Overview of Indian Lunacy, Act and The Mental Health Act 1987 — (Protection of Children Sexual Offence) DSGCA dct – Mental Health Care Act (HMCA) 2017 – Brights of mentally il licents — Forense posibility and nursing → Acts related to narcotic and psychotropic substances and lilegial drug trafficking — Admission and discharge procedures as per MCAC 2017 — Rote and responsibilities of nurses in migmenting MHCA 2017 | Lecture cum discussion& Case discussion | | 4 |
| Unit 5 | Psychiatric Emergencies and Crisis Intervention: Types of psychiatric emergencies (attempted suicids, violence) aggression, stupor, delimium tremmes and other psychiatric emergencies) and their managements. – Maladaptive behaviour of individual stress, crisis and disate(rs): Types of crisis. – Crisis intervention: Principles, Techniques and Process - Stress reduction Interventions as per stress adaption model - Coging enhancement - Techniques of conseling | Lecture cum discussion& Case discussion | | 6 |
| Unit 4 | Nursing Management of Organic Brain Disorders Qelikium, Denensita, annestic disorders) ⊡ Prevalence and incidence □ Classification : Etology, psychoptathology, clinical features, diagnosis and Differential dignose. If waring Assessment History, 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 3 | Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autsm. attention deflot, hyperarubre disorder, saiting disorders Emovalence and incidence □ Classifications □ Etodogy, psycholarmics, Characteristics, diagnosic circleriatormations = // Varsing Assessment + History, Physica, mental status examination and IQ assessment □ Treatment modalities and nursing management of childhood disorders including intellectual disability = Follwave park hone care and rehabilitation | Lecture cum discussion& Case discussion | | 8 |
| Unit 2 | Nursing Management of Patient with Presonality and Sexual Disorders □ Provatence and Incidence □ Classification of disorders □ Etiology psychosthology, characteristics, diaposis □ Nursing Assessment Hotory, Physical and metal 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 1 | Assessment: History (substance history). Physical, mental assessment and drug and drug assey ⊟ Treatment (detox/ficitor), anabuse and narcoic antagonist theracy and harm reducion. Briel interventions. NET, refusal skills, maintenance theracy) and nursing management of patients with substance use disorders ⊡ Special considerations for vulnerable population □ Follow-up and home care and relabilitation | Lecture cum discussion& Case discussion | | 6 |

| | | Internships | | | | | | | |
|----------------------------|----------------------------|-------------|-----------|----|--|--|--|--|--|
| Unit 2 | MODEL REGARDING M R STIGMA | 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 | 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 | Books Kapoor Bimla (2018). Text book of psychiatry Nursing .13th Edition. | | | | | | | |
| Articles | Articles https://www.ncbi.nlm.nih.gov/pmolarticles/PMC4923517/ | | | | | | | |
| 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.t/2aYnl | | | | | | | |

| | | | | | | | 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 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of t | the Course | Community Health Nursing II | nmunity Health Nursing II | | | | | | |
|-----------------|---|---|---------------------------|--|--|---|---|---|-------|
| Court | se Code | N -COMH (II) 401 [P] | | | | | | | |
| | PartA | | | | | | | | |
| | (ear | 4th | | | Credits | L | т | Ρ | С |
| Tear | | 401 | | | Creans | 0 | 0 | 2 | 2 |
| Cour | se Type | Embedded theory and field work | ded theory and field work | | | | | | |
| Course | Category | Foundation core | tion core | | | | | | |
| Pre-Re | equisite/s | | | | Co-Requisite/s | | | | |
| | Course Outcomes Course Outcomes CO1- understand the community health problems and holistic care, competent nursing care and extended role of nurses in community health centers (B13-Apply) CO2- detect the problems in the community and assess the problem that how the particular situation is occurring and students can argue and debate on that and can evaluate it (BL4-Analyze) | | | | | | | | |
| Coures Elements | | Skill Development / Entrepreneurship / Employability / Professional Entre / Gender X Human Values X Environment X | SDG (Goals) | | SDD3(Good health and well-being) SDD4(Guality education) SDG8(Decent work and economic growth) | | | | |
| Part B | | | | | | | | | |
| Modules | | Contents | | Pedagogy | | | | | Hours |
| 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 |

| Part C | | | | | | | | |
|----------------|--|--|---------------|--------|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | |
| Urban Postings | Screening, diagnosing, management and referral of clients with common conditional emergencies — Assessment (physical & nutritional) of antimatal, intragrature, posthatal and networks — Conduction formal delivery at health center — Newtom care — Coursel addescents — Family planning courselling — Distribution of temporary contraceptives – condoms, CCP's, emergency contraceptives | Field work | BL3-Apply | 96 hrs | | | | |
| Rural Postings | Screening, diagnosing, management and referral of clients with common conditional emergencies — Assessment (physical & nutritional) of antimatal, intragrature, posthatial and network — Conduction formal delivery at health center — Newtom care — Coursel addescents — Family planning counselling — Distribution of temporary contraceptives — condoms, OCP's, emergency contraceptives | Field work | BL3-Apply | 96 hrs | | | | |

| | 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 | 75 | 38 | 25 | 13 | | |
| | | | | | | | |

| Part E | | | | | | | |
|---|--|--|--|--|--|--|--|
| Books | Books KK Gulani. (2020) Principals and practices community health rursing.Community Health Nursing "Edition - 4th. Jaypee Publishers | | | | | | |
| Articles Creation of an Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project | | | | | | | |
| References Books Keshav shwamkar (2020). Community Health Nursing 2nd Edition. Lotus Publishers | | | | | | | |
| MOOC Courses https://www.mphonline.org/free-online-public-health-courses/ | | | | | | | |
| Videos | https://www.yodube.com/watch?v=jQSzcVRXkVE | | | | | | |
| | | | | | | | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 2 |
| CO2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 1 | 2 | 3 |
| CO3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | • | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | Title of the Course | Community Health Nursing II | | | | | | | | | |
|---|------------------------------------|---|---|--|----------------|---|---|---|----------|--|--|
| | Course Code | N -COMH (II) 401 [T] | N -COMH (II) 401 [T] | | | | | | | | |
| | Part A | | | | | | | | | | |
| | Year | 4th | | | Credits | L | т | Ρ | D | | |
| | tear | 401 | | Credits | | 5 | 0 | 0 | <i>i</i> | | |
| | Course Type | Theory only | y only | | | | | | | | |
| | Course Category | Foundation core | alion core | | | | | | | | |
| | Pre-Requisite/s | | | | Co-Requisite/s | | | | | | |
| | Course Outcomes & Bloom's Level | CO2- understand the community health problems and holistic care, cor CO3- demonstrate and show in the community about the self-examinati CO4- evaluate the problem in the community by questioning and behalf | C01- define community and community health nursing also interpreting the scope of community health nursing (B1-Remember) C02- understand the community health problems and holistic care, competent nursing care and extended role of nurses is normnurity health enters. (B12-Inderstand) C03- demonstrate and show in the community about the self-axamination, hand togeties and and the problem in the community health enters (B12-Inderstand) C03- denderstand the community bout the self-axamination, hand togeties and related to the mersitual hygien and related to the mersitual bises. (B12-Inderstand) C04- evaluate the problem in the community and self-asset to endowed the lo analyze the problem regarding health bises. (B12-Analyze) C05- detect the problem in the community and self-asset to endowed the nursing understand and are available to related as tables and C05- detect the problem in the community and second the endowed methad in socuriting and students can area and debate on that and can evaluate it. (B15-Evaluate) | | | | | | | | |
| Skil Development ✓ Entrepreneurship ✓ Entrepreneurship ✓ Professsonal Ethics ✓ Gender ✓ Human Values ✓ Entvironment X | | | (Goals) | SDG3(Good health and well-being) SDG4(Gouality education) SDG5(Gendre quality) SDG6(Clean water and sanitation) SDG4(Clean work and economic growth) SDG4(Clean work and economic growth) | | | | | | | |
| | Part B | | | | | | | | | | |
| Modules | | Contents | | Pedagogy | | | | | | | |

| 1 | 1 | Tarb | 1 | | | | |
|---------|--|--|-------|--|--|--|--|
| Modules | Contents | Pedagogy | Hours | | | | |
| Unit 1 | Management of common conditions and emergencies including first all — Standing orders: Definition, uses Greening, dispricing/ identification, primary care and referral of Gastioniteshing System of Abdomital pairo Nausse and vorhing o Datmite o Constrained or Janotico e Ol Isleeding Ol Addominal dispersion o Dysphagis and dyspepsia o Apfittos users Respiratory System o Acade topper and bornchi as alterna in the end of the Abdominal dispersion o Dysphagis and dyspepsia o Apfittos users Respiratory System o Acade topper and bornchi as alterna of Hendricky Acade chets pain Hendri & Blood Common heard dissease: – Heart attack/commony artery disease, heart failure, arrhythmia o Blood anemis, blood cancers, beeding disorders E ye & E NT conditions : E ye= local infections, indenses of eye, coincivities, sity, including and the end works of the System Condition : E ye= local infections, indenses of eye, coincivities, sity, including and the end works of the end table of common and reflexions divorning and foreign bodies more in the end table of common sectors, end the end table of the end table of the end drawing and foreign bodies more interface and the end table of the end table of the end table of the end table drawing and foreign bodies interface. The end table of | and dyspepsia of Aphthous ulters Respiratory System o Acute upper Is Tomilitio Acute lower respiratory Infections - Encord infections, neuronal Blood of Common heart diseases - Heart attack/coronary artery ress : Ledrug discorders Eye & ENC conditions : Eye - Local infections, neuronal Is in children First at in common emergency conditions - Revier U | | | | | |
| Unit 2 | Reproductive, maternal, neukorn, child and adolescent Health (Review from OBG Nersing and application is community setting). Prevent situation of reproductive, maternal and child health in India Artenatia cera ⊂ Digicrives, animatal witis and examination. Indirition during pregnancy, courseling — Calcium and iron supplementation in pregnancy — Antenatal care at health centre level — Bith pregnancies. High risk approach. – Screeningleadly identification and primary management of complications. – Antepartum hemorthings, pre-eclampisti, Ahemia, Geratational diabetes mellitas. Hypothyroldiam, Syphila = Referral, follow up and management of High risk approximation. – Care = National High Previous Care Composition of the complication of the complexity of the composition of the complexity of the composition of the complexity of t | Lecture cum Discussion, Demonstration, role play & Field Visit | 20 | | | | |
| Unit 3 | Demography, Surveillance and Interpretation of Data — Demography and vital statistics — demographic cycle, world population tends, vital statistics — Servation and history exitation india, the causes and social implications — Dources of vital statistics — Census, registration of vital events, sample registration system — Mortxidiy and mortality indicators — Definition, calculation and mort and child tracking system (MCTS) in India = Collection, nanjels, Interpretation — Gasta — Review: Common sampling techniques — random and mortamotine bechniques — Disaggegation = Disaggegation = Gasta — Review: Common sampling techniques — random and mortamotine bechniques — Disaggegation = Gasta — Review: Common sampling techniques — random and mortamotine bechniques — Disaggegation = Gasta — Review: Common sampling techniques — random and mortamotine bechniques — Common sampling techniques — random and mortamotine bechniques — random and mortamotine bechniqu | | | | | | |
| Unit 4 | Population and its Cortrol — Population Explosion and its impact on Social, Economic development of individual, society and country, — Population Control — Women Empowerment, Social, Conomic and Educational Development is Limiting Family Size — Pomotion of small family norm, Temporary Spacing Methods (satural, biological, chemical, methods etc.), Jerminal Methods (Tubectomy, Vescency) Contraception To Counseling in reproductive, sexual health including problems of addrescents — Medical Termination of preparatory and MTP Adt : National Population Stabilization Found. JSK (Jansanithya Shirata Koshi) — Family phonting 2002 — National Family Method Population (Stabilization Found) JSK (Jansanithya Shirata Koshi) — Family phonting 2002 — National Family Method Population (Stabilization Found) JSK (Jansanithya Shirata Koshi) — Family | | | | | | |
| Unit 5 | Occupational Health III Occupational Health Instands III Occupational diseases III Act National I State Occupational Health Programs IIII Realth Programs problems | | | | | | |
| Unit 6 | Certaints Health Care — Health problems of older adults | Lecture cum Discussion, Demonstration, role play , case study & Field Visit | 6 | | | | |
| Unit 7 | Mertal Health Disorden = Screening, management, prevention and referral for mental health disorden = Review c Depression, anxiety, acute psycholis, Schizophrain a Dementia o Suide a Ackolo al austance abuse o Drug deadiction porgam o National Mertal Health Program o National Mental Health Policy o National Mental Health Act := Role of a community health nurse in screening, initiation of treatment and foliou ou of mentally il Editors | | | | | | |
| Unit 8 | Health Management Information System (HMIS) = Introduction to health management system: data elements, recording and reporting formats, data quelles issues. Terevore: o Baios Deengrouphy and valital statistics is o Sources of valital statistics to Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data Anal preparation of health action plant. | g Lecture cum Discussion, Demonstration, role play & Field Visit | | | | | |
| Unit 9 | Management of delivery of community health services ::: Plenning, budgeting and material management of CHC, PHC, SCHWC :: Manpower planning as per IPHS standards :: Runt : Organization, staffing and material management of ural health services growtod by Government at village, SCHWC, PHC, CHC, hospitals - district, state and central :: Urban: Organization, staffing, and functions urban health services growtod by Government at sums, dispensative, special clinics, municipal and corporate hospitals :: Defense services :: Institutional services :: Other systems of medicine and health: Indian system of medicine, Alternative health care system referent systems, hidgencon health services | Lecture cum Discussion | 12 | | | | |
| Unit 10 | Leaderbis, Supervision and Monitorig C Understanding work responsibilities/jbd description of DPHM, Health Visior, PHM, MPHW (Fernale), Mitproper health Worker (Meale), AMWs and ASHA C Roles and responsibilities of MicL-well Health Care Providers (MLHP); Village Health Sentation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities = Health hearn management: Review: Leadership & augerVision - concepts, principies & mathods - Leadership in health caleship in the Accounting & Computing at Health Centers (SC) Achites for Which and earlies and the Micle Accounting A Computing at Health Centers (SC) Achites for Which Micle are received/Accounting an Using a Notice in the State of the Accounting A Computing the Micle Teles (SC) Achites or enclosed principies and process e.g. performance of frontilis health workers Financial Management and Accounting A Computing the Micle Teles (SC) Achites or enclosed Accounting an Using a Notice of Active and Active and Active Active and Active and Active Active and Active Active Active and Active Active and Active Ac | th Lecture cum Discussion, role play & Field Visit It. | | | | | |
| Unit 11 | Disaster Management □ Disaster types and magnitude □ Disaster preparedness □ Emergency preparedness □ Common problems during disasters and methods to overcome □ Basic disaster supplies kit □ Disaster response including emergency relief measures and Life saving techniques Use disaster management module | Lacture cum Discussion, Mock Dnil , Role Play | | | | | |
| 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 | | | | | |
| Unit 14 | Health Agencies International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILD, CAR, CIDA, JHPIEGO, any other : National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberuloals association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other ⊡ Voluntary Health Association of India, (VHA) | Lecture cum discussion & Field Visit | | | | | |
| | | Part C | | | | | |
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Bloom's Level | Hours | | | | |

| Modules | Title | 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 E | | | | | | | | |
|------------------|---|--|--|--|--|--|--|--|
| Books | Books Nies, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.). | | | | | | | |
| Articles | 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:/hctm.in/content?id=13#~:text=Certificate%20course%20in%20community%20health%20fcrCCH)%20hor%20health%20health%20health%20heath%20care_Eligibility%3A%208th%20or%2010th%20pass. | | | | | | | |
| Videos | Community health bag technique procedure | | | | | | | |
| | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Syllabus-2023-2024 BSc_Nursing

B

| Title of the Course | Community Health Nursing I incl Env. Sc. & Epidemiology | | | | | | | | | | | |
|------------------------------------|---|---------------------|--|---|---|---|---|--|--|--|--|--|
| Course Code | N- COMH (I) 310 [T] | 4- COMH (I) 310 [T] | | | | | | | | | | |
| | | Part A | | | | | | | | | | |
| Year | 3rd | | Gredits | L | т | Ρ | С | | | | | |
| 1001 | 514 | | Credits | 5 | 0 | 0 | 5 | | | | | |
| Course Type | ary only | | | | | | | | | | | |
| Course Category | xundation core | | | | | | | | | | | |
| Pre-Requisite/s | Co-Requisite/s | | | | | | | | | | | |
| Course Outcomes & Bloom's Level | | | | | | | | | | | | |
| Coures Elements | Skill Development J Entrepreneurship J Employability G Professional Efficient J Gender J Human Nalues J Environment J | SDG (Goals) | SDG3(Good health and well being) SDG4(Oualty education) SDG5(ener equality) SDG7(Affordatile and clean energy) SDG7(Affordatile and clean energy) SDG5(Decur work and economic growth) SDG10(Reduced inequalities) | | | | | | | | | |

| | | Part B | |
|---------|--|--|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit 1 | Introduction Definition, concept & amp; scope of community Health and community Health Nursing Historical development of Community health Community health Nursing Pre Independence - Post Independence | Lecture cum discussion | 4 |
| Unit 2 | Health planning and policies andproblems = National health planning lindia - Five Year Plans = Various committees and commissions on health and family welfare, Central council for health and family welfare (CCH and PW) = NRHM, NLHM, MOG, SDG = National Health Policy (1983.2002) = National population policy = Health problems in India = Recent health policies | Lecture discussion & Panel discussion | 6 |
| Unit 3 | Delivery of community healthservices. □ Planning, budgeting and material management of SCs, FHC and CHC □ Programme management Induding supervision and monitoring. □ Avyuhama Bharathkural: Organization, staffingand functions of rural health services provided by government at Village = Sub centre. = Primary health centre. □ Charath Carathing and functions of rurals health community health centre / subdivisional: - Hopitana - District, Sate & army, Centre:. □ Ubars: Organization, staffingand functions of urban Community health centre / subdivisional: - Hopitana - District, Sate & army, Centre:. □ Ubars: Organization, staffingand functions of urban Corporation / Municipality (Board: ⊂ Components of health anvices o Environmental similation o Health education o Villa istatistics o M. CH antenatal, netal, postnatu, IIP Act, female fectories act, child adoption act, o Introduction to Ranhereyse Balsunskha Kanjakam (RBSK) o Mohre and child trackingsystem o Safe birth checkist o Postpartum visits by healthworker o Famity Wealfare o National health postgrauts | Lecture cum discussion, Case Study, & Panel discussion | 15 |
| Unit 4 | □ Community health nursing approaches, concepts and roles and responsibilities of nursing personel. □ Approaches o Nursing theories and Nursing process o Epidemiological approach o Poldene software payroach o Evidence based approach and the person of the software and the software a | Lecture cum discussion, Case Study, & Panel discussion | 25 |
| Unit 5 | Assisting individuals and groupsto promote and maintain their health. :: Empowerment for self care of Individual, families and groupsin - Diagnoing Assim, Treatment situits using SDP3 A. Assessment of self and familykonitoring growth and development. Mile stores Weight measurement - Social development - Temperature and Biodo pressuremonitoring Menstraula cycle Breast self examination and testidies - Worning signs of various/desease - Tests: Unified runs and adminimultantic program of the self examination and testidies - Warning signs of various/desease - Tests: Unified runs and adminimultantic program. Break heat the services for - Routine checkup - Immunization - Counseling - Diagnosis - Treatment - Foliow up C. Maintenamics of Health Recordator self and family D. Sensitize and handle social sissue affecting heat and evelopment for self and family D. Sensitize and handle social sissue affecting heat and evelopment for self and family - Social Mobilization - Women Empowerment - Women and child abuse - Abuse of deraits - Formate feische - Commercial services / ros dutateation - Women Empowerment - Community resources forself and family - Tauma services - Old age homes - Orphanage - Homes for physically and mentally challenged individuals Homes for destrute. | Lecture cum discussion, Case Study, & Panel discussion | 15 |
| Unit 6 | National health and family welfneprogrammes and the role of a nurse. □ National ARI Programme : □ Revised National Tuberruciosis(FNCP) □ National And Mainia' Porgramme : ○ National Faline control programme : □ Sational Lines wome endication programme if control bindiness: □ Calinei dedicerary dicorder programme : □ Expanded programme on immunization: □ National analytic programme : □ National Lines dedicerary dicorder programme : □ Expanded programme on immunization: □ National analytic programme : □ National Dicorder dicorder programme : □ Expanded programme on immunization: □ National analytic programme : □ National Dicorder programme : □ National Diabetics controlprogramme : □ Polic Endication: Polise Polio Programme : □ National cancer control Programme : □ National Diabetics controlprogramme : □ Polic Endication: Polise Polio □ 20 polit programme : □ National Caliness Control Programme : □ National Analytics programme : □ National Internet □ 20 polit programme : □ National Caliness Control Programme : □ National Analytics Polises Polio Health schemes : ESI Health insurance, other schemess Recont health programme : □ National Internet programme : □ National Internet programme : □ National Polises P | Lecture cum discussion, Case Study, & Panel discussion | 20 |
| Unit 7 | Health Agencies : International - WHO.UNFPR, UNDP, World Bank, FAQ, UNICEF, DANIDA, European-Commission (EC): Red cross, USADU, UNESCO, Colombo Pian, LO.CARE etc. : - National - Indian Red Cross, Indian Coural for child wellers, Farimi Planning Association of India (FPA), Tuberculosis Association of India, Hindu KusthNaram Sarayh, Central Social Wellere Board, All India (Indiana), Control Colon, Longeneous Commission (EC): Red cross, USADU, UNESCO, Colombo Pian, LIO.CARE etc. : - National - Indian Red Cross, Indian Coural (Color Control Pian), LIO.CARE etc. : - National - Indian Red Cross, Indian Coural (Color Control Pian), LIO.CARE etc. : - National - Indian Red Cross, Indian Coural (Color Control Pian), LIO.CARE etc. : - National - Indian Red Cross, Indian Coural (Color Control Pian), LIO.CARE etc. : - National - Indian Red Cross, Indian Coural (Color Control Pian), LIO.CARE etc. : - National - Indian Red Cross, Indian Coural of the Hindu Kenter (National - Indian Red Cross, Indian Coural of the Hindu Kenter (National - Indian Red Cross, Indian Coural for Child welfare, Family Planning Association of India (FPA), Tuberculosis Association of India, Hindu KusthNivana Sangh, Central Good In Ultera Board, All India Wender (National - Indian Red Cross, Indian Coural for child welfare, Family Planning Association of India (FPA), Tuberculosis Association of India (FPA), Stratsky Strat | Lecture cum discussion & Panel discussion | 5 |
| Unit 8 | Introduction to Epidemiology – Epidemiological Approaches and Processes III: Epidemiology: Concept and Definition - Distribution and frequency of disease C ansatus et al. To epidemiological analysis of causation of disease C and the set of disease transmission – Modes of transmission. Direct, Indirect and chain of infection – Time trands or fluctuations in disease occurrence – Epidemiological analysis, analysical and experimental – Pinnofipsed control assurellevels observation of disease – Interesting and intervention of causation of an epidemio of communicable disease – Use of basic epidemiological tools to make community diagnosis for effective planning and intervention. | Lecture cum discussion & Panel discussion | 10 |
| Unit 9 | Communicable Desases and National Health Programs 1. Communicable Desases – Veckor borne diseases (Every disease will be deal under the following headlines). Epidemiology of the following vector born diseases (Thevention & control measures (Thevention & Control measures)) and the dealt under the following | Lecture cum discussion & Panel discussion | 15 |
| Unit 10 | Non-Communicable Diseases and National Health Program (NCD) : National response to NCDs (Every dasase will be deal under the following headines :: Epidemiology of specific diseases : Prevention and control measures : El Sorening, disposing identification and primary management, referral and foliov up care NCD-1 o Diabetes Mellitus o Hypertension O Cardiovascular diseases o Stroke & Obesity o Bilmenses: Categories of visual impairment and national program for control of bilménses o Daefness, rational program for prevention and control of defantese o Thyroid diseases o Injury and accidente: Raik factors for Road traff: injuries and operational specific accores, Risk factors/Causes, Pavention, Screening, diaposta : specific, Stroke R. Motional program for prevention and control of accore, Diabetes, Cardiovascular Diseases and Stroke N(PCOCS): Distoinary and factor o Pallative care o Role of a nurse in noncommunicable disease control program National Health Programs : National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCOCS): Distoinal program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCOCS): Distoinal program for protocols used in National Health Programs :: National program for protocols used in National Health Programs :: National program for protocols used in National Health Programs :: Standard treatment protocols used in National Health Programs :: Standard treatment protocols used in National Health Programs :: Standard treatment | Lecture cum discussion & Panel discussion | 15 |
| Unit 11 | School Health Services Objectives Health problems of school children Components of school health services Maintenance of school health records Initiation and planning of school health services Role of a school health nurse | Lecture cum discussion & Panel discussion | 3 |

| | Par | c | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 3 | elivery of community healthservices : Planning, budgeting and material management of SQs, PHC and CHC :: Programme management inducing supervision and monitoring. 2-yuwharma BhaatHardmitz: Organization, staffingand functions of rural health services provided by government at: - Village - Sub centre - Primary health centre : Conceptof Health and Wellness centre - Community health centre / sub-divisional - Hospitals - Division: State SampContent: :: Uthen: Consciol Health and Wellness centre - Community health centre / sub-divisional - Hospitals - Division: State SampContent: :: Uthen: Consciol Health and the sub- health services provided by government at: : Stams Dispensances: Maternal and child health centres : Special Childs - Hospitals - Model - Maternal, natal, postnatu, MIT Act, female leaf ceids act, child adoption act o Introduction C Reathreega Balarnakha Karyakam (RBSK) o Moher and child trackingsystem o Safe birth checkist o Postpartum visits by healthworker o Family welfare o National health programmes :: School health services | Field work | BL3-Apply | 5 |
| Unit 5 | Assisting individuale and groupsto pornote and maintain their health: Empowerment for saft care of individual, families and groupsin Diagnosing Aum, Treistment skills using SDP A. Assessment of saft and family/onitoring growth and development - Mite storas Weight measurement - Social development - Temperature and Biodo pressuremonitoring Menstrula cycle Breast self examination and testicides - Worning signs of various/seases - Testis: Urine for sugar analbamin, blood sugar SDP As Assessment of saft and and testicides - Worning signs of various/seases - Testis: Urine for sugar analbamin, blood sugar SDP Assessment of saft and and testicides - Worning signs of various/seases - Testis: Urine for sugar analbamin, blood sugar SDP Assessment - Breast self examination and testicides - Worning signs of various/seases - and salivability E. Carryot therapout proceeduresas Comina medical data use and blood world and the saft of the saf | Field work | BL3-Apply | 3 |
| Unit 6 | National health and family welfrerprogrammes and the role of a narss. □ National ARP Programme □ Revised National Tuberculosity(PTC) □ National Arti–Matriar Porgramme □ National AIDS control programme □ National programme □ routional Leprose eradication programme □ National AIDS control programme □ Stational programme □ Cantonal high states □ Control efforts and the states □ States □ Antional AIDS eradication programme □ National Leprose transfer = National AIDS control programme □ States □ National and the states □ National AIDS control Programme □ National AIDS control programme □ Polio Eradication Phale Polio Programme □ National access control Programme □ National AIDS control programme □ Polio Eradication Phale Polio Programme □ National access control Programme □ National AIDS control Programme □ Polio Eradication Phale Polio Programme □ National access control Programme □ National AIDS control Programme □ National Programme □ National AIDS control Programme □ National Programe National National Programe National National Programme National National Programe National National Programicon Programme □ Nati | 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 | | | | | | | |
| 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 | ks Park, J. E. (2018). Textbook of preventive and social medicine (19th ed.). Bhanarsidas Bhanot Publishers. | | | | | | | |
| 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/learn/epidemiology | | | | | | | |
| Videos | https://www.youtube.com/watch?v=XIpHrXL_byU | | | | | | | |
| | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | P08 | PO9 | PO10 | P011 | 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
 "Nursing Foundation-I

 Course Code
 N-NF (I) 125 [P]

Modules

| Year | 1st | | Credits | L T P C 0 0 4 4 | | | | |
|------------------------------------|--|--|--|--------------------|--|--|--|--|
| Course Type | Embedded theory and field work | | · | | | | | |
| Course Category | Foundation 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 subje | Co-Requisite/s | Candidate shall be medically fit. | | | | | |
| Course Outcomes & Bloom's Level | CO4- provide first aid measures during emergencies.(BL4-Analyze) | educational needs of patients and demonstrate basic skills of patient education. (BL2-Understand) s and methods of effective communication in establishing communication links with patients, families and other health team members. (BL3-Apply) | | | | | | |
| Coures Elements | Skill Development J Entrepreneurship X Employability J Professional Eritos J 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

Hours

Pedagogy

Contents

| | Pai | tC | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| ļ. | Communication and Nurse patient relationship □ Maintaining Communication with patient and family and interpersonal relationship □ Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report | Field work | BL3-Apply | 32 |
| Ш | Viat signs : Monto/measure and document viat signs in a graphic sheet o Temperature (orat, hymparic, axillary) o Pules (Apica Peripheria) pulses) o Respiration o Bodo pressure o Pulse conterty in Interpret and report alternations — Cold d Compress, los cap, Tepid Sponging :: Care of equipment – thermometer, BP apparatus, Stathoscope, Pulse oximeter Infection control in Clinical setting: Hand Tygieme : Use of PPE | Field work | BL3-Apply | 32 |
| ш | Contron, Reat & Silaep, Plan and Promoting Selarky in Health Care Environment Comtort, Reat & Silego _ Bed making- to Dean & Cloand o Coughed O Poet-operative andia bed o Franches bed i ⊇ Control for viewces Philosso o Kore bed table/cloandia: o Bed Crade _ Therapoutic Positions o Supino e Fowlers (low, semi, high) to Lateral o Pone o Sim's o Tendelenburg o Donal recumbent o Lithoring V Knee Arbes Phin. ⊃ Pain assessment and provision for control tromoning Safely in Health Care Environment Caressing of Patient's Unit _ Use of Safety devices: o Side Rals _ Restraints (Physical) _ Pail risk assessment and Post Fail Assessment | Field work | BL3-Apply | 32 |
| īV | Hospital Admission and discharge, Mobility and Immobility and Palient education Hospital Admission and discharge Perform 8 Document: — Admission — Transfer - Plannad Discharge Mobility and morebully :- Range of Motion Exercises — Sasti patient is Moving Turning o Logrolling — Changing position of helpiess patient — Transferring (Bed to and from chair/wheelchair/ stetcher) Patient education | Field work | BL3-Apply | 32 |
| v | First aid and Emergencies Bandaging Techniques o Basic Bandages: Circular Spiral Reverse-Spiral Recurrent Figure of Eight o Special Bandages: Caplin Evye/Ear Bandage Jaw Bandage Shoulder Spica Thumb spica Triangular Bandage/ Sinn (Head & Imba): Binnetes | Field work | BL3-Apply | 32 |

| | | F | 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 | | | 25 | 13 | | | | | | | | | |

| | Part F |
|------------------|---|
| Books | Poter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier. |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ https://coninelibrary.wiley.com/doi/full/10.1111/jonm.13402 https://everynurse.org/nursing-fundamentals-building-a-solid-foundation/ |
| References Books | Taylor, C., Lynn, P., Batlett, J. L., & Kaushik, A. (Year). The art and science of person-centered care (1st ed.). Elzevier Publisher. |
| MOOC Courses | https://www.coursera.org/learn/vital-signs |
| Videos | https://w.ideo.search.yahoo.com/kearch/ukidoz.yit=hawk8/type4/BRIN_CLM/GKL_07HAz_yu=Y28bahNt2ZMESG8zAzEEEnRp2AME:2V/A3Babnhk7/p=fundamental+d+marsing+procedure+veidsAf2=pin- webAppe=E210N826G0A8f=mackeard=8xid=bbdc4B624M888805489526565431343action=view https://in.video.search.yahoo.com/kearch/ukidoz.yit=hawk18Vbp4/BRinL_OMGXLq7HAz_yU=Y28bahNzZzMEcG9zAzEEdnRpZAME:2V/A3BpdnM-? =Pindamental=hat-intraing+procedure+veidsAf2=pin-webAppe=E210N826G0A8f=mcaaf48674584cf=1866d688622304258action=view |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | Nursing Foundation 1 & II Incl Health Assessment module | | | | | | |
|------------------------------------|---|---|--|---|---|---|---|
| Course Code | N-NF (I) 125 [T] | | | | | | |
| Part A | | | | | | | |
| Year | 1st | | Gredits | L | т | Ρ | С |
| 1001 | T MA | | oreand | 6 | 0 | 0 | 6 |
| Course Type | Theory only | | · | | • | | |
| Course Category | Foundation core | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | - |
| Course Outcomes & Bloom's Level | C01- remember the concepts, definition factors and various theories of C02- understand the principles, types of communications, techniques or C03- apply the importance of various nursing procedures, comfort measure C04- provide evidence-based practice, safety measures and health de C05- evaluate the applications of evidence-based practice such as base | of maintain records and Nurse patients'relatio sures and maintenance of equipment's and it | ts applications in the patients in the hospital settings.(BL3-Apply) |) | | | |
| Coures Elements | Skill Development J Entreprenurship X Employability X Professional Efficis J Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | |

| Modules | Contents | Part B Pedagogy | Hours |
|---------|---|---|-------|
| Unit 1 | Health Assessment :: Istervier lachninges :: Disconstent lachninges :: Durpose of health assessment :: Discose of Health assessment of the history of Physical examination: :: Healthost: Inspection, Prevations, Association (of Marioh :: Preparation for examination; patient and unit :: General assessment :: Assessment of each body system :: Documenting health assessment of indings | lecture cum discussion & Demonstration | 20 |
| Unit 2 | The Norsing Process — Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical Thinking, In Norsing — Norsing Competencies, Attitudes for Critical Thinking, Levels of critical Thinking, In Norsing — Theorem 2000 and the States of the States of Critical Thinking, Levels of Critical Thinking, Competencies of Critical Thinking, Levels of Critical Thinking, Levels of Critical Thinking, Levels of Critical Thinking, Levels of Critical Thinking, Critical States, Critical Thinking, Levels of Critical Thinking, Levels, Lev | lecture cum discussion & Demonstration | 13 |
| Unit 3 | Nutritional needs □ Importance □ Factors affecting nutritional needs □ Assessment of nutritional status □ Reviews repocial dates → Social, Liquid, Soci = Review on therepeutic dates □ Care of patient with Dypapia,Ancressi, Nutrisa,□ Meeting Nutritional needs: Principles, equipment, procedure, inclusions o Data Enterta: Nasogastric/Orogastric o Introduction to other enteral feeds – types. Indications, Gastrostom, Jeunostomy o Parelental — TPM (Total Parelental Nutrition) | lecture cum discussion & Demonstration & Re demonstration | 5 |
| Unit 4 | Hygiene : Factors Influencing Hygienic Practice : Hygienic care: Indications and purposes, effects of neglected care o Care of the Sikin - Glash, feed and all, Har Care of Ocare of pressure points o Assessment of Pressure Users using Blands Ocale and Norton Scale o Pressure ulcers - acuses, stages and manifestations, care and prevention o Perineal care/Netal care o Oral care. Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, edmuts, faith) and (and the care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, edmuts, faith) and (b). | lecture cum discussion & Demonstration | 5 |
| Unit 5 | Elimination needs Uhmay Elimination o Review of Physiology of Uhme Elimination, Composition and characteristics of utime o Factors Influencing Unitation Allemention in Ufmay Elimination of calitating uince elimination assessment, types, equipment, procedures and special considerations on Providing unhalbed pan o Care of patients with :: Conform deringer Informitter Carbeterization - Indewelling Unitary catheter and unitary dranage Unitary diversions _ Bladderi irrigation _ Lecture Discussion Demonstration Essay Bhort answer Objective type Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and haracteristics of faces o Factors affecting Bowel elimination o Alterstoin in Bowel Elimination, Care of patients with Oclamics (Bowel Diversion Procedures) | lecture cum discussion & Demonstration | 10 |
| Unit 6 | Diagnostic testing ⊇ Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications o Complete Blood Courd o Serum Electrolytes o LFT o Lipid/Lipoprotein profile o Serum Glucose – AC, PC, HAM to Monitoring Capillars Blood Glucose (Glucometre Random Blood Sugar – GRBS) Sload Routine Examination o Urime Testing – Albumin, Acetone, pH, Specific Gravity o Urine Culture, Routine, Timed Urine Speciment Specific Quarty or Verview of Radiologic & Endoscopic Procedures | lecture cum discussion & Demonstration | 3 |
| Unit 7 | Oxygenation needs ⊆ Review of Cardiovascular and Respiratory Physiology ⊆ Factors affecting respiratory functioning ⊆ Alterations in Respiratory Functioning ⊆ Conditions affecting o Aliway o Movement of al/Diffusion o Oxygen transport = Alterations in oxygenation = Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure of Maintenare of pather atiway o Oxygen administration o Succioning – oral, tracheal o Chest physiotherapy – Percussion, Vibration & Poetural drainage o Care of Chest drainage – principles & purposes o Pulse Orienty – Factors affecting measurement of oxygen stratardio angle Jale oxident, Interpretation ⊆ Restorative & continuing care o Hydration o Humidification o Coughing techniques o Breathing exercises o Incentive sprinmetry | lecture cum discussion & Demonstration & redemonstration | 11 |
| Unit 8 | Fuid, Electrolyte, and Acid – Base Bainnes :: Review of Physiological Regulation of Fuid, Electrolyte and Acid-Base Bainnes :: Factors Affecting Fuid, Electrolyte and Acid-Base Bainnes :: Disturbances in fluid volume: De Deficit :: Hypoolemic :: Dehythation : D Excess = Fuid overload :: Edema :: Electrolyte imbalances (hypo and hyper) o Acid-Base imbalances :: Netabolic - acidosis & Alakolsis :: Respiratory - acidosis & Alakolsis o Intervous herap/Peripheral venjourcurs tester :: Types of M tubic :: Calculation for making V fuid plan :: Complications of V fluid therapy :: Measuring fluid intake and output :: Administering Blood and Blood components :: Testricitorg fluid intake :: Chanang Foul intake | lecture cum discussion & Demonstration | 5 |
| Unit 9 | Administration of Medications □ Introduction — Definition of Medication, Administration of Medication, Purpose, Forma of Medications, Purpose, Remarko Administration — Medications, Purpose, Remarko Administration — Terroris Medication = Purpose, Terroris Medication administration — Terroris Medication = Terroris Medications = Medication = Medication = Medication = Medication = Terroris Medications = Medication = Medication = Medication = Terroris Medication = Terroris Medication = Terroris Medication = Medication | lecture cum discussion & Demonstration & Redemonstration | 20 |
| Unit 10 | Sensory needs in Introduction Components of sensory experience – Reception, Perception & Reaction – Arousal Mechanism – Factors affecting sensory function – Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory powerty – Management O Promoting manninghout communication (patients with Aphasa), artificial airway 64 Nisual and Hearing impairment) Care of Unconscious Patients – Unconscious Patients – Sensory affecting on sensory sensory compared to the Assessment and nursing management of patient with Unconsciouses Patients – Unconsciouses Certain of patient with Unconsciouses and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconsciouses and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and nursing management of patient with Unconscioused associations and the Assessment and unconscioused associations associations and the Assessment and unconscioused associations | lecture cum discussion & Demonstration | 5 |
| Unit 11 | Can of Terminally III, deals and dying _ Loss _ Types ; Gird, Benavement & Morring; Types of Gird responses i: Manifestations of Gird : Teoron influencing Loss & Gird Responses ; Theorees of Gird & Loss ~ Kuber Ross : S Bages of Ong in The R Process model (Randor); Death - Definition, Meaning, Types (Rain & Circulatory Deaths) :: Signs of Impending Death :: Dying patient's Bird (Raing) :: Caret of Dyn Patient : Physiological changes occurring after Death :: Death Death Bolz (Careto, Certification : Autops) :: Embathing :: Last office/Death Care : Counseling & supporting gireiving relatives :: Placing body in the Mortuary :: Releasing body :: Mortum Mortuary :: Certification :: Releasing body :: Mortum Mortuary :: Cerview :: Medic-Seguid Cases, Advance Reterviews, DMIONRO, Corgan Donation, Curithansia | lecture cum discussion & Demonstration | 4 |
| Unit 12 | A. Self-concept Introduction Components (Personal Identity, Body Image, Role Performance, Self Esteem) Factors affecting Self Concept Nursing Management | lecture cum discussion & Demonstration | 3 |
| Unit 13 | B. Sexuality Sexual development throughout life Sexual health Sexual orientation Factors affecting sexualityPrevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse Dealing with inappropriate sexual behavior | lecture cum discussion & Group Discussion | 2 |
| Unit 14 | C. Stress and Adaptation – Introductory concepts .: Introduction .: Sources, Effects, Indicators & Types of Stress .: Types of stress and State Stress Adaptation – General Adaptation Syndrome (LAS). Local Adaptation Syndrome (LAS) Smallstation of stress – Physical & psychological .: Coprig strategies Mechanisms :: Stress Management o Assist with coping and adaptation o Creating therapeutic environment :: Recreational and deviation therapies | lecture cum discussion & Demonstration | 2 |
| Unit 15 | D. Concepts of Cultural Divensity and Sprituality — Cultural diversity to Cultural Concepts of Cultural Concepts – Galture, Neticolaruz Diversity, Race, Acculturalon, Assimilation - Cimenolutural Netrogiane Cultural Concepts – Galture, Competiturally Response aca — Sprituality o Concepts – Faith, Hope, Religion, Sprituality Spritural Welbeing of Factors affecting Sprituality o Spritural Problems in Acute, Chronic, Terminal Intesse & Network Empetitione Calling with Spritural Diresses / Network Dires | lecture cum discussion & Panel discussion | 6 |
| Unit 16 | Nursing Theories: Introduction □ Meaning &Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy □ Use of theories in nursing practice | lecture cum discussion & Panel discussion | 6 |
| Unit 17 | Health Assessment Definition/Meaning Purposes Preparation for Health Assessment Methods of Health Assessment o Inspection, o Palpation, o Percussion, and o Auscultation. | lecture cum discussion & Panel discussion & Demonstration | 4 |
| Unit 18 | Comprehensive Health Assessment Nursing Health History Physical Assessment Comprehensive Physical Examination - System Wise | Lecture cum discussion & Demonstration | 8 |
| Unit 19 | Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings Assessment Techniques and Normal Findings | Lecture cum discussion & Demonstration | 8 |

| | Pa | tC | | |
|---------|---|--|----------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 2 | The Narsing Process □ Critical Thinking Competencies, Althudes for Critical Thinking, Levels of critical Thinking in Narsing □ Process Overview Assessment □ Critical Thinking in Narsing □ Strate Strategy and the Strategy of the Strategy | Field work | BL3-Apply | 2 |
| Unit 7 | Oxygenation needs := Review of Cardiovascular and Respiratory Physiology := Factors affecting respiratory functioning := Onlinent affecting o Anivers of a Utilitation o Dxygen transmost := Altersion is noxygenation: Nursing interventionis () = conditional affecting o Anivers of a Utilitationa o Dxygen transmost := Altersion is noxygenation: Oxygen administerion Casdioning := conditional case of the Phososchargery Phonoscharger () and a Paciara diamage o Care of Normal intervention Casdioning := conditional case of the Phososchargery Phonoscharger () and a Paciara diamage o Care of the Phonoscharger () and the Phonoscharger () and the Phonoscharger () and a Paciara diamage o Care of the Phonoscharger () and the | Simulation | BL2-Understand | 2 |
| Unit 9 | Administration of Medications — Introduction — Definition of Medication, Administration of Medications, Durps, Forma of Medications, Purposes, Pharmacodynamics and Pharmaconskinets — Tackots influencing Medication Administration — Errors in Medication administration = Choose 1 - Medications = Durops, Forma of Medications, Purposes, Plantarodonymains and Pharmaconskines — Tackots in mainternance of fundamistration = Choose | Simulation | BL2-Understand | 2 |
| Unit 17 | Methods of Health Assessment o Inspection, o Palpation, o Percussion, and o Auscultation. | Games | BL4-Analyze | 4 |
| Unit 18 | Comprehensive Physical Examination - System Wise | Field work | BL4-Analyze | 8 |
| Unit 19 | Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings | Field work | BL4-Analyze | 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 | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | |

| | Part E | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|
| Books | Potter, P. A., & Perry, A. G. (2021). Foundation of Nursing (2nd ed.) Elsevier Publisers | | | | | | | | |
| Articles https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319357/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8001513/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ | | | | | | | | | |
| References Books | Clement, G. (2020). Textbook of Nursing Foundation (2nd ed.). Elsevier Publisers. | | | | | | | | |
| MOOC Courses | https://alison.com/course/hursing-studies-clinical-skills-caring-for-cardiovascular-patients-revised?utm_source=google&utm_medium=cpc&utm_campaign=PPC_Tier-5_First-Click_Alison-Courses&utm_adgroup=Course-1567_Nursing-Studies-Clinical-Skills-Caring-for- Cardiovascular-Patients-Revised&gold=CjuKCAjuK4ygBh&gEwADSEjeXCALWZWX21N0jjmjTvWH_D5ULs02oYAVECsRipAGtymkhtSR1BMgixoCSaMQAv0_BwE&gad_source=1 | | | | | | | | |
| Videos | https:/fiv.idea.search.yakoo.com/search/ukdez_yth=VmxRCEm/D2AFmLOG-EdityTAX-zte=Cr02AEC=C09Az4EEEni0Fg2ABMECV3ABgdnM-?particles+fx+fundamental=r6+nuraing&fz=zpiv- web&type=E210N829600&fmmcafeeMid=3&wef3808458e2290483580ecd298b&acion=vive https://in.video.search.yakoo.com/search/video_ytt=AvmKCEm/D2AFmLOcFdigTAXytu=Y29abwhZzJMEcQ9zAEEdinRpZAMEc2VjA3BpdnM-? p=articles+for-fundamental=r4+nuraing&fz=zpiv-web&type=E210N8260&firm:cafeeMid=3&wd=r672e287N70115142859912b&c022acion=view | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | 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 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



L T P C 6 0 0 6

BSc Nursing

| Title of the Course | *Nursing Foundation-I | | | | | |
|---------------------|--|----------------|---|--------------------|---|----|
| Course Code | N-NF (I) 125 [T] | | | | | |
| | Part A | | | | | |
| Year | 1st | Credits | L | Т | Ρ | (|
| 100 | | oround | 6 | 0 | 0 | 1 |
| Course Type | Theory only | | | | | |
| Course Category | Foundation core | | | | | |
| Pre-Requisite/s | An equivalent with 12 years schooling from a recognized board or university with minimum of 45 % aggregate marks (40% marks for SC, ST, for MBC, OBC candidates in part – III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subject. | Co-Requisite/s | | didate ically f | | De |
| | CO1- remember the concent of health illness and scope of pursing within health care services (BI 1-Remember) | | | | | |

| | in basices of hyper, oremany a bology, boardy a coordy and more criginal as one of the basic | | | |
|-----------------|---|---|--|--|
| Course Outcomes | CO1- remember the concept of health, illness and scope of nursing within health care services, BL1-Remem- CO2- understanding the advancement of heads of patients and demonstrate basic skills of patient education, (BL2 CO3- apply the principles and methods of effective communication in establishing communication links with p CO4- provide first aid measures during emergencies (BL4-Amager). CO5- evaluate the applications of evidence-based practice such as admission, transfer, and discharge of a pa | -Understand) atients, families and other health team members.(BL3-Apply) | | |
| Coures Elements | Skill Development / Entreprenurship X Employability X Professional Ethics / Gender X Human Values X Environment X | SDG (Goalis) | SDG3(Good health and weil-being) SDG4(Quality education) SDG8(Decent work and economic growth) | |

Part B

| Modules | Contents | Part B Pedagogy | Hours |
|---------|--|--|-------|
| Unit 1 | Introduction to health and illness □ Concept of Health – Definitions (WHO), Dimensions □ Maslow's hierarchy of needs □ Health – Illness continuum □ Factors influencing health □ Causes and risk factors for developing illnesses □ Illness – Types, illness behavior □ Impact of illness on patient and family | Lecture cum discussion | 5 |
| Unit 2 | Health Care Delivery Systems – Introduction of Basic Concepts & Meanings :: Levels of Ilmess Prevention – Primary (Health Promotion), Secondary and Tetlary : Levels of Care – Primary, Secondary and Tetlary :: Types of health care agencies/services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities :: Hospitals – Types, Organization and Functions :: Health care teams in hospitals – methers and their role | Lecture cum discussion | 5 |
| Unit 3 | History of Nursing and Nursing as a profession — History of Nursing, History of Nursing in India — Contributions of Florence Ng/Intigate — Nursing — Definition – Nurse, Nursing, Concepts, ph/losophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Calegories of nursing personne = Nursing as a profession – definition and characteristicschriteria of profession — Values – Introduction – meaning and Importance — Code of ethics and professional conduct for nurses – Introduction | Lecture cum discussion | 12 |
| Unit 4 | Communication and Nurse Patient Relationship :: Communication - Levels, Elements and Process, Types, Modes, Factors influencing communication :: Methods of effective communication/therapeutic communication techniques :: Barriers to effective communication/therapeutic communication techniques :: Professional communication :: Technique Relationship, Nurse Patient Relationship :- Purposes and Phases :: Communication geflectively with patient, families and team members :: Marinaring effective human relations and communication with vulnerable groups (hitdren, women, physicati) and mentally challenge and edden(h) | Lecture cum discussion , Demonstration & Role Play | 8 |
| Unit 5 | Documentation and Reporting □ Documentation – Purposes of Reports and Records □ Confidentially □ Types of Client records/Common Recordseping fourties □ Method/Systems of documentation/Recording Quietines for documentation □ Dvs and Don'ts of documentationLegal guidelines for Documentation/Recording □ Reporting – Change of shift reports, Transfer reports, Incident reports | Lecture cum discussion, Demonstration & Re demonstration | 4 |
| Unit 6 | Vital signs : Guidelines for taking vital signs : Body temperature - o Dafnition, Physiology, Regulation, Factors affecting body temperature o Assessment of body temperature - sites, equipment and technique o Temperature alterators - Hyperhemini, Heat Cramps, Heat Exhaustion, Heatstock, Hypothermia o FeverPlyrexia - Definition, Causes, Stages, Types : Nursing Management o Hot and Cold applications :: Pulse - o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Hot and Cold applications :: Pulse - o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Hot and Cold applications :: Pulse - o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Hoterators in represented in the Cold and the Cold application o Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment o Alterations in Blood Pressure : Documentify UMI Sign | Lecture cum discussion, Demonstration & Re demonstration | 15 |
| Unit 7 | Equipment and Linen Types – Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture Introduction – Indent, maintenance, Inventory | Lecture cum discussion, Demonstration & Re demonstration | 3 |
| Unit 8 | Introduction to Inflection Control in Clinical setting Infection □ Nature of inflection □ Chain of infection □ Types of infection □ Stages of infection □ Factors increasing susceptibility to infection □ Body defenses against infection − Inflammatory response & Immune response □ Health are associated infection (Insocondin Infection) Inforducty concept of Aeepsis − Medical & Support are Precautions □ Health Hygieme □ (Heard washing and use of hand Rub) □ Use of Personal Protective Equipment (PPE) □ Standard precautions Biomedical Waster management □ Types of hospital waste, waste segregation and heards − Inforduction | Lecture cum discussion, Demonstration & Re demonstration & Case Study | 10 |
| Unit 9 | Comfort, Rest & Sileep and Pain Comfort o Factors Influencing Comfort o Types of beds including latest beds, purposes & Led making of Therapeutic positions o Comfort devices : Sileep and Rest o Physicically of sleep of actions rafeting isseep of homoling Rest and sleep o Steep Disorders Pain (Disconfort) o Physiology o Common cause of pain o Types o Assessment – pain scales and narcotic scales | Lecture cum discussion, Demonstration & Re demonstration | 15 |
| Unit 10 | Hospital Admission and discharge — Admission to the hospital Unit and preparation of unit o Admission bed or Admission produce with Addico-legal issues o Roles and Responsibilities of the name — Diacharge procedure o Medico-legal issues o Roles and Responsibilities of the name of Care of the unit after Granage. LANA and Abscond, Referrate and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the name of Care of the unit after Granage. | Lecture cum discussion, Demonstration & Re demonstration | 6 |
| Unit 12 | Patient education Patient Teaching – Importance, Purposes, Process Integrating nursing process in patient teaching | Lecture cum discussion, Demonstration & Re demonstration & Health Talk | 4 |
| Unit 13 | First Aid: Introduction Aims First aid and law General Principles: Safety o Seeking help o Quick assessment Observation - consciousness and breathing o Provision of first aid | Lecture curn discussion , Role Play & Demonstration | 2 |
| Unit 14 | First aid techniques 🗆 Basic CPR - Adult & baby/ child 🗆 Securing open airway 🗆 Recovery position 🗆 Initial top-to-toe assessment 🗆 Hygiene & Handwashing technique | Lecture cum discussion,Demonstration & Re demonstration | 5 |
| Unit 15 | First air management of Common energenciae ⊂ Review of anatomy & shysiology of spaters metriored below. ⊂ Respiratory system: O horwings O Stangalation & Ranging O chairing of sufficients in the standard of the standard | Lecture cum discussion,Demonstration & Re demonstration | 8 |
| Unit 16 | Selected First Aid Techniques Dressing Bandaging Transportation | Lecture cum discussion,Demonstration & Re demonstration | 4 |
| Unit 17 | First Aid Kit Content of first aid box - small, medium, and large First medical responder first aid kit | Lecture cum discussion, Demonstration & Re demonstration | 1 |

| Modules | Titie | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 3 | History of Nursing and Nursing as a profession — History of Nursing, History of Nursing in India _ Contributions of Forence Nightingska : Nursing - Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel = Nursing as a profession — definition and characteristicalcriteria of profession : Values – Introduction – meaning and importance :: Code of ethics and professional conduct for nurses – Introduction | Role Play | BL5-Evaluate | 2 |
| Unit 14 | Maintaining body alignment – positions | Role Play | BL3-Apply | 2 |
| Unit 15 | Respiratory Emergencies & Basic CPR | Simulation | BL3-Apply | 3 |
| Unit 17 | First aid techniques Basic CPR - Adult & baby/ child Securing open airway Recovery position Initial top-to-toe assessment Hygiene & Handwashing technique | Simulation | BL4-Analyze | 6 |

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

| | | | | | | | | 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/PMC7319357/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8001513/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ | | | | | | | | | | | | | | |
| | References B | ooks | Potter, A. I | 4., & Perry, S. E. (20 | 116). Foundation of n | ursing (2nd ed.). El | sevier. Potter, A., & | Perry, S. (2020). Fu | ndamentals of Nursi | ng (10th ed.). Elsevier. | | | | | |
| | MOOC Courses https://www.coursera.org/leam/vital-signs | | | | | | | | | | | | | | |
| | Videos | | https://in.v web&type p=articles | ideo.search.yahoo.c =E210IN826G0&fr=r for+fundamental+of | om/search/video;_ylt ncafee#id=3&vid=f8o +nursing&fr2=piv-we | =AwrKGEmN2xRm if8334984f58e2260 ib&type=E210IN826 | LOcFdiq7HAx.:_ylu 483580acd298b&ad 6G0&fr=mcafee#id= | =Y29sbwNzZzMEc0 ction=view https://in. 9&vid=c672e287f87 | 9zAzEEdnRpZAME video.search.yahoo. 07015412f859012bl | Ec2VjA3BpdnM-?p=artic .com/search/video;_ylt=/ 8eb02&action=view | es+for+fundamental+o wrKGEmN2xRmLOcF | f+nursing&fr2=piv- diq7HAx.;_ylu=Y29sbwl | NzZzMEcG9zAzEEdnRp | ZAMEc2VjA3BpdnM-? | |
| | Course Articulation Matrix | | | | | | | | | | | | | | |
| COs | COs P01 P02 P03 P04 P06 P07 P08 P09 P010 P011 P012 PS01 PS02 PS03 | | | | | | | | | | | | | | |

| COs | PO1 | P02 | P03 | P04 | P05 | P06 | P07 | PO8 | P09 | PO10 | P011 | P012 | 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 | 1 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| Title of the Course | Nursing Foundations I & II Incl Health Assessment module | ng Foundations I & II Incl Health Assessment module | | | | | | | |
|------------------------------------|---|--|---|---|---|---|---|--|--|
| Course Code | N-NF (II) 125 [P] | | | | | | | | |
| | | Part A | | | | | | | |
| Year | 1st | | Credits | L | т | Р | С | | |
| 100 | 104 | | orealdo | 0 | 0 | 7 | 7 | | |
| Course Type | Embedded theory and field work | | · | • | | | | | |
| Course Category | Foundation core | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | |
| Course Outcomes & Bloom's Level | CO1- remember the concepts definition factors and various theories(BL CO2- understand the principles, types of communications, techniques or CO3- apply the importance of various nursing procedures, comfort mease CO4- provide evidence-based practice, safety measures and health deut CO5- evaluate the applications of evidence-based practice such as basis | f maintain records and Nurse patients'relation sures and maintenance of equipment's and it acation to analyze the patient's progress and | ts applications in the patients in the hospital settings.(BL3-Apply) comfort in the hospital.(BL4-Analyze) | | | | | | |
| Coures Elements | Skill Development ✓ Entreprenurship × Employability × Professional Ethics ✓ Gender × Human Values × Frudroment × | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | |

Part B

Contents

Modules

Pedagogy

Hours

| | Pan | | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| 1 | Health Assessment ⊟ Nursing/Health history laking ⊒ Perform physical examination: o Generalo Body systems ⊒ Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction ⊟ Identification of system wise deviations ⊒ Documentation of findingsThe Nursing Process ⊒ Prepare Nursing care plan for the patient based on the given case scenario | Field work | BL3-Apply | 40 |
| н | Nutritional needs, Elimination needs Diagnostic testing Nutritional needs := Nutritional Assessment Preparation of Nasogastric tube freed := Nasogastric tube feeding Hypeines :: Care of Sink Faire = Sponge Battly Bed tah 2- Care of pressure points back massage := Pressure sore risk assessment using Braden/Norton scale – Hait wash – Pediculosis treatment := Oral Hygiene := Perineal Hygiene Carbiert care | Field work | BL3-Apply | 40 |
| ш | Elimination needs = Providing – Uninal – Bedgan = Insention of Suppository = Emma = Uninary Catheter care = Carar of uninary drainage Diagnostic testingSpecimen Collection o Unine routine and calture o Stod routine o Sputum Culture = Perform simple Lab Tests using reagent strips o Unine – Glucose, Albumin, Acetone, pH, Specific gravity : Blood – GRBS Monitoring | Field work | BL3-Apply | 80 |
| IV | Crogenation needs. Fluid, Electrolyte, and Acid – Base Balances Oxygenation needs — Oxygen administration method to Natall Prongo 9 Foce MakeVenturi Mask – Steam Inhalation – Onest Physiotheremy – Deep Breathing & Coughing Exercises — Oral Suctioning Fluid, Electrolyte, and Acid – Base Balances ⊂ Maintaing Intake output chart ⊂ Mertify & report complications of for Herary ⊂ Deserve Blood & Blood Component therary – Usentry Acid and S Blood Component therary | Field work | BL3-Apply | 40 |
| v | Administration of Medications = Calculate Drug Dosages = Preparation of lotions & solutions = Administer Medications o Oral o Topical o Inhalations o Perenteral = Intradormal = Subcutaneous - Intramuscular = Instillations o Eye, Ear, Nose - Instillation of medicated drops, mask prays, imigations | Field work | BL3-Apply | 80 |
| VI | Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying Sensory Needs and Care of Unconscious patients Assessment of Level of Consciousness using Glasgow Coma Scale Terminally ill, death and dying Death Care | Field work | BL3-Apply | 40 |

| | 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 | Clement, G. (2020). Textbook of Nursing Foundation (2nd ed.). Elsevier Publishers. | | | | | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMc7319433/ https://cnilnelibrary.wiley.com/doi/ful/10.1111/jonm.13402 https://everynurse.org/nursing-fundamentals-building-e-solid-foundation/ | | | | | | | | | |
| References Books | Poter, P. A., & Perry, A. G. (201). Foundation of Nursing (2nd ed.). Elsevier Publishers. | | | | | | | | | |
| MOOC Courses | https://alison.com/coursel/diploma-in-nursing-and-patient-care-revised-2017 | | | | | | | | | |
| Videos | http://m.video.search.yelso.com/search.yelso.gu/s=AwrK9YopdBHTmLOM/XU_pTHArcyharY28ebwht22MEG02AvEEGAPAcEEG2AvEEGAPAcEW2AVB20htH-7p=fsndamental+d=ruursing=procedure +veidx8f2=zpi- web&8ybp=E2100082608t#rendeted=8x4ebrid104bd2c48488820e8692605431438acinon=veitem https://ii.web.arch.yelso.gu/s=AwrK9YopdBHrmLOM/XL_pTHArcyharV28ebwht22MEc09zAvEEdarRpZAMEc2VjA3BpdnM-? p=fundamental+d=ruursing=procedure+veidx8f1=zpi-web&hpe=E2101N82660&fr=mcafeedfid=7&vid=1fb5d7f6d7c12c1686cd6e8e2306425&acion=view | | | | | | | | | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | 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 | 1 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| | | | | | | | | BSC_NUISING | | | | | | | | | | |
|------------|------------------------|-----------------------|----------------|---|---|---------------------|--------------------|----------------------|-------------------------------|--|--------|----------------|------------|--------------------|-------------|--|--|--|
| | Title of the | Course | | sing Research Project | | | | | | | | | | | | | | |
| | Course | Code | NR | ST 405 | | | | | | | | | | | | | | |
| | | | | | | | | Part A | | | | | | | | | | |
| | Yea | | 4th | | | | | | | Credit | he. | L | т | Р | с | | | |
| | 100 | • | | | | | | | | orean | | 0 | 0 | 2 | 2 | | | |
| | Course | Туре | Pro | ject | | | | | | | | | | | | | | |
| | Course Ca | ategory | Dis | cipline Core | lore | | | | | | | | | | | | | |
| | Pre-Requ | iisite/s | | | | | | | | Co-Requi | site/s | | | | | | | |
| | Course Ou & Bloom's | itcomes s Level | C0 C0 C0 | To enhance their scient To comprehend, disting To explain, generate, re | To enhance their scientific writing skills (BL3.Appt) To comprehend, distinguish, understand and explain appropriate design and sampling technique in nursing research. (BL4.Analyze) To explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. (BL5-Evaluate) | | | | | | | | | | | | | |
| | | | Ent | I Development ✓ repreneurship X | aneurship X | | | | | | | | | | | | | |
| | Coures Ele | ements | Pro | ployability √ fesssonal Ethics √ | | | s | G (Goals) | SDG4(Quality | health and well-being) y education) | | | | | | | | |
| | | | | nder X nan Values X | | | | | | | | | | | | | | |
| | | | | ironment X | | | | | | | | | | | | | | |
| | | | | | | | | Part B | | | | | | | | | | |
| | Modu | ules | | | | Cont | ents | | | | Ped | lagogy | | Но | ırs | | | |
| | | | | | | | | Part C | | | | | | | | | | |
| Module | 15 | | | | Indicative.ABCA/PBL/ Indicative.ABCA/PBL/ Bloom's Level Hours Title Experiments/Field work/ Internships Bloom's Level Hours | | | | | | | | | Hours | | | | |
| Unit 1 | F | Research Project Work | | | | | | Researc | h Paper Presentatio | | | | BL6-Create | | 40 | | | |
| Total Ma | ırks | Mir | imum Passin | g Marks | | External Evaluation | | | ution) n. External Evaluat | ion | Interr | nal Evaluation | | Min. Internal Eval | uation | | | |
| | r | | | | - | | | Practical | | | 1 | | | | | | | |
| Total Ma | | | imum Passin | g Marks | | External Evaluation | | | n. External Evaluat | ion | | nal Evaluation | | Min. Internal Eval | uation | | | |
| 50 | | 25 | | | 0 | | |) | | | 50 | | 25 | | | | | |
| | | | | | | | | Part E | | | | | | | | | | |
| | Book | ks | De | ise F. Polit and Cheryl Ta | ano Beck.(2018)."N | ursing Research: Ge | nerating and Asses | | sing Practice*3rd Ed | lition. Elsevier Publishe | er | | | | | | | |
| | Articl | es | http | s://paperpile.com/g/types- | of-research-papers/ | | | | | | | | | | | | | |
| | References | s Books | Sus | an K. Grove and Jennifer | R. Gray,(2020). "Und | derstanding Nursing | Research: Building | an Evidence-Based F | ractice" 2nd Edition. | Elsevier Publishers | | | | | | | | |
| | MOOC Co | ourses | http | s://www.mooc.org/#:~:text | =Massive%20Open | %20Online%20Cour | ses%20(MOOCs,qu | ality%20educational% | 620experiences%20 | at%20sca | | | | | | | | |
| | Video | DS | http | s://www.youtube.com/wat | ch?v=VUCicpiNdMI | | | | | | | | | | | | | |
| | | | | | | | Co | urse Articulation I | Matrix | | | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 | | | |
| CO1 | 2 | 2 | 1 | 2 | 2 | 1 | - | 2 | 2 | - | - | - | 2 | 2 | - | | | |
| 1 | 3 | | | | | 2 | 2 | 2 | 2 | 1 | - | - | 2 | - | 2 | | | |
| CO2 | 3 | 2 | 2 | 1 | - | - | | | | | | | | | | | | |
| CO3 | 3 2 | 2 | 2 | 2 | 2 | - | 2 | 1 | 2 | - | - | - | - | 2 | 2 | | | |
| CO3 CO4 | 0 | | | | - 2 - | - | 2 | - | 2 | - | - | - | • | 2 | 2 | | | |
| CO3 | 0 | | | | - 2 - - | - | 2 - - | 1 - - | 2 | - | - | - | - | 2 - - | 2 - - | | | |



| | | | | | | | | Syllabus-20 | 22.2024 | | | | | | | | | |
|------------|--------------------------|---|---|--|---|---|--|---|--|--------------------------------------|---|-------------------------|---------------------|--------------|--------------------|-----------------------|---------------------|-----------|
| | | | | | | | | BSc_Nur | | | | | | | | | | |
| | | | | | | | | BSC_NUR | sing | | | | | | | | | |
| | Title of the Course (| | Nursing R NRST 405 | esearch & Statistics | | | | | | | | | | | | | | |
| | Course (| 2006 | NR31 403 | , | | | | | | | | | | | | | | |
| | | | | | | | | Part A | 1 | | | | L | | т | Р | с | |
| | Year | r | 4th | | | | | | | | Credits | 1 | 2 | | 0 | 0 | 2 | |
| | Course | Туре | Theory or | aly | | | | | | | | | | | | | | |
| | Course Ca | | Discipline | Core | | | | | | | | | | | | | | |
| | Pre-Requ | isite/s | | | | | | | | | Co-Requis | ite/s | | | | | | |
| | Course Ou & Bloom's | | CO2- con CO3- disc CO4- ider CO5- con | w, recognize, recall, s aprehend, distinguish, cover, apply, use and tify, select, outline, co apare, explain, interpr lain, generate, recons | Understand and e elate the nursing r mpare, differential et & evaluate | explain appropriate on research problems a te & analyze, no the various method | design and samplir and carrying out th esearch data, inter s of date collectior | ng technique in nu e nursing research rpreting and utilizin n and tools. (BL5-E | rsing researc h.(BL3-Apply ng the finding Evaluate) | :h.(BL2-Unde /) Is from health | nember) erstand) n related research.(BL4- n of nursing research.(B | Analyze) IL6-Create) | | | | | | |
| | Coures Ele | ements | Entrepren Employat | ellity √ enal Ethics √ alues X | | | | SDG (Goals) | | SDG4(Qualit | health and well-being) y education) t work and economic gr | owth) | | | | | | |
| | | 1 | | | | | | Part E | 3 | | | | | | | | | |
| Mode | ules | Research and Resear | ah Broson - h : | | Contents | Definition -{ D: | and & pursies | oarch - Pi ' | | | | Pedag | ogy | | | | Hours | - |
| Unit-1 | | scientific method Cl Meaning, Purposes, S | naracteristics of go teps of EBP Proce | od research Steps s and Barriers | of Research proce | ss – overview 🗆 Evi | idence Based Prac | ctice – Concept, | lecture cum | n discussion | | | | | | | 6 | |
| Unit-2 | | Research Problem/Qu objectives and hypoth | estion Identifica | entification of problem area 		 Problem statement 		 Criteria of a good research problem 		 Wr | | | | | lecture cum | discusion | | | | | | | 2 | |
| Unit-3 | | Review of Literature | | | | | | iew | | discussion | | | | | | | 2 | |
| Unit-4 | | Research Approaches | | | | | | | lecture cum | discussion | | | | | | | 4 | |
| Unit-5 | | Sampling and data Co sampling techniques Methods of data colle Validity & Reliability of | lection Definitio Data – why, what tion o Questioning the Instrument | Definition of Population, Sample: : Sampling criteria, factors influencing sampling process, types of http://whit.form.htm://when.adv.htmer.outorlat.cl. zala collication methods and instruments or estioning, interviewing or Observations, record analysis and measurement or Types of instruments, met T. Research et miss. Zhi lost sub-2 Data collection procedure and the collision of the collisio | | | | | | | | 6 | | | | | | |
| Unit-6 | | Analysis of data Co | | | | | | | lecture cum | discussion | | | | | | | 4 | |
| Unit-7 | | Introduction to Statisti data Mean, Median Statistical packages a | Mode, Standard on nd its application | leviation Normal Pr | obability and tests | of significance 🗆 Co | p-efficient of correl | lation 🗆 | seminar | | | | | | | | 12 | |
| Unit-8 | | Communication and u scientific article/paper Conducting group res | tilization of Resear Critical review of earch project | ch Communication f published research i | of research finding ncluding publicatio | gs □ Verbal report □ on ethics □ Utilizatio | Writing research n of research findi | report □ Writing ings □ | lecture cum | n discussion | | | | | | | 4 | |
| | | | | | | | | Part C |) | | | | | | | | - | |
| Module | | | | 1 | litle | | | | | | Indicative-ABCA Experiments/Field Internships | i work/ | | | Bloom's L | _evel | Hours | |
| Unit -5 | s | ampling and data Collect | tion | | | | | Re | esearch Pape | er Presentatio | n | | | BL4-Analy | ze | | 40 | |
| | | | | | | | F | Part D(Marks D | istribution) | | | | | | | | | |
| | | | | | | | | Theory | | | | | | | | | | |
| Total Ma | | | num Passing Mar | ks | | External Evaluatio | n | | Min. Exte | rnal Evaluat | tion | | nal Evaluation | | | Min. Internal Ev | aluation | |
| 100 | 1 | 50 | | | 75 | | | 38 Practic | 2 | | | 25 | | | 13 | | | |
| Total Ma | arks | Minir | num Passing Mar | ks | | External Evaluatio | n | Flacuc | | rnal Evaluat | tion | Inter | nal Evaluation | | | Min. Internal Ev | aluation | |
| | | 0 | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | - |
| | Book | s | Polit D F | & Beck CT, (2003). N | ursing Research | Principles and Moth | ods 7th ed Linnin | Part E | | elnhia | | | | | | | | |
| | Article | - | | | | | | | | | ty patient care. Although | numerous quantitativ | e studies have exan | nined the fa | actors impacting p | professional self-con | cept, there remains | a limited |
| | References | | | n of these factors fron albot, (2014). Principl | | | | | | | | | | | | | | - |
| | MOOC Co | ourses | | w.mooc-list.com/tags/ | | | , | | | | | | | | | | | |
| | Video | 95 | Research | Design in Research M | fethodology | | | | | | | | | | | | | |
| | | | | | | | | Course Articula | 6 M-4 · | | | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | | PO10 | P011 | PO12 | PSO1 | 1 | 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 | | | 3 | 1 | 2 | | 2 | 2 | |
| CO3 CO4 | 2 | 3 | 1 | | 3 | 2 | 3 | 1 | 2 | | | 2 | 3 | 1 | | 1 | 2 | |
| CO4 CO5 | 2 | 1 | 3 | 2 2 2 2 2 2 1 1 1 2 2 2 1 | | | 1 | 2 | | 2 | 1 | 2 | 2 | | 1 | 2 | | |
| CO6 | 2 | - | 2 | - | 2 | 2 | - | - | - | | - | 2 | - | 1 | | - | 1 | |



| Title of the Course | Community Health Nursing | | | | | | | |
|------------------------------------|--|---------------------------|---|--|--------|---------------|--------|--------|
| Course Code | PBNSG 202[P] | | | | | | | |
| | F | Part A | | | | | | |
| Year | 2nd | | | Credits | L 0 | T 0 | P 8 | C 8 |
| Course Type | Embedded theory and field work | | | | | • | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nu | rses registration council | | Co-Requisite/s | be n | nedically fit | | |
| Course Outcomes & Bloom's Level | C01-Explain the concept of various factors contributing to health of radividual, family and communi C02-biterity the ofe of community health marse (BL3-Apply) C03-bescribe national health care delivery system. (BL3-Apply) C04-bescribe appleomiogical methods and principies of prevention and control of liness in the co C05-biterity the role of personnel working in the community health set up. (BL3-Apply) C05-Panit the work of community health mure and supervise and train health workers. (BL3-Apply) | mmunity.(BL3-Apply) | | | | | | |
| Coures Elements | Skill Development J Entrepresentatio J Entropolatini J Professional Ethica J Gender J Human Natues J Environment X | SDG (Goals |) | SDC3(Good health and well-being) SDC3(Goadhy education) SDC3(Guadhy education) SDC3(Decent work and economic growth) SDC3(JClimate action) | | | | |
| | F | Part B | | | | | | |
| Modules | Contents | | | Pedagogy | | 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 | | | | | | | | |
| 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, Teutbook of Preventive & Social Medicaio-current edition 2. K.Park, Essentials of Community Health Nursing 3. Roakstani, An Introduction to Community Health Nursing 1. Roakstani, A |
| Articles | https://www.purdueglobal.edu/biog/nursing/community-health-nursing/ https://nurse.org/articles/community-health-nurse/ |
| References Books | Nes, Mary A, and Melania McEvane, address. Community/Public Health Nursing: Promoting the Health of Populations. Th ed., Saunders. 2018. Nes, M. A, & McEvene, M. (Eds.), (2018). Community/public health Nursing: Promoting the Health of Populations. Th ed. Saunders. 2018. Ness Saunde |
| MOOC Courses | https://www.mooc-list.com/tags/hursing |
| Videos | http://www.nia.nit.gov/hathibasisted-living-and-numing-homeslong-term-care-facilities-assisted-living-nursing-homes n.video.search.yahoo.com/search.videoth=Awr1TdQAuhhmil4bfyO7HAxyu=Y2tebwNz2MEcGReAzEEanRpZAMEcZVJA3BpdmA? paralicles+for-community-heath-muning82tepvi-webBgreeZ10NB2800Eanraciee |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | P012 | 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 | | | | | | | | |
|------------------------------------|--|--------------|---|--------|-----|-----|--|--|--|
| Course Code | PBNSG 202[T] | 0 [1]20 88 | | | | | | | |
| | P | art A | | | | | | | |
| Year | 2nd | | Credits | L 4 | T F | C 4 | | | |
| Course Type | Theory only | y | | | | | | | |
| Course Category | Discipline Core | cipline Core | | | | | | | |
| Pre-Requisite/s | obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nurses registration council Co-Requisite/s | | | | | | | | |
| Course Outcomes & Bloom's Level | | | | | | | | | |
| Coures Elements | Skil Development J Entepresensahg J Employability J Professional Ethics J Gender J Human Nulues J Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) | | | | | | |

| | | Part B | |
|----------|--|---|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit I | Introduction to Community Health – Concepts, Principles and Elements of Primary Health Care. Introduction to Community Health Nursing. • Concept of Community Health Nursing – Community Nursing process. • Objective, Scope and Principles of Community Health Nursing. | 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 techniques of home visiting - statialismic quorking relationarity with the family Vording with familias - Vording with a family - Vording with a family - Vording with a family - Statiang - Statian | Lecture cum Discussion , visual art | 8 |
| Unit III | Organization 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, rual health services 'System of medicines' Centrally sponsored health schemes' 'Role of voluntary health organizations and international health agencies'' Role of health personnel in the community' 'Public health legislation. * Standard treatment protocols at SC * Financial management, accounts & computing at SC * BMW and rules 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 charge communication and soft skills * Courseling-Gattere | 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 * Maternal and child health programmes * Family welfare and school health services * Occupational health services. * As a member of the health heart. "Rainthys Bal scrabatk anaykaram (RBSK) Programme management induiting monitoring & supervision * Chikungunya * Adolescent counseling * National health programme on CD and NCDs Chalk board power point Transparency Essay type Stort answer sAssessment of tepot 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, principles and concepts in community health. *Investigation of outbreak Chalk board power point Transparency Easely type Shot nerviews | Lacture cum Discussion , Fild Work & Out door learning, PBL | 10 |
| Unit VII | Bio statistics and vital statistics " http://conduction.com/statistics and scope.legislation " Report, recording and compiling of vital statistics at the local, state, nacional and international local". Definitions and methods of computing vial statistics " Methods of presenting data " Management information system. " HIMS " Electronic medical record " Integrated disease surveillance project (IDSP) " RCH portal (MCTS) " Sources virtual statistics of the state of the | Lecture cum Discussion , Fild Work & Out door learning | 10 |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| 1 | Introduction to Community Health – Concepts, Principles and Elements of Prinary Health Care - Introduction to Community Health Nursing - Concord of Community Health Nursing - Concepts - Objective, Soop and Principles of Community Health Health Nursing - Family Health Services - Occept, Objective, Soope and Principles - Individual, Family and Community as and in ervice. Principles and techniques of home visiting - Establishing working relationship with the Imini, - Working 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 Monkhoing. | FIBIO WORK | BL3-Apply | 6 |
| 4 | 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 |

| | 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 | 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, I publications. 4. Freeman Ruth, Community Health Nursing Practice. 5. Starthope Lancaster, Community Health Nursing Process and Practice. 6. Seasonarapage 3. T.Community Health Nursing. 7. Sathe , Epidemiology & management of Health Care , Popular publication 8. Mariajen Gupta, Textbook of Preventive & Social Medicine, Jayree Publications Lancaster, Community Health Narsing Process and Practice for Promoting Health, Norsy Publications. |
| Articles | http://www.tandfonine.com/ob/ch/n20 http://pip/aphtpabilizations.org/oi/1/0.2105/J.PH.2022.30873 http://n.video.aesnch.yinedo-Unitedo-com/isearch/video_Unit-Awrx.Stprth/MidKca5E27HAxylv=Y29sbvHzZzMEc03e2AEEdaRgZAMEc2/JASBpdnM-? praintide=forto-community-hashim-turning&Erzyw-visikatifermande#id=3288284331(22688284331(22688284321(226882843))) |
| References Books | Nex, Mary A, and Melania McEwen, editors. CommunityPublic Health Nursing: Promoting the Health of Populations. 7th ed. Saundras, 2018; Nos, M. A, & McEwen, M. (Eds.), (2018). Community/public health nursing: Promoting the Health of populations. 7th ed. Saundras, Nask, Mary A, and Melania McEwen, ed. CommunityPublic health Nursing: Promoting the Health of Populations. The d. Phatelphatelphatels. Saundras, Nask, Mary A, and Melania McEwen, ed. CommunityPublic health Nursing: Promoting the Health of Populations. The d. Phatelphatelphatels. Saundras, Nask, Mary A, and Melania McEwen, ed. CommunityPublic health Nursing: Promoting the Health of Populations. The d. Phatelphatelphatels. Saundras, 2018. |
| MOOC Courses | https://www.mooc-list.com/lags/nursing |
| Videos | https://in.video.search.yahoo.com/search/video.ytlr=Avrr.yBynhNm0Kca5E27HAv.; ylu=Y29buhvRtZ7MEG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=articles+for+community+health+nursing&fr2=piv- wey3&hmeE721MB0R2fD4&https://endetdisf3&kd12=forAds12=f |

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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

| | 1 | | | | | | |
|---|--|---|--|-------------------------------|---|--------------|------------|
| Title of the Course | Mental Health Nursing | | | | | | |
| Course Code | PBNSG 203[P] | 3 203[P] | | | | | |
| | | Part A | | | | | |
| Year | 2nd | | | | Credits | L T 0 0 | P C 8 8 |
| Course Type | Lab only | | | | | | |
| Course Category | Discipline Core | | | | | | |
| Pre-Requisite/s | candidate seeking admission must : i) hold a diploma in or community health nursing. | General Nursing & Midwifery (GNM) ii) be a register | ed nurse iii) have a minimum of two years experience in a hospital | | Co-Requisite/s | be medically | fit |
| Course Outcomes & Bloom's Level | CO2- applyprinciplesof psychiatric nursinginclinicalpracti CO3- ability of assessment, therapeutic communication CO4- infer and illustrate the psycho dynamics and Asses | mprehend informationcurrent trends, and theories in historical development in the field of Mental health.(BL1-Remember) pyprincipaled psychiatic nursignicificatpractice.(BL3-Apply) (III) of assessment. Herapotutic communication and variatory teatiment modalities[E.C.T. Behavioral therapies. etc)(BL4-Analyze) et and illustrate the psycho dynamics and Assessment patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) aukae, reidela and Infer the rogonosis and networks in mental Tapates (BL4-State) aukae, reide and Infer the rogonosis and networks in Mental Tapates (BL4-State) | | | | | |
| Coures Elements | Skill Development J Entopreneurship J Employability J Professional Ethics J Gender X Human Values X Environment J | | SDG (Goals) | SDG4(Quality e SDG5(Gender | | | |
| | | Part B | | | | | |
| Modules | | Contents | | | Pedagogy | | Hours |
| Psychiatric OPD | | 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 | | Hatory taking :: Mertal status examination (MSE) :: Neurological examination :: Assitting in psychometricasessment :: Recording in therapetic communication :: Administration of and state Electro-Convolvet Prenzy (ECT) :: Pretroining in all therapetic commission and status in the state in t | | | Fieldwork and out door learning, case study | | 4 weeks |
| Community psychiatry & Deaddiction centreCommunity psychiatry | & Deaddiction centre | 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 liness :: Counseling and Teaching family members, patients and community :: Observing deaddiction care | | | | | 1 weeks |

| | , | | | | | | | |
|---------|---------------|--|---------------|---------|--|--|--|--|
| | Part C | | | | | | | |
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | |
| 1 | psychotherpay | Seminar | BL4-Analyze | 1 weeks | | | | |

| | 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 | 50 | 25 | 50 | 25 | | | |

| Part E | | | | | | |
|---|--|--|--|--|--|--|
| Books | Kap.oor Bimla, Textbooko/paychiatryNursing, 13thEdition | | | | | |
| Articles | Articles Realist synthesis of a rapid response system in managing mental state deterioration in acute hospital settings | | | | | |
| References Books | | | | | | |
| MOOC Courses | MOOC Courses abed.ac.in/mooc-on-mental-health-wellbeing/#-text=Course%20Overview%3A_managing%20stress%2C%20and%20fostering%20reslilence. | | | | | |
| Videos https://www.youtube.com/watch?v=Ro-38mXis8 | | | | | | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | 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 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



PB_BSc_Nursing

Title of the Course Course Code Mental Health Nursing PBNSG 203[T] Part A L 6 T 3 P 12 C 21 Year 2nd Credits Theory only
Discipline Core
GNM with minimum of 55% aggregate marks with RNRM registration.
Co-Requisit
CO-1 Studentswillicomprehendinformatin and theories in historical development in thefield/ Mental health (BL2-Understand)
CO2- Student will demonstrate the ability'd assessment, therapout communication and various technomer modalises (E.C.T. Behavioral therapies.et/(BL5-Exeluate))
CO3- Student will demonstrate the ability'd assessment, therapout communication and various technomer modalises (E.C.T. Behavioral therapies.et/(BL5-Exeluate))
CO3- Student will demonstrate the ability'd assessment, therapout communication and various technomer modalises (E.C.T. Behavioral therapies.et/(BL5-Exeluate))
CO3- Student will demonstrate the ability'd assessment, therapout communication and various technomer technome Course Type Course Category Pre-Requisite/s Co-Requisite/s be medically fit Course Outcomes & Bloom's Level

| | CO4- Studentsareabletointerandillustratetriepsycho dynamics and Assessing patient will CO5- Studentsareabletoevaluate,relateandinfertheprognosis and treatment modelitiese | | nensive nursing care .(BL4-Analyze) |
|-----------------|---|-------------|---|
| Coures Elements | Skill Development J Entepreneurship J Employability J Professional Ethois J Gender X Human Values X Environment J | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG3(Gender equality) SDG3(Decent work and economic growth) |

| | | Part B | | |
|---------|--|---|----------------|-------|
| Modules | Contents | Pedagogy | | Hours |
| 1 | Introduction and historical development "History of psychiatry " Historical development of mental health nursing " Philosoft of normal and abrormal behaviour " Role and qualities of smertial health and the tealth and psychiatric nursing " Concept of normal and abrormal behaviour " Role and qualities of smertial health and psychiatric nursing " Mental health and Inservices and psychiatric nursing " Mental health and functions of learn members " Legal aspects in spychiatry and mental health services and psychiatric nursing " Mental health services and psychiatric nursing " Mental health services and psychiatric nursing" Mental health services and psychiatric nursing " Mental health services and psychiatric nursing " Mental health services and psychiatric nursing " Mental health health services and psychiatric nursing" Mental health services and psychiatric nursing " Mental health health services and psychiatric nursing " Mental health health health services and psychiatric nursing " Mental health health health health health health services and psychiatric nursing" Mental health h | 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 - Eliological factors, psychogathology, types, clinical features, diagnostic orteria treatment and nursing management of patient with following disorders: "Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Dobessive compulsive Neurosis, phobic Neurosis and Hypochnodical Neurosis, Streas related and sonattablom disorders." Psycholic Disorders: Schizophrenic form, affective and organic psychosis. "Organic Brain syndromesPsychosomatic disorders "Personality disorders" Disorders of childhood and adolescence. | Lecture cum Discussion | | 20 |
| 5 | Management of patients with substance use disorders * Substance use and misuse * Dependence, inductation and withdrawel ! Classification of psychosticie substances * Ecological and contributory factors * Psychophthorych ; Clinical features / Diagnostic criteria * Treatment and muraing management of patient with substance use disorders. * Preventive and rehabilitative aspects in substance abuse. * Menta health act damp, de addicing 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 Mileu therapy * Occupational therapy * Psychotherapy * Behaviour therapy * Group therapy * Pamily therapy * Pharmacotherapy * Electro convolutive therapy * Other miscielaneous benapies. | 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 |

| | | | | internships | | | | | | | |
|-------------|----------------------------|---------------------|----------|--------------------------|-------------------|----------------|-------------------|---------|--|--|--|
| 8 | Therapeutic Modalities | | | Field work | | BL2-Understand | | 12 | | | |
| | | | | | | | | | | | |
| | Part D(Marks Distribution) | | | | | | | | | | |
| | | | Theo | ry | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | | Min. External Evaluation | Internal Evaluati | on | Min. Internal Eva | luation | | | |
| 100 | 50 | 75 | 38 25 12 | | | | | | | | |
| | Practical | | | | | | | | | | |
| | | | | | | | | | | | |

| Total Marks | Minimum Pa | assing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
|-------------|------------|---|--|--|---|--------------------------|--|--|--|--|--|
| | | | | | | | | | | | |
| | | | | Part E | | | | | | | |
| Bool | ks | M.S. Bhatia, Essentials of Psych NirajAhuja, A short textbook of ps | I, Vol. I & II Kumar publishing house Delhi, 2001 latry, CBS publishers and distributors, Delhi tchiatry, Jaypee brothers, New Delhi, 2002. salth & psychiatric nursing, Jaypee brothers, Medical F | Publishers P(Ltd), New Delhi 1st edition. | | | | | | | |
| Artic | les | health. Mental health can affect d | aily living relationships and overall life. Various socio - | notional well-being of an individual. This term is broadly used synon – economic and physical factors, occupation, education, ethnicity, ca y of mental health issues surfaced rampantly. The number of people | n affect an individual's mental health. For long psycho | | | | | | |
| Reference | s Books | Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, 4th edition. FA Davis Co. Philadelphia 2003. Gail WiscarsStuart.Michele T. Laraia. "Principles and practice of psychiatric nursing", 8th edition, Elseveir, India Pvt. Ltd. New Delhi 2005. | | | | | | | | | |
| | | | | | | | | | | | |

MOOC Courses Videos https://www.futurelearn.com/courses/mental-health https://www.youtube.com/watch?v=2Vtz43pRPas

| | | | | | | | 00 | urse Articulation | viau ix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|---------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | P08 | PO9 | PO10 | P011 | 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 | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Svilabus-2023-2024

PB_BSc_Nursing

| Title of the Course | Introduction to Nursing Administration | | | | | | | | | | | | |
|------------------------------------|--|--|--|-----------|----------|---|---|--|--|--|--|--|--|
| Course Code | NSG 205[T] | | | | | | | | | | | | |
| | | Part A | | | | | | | | | | | |
| Year | 2nd | | Credits | L | Т | Ρ | С | | | | | | |
| 1681 | 210 | 4 0 6 | | | | | | | | | | | |
| Course Type | Theory only | | · | | | | | | | | | | |
| Course Category | Foundation core | ndation core | | | | | | | | | | | |
| Pre-Requisite/s | i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse | | Co-Requisite/s | be medica | ally fit | | | | | | | | |
| Course Outcomes & Bloom's Level | CO1- remember the definition, concepts and various theories, trends of Nursing Management CO2- understand the staffing patterns, human recourses, budgeting and its relation to patient CO3- understand the importance of patient classification system, disaster management and its of the staffing patient control of the staffic staffing patient control of the CO3- encode variable the applications of evidence based practice such as case study, research base CO3- encode variable the applications of evidence based practice such as case study, research base CO3- exploit the understanding of murcing accreditation and agencies to evaluation in quality con- | t care and elaborate the functions of the nurse in the Hos ts applications in the hospital settings. (BL2-Understand analyze the methods of ward management. (BL3-Apply) ed clinical practices. (BL4-Analyze) | spital settings. (BL2-Understand)) | | | | | | | | | | |
| Coures Elements | Skill Development / SDG3(Good health and well-being) cntepreneurship X SDG3(Good health and well-being) spinotyability J SDG4(Acuality education) Yofessonal Elicis J SDG3(Good health and well-being) Jender X SDG3(Good health and well-being) Jender X SDG3(Good health and well-being) SDG3(Good health and well-being) SDG3(Good health and well-being) | | | | | | | | | | | | |

| | Part B | | |
|---------|---|------------------------|--------|
| Modules | Contents | Pedagogy | Hours |
| 1 | Principles and Practice of Administration Significance, elements and principles of administration, Organisation of Hospital -Definition Ams, functions and classifications, health team. Policies of hospital, afferent departments with special emphasis to department of narsing 5 office management. Responsibilities of the nursing personnel specially of ward sister, medico legal aspects, concept of cost effectiveness | Lecture cum Discussion | 5 hrs |
| n | Nursing Unit Management Physical layout of a nursing unit and necessary facilities Factors affecting the quality of nursing care. Maintenance of a therapeutic semicoment Administration of the unit-management of patient care. Maintenance of physical environment. Assignment of duies and time plan. Patient assignment, safety measures, prevention of accidents and infections, Maintenance of platent seconds and reports, legal responsibilities. Maintenance of quality nursing care, nursing unit. | 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 welfare 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 |

| | Par | C | | |
|---------|---------------------------------|--|---------------|-------|
| 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 | Е |
|------|---|
| | |

Part C
Books Rowland, H. S., & Rowland, B. L. (Eds.). (1997). Nursing administration handbook. Jones & Bartlett Learning.
Articles Joseph, M. L., Williams, M., Reinke, K., Bair, H., Chae, S., Hanrahan, K., ... & Huber, D. L. (2024). Development and Tesling 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. References Books Anthony, M. (2016). Handbook of Home Healthcare Administration. Home Healthcare Now, 34(2), 57-58.
 Book
 Testing // In feet // Transcorrent frame to the interaction frame to the int

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 |



| Title of the Course | Introduction to nursing research and statistics | | | | | | | | |
|------------------------------------|--|---|--------------------------|---|--------|--------|--------|-----|--|
| Course Code | PBNSG 206[T] | 3206[7] | | | | | | | |
| Part A | | | | | | | | | |
| Year | 2nd | 2nd | | | L 3 | т 0 | P 4 | C 7 | |
| Course Type Theory only | | | | I | | | 1 | | |
| Course Category Discipline Core | | | | | | | | | |
| Pre-Requisite/s | GNM with minimum of 55% aggregate marks with RNRM number is require | GNM with minimum of 55% aggregate marks with RNRM number is require | | | | y fit | | | |
| Course Outcomes & Bloom's Level | CO2- comprehend, distinguish, Understand and explain appropriate design and samplin CO3- discover, apply, use and relate the nursing research problems and carrying out the CO4- identify, select, outline, compare, differentiate & amp; analyze, research data, inter CO5- compare, explain, interpret & amp; evaluate the various methods of date collection | CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in running research, (BL-Annalyze) CO2- comprehend, distinguist, Inderstand and exploring teologist and sampling teoring teoresch. (BL-Annalyze) CO3- discover, apply, use and reliate the nursing research data, Interpreting and utilizing the findings from hatter teals the running research (BL-Annalyze) CO3- discover, apply, use and reliate the nursing research data, Interpreting and utilizing the findings from hatter teals the running research (BL-Annalyze) CO3- discover, apply, use and reliate the nursing research data, Interpreting and utilizing the findings from hatter teals research (BL-Annalyze) CO3- compare, explain, interpret & amp, evaluate the various methods of data collection and holds (BL-E-seutate) CO5- explain, interpret & amp, evaluate the various methods of data collection and holds (BL-E-seutate) CO5- explain, interpret & amp, evaluate the research protect by variance by variance by running research, (BL-Create) | | | | | | | |
| Coures Elements | Skill Development / Entrepreneurabje X Employability / Professional Ethics / Gender X Human Values X Environment X | SDG (| Goals) | SDG4(Quality education) SDG3(Gender equality) SDG3(Decant work and economic growth) | | | | | |
| Part B | | | | | | | | | |
| Modules | Contents | | | Pedagogy | | | Hours | | |
| 1 | A.INTRODUCTION TO RESEARCH METHODOLOGY * Steps of scientific methods. * Definition of resear research * Characteristics of good research. Research process. | ch * Need for nursing | lecture cum discussion | | | | | | |
| 2 | Statement of research problem * Statement of purpose and objectives * Definition or research terms * Rev | iew of literature. | lecture cum discussion 4 | | | | | | |

| Tobalar enalities of good tobalar. Receases. | | |
|--|--|--|
| Statement of research problem * Statement of purpose and objectives * Definition or research terms * Review of literature. | lecture cum discussion | 4 |
| Research approaches:- historical, survey and experimental | lecture cum discussion | 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 |
| Analysis of Data: Tabulation * Classification and summarization * Presentation * Interpretation of data | lecture cum discussion | 4 |
| Communication of research findings * Writing Report: * Organizing materials for writing * Format of the report * Use of computers | lecture cum discussion | 4 |
| B.INTRODUCTION TO STATISTICS * Descriptive Statistics. * Frequency Distribution – Types of measure – frequencies, classiniterval, 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 |
| Correlation * Computation by rank difference methods * Uses of correlation co-efficient | lecture cum discusssion | 4 |
| | Statement of research problem * Statement of purpose and objectives * Definition or research terms * Review of Iterature. Research approaches: historical, survey and experimental Sampling techniques and methods of data collection. * Sampling * Instruments-Questionnarie. Interview * Observation schedule, records, researchernet** Relatability and violatify or instruments. Analysis of Data: Tabulation * Classification and summarization * Presentation * Interpretation of data Communication of research findings * Writing Report: * Organizing materials for writing * Format of the report * Use of computers BNTRODUCTION TO STATISTICS * Descriptive Statistics - Frequency Distinction - Types of measure – frequencies, classifierval, graphin methods of descripting frequency. * Measures of central landercy - Mode, Median and mean. * Measures of variability: Range, standed deviation : Interview # Descriptive Statistics | Statement of research problem * Statement of purpose and objectives * Definition or research terms * Review of literature. lecture cum discussion Research approaches. Institutional, survey and experimental keture cum discussion Sampling techniques and methods of data collection. * Sampling * Instruments-Questionnaire. Interview * Observation schedule. discussion. Analysis of Data. Tabulation * Classification and summarization * Presentation * Interpretation of data lecture cum discussion Communication of research findings * Writing Report. * Organizing materials for writing * Format of the report * Use of computers lecture cum discussion BINTRODUCTION TO STATISTICS * Descriptive Statistics. * Frequency Destruction - Types of measure - frequencies, classificature, and guestion * Tendent and mean. * Measures of variability: Range, and descussion lecture cum discussion |

| Part, C | | | | | | | | |
|----------------------------|-----------------------|---------------------|--|--------------------------|--|-------------|--------------------------|-------|
| Modules | | Title | | | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | | | Hours |
| 4 | sampling technique | Field work E | | | | BL4-Analyze | | 4 |
| Part D(Marks Distribution) | | | | | | | | |
| | Theory | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | | Min. External Evaluation | External Evaluation Internal Evaluation | | Min. Internal Evaluation | |
| | | | | | | | | |
| Practical | | | | | | | | |

| Practical | | | | | | |
|---|----------------|--|--|--|--|--|
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Inter | nal Evaluation | | | | | |
| 50 25 15 | | | | | | |

| Part E | | | | | | |
|------------------|--|--|--|--|--|--|
| Books | Neeraja K.P. Text Book of Nursing Education, Jaypee Brothers, new Delhi. | | | | | |
| Articles | Patient satisfiction with properative numing care and its associated factors in surgical procedures, 2022: a cross-sectional skyt/, provident satisfication, murse engaged in proceparative care must possess a comprehensive understanding of the most up-to-date violence. However, there is a notable earth of relevant information regarding the current status of properative care status care length and its impact, despite a significant inte in the number of patients seeking surgical intervention with complex medical processing as a complex length and its impact, despite a significant inte in the number of patients seeking surgical intervention with complex medical requirements. | | | | | |
| References Books | 1. Agarwal J.C. Principles, Methods & Techniques of Teaching. Values Publishing House Basevanthape 8.1. Nursing Education, Jaryee Brothers. 2005, New Delhi. 5. Billing, Diane M & Hateland, Judhin T, Genching In Nursing A Guide of Faculty W.B. Saunders. | | | | | |
| MOOC Courses | https://www.coursera.org/learn/hursing-research-principles-and-methods | | | | | |
| Videos | https://www.youtube.com/watch?vejnGcG3FuIDs | | | | | |
| | | | | | | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | 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

Part A

Title of the Course Course Code Research Project PBNSG 207[P] Γ

| | Part A | | | | | | | |
|------------------------------------|--|---|--------------------------------------|--|--|--|--|--|
| Year | Znd | Credits | L T P C 0 0 2 2 | | | | | |
| Course Type | jet | | | | | | | |
| Course Category | Foundation core | ndation 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). | Co-Requisite/s | he or she should be medically fit | | | | | |
| Course Outcomes & Bloom's Level | CO2- comprehend, distinguish, Understand 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 (E) CO4- discover, apply, use and relate the nursing research problems and carrying out the nursing research (E) CO4- discover, explain, user compare, differentiate & analyze, research data, interpreting and utilizing CO5- compare, explain, interpret & amp; evaluate the various methods of date collection and tools (BLE 5-way) | O1-know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research. (BL2-Understand) O2-competenci, distinguish, Understand and explain appropriate desay and sampling technique in nursing research. (BL2-Understand) O4-kinntly, select, culture, compare, differentials asymp, analyse, research data, interpreting and utilizing the finding for the health related research. (BL4-Analyze) O4-kinntly, select, culture, compare, differentials asymp, analyse, research data, interpreting and utilizing the finding for the health related research. (BL4-Analyze) O5-compare, explain, interpret asymp, and using a select data collection and tools (BL5-Evaluet) O6-explain, centre, reconstruct. Desays p alph and createstipprave the research based practice by utilization of nursing research. (BL4-Create) | | | | | | |
| Coures Elements | Skill Development J Enhopeneurship X Employability J Professional Efrics X Gender X Human Values X Environment X | SDG3(Good health and weil-being) SDC4(Guality education) SDG5(Gender equality) | | | | | | |

| Part B | | | | | | | |
|---------|---|------------------------|-------|--|--|--|--|
| 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 inturening sampling process, ppse of sampling relevingues : Data - why, what, from whom, when and where to collect : Data collection methods and instruments o Methods of data collection a Questioning, interviewing o Observations, record analysis and measurement o Types of instruments, Viabitly & Reliability of the Instrument : Research etitis = Pilot study: O bata collection procedure | lecture 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 Maan. Median, Mode, 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 publicated research including publication ethics □ Utilization of research findings □ Conducting group research project | lecture cum discussion | 5 | | | | |

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

| Part D(Marks Distribution) |
|----------------------------|
|----------------------------|

| Theory | | | | | | | | |
|-------------|--|---------------------|---------------------------|---------------------|---------------------------|--|--|--|
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation Min. Internal Evaluation | | | | | | | |
| Total marks | Withinton Passing Warks | External Evaluation | Will. External Evaluation | | Mill. Internal Evaluation | | | |
| Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 50 | 25 | 25 | 13 | 25 | 13 | | | |

| | Part E | | | |
|---|--|--|--|--|
| Books Lynaugh, J. (1989). American Nursing: A Biographical Dictionary by Vern L. Bullough; Olga Maranijan Church; Alice P. Stein; Dictionary of American Nursing Biography by Martin Kaufman; Jsellen Watson Hawkins; Loretta P. Higgins; Alice Howell Friedman. Isis | | | | |
| Articles | Puchalski, C. M., Vitillo, R., Hull, S. K., & Reller, N. (2014). Improving the spiritual dimension of whole person care: reaching national and international consensus. Journal of paliative medicine, 17(6), 642-656. | | | |
| References Books | Bullough, V. L., & Lilli Sentz, M. L. S. (Eds.). (2004). American Nursing: A Biographical Dictionary: Volume 3 (Vol. 3). Springer Publishing Company. | | | |
| | http://www.udmy.com/courselthe-complete-web-development-course/ http://www.udmy.com/courselthe-complete-web-development-course/ http://www.udmy.com/courselve-development-radies-complete-course/ | | | |
| Videos | https://www.youtube.com/results?search_query=research+methodology | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | P01 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | Title of the | Course | Basic lif | Basic life support (BLS) | | | | | | | | | | | | |
|----------|------------------------|---|--|--------------------------|-----------------------|------------------------|------------------------|-------------------|---|--|------------------|----------------|-------------|---------------|--------------------|--------|
| | Course | Code | PBNSG | -110[E] | | | | | | | | | | | | |
| | | | | | | | | Part | ۵ | | | | | | | |
| | | | | | | | | r ur | ~ | | | | L | т | P | с |
| | Yea | r | 1st | | | | | | | | Credits | | 1 | 0 | 0 | 1 |
| | Course | Туре | Theory | only | | | | | | 1 | | | | | 1 | 1 |
| | Course Ca | itegory | Discipli | ne Electives | | | | | | | | | | | | |
| | Pre-Requ | isite/s | | | | | | | Co-Requisite/s | | | | | | | |
| | Course Ou & Bloom's | tcomes Level | C01- F | erform Basic Cardiop | ulmonary Life Suppor | t (BCLS) using the e | vidence based nation | al or interna | ernational guidelines in the management of adult victims with cardiac arrest. (BL3-Apply) | | | | | | | |
| | Coures El | ements | Entrepr Employ Profess Gender | Values X | | | | SDG | (Goals) | SDC3(Good health and well-being) SDC4(Ouality education) SDC17(Partnerships for the goals) | | | | | | |
| | | | | | | | | Part | В | | | | | | | |
| Modules | | | | Conte | nts | | | | | | Pedago | ЭУ | | | | Hours |
| Unit 1 | Perfor of adu | m Basic Cardiopulmona It victims with cardiac ar | ry Life Support (E rest. | CLS) using the evider | nce based national or | international guideli | nes in the manageme | nt Lectur | e cum discussion, Demo | nstration & Re demonstra | tion | | | | | 4 |
| | | | | | | | | Part | с | | | | | | | |
| Modu | les | | | Title | | | | | - | Internships | | | | Bloom's Lev | Bloom's Level He | |
| Unit 1 | | Basic Cardiopulmonary | Life Support (BC | S) Simulation | | | | | Simulation | | | | BL3-Apply | | | 6 |
| | | | | | | | Part | D(Marks Theo | Distribution) | | | | | | | |
| Total Ma | arks | Mini | mum Passing M | arks | | External Evaluation | | mee | Min. External Evalu | ation | Inter | nal Evaluation | 1 | | Min. Internal Eval | uation |
| 75 | | 38 | | | 50 | | 25 | | | | 25 | | | 13 | | |
| | | | | | 1 | | | Practi | cal | | | | | | | |
| Total Ma | arks | Mini | mum Passing M | arks | | External Evaluation | | | Min. External Evalu | aluation Internal Evaluation Min. Intern | | | | | Min. Internal Eval | uation |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | Part | - | | | | | | | |
| | Book | s | ndian F | esuscitation Council. | (2020). Guidelines fo | r Cardiopulmonary R | esuscitation (CPR) ar | | rdiovascular Life Support | (BCLS). Indian Resuscit | ation Council. | | | | | |
| | Articl | es | https://v | ww.google.com/url?s | a=t&source=web&rct | =j&opi=89978449&u | l=https://www.ncbi.nlr | m.nih.gov/p | mc/articles/PMC4129799 | /&ved=2ahUKEwj6-ZWT | 92GAxVISGwGHT_XA | PwQFnoECB | QQAQ&usg=AC | DvVaw30twJfbG | -Be-7sJvOusc | |
| | References | Books | | | | | | | | | | | | | | |
| | MOOC Co | ourses | https://v | ww.classcentral.com/ | course/udemy-first-ai | id-basic-life-support- | 31967 | | | | | | | | | |
| | Video | 5 | https://v | ww.youtube.com/wat | ch?v=n7kqiAu2gC8 | | | | | | | | | | | |
| | | | | | | | 2 | | | | | | | | | |
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | | se Articul 208 | ation Matrix PO9 | PO10 | P011 | P012 | PSO | 1 | PSO2 | PSO3 |
| C01 | 1 | 1 | 2 | 1 | - | 1 | - 1 | | - | 1 | 1 | - | 1 | | - | 1 |
| CO2 | - | - | - | - | - | - | | | - | - | - | - | - | | - | - |
| CO3 | - | - | - | | - | - | | | - | - | - | - | - | | - | - |
| CO4 | - | - | - | - | - | - | | | - | - | - | - | - | | - | - |
| CO5 | - | - | - | - | - | - | | | - | - | - | - | - | | - | - |
| CO6 | | 1. | | - | 1. | - | | | - | 1. | - | _ | - | | - | 1. |



| | | | | | | | 1 | PB_BSc_N | ursing | | | | | | | | |
|----------|--------------------------------|---|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|----------------------------|--------------------|--|------------------|--|---------------------------|----------------|-----------|--------------|---------------------|-------|
| | Title of the | Course | Advanced | Life Support (ALS) | | | | | | | | | | | | | |
| | Course | Code | PBNSG-1 | 11[E] | | | | | | | | | | | | | |
| | | | | | | | | Part / | 4 | | | | | | | | |
| | Yea | | 1st | | | | | | | | Credit | | L | | т | Р | с |
| | 164 | r | 151 | | | | | | | | Credit | 5 | 1 | | 0 | 0 | 1 |
| | Course | Туре | Theory or | nly | | | | | | | | | | | | | |
| | Course Ca | ategory | Discipline | Electives | | | | | | | | | | | | | |
| | Pre-Requ | isite/s | | | | | | | | | Co-Requis | site/s | | | | | |
| | Course Ou & Bloom' | tcomes s Level | CO1- Per | form Advanced Cardi | opulmonary Life Su | upport (BCLS) using | the evidence based n | ational or inte | ernational gu | uidelines in the | e management of adult v | victims with cardiac arre | st.(BL3-Apply) | | | | |
| | Coures El | ements | Entrepren Employab | alues X | | | SDC | Goals) | SDG8(Decerit work and economic growth) | | | | | | | | |
| r | | | | | | | | Part B | В | | | | | | | | |
| Modules | | | | Contents | | | | | | | | Pedagog | Ŋ | | | | Hours |
| Unit 1 | MANAGEI VENTILLA ADVANCE | E SUPPORT 1. BLS ASE MENT OF RESPIRATOR TION 8. BASIC AIRWAY D AIRWAY | Y ARREST 5. GIVI AGDJUNCTS: OP/ | NG SUPPLEMENT O A AND NPA 9. SUCTI | XYGEN 6. OPENI ONING 10. PROVI | NG AIRWAY 7. PRO NDING VENTILATIO | VIDING BASIC ON WITH AN | Lecture cur | n discussion | a & Discussion | n & Demonstration & Re | demonstration | | | | | 5 |
| Unit 2 | MANAGIN AND HOS | DRONARY SYNDROME G ACS 4. INDENTIFICAT PITAL PREPARATION 6. NT DEVIATION 8. STEM | TION OF CHEST D IMMEDIATE ED A | ISCOMFORT SUGG | ESTIVE OF ISCHE | MIA 5. EMS ASSES | SMENT CARE | Lecture cun | n discussion | a & Discussion | n & Demonstration & Re | demonstration | | | | | 5 |
| Unit 3 | CARDIAC | ARREST- VF/ PULSELE ARREST ALGORITHM- HYTMIC AGENTS 7. EXT RHYTHM | VF/ PULSELESS V | /T 4. ROUTES OF AC | CESS FOR GRUO | GS 5. VASOPRESS | DRS 6. | Lecture cur | n discussion | a & Discussion | n & Demonstration & Re | demonstration | | | | | 5 |
| Unit 4 | CARDIAC | ARREST- PULSELESS | ELECTRICAL ARR | EST 1. INTRODUCT | ION 2. DESCRIPTI | ION OF PEA 3. MAN | IAGING PEA | Lecture cur | n discussion | h & Discussion | h & Demonstration & Re | demonstration | | | | | 5 |
| | | | | | | | | Part (| _ | | | | | | | | |
| Modu | les | | | | Title | | | , art | 0 | | Indicative-ABCA/ Experiments/Field Internships | work/ | | | Bloom's Leve | Bloom's Level | |
| Unit 1 | | Advanced Cardiopulmo adult victims with cardia | nary Life Support (E | BCLS) using the evide | ence based nationa | al or international gu | idelines in the manage | ement of | Simulation | | | | E | BL3-Apply | | | J |
| L | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | Part | D(Marks D Theor | | 1) | | | | | | | |
| Total Ma | arks | Minir | num Passing Mari | ke | | External Evaluatio | | 111001 | | ternal Evalua | tion | Inter | nal Evaluation | | | Min. Internal Evalu | ation |
| 75 | | 50 | | | 50 | | 25 | | | | | 25 | | | 13 | | |
| | | | | | | | | Practic | al | | | | | | | | |
| Total Ma | arks | Minir | num Passing Mar | ks | | External Evaluatio | n | | | ternal Evalua | ation | Inter | al Evaluation | | | Min. Internal Evalu | ation |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | Part 6 | - | | | | | | | | |
| | Bool | s | Indian Re | suscitation Council. (2 | 2023). Indian CPR/ | ACLS guidelines (2) | nd ed.). Indian Medica | | | | | | | | | | |
| | Artic | es | | w.ncbi.nlm.nih.gov/pr | | | | | | | | | | | | | |
| | Reference | Books | | | | | | | | | | | | | | | |
| | MOOC C | ourses | https://nhc | cps.com/course/acls-a | advanced-cardiac-li | ife-support-certificati | on-course/ | | | | | | | | | | |
| | Vide | 05 | https://ww | w.youtube.com/watch | r?v=AsoBMil3l44 | | | | | | | | | | | | |
| | | | | | | | Cou | rse Articula | tion Matri | v | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | P05 | PO6 | | PO8 | PO9 | | PO10 | P011 | PO12 | PSC | 01 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | - | 2 | 1 | 1 | | 1 | 1 | 1 | 1 | | 2 | 1 |
| CO2 | - | - | - | - | - | - | - | - | - | | - | - | - | - | | - | - |
| CO3 | - | - | - | - | - | - | - | - | - | | - | - | - | - | | - | - |
| CO4 | - | - | - | - | - | - | - | - | - | | - | - | - | - | | | - |
| CO5 | - | - | - | - | - | - | - | - | - | | - | - | - | - | | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | | - | - | - | - | | - | - |
| 1 | 1 | | | 1 | | 1 | 1 | | | | 1 | 1 | | | | | . I |



| Title of the Course | Integrated Management of Neonatal and Childhood Illness (IMNCI) | | | | | | | | | | |
|---|---|--|---|--|--|--|--|--|--|--|--|
| Course Code | 8NSG-112[E] | | | | | | | | | | |
| | Part A | | | | | | | | | | |
| Year | 1st Credits L T P C | | | | | | | | | | |
| real and a second se | 2 0 0 2 | | | | | | | | | | |
| Course Type | heory only | | | | | | | | | | |
| Course Category | Discipline Electives | | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/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 I CO3- Apply the concepts of IMNCI in providing care to the pediatric clie | .1-Remember) o 5 years & skill in treatment procedures and nts and their families(BL3-Apply) | referral of sick children(BL2-Understand) | | | | | | | | |
| Coures Elements | Sill Development / Enterpreturativity X Enterpreturativity X SDG (Goals) Enterpreturativity X SDG (Goals) Professional Ethics X SDG (Goals) Gender X Human Values X Environment X SDG (Goals) | | | | | | | | | | |

| 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 Assess the young infant/child Classify the illness Identify treatment Treat the young infant/child Counsel the mother Provide follow up care | Lecture curn discussion & Demonstration | 2 | | | | | | | |
| Unit 3 | Assessment of sick young infants History taking Checking for possible bacterial infection/ jaundice Diarrhea Feeding problem/ malnutrition Immunization status 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 manutrition Assessing other problems | Lecture curn discussion & Demonstration | 2 | | | | | | | |
| Unit 5 | Treatment procedures Identify treatment Inpatient and outpatient treatment I Home management Referra | Lecture cum discussion & Demonstration | 2 | | | | | | | |
| Unit 6 | Parental counseling Advice regarding feeding and fluid intake, and solving of feeding problems Advine 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: IMCI integrated management of childhood illness. World Health Organization. | | | | | | | | |
| References Books | | | | | | | | | |
| MOOC Courses | https://www.open.edu/open/eamcreate/course/view.php?id=17 | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=99.44/2760M | | | | | | | | |
| | | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the Course | Performance Learning Systems (PLS) | | | | | | | |
|------------------------------------|---|---|--|---|-----|---|-------|--|
| Course Code | PBNSG-208[E] | | | | | | | |
| | | Part A | | | | | | |
| Year | 2nd | | Credits | L | T P | | С | |
| 10a | 210 | | Credits | 2 | 0 0 | | 2 | |
| Course Type | Embedded theory and lab | | | | | | | |
| Course Category | Discipline Electives | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | |
| Course Outcomes & Bloom's Level | CO1- CO1: identify the scope and significance of performance lea | - CO1: identify the scope and significance of performance learning system. (BL1-Remember) | | | | | | |
| Coures Elements | Skil Development / Entieprenourship X Employability X Professional Etrica X Gender X Human Values X Environment X | SDG (Goals) | SDC33(Good health and well-being) SDC44(Quality education) SDC8(Decent work and economic growth) | | | | | |
| | | Part B | | | | | | |
| Modules | Contents | | Pedagogy | | | | Hours | |
| unit-1 | Introduction to Performance Learning in Nursing Course overview and expectations | s Introduction to experiential learning in nursing | Lecture cum Discussion | | | 2 | | |

| unit-1 | Introduction to Performance Learning in Nursing Course overview and expectations introduction to experiential rearning in nursing Setting personal and professional learning goals | Lecture cum Discussion | 2 |
|--------|---|------------------------|---|
| unit-2 | nursing High-fidelity simulation exercises Case studies and scenario-based learning Reflective practice and journaling | Lecture cum Discussion | 2 |
| unit-3 | Patient care planning and implementation Team-based care and collaboration Ethical and legal aspects of nursing practice Techniques for giving and receiving constructive feedback Peer review sessions and mentoring Developing a professional development plan | Lecture cum Discussion | 2 |
| u4it-3 | Advanced clinical skills workshops (e.g., IV insertion, wound care) Critical thinking and decision-making exercises Leadership and management in nursing | Lecture cum Discussion | 2 |

| | Part | C | | |
|---------|--------------------|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| 1 | clinical practical | Experiments | BL4-Analyze | |

| | 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 | |
| Articles | |
| References Books | |
| MOOC Courses | |
| Videos | |

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



| | | | | | | | | GALOR - MP - NOA | | | | | | | | |
|---------------------------------|---------------------|---|-------------------------------------|--|--|---|--|---|----------------------|---|---------|-------------------|-----------|---------|------------------|----------|
| | | | | | | | Syllab | us-2023-2 | 024 | | | | | | | |
| | | | | | | | PB_ | BSc_Nursing | 9 | | | | | | | |
| | Title of th | e Course | Sa | fe motherhood | | | | | | | | | | | | |
| | Course | | | INSG-209[E] | | | | | | | | | | | | |
| | | | | | | | | Part A | | | | | | | | - |
| | Ye | ar | 2n | rd. | | | | | | Credi | ts | L | | т | Р | С |
| | | | | | | | | | | orea | | 2 | | 0 | 0 | 2 |
| | Course | | | eory only | | | | | | | | | | | | |
| | Course C | | Di | scipline Electives | | | | | | Co-Requi | isite/s | | | | | |
| | Course O & Bloom | | C0 C0 | 01- Describe evidence ba 02- Discuss Kangaroo m 03- Demonstrate skill in u | ased routine care of a other care and devel assisting the mother : | newborn baby at birth op skill in assisting for for breastfeeding the r | and everyday care of the n r Kangaroo Mother Care(BI newborn baby(BL3-Apply) | ewborn baby(Bl .2-Understand) | L1-Remember)) | | | | | | | |
| | | | Sk | ill Development 🗸 | 5 | 5 | | | | | | | | | | - |
| | _ | | En | ntrepreneurship X nployability X | | | | | SDG3(Go | od health and well-being) |) | | | | | |
| | Coures E | Elements | Ge | ofesssonal Ethics X ander X | | | SDG (Go | als) | SDG4(Qui SDG8(Der | od health and well-being) ality education) cent work and economic | growth) | | | | | |
| | | | | uman Values X nvironment X | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Modules | | | | Cr | intents | | | Part B | | | Peo | dagogy | | | | Hours |
| it 1 | Ev | idence based care of r | newborn ⊡ Basi | c needs of a normal baby | at birth ⊡ Immediat | e care of the normal n | ewborn at the time of birth f normal baby | Lecture cum | discussion & Di | scussion | | | | | | 2 |
| it 2 | | | | | | | | | | | | | | | | - |
| | | | | | | | essment of temperature an | | | scussion & Demonstratio | | | | | | |
| it 3 it 4 | | | | nents and benefits Req | | | | | discussion & Di | | n | | | | | 1 |
| iit 5 | | | | neonates Care of sick r | | 115 | | Lecture cum discussion & Discussion & Demonstration Lecture cum discussion & Discussion & Demonstration | | | | | | | | |
| it 6 | | | | | | scitation Steps of re | | scussion & Demonstratio | | | | | | 1 | | |
| | | | | | | | | | | | | | 2 | | | |
| iit 7 | | | | | | | | | | | | | 2 | | | |
| nit 8 | Info | ection prevention and d other procedures | control 	Princi Surveillance 	\$ | nciples of asepsis and universal precautions 🗆 Handwashing Skin preparation for venipuncture Lecture cum discussion & Discussion & Demonstration 1 | | | | | | | | | | 1 | | |
| | | 1 | | | | | | Part C | | | | | 1 | | | 1 |
| Module | les | | | | Title | | | | | Indicative-ABCA Experiments/Field Internships | d work/ | | | Bloom's | Level | Hours |
| nit 1 | | Demonstrate immed | liate care of a n | ewborn at the time of birt | h | | | Field work BL3-Apply | | | | | | | | 1 |
| nit 2 | | Recognize and prac | tice different m | ethods to feed normal an | d low birth weight ba | bies | | Field w | ork | | | | BL3-Apply | | | 2 |
| nit 3 | | Demonstrate skill in common medication | using and mair | ntaining neonatal equipment | ent, doing common p | procedures, emergenc | y triaging and preparing | Field w | ork | | | | BL3-Apply | | | 3 |
| | | | - | | | | | | | | | | | | | 4 |
| | | | | | | | Part D(N | larks Distribu Theory | ution) | | | | | | | |
| Total Ma | arks | h | linimum Passi | ng Marks | | External Evaluatio | n | | n. External Evalu | uation | 1 | nternal Evaluatio | n | 1 | Min. Internal Ev | aluation |
| i | | 38 | | | 50 | | 25 | | | | 25 | | | 13 | | |
| | | 1 | | · · · · · · · · · · · · · · · · · · · | | | | Practical | | | | | | | | |
| Total Ma | arks | h | linimum Passi | ng Marks | | External Evaluatio | n | Min | n. External Evalı | uation | 1 | nternal Evaluatio | n | | Min. Internal Ev | aluation |
| | | | | | | | | | | | | | | | | |
| | Boo | | 6 | A M (Ed.) (4007) | The Cafe Mathematic | d Antina Annada: Dria | rities for the Next Decade. | Part E | | | | | | | | |
| | Artic | | | ps://www.sciencedirect.or | | | | Family Care Inte | ernauonai. | | | | | | | |
| | Reference | | | | | , | | | | | | | | | | |
| | MOOC | Courses | http | ps://www.my-mooc.com/e | en/categorie/health-a | ind-medecine | | | | | | | | | | |
| | Vide | eos | http | ps://www.youtube.com/w | atch?v=sagpKpA2pH | łc | | | | | | - | | - | | |
| | | | | | | | Cc | Articulation M | latrix | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 PO8 | Articulation M | PO9 | PO10 | P011 | P012 | PSC |)1 | PSO2 | PSO3 |
| D1 | 2 | - | 1 | - | 1 | 1 | - 1 | | 1 | - | 2 | - | 1 | | - | 1 |
| | 1 | 1 | - | 1 | 1 | - | 1 1 | - | - | 1 | - | 1 | - | | 1 | - |
| | 1 | 1 | 1 | - | - | 1 | | | 1 | - | 2 | - | 2 | | - | 1 |
| 03 | - | | 1. | - | - | - | | - | - | - | - | - | - | | - | |
| :03 | - | - | - | | | | | | | | | | | | | |
| 202 203 204 205 206 | - | - | - | - | - | - | | | - | - | - | - | - | | - | - |



| | | | | PB_BSc_N | ursing | | | | | |
|------------------------|--------------------|---|--|---------------------------|-----------------------------------|--|----------------------------------|---------------|------------------|-----------------|
| Title of the | Course | Nursing Foundation | | | | | | | | |
| Course (| Code | PBNSG101[T] | | | | | | | | |
| | | | | Part A | 4 | | | | | |
| Year | r | 1st | | | · | | | Credits | L 3 | T P C |
| Course | Туре | Theory only | | | | | | | | |
| Course Ca | ategory | Discipline Core | | | | | | | | |
| Pre-Requ | isite/s | hold a diploma in General Nursing | g & Midwifery (GNM) ii) be a registered nurse iii) have a | a minimum of two | years experience in a hospital or | r community health | n nursing | Co-Requisite/ | s b | e medically fit |
| Course Ou & Bloom's | | CO2- applyprinciples of psychiatric CO3- ability of assessment, thera CO4- infer and illustrate the psych | rrent trends, and theories in historical development in th c nursinginclinicalpractice.(BL3-Apply) peutic communication and various treatment modalities ho dynamics and Assessing patient with psychiatric disc te prognosis and treatment modalities in mental ill patier | s(E.C.T, Behavior | ral therapies. etc)(BL4-Analyze) | ursing care individ | ually as well as in teams(BL4-An | alyze) | | |
| Coures Ele | ements | Skill Development ✓ Entrepreneurship × Employability × Professonal Ethics ✓ Gender × Human Values × Environment × | | | SDG | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | |
| | | | | Part B | 3 | | | | | |
| Modu | ules | 1 | Contents | | | | Pedagogy | | н | ours |
| | | | | Part C | | | | | | |
| Modules | | т | litle | | Inc | Indicative-ABCA/PBL/ Experiments/Field work/ Bloom's Level Internships | | | | |
| init-3 | clinical practical | - | | ſ | Experiments | | | BL4-Analyze | | 3 |
| | | | P | Part D(Marks Di Theory | , | | | | | |
| Total Marks | Minimum Pa | assing Marks | External Evaluation | | Min. External Evaluation | | Internal Evaluat | ion | Min. Internal Ev | aluation |
| i0 | | | 35 | 18 | | | 15 | 8 | | |
| | | | | Practica | al | | | | | |
| Total Marks | Minimum Pa | assing Marks | External Evaluation | | Min. External Evaluation | | Internal Evaluat | ion | Min. Internal Ev | aluation |
| , | 0 | | | I | | | | | | |
| | | | | Part E | | | | | | |
| Book | ks | . Author, A. A. (date). Title of book | (Edition, Editors). Publisher. Reference Example. Astle | a, B.J., Duggleby, | , W., Potter, P.A., Perry, A.G. | | | | | |
| Article | es | Patients' and nurses' experiences | of fundamental nursing care: A systematic review and | qualitative synthe | esis | | | | | |
| References | s Books | by B Markowski · 2019 — [Letter t | to Speaker of the House Nancy Pelosi, Minority Leader | Kevin McCarthy, | , Majority Leader Mitch McConnel | II, and Minority Lea | ader Chuck Schumer concerning | | | |
| | | | | | | | | | | |
| MOOC Co | ourses | Infection Prevention in Nursing Ho | omes/https://www.shiksha.com/online-courses/infection- | -prevention-in-nu | irsing-homes-course-courl2281 | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | 2 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Syllabus-2023-2024 PB BSc Nursing

| | | PB_BSc_I | Nursing | | | | | | | | | | | | |
|------------------------|----------|--|---|-------|---------|--------|--------|--------|--------|--|--|--|--|--|--|
| Title of the | Course | Nutrition and Dietetics | | | | | | | | | | | | | |
| Course | Code | PBNSG102[T] | | | | | - | | - | | | | | | |
| | | Part | A | | | | | | | | | | | | |
| Yea | ır | 1st | | | Credits | L 2 | T 0 | P 1 | C 3 | | | | | | |
| Course | Туре | Theory only | | | | | | | | | | | | | |
| Course Ca | ategory | Foundation core | | | | | | | | | | | | | |
| Pre-Requ | uisite/s | hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of tw | xma in General Nursing & Midwlfery (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 Ou & Bloom's | | C01- comprehend informationcurrent trends, and theories in historical development in the field of Mental health (BL1-Remember) C02: applyprinciples of psychiatric nursinginclinicalpractics (BL3-Apply) C03: ability of assessment, therapeutic consults retrainert modalities (E.C.T., Behavioral therapies, etc)(BL4-Analyze) C04- infer and illustrate the psych ophramics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C04- infer and illustrate the psych ophramics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C05- evaluate, relate and infer the programs and treatment modalities (BL6-EValuate) | | | | | | | | | | | | | |
| Coures El | ements | Skill Development J Entegreneurship X Employability J Professional Ethics X Gender X Human Values X Environment X | SDG (Goels) SDG (Coels) SDG (Coels) SDG (Decent work and economic growth) | | | | | | | | | | | | |
| | | Part | в | | | | | | | | | | | | |
| Mod | ules | Contents | | Pedag | ogy | Ho | ours | | | | | | | | |
| | | Part | с | | | | | | | | | | | | |
| Modules | | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Bloom's Level Internships | | | | | Hours | | | | | | | |

| | | internation po | | |
|----------|-------------------------------------|----------------|----------------|---|
| 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 | 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.researchgale.net/publication/333839641_Role_of_Nurse_in_Nutritional_Care https://www.tnajournal-nji.com/admin/assets/article/pdf1/0715_pdf.pdf | | | | | | | | | | |
| References Books | Owaktin D, Wilcox J, Wray J. Can health and nutriton interventions make a difference? Washington DC: Overseas Development Council; 1980, (Monograph 13) Lokshin M, Improving hild nutrition? The Independed Child Development B vortices In hida. Development and Change. 2005;34():413–460. | | | | | | | | | | |
| MOOC Courses | Nutrition and Health: Food Safety | | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=CACSI_HYJJM https://www.youtube.com/watch?v=HAi6P4YaTgw | | | | | | | | | | |
| | • | | | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | 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 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the Course | Psychology | | | | | | | | | | | |
|---------------------|--|---|--|----------------|--------|--------|--------|--------|--|--|--|--|
| Course Code | PBNSG104[T] | | | | | | | | | | | |
| | | Part A | | | | | | | | | | |
| Year | 1st | | | Credits | L 4 | т 0 | P 1 | C 5 | | | | |
| Course Type | Theory only | | • | | | | | | | | | |
| Course Category | Discipline Core | | | | | | | | | | | |
| Pre-Requisite/s | Minimum 50 % marks passed in GNM | | | Co-Requisite/s | | | | | | | | |
| Course Outcomes | C01- comprehend informationcurrent trends, and theories in historical development in the field of Mental health.(BL1-Remember) C02- applyprinciples of psychiatric nursingincline/apractice (BL3-Apply) C03- ability of assessment, therapeutic consultations treatment modalities (E.C.T. Behavioral therapies, etc)(BL4-Analyze) & Bloom's Level C04- infer and illustrate the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C03- ability of assessment and there the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C04- uniter and lifer the psycho dynamics and reatment modalities in menial II patients (BL4-Evaluate) | | | | | | | | | | | |
| Coures Elements | Skil Development J Entegreneurship X Employability X Professional Ethics X Gender X Human Values J Environment X | SDG4(Quality educa SDG5(Gender equal SDG8(Decent work a | ation) lifty) and economic growth) | | | | | | | | | |
| | | Part B | | | | | | | | | | |
| Modules | Conte | nts | | Pedagogy | | | Hours | | | | | |

| | Pa | rt C | | |
|---------|--|--|----------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| VI | Describe motivation, its nature Describe Frustration and conflicts | Industrial Visit | BL2-Understand | 6 |
| V | Explain the concept of personality & its influence n behavior. | Experiments | BL4-Analyze | 7 |

| | 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 | Reference Citation Lady Gaga, & Cooper, B. (2018). Shallow (Song): On A star is born. Interscope. Narrative Citation The lyrics of Lady Gaga and Bradley Cooper's (2018) song "Shallow" demonstrate a desire to deepen the relationship between their characters. Parenthetical Citation The lyrics of "Shallow" demonstrate a desire to deepen the relationship between two individuals in a romantic relationship (Lady Gaga & Cooper, 2018). |
| Articles | The Importance of Therapeutic Communication in Mental Health Nursing* |
| References Books | Reference Clation Lady Caga, & Cooper, B. (2018). Shallow [Song]. On A star is born. Interacope. Narrafve Clation The lyrics of Lady Caga and Bradey Cooper's (2018) song "Shallow" demonstrate a desire to deepen the relationship between their characters. Paremthetical Clation The lyrics of "Shallow" demonstrate a desire to deepen the relationship between the relationship between the individuals in a romanic relationship (cLady Gaga and Bradey Cooper's (2018) song "Shallow" demonstrate a desire to deepen the relationship between their characters. |
| MOOC Courses | https://www.coursera.org/learn/introduction-psychology |
| Videos | How to Cite and Introduce Sources www.youtube.com > |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | Syllabus-2 | 023-2024 | | | | | | | | |
|---------------------|---|--|--|---|----------|----------------|----------|-----------------|--|--|--|
| | | PB_BSc_ | Nursing | | | | | | | | |
| Title of th | e Course | Maternal Nursing | | | | | | | | | |
| Course | Code | PBNSG106[P] | | | | | | | | | |
| | | Par | tA | | | | | | | | |
| Ye | ar | 1st | | | | Credits | L 0 | T P C | | | |
| Course | е Туре | Embedded theory and field work | | | | | | | | | |
| Course C | Category | Discipline Core | | | | | | | | | |
| Pre-Req | uisite/s | hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of the | wo years experience in a hospital or | community health nursing | | Co-Requisite/s | be | e medically fit | | | |
| Course O & Bloom | | C01- comprehend informationcurrent trends, and theories in historical development in the field of Menala health. (BL1-Remember) C02- aphylyrinciplesof spechticin cursingrichicalingstractica. (BL3-App(H)) C03- shilly of assessment, therapeutic communication and various treatment modalities (E. C.T., Behavioral therapies, etc)(BL4-Analyze) C03- shilly of assessment, therapeutic communication and various treatment modalities (E. C.T., Behavioral therapies, etc)(BL4-Analyze) C04- infer and luterate the psycho dynamics and Assessing patient the psychiatric factories take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C05- evaluate, relate and infer the prognosis and treatment modalities in mental ill patients (BL5-Evaluate) C05- (C06- (C06- (C06-C06-C06-C06-C06-C06-C06-C06-C06-C06- | | | | | | | | | |
| Coures E | Elements | Still Development / Entpropublity X Entpropublity X Professional Ethics X Gender X Human Values X Environment X | SDG (Goals) SDG3(Good health and w SDG (Goals) SDG4(Quality education) SDG8(Decent work and ex | | | | | | | | |
| | | Par | B | | | | | | | | |
| Mod | dules | Contents | | | Pedagogy | | н | ours | | | |
| r | | | | | | | | | | | |
| k | | | | | | | | | | | |
| | | Par | C | | | | | | | | |
| Modules | | Title | | dicative-ABCA/PBL/ eriments/Field work/ Internships | | Bloom' | 's Level | Hours | | | |
| 1 | B.PHb.&Urinetestingfor su Assessmentofriskstatus Teac | nentof pregnant women ⊟ Antenatalhistorytaking □ Physical examination, Recordingot/Weight& par and alburnim ⊟ Antenatalexamination- ⊒ abdomenandbreast □ Immunization ⊟ hingantenatalmothers □ MaintenanceOrAntenatal records □ Conduct Antenatal Examinations 30 gs □ Verification of findings of Antenatal examinations □ Completion ofcasebook recordings | Field work | | | BL3-Apply | | 60 | | | |
| | episiotomy and suture it Resus | oman in labour □ Carry out per- vaginal examinations □ Conduct normal deliveries □ Perform citate newborns □ Assist with Cesarean Sections MTPandother surgical procedures □ □ Pervaginalexaminations and interpretation Monitoringandcaringof woman in labour □ diucthormatidelivery □ Newborn assessment and immediate care Resuscitationofnewborns □ | | | | | | | | | |

| 2 | AssessmentMVomanin labour :: Pervaginalexaminations and interpretation Monitoringandzaringd vorman in labour : Maintenancedpratinggah :: Conductionmaldetivery : Pervoim assessment and immediate ace Resuscitationformetors : Assessmentbrinkstatusd newbom :: Episotomyadsuturing :: Maintenancedpratingatissite Resuscitationformal pervalence 'Conductormal deliveries - 20 'Per vaginal examinations-5 'Perform and Suture the episotomise-5 'Resuscitate newborm-5 'Assessment Section - 20 'Per vaginal examinations-5 'Perform and Suture the episotomise-5 'Resuscitate newborm-5 'Asset/util: Caesarean Sections-2 'Wines a shormal deliveries-5 Assist UM Ter advices' toggiad procedures - Caesabook recordings :: Assessmentici clinical performance with rating scale :: Assessment cliesch skill With checklists Completion of Caesbook | Field work | BL3-Apply | 60 | |
|---|--|------------|-----------|----|--|
| 3 | Newtorn Nursery [= Provide nursingcare to newtorn atriks. | Field work | BL3-Apply | 60 | |
| 4 | Family Flaming Clinit 1 ⊂ Counselfor andprovide : finnity welfare services : Counselforged:nique : Insertion/IUO :: Trachingonuscelfanity planning methods : Amangferand-Assisteht finally injunning genetitors Maintenanceofrecodisand reports :: IUDirestion-5 :: Observation Study-1 :: Counselfig-2 :: Simulation exercise on recordingand reporting - 1 :: Assessment ofeachskill With : heekids: :: Evaluation and noteservation study-1 | 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 | | | | | | | | |

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

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|------|---|---|
| COs | COs P01 P02 P03 P04 P06 P07 P08 P09 P010 P011 P012 PS01 PS02 PS03 | | | | | | | | | | | | 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 | | | | | |
|---------------------|--|---|---|-------------------------------------|---|---|----------------|------------------|-----------------|--|
| Title of th | e Course | Maternal Nursing | | | | | | | | |
| Cours | e Code | PBNSG106[T] | | | | | | | | |
| | | | | Par | tA | | | | | |
| v | ar | 1st | | | | | Cre | L | T P C | |
| | 201 | 150 | | | | | CIE | 4 | 0 0 4 | |
| Cours | е Туре | Theory only | | | | | | | | |
| Course | Category | Discipline Core | | | | | | 1 | | |
| Pre-Rec | quisite/s | hold a diploma in General Nursin | ig & Midwifery (GNM) ii) be a registered nurse iii) have | a minimum of t | wo years experience in a hospital or commu | nity health nursing | Co-Rec | uisite/s be | e medically fit | |
| Course C & Bloon | Dutcomes o's Level | CO2- applyprinciplesof psychiatr CO3- ability of assessment, then CO4- infer and illustrate the psyc CO5- evaluate, relate and infer th CO6- () | Irrent trends, and theories in historical development in t is nursingicinicalpractice. (#13-Apply) apeutic communication and various treatment modalitie the dynamics and Assessing patient with psychiatric dis the prognosis and treatment modalities in mental ill patie | s(E.C.T, Behav | ioral therapies. etc)(BL4-Analyze) cisions to provide comprehensive nursing ca | are individually as well as in teams(BL4- | Analyze) | | | |
| Coures I | Elements | Skill Development ✓ Entrepreneurship ✓ Employabilty ✓ Professsonal Ethics ✓ Gender X Human Values X Environment X | | | SDG (Goals) | g) c growth) | | | | |
| | | | | Par | t B | | | | | |
| Mo | dules | | Contents | | | Pedagogy | | H | ours | |
| | | | | Par | C | | | | | |
| Modules | | 1 | Title | | Indicative-A Experiments Intern | /Field work/ | | Bloom's Level | Hours | |
| unit1 | | | tude of maternal morbidity & amp; mortality rates Descr I morbidity and mortality rates * Legislations related to | ibe the * | Role Play | BL6-Create | | 5 | | |
| unit 3 | Management of abnormal pregr hypertension, gestational diabel (malposition and malpresentation | nancy, labour and puerperium * Abo tes, anaemia, heart disease. * Urin on) * Uterine inertia * Disorders or p list Written Test; Objective and Es | eriu Identify & amp; manage high risk pregnancy & amp; prition, ectopic pregnancy and vesicular mole. * Pregna ry infections, Antepartum hemorrhage * Abnormal lab suerperium Lecture & amp; Discussion Demonstration G say Type. 37 Page * Management of engorged breast | ncy induced our Charts slides | PBL | | BL2-Understand | | 8 | |
| unit 6 | National Welfare programmes fi pregnancy * Unwed mothers. * | or women * National Family welfare Family planning 2020 * National fa | e programme * Infertile family * Problems associated wi mily planning programme * Post partum IUCD | ith unwated | PBL | | BL3-Apply | | 10 | |
| | ; | | | Part D(Marks | Distribution) | | | | | |
| | | | r | The | , | | | | | |
| Total Marks | Minimum Pa | assing Marks | External Evaluation | | Min. External Evaluation | Internal Evalu | ation | Min. Internal Ev | aluation | |
| 100 | | | 75 | 38 | | 25 | | 13 | | |
| | 1 | | 1 | Pract | ical | 1 | | 1 | | |
| Total Marks | Minimum Pi | assing Marks | External Evaluation | | Min. External Evaluation | Internal Evalu | ation | Min. Internal Ev | aluation | |
| | 0 | | | | | | | | | |

| Books Weer milk, parry, Books' Maternity and women's Health Carr [®] Bith dc; 1997. C V Mody' 4, S Rafanca Books Weer milk parry Books' Maternity and women's Health Carr [®] Bith dc; 1997. C V Mody' 4, S Rafanca Books Metry Maternity and women's Health Carr [®] Bith dc; 1997. C V Mody' 4, S Rafanca Books Metry Maternity and women's Health Carr [®] Bith dc; 1997. C V Mody' health dc; 1997. C | | Part E |
|---|------------------|--|
| References Books 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. | Books | lower milk, peny, Bobak: Matemity and women's Health Care' 6th ed.; 1997. C. V Mosby. 4. S SRatnam, K BhaskerRao and S Arulkumaran, Obstetrics and Gynaecology for Postgraduales ,Vol 1 and Vol 2, Orient Longman Ltd 1994 |
| References bloks D.C. Dutta Text Book of Obstetrics including Perinatology and Contraception 6th Edition, 2004 New Central Book Agency. | Articles | https://www.ncbi.nlm.nlh.gov/pmc/articles/PMC3306470/ |
| MOOC Courses https://www.coursera.org/earn/hubition-pregnancy | References Books | 1. Myles Toot Book of Midwives, Edis: Diane M. Fraser and Margaret A. Cooper 14th Ed. Churchill Livingstone. DC. Clutta Test Book of Obstetries including Permatology and Contraception Biol Edition, 2004 Mere Carted Book Agency. |
| | MOOC Courses | https://www.coursera.org/learn/hutrition-pregnancy |
| Videos https://www.youtube.com/watch?v=Zve9FpOOS | Videos | https://www.youtube.com/watch?v=2ve9FpOOS |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | P01 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | P08 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Svllabus-2023-2024 PB_BSc_Nursing Child Health Nursing Title of the Course PBNSG107[P] Course Code Part A L T P C 0 0 8 8 Year 1st Credits Course Type Embedded theory and field work Course Category Discipline Core
 uncomer core
 International content of the second seco Co-Requisite/s be medically fit Pre-Requisite/s Course Outcomes & Bloom's Level Skill Development ✓ Entrepreneurship X Employability ✓ Professsonal Ethics ✓ Gender X Human Values X Environment X SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) Coures Elements SDG (Goals) Part B Modules Contents Pedagogy Hours Part C Indicative-ABCA/PBL/ Experiments/Field work/ Internships Modules Title Bloom's Level Paediatric Medicine Ward Field work BL3-Apply 80 hrs Paediatric Surgery Ward Field work BL3-Apply Peadiatric OPD Field work BL3-Apply 60 hrs Field work Cheche BL3-Apply 20 hrs Part D(Marks Distribution) Min. External Evaluation Total Marks Minimum Passing Marks External Evaluation Internal Evaluation Min. Internal Evaluation 50 Practical Minimum Passing Marks Min. External Evaluation External Evaluation Internal Evaluation Min. Internal Evaluation Total Marks 0 50 25 50 25 Part E
Author, Parul Datta ; Edition, 2, revised ; Publisher, Jaypee Brothers Medical Publishers Pvt. Limited, 2009 ; ISBN, 8184485688, 9788184485684 ; Length, 528 pages.
BMC Pediatrics is an open access journal publishing peer-reviewed research articles in all aspects of health care in neonates, children and adolescents, ... Books Articles References Books https://journals.lww.com/mcnjournal/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 > mcnjournal > pages > video

100

Hours

80 hrs

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | 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 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | | | | | PB_BSc_N | ursing | | | | | | | | |
|---------|------------------------|----------------------|--|--|--|---|--|-------------------------------------|---------------|--|--|----------------------------|---------------|-----------|-----------|-------------------|--------|
| | Title of the | Course | Child H | ealth Nursing | | | | | | | | | | | | | |
| | Course | Code | PBNSC | \$107[T] | | | | | | | | | | | | | |
| | | | | | | | | Part / | 4 | | | | | | | | |
| | Yea | r | 1st | | | | | | | | Credit | 5 | L | Т | | P | С |
| | | | | | | | | | | | | - | 3 | 0 | | 0 | 3 |
| | Course | | Theory | | | | | | | | | | | | | | |
| | Course Ca Pre-Requ | | Found | ation core | | | | | | | Co-Requis | -14-1- | | | | | |
| | Course Ou & Bloom's | tcomes | CO2- a CO3- a CO4- i | comprehend information pplyprinciplesof psych bility of assessment, infer and illustrate the ivaluate, relate and in | hiatric nursinginclinic therapeutic communi psycho dynamics an | alpractice.(BL3-Appl ication and various tr d Assessing patient v | l y) eatment modalities(vith psychiatric disor | (E.C.T, Behavio rders take decis | ral therapies | s. etc)(BL4-Analvze | 0 | idually as well as in tear | ns(BL4-Anal | yze) | | | |
| | Coures El | ements | Entrep Employ Profes Gende Humar | evelopment ✓ reneurship X /ability X ssonal Ethics X r X i Values X imment X | | | s | DG (Goals) | | SDG3(Good healt SDG4(Quality edu SDG5(Gender equ SDG6(Clean wate SDG8(Decent wor SDG17(Partnershi | ication) uality) ir and sanitation) ik and economic g | rowth) | | | | | |
| | | | | | | | | Part 6 | в | | | | | | | | |
| | Modi | iles | | | | Cont | ents | | | | | Ped | agogy | | | Но | urs |
| | | | | | | | | Part (| 0 | | | | | | | | |
| Modu | iles | | | | Title | | | | | I E | Indicative-ABCA xperiments/Field Internships | PBL/ work/ | | | Bloom's L | evel | Hours |
| ш | | Organization of neon | atal unit. Preventio | n of infections in the r | iursery | | | | PBL | | | | | BL3-Apply | | | 10 hrs |
| | | | | | | | _ | | | | | | | | | | |
| | | | | | | | Pa | art D(Marks D Theor | |) | | | | | | | |
| Total M | arks | Mi | nimum Passing N | arks | | External Evaluation | 1 | | - | ternal Evaluation | | Internal Evaluation | | | | Min. Internal Eva | uation |
| 100 | | | | | 75 | | : | 38 | | | | 25 | 12 | | | | |
| | | | | | | | | Practic | al | | | | | | | | |
| Total M | | | nimum Passing N | larks | | External Evaluation | ı | | Min. Ex | ternal Evaluation | | Intern | al Evaluation | ı | | Min. Internal Eva | uation |
| | | 0 | | | | | | | | | | | | | | | |
| | | | | | | | | Part I | - | | | | | | | | |
| | Book | 5 | Parul [| atta ; 2020. Edition, 2 | , revised ; Publisher, | , Jaypee Brothers Me | dical Publishers Pv | | - | | | | | | | | |
| | Articl | es | https:// | www.ncbi.nlm.nih.gov/ | books/NBK567767/ | | | | | | | | | | | | |
| | References | | | Carman and Theresa | | | | - | | | | | | | | | |
| | MOOC Co | | | www.coursera.org/lea | | | ind-toddlers | | | | | | | | | | |
| | Video | 95 | https:// | www.youtube.com/wa | tch?v=9d4ODP5n8P | S | | | | | | | | | | | |
| | | | | | | | Cr | ourse Articula | tion Matri | x | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | | 0 | P011 | P012 | PSO1 | | PSO2 | PSO3 |
| CO1 | 3 | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | | 1 | 2 | 1 | | 2 | 2 |
| CO2 | 1 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | | | 3 | 2 | | 1 | 3 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | | | 2 | 1 | | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | | 2 | 2 | 3 | | 2 | 3 |
| CO5 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | | 1 | 1 | 2 | | 3 | 2 |
| CO6 | 1- | - | - | - | - | - | - | - | - | - | | - | - | - | | - | - |



| | Title of the | | | I Surgical Nursing | | | | | | | | | | | | |
|----------------------------|--|---|---|--|---|--|--|--|---|---|-------------------------|--|--|--------------|-------------------|-----------------|
| | Course | Code | PBNSG | 108[P] | | | | | | | | | | | | |
| | | | | | | | | Part / | A | | | | | | | |
| | Yea | r | 1st | | | | | | | | | | Credit | s | L 0 | T P 0 9 |
| | Course | Туре | Lab on | iy . | | | | | | | | | | | | |
| | Course C | ategory | Discipli | ine Core | | | | | | | | | | | | |
| | Pre-Req | uisite/s | hold a | diploma in General Nur | rsing & Midwifery (| GNM) ii) be a registe | red nurse iii) have a n | minimum of two | o years experience in a hosp | pital or community he | alth nursing. | | Co-Requis | site/s | be | e medically fit |
| | Course Or & Bloom | utcomes s Level | CO2- a | applyprinciplesof psychi | iatric nursinginclini | alpractice.(BL3-Ap | oly) | | I health.(BL1-Remember) iral therapies. etc)(BL4-Anal sions to provide comprehens ite) | lyze) sive nursing care ind | ividually as well as in | teams(BL4-Analy | ze) | | | |
| | Coures E | ements | Entrepo Employ Profess Gender Human | evelopment ✓ reneurship X yability ✓ ssonal Ethics ✓ r X n Values X nment X | | | | | | SDG (Goals) | | SDG3(Good heal SDG4(Quality edu SDG8(Decent wo | h and well-being) Ication) rk and economic g | rowth) | | |
| | | | | | | | | Part 6 | в | | | | | | | |
| | Mod | ules | | | | Cor | itents | | | | 1 | edagogy | | | Ho | ours |
| | | | | | | | | Part (| r. | | | | | | | |
| Modu | ules | | | | Title | | | - Cart | <u> </u> | Indicative-ABC/ Experiments/Fiel Internship | d work/ | | | Bloom's Leve | el | Hours |
| it-1 | | observation report in | OPD | | | | | | Experiments | | | BL3-Apply | | | | 5 |
| Total M | larks | Mi | nimum Passing M | arks | | External Evaluation | | rt D(Marks D Theor | Y Min. External Evaluation | on | Int | ernal Evaluation | | | Min. Internal Eva | aluation |
| | | | nimum Passing M | | | External Evaluation | | Practic | al Min. External Evaluatio | | 1 | ernal Evaluation | | | Min. Internal Eva | |
| | larks | 0 | limum Passing M | arks | 50 | External Evaluation | | | Min. External Evaluation | on | in | ernal Evaluation | | | Min. Internal EV | aluation |
| Total M | | | | | | | 2 | e. | | | 50 | | | | | |
| | | | | | 00 | | 2 | Part I | E | | 50 | | 2 | 5 | | |
| | Воо | - | APA (7 | 'h ed.) Citation. Hinkle, | | (. H. (2014). Brunne | | Part 6 | E surgical nursing (Edition 13.) |). Wolters Kluwer He | | | 2 | 5 | | |
| | Boo | ks | | th ed.) Citation. Hinkle, of Self-efficacy-Based T | , J. L., & Cheever, H | | r & Suddarth's textboo | Part I ok of medical-s | |). Wolters Kluwer He | | | 2 | 5 | | |
| | | ks les | Effect o | | , J. L., & Cheever, H raining on Treatme | | r & Suddarth's textboo | Part I ok of medical-s | |). Wolters Kluwer He | | | 2 | 5 | | |
| | Artic Reference MOOC C | ks les s Books ourses | Effect o Krishna https://v | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn | J. L., & Cheever, H raining on Treatme licine vbreast-cancer-cau | nt Adherence of Pat | r & Suddarth's textboo | Part I ok of medical-s re | surgical nursing (Edition 13.) | | alth/ | | 2 | 5 | | |
| | Artic Reference | ks les s Books ourses | Effect o Krishna https://v | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn | J. L., & Cheever, H raining on Treatme licine vbreast-cancer-cau | nt Adherence of Pat | r & Suddarth's textboo | Part I ok of medical-s re | | | alth/ | (RN & LPN | 2 | 5 | | |
| | Artic Reference MOOC C | ks les s Books ourses | Effect o Krishna https://v | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn | J. L., & Cheever, H raining on Treatme licine vbreast-cancer-cau | nt Adherence of Pat | r & Suddarth's textboo ients with Heart Failur ktok.com > video 0:02 | Part E ok of medical-s re / 22:44 • Introd | surgical nursing (Edition 13.) duction Pneumonia sympton | | alth/ | (RN & LPN | 2 | 5 | | |
| | Artic Reference MOOC C Vide | ks les s Books ourses os | Effect o Krishna https:// Test Ba | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn | J. L., & Cheever, H raining on Treatme licine vbreast-cancer-cau Medical-Surgical Ni | nt Adherence of Pat | r & Suddarth's textboc ients with Heart Failur ktok.com > video 0.02 Coi | Part I ok of medical-s re | surgical nursing (Edition 13.) duction Pneumonia sympton ation Matrix | ns, patho, nursing ini | lith/ | | | 5 | PSO2 | PSQ3 |
|) COs | Artic Reference MOOC C | ks les s Books ourses | Effect o Krishna https://v | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn ink For Introduction to N | J. L., & Cheever, H raining on Treatme licine vbreast-cancer-cau | nt Adherence of Pat ises-prevention irsing, 6th www.ti | r & Suddarth's textboo ients with Heart Failur ktok.com > video 0:02 | Part I ok of medical-s re / 22:44 • Introc urse Articula | surgical nursing (Edition 13.) duction Pneumonia sympton ation Matrix | | alth/ | (RN & LPN | PS01 1 | 5 | PSO2 1 | PS03 3 |
| COs 1 | Artic Reference MOOC C Vide | ks les s Books ourses os | Effect o Krishna https:// Test Ba | of Self-efficacy-Based T idasKV.TextbookofMed www.coursera.org/learn nk For Introduction to N PO4 | , J. L., & Cheever, H raining on Treatme licine vbreast-cancer-cau Medical-Surgical N | nt Adherence of Pat ises-prevention ursing, 6th www.ti PO6 | r & Suddarth's textboc ients with Heart Failur ktok.com > video 0:02 Cor PO7 | Part I ok of medical-s re / 22:44 • Introc urse Articula | surgical nursing (Edition 13.) duction Pneumonia symptom ation Matrix PO9 f 1 1 | ns, patho, nursing ini | lerventions for NCLE2 | PO12 | | 5 | | |
|) COs 1 2 | Artic Reference MOOC C Vide PO1 2 | ks les s Books ourses os PO2 1 | PO3 1 | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn nk For Introduction to M PO4 2 | , J. L., & Cheever, H raining on Treatme licine n/breast-cancer-cau Medical-Surgical N PO5 2 | nt Adherence of Pat uses-prevention ursing, 6th www.ti PO6 3 | r & Suddarth's textboo ients with Heart Failur ktok.com > video 0:02 Col PO7 1 | Part I ok of medical-s re / 22:44 • Introc urse Articula | augical nursing (Edition 13.) duction Pneumonia symptom ation Matrix PO9 1 | ns, patho, nursing in PO10 1 | lerventions for NCLE2 | P012 2 | | 5 | 1 | |
| 0 COs 01 22 33 | Artic Reference MOOC C Vide PO1 2 | ks ies Books ourses os PO2 1 2 | Effect or Krishna https:// Test Ba | of Self-efficacy-Based T adasKV.TextbookofMed www.coursera.org/learn nk For Introduction to M PO4 2 1 | J. L., & Cheever, H raining on Treatme icine ybreast-cancer-cau Medical-Surgical Ni POS 2 1 | nt Adherence of Pat ses-prevention ursing, 8th www.ti PO6 3 2 | r & Suddarth's textboo ients with Heart Failur ktok.com ; video 0:02 Col PO7 1 1 | Part I ok of medical-s re / 22:44 • Introc urse Articula | augical nursing (Edition 13.) duction Pneumonia symptom ation Matrix PO9 F 1 1 1 | ms, patho, nursing in PO10 1 | lerventions for NCLE2 | P012 2 | | 5 | 1 | 3 |
| 10 | Artic Reference MOOC C Vide PO1 2 | ks ies Books ourses os PO2 1 2 | Effect or Krishna https:// Test Ba | Self-efficacy-Based T idasKV.TextbookofMed www.coursera.org/learn nk For Introduction to N PO4 2 1 1 1 | J. L., & Cheever, I raining on Treatme licine Ubreast-cancer-cau Medical-Surgical N PO5 2 1 2 | nt Adherence of Path isses-prevention ursing, 6th www.ti PO6 3 2 1 | r & Suddarth's textboo ients with Heart Failur ktok.com ; video 0:02 Col PO7 1 1 | Part I ok of medical-s re / 22:44 • Introc urse Articula | surgical nursing (Edition 13.) duction Pneumonia symptom ation Matrix PO9 f 1 1 1 1 1 1 1 | ms, patho, nursing in PO10 1 | lerventions for NCLE2 | P012 2 | | 5 | 1 1 1 | 3 1 1 |



| Title of the | Course | Medical Surgical Nursing | | | | | | | | |
|------------------------|-------------------|--|-------------------------------------|--|------------------------|---------------------------|---------|-----------|--------|---|
| Course | Code | PBNSG108[T] | | | | | | | | |
| | | Part | A | | | | | | | |
| Yea | , | 1st | | | | Credits | L | T | Ρ | С |
| | | 104 | | | | orcalio | e | i 0 | 0 | 6 |
| Course | Туре | Theory only | | | | | | | | |
| Course Ca | ategory | Discipline Core | | | | | | | | |
| Pre-Requ | iisite/s | hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two | o years experience in a hospital or | community health nursing. | | Co-Requisite/s | b | e medical | ly fit | |
| Course Ou & Bloom's | tcomes s Level | CO1- comprehend information.current trends, and theories in historical development in the field of Ment. CO2- applyprincipeed sptychiatric runsingicinicalcapticae (BL3-Apply) CO3-billy of assessment, therapeutic communication and various treatment modalities(E.C.T, Behavi CO4-infer and illustrate the expects of ynamics and Assessing patient with psychiatric disconters take dec CO5- evaluate, relate and infer the prognosis and treatment modalities in mental ill patients (BL5-Evalu | oral therapies, etc.)(BL4-Analyze) | rsing care individually as well as in | teams (BL4-An a | alyze) | | | | |
| Coures El | ements | Skill Development / Entrepreneurativ X Employability / Professional Ethics / Gender X Human Values X Environment X | SDG | Goals) | SDG4(Quality | work and economic growth) | | | | |
| | | Part | в | | | | | | | |
| Mod | ules | Contents | | I | Pedagogy | | H | lours | | |
| - | | Part | с | | | | | | | |
| Modules | | Title | Expe | cative-ABCA/PBL/ riments/Field work/ Internships | | Bloom's | 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 laxibook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health' | | | | | | | | | | | | | |
| Articles Zahedan University of Medical Sciences ISSN: e: 2322-4169 [p: 2322-178X | | | | | | | | | | | | | |
| References 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/ | | | | | | | | | | | | | |
| MOOC Course | 95 | https://ww https://ww | w.my-mooc.com/en/ w.my-mooc.com/en/ | mooc/introduction-to mooc/hi-five-health-i | -critical-care-in-hos nformatics-for-innov | pitals vation-value-enrichm | nent-social-peer-per | spective | | | | | |
| Videos | | https://ww | w.youtube.com/wato | h?v=drsARvZOevg | | | | | | | | | |
| Course Articulation Matrix | | | | | | | | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | PO8 | PO9 | PO10 | P011 | 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 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | • | Syllabus-2 | 023-2024 | | | | | | |
|---------------------|--|--|--|--------------------|---|---|--------------------|---|---|-------------------------------|--------------------------|
| | | | | PB_BSc_M | Nursing | | | | | | |
| Title of the | Course | English | | | | | | | | | |
| Course | Code | PBNSG109[T] | | | | | | | | | |
| | | | | Part | A | | | | | | |
| Yea | ar | 1st | | | | | | | Crec | dits | L T P 4 0 0 |
| Course | Туре | Theory only | | | | | | | | | |
| Course C | ategory | Discipline Core | | | | | | | | | |
| Pre-Req | uisite/s | hold a diploma in General Nursin | g & Midwifery (GNM) ii) be a registered nurse iii) have | a minimum of tw | vo years experience in a hospital or | community health | n nursing. | | Co-Requ | uisite/s | be medically fit |
| Course O & Bloom | utcomes 's Level | CO2- applyprinciplesof psychiatri | rrent trends, and theories in historical development in ic nursinginclinicalpractice.(BL3-Apply) apeutic communication and various treatment modalitie | | | | | | | | |
| Coures E | lements | Skill Development ✓ Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X | | | SDG | (Goals) | | SDG4(Quality er SDG5(Gender e SDG8(Decent w | ducation) quality) ork and economic | c growth) | |
| | | - | | Part | в | | | | | | |
| Mod | ules | | Contents | | | | 1 | Pedagogy | | | Hours |
| | | | | Part | С | | | | | | |
| Modules | | 1 | Title | | Ind Exp | licative-ABCA/PE eriments/Field w Internships | BL/ rork/ | | | Bloom's Level | Hour |
| Init IV | UNITIV • Verbal communication film,cassetteandradio | • Oralreports. • Summarizingofthe | e discussion. • Debate. • Listeningcomprehension- | | Role Play | | | | BL6-Create | | 23 hrs |
| | | | I | Part D(Marks I | Distribution) | | | | | | |
| | | | | Theo | - | r | | | | | |
| Total Marks | Minimum Pa | assing Marks | External Evaluation | | Min. External Evaluation | | | ernal Evaluation | n | | nal Evaluation |
| 00 | | | 75 | 38 | | 1 | 25 | | | 12 | |
| | | | | Practi | | | | | | | |
| Total Marks | | assing Marks | External Evaluation | | Min. External Evaluation | | Int | ernal Evaluation | n | Min. Inter | nal Evaluation |
| | 0 | | | | | | | | | | |
| | | | | Part | F | | | | | | |
| Boo | ks | 1. Meena. English. 2. Sidhu. An I | ntensive Course in English: A Remedial Workbook. Ch | | | nmar and Composi | ition. 4. Raman ch | adha, Remedial | study of English, I | Lotus Publication | |
| Artic | les | utte.edu/departments/cas/tipshee | ts/grammar/articles.html#:~:text=Articles%20are%20u | ised%20before% | 20nouns,its%20identity%20is%20n | iot%20known. | | | | | |
| Reference | s Books | Johnson, A. (2020, June 15). Sha English language teaching. TESC | ikespeare's influence on modern English. Literary Hub DL Quarterly, 53(2), 67-82. | . Williams, R. (20 | 008). Postcolonial literature. In S. Sr | mith (Ed.), The Ca | ambridge Compan | ion to Literature (| pp. 123-145). Car | mbridge University Press.Brow | m, L. (2019). The role o |
| MOOC C | ourses | https://www.my-mooc.com/en/cat | egorie/english | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | 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 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | • | • | • | • | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |