



Syllabus-2023-2024

BSc_Nursing

Table with columns: Title of the Course, Course Code, Part A, Year, Credits, Course Type, Course Category, Pre-Requisites, Course Outcomes & Bloom's Level, Courses Elements.

Main syllabus table with columns: Modules, Contents, Pedagogy, Hours. Contains units 1 through 7 with detailed content and pedagogical approaches.

Table for Part C with columns: Modules, Title, Indicative-ABC/A/PBL/Experiments/Field work/ Internships, Bloom's Level, Hours.

Table for Part D (Marks Distribution) with columns: Total Marks, Minimum Passing Marks, External Evaluation, Theory, Internal Evaluation, Min. Internal Evaluation, Practical.



Syllabus-2023-2024

BSc_Nursing

Title of the Course	Educational Technology / Nursing Education					
Course Code	EDUC 315					
Part A						
Year	3rd	Credits	L	T	P	C
Course Type	Theory only		2	0	1	3
Course Category	Discipline Core					
Pre-Requisite/s			Co-Requisite/s			
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, principles, philosophies and trends in teaching learning process. (BL1-Remember) CO2- comprehend, distinguish and explain various instructional media and methods in teaching learning process along with the tools and techniques for assessment of knowledge, skill, and attitude. (BL2-Understand) CO3- apply, demonstrate the principles and steps of guidance and counseling. (BL3-Apply) CO4- analyze, identify the importance of communication and human relations. (BL4-Analyze) CO5- describe, explain the effective use of Information, Education and Communication (IEC) for health. (BL5-Evaluate) CO6- explain, generate, reconstruct new methods and instructional Medias for the teaching learning process. (BL6-Create)					
Courses Elements	Skill Development X Entrepreneurship X Employability ✓ Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B				
Modules	Contents	Pedagogy	Hours	
Unit 1	Introduction and Theoretical Foundations: Education and educational technology □ Definition, aims □ Approaches and scope of educational technology □ Latest approaches to education □ Transformational education □ Relationship based education □ Competency based education Educational philosophy □ Definition of philosophy, education and pedagogy □ Comparison of educational philosophies □ Philosophy of nursing education Teaching learning process □ Definitions □ Teaching learning as a process □ Nature and characteristics of teaching and learning □ Principles of teaching and learning □ Barriers to teaching and learning □ Learning theories □ Latest approaches to learning □ Experiential learning Reflective learning □ Scenario based learning □ Simulation based learning □ Blended learning	Lecture cum Discussion, Group discussion & Senorio based study	6	
Unit 2	Assessment and Planning Assessment of teacher □ Essential qualities of a teacher □ Teaching styles – Formal authority, demonstrator, facilitator, delegator Assessment of learner □ Types of learners □ Determinants of learning – learning needs, readiness to learn, learning styles □ Today's generation of learners and their skills and attributes □ Emotional intelligence of the learner □ Motivational factors – personal factors, environmental factors and support system Curriculum Planning □ Curriculum – definition, types □ Curriculum design – components, approaches □ Curriculum development – factors influencing curriculum development, facilitators and barriers □ Writing learning outcomes/ behavioral objectives □ Basic principles of writing course plan, unit plan and lesson plan	Lecture cum Discussion, Group discussion & Senorio based study	6	
Unit 3	Implementation Teaching in Classroom and Skill lab – Teaching Methods □ Classroom management-principles and strategies □ Classroom communication □ Facilitators and Barriers to classroom communication technology (ICT) – ICT used in education Teaching methods – Features, advantages and disadvantages □ Lecture, Group discussion, microteaching □ Skill lab – simulations, Demonstration & re-demonstration □ Symposium, panel discussion, seminar, scientific workshop, exhibitions □ Role play, project □ Field trips □ Self-directed learning (SDL) □ Computer assisted learning □ One-to-one instruction Active learning strategies □ Team based learning □ Problem based learning □ Peer sharing □ Case study analysis □ Journaling □ Debate □ Gaming □ Inter-professional education	Lecture cum Discussion, Group discussion & Senorio based study	8	
Unit 4	Teaching in the Clinical Setting – Teaching Methods □ Clinical learning environment □ Factors influencing selection of clinical learning experiences □ Practice model □ Characteristics of effective clinical teacher □ Writing clinical learning outcomes/practice competencies □ Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	Lecture cum Discussion, Group discussion & Senorio based study	3	
Unit 5	Educational/Teaching Media □ Media use – Purpose, components, principles and steps □ Types of media Still visuals □ Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials/handout, leaflet, brochure, flyer □ Projected – film strips, microscope, power point slides, overhead projector Moving visuals □ Video learning resources – videotapes & DVD, blu-ray, USB flash drive □ Motion pictures/films Realia and models □ Real objects & Models Audio aids/audio media □ Audiotapes/Compact discs □ Radio & Tape recorder □ Public address system □ Digital audio Electronic media/computer learning resources □ Computers □ Web-based videoconferencing □ E-learning, Smart classroom Telecommunication (Distance education) □ Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing Mobile technology	Lecture cum Discussion, Group discussion & Senorio based study	5	
Unit 6	Methods/Strategies □ Purposes, scope and principles in selection of assessment methods and types □ Barriers to evaluation □ Guidelines to develop assessment tests Assessment of knowledge □ Essay type questions, □ Short answer questions (SAQ) □ Multiple choice questions (MCQ – single response) Assessment of skills □ Clinical evaluation □ Observation (checklist, rating scales, videotapes) □ Written communication – progress notes, nursing care plans, process recording, written assignments □ Verbal communication (oral examination) □ Simulation □ Objective Structured Clinical Examination (OSCE) □ Self-evaluation □ Clinical portfolio, clinical logs Assessment of Attitude □ Attitude scales Assessment tests for higher learning □ Interpretive questions, hot spot questions, drag and drop and ordered response questions	Lecture cum Discussion, Group discussion & Senorio based study	5	
Unit 7	Guidance/academic advising, counseling and discipline Guidance □ Definition, objectives, scope, purpose and principles □ Roles of academic advisor/ faculty in guidance Counseling □ Difference between guidance and counseling □ Definition, objectives, scope, principles, types, process and steps of counseling □ Counseling skills/techniques – basics □ Roles of counsellor □ Organization of counselling services Issues for counselling in nursing students Discipline and grievance in students □ Managing disciplinary/grievance problems – preventive guidance & counseling □ Role of students' grievance redressal cell/committee	Lecture cum Discussion, Group discussion & Senorio based study	3	
Unit 8	Ethics and Evidence Based Teaching (EBT) in Nursing Education Ethics – Review □ Definition of terms □ Value based education in nursing □ Value development strategies □ Ethical decision making □ Ethical standards for students □ Student-faculty relationship Evidence based teaching – Introduction □ Evidence based education process and its application to nursing education	Lecture cum Discussion, Group discussion & Senorio based study, Case Study	4	

Part C				
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Introduction and Theoretical Foundations: Education and educational technology □ Definition, aims □ Approaches and scope of educational technology □ Latest approaches to education □ Transformational education □ Relationship based education □ Competency based education Educational philosophy □ Definition of philosophy, education and pedagogy □ Comparison of educational philosophies □ Philosophy of nursing education Teaching learning process □ Definitions □ Teaching learning as a process □ Nature and characteristics of teaching and learning □ Principles of teaching and learning □ Barriers to teaching and learning □ Learning theories □ Latest approaches to learning □ Experiential learning Reflective learning □ Scenario based learning □ Simulation based learning □ Blended learning	Role Play	BL3-Apply	6
Unit 2	Today's generation of learners and their skills and attributes	Seminar	BL4-Analyze	4
Unit 4	Teaching in the Clinical Setting	Seminar	BL3-Apply	4
Unit 7	Counseling skills/techniques – basics	Role Play	BL4-Analyze	6

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

Part E	
Books	Kumari, N., & PV, (2022). Textbook of Communication & Education Technology, Vol. 2 Elsevier, (2nd ed.).
Articles	https://www.ncbi.nlm.nih.gov/books/NBK539864/
References Books	Sharma, S. K., & Sharma, R. (2020). Communication & Educational Technology, Elsevier, (2nd ed.).
MOOC Courses	https://www.coursera.org/learn/managing-emotions-uncertainty-stress
Videos	https://www.youtube.com/watch?v=b0pVs-hLaWw

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	1	2	2	1	1	2	2	1	1	2
CO2	2	1	1	1	1	2	1	2	1	1	1	1	1	1	1
CO3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
CO4	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CO6	2	2	1	2	1	1	1	1	1	1	2	1	2	1	1



Syllabus-2023-2024

MSc_Nursing-Paediatric

Title of the Course	Clinical Specialty-II (Paediatric)
Course Code	MNSG 203[P]

Part A						
Year	2nd	Credits	L	T	P	C
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisites	1. Should be qualified with 1 Year M.sc Nursing in all the subjects		Co-Requisites		1. 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	CO1- able to identify the role of pediatric nurse in various settings-Expanded and extended (BL1-Remember) CO2- will interpret & relate disorders & Common Communicable diseases (BL2-Understand) CO3- will demonstrate advanced skills/competence in nursing management of children with medical and surgical problems, manage emergencies in children. (BL3-Apply) CO4- able to categorize the nursing process in the care of ill infants to pre adolescents in hospital and community (BL3-Apply) CO5- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders (BL4-Analyze) CO6- able to prepare a design for layout and describe standards for management of pediatric units/hospitals. (BL4-Analyze)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG1 (No poverty) SDG3 (Good health and well-being) SDG4 (Quality education) SDG5 (Gender equality) SDG6 (Clean water and sanitation) SDG7 (Affordable and clean energy) SDG8 (Decent work and economic growth) SDG10 (Reduced inequalities) SDG11 (Sustainable cities and economies) SDG12 (Responsible consumption and production) SDG13 (Climate action) SDG15 (Life on land) SDG17 (Partnerships for the goals)			

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

Part C				
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Pediatric medicine ICU	Field work	BL3-Apply	120 hrs
II	Pediatric surgical ICU	Field work	BL3-Apply	120 hrs
III	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. Panul Dutta, Pediatric Nursing 6th edition, 204, 205
MOOC Courses	https://www.indianursingcouncil.org/e-learning E-Learning for Maternal and Newborn Health Care.
Videos	https://www.youtube.com/watch?v=7jBMTGc-ALQ Milestones in pediatric nursing

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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



Syllabus-2023-2024
MSc_Nursing-Psychiatric

Title of the Course	Clinical Specialty-II (Psychiatric)
Course Code	MNSG 203[P]

Part A						
Year	2nd	Credits	L	T	P	C
Course Type	Embedded theory and lab					
Course Category	Discipline Core					
Pre-Requisite/s	Should have been qualified in M.Sc nursing 1st Year in all the subjects		Co-Requisite/s		Should be able to understand the basic of identifying the mental disorders, therapies and implement the clinical procedure, understand the psychology and psychiatry conditions.	
Course Outcomes & Bloom's Level	CO1- Students will able to identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS (BL1-Remember) CO2- Student will understand of dynamic legal and ethical issues pertaining to psychiatric nursing (BL2-Understand) CO3- Students will demonstrate advanced skills/competence in nursing management of patients with mental disorders (BL3-Apply) CO4- Students can analyze & integrate recent technology and various treatment modalities in the management of patients with mental disorders (BL4-Analyze) CO5- Students will assess, and demonstrate skills in carrying out crisis intervention (BL5-Evaluate) CO6- Identify areas of research in the field of psychiatric nursing.					
Courses Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment ✓	SDG (Goals)	SDG4(Quality education) SDG5(Gender equality)			

Part B				
Modules	Contents	Pedagogy	Hours	
UNIT 1	Principles and practice of Psychiatric nursing □ Review	Lecture cum discussion	2	
UNIT 2	Crisis Intervention □ Crisis, Definition □ Phases In The Development of A Crisis □ Types of Crisis, Dispositional □ Anticipated Life Transitions Traumatic Stress, Maturational Development, Reflecting Psychopathology □ Psychiatric Emergencies and their management □ Grief and grief reaction □ Crisis Intervention, Phases □ Post traumatic stress disorder (PTSD) □ Role of the Nurse	Lecture cum discussion □ Case discussion □ Case presentation □ Clinical practice	10	
UNIT 3	Anger/ Aggression Management □ Anger and Aggression, Types, Predisposing Factors □ Management □ Role of The Nurse	LECTURE CUM DISCUSSION	4	
UNIT4	The Suicidal Client □ Epidemiological Factors □ Risk Factors □ Predisposing Factors: Theories of Suicide-Psychological, Sociological Biological □ Nursing Management	Lecture cum discussion □ Case discussion □ Case presentation □ Clinical practice	5	
UNIT5	Disorders of Infancy, Childhood, and Adolescence □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	Lecture cum Discussion □ Demonstration □ Group work □ Practice session □ Clinical practice	5	
UNIT6	Delirium, Dementia, and Amnesic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management	Lecture cum discussion □ Case discussion	10	
UNIT7	Delirium, Dementia, and Amnesic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management □ The Dynamics Of Substance-Related Disorders □ The Impaired Nurse □ Codependency □ Treatment Modalities For Substance-Related Disorders and Nursing Management	Lecture cum discussion □ Clinical/ field practice □ Field visits to mental health service agencies	5	
UNIT 8	Schizophrenia and Other Psychotic Disorders (Check ICD10) □ Nature of the Disorder □ Predisposing Factors □ Schizophrenia -Types □ Disorganized Schizophrenia □ Catatonic Schizophrenia □ Paranoid Schizophrenia □ Undifferentiated Schizophrenia □ Residual Schizophrenia □ Other Psychotic disorders □ Schizoaffective Disorder □ Brief Psychotic Disorder □ Schizophreniform Disorder □ Psychotic Disorder Due to a General Medical Condition □ Substance-Induced Psychotic Disorder □ Treatment and Nursing Management	Lecture and Discussion □ Case discussion □ Case presentation □ Clinical practice	5	

Part C				
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
UNIT V	Disorders of Infancy, Childhood, and Adolescence □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	Case Study	BL4-Analyze	5
XXI	Community Mental Health Nursing □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ The Role of the Nurse □ Case Management □ The community as Client □ Primary Prevention □ Populations at Risk □ Secondary prevention □ Tertiary Prevention □ Community based rehabilitation	Field work	BL4-Analyze	7

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
200	100	100	50	100	50

Part E	
Books	Stuart, G.W. and Larala, M.T Principles and Practice of Psychiatric Nursing, 8 th edition, India : elesvier, 2008.
Articles	Mental health patients' preferences regarding restrictive interventions: An integrative review
References Books	Morgan, C.T Introduction to Psychology, 7th Edition Kapoor Biria, Textbook of psychiatry Nursing 13th Edition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://in.snhu.edu/jsp/002-bimaster-of-science-psychology-nwa?utm_source=search&utm_campaign=SNHU-Masters-MSC-Psychology-India-Google-Search-Phrase-NS-Latest-NoWA-LP&utm_adgroup=SNHU-Masters-MSC-Psychology-India-NS-Online-KW-NoWA-LP&creative=69598263760&device=c&placement=&utm_medium=Google&utm_term=online%20masters%20in%20psychology&adgroupid=166428214688&gad_source=1&gclid=CjwKCAjw4yBhAgEiwADSEjeB6fAnxCPrJO5-M2uBvD_Zh2qL0RCo006CiuEoxcPQ7Mv6SzhcAEEQAvD_BwE
Videos	Aggression Management

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO2	1	2	3	1	3	1	1	2	3	2	3	1	3	2	3
CO3	1	2	3	1	2	3	1	2	3	2	3	1	2	2	3
CO4	3	2	3	3	1	3	3	2	2	2	2	3	1	2	2
CO5	2	1	3	1	1	2	2	2	2	2	1	2	2	1	3
CO6	1	2	1	2	2	2	1	2	2	2	1	1	1	2	2

Syllabus-2023-2024

MSc Nursing-Paediatric

Title of the Course	Clinical Specialty-II (Paediatric)					
Course Code	MNSG 203(T)					
Part A						
Year	2nd	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1. Should be qualified with 1 Year M.sc Nursing in all the subjects		Co-Requisite/s		4. Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing 1 year.	
Course Outcomes & Bloom's Level	CO1- able to identify the role of pediatric nurse in various settings- Expanded and extended (BL1-Remember) CO2- will interpret & relate disorders & Common Communicable diseases (BL2-Understand) CO3- demonstrate advanced skill/competence in nursing management of children with medical and surgical problems, manage emergencies in children. (BL3-Apply) CO4- able to categorize the nursing process in the care of ill infants to pre adolescents in hospital and community (BL3-Apply) CO5- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders (BL4-Analyze) CO6- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders (BL4-Analyze)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG1 (No poverty) SDG3 (Good health and well-being) SDG4 (Quality education) SDG5 (Gender equality) SDG6 (Clean water and sanitation) SDG7 (Affordable and clean energy) SDG8 (Decent work and economic growth) SDG10 (Reduced inequalities) SDG11 (Sustainable cities and economies) SDG12 (Responsible consumption and production) SDG13 (Climate action) SDG15 (Life on land) SDG17 (Partnerships for the goals)			

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	Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders □ Child with respiratory disorders - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. - Lower respiratory tract: Bronchitis, Bronchopneumonia, Asthma, cystic fibrosis □ Child with gastro-intestinal disorders - Diarrheal diseases, gastro-esophageal reflux. - Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. - Malabsorption syndrome, Malnutrition □ Child with renal/urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation □ Child with cardio-vascular disorders - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cyanotic and acyanotic □ Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus - IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia □ Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome □ Child with oncological disorders: Leukemias, Lymphomas, Wilms tumor, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors □ Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation □ Child with skin disorders □ Common Eye and ENT disorders □ Common Communicable diseases	Seminar / Presentations	35 hrs	
Unit III	Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders □ Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/meconium aspiration syndrome, intestinal obstruction, duodenal atresia, gastrochisis, exomphalos, anorectal malformation, omphalocele, diaphragmatic hernia □ Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus □ Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Ectopy bladder □ Anomalies of the skeletal system □ Eye and ENT disorders □ Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma - Head injury, abdominal injury, poisoning, foreign body obstruction, burns - & Bites □ Child with oncological disorders: Solid tumors of childhood, Neuroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma □ Management of stomas, catheters and tubes □ Management of wounds and dressings	Seminar / Presentations	35 hrs	
Unit IV	Intensive care for pediatric clients □ Resuscitation, stabilization & monitoring of pediatric patients □ Anatomical & physiological basis of critical illness in infancy and childhood □ Care of child requiring long-term ventilation □ Nutritional needs of critically ill child □ Legal and ethical issues in pediatric intensive care □ Intensive care procedures, equipment and techniques □ Documentation	Lecture cum Discussion	10 hrs	
Unit V	High Risk Newborn □ Concept, goals, assessment, principles. □ Nursing management of □ Post-mature infant, and baby of diabetic and substance use mothers □ Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum □ Ichterus neonatorum □ Birth injuries □ Hypoxic ischaemic encephalopathy □ Congenital anomalies □ Neonatal hypocalcaemia, hypoglycaemia, hypomagnesaemia □ Neonatal heart diseases. □ Neonatal hemolytic diseases □ Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS □ Advanced neonatal procedures □ Calculation of fluid requirements, Hematological conditions - erythroblastosis fetalis, hemorrhagic disorder in the newborn □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU	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 infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.	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 □ The hospitalized child, □ Terminal illness & death during childhood □ 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	Dorothy R. Marlow ; Edition, 2; Publisher, Saunders, 1965 ; Original from, the University of Michigan.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5155058/
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://www.indianursingcouncil.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	PO6	PO7	PO8	PO9	PO10	PO11	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	2	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	2	1	2	1	3	1	3	2	1	3



Syllabus-2023-2024

MSc_Nursing-Obstetrical_Nursing

Table with 2 columns: Title of the Course, Clinical Specialty-II(Obstetrical & Gyn. Nursing); Course Code, MNSG 203(T)

Table with 7 columns: Year, Credits, L, T, P, C. Includes Course Type (Embedded theory and field work), Course Category (Discipline Core), Pre-Requisites, Co-Requisites, and Courses Elements.

Table with 4 columns: Modules, Contents, Pedagogy, Hours. Lists 8 units covering topics like pregnancy management, fetal health, labor, and neonatal care.

Table with 5 columns: Modules, Title, Indicative-ABC/PBL/Experiments/Field work/ Internships, Bloom's Level, Hours. Lists 7 units for practical and experiential learning.

Table with 6 columns: Total Marks, Minimum Passing Marks, External Evaluation, Min. External Evaluation, Internal Evaluation, Min. Internal Evaluation. Shows marks distribution for Theory and Practical.

Table with 2 columns: Books, Articles, References Books, MOOC Courses, Videos. Lists resources for the course.

Table with 17 columns: COs, PO1-PO7, PSO1-PSO3. Course Articulation Matrix showing alignment of COs with POs and PSOs.



Syllabus-2023-2024

MSc_Nursing-Community_Health_Nursing

Table with 2 columns: Title of the Course (Nursing Education), Course Code (MNSG101[P])

Part A

Table with 5 columns: Year (1st), Credits, L, T, P, C. Includes Course Type (Embedded theory and field work), Course Category (Foundation core), Pre-Requisites, Course Outcomes & Bloom's Level, and Courses Elements.

Part B

Table with 4 columns: Modules, Contents, Pedagogy, Hours. Lists units from II to XI with detailed content and pedagogical approaches.

Part C

Table with 5 columns: Modules, Title, Indicative-ABCA/PBL Experiments/Field work/ Internships, Bloom's Level, Hours. Lists modules from II to XI with specific activities and levels.

Part D(Marks Distribution)

Table with 6 columns: Total Marks, Minimum Passing Marks, External Evaluation, Min. External Evaluation, Internal Evaluation, Min. Internal Evaluation. Shows theory and practical mark distributions.

Part E

Table with 2 columns: Books, Articles, References Books, MOOC Courses, Videos. Lists various educational resources.

Course Articulation Matrix

Matrix table with 16 columns (CO1-PSO3) showing the relationship between Course Outcomes and Program Specific Outcomes.

Syllabus-2023-2024

MSc_Nursing-Community_Health_Nursing

Title of the Course	Nursing Education
Course Code	MNSG101(T)

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of - B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 50% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4. Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing				Co-Requsite/s	
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, principles, philosophies and trends in nursing education. (BL1-Remember) CO2- comprehend, distinguish and explain various instructional methods, media, tools and techniques in teaching learning process. (BL2-Understand) CO3- apply, use and relate the principles and steps of guidance and counseling. (BL2-Understand) CO4- identify, compare, differentiate & analyze the existing nursing educational programs, their problems, issues and future trends and identifying research priorities in nursing education. (BL4-Analyze) CO5- compare, explain, interpret & evaluate the nursing curriculum design and management of nursing educational institutions. (BL5-Evaluate) CO6- explain, generate, reconstruct Design a plan for improvement in instructional design, delivery and assessment using modern methods and techniques. (BL6-Create)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment X	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, Impact of Social, economical, political & technological changes on education : Professional education : Current trends and issues 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 : Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning : Educational aims and objectives, types, domains, levels, elements and writing of educational objectives : Competency based education(CBE) and outcome based education(OBE) : Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats. : Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role-play(socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (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-tape conferencing etc.	Lecture cum discussion method	10
Unit IV	Measurement and evaluation: : Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. : Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. : Criterion and norm referenced evaluation	Lecture cum discussion method	10
Unit V	Standardized and non-standardized tests : : Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests – : Essay, short answer questions and multiple choice questions. : Rating scales, checklist, OSCE/OSPE/Objective structured clinical/practical examination) : Differential scales, and summated scales, sociometry, anecdotal record, 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 : Administering a test; scoring, grading versus marks : 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: Global 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	Internal Evaluation	Min. Internal Evaluation
75		75	38	25	13
Practical					
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	Duffy, J. R. (2018). Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders (3rd ed.). Springer Publishing Company.
References Books	Broyles B, Reiss B, Evans, M, McKenzie G, Pleunik, S, & Page, R. (2020). Pharmacology in nursing (3rd Australian and New Zealand ed.). Cengage Learning Australia Brown, D, Buckley, T., Atken, 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-mooc.com/en/categorie/nursing
Videos	https://www.youtube.com/watch?v=leVeWlups5U

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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



Syllabus-2023-2024
MSc_Nursing-Psychiatric

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[P]

Part A						
Year	1st	Credits	L	T	P	C
Course Type	Embedded theory and lab					
Course Category	Discipline Core					
Pre-Requisite/s	The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 50% aggregate marks.		Co-Requisite/s		Should understand the general psychology and psychiatry problems in nursing	
Course Outcomes & Bloom's Level	CO1- Students will able to identify the trends and issues in the field of psychiatry and psychiatric nursing(BL1-Remember) CO2- Student will understand of dynamics of personality development and human behaviour(BL2-Understand) CO3- Students will demonstrate thetherapeutic communications skills and role of psychiatric nurse practitioner in all interactions(BL3-Apply) CO4- Students can analyze & Integrate psychopharmacological agents, their effects and nurses role(BL4-Analyze) CO5- Students will assess, and demonstratenursing process approach in caring for patients with mental disorders(BL5-Evaluate) CO6- Students can Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing(BL6-Create)					
Courses Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment ✓	SDG (Goals)	SDG4(Quality education)			

Part B			
Modules	Contents	Pedagogy	Hours
I	Acute Psychiatric Ward	BED SIDE TEACHING	120
II	Chronic Psychiatric ward	DEMONSTARTION	120
III	Psychiatric Emergency Unit	LECTURE CUM DISCUSSION	60
IV	O.P.D	DEMONSTARTION	60
V	Family Psychiatric Unit	COUNSELLING	60
VI	Community Mental Health Unit	FEILD COUNSELLING IN COMMUNITY	120
VII	Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	COUNSELLING	120

Part C				
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
VI	Community Mental Health Unit	Industrial Visit	BL4-Analyze	10
IV	O.P.D	PBL		

Part D(Marks Distribution)					
Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100					
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	0	100	50	100	50

Part E	
Books	Stuart, G.W. and Lاراia, M.T Principles and Practice of Psychiatric Nursing. 8 th edition, India : elesvier, 2008.
Articles	https://journals.lww.com/indianjpsychiatry/pages/default.aspx
References Books	Morgan, C.T Introduction to Psychology, 7th Edition Kapoor, Omia. Textbook of psychiatry Nursing, 13th Edition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://www.pinerest.org/train-at-pine-rest/jpa-psychiatry-training-program/ APP Psychiatry Training Program
Videos	Vadial Waah wall news, out of this world! Vadial www.zomato.com/ Buy now Sponsored - 0:30 zomato.com/ 3 0:02 / 0:33 Psychiatric Mental Health Nursing: Introduction, Patient Rights - YouTube Video

Course Articulation Matrix																
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	2	3	
CO2	3	1	2	3	1	2	1	3	1	2	3	1	3	1	2	
CO3	2	2	2	2	2	3	1	2	2	2	2	3	2	2	2	
CO4	2	2	1	1	1	2	2	2	2	1	2	2	2	2	1	
CO5	2	1	3	1	1	2	2	2	1	3	1	2	2	1	3	
CO6	1	1	1	1	2	2	1	1	2	1	2	1	1	2	1	



Syllabus-2023-2024

MSc_Nursing-Obstetrical_Nursing

Table with columns: Title of the Course, Course Code, Year, Course Type, Course Category, Pre-Requisites, Course Outcomes & Bloom's Level, Courses Elements, Credits, L, T, P, C, SDG (Goals).

Table with columns: Modules, Contents, Pedagogy, Hours. Contains 8 units of content.

Table with columns: Modules, Title, Indicative-ABC/PBL/ Experiments/Field work/ Internships, Bloom's Level, Hours. Contains 3 units of content.

Table with columns: Total Marks, Minimum Passing Marks, External Evaluation, Min. External Evaluation, Internal Evaluation, Min. Internal Evaluation. Shows Theory and Practical marks distribution.

Table with columns: Books, Articles, References Books, MOOC Courses, Videos. Lists various resources for the course.

Table with columns: COs, PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12, PSO1, PSO2, PSO3. Course Articulation Matrix.

Syllabus-2023-2024

BSc_Nursing

Title of the Course	Adult Health Nursing-I with Integr. Pathophysiol. Ind BCLS module					
Course Code	N-AHN (I) 215 [T]					
Part A						
Year	2nd	Credits	L	T	P	C
Course Type	Theory only		7	0	0	7
Course Category	Foundation core					
Pre-Requisite/s			Co-Requisite/s			
Course Outcomes & Bloom's Level	CO1- able to integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to medical/surgical nursing (BL1-Remember) CO2- understand the interdisciplinary health care team and assume accountability for providing safe and effective care to the adult population (BL2-Understand) CO3- able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development (BL3-Apply) CO4- analyze & integrate technology and information systems to provide and improve safe, effective care to adult populations with any disease condition (BL4-Analyze) CO5- evaluate verbal, non-verbal communication strategies used to communicate with patients and their families (BL5-Evaluate)					
Course Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B				
Modules	Contents	Pedagogy	Hours	
Unit-1	Introduction: □ Introduction to Medical Surgical Nursing - Evolution and trends of Medical and Surgical Nursing □ Review of concepts of Health and illness disease- concepts, causations, classification - International Classification diseases (ICD -10 or later version). Acute illness chronic illness, &amp; Terminal illness, stages of illness □ Review of concepts of comprehensive Nursing care/Medical Surgical conditions based on Nursing process □ Role of Nurse, patient and family in care of adult patient □ Role and responsibilities of a Nurse in Medical Surgical settings □ Outpatient department □ In - Patient unit □ Intensive care unit □ Home and community settings Introduction to Medical/Surgical sepsis □ Inflammation and Infection □ Immunity □ Wound healing □ Care of Surgical patient □ Pre-operative Intra operative	Lecture cum discussion, Case Study, Demonstration	6	
Unit-2	Intraoperative Care □ Organization and physical set up of the operation theatre □ Classification □ O T Design □ Staffing □ Members of the OT team □ Duties and responsibilities of the nurse in OT □ Position and draping for common surgical procedures □ Instruments, sutures and suture materials, equipment for common surgical procedures □ Disinfection and sterilization of equipment □ Preparation of sets for common surgical procedures □ Counting, marking and gloving □ Monitoring the patient during the procedures □ Maintenance of the therapeutic environment in OT □ Assisting in major and minor operation, handling specimen □ Prevention of accidents and hazards in OT □ Anaesthesia – types, methods of administration, effects and stages, equipment & drugs □ Legal aspects	Lecture cum discussion, Case Study, Demonstration	15	
Unit-3	Nursing care of patients with common signs and symptoms and management □ Fluid and electrolyte imbalance □ Shock □ Pain	Lecture cum discussion, Case Study, Demonstration	6	
Unit-4	Nursing Management of patients with respiratory problems □ Review of anatomy and physiology of respiratory system □ Nursing Assessment – history taking, physical assessment and diagnostic tests □ Common respiratory problems: □ Upper respiratory tract infections □ Chronic obstructive pulmonary diseases □ Pleural effusion, Empyema □ Bronchiectasis □ Pneumonia □ Lung abscess □ Cyst and tumors □ Chest Injuries □ Acute respiratory distress syndrome □ Pulmonary embolism □ Health behaviors to prevent respiratory illness	Lecture cum discussion, Case Study, Demonstration	18	
Unit-5	Nursing Management of patients with disorders of digestive system □ Review of anatomy and physiology of GI system □ Nursing assessment –History and physical assessment □ GI investigations □ Common GI disorders: □ Oral cavity: lips, gums and teeth □ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis □ Peptic & duodenal ulcer, □ Mal-absorption, Appendicitis, Hernias □ Hemorrhoids, fissures, Fistulas □ Pancreas: Inflammation, cysts, and tumors Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors □ Gall bladder: inflammation, Cholelithiasis, tumors □ Gastric decompression, gavage and stoma care, different feeding techniques □ Alternative therapies, drugs used in treatment of disorders of digestive system	Lecture cum discussion, Case Study, Demonstration, Problem based learning	16	
Unit-6	Nursing Management of patients with cardiovascular problems □ Review of anatomy and physiology of cardio-vascular system □ Nursing Assessment: History and Physical assessment □ Invasive & non-invasive cardiac procedures □ Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders □ Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction □ Valvular disorders: congenital and acquired □ Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies □ Cardiac dysrhythmias, heart block □ Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade □ Cardiopulmonary arrest	Lecture cum discussion, Case Study, Demonstration, Problem based learning, Health Education	20	
Unit-7	Nursing Management of patients with disorders of blood □ Review of Anatomy and Physiology of blood □ Nursing assessment: history, physical assessment & Diagnostic tests □ Anemia, Polycythemia □ Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia agranulocytosis □ Lymphomas, myelomas	Lecture cum discussion, Case Study, Demonstration, Problem based learning, Health Education	7	
Unit-8	Nursing management of patients with disorders of endocrine system □ Review of anatomy and physiology of endocrine system □ Nursing Assessment –History and Physical assessment □ Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) □ Diabetes mellitus	Lecture cum discussion, Case Study, Demonstration	8	
Unit 9	Nursing management of patients with disorders of Integumentary system □ Review of anatomy and physiology of skin □ Nursing Assessment: History and Physical assessment □ Infection and infestations, Dermatitis □ Dermatoses, infectious and Non infectious □ Ache, Allergies, Eczema & Pemphigus □ Psoriasis, Malignant melanoma, Alopecia □ Special therapies, alternative therapies □ Drugs used in treatment of disorders of Integumentary system	Lecture cum discussion, Case Study, Demonstration	8	
Unit 10	Nursing management of patients with musculoskeletal problems □ Review of Anatomy and physiology of the musculoskeletal system □ Nursing Assessment: History and physical assessment, diagnostic tests □ Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation □ Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour □ Orthopedic modalities: Cast, splint, traction, crutch walking □ Musculoskeletal inflammation: Bursitis, synovitis, arthritis □ Special therapies, alternative therapies □ Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease □ Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine □ Rehabilitation, prosthesis □ Replacement surgeries	Lecture cum discussion, Case Study, Demonstration, Health Talk	16	
Unit 11	Nursing management of patients with Communicable diseases □ Overview of infectious diseases, the infectious process □ Nursing Assessment: History and Physical assessment, Diagnostic tests □ Tuberculosis □ Diarrheal diseases, hepatitis A-E, Typhoid □ Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza □ Meningitis □ Gas gangrene □ Leprosy □ Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis □ Diphtheria, Pertussis, Tetanus, Poliomyelitis □ COVID-19 □ Special infection control measures: Notification, Isolation, Quarantine, Immunization	Lecture cum discussion, Case Study, Demonstration, Health Talk	20	

Part C				
Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 4	Common respiratory problems: □ Upper respiratory tract infections □ Chronic obstructive pulmonary diseases □ Pleural effusion, Empyema □ Bronchiectasis □ Pneumonia □ Lung abscess □ Cyst and tumors □ Chest Injuries □ Acute respiratory distress syndrome □ Pulmonary embolism	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 bone disorder: Osteoporosis, osteomalacia and Paget's disease	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	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. Smetzer, Brenda G. Bare. (2000). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia :Lippincott,
MOOC Courses	

Syllabus-2023-2024

BSc_Nursing

Title of the Course	Community Health Nursing II					
Course Code	N-COMH (II) 401 (T)					
Part A						
Year	4th	Credits	L	T	P	C
Course Type	Theory only					
Course Category	Foundation core					
Pre-Requisite/s						
Co-Requisite/s						
Course Outcomes & Bloom's Level	CO1- define community and community health nursing also interpreting the scope of community health and community health nursing. (BL1-Remember) CO2- understand the community health problems and holistic care , competent nursing care and extended role of nurses in community health centers. (BL2-Understand) CO3- demonstrate and show in the community about the self-examination, hand hygiene and related to the menstrual hygiene and care of a pregnant mother, newborn baby and geriatric. (BL3-Apply) CO4- evaluate the problem in the community by questioning and health of that students able to analyze the problem regarding health issues. (BL4-Analyze) CO5- 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. (BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✓ Gender ✓ Human Values ✓ Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)			

Part B				
Modules	Contents	Pedagogy	Hours	
Unit 1	Management of common conditions and emergencies including first aid : Standing orders: Definition, uses Screening, diagnosis/ identification, primary care and referral of Gastrointestinal System o Abdominal pain o Nausea and vomiting o Diarrhea o Constipation o Jaundice o GI bleeding o Abdominal distention o Dysphagia and dyspepsia o Aphthous ulcers Respiratory System o Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis o Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma o Hemoptysis. Acute chest pain Heart & Blood o Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia o Blood anemia, blood cancers, bleeding disorders Eye & ENT conditions : Eye – local infections, redness of eye, conjunctivitis, eye, trachoma and refractive errors : ENT – Epistaxis, ASCM, sore throat, deafness Urinary System : Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children First aid in common emergency conditions – Review : High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies	Lecture cum Discussion, Demonstration, role play & Field Visit	10	
Unit 2	Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) : Present situation of reproductive, maternal and child health in India Antenatal care : Objectives, antenatal visits and examination, nutrition during pregnancy, counselling : Calcium and iron supplementation in pregnancy : Antenatal care at health centre level : Birth preparedness – High risk approach – Screening/early identification and primary management of complications – Ante-partum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis : Referral, follow up and maintenance of records and reports Intra natal care : Normal labour – process, onset, stages of labour : Monitoring and active management of different stages of labour : Care of mother and baby, breast feeding, diet during lactation, management of complications – Management of common neonatal problems : Management of common neonatal problems : Management of different stages of labour : Care of mother and baby, breast feeding, diet during lactation, and health counselling : Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression : Postpartum visit by health care provider Newborn and child care : Review: Essential newborn care : Management of common neonatal problems : Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral : Review: IMNCI Module : Under five clinics Adolescent Health : Common health problems and risk factors in adolescent girls and boys : Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse : Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme : Youth friendly services: o SRH Service needs o Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication : Counseling for parents and teenagers (BCS – balanced counseling strategy) National Programs – RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems : Universal Immunization Program (UIP) as per Government of India guidelines – Review : Rashtriya Bal Swasthya Karyakram (RSBK) – children – Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents Any other new programs	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 trends, vital statistics : Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications : Sources of vital statistics – Census, registration of vital events, sample registration system : Morbidity and mortality indicators – Definition, calculation and interpretation : Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India : Collection, analysis, interpretation, use of data : Review: Common sampling techniques – random and nonrandom techniques : Disaggregation of data	Lecture cum Discussion, Demonstration, role play & Field Visit	5	
Unit 4	Population and its Control : Population Explosion and its impact on Social, Economic development of individual, society and country. : Population Control – Women Empowerment, Social, Economic and Educational Development : Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) : Emergency Contraception : Counseling in reproductive, sexual health including problems of adolescents : Medical Termination of pregnancy and MTP Act : National Population Stabilization Fund/ISK (Jansankhya Shiksha Kosh) : Family planning 2020 : National Family Welfare Program : Role of a nurse in Family Welfare Program	Lecture cum Discussion, Demonstration, role play & Field Visit	6	
Unit 5	Occupational Health : Occupational health hazards : Occupational diseases : ESI Act National/ State Occupational Health Programs : Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems	Lecture cum Discussion, Demonstration, role play & Field Visit	5	
Unit 6	Geriatric Health Care : Health problems of older adults : Management of common geriatric ailments: counseling, supportive treatment of older adults : Organization of geriatric health services : National program for health care of elderly (NPHCE) : State level programs/Schemes for older adults : Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems	Lecture cum Discussion, Demonstration, role play , case study & Field Visit	6	
Unit 7	Mental Health Disorders : Screening, management, prevention and referral for mental health disorders : Review: o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug deaddiction program o National Mental Health Program o National Health Policy o National Mental Health Act : Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	Lecture cum Discussion, Demonstration, role play & Field Visit	6	
Unit 8	Health Management Information System (HMIS) : Introduction to health management system: data elements, recording and reporting formats, data quality issues : Review: o Basic Demography and vital statistics o Sources of vital statistics o Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data : Analysis of data for community needs assessment and preparation of health action plan	Lecture cum Discussion, Demonstration, role play & Field Visit	4	
Unit 9	Management of delivery of community health services : Planning, budgeting and material management of CHC, PHC, SCHWC : Manpower planning as per PHCS standards : Rural: Organization, staffing and material management of rural health services provided by Government at village, SCHWC, PHC, CHC, hospitals – district, state and central : Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals : Defense services : Institutional services : Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services	Lecture cum Discussion	12	
Unit 10	Leadership, Supervision and Monitoring : Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPH/W (Female), Multipurpose health Worker (Male), AWWs and ASHA : Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) : Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities : Health team management : Review: Leadership & supervision – concepts, principles & methods : Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics : Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers Financial Management and Accounting & Computing at Health Centres (SC) o Activities for which funds are received/Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting o Preparing a budget o Audit Records & Reports : Concepts of records and reports – importance, legal implications, purposes, use of records, principles of record writing, filing of records : Types of records – community related records, registers, guidelines for maintaining : Report writing – purposes, documentation of activities, types of reports : Medical Records Department – functions, filing and retention of medical records : Electronic Medical Records (EMR) – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER : Nurses' responsibility in record keeping and reporting	Lecture cum Discussion, role play & Field Visit	15	
Unit 11	Disaster Management : Disaster types and magnitude : Disaster preparedness : Emergency preparedness : Common problems during disasters and methods to overcome : Basic disaster supplies kit : Disaster response including emergency relief measures and Life saving techniques Use disaster management module	Lecture cum Discussion, Mock Drill , Role Play	6	
Unit 12	Bio-Medical Waste Management : Waste collection, segregation, transportation and management in the community : Waste management in health center/clinics : Bio-medical waste management guidelines – 2016, 2018 (Review)	Lecture cum discussion & Demonstration	3	
Unit 14	Health Agencies International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CARF, CIA, JHPIEGO, any other : National: Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis 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	3	

Part C				
Modules	Title	Indicative-ABCA/PBU Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	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	Nies, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.).
Articles	Creation of an Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project
References Books	DeMarco, R. F., Healey-Walsh, J., & Harkness, G. A. (2020). : Chicago / Turabian ...
MOOC Courses	https://ctm.in/content?id=13#~:text=Certificate%20course%20in%20community%20health%20(CCH)%20for%20primary%20health%20care,Eligibility%3A%208th%20or%2010th%20pass.
Videos	Community health care technique procedure



Syllabus-2023-2024

BSc_Nursing

Table with columns: Title of the Course, Course Code, Part A, Year, Credits, Course Type, Course Category, Pre-Requisites, Course Outcomes & Bloom's Level, Courses Elements, SDG (Goals).

Table with columns: Modules, Contents, Pedagogy, Hours. Contains 11 units of course content.

Table with columns: Modules, Title, Indicative-ABCA/PBL/ Experiments/Field work/ Internships, Bloom's Level, Hours. Contains 3 units of course content.



Syllabus-2023-2024

BSc_Nursing

Table with 2 columns: Title of the Course, Course Code. Row 1: *Nursing Foundation-I, N-NF (I) 125 [P]

Part A

Table with 4 columns: Year, Course Type, Course Category, Pre-Requisites, Course Outcomes & Bloom's Level, Courses Elements, Credits, L, T, P, C. Includes SDG (Goals) and SDG3, SDG4, SDG8.

Part B

Table with 4 columns: Modules, Contents, Pedagogy, Hours

Part C

Table with 5 columns: Modules, Title, Indicative-ABCA/PBL/ Experiments/Field work/ Internships, Bloom's Level, Hours. Lists various nursing tasks and their associated levels.

Part D(Marks Distribution)

Table with 6 columns: Total Marks, Minimum Passing Marks, External Evaluation, Min. External Evaluation, Internal Evaluation, Min. Internal Evaluation. Shows theory and practical mark distributions.

Part E

Table with 2 columns: Books, Articles, References Books, MOOC Courses, Videos. Lists various educational resources.

Course Articulation Matrix

Table with 16 columns: COs (CO1-CO6) and POs (PO1-PO12) and PSOs (PSO1-PSO3). Shows the relationship between course outcomes and program outcomes.

Title of the Course	Nursing Foundation I & II Incl Health Assessment module					
Course Code	N-NF (I) 125 [T]					
Part A						
Year	1st	Credits	L	T	P	C
Course Type	Theory only		6	0	0	6
Course Category	Foundation core					
Pre-Requisites			Co-Requisites			
Course Outcomes & Bloom's Level	CO1- remember the concepts, definition factors and various theories of Health and illness (BL1-Remember) CO2- understand the principles, types of communications, techniques of maintain records and Nurse patients' relationship in the hospital settings (BL2-Understand) CO3- apply the importance of various nursing procedures, comfort measures and maintenance of equipment's and its applications in the patients in the hospital settings (BL3-Apply) CO4- provide evidence-based practice, safety measures and health education to analyze the patient's progress and comfort in the hospital (BL4-Analyze) CO5- evaluate the applications of evidence-based practice such as basic nursing care, Health educations, nursing process and needs of the patient in the hospitals settings (BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B				
Modules	Contents	Pedagogy	Hours	
Unit 1	Health Assessment □ Interview techniques □ Observation techniques □ Purposes of health assessment □ Process of Health assessment □ Health history □ Physical examination: □ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction □ Preparation for examination: patient and unit □ General assessment □ Assessment of each body system □ Documenting health assessment findings	lecture cum discussion & Demonstration	20	
Unit 2	The Nursing Process □ Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing □ Nursing Process Overview Assessment □ Collection of Data: Types, Sources, Methods □ Organizing Data □ Validating Data □ Documenting Data □ Nursing Diagnosis □ Identification of client problems, risks and strengths □ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis □ NANDA approved diagnoses □ Difference between medical and nursing diagnosis □ Planning □ Types of planning □ Establishing Priorities □ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements □ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders □ Introduction to Nursing Intervention Classification and Nursing Outcome Classification □ Guidelines for writing care plan □ Implementation □ Process of implementing the plan of care □ Types of care – Direct and Indirect □ Evaluation □ Evaluation Process, Documentation and Reporting	lecture cum discussion & Demonstration	13	
Unit 3	Nutritional needs □ Importance □ Factors affecting nutritional needs □ Assessment of nutritional status □ Review: special diets – Solid, Liquid, Soft □ Review on therapeutic diets □ Care of patient with Dysphagia, Anorexia, Nausea, Vomiting □ Meeting Nutritional needs: Principles, equipment, procedure, indications □ Oral □ Enteral/ Nasogastric/ Drogastro □ Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy □ Parenteral – TPN (Total Parenteral Nutrition)	lecture cum discussion & Demonstration & Re demonstration	5	
Unit 4	Hygiene □ Factors Influencing Hygienic Practice □ Hygienic care: Indications and purposes, effects of neglected care □ Care of the Skin – (Bath, feet and nail, Hair Care) □ Care of pressure points □ Assessment of Pressure Ulcers using Braden Scale and Norton Scale □ Pressure ulcers – causes, stages and manifestations, care and prevention □ Perineal care/Meatal care □ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	lecture cum discussion & Demonstration	5	
Unit 5	Elimination needs □ Urinary Elimination □ Review of Physiology of Urine Elimination, Composition and characteristics of urine □ Factors Influencing Urination □ Alteration in Urinary Elimination □ Facilitating urine elimination: assessment, types, equipment, procedures and special considerations □ Providing unaltered pan □ Care of patients with □ Condom drainage □ Intermittent Catheterization □ Indwelling Urinary catheter and urinary drainage □ Urinary diversions □ Bladder irrigation □ Lecture □ Discussion □ Demonstration □ Essay □ Short answer □ Objective type □ Bowel Elimination □ Review of Physiology of Bowel Elimination, Composition and characteristics of feces □ Factors affecting Bowel elimination □ Alteration in Bowel Elimination □ Facilitating bowel elimination: Assessment, equipment, procedure □ Enema □ Suppository □ Bowel wash □ Digital Evacuation of impacted feces □ Care of patients with Ostomies (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 □ Complete Blood Count □ Serum Electrolytes □ LFT □ Lipid/Lipoprotein profile □ Serum Glucose – AC, PC, HbA1c □ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) □ Stool Routine Examination □ Urine Testing – Albumin, Acetone, pH, Specific Gravity □ Urine Culture, Routine, Timed Urine Specimen □ Sputum culture □ Overview 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 □ Airway □ Movement of air/Diffusion □ Oxygen transport □ Alterations in oxygenation □ Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure □ Maintenance of patent airway □ Oxygen administration □ Suctioning – oral, tracheal □ Chest physiotherapy – Percussion, Vibration & Postural drainage □ Care of Chest drainage – principles & purposes □ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation □ Restorative & continuing care □ Hydration □ Humidification □ Coughing techniques □ Breathing exercises □ Incentive spirometry	lecture cum discussion & Demonstration & redemonstration	11	
Unit 8	Fluid, Electrolyte, and Acid – Base Balances □ Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances □ Factors Affecting Fluid, Electrolyte and Acid-Base Balances □ Disturbances in fluid volume □ Deficit □ Hypovolemia □ Dehydration □ Excess □ Fluid overload □ Edema □ Electrolyte imbalances (hypo and hyper) □ Acid-base imbalances □ Metabolic – acidosis & alkalosis □ Respiratory – acidosis & alkalosis □ Intravenous therapy/Peripheral venipuncture sites □ Types of IV fluids □ Calculation for making IV fluid plan □ Complications of IV fluid therapy □ Measuring fluid intake and output □ Administering Blood and Blood components □ Restricting fluid intake □ Enhancing Fluid intake	lecture cum discussion & Demonstration	5	
Unit 9	Administration of Medications □ Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics □ Factors influencing Medication Action □ Medication orders and Prescriptions □ Systems of measurement □ Medication dose calculation □ Principles, 10 rights of Medication Administration □ Errors in Medication administration □ Routes of administration □ Storage and maintenance of drugs and Nurses responsibility □ Terminologies and abbreviations used in prescriptions and medications orders □ Developmental considerations □ Oral, Sublingual and Buccal routes: Equipment, procedure □ Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal □ Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. □ Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes □ Types of vials and ampoules, Preparing injectable medicines from vials and ampoules □ Care of equipment: decontamination and disposal of syringes, needles, infusion sets □ Prevention of Needle-Stick Injuries □ Topical Administration: Types, purposes, site, equipment, procedure □ Application to skin & mucous membrane □ Direct application of liquids, Gargle and swabbing the throat □ Insertion of Drug into body cavity: Suppository medicated packing in rectum/vagina □ Instillations: Ear, Eye, Nasal, Bladder, and Rectal □ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal □ Spraying: Nose and throat □ Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered □ Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intraarterial	lecture cum discussion & Demonstration & Redemonstration	20	
Unit 10	Sensory needs □ Introduction □ Components of sensory experience – Reception, Perception & Reaction □ Arousal Mechanism □ Factors affecting sensory function □ Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty □ Management □ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) □ Care of Unconscious Patients □ Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations □ Assessment and nursing management of patient with unconsciousness, complications	lecture cum discussion & Demonstration	5	
Unit 11	Care of Terminally ill, death and dying □ Loss – Types □ Grief, Bereavement & Mourning □ Types of Grief responses □ Manifestations of Grief □ Factors influencing Loss & Grief Responses □ Theories of Grief & Loss – Kubler-Ross □ Stages of Dying □ The R-Process model (Rando's) □ Death – Definition, Meaning, Types (Brain & Circulatory Deaths) □ Signs of Impending Death □ Dying patient's Bill of Rights □ Care of Dying Patient □ Physiological changes occurring after Death □ Death Declaration, Certification □ Autopsy □ Embalming □ Last office/Death Care □ Counseling & supporting grieving relatives □ Placing body in the Mortuary □ Releasing body from Mortuary □ Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	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 sexuality □ Prevention 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 stressors □ Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) □ Manifestation of stress – Physical & psychological □ Coping strategies/ Mechanisms □ Stress Management □ Assist with coping and adaptation □ Creating therapeutic environment □ Recreational and diversion therapies	lecture cum discussion & Demonstration	2	
Unit 15	D. Concepts of Cultural Diversity and Spirituality □ Cultural diversity □ Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation □ Transcultural Nursing □ Cultural Competence □ Providing Culturally Responsive Care □ Spirituality □ Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing □ Factors affecting Spirituality □ Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience □ Dealing with Spiritual Distress/Problems	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, Dorn, 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 □ Inspection, □ Palpation, □ Percussion, and □ 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	



Syllabus-2023-2024

BSc_Nursing

Table with 2 columns: Title of the Course, Course Code. Content: Nursing Foundations I & II Incl Health Assessment module, N-NF (II) 125 [P]

Table with 5 columns: Year, Course Type, Course Category, Pre-Requisite/s, Co-Requisite/s, Course Outcomes & Bloom's Level, Courses Elements, SDG (Goals). Content: 1st, Embedded theory and field work, Foundation core, CO1-remember the concepts, CO2-understand the principles, CO3-apply the importance, CO4-provide evidence-based practice, CO5-evaluate the applications, Skill Development, Entrepreneurship, Employability, Professional Ethics, Gender, Human Values, Environment, SDG3, SDG4, SDG8.

Table with 4 columns: Modules, Contents, Pedagogy, Hours. Content: Part B

Table with 5 columns: Modules, Title, Indicative-ABCA/PBL/ Experiments/Field work/ Internships, Bloom's Level, Hours. Content: I Health Assessment, II Nutritional needs, III Elimination needs, IV Oxygenation needs, V Administration of Medications, VI Sensory Needs and Care of Unconscious patients.

Table with 6 columns: Total Marks, Minimum Passing Marks, External Evaluation, Min. External Evaluation, Internal Evaluation, Min. Internal Evaluation. Content: Part D (Marks Distribution) Theory and Practical.

Table with 2 columns: Books, Articles, References Books, MOOC Courses, Videos. Content: Part E, Clement, G. (2020). Textbook of Nursing Foundation (2nd ed.). Elsevier Publishers.

Table with 16 columns: COs, PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12, PSO1, PSO2, PSO3. Content: Course Articulation Matrix.



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BSc_Nursing

Title of the Course	Nursing Research & Statistics
Course Code	NRST 405

Part A

Year	4th	Credits	L	T	P	C
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s				Co-Requisite/s		
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research. (BL1-Remember) CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research. (BL2-Understand) CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research (BL3-Apply) CO4- identify, select, outline, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research. (BL4-Analyze) CO5- compare, explain, interpret & evaluate the various methods of data collection and tools. (BL5-Evaluate) CO6- explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. (BL6-Create)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B

Modules	Contents	Pedagogy	Hours
Unit-1	Research and Research Process □ Introduction and need for nursing research □ Definition of Research & nursing research □ Steps of scientific method □ Characteristics of good research □ Steps of Research process – overview □ Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers	lecture cum discussion	6
Unit-2	Research Problem/Question □ Identification of problem area □ Problem statement □ Criteria of a good research problem □ Writing objectives and hypotheses	lecture cum discussion	2
Unit-3	Review of Literature □ Location □ Sources □ On line search; CINHAL, COCHRANE etc. □ Purposes □ Method of review	lecture cum discussion	2
Unit-4	Research Approaches and Designs □ Historical, survey and experimental □ Qualitative and Quantitative designs	lecture cum discussion	4
Unit-5	Sampling and data Collection □ Definition of Population, Sample □ Sampling criteria, factors influencing sampling process, types of sampling techniques □ Data – why, what, from whom, when and where to collect □ Data collection methods and instruments □ Methods of data collection □ Questioning, interviewing □ Observations, record analysis and measurement □ Types of instruments, Validity & Reliability of the Instrument □ Research ethics □ Pilot study □ Data collection procedure	Lecture cum discussion & Group project	6
Unit-6	Analysis of data □ Compilation, Tabulation, classification, summarization, presentation, interpretation of data	lecture cum discussion	4
Unit-7	Introduction to Statistics □ Definition, use of statistic, scales of measurement, Frequency distribution and graphical presentation of data □ Mean, Median, Mode, Standard deviation □ Normal Probability and tests of significance □ Co-efficient of correlation □ Statistical packages and its application	seminar	12
Unit-8	Communication and utilization of Research □ Communication of research findings □ Verbal report □ Writing research report □ Writing scientific article/paper □ Critical review of published research including publication ethics □ Utilization of research findings □ Conducting group research project	lecture cum discussion	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-5	Sampling and data Collection	Research Paper Presentation	BL4-Analyze	40

Part D(Marks Distribution)

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

Part E

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

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	1	3	2	2	3	1	3	1	3	2	3	3
CO2	2	3	1	3	1	2	3	1	3	1	3	1	2	2	2
CO3	2	3	1	2	3	2	3	1	2	1	2	3	1	1	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	2
CO6	2	-	2	-	2	2	-	-	-	-	2	-	1	-	1



Syllabus-2023-2024

PB_BSc_Nursing

Title of the Course	Introduction to Nursing Administration
Course Code	PBNSG 205[T]

Part A						
Year	2nd	Credits	L	T	P	C
Course Type	Theory only					
Course Category	Foundation core					
Pre-Requisite/s	i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse		Co-Requisite/s			be medically fit
Course Outcomes & Bloom's Level	CO1- remember the concepts, definition factors and various theories of Health and illness (BL1-Remember) CO2- understand the principles, types of communications, techniques of maintain records and Nurse patients' relationship in the hospital settings(BL2-Understand) CO3- apply the importance of various nursing procedures, comfort measures and maintenance of equipment's and its applications in the patients in the hospital settings (BL3-Apply) CO4- provide evidence-based practice, safety measures and health education to analyze the patient's progress and comfort in the hospital(BL4-Analyze) CO5- evaluate the applications of evidence-based practice such as basic nursing care, Health educations, nursing process and needs of the patient in the hospitals ettings(BL5-Evaluate) CO6- ()					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics ✓ Gender X Human Values X 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

Part 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 E	
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 Testing of the Relational and Structural Components of Innovativeness Across Academia and Practice for Healthcare Progress Scale. JONA: The Journal of Nursing Administration, 54(5), 260-269.
References Books	Anthony, M. (2016). Handbook of Home Healthcare Administration. Home Healthcare Now, 34(2), 57-58.
MOOC Courses	https://www.udemy.com/course/nursing-leadership-confidence-resilience-communication/?utm_source=adwords&utm_medium=udemyads&utm_campaign=DSA_Catchall_la_EN_cc_INDIA&campaign_type=Search&portfolio=India&language=EN&product=Course&test=&audience=DSA&topic=&priority=&utm_content=dea4584&utm_term=..._ag_82569850245..._ad_533220805577..._kw..._de_c..._dm..._pl..._i_dsa-44794821923..._li_1007796..._pd..._&matchtype=&ad_source=1&gclid=CjwKCAjwupOyBhBBEiwA0UoqaM4H3cO6Bp-RLZqOq7JLEh1k3xgukFg52PBH5nLHU4A3cXoCj-YQAVD_BwE&couponCode=LEADERSALE24B
Videos	https://www.youtube.com/watch?v=AUZWaLqRshE&list=PL4P0imnG3WmMuWPlI_2WCC2BC2WBV6k8W

Course Articulation Matrix																
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	
CO1	2	1	2	2	2	2	1	2	1	3	3	1	3	3	1	
CO2	3	2	3	3	3	3	3	2	2	2	2	3	2	1	2	
CO3	3	3	2	2	2	2	2	1	1	1	2	1	3	2	1	
CO4	2	3	2	3	2	1	2	2	2	3	1	2	2	1	2	
CO5	2	2	3	2	3	2	1	1	1	3	1	2	2	2	2	
CO6	1	1	2	1	2	1	3	2	3	1	3	3	1	3	1	



Syllabus-2023-2024

BSc_Nursing

Table with 2 columns: Title of the Course (Applied Sociology & Applied Psychology), Course Code (SOCI 115 & PSYC 120)

Table with 5 columns: Year (1st), Credits (6), L (6), T (0), P (0), C (6). Includes Course Type (Theory only), Course Category (Discipline Core), Pre-Requisite/s, Course Outcomes & Bloom's Level, and Courses Elements.

Table with 4 columns: Modules, Contents, Pedagogy, Hours. Lists units 9 through 17 with their respective topics and teaching methods.

Table with 5 columns: Modules, Title, Indicative-ABCA/PBL/ Experiments/Field work/ Internships, Bloom's Level, Hours. Lists units 3 through 13 with their respective titles and learning outcomes.

Table with 6 columns: Total Marks, Minimum Passing Marks, External Evaluation, Min. External Evaluation, Internal Evaluation, Min. Internal Evaluation. Shows marks distribution for Theory and Practical components.

Table with 2 columns: Books, Articles, References Books, MOOC Courses, Videos. Lists various academic resources for the course.

Course Articulation Matrix table with 16 columns (COs, PO1-PO12, PSO1-PSO3) and 6 rows (CO1-CO6) showing the mapping of course objectives to program outcomes.

