



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Basic life support (BLS)
<b>Course Code</b>	PBNSG-110[E]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			1	0	0	1
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Electives					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	CO1- Perform Basic Cardiopulmonary Life Support (BCLS) using the evidence based national or international guidelines in the management of adult victims with cardiac arrest.(BL3-Apply)					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG17(Partnerships for the goals)			

### Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Perform Basic Cardiopulmonary Life Support (BCLS) using the evidence based national or international guidelines in the management of adult victims with cardiac arrest.	Lecture cum discussion, Demonstration & Re demonstration	4

### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Basic Cardiopulmonary Life Support (BCLS)	Simulation	BL3-Apply	6

### Part D(Marks Distribution)

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

### Part E

<b>Books</b>	ndian Resuscitation Council. (2020). Guidelines for Cardiopulmonary Resuscitation (CPR) and Basic Cardiovascular Life Support (BCLS). Indian Resuscitation Council.
<b>Articles</b>	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;opi=89978449&amp;url=https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4129799/&amp;ved=2ahUKEwj6-ZWTq92GAXVISGwGHT_XAPwQFnoECBQQAQ&amp;usg=AOvVaw30twJf_-bG-Be-7sJvOusc">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;opi=89978449&amp;url=https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4129799/&amp;ved=2ahUKEwj6-ZWTq92GAXVISGwGHT_XAPwQFnoECBQQAQ&amp;usg=AOvVaw30twJf_-bG-Be-7sJvOusc</a>
<b>References Books</b>	
<b>MOOC Courses</b>	<a href="https://www.classcentral.com/course/udemy-first-aid-basic-life-support-31967">https://www.classcentral.com/course/udemy-first-aid-basic-life-support-31967</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=n7kqiAu2gC8">https://www.youtube.com/watch?v=n7kqiAu2gC8</a>

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Advanced Life Support (ALS)
<b>Course Code</b>	PBNSG-111[E]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			1	0	0	1
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Electives					
<b>Pre-Requisite/s</b>	Co-Requisite/s					
<b>Course Outcomes &amp; Bloom's Level</b>	CO1- Perform Advanced Cardiopulmonary Life Support (BCLS) using the evidence based national or international guidelines in the management of adult victims with cardiac arrest.(BL3-Apply)					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

### Part B

Modules	Contents	Pedagogy	Hours
Unit 1	BASIC LIFE SUPPORT 1. BLS ASESSMENT 2. PRIMARY ASSESSMENT 3. RESPIRATORY DISTRESS AND FAILURE 4. MANAGEMENT OF RESPIRATORY ARREST 5. GIVING SUPPLEMENT OXYGEN 6. OPENING AIRWAY 7. PROVIDING BASIC VENTILLATION 8. BASIC AIRWAY AGDJUNCTS: OPA AND NPA 9. SUCTIONING 10. PROVINDING VENTILATION WITH AN ADVANCED AIRWAY	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5
Unit 2	ACUTE CORONARY SYNDROMES 1. INTRODUCTION , RHYTHMS FOR ACS, DRUGS OF ACS 2. GOALS OF ACS PATIENTS 3. MANAGING ACS 4. IDENTIFICATION OF CHEST DISCOMFORT SUGGESTIVE OF ISCHEMIA 5. EMS ASSESSMENT ,CARE AND HOSPITAL PREPARATION 6. IMMEDIATE ED ASSESSMENT AND TREATMENT 7. CLASSIFY PATIENTS ACCORDING TO ST – SEGMENT DEVIATION 8. STEMI	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5
Unit 3	CARDIAC ARREST- VF/ PULSELESS VT 1. INTRODUCTION 2. MANAGING VF/PULSELESS VT 3. APPLICATION OF THE CARDIAC ARREST ALGORITHM- VF/ PULSELESS VT 4. ROUTES OF ACCESS FOR GRUGS 5. VASOPRESSORS 6. ANTIARRHYTMIC AGENTS 7. EXTRACORPOREAL CPR- FOR CARDIAC ARREST RHYTHM 8. ULTRASOUND FOR CARDIAC ARREST RHYTHM	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5
Unit 4	CARDIAC ARREST- PULSELESS ELECTRICAL ARREST 1. INTRODUCTION 2. DESCRIPTION OF PEA 3. MANAGING PEA	Lecture cum discussion & Discussion & Demonstration & Re demonstration	5

### Part C

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

Part D(Marks Distribution)

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

Part E

<b>Books</b>	Indian Resuscitation Council. (2023). Indian CPR/ACLS guidelines (2nd ed.). Indian Medical Association.
<b>Articles</b>	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3271556/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3271556/</a>
<b>References Books</b>	
<b>MOOC Courses</b>	<a href="https://nhcps.com/course/acls-advanced-cardiac-life-support-certification-course/">https://nhcps.com/course/acls-advanced-cardiac-life-support-certification-course/</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=AsoBMil3l44">https://www.youtube.com/watch?v=AsoBMil3l44</a>

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Integrated Management of Neonatal and Childhood Illness (IMNCI)
<b>Course Code</b>	PBNSG-112[E]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			2	0	0	2
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Electives					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Identify effective management of young infants up to 2 months <b>(BL1-Remember)</b> <b>CO2-</b> Demonstrate skill in case management of children age 2 months to 5 years & skill in treatment procedures and referral of sick children <b>(BL2-Understand)</b> <b>CO3-</b> Apply the concepts of IMNCI in providing care to the pediatric clients and their families <b>(BL3-Apply)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

### Part B

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

### Part C

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

Part D(Marks Distribution)

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

Part E

<b>Books</b>	World Health Organization. (2005). Handbook: IMCI integrated management of childhood illness. World Health Organization.
<b>Articles</b>	World Health Organization. (2005). Handbook: IMCI integrated management of childhood illness. World Health Organization.
<b>References Books</b>	
<b>MOOC Courses</b>	<a href="https://www.open.edu/openlearncreate/course/view.php?id=17">https://www.open.edu/openlearncreate/course/view.php?id=17</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=p9J4jtZr0oM">https://www.youtube.com/watch?v=p9J4jtZr0oM</a>

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Nursing Foundation
<b>Course Code</b>	PBNSG101[T]

Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			3	0	0	3
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> To remember the concepts, definition factors and various theories of Health and illness. <b>(BL1-Remember)</b></p> <p><b>CO2-</b> To understand the principles, types of communications, techniques of maintain records and Nurse patients relationship in the hospital settings. <b>(BL1-Remember)</b></p> <p><b>CO3-</b> To understand the importance of various nursing procedures, comfort measures and maintenance of equipments and its applications in the patients in the hospital settings. <b>(BL3-Apply)</b></p> <p><b>CO4-</b> To provide evidence based practice, safety measures and health education to analyze the patient's progress and comfort in the hospital. <b>(BL4-Analyze)</b></p> <p><b>CO5-</b> To evaluate the applications of evidence based practice such as basic nursing care, Health educations, nursing process and needs of the patient in the hospital settings. <b>(BL5-Evaluate)</b></p>					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B

Modules	Contents	Pedagogy	Hours
unit-1	Development of Nursing as a profession * Its philosophy * Objectives and responsibilities of a graduate nurse * Trends influencing nursing practice * Expanded role of the nurse * Development of nursing education in India and trends in nursing education Lecture, discussion , chart, slides Written Test; Objective and Essay Type. * Professional organizations, career planning * Code of ethics & Professional conduct for nurse.	lecture cum discussion	6
unit-2	Ethical, legal and other issues in nursing * Concepts of health and illness, effects on the person Lecture, discussion , charts, slides & Demonstrations Written Test; Objective and Essay Type. * Stress and adaptation Explain concept of health ,illness effect on the individual Explain developm ental concept ,needs & roles of individual * Health care concept and nursing care concept * Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.	Lecture cum Discussion , Simulation based learning	12
unit-3	Theory of nursing practice * Meta paradigm of nursing – characterized by four central concepts i.e. nurse, person (client/ patient), health and environment.	Lecture cum Discussion , Case study, Visual Art	5
unit-4	Nursing process. * Assessment: Tools for assessment, methods, recording. * Planning: Techniques for planning care, types of care plans. * Implementation of care, recording. Lecture, discussion . Demonstr ation Practice session Clinical Practice Written Test; Objective and Essay Type. * Evaluation: Tools for evaluation, process of evaluation.	Lecture cum Discussion , Visual Art, PBL	10
unit-5	Quality assurance: * nursing standards, nursing audit, total quality management. * Role of council and professional bodies in maintenance of standards.	Lecture cum Discussion , Group Discussion	4
unit-6	Primary health care concept: * Community oriented nursing * Holistic nursing, Primary nursing * Family oriented nursing concept, Lecture, discussion , Written Test; Objective and Essay Type. Problem oriented nursing * Progressive patient care * Team nursing	Lecture cum Discussion , Fild Work & Out door learning	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit-3	clinical practical	Experiments	BL4-Analyze	3

Part D(Marks Distribution)

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

Part E

<b>Books</b>	. Author, A. A. (date). Title of book (Edition, Editors). Publisher. Reference Example. Astle, B.J., Duggleby, W., Potter, P.A., Perry, A.G.
<b>Articles</b>	Patients' and nurses' experiences of fundamental nursing care: A systematic review and qualitative synthesis
<b>References Books</b>	by B Markowski · 2019 — [Letter to Speaker of the House Nancy Pelosi, Minority Leader Kevin McCarthy, Majority Leader Mitch McConnell, and Minority Leader Chuck Schumer concerning
<b>MOOC Courses</b>	Infection Prevention in Nursing Homes/https://www.shiksha.com/online-courses/infection-prevention-in-nursing-homes-course-courl2281
<b>Videos</b>	History of health care and nursing   Fundamentals of Nursing   BSN Pakistan   BSN Lectures   unit 01



Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Nutrition and Dietetics
<b>Course Code</b>	PBNSG102[T]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			2	0	1	3
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Foundation core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Remember the concepts, definition factors and various classifications of nutrition and health. <b>(BL1-Remember)</b> <b>CO2-</b> understand the principles, types of Nutrients, methods of preparing food and therapeutic diets for the patient in the hospital settings. <b>(BL2-Understand)</b> <b>CO3-</b> understand the importance of various food items and its preservation, measures and dietary supply and its applications in the patients in the hospital settings. <b>(BL3-Apply)</b> <b>CO4-</b> provide safe food and safety measures and health education on diet and analyze the patient's prognosis by diet <b>(BL4-Analyze)</b> <b>CO5-</b> evaluate the applications of therapeutic diets such as diabetes diet, Health educations on balance diet by nursing process and supply food according to needs of the patient in the hospital settings. <b>(BL5-Evaluate)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

### Part B

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

Part C

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

Part D(Marks Distribution)

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

Part E

<b>Books</b>	Clinical dietetics and Nutrition, Antia 4th ed. 2)Nutritive value of Indian foods, Gopalan, 1st ed.
<b>Articles</b>	<a href="https://www.researchgate.net/publication/333839541_Role_of_Nurse_in_Nutritional_Care">https://www.researchgate.net/publication/333839541_Role_of_Nurse_in_Nutritional_Care</a> <a href="https://www.tnajibjournal-nji.com/admin/assets/article/pdf/10715_pdf.pdf">https://www.tnajibjournal-nji.com/admin/assets/article/pdf/10715_pdf.pdf</a>
<b>References Books</b>	Gwatkin D, Wilcox J, Wray J. Can health and nutrition interventions make a difference? Washington DC: Overseas Development Council; 1980. (Monograph 13) Lokshin M. Improving child nutrition? The Integrated Child Development Services in India. Development and Change. 2005;36(4):613–640.
<b>MOOC Courses</b>	Nutrition and Health: Food Safety
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=CnC5L_HYIJM">https://www.youtube.com/watch?v=CnC5L_HYIJM</a> <a href="https://www.youtube.com/watch?v=HAI6P4YaTgw">https://www.youtube.com/watch?v=HAI6P4YaTgw</a>

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Biochemistry & Biophysics
<b>Course Code</b>	PBNSG103[T]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			4	0	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> recognize, state the concept and principles of Midwifery and Obstetric Nursing. <b>(BL1-Remember)</b> <b>CO2-</b> Synthesize the knowledge of these principles in various nursing situations. <b>(BL2-Understand)</b>					
<b>Courses Elements</b>	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕	<b>SDG (Goals)</b>	SDG4(Quality education) SDG8(Decent work and economic growth) SDG12(Responsible consumption and production)			

Part B

Modules	Contents	Pedagogy	Hours
unit 1	I 2Hrs Describe basic principles of biochemistry Introduction : Importance of biochemistry in nursing * Study of cell and its various components. Lecture, discussion, ,charts, slides Written Test; Objective and Essay Type. Describe the structure & functions of cell Demonstration use of microscope	lecture cum discussion, Experiential Learning	2
unit 2	II 2Hrs Describe the Water and Electrolytes: Lecture, Written Test; water & Water sources, property and discussion, Objective and electrolyte functions in human body. Charts Essay Type. balance of * Water and fluid balance. Slides human body * Electrolytes of human body, Explain functions, sources. using charts,	Lecture cum Discussion , simulation based learning	2
unit 3	III 5Hrs Explain the Enzymes Lecture, Written Test; mechanism * Mechanism of action discussion Objective and of enzymes * Factors affecting enzyme Slides Essay Type. Activity Demonstration * Diagnostic applications in * Precautions for handling laboratory specimens for enzyme estimation * Digestion and absorption of carbohydrates, proteins and fats * Various factors influencing the digestion and absorption, malabsorption syndrome.	Lecture cum Discussion , PBL, Presentation	5
unit 4	IV 5Hrs Explain catabolism of carbohydrates Explain the storage and utilization of fats & glucose in the body Carbohydrates: Catabolism of carbohydrates for energy purposes * Mitochondrial oxidation and oxidation phosphorylation. * Fats of glucose in the body. Storage of glucose in the body, glycogenesis, glycogenolysis and neoglucogenesis, blood glucose and its regulation. * Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.	Lecture cum Discussion , Simulation based learning, case study	5
unit 5	V 5Hrs Explain the Protein : Lecture, Written Test; metabolism Amino acids, hormones. discussion Objective and of amino * Essential amino acids. Charts Essay Type. acids & Biosynthesis of protein in the cells Slides proteins * Role of nucleic acid in protein Demonstration synthesis. tion of * Nitrogenous constituents of laboratory urine, blood, their origin –urea tests cycle, uric acid formation, gout. * Plasma proteins and their functions.	lecture cum discussion	6
unit 6	VI 6Hrs Explain the Fat: Lecture, Written Test; metabolism Biosynthesis of fats and storage of discussion, Objective and of fats in the body. explain Essay Type. fat,importac * Role of liver in fat metabolism using e lipids & * Biological importance of charts,grap their important lipids and their h functions Functions * Cholesterol and lipoprotein * Sources, occurrence and Distribution * Blood level and metabolism * Ketone bodies and utilization. * Inter- relationships in metabolism and cellular control of metabolic processes. UNIT VII 2Hrs Explain the Metabolism of calcium and phosphorus ,calcium homeostasis and Radioisotopes uses in diagnosis	Lecture cum Discussion , Fild Work & Out door learning	2
unit 7	I 2Hrs Basic principles of biophysics Introduction :Concepts of unit and measurements. * Fundamental and derived units. * Units of length, weight, mass, time.	Lecture cum Discussion , Fild Work & Out door learning	2
unit 8	II 2Hrs Describe the vector & scalar motion Vector and scalar motion, speed, velocity and acceleration. Lecture, & discussion Written Test; Objective and Essay Type.	lecture cum discussion	2

Part D(Marks Distribution)

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

Part E

<b>Books</b>	Textbook of Applied Biochemistry and Nutrition & Dietetics for BSc Nursing (Based on INC 2021-22) (9789390619412) 7. Nordmark, M.t and Rahweder, A.W.(1959): Science Principles in Nursing; Philadelphia, J.B. Lippincott.
<b>Articles</b>	<a href="https://www.jaypeedigital.com/eReader/chapter/9789350907320/ch1">https://www.jaypeedigital.com/eReader/chapter/9789350907320/ch1</a>
<b>References Books</b>	1. Flitter, H.H.(1989): An introduction to physics in nursing; 7th edition Delhi, All India Traveller Book seller. (Original American ed. Pub. by C.V.Mosby, St.Louis). 2. Sackheim, S.M.(1962): Practical Physics for nurses; 2nd ed. Philadelphia, W.B. Saunders Co.
<b>MOOC Courses</b>	Basic Principles of Cell Signaling
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=rYQBFo50_DI">https://www.youtube.com/watch?v=rYQBFo50_DI</a>

Course Articulation Matrix

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



**Syllabus-2023-2024**  
**(SONS)(PB\_BSc\_Nursing)**

<b>Title of the Course</b>	Psychology
<b>Course Code</b>	PBNSG104[T]

**Part A**

<b>Year</b>	1st	<b>Credits</b>	L 4	T 0	P 1	C 5
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	Minimum 50 % marks passed in GNM	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Students will able to identify the importance of psychology in individual and professional life&role of nurse in promoting mental health and dealing with altered personality.( <b>BL1-Remember</b> ) <b>CO2-</b> Student will understand of the biological and psychological basis of human behaviour.( <b>BL2-Understand</b> ) <b>CO3-</b> Students will demonstrate the physical psychology of different age groups.( <b>BL3-Apply</b> ) <b>CO4-</b> Analyze & Integrate the principles of motivation and emotion( <b>BL4-Analyze</b> ) <b>CO5-</b> Students will assess, and demonstrate basic understanding of psychological assessment and nurse's role( <b>BL5-Evaluate</b> )					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗	<b>SDG (Goals)</b>	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)			

**Part B**

Modules	Contents	Pedagogy	Hours
I	Describe the scope & methods of psychology	lecture cum discussion	3
II	Describe the sensation,at tenson& distinguish between normal & abnormal Simple experiment s Perception measuring thresholds Reaction time	Lecture cum Discussion , Role play	6
III	Describe motivation, its nature Describe Frustration and conflicts	Lecture cum Discussion , Group discussion,	6
IV	Describe emotions & its application in sickness	Lecture cum Discussion , Visual art,	5
V	Explain the concept of personality & its influence n behavior.	Lecture cum Discussion ,	7
VI	Describe psychologi cal needs of various ages during their life cycle	Lecture cum Discussion , Visual art, Role play	5
VII	Describe significanc e of individual differences & its implication s in nursing	Lecture cum Discussion , case study	4
VIII	Describe intelligence & abilities during sickness	Lecture & Discussion Demonstration	6

**Part C**

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

Part D(Marks Distribution)

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

Part E

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

Course Articulation Matrix

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





## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Microbiology
<b>Course Code</b>	PBNSG105[T]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			4	0	2	6
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Remember the definitions of terminologies, historical perspectives; recognizing structure and classification of microbes, Morphological types.( <b>BL1-Remember</b> ) <b>CO2-</b> Comprehend concepts, characteristics of microbes. Sources, portals of entry and exit, transmission of infections, laboratory methods for identification of microorganisms, Culture, Immunoprophylaxis.( <b>BL2-Understand</b> ) <b>CO3-</b> Apply various aseptic techniques, disinfection methods, sterilization methods.( <b>BL3-Apply</b> ) <b>CO4-</b> Infer and illustrate importance and relevance of microbiology to nursing.( <b>BL4-Analyze</b> ) <b>CO5-</b> Evaluate, relate and infer Standard safety measures, Role of Nurse.( <b>BL5-Evaluate</b> )					
<b>Coures Elements</b>	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

### Part B

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

### Part C

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

Part D(Marks Distribution)

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

Part E

<b>Books</b>	Ananthnarayan: Textbook of Microbiology Chakravarti: Textbook of Microbiology Chattergey K.D.: Text book of Marion E. Wilson: Microbiology in Nursing Practice
<b>Articles</b>	The Importance of Microbiology Education for Nursing Students: A Review Nursing Interventions for Preventing Healthcare-Associated Infections: Insights from Microbiology Microbial Surveillance in Healthcare: A Nursing Perspective Empowering Nurses through Microbiology Education: Bridging the Gap between Theory and Practic
<b>References Books</b>	Hughes, R. G. (Ed.). (2012). Patient Safety and Quality: An Evidence-Based Handbook for Nurses. Agency for Healthcare Research and Quality. ISBN-13: 978-1492842649. Wilson, B. A., Salyers, A. A., & Whitt, D. D. (2011). Bacterial Pathogenesis: A Molecular Approach (3rd ed.). ASM Press. ISBN-13: 978-1555814182.
<b>MOOC Courses</b>	<a href="https://www.coursera.org/learn/bacterial-infections">https://www.coursera.org/learn/bacterial-infections</a>
<b>Videos</b>	An Introduction to Microbiology <a href="https://www.youtube.com/watch">www.youtube.com &gt; watch</a>

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Maternal Nursing
<b>Course Code</b>	PBNSG106[P]

**Part A**

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			0	0	8	8
<b>Course Type</b>	Embedded theory and field work					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> recognize, state the concept and principles of Midwifery and Obstetric Nursing. <b>(BL1-Remember)</b></p> <p><b>CO2-</b> comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. <b>(BL2-Understand)</b></p> <p><b>CO3-</b> apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care. <b>(BL3-Apply)</b></p> <p><b>CO4-</b> identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. <b>(BL4-Analyze)</b></p> <p><b>CO5-</b> describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics. <b>(BL5-Evaluate)</b></p> <p><b>CO6-</b> explain the evidence-based nursing practice in the field of Obstetrical Nursing and function as independent Midwifery Nurse Practitioner. <b>(BL6-Create)</b></p>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

**Part B**

<b>Modules</b>	<b>Contents</b>	<b>Pedagogy</b>	<b>Hours</b>
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	Antenatal clinic/ OPD 1 Assessment of pregnant women [R] Antenatal history taking [F] Physical examination, Recording of Weight & B. PHb. & Urine testing for sugar and albumin [R] Antenatal examination- [R] abdomen and breast [R] Immunization [R] Assessment of risk status [R] Teaching antenatal mothers [R] Maintenance of Antenatal records [R] Conduct Antenatal Examinations 30 Health talk- 1 Casebook recordings [R] Verification of findings of Antenatal examinations [R] Completion of casebook recordings	Field work	BL3-Apply	60
2	Labour room O.T. 2 [R] Assess woman in labour [R] Carry out per vaginal examinations [R] Conduct normal deliveries [F] Perform episiotomy and suture it [R] Resuscitate newborns [R] Assist with Cesarean Sections MTP and other surgical procedures [R] Assessment of Woman in labour [R] Per vaginal examinations and interpretation Monitoring and caring of woman in labour [R] Maintenance of partograph [R] Conduct normal delivery [R] Newborn assessment and immediate care Resuscitation of newborns [R] Assessment of risk status of newborn [R] Episiotomy and suturing [R] Maintenance of labour and birth records [R] Arrange for and assist with Cesarean section and care for woman & baby during Cesarean [R] Arrange for and assist with MTP and other surgical procedures *Conduct normal deliveries - 20 *Per vaginal examinations-5 *Perform and Suture the episiotomies-5 *Resuscitate newborns-5 *Assist with Caesarean Sections-2 *Witness abnormal deliveries-5 Assist with MTP and other Surgical procedures - [R] Casebook recordings [R] Assessment of clinical performance with rating scale [R] Assessment of each skill With checklists Completion of Casebook recordings	Field work	BL3-Apply	60
3	Newborn Nursery 1 [R] Provide nursing care to newborn at risk [R] Newborn assessment [R] Admission of neonates [R] Feeding of neonates at risk [R] Katorispoon, paladi, tube feeding, total parenteral nutrition [R] Thermal management of neonates- kangaroo mother care, care of baby in incubator [R] Monitoring and care of neonates Administering medications [R] Intravenous therapy [R] Assisting with diagnostic procedure [R] Assisting with exchange transfusion [R] Care of baby on ventilator [R] Phototherapy [R] Case study-1 Observation study -1 [R] Assessment of clinical performance Assessment of each skill With checklists Evaluation of observation study ITMUNIVERSITY, GWALIOR [R] Infection control protocols in the nursery [R] Teaching and counseling of parents [R] Maintenance of Neonatal records	Field work	BL3-Apply	60
4	Family Planning Clinic 1 [R] Counsel for and provide [R] family welfare services [R] Counseling technique [R] Insertion of IUD [R] Teaching on use of family planning methods [R] Arrange for and assist with family planning operations Maintenance of records and reports [R] IUD insertion-5 [R] Observation Study-1 [R] Counseling-2 [R] Simulation exercise on recording and reporting - 1 [R] Assessment of each skill With checklists [R] Evaluation of and observation study	PBL	BL3-Apply	60

Part D (Marks Distribution)

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

Part E

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

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Maternal Nursing
<b>Course Code</b>	PBNSG106[T]

### Part A

Year	1st	Credits	L	T	P	C
			4	0	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Describe the physiology of pregnancy, labour and puerperium. <b>(BL1-Remember)</b> <b>CO2-</b> Manage normal pregnancy, labour and puerperium. <b>(BL2-Understand)</b> <b>CO3-</b> Explain the physiology of lactation and advice on management of breast feeding. <b>(BL3-Apply)</b> <b>CO4-</b> Be skilled in providing pre and post operative nursing care in obstetric conditions. <b>(BL4-Analyze)</b> <b>CO5-</b> Identify and manage high risk pregnancy including appropriate referrals. <b>(BL5-Evaluate)</b> <b>CO6-</b> Propagate the concept and motivate acceptance of family planning methods and Teach, guide and supervise auxiliary midwifery personnel <b>(BL6-Create)</b>					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B

Modules	Contents	Pedagogy	Hours
unit 1	I 5hrs Describe the concept of maternal nursing Explain the magnitude of maternal morbidity & mortality rates Describe the * Introduction and historical review * Planned parenthood * Maternal morbidity and mortality rates * Legislations related to maternity benefits, Lecture & Discussion Assessment of skills with check list Written Test; Objective and Essay Type. 35   Page legislations related to maternity benefits ,MTP act & family planning MTP acts, incentives for family planning etc.,	lecture cum discussion	5
unit 2	II 6hrs Describe the anatomy &physlogy of female reproductive system Explain foetal development * Review of the anatomy and physiology of female reproductive system. * Female pelvis(normal and contracted) * Review of foetal development. Lecture & Discussion Explain using models Chart sides Specimen record book	Lecture cum Discussion , role play	6
unit 3	III 8hrs Describe the physiology & management of pregnancy, labour&puerperiu Perform neonatal resuscitation Recognse& manage common neonatal problems * Physiology and management of pregnany, labour and puerperium * Signs and symptoms and diagnosis of pregnancy * Antenatal care * Pregnant women with HIV/AIDS * Management of Lecture & Discussion Demonstration Charts slides Assessment of skills with check list Written Test; Objective and Essay Type. common gynecological problems. *Organization of labour room *safe birth checklist Postpartum visit by health worker Micro birth planning	Lecture cum Discussion , case study	8
unit 4	V 5hrs Describe management of abnormal pregnancy labour&puerperiu Identify & manage high risk pregnancy &puerperium * Management of abnormal pregnancy, labour and puerperium * Abortion, ectopic pregnancy and vesicular mole. * Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease. * Urinary infections, Antepartum hemorrhage * Abnormal labour (malposition and malpresentation) * Uterine inertia * Disorders or puerperium Lecture & Discussion Demonstration Charts slides Assessment of skills with check list Written Test; Objective and Essay Type. 37   Page * Management of engorged breast, cracked nipples, breast abscess and mastitis	Lecture cum Discussion , Visual Art, PBL	6
unit 5	VI 10hrs * Drugs in obstetrics * Effects of drugs during pregnancy, labour and puerperium on mother and baby. Lecture & Discussion Drug book Written Test; Objective and Essay Type.	Lecture cum Discussion , Visual Art, PBL	5
unit 6	VII 3hrs * National Welfare programmes for women * National Family welfare programme * Infertile family * Problems associated with unwated pregnancy * Unwed mothers. * Family planning 2020 * National family planning programme * Post partum IUCD	Lecture cum Discussion , Visual Art,simulation based learning	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit1	I 5hrs Describe the concept of maternal nursing Explain the magnitude of maternal morbidity & mortality rates Describe the * Introduction and historical review * Planned parenthood * Maternal morbidity and mortality rates * Legislations related to	Role Play	BL6-Create	5
unit 3	Describe management of abnormal pregnancy labour&puerperiu Identify & manage high risk pregnancy &puerperium * Management of abnormal pregnancy, labour and puerperium * Abortion, ectopic pregnancy and vesicular mole. * Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease. * Urinary infections, Antepartum hemorrhage * Abnormal labour (malposition and malpresentation) * Uterine inertia * Disorders or puerperium Lecture & Discussion Demonstration Charts slides Assessment of skills with check list Written Test; Objective and Essay Type. 37   Page * Management of engorged breast, cracked nipples, breast abscess and mastitis	PBL	BL2-Understand	8
unit 6	National Welfare programmes for women * National Family welfare programme * Infertile family * Problems associated with unwated pregnancy * Unwed mothers. * Family planning 2020 * National family planning programme * Post partum IUCD	PBL	BL3-Apply	10

Part D(Marks Distribution)

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

Part E

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

Course Articulation Matrix

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





## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Child Health Nursing
<b>Course Code</b>	PBNSG107[P]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			0	0	8	8
<b>Course Type</b>	Embedded theory and field work					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> recall internationally accepted rights of the child, National policy and National programmes related to child health and welfare. <b>(BL1-Remember)</b> <b>CO2-</b> observe and interpret changing trends in hospital care. <b>CO3-</b> apply principles of growth and developmental milestones from birth to adolescence. <b>CO4-</b> identify and illustrate different defects and systematic diseases of child health. <b>CO5-</b> evaluate the effectiveness of the nursing interventions by reviewing the expected outcomes to determine if they were met by the time frames indicated.					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

### Part B

Modules	Contents	Pedagogy	Hours
unit 1	1 5hrs Describe the concept of maternal nursing Explain the magnitude of maternal morbidity & mortality rates Describe the * Introduction and historical review * Planned parenthood * Maternal morbidity and mortality rates * Legislations related to maternity benefits, Lecture & Discussion Assessment of skills with check list Written Test; Objective and Essay Type. 35   Page legislations related to maternity benefits ,MTP act & family planning MTP acts, incentives for family planning etc.,	role play, visual art	5

### Part C

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

### 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

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

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Child Health Nursing
<b>Course Code</b>	PBNSG107[T]

### Part A

Year	1st	Credits	L	T	P	C
			3	0	0	3
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Foundation core					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> recall internationally accepted rights of the child, National policy and National programmes related to child health and welfare. <b>(BL1-Remember)</b></p> <p><b>CO2-</b> observe and interpret changing trends in hospital care. <b>(BL2-Understand)</b></p> <p><b>CO3-</b> apply principles of growth and developmental milestones from birth to adolescence. <b>(BL3-Apply)</b></p> <p><b>CO4-</b> identify and illustrate different defects and systematic diseases of child health. <b>(BL3-Apply)</b></p> <p><b>CO5-</b> evaluate the effectiveness of the nursing interventions by reviewing the expected outcomes to determine if they were met by the time frames indicated. <b>(BL5-Evaluate)</b></p>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
I	Introduction [B] Modern concept of child care [B] Internationally accepted rights of the child [B] National policy and legislations in relation to child health and welfare. [B] National programmes related to child health and welfare. [B] Changing trends in hospital care, preventive, promotive and curative aspects of child health. [B] Child morbidity and mortality rates. [B] Differences between an adult and child. [B] Hospital environment for a sick child. [B] The role of a paediatric nurse in caring for a hospitalized child. [B] Principles of pre and post-operative care of infants and children. [B] Paediatric nursing procedures.	Lecture cum Discussion case study	10 hrs
II	The healthy child [B] Growth and development from birth to adolescence [B] The needs of normal children through the stage of development and parental guidance. [B] Nutritional needs of children & infants breast-feeding, supplementary / artificial feeding and weaning. [B] Accidents, causes and prevention [B] Value of play and selection of play material [B] Preventive immunization.	Lecture cum Discussion , visual art	7 hrs
III	Nursing care of neonate [B] Nursing care of a normal newborn. Neonatal resuscitation [B] Nursing management of a low birth weight baby [B] Nursing management of common neonatal disorders. [B] Organization of neonatal unit. Prevention of infections in the nursery	Lecture cum Discussion , PBL, Presentation	10 hrs
IV	Nursing management in common childhood disease [B] Nutritional deficiency disorders. [B] Respiratory disorders and infections [B] Gastrointestinal infections, infestations and congenital disorders. [B] Cardio vascular problem-congenital defects and rheumatic fever. [B] Genito-urinary disorder – Nephrotic syndrome, Wilms'tumor, infection and congenital disorders. [B] Neurological infections and disorders – convulsions, epilepsy, meningitis, hydrocephalus, spinabifida. [B] Haematological disorders – anemias, thalassemia, ITP, Leukaemia, haemophilia. [B] Endocrine disorders – Juvenile Diabetes Mellitus. [B] Disorders of skin, eye and ears. [B] Common communicable diseases in children, their identification, nursing management in hospital and home and prevention. [B] Paediatric emergencies – poisoning, foreign bodies, haemorrhage, burns and drowning.	Lecture cum Discussion , Simulation based learning, case study	20 hrs
V	Management of behaviour disorders in children. [B] Management of challenged children. - Mentally challenged - Physically challenged - Socially challenged	Lecture cum Discussion , Group Discussion	3 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
III	Organization of neonatal unit. Prevention of infections in the nursery	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		75	38	25	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

<b>Books</b>	Parul Datta ; 2020. Edition, 2, revised ; Publisher, Jaypee Brothers Medical Publishers Pvt. Limited.
<b>Articles</b>	<a href="https://www.ncbi.nlm.nih.gov/books/NBK567767/">https://www.ncbi.nlm.nih.gov/books/NBK567767/</a>
<b>References Books</b>	Susan Carman and Theresa Kyle. 2009. Essentials of Pediatric Nursing.2nd Edition
<b>MOOC Courses</b>	<a href="https://www.coursera.org/learn/health-care-and-promotion-for-infants-and-toddlers">https://www.coursera.org/learn/health-care-and-promotion-for-infants-and-toddlers</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=9d4ODP5n8Ps">https://www.youtube.com/watch?v=9d4ODP5n8Ps</a>

Course Articulation Matrix

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Medical Surgical Nursing
<b>Course Code</b>	PBNSG108[P]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			0	0	9	9
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> able to integrate knowledge from nursing and other scientific and Humanistic disciplines as it relates to medical/surgical nursing. <b>(BL1-Remember)</b> <b>CO2-</b> understand the participate with the interdisciplinary healthcare team and assume accountability for providing safe and effective care to the adult population. <b>(BL2-Understand)</b> <b>CO3-</b> able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development. <b>(BL3-Apply)</b> <b>CO4-</b> analyze & integrate technology and information systems to provide safe, effective care to adult populations with any disease condition. <b>(BL4-Analyze)</b> <b>CO5-</b> evaluate verbal, non-verbal communication strategies used to communicate with patients and their families. <b>(BL5-Evaluate)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

### Part B

Modules	Contents	Pedagogy	Hours
unit-1	*Perform examination of ear, nose and throat *Assist with diagnostic procedures *Assist with therapeutic procedures *Instillation of drops *Perform/assist with irrigations *Apply ear bandage *Perform tracheostomy care *Teach patient and families	*Provide care to 2-3 assigned patients *Nursing care plan- 1 *Observation reports of OPD *Maintain drugbook	42
unit-2	*Perform examination of eye *Assist with diagnostic procedures *Assist with therapeutic procedures *Perform/assist with irrigations *Apply eye bandage *Apply eye drops/ointments *Assist with foreign body removal *Teach patient and families	*Provide care to 2-3 assigned patients *Nursing care plan- 1 *Observation reports of OPD & eye bank *Maintain drugbook	84
unit-3	*Perform neurological examination *Use Glasgow coma scale *Assist with diagnostic procedures *Assist with therapeutic procedures *Teach patient and families *Participate in rehabilitation program	*Provide care to 2-3 assigned patients with neurological disorders *Care study / case presentation -1 *Maintain drugbook *Health teaching -1	84
unit-4	*Assist with gynecological examination *Assist with diagnostic procedures *Assist with therapeutic procedures *Teach patient and families *Teaching self breast	*Provide care to 2-3 assigned patients *Nursing care plan- 1 *Maintain drugbook	42

### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit-1	observation report in OPD	Experiments	BL3-Apply	5

Part D(Marks Distribution)

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

Part E

<b>Books</b>	APA (7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health/ ..
<b>Articles</b>	Effect of Self-efficacy-Based Training on Treatment Adherence of Patients with Heart Failure
<b>References Books</b>	KrishnadaskV.TextbookofMedicine
<b>MOOC Courses</b>	<a href="https://www.coursera.org/learn/breast-cancer-causes-prevention">https://www.coursera.org/learn/breast-cancer-causes-prevention</a>
<b>Videos</b>	Test Bank For Introduction to Medical-Surgical Nursing, 6th ... www.tiktok.com › video 0:02 / 22:44 • Introduction Pneumonia symptoms, patho, nursing interventions for NCLEX RN & LPN

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Medical Surgical Nursing
<b>Course Code</b>	PBNSG108[T]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			6	0	0	6
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> able to Integrate knowledge from nursing and other scientific and Humanistic disciplines as it relates to medical/surgical nursing. <b>(BL1-Remember)</b></p> <p><b>CO2-</b> understand the participate with the interdisciplinary healthcare team and assume accountability for providing safe and effective care to the adult population. <b>(BL2-Understand)</b></p> <p><b>CO3-</b> able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development. <b>(BL3-Apply)</b></p> <p><b>CO4-</b> analyze &amp; integrate technology and information systems to provide safe, effective care to adult populations with any disease condition. <b>(BL4-Analyze)</b></p> <p><b>CO5-</b> evaluate verbal, non-verbal communication strategies used to communicate with patients and their families. <b>(BL5-Evaluate)</b></p>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)			



Part B

Modules	Contents	Pedagogy	Hours
unit-1	* Introduction to medical surgical nursing. * Review of concepts of comprehensive nursing care in medical surgical conditions. * Nurse, patient and his/her family. * Functions of nurse in the outpatient department. * Intensive care unit.	lecture cum discussion, visual art	4
unit-2	* Nursing management of patient with specific problems. * Fluid and electrolyte imbalance. * Dyspnea and cough, respiratory obstruction * Fever * Shock * Unconsciousness * Pain Acute illness * Incontinence	Lecture cum Discussion , Simulation based learning	10
unit-3	Nursing management of patient with neurological and neurosurgical conditions. Review of anatomy and physiology of the nervous system. Pathophysiology, diagnostic procedures and management of: * Cerebro-vascular accident. * Cranial, spinal and peripheral neuropathies. * Head-ache and intractable pain * Epilepsy * Infectious and inflammatory diseases and trauma of the nervous system. * Common disorders of the system. * Recent advances in diagnostic and treatment modalities. * Drugs used in these disorders. * Tumors of brain and spinal cord, congenital malformations, degenerative diseases.	Lecture cum Discussion , Case study, Visual Art	8
unit-4	Nursing management of patient with cardiovascular problems. Review of relevant anatomy and physiology of cardio vascular system. Pathophysiology, diagnostic procedures and management of * Ischemic heart diseases. * Cardiac arrhythmias. * Congestive heart failure. * Rheumatic and other valvular heart diseases. * Endocarditis, cardiomyopathies, congenital heart, diseases, hypertension, heart block. * Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology.	Lecture cum Discussion , Visual Art, PBL	8
unit-5	Nursing management of patient with respiratory problems. Review of anatomy and physiology of respiratory system, pathophysiology, diagnostic procedures and management of upper respiratory tract infections. * Bronchitis * Asthma * Emphysema, empyema. Atelectasis, COPD * Bronchiectasis * Pneumonia * Pulmonary tuberculosis * Lung abscess * Pleural effusion * Tumours and Cysts * Chest injuries * Respiratory arrest and insufficiency * Pulmonary embolism * Drugs used in the management of these patients. * Special respiratory therapies.	Lecture cum Discussion , talks & presentation	6
unit-6	Nursing management of patient with genitor-urinary problems. Review of anatomy and physiology of the genitor-urinary system * Nephritis * Renal Calculus * Acute renal failure * Chronic renal failure * End stage renal disease Special procedures, dialysis, renal transplant Lecture, discussion, Demonstrations Case discussion/seminar Health education Supervised clinical practice Drug book presentation Written Test; Objective and Essay Type. 50   Page Drugs used in management of these patients Congenital disorders, urinary infections, Benign prostate hypertrophy.	Lecture cum Discussion , case studies, visual art	5
unit-7	Nursing management of patients with problems of the digestive systems. Review of anatomy and physiology of gastrointestinal system and accessory organs. Pathophysiology, diagnostic procedures and management of * G.I.Bleeding * Peptic ulcer * Infections * Acute abdomen * Colitis, diarrhea, dysentery and mal-absorption syndrome. * Cholecystitis * Hepatitis, hepatic coma and cirrhosis of liver. * Portal hypertension * Pancreatitis * Tumors, hernias, fistulas, fissures, hemorrhoids. Drugs used in the management of these patients.	Lecture cum Discussion , group discussion, PBL	5
unit-8	Nursing management of patients with endocrine problems Review of anatomy and physiology and patho-physiology of patients with * Thyroid disorders * Diabetes mellitus * Diabetes insipidus * Adrenal tumour * Pituitary disorders * Diagnostic procedures Nursing management of patient with above problems. Drugs used in endocrine problems.	Lecture cum Discussion , group discussion, PBL	10

Part C

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

Part D(Marks Distribution)

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

Part E

<b>Books</b>	APA (7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health/ ..
<b>Articles</b>	Zahedan University of Medical Sciences ISSN: e: 2322-4169   p: 2322-178X
<b>References Books</b>	APA (7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health/ ..
<b>MOOC Courses</b>	<a href="https://www.my-mooc.com/en/mooc/introduction-to-critical-care-in-hospitals">https://www.my-mooc.com/en/mooc/introduction-to-critical-care-in-hospitals</a> <a href="https://www.my-mooc.com/en/mooc/hi-five-health-informatics-for-innovation-value-enrichment-social-peer-perspective">https://www.my-mooc.com/en/mooc/hi-five-health-informatics-for-innovation-value-enrichment-social-peer-perspective</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=drsARvZOevg">https://www.youtube.com/watch?v=drsARvZOevg</a>

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



## Syllabus-2023-2024

(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	English
<b>Course Code</b>	PBNSG109[T]

### Part A

<b>Year</b>	1st	<b>Credits</b>	L	T	P	C
			4	0	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.	<b>Co-Requisite/s</b>	be medically fit			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Students will able to define & remembering communication and describe the concepts, principles and effective communication. <b>(BL1-Remember)</b> <b>CO2-</b> Student will understand the (LSRGW) concepts of language, speaking, reading, grammar, writing and its application in professional development. <b>(BL2-Understand)</b> <b>CO3-</b> Students can apply active listening, effective communication and use it in conversation. <b>(BL3-Apply)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)			

### Part B

Modules	Contents	Pedagogy	Hours
Unit I	UNIT I • Remedial study of Grammar. • Review of grammar, vocabulary and effective use of dictionary. • Prepare task oriented seminars. • Symposia and panel discussion	lecture cum discussion	8
Unit II	UNIT II • The ability to understand selected passage and express meaning in one's own words. • Reading and comprehension of the prescribed books	lecture cum discussion	6
Unit III	UNIT III • The study of various forms of composition: • Note taking • Diary • Nurse notes, Anecdotal records • Writing of summary • Nurses' reports on health problems. The student will submit one sample of each item from his/her own practical experience	lecture cum discussion	23
UNIT IV	UNIT IV • Verbal communication. • Oral reports. • Summarizing of the discussion. • Debate. • Listening comprehension-film, cassette and radio	lecture cum discussion	23

### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit IV	UNIT IV • Verbal communication. • Oral reports. • Summarizing of the discussion. • Debate. • Listening comprehension-film, cassette and radio	Role Play	BL6-Create	23 hrs

Part D(Marks Distribution)

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

Part E

<b>Books</b>	1. Meena. English. 2. Sidhu. An Intensive Course in English: A Remedial Workbook. Chennai: Orient Longman. 3. Jain, R. C. English Grammar and Composition. 4. Raman chadha, Remedial study of English, Lotus Publication
<b>Articles</b>	utte.edu/departments/cas/tipsheets/grammar/articles.html#:~:text=Articles%20are%20used%20before%20nouns,its%20identity%20is%20not%20known.
<b>References Books</b>	Johnson, A. (2020, June 15). Shakespeare's influence on modern English. Literary Hub. Williams, R. (2008). Postcolonial literature. In S. Smith (Ed.), The Cambridge Companion to Literature (pp. 123-145). Cambridge University Press. Brown, L. (2019). The role of gender in English language teaching. TESOL Quarterly, 53(2), 67-82.
<b>MOOC Courses</b>	<a href="https://www.my-mooc.com/en/categorie/english">https://www.my-mooc.com/en/categorie/english</a>
<b>Videos</b>	<a href="https://in.video.search.yahoo.com/search/video?fr=mcafee&amp;ei=UTF-8&amp;p=english+skill+development+videos&amp;type=E210IN826G0#id=29&amp;vid=fd9a79a48922d8087522f2fcec9aa542&amp;action=click">https://in.video.search.yahoo.com/search/video?fr=mcafee&amp;ei=UTF-8&amp;p=english+skill+development+videos&amp;type=E210IN826G0#id=29&amp;vid=fd9a79a48922d8087522f2fcec9aa542&amp;action=click</a> <a href="https://in.video.search.yahoo.com/search/video?fr=mcafee&amp;ei=UTF-8&amp;p=english+skill+development+videos&amp;type=E210IN826G0#id=9&amp;vid=8d4ab9a62feaca2a366f48ee0bac5aa8&amp;action=click">https://in.video.search.yahoo.com/search/video?fr=mcafee&amp;ei=UTF-8&amp;p=english+skill+development+videos&amp;type=E210IN826G0#id=9&amp;vid=8d4ab9a62feaca2a366f48ee0bac5aa8&amp;action=click</a>

Course Articulation Matrix

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





**Syllabus-2023-2024**  
**(SONS)(PB\_BSc\_Nursing)**

<b>Title of the Course</b>	Sociology
<b>Course Code</b>	FNBSG 201(T)

Part A			
Year	2nd	Credits	L T P C 4 0 0 4
Course Type	Theory only		
Course Category	Discipline Core		
Pre-Requisites	obtained a certificate in general nursing and midwifery and registered as a R.N.R.M. with the state nurses registration council.	Co-Requisites	be medically fit
Course Outcomes & Bloom's Level	<b>CO1-</b> identify the scope and significance of sociology in nursing. <b>(B1-Remember)</b> <b>CO2-</b> apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients identify the impact of culture on health and illness. <b>(B2-Understand)</b> <b>CO3-</b> apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients identify the impact of culture on health and illness. <b>(B3-Apply)</b> <b>CO4-</b> Develop understanding about social organization and disorganization and social problems in India. <b>(B4-Analyze)</b> <b>CO5-</b> integrate the knowledge of clinical sociology and its uses in crisis intervention. <b>(B5-Evaluate)</b>		
Course Elements	Self Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values ✓ Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)

Part B			
Modules	Contents	Pedagogy	Hours
UNIT I	Introduction <input type="checkbox"/> Definition, nature and scope of sociology <input type="checkbox"/> Significance of sociology in nursing	lecture cum discussion	1 hrs
UNIT II	Social structure <input type="checkbox"/> Basic concept of society, community, association and institution <input type="checkbox"/> Individual and society <input type="checkbox"/> Personal disorganization <input type="checkbox"/> Social group – meaning, characteristics, and classification <input type="checkbox"/> Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation <input type="checkbox"/> Socialization – characteristics, process, agencies of socialization <input type="checkbox"/> Social change – nature, process, and role of nurse <input type="checkbox"/> Structure and characteristics of urban, rural and tribal communities <input type="checkbox"/> Major health problems in urban, rural and tribal communities	Lecture cum Discussion , visual art	15
UNIT III	Culture <input type="checkbox"/> Nature, characteristic and evolution of culture <input type="checkbox"/> Diversity and uniformity of culture <input type="checkbox"/> Difference between culture and civilization <input type="checkbox"/> Culture and socialization <input type="checkbox"/> Transcultural society <input type="checkbox"/> Culture, Modernization and its impact on health and disease	Lecture cum Discussion , Case study, Visual Art	5
UNIT IV	Family and Marriage <input type="checkbox"/> Family – characteristics, basic need, types and functions of family <input type="checkbox"/> Marriage – forms of marriage, social custom relating to marriage and importance of marriage <input type="checkbox"/> Legislation on Indian marriage and family <input type="checkbox"/> Influence of marriage and family on health and health practices	Lecture cum Discussion	5
UNIT V	Social stratification <input type="checkbox"/> Introduction – Characteristics & forms of stratification <input type="checkbox"/> Function of stratification <input type="checkbox"/> Indian caste system – origin and characteristics <input type="checkbox"/> Positive and negative impact of caste in society <input type="checkbox"/> Class system and status <input type="checkbox"/> Social mobility-meaning and types <input type="checkbox"/> Race – concept, criteria of racial classification	Lecture cum Discussion , Group Discussion	5
UNIT VI	Social organization and disorganization <input type="checkbox"/> Social organization – meaning, elements and types <input type="checkbox"/> Voluntary associations <input type="checkbox"/> Social system – definition, types, type and status as structural segment of social system, <input type="checkbox"/> Industrialization <input type="checkbox"/> Evolution <input type="checkbox"/> Social control – meaning, aims and process <input type="checkbox"/> Social control <input type="checkbox"/> Social control – meaning, aims and process <input type="checkbox"/> Social disorganization – definition, causes, control and planning <input type="checkbox"/> Major social problems – poverty, housing, food supplies, literacy, prostitution, dowry, Child abuse, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 <input type="checkbox"/> Vulnerable group – elderly, handicapped, minority and other marginal group. <input type="checkbox"/> Fundamental rights of individual, women and children <input type="checkbox"/> Role of nurse in reducing social problem and enhance coping <input type="checkbox"/> Social welfare programs in India.	Lecture cum Discussion , File Work & Out door learning	15
UNIT VII	Clinical sociology <input type="checkbox"/> Introduction to clinical sociology <input type="checkbox"/> Sociological strategies for developing service for the abused Use of clinical sociology in crisis intervention	Lecture cum Discussion , File Work & Out door learning	5

Part C			
Modules	Title	Indicative ABC/PEL Experiments/Field work/ Internships	Bloom's Level
I	Sub-centre, PHC, CHC	Field work	B3-Apply
			30 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	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
0					

Part E	
<b>Books</b>	B.D Chaurasia, Textbook of Sociology-3 volumes
<b>Articles</b>	<a href="https://moocgate.com/category/articles/">https://moocgate.com/category/articles/</a> <a href="https://www.nature.com/subjects/sociology">https://www.nature.com/subjects/sociology</a>
<b>Reference Books</b>	Glenn, A. & Suttin, P.W (2021). Essential concepts in sociology (3rd ed.). Polity, Paterson, O. (2007). About public sociology. In D. Dawson, R. Ziseman, J. Mira, N. Gestel, & R. Stokes (Eds.), Public sociology: Fifteen eminent sociologists debate politics and the profession in the twenty-first century (pp. 176–194). University of California Press.
<b>MOOC Courses</b>	<a href="https://www.mooc.com/en/mooc/introduction-to-nursing-bio-science-psychology-and-sociology/">https://www.mooc.com/en/mooc/introduction-to-nursing-bio-science-psychology-and-sociology/</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=ArKAPLrRnEw&amp;list=PLu6Lk831k-ysm2V33NjBhHnqanQwVQZBivcmM7">https://www.youtube.com/watch?v=ArKAPLrRnEw&amp;list=PLu6Lk831k-ysm2V33NjBhHnqanQwVQZBivcmM7</a> <a href="https://www.youtube.com/watch?v=1485076999&amp;list=PLu6Lk831k-ysm2V33NjBhHnqanQwVQZBivcmM7">https://www.youtube.com/watch?v=1485076999&amp;list=PLu6Lk831k-ysm2V33NjBhHnqanQwVQZBivcmM7</a> <a href="https://www.youtube.com/watch?v=1485076999&amp;list=PLu6Lk831k-ysm2V33NjBhHnqanQwVQZBivcmM7">https://www.youtube.com/watch?v=1485076999&amp;list=PLu6Lk831k-ysm2V33NjBhHnqanQwVQZBivcmM7</a>

COs	Course Articulation Matrix														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	2	1	2	2	2	1	1	2	2	1	2	2	1	1	2
CO2	2	2	2	1	2	2	2	2	2	2	1	2	2	2	2
CO3	1	1	2	2	1	2	2	2	2	1	1	1	1	1	2
CO4	2	1	1	1	2	2	1	1	2	1	2	2	1	1	1
CO5	2	1	2	2	2	1	2	1	1	1	1	1	2	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



**Syllabus-2023-2024**  
(SONS)(PB\_BSc\_Nursing)

Title of the Course		Community Health Nursing												
Course Code		PHEG202P												
Part A														
Year	2nd								Credits		L	T	P	C
Course Type	Embedded theory and field work													
Course Category	Discipline Core													
Pre-Requisites	obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nurses registration council								Co-Requisites				be medically fit	
Course Outcomes & Bloom's Level	<b>CO1-</b> Explain the concept of various factors contributing to health of individual, family and community <b>(BL2-Understand)</b> <b>CO2-</b> Identify the role of community health nurse <b>(BL3-Apply)</b> <b>CO3-</b> Describe national health care delivery system <b>(BL3-Apply)</b> <b>CO4-</b> Describe epidemiological methods and principles of prevention and control of illness in the community <b>(BL3-Apply)</b> <b>CO5-</b> Identify the role of personnel working in the community health set up <b>(BL3-Apply)</b> <b>CO6-</b> Plan the work of community health nurse and supervise and train health workers <b>(BL3-Apply)</b>													
Course Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender ✓ Human Values ✓ Environment X				SDG (Goals)				SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG13(Climate action)					

Part B											
Modules			Contents					Pedagogy			Hours

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

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

Part E											
Books	1. K Park, Textbook of Preventive & Social Medicine, current edition 2. K Park, Essentials of Community Health Nursing 3. Parkhurst, An Introduction to Community Health Nursing 4. Freeman Ruth, Community Health Nursing Practice 5. Stanhope Lancaster, Community Health Nursing Process & Practice, Popular publication. 6. Basavantappa B.T, Community Health Nursing 7. Smithe, Epidemiology & management of Health Care, Popular publication 8. Mangan Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications Lancaster, Community Health Nursing Process and Practice for Promoting Health, Mosby Publications.										
Articles	<a href="https://www.purdueglobal.edu/stuighnursing/community-health-nursing/">https://www.purdueglobal.edu/stuighnursing/community-health-nursing/</a> <a href="https://nurses.org/articles/community-health-nurse/">https://nurses.org/articles/community-health-nurse/</a>										
Reference Books	Nies, Mary A, and Melanie McEwen, editors. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed. Saunders, 2018. Nies, M. A., & McEwen, M. (Eds.) (2018). Community/public health nursing: Promoting the health of populations (7th ed.) Saunders. Nies, Mary A., and Melanie McEwen, eds. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed. Philadelphia: Saunders, 2018.										
MOOC Courses	<a href="https://www.futurelearn.com/courses/community-health-nursing">https://www.futurelearn.com/courses/community-health-nursing</a>										
Videos	<a href="https://www.nia.nh.gov/health/assisted-living-and-nursing/homes/long-term-care-facilities-assisted-living-nursing-homes-a-video-search">https://www.nia.nh.gov/health/assisted-living-and-nursing/homes/long-term-care-facilities-assisted-living-nursing-homes-a-video-search</a> <a href="https://www.youtube.com/watch?v=1j0A4rTTQdA&amp;list=PL0Y07Hw4ZMEtG0A5EE0R9ZAME2V5A38p9M-7p&amp;index=for-community+health+nursing&amp;list=ol&amp;page=E210N02G0081+incite">https://www.youtube.com/watch?v=1j0A4rTTQdA&amp;list=PL0Y07Hw4ZMEtG0A5EE0R9ZAME2V5A38p9M-7p&amp;index=for-community+health+nursing&amp;list=ol&amp;page=E210N02G0081+incite</a>										

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



**Syllabus-2023-2024**  
(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Community Health Nursing							
<b>Course Code</b>	PHNSG 202T							
<b>Part A</b>								
<b>Year</b>	2nd	<b>Credits</b>			L	T	P	C
<b>Course Type</b>	Theory only			4	0	0	0	4
<b>Course Category</b>	Discipline Core							
<b>Pre-Requisites</b>	obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nurses registration council			<b>Co-Requisites</b>				be medically fit
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1:</b> Explain the concept of various factors contributing to health of individual, family and community. <b>(BL1-Remember)</b> <b>CO2:</b> Identify the role of community health nurse. <b>(BL2-Understand)</b> <b>CO3:</b> Describe national health care delivery system. <b>(BL3-Apply)</b> <b>CO4:</b> Describe epidemiological methods and principles of prevention and control of illness in the community. <b>(BL4-Analyze)</b> <b>CO5:</b> Identify the role of personnel working in the community health set up. <b>(BL5-Evaluate)</b> <b>CO6:</b> Plan the work of community health nurse and supervise and train health workers. <b>(BL6-Create)</b>							
<b>Course Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender ✓ Human Values ✓ Environment X	<b>SDG (Goals)</b>			SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)			

Modules		Contents	Pedagogy	Hours
Unit I		Introduction to Community Health – Concepts, Principles and Elements of Primary Health Care • Introduction to Community Health Nursing • Concept of Community Health Nursing – Community Nursing process • Objective, Scope and Principles of Community Health Nursing	Lecture cum Discussion	6
Unit II		Family Health Services • Concept, Objective, Scope and Principles • Individual, Family and Community as a unit of service • Principles and techniques of home visiting • Establishing working relationship with the family • Working with families in relation to prevention of diseases, promotion of health • Care of the sick in the home, physically handicapped and mentally challenged • Surveillance and Monitoring	Lecture cum Discussion , visual art	8
Unit III		Organization and administration of health services in India • National health policy • Health planning and health care delivery system in India • Health team concept • Centre, State, district, urban health services, rural health services • System of medicines • Centrally sponsored health schemes • Role of voluntary health organizations and international health agencies • Role of health personnel in the community • Public health legislation • Standard treatment protocols at SC • Financial management, accounts & computing at SC • BMMV and rules of 2016	Lecture cum Discussion , PBL, Presentation	10
Unit IV		Health Education • Aims, concepts and scope of the health education • National plan for health education • Communication techniques • Methods and media for health education programmes • Planning for health education and role of nurse • social mobilization (aids, behavior change communication and self aids) • Counseling-Center	Lecture cum Discussion , case study	8
Unit V		1. Explain the Role of the community health nurse. Role of the community health nurse • New National health programmes • Maternal and child health programmes • Family welfare and school health services • Occupational health services • As a member of the health team • Rashtriya Bai suraksha karyakram (RBSK) Programme management including monitoring & supervision • Chikungunya • Adolescent counselling • National health programme on CD and NCDs Chik based power point Transparency Essay type Short answer Assessment of report on community identification	Lecture cum Discussion , Group Discussion	8
Unit VI		1.10 Describe Epidemiology: Epidemiology • Definition-concepts, aims, objectives, methods, principles • Epidemiology – Theories and models • Application of Epidemiology, principles and concepts in community health. Investigation of outbreak Chik based power point Transparency Essay type Short answer	Lecture cum Discussion , Filid Work & Out door learning, PBL	10
Unit VII		Bio statistics and vital statistics • Introduction, definition and scope, legislation • Report, recording and compiling of vital statistics at the local, state, national and international level. • Definitions and methods of compiling vital statistics • Methods of presenting data • Management information system • HMS • Electronic medical record • Integrated disease surveillance project (IDSP) • NCDI portal (MCTG) • Sources of vital statistics	Lecture cum Discussion , Filid Work & Out door learning	10

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

Part D(Marks Distribution)						
Theory						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation	
100	50	75	35	25	12	
Practical						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation	
0						

Books		Part E
<b>Books</b>	1. K Park, Textbook of Preventive & Social Medicine- current edition 2. K Park, Essentials of Community Health Nursing 3. Rakshit, An Introduction to Community Health Nursing 4. Freeman Ruth, Community Health Nursing Practice 5. Starbuck Lancaster, Community Health Nursing Process & Practice, Popular publication. 6. Basavantappa B.T. Community Health Nursing 7. Sathe, Epidemiology & Management of Health Care, Popular publication & Manjari Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications Lancaster, Community Health Nursing Process and Practice for Promoting Health, Mistry Publications.	
<b>Articles</b>	<a href="https://www.tandfonline.com/doi/full/10.1080/10491252.2022.2098773">https://www.tandfonline.com/doi/full/10.1080/10491252.2022.2098773</a> <a href="https://doi.org/10.1016/j.amepre.2022.03.007">https://doi.org/10.1016/j.amepre.2022.03.007</a> <a href="https://www.researchgate.net/publication/358494464">https://www.researchgate.net/publication/358494464</a> <a href="https://www.researchgate.net/publication/358494464">https://www.researchgate.net/publication/358494464</a>	
<b>References Books</b>	Nes, Mary A, and Melaine McEwen, editors. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed., Saunders, 2018. Nes, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.). Saunders. Nes, Mary A., and Melaine McEwen, eds. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed. Philadelphia: Saunders, 2018.	
<b>MOOC Courses</b>	<a href="https://www.mooc-list.com/tag/nursing">https://www.mooc-list.com/tag/nursing</a>	
<b>Videos</b>	<a href="https://m.youtube.com/watch?v=9k9mNk0caE27Hak..._ju=V29sbwNzZAMEtE9RqZAMEt2VjA3BpdM7p-arices-for+community+health+nursing&amp;2=ipw-website&amp;E210N26G0M1-mcafeefid-4&amp;id=2a500b718f05641a287ac1d33a6&amp;action=view">https://m.youtube.com/watch?v=9k9mNk0caE27Hak..._ju=V29sbwNzZAMEtE9RqZAMEt2VjA3BpdM7p-arices-for+community+health+nursing&amp;2=ipw-website&amp;E210N26G0M1-mcafeefid-4&amp;id=2a500b718f05641a287ac1d33a6&amp;action=view</a>	

Course Articulation Matrix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3	2	2	1	2	1	2	1	3	2	2	1	2	3
CO2	2	2	2	2	2	3	2	2	2	1	2	2	3	2
CO3	2	2	2	1	2	2	2	2	3	2	2	1	2	3
CO4	2	1	2	2	2	3	1	2	1	2	2	2	3	2
CO5	3	2	2	2	2	2	1	2	3	2	2	1	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-





**Syllabus-2023-2024**  
(SONS)(PB\_BSc\_Nursing)

<b>Title of the Course</b>	Mental Health Nursing
<b>Course Code</b>	PNBNG 203P
<b>Part A</b>	
<b>Year</b>	2nd
<b>Course Type</b>	Lab only
<b>Course Category</b>	Discipline Core
<b>Pre-Requisites</b>	candidate seeking admission must : i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two years experience in a hospital or community health nursing.
<b>Co-Requisites</b>	be medically fit
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> comprehend information current trends, and theories in historical development in the field of Mental health. <b>(B.L1-Remember)</b></p> <p><b>CO2-</b> apply/practice psychiatric nursing/instruction. <b>(B.L3-Apply)</b></p> <p><b>CO3-</b> ability of assessment, therapeutic communication and various treatment modalities. <b>(E, C, T, Behavioral therapies, etc.) (B.L4-Analyze)</b></p> <p><b>CO4-</b> infer and illustrate the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams. <b>(B.L4-Analyze)</b></p> <p><b>CO5-</b> evaluate, relate and infer the prognosis and treatment modalities in mental ill patients. <b>(B.L5-Evaluate)</b></p>
<b>Course Elements</b>	<p>Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values X Enrichment ✓</p> <p style="text-align: center;"><b>SDG (Goals)</b></p> <p>SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)</p>

Modules	Contents	Pedagogy	Hours
Psychiatric OPD	History taking <input checked="" type="checkbox"/> Perform mental status examination (MSE) <input checked="" type="checkbox"/> Observe/practice Psychometric assessment <input type="checkbox"/> Perform Neurological examination <input checked="" type="checkbox"/> Observing and assisting in therapies <input type="checkbox"/> Individual and group psychoeducation <input type="checkbox"/> Mental hygiene practice education <input checked="" type="checkbox"/> Family psycho-education	Feedback and out door learning, case study	2 week
Child Guidance clinic	History & mental status examination <input checked="" type="checkbox"/> Observe/practice psychometric assessment <input type="checkbox"/> Observe and assist in various therapies <input type="checkbox"/> Parental teaching for child with mental deficiency	Feedback and out door learning, case study	1 weeks
Inpatient ward	History taking <input checked="" type="checkbox"/> Mental status examination (MSE) <input checked="" type="checkbox"/> Neurological examination <input checked="" type="checkbox"/> Assisting in psychometric assessment <input type="checkbox"/> Recording therapeutic communication <input checked="" type="checkbox"/> Administration of medications <input checked="" type="checkbox"/> Assist Electro-Convulsive Therapy (ECT) <input checked="" type="checkbox"/> Participating in all therapies <input checked="" type="checkbox"/> Preparing patients for Activities of Daily Living (ADL) <input checked="" type="checkbox"/> Conducting admission and discharge counselling <input type="checkbox"/> Counselling and teaching patients and families	Feedback and out door learning, case study	4 weeks
Community psychiatry & Deaddiction centre/Community psychiatry & Deaddiction centre	Conduct home visit and case work <input checked="" type="checkbox"/> Identifying individuals with mental health problems <input checked="" type="checkbox"/> Engaging in organizations of Mental Health camp <input checked="" type="checkbox"/> Conducting awareness meetings for mental health & mental illness <input checked="" type="checkbox"/> Counselling and Teaching family members, patients and community <input checked="" type="checkbox"/> Observing deaddiction care	Feedback and out door learning, case study	1 weeks

Modules	Title	Indicative-ABC/APBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	psychotherapy	Seminar	B.L4-Analyze	1 weeks

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

Books	
Kapoor Bina, Textbook of psychiatric Nursing, 13th Edition	
Articles	
Realist synthesis of a rapid response system in managing mental state deterioration in acute hospital settings	
References Books	
abdul azim inooj-on-mental-health-wellbeing#~:text=Course%20Overview%3A,managing%20stress%2C%20and%20dealing%20with%20resistance.	
Videos	
https://www.youtube.com/watch?v=rfo3o38m0a8	

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

**ITM**  
UNIVERSITY  
INSTITUTE OF TECHNOLOGY MANAGEMENT  
**Syllabus-2023-2024**  
(SONS)PB\_BSc\_Nursing

<b>Title of the Course</b>	Mental Health Nursing					
<b>Course Code</b>	FENBG 203(T)					
<b>Part A</b>						
<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			8	3	12	21
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisites</b>	GNM with minimum of 50% aggregate marks with RNRM registration.		<b>Co-Requisites</b>		No medical fit	
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1- Students will comprehend forms and theories in historical development of mental health (BL2-Understand)</b> <b>CO2- Student will interpret key principles of psychiatric nursing in clinical practice (BL3-Apply)</b> <b>CO3- Students will demonstrate the ability of assessment, therapeutic communication and various treatment modalities (C.T, Behavioral therapies etc)(BL5-Evaluate)</b> <b>CO4- Students will demonstrate the ability of assessment, therapeutic communication and various treatment modalities (C.T, Behavioral therapies etc) (BL5-Evaluate)</b> <b>CO5- Students will evaluate relationship dynamics and assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care. (BL4-Analyze)</b> <b>CO6- Students will evaluate relationship and prognosis and treatment modalities in mental ill patients (BL5-Evaluate)</b>					
<b>Course Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values X Environment ✓	<b>SDG (Goals)</b>	<b>SDG3(Good health and well-being)</b> <b>SDG4(Quality education)</b> <b>SDG5(Gender equality)</b> <b>SDG8(Growth work and economic growth)</b>			

Modules		Contents	Pedagogy	Hours
1	Introduction and historical development * History of psychiatry * Historical development of mental health nursing * Philosophy, principles of mental health and psychiatric nursing * Concept of normal and abnormal behaviour * Role and qualities of mental health and psychiatric nursing * Mental health team and functions of team members * Legal aspects in psychiatry and mental health services	Lecture cum discussion		5
2	Classification and assessment of mental disorders * Terminologies used in psychiatry * Classification of mental disorders * Etiological factors and psychopathology of mental disorders * History taking and assessment methods for mental disorders.	Lecture cum Discussion , visual art		5
3	Therapeutic communication * Communication process * Interview skills, therapeutic communication techniques, Nurse patient Relationship, therapeutic impasse and it's management process recording.	Lecture cum Discussion , PBL, Presentation		4
4	Management of mental disorders * Etiological factors, psychopathology, types, clinical features, diagnostic criteria treatment and nursing management of patient with following disorders: * Neuritic Disorders, Anxiety Neuritic, Depressive Neuritic, Obsessive compulsive Neuritic, phobic Neuritic and Hypochondriacal Neuritic, Stress related and somatoform disorders * Psychotic Disorders, Schizophrenic form, affective and organic psychosis. * Organic Brain syndromes/ Psychosomatic disorders * Personality disorders * Disorders of childhood and adolescence.	Lecture cum Discussion		20
5	Management of patients with substance use disorders * Substance use and misuse * Dependence, intoxication and withdrawal * Classification of psychoactive substances * Etiological and contributory factors * Psychopathology * Clinical features * Diagnostic criteria * Treatment and nursing management of patient with substance use disorders. * Preventive and rehabilitative aspects in substance abuse. * Mental health and it's welfare programme	Lecture cum Discussion , Group Discussion		3
6	Management of mental sub-normality * Classification of mental sub-normality * Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality.	Lecture cum Discussion , File Work & Out door learning		2
7	Psychiatric Emergencies * Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. * Crisis Intervention therapy	Lecture cum Discussion , File Work & Out door learning		4
8	Therapeutic Modalities Principles, indication, contraindications and role of nurse in various treatment methods * Therapeutic community and Milieu therapy * Occupational therapy * Psychotherapy * Behaviour therapy * Group therapy * Family therapy * Pharmacotherapy * Electro convulsive therapy * Other miscellaneous therapies.	Lecture cum Discussion , File Work & Out door learning, role play		12

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

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	

Part E	
<b>Books</b>	Bhatia/Agarwal, Psychiatric nursing, Vol. 1 & 2 Kumar publishing house Delhi, 2001 M.S. Shrivastava, Essentials of Psychiatry, CBS publishers and distributors, Delhi Nishikanta, A short textbook of psychiatry, Jaypee brothers, New Delhi, 2002 R. Greenhill, A guide to mental health & psychiatric nursing, Jaypee brothers, Medical Publishers Pvt.Ltd, New Delhi 1st edition.
<b>Articles</b>	Mental Health and Suicide Prevention Mental health refers to cognitive, behavioural, emotional wellbeing of an individual. This term is broadly used synonymously for any kind of mental disorder. Though early physical well-being was given more importance to the Mental health. Mental health can affect daily living relationships and overall life. Various socio - economic and physical factors, occupation, education, ethnicity, can affect an individual's mental health. For long psychiatric care was either ignored or was a misnomer for being insane. With the ongoing Pandemic, along with the other situations that surfaced the insurging of mental health issues surfaced rampantly. The number of people seeking help for mental stress or mental ailments.
<b>References Books</b>	Mary C Townsend, "Psychiatric Mental Health Nursing", Concept of care, 4th edition F.A Davis Co. Philadelphia 2003. Gail Woodard/Barbara T. Leland, "Principles and practice of psychiatric nursing", 8th edition, Elsevier, India Pvt. Ltd. New Delhi 2005.
<b>MOOC Courses</b>	<a href="https://www.futurelearn.com/courses/mental-health-and-well-being">https://www.futurelearn.com/courses/mental-health-and-well-being</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=ZVt43jRPpAs">https://www.youtube.com/watch?v=ZVt43jRPpAs</a>

Course Articulation Matrix																
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	2	2	1	1	2	2	1	2	1	1	2	2	1	1	1	-
CO2	2	2	1	1	2	1	1	2	1	1	1	2	1	1	1	-
CO3	2	2	1	1	2	2	1	2	2	1	1	1	2	2	1	-
CO4	1	1	1	1	1	1	1	2	2	1	1	2	2	1	1	-
CO5	1	1	1	1	1	1	1	2	2	1	1	2	2	1	1	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**ITM**  
UNIVERSITY  
MADRAS CAMPUS  
**Syllabus-2023-2024**  
(SONS)PB\_BSc\_Nursing

<b>Title of the Course</b>	Introduction to nursing education					
<b>Course Code</b>	PMBG 204T					
Part A						
<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	0	4	7
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisites</b>	A candidate seeking admission must: i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse			<b>Co-Requisites</b>		be medically fit
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1</b> - know, recognize, recall, state the concepts, principles, philosophies and trends in teaching learning process <b>(BL1-Remember)</b> <b>CO2</b> - 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 <b>(BL2-Understand)</b> <b>CO3</b> - apply, demonstrate the principles and steps of guidance and counselling <b>(BL3-Apply)</b> <b>CO4</b> - analyze, identify the importance of communication process, interpersonal relationship and human relations <b>(BL4-Analyze)</b> <b>CO5</b> - describe, explain the effective use of Information, Education and Communication (IEC) for health <b>(BL5-Evaluate)</b> <b>CO6</b> - explain, generate, reconstruct new methods and instructional Media for the teaching learning process <b>(6)</b>					
<b>Course Elements</b>	<b>Skill Development X</b> <b>Entrepreneurship X</b> <b>Employability X</b> <b>Professional Ethics X</b> <b>Gender X</b> <b>Human Values X</b> <b>Environment X</b>	<b>SDG (Goals)</b>	<b>SDG4</b> (Quality education) <b>SDG5</b> (Gender equality) <b>SDG8</b> (Decent work and economic growth)			

Modules		Contents	Pedagogy	Hours
Unit I	Introduction to education	Meaning of education, aims, function and principles. Philosophy of education	Lecture cum discussion	1
Unit II	Teaching learning process	Nature and characteristics of learning "Principles and means of teaching "Formulating objectives Lesson planning	Lecture cum Discussion , visual art	2
Unit III	Methods of teaching "Teaching methods	Lecture "Discussion "Demonstration "Group discussion "Project "Role play "Panel discussion "Symposium "Seminar "Field trip "Workshop "Exhibition "Programmed instruction "Computer assisted learning "Clinical teaching methods "Case methods "Case presentation "Nursing rounds and reports "Bioside clinic "Confidentiality and group) "Teaching of illustration process	Lecture cum Discussion , PBL, Presentation	10
Unit IV	Educational media "The communication process	factors affecting communication "Purposes and types of audio-visual aids "Omphic aids: Chalk, board, charts, graphs, posters, flash cards, formal graph/holograph, bulletin, cartoon "Three dimensional aids: Objects, specimen, models, puppets, "Printed aids: pamphlets and leaflets "Projected aids: slides, films and television, VCR/VCD/DVD/movies/projectors, camera, microscope, Audio -Aids: Tape recorder, public address system, computer	Lecture cum Discussion , Visual Art, PBL	10
Unit V	Methods of assessment	"Purposes and scope of evaluation and assessment "Criteria for selection of assessment techniques and methods "Assessment of knowledge: essay type Question SAQ/Short Answer Questions) "MCQ(Multiple choice Questions) "Assessment of skills: Observation, check list, Practical examination, Viva, objective structured clinical examination, Assessment of attitude: Attitude scale	Lecture cum Discussion , Group Discussion	10
Unit VI	Management of school of Nursing	"Planning of school of nursing, organization Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports, INC guidelines for school of nursing	Lecture cum Discussion , Field Work & Out door learning	10
Unit VII	Guidance and counselling	definition "Basic principles of guidance and counselling "Organization of guidance and counselling services "Counselling process "Managing disciplinary problems Management of crisis	Lecture cum Discussion , FI	6
Unit VIII	In-service education	"Introduction to nature scope of in-service education programme "Principles of adult learning "Planning for in- service programme "Techniques, and methods of staff education programme Evaluation of in-service programme.	Lecture cum Discussion , case study	6

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

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

Books		Naalem Kumar,PV Text Book of Communication & Education Technology- 2nd Vol
<b>Articles</b>	haduru-Anderson, K., & Waite, R. (2022). Illuminating antiracist pedagogy in nursing education. Nursing Inquiry, 29(4), e12454.	
<b>References Books</b>	L.Gopichandran, C Kavimammi,Essentials, Of Communication & Educational Technology For B.Sc Nursing, CBS Publishers, 1st Edition	
<b>MOOC Courses</b>	<a href="https://www.my-mooc.com/en/categories/nursing">https://www.my-mooc.com/en/categories/nursing</a>	
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=WHVsp5DQI">https://www.youtube.com/watch?v=WHVsp5DQI</a> <a href="https://www.youtube.com/watch?v=WHVsp5DQI">https://www.youtube.com/watch?v=WHVsp5DQI</a>	

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

**ITM UNIVERSITY**  
**Syllabus-2023-2024**  
**(SONS)PB\_BSc\_Nursing**

<b>Title of the Course</b>	Introduction to Nursing Administration					
<b>Course Code</b>	PENG205(T)					
<b>Part A</b>						
<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			4	0	8	10
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Foundation core					
<b>Pre-Requisites</b>	I) Hold a diploma in General Nursing & Midwifery (GNM) I) be a registered nurse		<b>Co-Requisites</b>			be medically fit
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> remember the definition, concepts and various theories, trends of Nursing Management <b>(BL-Remember)</b> <b>CO2-</b> understand the staffing patterns, human resources, budgeting and its relation to patient care and elaborate the functions of the nurse in the Hospital settings <b>(BL-Understand)</b> <b>CO3-</b> understand the importance of patient classification system, disaster management and its applications in the hospital settings <b>(BL-Understand)</b> <b>CO4-</b> provide evidence based practice, channel of communication and to enable students to analyse the methods of ward management <b>(BL-Apply)</b> <b>CO5-</b> evaluate the applications of evidence based practice such as case study, research based clinical practices <b>(BL-Analyze)</b> <b>CO6-</b> apply the understanding of nursing accreditation and agencies to evaluate in quality patient care various hospital settings <b>(BL-Analyze)</b>					
<b>Course Elements</b>	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)			

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

<b>Part C</b>					
Modules	Title	Indicative ABC/APBL Experiences/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	

<b>Part D(Marks Distribution)</b>					
<b>Theory</b>					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	12
<b>Practical</b>					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

<b>Part E</b>	
<b>Books</b>	Rowland, H. S. & Rowland, B. L. (Eds.) (1997). Nursing administration handbook. Jones & Bartlett Learning.
<b>Articles</b>	Joseph, M. L., Williams, M., Reiter, W., Chan, H., Chao, S., Harshbarger, K., & Hailer, 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.
<b>Reference Books</b>	Anthony, M. (2016). Handbook of Home Healthcare Administration. Home Healthcare Now, 34(2), 57-68. <a href="https://www.udacity.com/course/nursing-leadership--confluence-communication?utm_source=advoc&amp;utm_medium=email&amp;utm_campaign=D&amp;A_Cat=hall_in_EN_us_ND&amp;utm_campaign=Search&amp;sort=Indiaklanguage=EN&amp;product=Course&amp;st=4&amp;source=DSA&amp;topic=Sprinity&amp;utm_content=deaf484&amp;utm_term=__ag_82569850245__ad_533220805577__kw__de_c__om__pt__3__cta-4478421923__l_1007396__pd__&amp;matchtype=&amp;ad_source=18&amp;id=QwKCAjwpg0y8HBBEwA0UogMAH0C0Bp-PLZ00TLEyKvqg4Fg0P8B6d4MkAK5C0Cp0VQD_P8E850q0C0eRLEADERSALZ0E">https://www.udacity.com/course/nursing-leadership--confluence-communication?utm_source=advoc&amp;utm_medium=email&amp;utm_campaign=D&amp;A_Cat=hall_in_EN_us_ND&amp;utm_campaign=Search&amp;sort=Indiaklanguage=EN&amp;product=Course&amp;st=4&amp;source=DSA&amp;topic=Sprinity&amp;utm_content=deaf484&amp;utm_term=__ag_82569850245__ad_533220805577__kw__de_c__om__pt__3__cta-4478421923__l_1007396__pd__&amp;matchtype=&amp;ad_source=18&amp;id=QwKCAjwpg0y8HBBEwA0UogMAH0C0Bp-PLZ00TLEyKvqg4Fg0P8B6d4MkAK5C0Cp0VQD_P8E850q0C0eRLEADERSALZ0E</a>
<b>MOOC Courses</b>	
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=ALZVlu_gf8E&amp;list=PL4P0m6G3WmWUPL2WCC3CZWBVA8W">https://www.youtube.com/watch?v=ALZVlu_gf8E&amp;list=PL4P0m6G3WmWUPL2WCC3CZWBVA8W</a>

COs	Course Articulation Matrix														
	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	2	3	3	3	2	2	2	2	1	3	1	2
CO3	3	3	2	2	2	2	1	1	1	1	1	1	3	2	1
CO4	2	3	2	2	2	2	2	2	2	3	1	2	1	2	2
CO5	2	2	3	2	2	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**  
(SONS)PB\_BSc\_Nursing

<b>Title of the Course</b>	Introduction to nursing research and statistics					
<b>Course Code</b>	PENG209T					
<b>Part A</b>						
<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	0	4	7
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisites</b>	GNM with minimum of 50% aggregate marks with RNRM number is require		<b>Co-Requisites</b>		be medically fit	
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research <b>(B.L2-Understand)</b> <b>CO2-</b> comprehend, distinguish, understand and explain appropriate design and sampling technique in nursing research <b>(B.L4-Analyze)</b> <b>CO3-</b> discover, apply, use and relate the nursing research problems and carrying out the nursing research <b>(B.L3-Apply)</b> <b>CO4-</b> identify, select, outline, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research <b>(B.L4-Analyze)</b> <b>CO5-</b> compare, explain, interpret & evaluate the various methods of data collection and tools <b>(B.L5-Evaluate)</b> <b>CO6-</b> explain, generate, reconstruct/Design a plan and create/improve the research project by evidence based practice by utilization of nursing research <b>(B.L6-Creats)</b>					
<b>Course Elements</b>	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X	<b>SDG (Goals)</b>	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)			

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

Part C					
Modules	Title	Field work	Indicative-ABC/APBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
4	sampling technique	Field work		B.L-Analyze	4

Part D(Marks Distribution)					
Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
10		25		15	

Part E	
<b>Books</b>	Neejaraj K.P. Text Book of Nursing Education, Jaypee Brothers, New Delhi.
<b>Articles</b>	Patient satisfaction with preoperative nursing care and its associated factors in surgical procedures. 2023: a cross-sectional study to enhance patient satisfaction, nurses engaged in preoperative care must possess a comprehensive understanding of the most up-to-date evidence. However, there is a notable dearth of relevant information regarding the current status of preoperative care satisfaction and its impact, despite a significant rise in the number of patients seeking surgical intervention with complex medical requirements.
<b>Reference Books</b>	1. Aggarwal J.C. Principles, Methods & Techniques of Teaching, Vikas Publishing House Basavanhappa B.T Nursing Education, Jaypee Brothers 2005, New Delhi. 2. Billing, Diane M & Halstead, Judith A., Teaching in Nursing: A Guide for Faculty, W.B. Saunders.
<b>MDOC Courses</b>	<a href="https://www.coursera.org/learn/nursing-research-principles-and-methods">https://www.coursera.org/learn/nursing-research-principles-and-methods</a>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=y6fcoD3F-U8">https://www.youtube.com/watch?v=y6fcoD3F-U8</a>

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



**Syllabus-2023-2024**  
(SONS)(PB\_BSc\_Nursing)

Title of the Course	Research Project			
Course Code	FENBG 207F1			
Part A				
Year	2nd	Credits		L T P C
		0	0	2 2
Course Type	Project			
Course Category	Foundation core			
Pre-Requisites	The basic eligibility criteria required to pursue the course include candidates having cleared their 10+2 board exams along with a certificate in General Nursing and Midwifery (GNM) and having a registration as a Registered Nurse and Registered Midwife (RNRM).		Co-Requisites	he or she should be medically fit
Course Outcomes & Bloom's Level	<b>CO1-</b> know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research. <b>(BL2-Understand)</b> <b>CO2-</b> comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research. <b>(BL2-Understand)</b> <b>CO3-</b> discover, apply, use and relate the nursing research problems and carrying out the nursing research. <b>(BL3-Apply)</b> <b>CO4-</b> identify, select, outline, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research. <b>(BL4-Analyze)</b> <b>CO5-</b> compare, explain, interpret & evaluate the various methods of data collection and tools. <b>(BL4-Evaluate)</b> <b>CO6-</b> explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. <b>(BL4-Create)</b>			
Course Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)	

Modules		Contents	Pedagogy	Hours
unit-1	Research Problem/Question	Identification of problem area Problem statement Criteria of a good research problem Writing objectives and hypotheses	Self visit	8
unit-2	Review of Literature	Location Sources On line search: CINHAL, COCHRANE etc. Purposes Method of review	Self visit	6
unit-3	Research Approaches and Designs	Historical, survey and experimental Qualitative and Quantitative designs	Self visit	1
unit-4	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 o Methods of data collection o Questioning, interviewing o Observations, record analysis and measurement o Types of instruments, Validity & Reliability of the instrument Research ethics Pilot study Data collection procedure	lecture cum discussion	6
unit-5	Analysis of data	Completion, tabulation, classification, summarization, presentation, interpretation of data	lecture cum discussion	6
unit-6	Introduction to Statistics	Definition, use of statistics, scales of measurement Frequency distribution and graphical presentation of data Mean, Median, Mode, Standard deviation Normal Probability and tests of significance Coefficient of correlation Statistical packages and its application	lecture cum discussion	8
unit-7	Communication and utilization of Research	Communication of research findings Verbal report Writing research report Writing scientific article/paper Critical review of published research including publication ethics Utilization of research findings Conducting group research project	lecture cum discussion	5

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

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

Part E	
<b>Books</b>	Lynnaugh, J. (1989). American Nursing: A Biographical Dictionary by Vern L. Bulough, Olga Maranjan Church; Alice P. Stein; Dictionary of American Nursing Biography by Martin Kaufman; Joellen Watson Hawkins; Loretta P. Higgins; Alice Howell Friedman. Iss. 80.
<b>Articles</b>	Puotinen, C. M., Vello, R., Hui, S. K., & Reller, N. (2014). Improving the spiritual dimension of whole person care: reaching national and international consensus. Journal of palliative medicine, 17(6), 642-656.
<b>References Books</b>	Bulough, V. L., & Lill, Bertz, M. L. S. (Eds.). (2004). American Nursing: A Biographical Dictionary. Volume 3 (Vol. 3). Springer Publishing Company.
<b>MOOC Courses</b>	<a href="https://www.udemy.com/course/the-complete-web-development-course/">https://www.udemy.com/course/the-complete-web-development-course/</a> <a href="https://www.udemy.com/course/web-development-masterclass-complete-certificate-course/">https://www.udemy.com/course/web-development-masterclass-complete-certificate-course/</a>
<b>Videos</b>	<a href="https://www.youtube.com/results?search_query=research+methodology">https://www.youtube.com/results?search_query=research+methodology</a>

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



**Syllabus-2023-2024**  
(SONS)PB\_BSc\_Nursing

Title of the Course	Performance Learning Systems (PLS)
Course Code	PNBSC-208E

Part A						
Year	2nd	Credits	L	T	P	O
Course Type	Embedded theory and lab		2	0	0	2
Course Category	Discipline Electives					
Pre-Requisites		Co-Requisites				
Course Outcomes & Bloom's Level	CO1- CO1: Identify the scope and significance of performance learning system (BL1-Remember)					
Course Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			

Part B				
Modules	Contents	Pedagogy	Hours	
unit-1	Introduction to Performance Learning in Nursing Course overview and expectations Introduction to experiential learning in nursing Setting personal and professional learning goals	Lecture cum Discussion	2	
unit-2	Review of nursing theories and models Basic clinical skills workshops (e.g., vital signs, patient assessments) Communication skills in nursing High-Roady situation exercises Case studies and scenario-based learning Reflective practice and journaling	Lecture cum Discussion	2	
unit-3	Patient care planning and implementation Team-based care and collaboration Ethical and legal aspects of nursing practice Techniques for giving and receiving constructive feedback Peer review sessions and mentoring Developing a professional development plan	Lecture cum Discussion	2	
unit-3	Advanced clinical skills workshops (e.g., IV insertion, wound care) Critical thinking and decision-making exercises Leadership and management in nursing	Lecture cum Discussion	2	

Part C				
Modules	Title	Indicative-ABC/APBL Experiments/Field work/ Internships	Bloom's Level	Hours
1	clinical practical	Experiments	BL4-Analyse	

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

Part E	
Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix															
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



**Syllabus-2023-2024**  
(SONS)PB\_BSc\_Nursing

Title of the Course	Safe motherhood			
Course Code	FENBG-209[E]			
Part A				
Year	2nd	Credits	L	T
			2	0
			0	2
Course Type	Theory only			
Course Category	Discipline Electives			
Pre-Requisites				
Co-Requisites				
Course Outcomes & Bloom's Level	CO1- Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby(BL1-Remember) CO2- Discuss Kangaroo mother care and develop skill in assisting for Kangaroo Mother Care(BL-Understand) CO3- Demonstrate skill in assisting the mother for breastfeeding the newborn baby(BL3-Apply)			
Course Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)	

Modules	Contents	Pedagogy	Hours
Unit 1	Evidence based care of newborn <input type="checkbox"/> Basic needs of a normal baby at birth <input type="checkbox"/> Immediate care of the normal newborn at the time of birth <input type="checkbox"/> Monitoring the baby in the first hour after birth <input type="checkbox"/> Care of the baby in special situations <input type="checkbox"/> Postnatal care of normal baby	Lecture cum discussion & Discussion	2
Unit 2	temperature regulation in newborn <input type="checkbox"/> Hazards of newborn in temperature regulation <input type="checkbox"/> Warm chain <input type="checkbox"/> Assessment of temperature and management of hypothermia <input type="checkbox"/> hyperthermia	Lecture cum discussion & Discussion & Demonstration	1
Unit 3	Kangaroo mother care <input type="checkbox"/> ABC - Components and benefits <input type="checkbox"/> Requirements and eligibility <input type="checkbox"/> Procedure	Lecture cum discussion & Discussion	1
Unit 4	Feeding the newborn <input type="checkbox"/> Breast feeding <input type="checkbox"/> Feeding of low birth weight and sick newborns	Lecture cum discussion & Discussion & Demonstration	1
Unit 5	Care of sick neonates <input type="checkbox"/> Care of at-risk neonates <input type="checkbox"/> Care of sick neonates	Lecture cum discussion & Discussion & Demonstration	1
Unit 6	Newborn Resuscitation <input type="checkbox"/> Preparation for resuscitation <input type="checkbox"/> Assessing the need for resuscitation <input type="checkbox"/> Steps of resuscitation <input type="checkbox"/> Follow up care after successful resuscitation	Lecture cum discussion & Discussion & Demonstration	1
Unit 7	Common nursing procedures <input type="checkbox"/> Use and maintenance of neonatal equipments <input type="checkbox"/> Common procedures done in newborn <input type="checkbox"/> Preparation of common medications <input type="checkbox"/> Emergency triage assessment and treatment	Lecture cum discussion & Discussion & Demonstration	2
Unit 8	Infection prevention and control <input type="checkbox"/> Principles of asepsis and universal precautions <input type="checkbox"/> Handwashing <input type="checkbox"/> Skin preparation for venipuncture and other procedures <input type="checkbox"/> Surveillance <input type="checkbox"/> Safe disposal of hospital waste	Lecture cum discussion & Discussion & Demonstration	1

Modules	Title	Indicative-ABC/APBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Demonstrate immediate care of a newborn at the time of birth	Field work	BL3-Apply	1
Unit 2	Recognize and practice different methods to feed normal and low birth weight babies	Field work	BL3-Apply	2
Unit 3	Demonstrate skill in using and maintaining neonatal equipment, doing common procedures, emergency triaging and preparing common medications	Field work	BL3-Apply	3

Part D(Marks Distribution)					
Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
75	35	50	25	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Books		Starrs, A. M. (Ed.) (1997). The Safe Motherhood Action Agenda: Priorities for the Next Decade. Family Care International.
Articles		<a href="https://www.sciencedirect.com/topics/medicine-and-dentistry/safe-motherhood">https://www.sciencedirect.com/topics/medicine-and-dentistry/safe-motherhood</a>
Reference Books		
MOOC Courses		<a href="https://www.future-learn.com/en/courses/health-and-medicine">https://www.future-learn.com/en/courses/health-and-medicine</a>
Videos		<a href="https://www.youtube.com/watch?v=rsagtpA2gfc">https://www.youtube.com/watch?v=rsagtpA2gfc</a>

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



