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भारतीय उपचर्या परिषद्

अधिसूचना

नई दिल्ली, 8 अप्रैल, 2022

[भारतीय उपचर्या परिषद् {बी.एससी. (नर्सिंग) कार्यक्रम के लिए संशोधित नियम एवं पाठ्यक्रम – शुद्धिपत्र}, विनियम, 2022]

फा.सं. 11-1/2022-आईएनसी:-समय-समय पर यथासंशोधित भारतीय उपचर्या परिषद् अधिनियम, 1947 (1947 का XLVIII) की धारा 16(1) के अधीन प्रदत्त शक्तियों का प्रयोग करते हुए भारतीय उपचर्या परिषद् एतद्वारा दिनांक 5 जुलाई, 2021 को अधिसूचना संख्या 11-1/2019-आई.एन.सी. (संख्या 275) के तहत अधिसूचित पहले के विनियमों का आंशिक संशोधन करते हुए विनियमों में निम्नलिखित संशोधन करती है, यथा:-

लघु शीर्षक और प्रवर्तन

- ये विनियम भारतीय उपचर्या परिषद् {बी.एससी. (नर्सिंग) कार्यक्रम के लिए संशोधित नियम एवं पाठ्यक्रम – शुद्धिपत्र}, विनियम, 2022 कहे जाएंगे।
- ये विनियम भारत के राजपत्र में अधिसूचित होने की तिथि से लागू होंगे। राजपत्र अधिसूचना संख्या 275 दिनांक 5 जुलाई, 2021 में अब से निम्नलिखित परिवर्तन प्रभावी होंगे:-

पृष्ठ संख्या I	विनियम संख्या	के लिए	पढ़ा जाए
15	V.	प्रवेश हेतु नियम और शर्तें 7. प्रवेश हेतु प्रवेश परीक्षा में न्यूनतम 50 प्रतिशत अंक प्राप्त करने होंगे।	प्रवेश हेतु नियम और शर्तें 7. बी.एससी. नर्सिंग में प्रवेश हेतु प्रवेश परीक्षा का न्यूनतम योग्यता मानदंड इस प्रकार है:-

			सामान्य वर्ग 50 प्रतिशत अनुसूचित जाति/अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग 40 प्रतिशत सामान्य वर्ग के विकलांग व्यक्ति 45 प्रतिशत अनुसूचित जाति/अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग के विकलांग व्यक्ति 40 प्रतिशत
15	V.	8. अनुसूचित जाति/अनुसूचित जनजाति/अन्य पिछड़ा वर्ग के अभ्यर्थियों के लिए 3 मुख्य विषयों में न्यूनतम प्राप्तांक 40 प्रतिशत होंगे, न कि सामान्य वर्ग के लिए निर्धारित 45 प्रतिशत।	8. अनुसूचित जाति/अनुसूचित जनजाति/अन्य पिछड़ा वर्ग के अभ्यर्थियों के लिए 3 विषयों यानी भौतिक विज्ञान, रसायन विज्ञान, जीव विज्ञान में न्यूनतम प्राप्तांक 40 प्रतिशत होंगे, और अंग्रेजी में अलग से उत्तीर्ण होना होगा।
17	VI.	पाठ्यक्रम दस मूल दक्षताएं (चित्र 1)	पाठ्यक्रम बी.एससी. नर्सिंग कार्यक्रम – 4 वर्ष (आठ सत्र) क्रेडिट प्रणाली एवं सत्रीय प्रणाली दस मूल दक्षताएं (चित्र 1)
18	VI.	पाठ्यक्रम 1. कार्यक्रम संरचना अनिवार्य मॉड्यूल बीसीएलएस, पीएलएस के लिए – मानक राष्ट्रीय/अंतर्राष्ट्रीय मॉड्यूल का उपयोग किया जा सकता है।	पाठ्यक्रम 1. कार्यक्रम संरचना अनिवार्य मॉड्यूल बीसीएलएस, पीएलएस के लिए – मानक राष्ट्रीय/अंतर्राष्ट्रीय मॉड्यूल का उपयोग किया जा सकता है। अनिवार्य मॉड्यूल पाठ्यक्रम में सभी पाठ्यक्रमों के लिए सैद्धांतिक एवं व्यावहारिक (प्रयोगशाला/ नैदानिक) के रूप में आवंटित समय के दौरान पेश किए जाते हैं।
20	VI.	पाठ्यक्रम 3. क्रेडिट संरचना के साथ अनुदेश पाठ्यक्रम पाठ्यक्रम को कोड पाठ्यक्रम का विषय N-AHN (I) 215 समेकित पैथोफिजियोलॉजी	पाठ्यक्रम 3. क्रेडिट संरचना के साथ अनुदेश पाठ्यक्रम पाठ्यक्रम का कोड पाठ्यक्रम का विषय N-AHN (I) 215 समेकित पैथोफिजियोलॉजी
22	VI.	पाठ्यक्रम 3. क्रेडिट संरचना के साथ अनुदेश पाठ्यक्रम एक क्रेडिट ऐच्छिक पाठ्यक्रम – 1 घंटा प्रति सप्ताह प्रति सत्र	पाठ्यक्रम 3. क्रेडिट संरचना के साथ अनुदेश पाठ्यक्रम एक क्रेडिट ऐच्छिक पाठ्यक्रम – 1 घंटा प्रति सप्ताह प्रति सत्र (ऐच्छिक मॉड्यूल स्व-अध्ययन के लिए आवंटित घंटों के दौरान पेश किए जा सकते हैं जैसा कि पृष्ठ 22-23 पर तालिका में दिखाया गया है)।
26	VI.	5. परीक्षा विनियम नोट: 1. एप्लाइड एनाटॉमी और एप्लाइड फिजियोलॉजी – प्रश्न पत्र के भाग-अ में 37 अंकों की एप्लाइड एनाटॉमी और भाग-ब में 38 अंकों की एप्लाइड फिजियोलॉजी होगी। 2. एप्लाइड सोसियोलॉजी और एप्लाइड सायकोलॉजी – प्रश्न पत्र के भाग-अ में 37 अंकों की एप्लाइड सोसियोलॉजी और भाग-ब में 38 अंकों की एप्लाइड सायकोलॉजी होगी। 3. एप्लाइड माइक्रोबायोलॉजी और इन्फेक्शन कंट्रोल इंकलुडिंग सेपटी – प्रश्न पत्र के भाग-अ में 37 अंकों की एप्लाइड माइक्रोबायोलॉजी और भाग-ब में 38 अंकों की इन्फेक्शन कंट्रोल इंकलुडिंग सेपटी होगी। 4. एप्लाइड न्यूट्रिशन एवं डायटेटिक्स और एप्लाइड बायोकेमिस्ट्री – प्रश्न पत्र के भाग-अ में 50 अंकों	5. परीक्षा विनियम नोट: 1. एप्लाइड एनाटॉमी और एप्लाइड फिजियोलॉजी – प्रश्न पत्र के भाग-अ में 37 अंकों की एप्लाइड एनाटॉमी और भाग-ब में 38 अंकों की एप्लाइड फिजियोलॉजी होगी। 2. एप्लाइड सोसियोलॉजी और एप्लाइड सायकोलॉजी – प्रश्न पत्र के भाग-अ में 37 अंकों की एप्लाइड सोसियोलॉजी और भाग-ब में 38 अंकों की एप्लाइड सायकोलॉजी होगी। 3. एप्लाइड माइक्रोबायोलॉजी और इन्फेक्शन कंट्रोल इंकलुडिंग सेपटी – प्रश्न पत्र के भाग-अ में 37 अंकों की एप्लाइड माइक्रोबायोलॉजी और भाग-ब में 38 अंकों की इन्फेक्शन कंट्रोल इंकलुडिंग सेपटी होगी। 4. एप्लाइड बायोकेमिस्ट्री और एप्लाइड न्यूट्रिशन एवं डायटेटिक्स – प्रश्न पत्र के भाग-अ में 25 अंकों

		की एप्लाइड न्यूट्रिशन एंड डायटेटिक्स और भाग-ब में 25 अंकों की बायोकेमिस्ट्री होगी। 5. फार्माकोलॉजी, जेनेटिक्स और पैथोलॉजी – प्रश्न पत्र के भाग-अ में 38 अंकों की फार्माकोलॉजी और भाग-ब में 25 अंकों की पैथोलॉजी तथा 12 अंकों की जेनेटिक्स होगी। 6. नर्सिंग शोध एवं सांख्यिकी – नर्सिंग शोध 55 अंकों की और सांख्यिकी 20 अंकों की होनी चाहिए।	की एप्लाइड बायोकेमिस्ट्री और भाग-ब में 50 अंकों की एप्लाइड न्यूट्रिशन एंड डायटेटिक्स होगी। 5. फार्माकोलॉजी, जेनेटिक्स और पैथोलॉजी – प्रश्न पत्र के भाग-अ में 38 अंकों की फार्माकोलॉजी और भाग-ब में 25 अंकों की पैथोलॉजी तथा 12 अंकों की जेनेटिक्स होगी। 6. नर्सिंग शोध एवं सांख्यिकी – नर्सिंग शोध 55 अंकों की और सांख्यिकी 20 अंकों की होनी चाहिए।
26-27	VI.	5. परीक्षा विनियम 9. निम्नलिखित परीक्षाएं कॉलेज की परीक्षा के रूप में आयोजित की जाएंगी और न्यूनतम उत्तीर्ण अंक 50 प्रतिशत (सी ग्रेड) होंगे; तथा अंक पत्र में शामिल करने के लिए विश्वविद्यालय को भेजे जाएंगे जिनको कुल गणना के लिए जोड़ा जाएगा। - संप्रेषणपरक अंग्रेजी - स्वास्थ्य/नर्सिंग सूचना विज्ञान और प्रौद्योगिकी - व्यावसायिकता, व्यावसायिक मूल्य और जैव-नैतिकता सहित नैतिकता - फॉरेंसिक नर्सिंग का परिचय तथा भारतीय कानून 10. केवल अंग्रेजी और वैकल्पिक मॉड्यूल के लिए न्यूनतम उत्तीर्ण अंक 40 प्रतिशत (पी ग्रेड/4 अंक) होंगे।	5. परीक्षा विनियम 9. निम्नलिखित परीक्षाएं कॉलेज की परीक्षा के रूप में आयोजित की जाएंगी। संप्रेषणपरक अंग्रेजी को छोड़कर न्यूनतम उत्तीर्ण अंक 50 प्रतिशत (सी ग्रेड) होंगे। निम्नलिखित सभी कॉलेज की परीक्षाओं के अंक अन्य सभी विश्वविद्यालयी परीक्षाओं के अंकों के साथ अंक तालिका में शामिल करने के लिए विश्वविद्यालय को भेजने होंगे जिनको विश्वविद्यालय द्वारा कुल अंकों और रैंक की गणना लिए जोड़ा जाएगा। - संप्रेषणपरक अंग्रेजी - स्वास्थ्य/नर्सिंग सूचना विज्ञान और प्रौद्योगिकी - व्यावसायिकता, व्यावसायिक मूल्य और जैव-नैतिकता सहित नैतिकता - फॉरेंसिक नर्सिंग का परिचय तथा भारतीय कानून रैंक देते समय ऐसे छात्रों के नामों पर विचार नहीं किया जाएगा जो एक या एक से अधिक पाठ्यक्रमों में अनुत्तीर्ण हुए हों और सभी को 4 वर्ष में कार्यक्रम पूरा करना होगा। विश्वविद्यालय द्वारा सभी पाठ्यक्रमों के लिए ग्रेड और ग्रेड प्वाइंट औसत के साथ अंक तालिका प्रदान को जाएगी। संप्रेषणपरक अंग्रेजी और वैकल्पिक मॉड्यूल के अंकों को सत्र ग्रेड प्वाइंट औसत (SGPA) की गणना के लिए शामिल नहीं किया जाता है। 10. संप्रेषणपरक अंग्रेजी और प्रत्येक वैकल्पिक मॉड्यूल के लिए न्यूनतम उत्तीर्ण अंक 40 प्रतिशत होंगे। अंतिम परीक्षा में बैठने से पहले सभी वैकल्पिक मॉड्यूल निर्दिष्ट सत्र में पूरे किए जाने चाहिए और प्राप्त किए गए अंक विश्वविद्यालय को भेजे जाने चाहिए।
27	VI.	5. परीक्षा विनियम 12. छात्र को पाठ्यक्रम में दिए गए सभी अनिवार्य मॉड्यूलों में उत्तीर्ण होना होगा और प्रत्येक मॉड्यूल के लिए उत्तीर्ण अंक 50 प्रतिशत (सी ग्रेड) होंगे। अंकों का आवंटित प्रतिशत कॉलेज/विश्वविद्यालय परीक्षा के आंतरिक मूल्यांकन में शामिल किया जाएगा	5. परीक्षा विनियम 12. छात्र को पाठ्यक्रम में दिए गए सभी अनिवार्य मॉड्यूलों में उत्तीर्ण होना होगा और प्रत्येक मॉड्यूल के लिए उत्तीर्ण अंक 50 प्रतिशत होंगे।
27	VI.	5. परीक्षा विनियम	5. परीक्षा विनियम 23. योग्यता आंकलन के लिए परीक्षक – सत्र-8: प्रत्येक विशेषता से एक अर्थात् कुल 5 परीक्षक

			होने चाहिए – 2 बाह्य परीक्षक और 3 आंतरिक परीक्षक। आंतरिक परीक्षक कॉलेज के संकाय में से या अस्पताल में से आवश्यक योग्यता और अनुभव अर्थात संबंधित विशेषता में न्यूनतम 3 वर्ष के प्रशिक्षण अनुभव के साथ एम.एससी. (नर्सिंग) हो सकते हैं।																																																									
27	VII.	मूल्यांकन दिशानिर्देश 1. कार्य संपादन की ग्रेडिंग <table><tr><th>ग्रेड अक्षर</th><th>ग्रेड प्वाइंट</th><th>अंकों का प्रतिशत</th></tr><tr><td>O (सर्वोत्कृष्ट)</td><td>10</td><td>100%</td></tr><tr><td>A+ (उत्कृष्ट)</td><td>9</td><td>90-99.99%</td></tr><tr><td>A (अति उत्तम)</td><td>8</td><td>80-89.99%</td></tr><tr><td>B+ (उत्तम)</td><td>7</td><td>70-79.99%</td></tr><tr><td>B (औसत से ऊपर)</td><td>6</td><td>60-69.99%</td></tr><tr><td>C (औसत)</td><td>5</td><td>50-59.99%</td></tr><tr><td>P (उत्तीर्ण)</td><td>4</td><td>40-49.99%</td></tr><tr><td>F (अनुत्तीर्ण)</td><td>0</td><td></td></tr></table>	ग्रेड अक्षर	ग्रेड प्वाइंट	अंकों का प्रतिशत	O (सर्वोत्कृष्ट)	10	100%	A+ (उत्कृष्ट)	9	90-99.99%	A (अति उत्तम)	8	80-89.99%	B+ (उत्तम)	7	70-79.99%	B (औसत से ऊपर)	6	60-69.99%	C (औसत)	5	50-59.99%	P (उत्तीर्ण)	4	40-49.99%	F (अनुत्तीर्ण)	0		मूल्यांकन दिशानिर्देश 1. कार्य संपादन की ग्रेडिंग <table><tr><th>ग्रेड अक्षर</th><th>ग्रेड प्वाइंट</th><th>अंकों का प्रतिशत</th></tr><tr><td>O (सर्वोत्कृष्ट)</td><td>10</td><td>85% और अधिक</td></tr><tr><td>A+ (उत्कृष्ट)</td><td>9</td><td>80-84.99%</td></tr><tr><td>A (अति उत्तम)</td><td>8</td><td>75-79.99%</td></tr><tr><td>B+ (उत्तम)</td><td>7</td><td>65-74.99%</td></tr><tr><td>B (औसत से ऊपर)</td><td>6</td><td>60-64.99%</td></tr><tr><td>C (औसत)</td><td>5</td><td>50-59.99%</td></tr><tr><td>P (उत्तीर्ण)</td><td>—</td><td>50% और अधिक</td></tr><tr><td>F (अनुत्तीर्ण)</td><td>0</td><td><50%</td></tr><tr><td>Ab (अनुपस्थित)</td><td>0</td><td>0</td></tr></table> संप्रेषणपरक अंग्रेजी और वैकल्पिक मॉड्यूल के लिए उत्तीर्णता अंक – 40% और इससे ऊपर। ग्रेड प्वाइंट 4 (40-49%)	ग्रेड अक्षर	ग्रेड प्वाइंट	अंकों का प्रतिशत	O (सर्वोत्कृष्ट)	10	85% और अधिक	A+ (उत्कृष्ट)	9	80-84.99%	A (अति उत्तम)	8	75-79.99%	B+ (उत्तम)	7	65-74.99%	B (औसत से ऊपर)	6	60-64.99%	C (औसत)	5	50-59.99%	P (उत्तीर्ण)	—	50% और अधिक	F (अनुत्तीर्ण)	0	<50%	Ab (अनुपस्थित)	0	0
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82	पाठ्यक्रम	वयस्क स्वास्थ्य नर्सिंग I एवं एकीकृत पैथोफिजियोलॉजी (बीसीएलएस मॉड्यूल सहित) पाठ्यक्रम की रूपरेखा <table><tr><th>इकाई</th><th>विषय वस्तु</th></tr><tr><td>IV</td><td>○ चिरकालिक प्रतिरोधी फुफ्फुसीय रोग</td></tr></table>	इकाई	विषय वस्तु	IV	○ चिरकालिक प्रतिरोधी फुफ्फुसीय रोग	वयस्क स्वास्थ्य नर्सिंग I एवं एकीकृत पैथोफिजियोलॉजी (बीसीएलएस मॉड्यूल सहित) पाठ्यक्रम की रूपरेखा <table><tr><th>इकाई</th><th>विषय वस्तु</th></tr><tr><td>IV</td><td>○ चिरकालिक प्रतिरोधी फुफ्फुसीय रोग ○ अस्थमा</td></tr></table>	इकाई	विषय वस्तु	IV	○ चिरकालिक प्रतिरोधी फुफ्फुसीय रोग ○ अस्थमा																																																	
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112	पाठ्यक्रम	बाल स्वास्थ्य नर्सिंग I पाठ्यक्रम की रूपरेखा <table><tr><th>इकाई</th><th>विषय वस्तु</th><th>शिक्षण/अध्ययन गतिविधियां</th></tr><tr><td>II</td><td>स्वस्थ बच्चा - बच्चों और शिशुओं की पोषण संबंधी आवश्यकताएं - स्तनपान </td><td></td></tr></table>	इकाई	विषय वस्तु	शिक्षण/अध्ययन गतिविधियां	II	स्वस्थ बच्चा - बच्चों और शिशुओं की पोषण संबंधी आवश्यकताएं - स्तनपान		बाल स्वास्थ्य नर्सिंग I पाठ्यक्रम की रूपरेखा <table><tr><th>इकाई</th><th>विषय वस्तु</th><th>शिक्षण/अध्ययन गतिविधियां</th></tr><tr><td>II</td><td>स्वस्थ बच्चा - बच्चों और शिशुओं की पोषण संबंधी आवश्यकताएं - स्तनपान </td><td>• स्तनपान मॉड्यूल के लिए MAA मदर्स एब्सोल्यूट अफेक्शन कार्यक्रम (राष्ट्रीय दिशानिर्देश) देखें/परामर्श करें</td></tr></table>	इकाई	विषय वस्तु	शिक्षण/अध्ययन गतिविधियां	II	स्वस्थ बच्चा - बच्चों और शिशुओं की पोषण संबंधी आवश्यकताएं - स्तनपान	• स्तनपान मॉड्यूल के लिए MAA मदर्स एब्सोल्यूट अफेक्शन कार्यक्रम (राष्ट्रीय दिशानिर्देश) देखें/परामर्श करें																																													
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122	पाठ्यक्रम	सामुदायिक स्वास्थ्य नर्सिंग I पर्यावरण विज्ञान एवं जानपदिक विज्ञान सहित पाठ्यक्रम की रूपरेखा <table><tr><th>इकाई</th><th>विषय वस्तु</th></tr><tr><td>III</td><td>पर्यावरणीय स्वास्थ्य एवं स्वच्छता - जल संरक्षण की अवधारणा: वर्षा के जल का संचयन और जल विभाजन प्रबंधन • प्रदूषण की रोकथाम की अवधारणा • वायु एवं ध्वनि प्रदूषण • प्रदूषण की रोकथाम में नर्स की भूमिका </td></tr></table>	इकाई	विषय वस्तु	III	पर्यावरणीय स्वास्थ्य एवं स्वच्छता - जल संरक्षण की अवधारणा: वर्षा के जल का संचयन और जल विभाजन प्रबंधन • प्रदूषण की रोकथाम की अवधारणा • वायु एवं ध्वनि प्रदूषण • प्रदूषण की रोकथाम में नर्स की भूमिका	सामुदायिक स्वास्थ्य नर्सिंग I पर्यावरण विज्ञान एवं जानपदिक विज्ञान सहित पाठ्यक्रम की रूपरेखा <table><tr><th>इकाई</th><th>विषय वस्तु</th></tr><tr><td>III</td><td>पर्यावरणीय स्वास्थ्य एवं स्वच्छता जल संरक्षण की अवधारणा: वर्षा के जल का संचयन और जल विभाजन प्रबंधन </td></tr></table>	इकाई	विषय वस्तु	III	पर्यावरणीय स्वास्थ्य एवं स्वच्छता जल संरक्षण की अवधारणा: वर्षा के जल का संचयन और जल विभाजन प्रबंधन																																																	
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139	पाठ्यक्रम	बाल स्वास्थ्य नर्सिंग II पाठ्यक्रम की रूपरेखा			बाल स्वास्थ्य नर्सिंग II पाठ्यक्रम की रूपरेखा		
		इकाई	विषय वस्तु	शिक्षण/अध्ययन गतिविधियां	इकाई	विषय वस्तु	शिक्षण/अध्ययन गतिविधियां
		II	जठरांत्र प्रणाली अन्य: आंत्रशोथ, दस्त, उल्टी, प्रोटीन ऊर्जा कुपोषण, आंतों में रुकावट, यकृत संबंधी रोग, आंत्र परजीवी रोग		II	जठरांत्र प्रणाली अन्य: आंत्रशोथ, दस्त, उल्टी, प्रोटीन ऊर्जा कुपोषण, आंतों में रुकावट, यकृत संबंधी रोग, आंत्र परजीवी रोग	गंभीर रूप से अत्यधिक कुपोषित बच्चों के सुविधा-आधारित प्रबंधन पर SAM संचालन संबंधी दिशानिर्देश देखें/परामर्श करें

160	पाठ्यक्रम	दाई/प्रसूति और स्त्रीरोग (ओबीजी) नर्सिंग I एसबीए मॉड्यूल सहित नैदानिक पदस्थापन अध्ययन के परिणाम गर्भपात के पश्चात देखभाल प्रदान करना और प्रसवोत्तर परामर्श प्रदान करना			दाई/प्रसूति और स्त्रीरोग (ओबीजी) नर्सिंग I एसबीए मॉड्यूल सहित नैदानिक पदस्थापन अध्ययन के परिणाम गर्भपात के पश्चात देखभाल और परामर्श प्रदान करना		
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187	लॉगबुक	बी.एससी. (नर्सिंग) कार्यक्रम के लिए नैदानिक लॉगबुक सत्र 2			बी.एससी. (नर्सिंग) कार्यक्रम के लिए नैदानिक लॉगबुक सत्र 2		
		क्र.सं.	प्रक्रियात्मक दक्षताएं/कौशल		क्र.सं.	प्रक्रियात्मक दक्षताएं/कौशल	
		99	उदर बांधने वाली पट्टी		99	उदर बांधने वाली पट्टी	
		100	मूल सीपीआर (प्राथमिक चिकित्सा मॉड्यूल)			*****	
				100	मूल सीपीआर (प्राथमिक चिकित्सा मॉड्यूल)		

188	लॉगबुक	सत्र 3			सत्र 3		
		14	मधुमेह आहार		14	मधुमेह आहार	
		15	जीआरबीएस निष्पादन और निगरानी			*****	
					15	जीआरबीएस निष्पादन और निगरानी	
		24	लीवर बायोप्सी		24	लीवर बायोप्सी	
		25	नसोगैस्ट्रिक एस्पिरेशन			*****	
				25	नसोगैस्ट्रिक एस्पिरेशन		

189	लॉगबुक	41	सीरम इलेक्ट्रोलाइट्स		41	सीरम इलेक्ट्रोलाइट्स	
		42	रक्ताधान में सहायता करना			*****	
				42	रक्ताधान में सहायता करना		

190	लॉगबुक	सत्र 4			सत्र 4		
		5	श्रव्यतामिति परीक्षण		5	श्रव्यतामिति परीक्षण	
		6	नाक के अग्र एवं पृष्ठ भाग की पैकिंग, कान की पैकिंग और सिरिजिंग जैसी विशेष प्रक्रियाओं की तैयारी और सहायता करना			*****	
					6	नाक के अग्र एवं पृष्ठ भाग की पैकिंग, कान की पैकिंग और सिरिजिंग जैसी विशेष प्रक्रियाओं की तैयारी और सहायता करना	
		11	फंडोस्कोपी, रेटिनोस्कोपी, ऑप्थेल्मोस्कोपी, टोनोमेट्री		11	फंडोस्कोपी/रेटिनोस्कोपी/ऑप्थेल्मोस्कोपी/टोनोमेट्री	
		12	अपवर्तन परीक्षण		12	अपवर्तन परीक्षण	
		13	आंखों की शल्यचिकित्सा से पूर्व एवं बाद में रोगी की देखभाल			*****	
					13	आंखों की शल्यचिकित्सा से पूर्व एवं बाद में रोगी की देखभाल	

191	लॉगबुक	18	• वृषण का स्व-परीक्षण	18	• वृषण के स्व-परीक्षण में सहायता करना
		25	विशिष्ट परीक्षण – वीर्य विश्लेषण, प्रमेह परीक्षण	25	विशिष्ट परीक्षण – • वीर्य विश्लेषण • प्रमेह परीक्षण
		26	कैथीटेराइजेशन देखभाल	*****	
				26	मूत्र कैथीटेराइजेशन और देखभाल
		30	जलने के जख्मों का आंकलन – उचित पैमानों का उपयोग करके घाव का परिमाण/स्तर/प्रतिशत	30	जलने के जख्मों का आंकलन
192	लॉगबुक	38	वृत्त लेखन, स्नायविक जांच – ग्लासगो कोमा स्केल का उपयोग	38	स्नायविक जांच – जैसे, ग्लासगो कोमा स्केल का उपयोग
		39	रोगियों की सतत निगरानी	39	सतत निगरानी
		46	आम कैंसर की जांच – टीएनएम वर्गीकरण	46	आम कैंसर की जांच – जैसे, टीएनएम वर्गीकरण
		53	नाभिकीय चिकित्सा से उपचारित रोगियों की देखभाल	53	पैट स्कैन/बोन स्कैन
193	लॉगबुक	67	उपकरणों के साथ ट्रॉली की व्यवस्था	67	उपकरणों के साथ ट्रॉली की व्यवस्था/ गंभीर देखभाल उपकरण
194	लॉगबुक	सत्र 5 एवं 6 – शिशु स्वास्थ्य नर्सिंग I एवं II		सत्र 5 एवं 6 – शिशु स्वास्थ्य नर्सिंग I एवं II	
		11	अधस्त्वचीय	11	अधस्त्वचीय
		12	तरल आवश्यकता की गणना	*****	
				12	तरल आवश्यकता की गणना
		18	ऑक्सीजन हुड	18	ऑक्सीजन हुड
		19	शिशु स्नान/स्पंज स्नान	*****	
				19	शिशु स्नान/स्पंज स्नान
		23	रक्त	23	रक्त
		24	सामान्य नैदानिक प्रक्रियाओं में सहायता करना (कटि छिद्रण (लुंबर पंचर), अस्थि मज्जा आकांक्षा)	*****	
				24	सामान्य नैदानिक प्रक्रियाओं में सहायता करना (कटि छिद्रण (लुंबर पंचर), अस्थि मज्जा आकांक्षा)
195	लॉगबुक	26	दस्त की रोकथाम और प्रबंधन (ओरल रिहाइड्रेशन थेरेपी)	26	दस्त की रोकथाम और प्रबंधन (ओरल रिहाइड्रेशन थेरेपी)
		27	भोजन और पूरक भोजन	*****	
				27	भोजन और पूरक भोजन
		37	आंत्रछिद्रीकरण	37	आंत्रछिद्रीकरण
		38	मूत्र कैथीटेराइजेशन और निकासी	*****	
				38	मूत्र कैथीटेराइजेशन और निकासी
		48	किशोर	48	किशोर
		49	टीका लगाना	*****	
				49	टीका लगाना

200	लॉगबुक	सत्र 6 एवं 7 – मिडवाइफरी/प्रसूति एवं स्त्री रोग (ओबीजी) नर्सिंग I एवं II <table><tr><td>11</td><td>सीटीजी/एनएसटी की तैयारी और रिकॉर्डिंग</td></tr><tr><td>12</td><td>जन्म की तैयारी और जटिलता से निबटने की तैयारी सहित प्रत्येक तिमाही के लिए प्रसवपूर्व परामर्श</td></tr></table>	11	सीटीजी/एनएसटी की तैयारी और रिकॉर्डिंग	12	जन्म की तैयारी और जटिलता से निबटने की तैयारी सहित प्रत्येक तिमाही के लिए प्रसवपूर्व परामर्श	सत्र 6 एवं 7 – मिडवाइफरी/प्रसूति एवं स्त्री रोग (ओबीजी) नर्सिंग I एवं II <table><tr><td>11</td><td>सीटीजी/एनएसटी की तैयारी और रिकॉर्डिंग</td></tr><tr><td></td><td>*****</td></tr><tr><td>12</td><td>जन्म की तैयारी और जटिलता से निबटने की तैयारी सहित प्रत्येक तिमाही के लिए प्रसवपूर्व परामर्श</td></tr></table>	11	सीटीजी/एनएसटी की तैयारी और रिकॉर्डिंग		*****	12	जन्म की तैयारी और जटिलता से निबटने की तैयारी सहित प्रत्येक तिमाही के लिए प्रसवपूर्व परामर्श																																										
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23	एसबीए माड्यूल का समापन																																																						
24	सुरक्षित प्रसव एप का समापन																																																						
213	नैदानिक अनुभव का विवरण	विभागाध्यक्ष/प्रधानाचार्य के हस्ताक्षर	विभागाध्यक्ष/प्रधानाचार्य के हस्ताक्षर																																																				

***** अगली प्रक्रियात्मक दक्षता से पहले अलगव पंक्ति को दर्शाता है।

पृष्ठ 213 पर “विभागाध्यक्ष/प्रधानाचार्य के हस्ताक्षर” के बाद निम्नलिखित अंतर्स्थापित किया जाए:—

नमूना अंक तालिका (अंक उदाहरण के लिए दिखाए गए हैं – आईएनसी टेम्पलेट केवल उदाहरण के लिए)

विश्वविद्यालय का नाम:

कॉलेज/संस्था का नाम:

नर्सिंग कार्यक्रम/पाठ्यक्रम का नाम:

छात्र का नाम:

सत्र संख्या: सत्र-1

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज/ विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक/ कुल अंक	प्राप्तांक	उत्तीर्ण अंक/ कुल अंक			
1	ENGL 101	'संप्रेषणपरक अंग्रेजी	2	20	10/25 (40%)	20	10/25 (40%)	80	A+	9
2	ANAT 105 & PHYS 110	एप्लाइड एनाटॉमी और एप्लाइड फिजियोलॉजी	6 (3+3)	18	12.5/25	57	37.5/75	75	A	8
3	SOCI 115 & PSYC 120	एप्लाइड सोसियोलॉजी और एप्लाइड सायकोलॉजी	6 (3+3)	16	12.5/25	54	37.5/75	70	B+	7

*ENGL 101—कॉलेज परीक्षा, SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक—40%

सत्र संख्या: सत्र-2

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज/ विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक/ कुल अंक	प्राप्तांक	उत्तीर्ण अंक/ कुल अंक			
1	BIOC 135 & NUTR 140	एप्लाइड बायोकेमिस्ट्री और एप्लाइड न्यूट्रिशन एंड डायटेटिक्स	5 (2+3)	16	12.5/25	44	37.5/75	60	B	6
2	N-NF (I&II) 125	मौलिक नर्सिंग-1 एवं स्वास्थ्य मूल्यांकन मॉड्यूल सहित	T-12 (6+6)	20	12.5/25	55	37.5/75	75	A	8
			P-11 (4+7)	30	25/50	30	25/50	60	B	6
3	*HNIT 145	स्वास्थ्य/नर्सिंग सूचना विज्ञान और प्रौद्योगिकी	3	20	12.5/25	19	12.5/25	78	A	8

T—सैद्धांतिक, P—प्रायोगिक (कौशल प्रयोगशाला व नैदानिक)

*HNIT 145—कॉलेज परीक्षा

सत्र संख्या: सत्र-3

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज/ विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक/ कुल अंक	प्राप्तांक	उत्तीर्ण अंक/ कुल अंक			
1	MICR 201	एप्लाइड माइक्रोबायोलॉजी और सुरक्षा सहित संक्रमण नियंत्रण	3	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (I) 215	समेकित पैथोफिजियोलॉजी के साथ वयस्क स्वास्थ्य नर्सिंग-1, बीसीएलएस मॉड्यूल सहित	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7

T-सैद्धांतिक, P-प्रायोगिक

सत्र संख्या: सत्र-4

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज/ विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक/ कुल अंक	प्राप्तांक	उत्तीर्ण अंक/ कुल अंक			
1	PHAR (I&II) 205 PATH (I&II) 210	फार्माकोलॉजी (1 व 2) और पैथोलॉजी 1 व 2) (जेनेटिक्स सहित)	6 (4+2)	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (II) 225	जेरिएट्रिक नर्सिंग व प्रशामक देखभाल मॉड्यूल सहित इंटिग्रेटेड पैथोफिजियोलॉजी के साथ वयस्क स्वास्थ्य नर्सिंग-2	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7
3	*PROF 230	व्यावसायिकता, व्यावसायिक मूल्य और जैव-नैतिकता सहित नैतिकता	1	18	12.5/25	20	12.5/25	76	A	8
4	*ऐच्छिक 1	उदाहरण, मानव मूल्य	1			70	40/100	70		

T-सैद्धांतिक, P-प्रायोगिक

*PROF 230-कॉलेज परीक्षा; *ऐच्छिक 1-कॉलेज परीक्षा, SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक-40%

सत्र संख्या: सत्र-5

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज/ विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक/ कुल अंक	प्राप्तांक	उत्तीर्ण अंक/ कुल अंक			
1	N-COMH (I)	सामुदायिक स्वास्थ्य नर्सिंग-1, पर्यावरण विज्ञान	T-5	18	12.5/25	57	37.5/75	75	A	8
			P-2	35	25/50	35	25/50	70	B+	7

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज / विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक / कुल अंक	प्राप्तांक	उत्तीर्ण अंक / कुल अंक			
	310	व महामारी विज्ञान सहित								
2	EDUC 315	शैक्षिक प्रौद्योगिकी / नर्सिंग शिक्षा	3	20	12.5/25	58	37.5/75	78	A	8
3	*N-FORN 320	फॉरेंसिक नर्सिंग का परिचय	1	18	12.5/25	20	12.5/25	76	A	8

T—सैद्धांतिक, P—प्रायोगिक

*N-FORN 320—कॉलेज परीक्षा

सत्र संख्या: सत्र-6

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज / विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक / कुल अंक	प्राप्तांक	उत्तीर्ण अंक / कुल अंक			
1	N-CHN (I&II) 301	बाल स्वास्थ्य नर्सिंग (1 व 2)	T-5 (3+2)	20	12.5/25	60	37.5/75	80	A+	9
			P-4 (3+1)	38	25/50	38	25/50	76	A	8
2	N-MHN (I&II) 305	मानसिक स्वास्थ्य नर्सिंग (1 व 2)	T-5 (3+2)	20	12.5/25	58	37.5/75	78	A	8
			P-3 (1+2)	35	25/50	35	25/50	70	B+	7
3	NMLE 330	नर्सिंग प्रबंधन और नेतृत्व	4 (T-3, P-1)	19	12.5/25	54	37.5/75	73	B+	7
4	*ऐच्छिक 2	उदाहरण, रजोनिवृत्ति स्वास्थ्य	1			76	40/100	76		

T—सैद्धांतिक, P—प्रायोगिक

ऐच्छिक 2—कॉलेज परीक्षा, ँछक की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक—40:

सत्र संख्या: सत्र-7

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज / विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक / कुल अंक	प्राप्तांक	उत्तीर्ण अंक / कुल अंक			
1	N-COMH (II) 401	सामुदायिक स्वास्थ्य नर्सिंग-2	T-5	19	12.5/25	60	37.5/75	79	A	8
			P-2	40	25/50	42	25/50	82	A+	9
2	NRST 405	नर्सिंग शोध एवं सांख्यिकी	4 (T-2, P-2)	20	12.5/25	58	37.5/75	78	A	8
3	N-MIDW/ OBGN I &	मिडवाइफरी / प्रसूति एवं स्त्री रोग	T-6 (3+3)	19	12.5/25	58	37.5/75	77	A	8
			P-9 (4+5)	32	25/50	42	25/50	74	B+	7

II 335 & 410	(ओबीजी) नर्सिंग (1 व 2)								
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T—सैद्धांतिक, P—प्रायोगिक

सत्र संख्या: सत्र-8

पाठ्यक्रम			क्रेडिट	आंतरिक आंकलन		अंतिम सत्रीय कॉलेज/विश्वविद्यालयी परीक्षा		कुल उत्तीर्ण अंक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम		प्राप्तांक	उत्तीर्ण अंक/कुल अंक	प्राप्तांक	उत्तीर्ण अंक/कुल अंक			
1	INTE 415, 420, 425, 430 & 435	दक्षता आंकलन • सामुदायिक स्वास्थ्य नर्सिंग • व्यस्क स्वास्थ्य नर्सिंग • बाल स्वास्थ्य नर्सिंग • मानसिक स्वास्थ्य नर्सिंग • मिडवाइफरी/प्रसूति एवं स्त्री रोग (ओबीजी) नर्सिंग	P-12	70	50/100	76	50/100	146/173	B+	7
2	*ऐच्छिक 3	उदाहरण, वैज्ञानिक लेखन कौशल	1			79	40/100	79		

P—प्रायोगिक; *ऐच्छिक 3—कॉलेज परीक्षा, SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है

नमूना प्रतिलिपि (आईएनसी टेम्पलेट केवल उदाहरण के लिए)

विश्वविद्यालय का नाम:

कॉलेज/संस्था का नाम:

नर्सिंग कार्यक्रम/पाठ्यक्रम का नाम:

छात्र का नाम:

बी.एससी. (नर्सिंग) कार्यक्रम के पूरा होने की दिनांक/माह व वर्ष:
.....

सत्र संख्या: सत्र-1

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र.सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	ENGL 101	*संप्रेषणपरक अंग्रेजी	2	80	A+	9	---
2	ANAT 105 & PHYS 110	एप्लाइड एनाटॉमी और एप्लाइड फिजियोलॉजी	6(3+3) C ₁	75	A	8 G ₁	6×8=48
3	SOCI 115 & PSYC 120	एप्लाइड सोसियोलॉजी और एप्लाइड सायकोलॉजी	6(3+3) C ₂	70	B+	7 G ₂	6×7=42

*ENGL 101—SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक—40%

SGPA की संगणना (सत्र ग्रेड प्वाइंट औसत)

$$SGPA = \frac{C_1G_1 + C_2G_2}{C_1 + C_2}$$

$$\begin{aligned}
 &= \frac{48+42}{6+6} \\
 &= \frac{90}{12} \\
 &= 7.50
 \end{aligned}$$

सत्र 1 का SGPA = 7.50

सत्र संख्या: सत्र-2

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र.सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	BIOC 135 & NUTR 140	एप्लाइड बायोकेमिस्ट्री और एप्लाइड न्यूट्रिशन एंड डायटेटिक्स	5 (2+3) C ₁	60	B	6 G ₁	5×6=30
2	N-NF (I&II) 125	मौलिक नर्सिंग-1 एवं 2	T-12 (6+6) C ₂	75	A	8 G ₂	12×8=96
			P-11 (4+7) C ₃	.60	B	6 G ₃	11×6=66
3	HNIT 145	स्वास्थ्य/नर्सिंग सूचना विज्ञान और प्रौद्योगिकी	3 C ₄	78	A	8 G ₄	3×8=24

SGPA की संगणना

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1+C_2G_2+C_3G_3+C_4G_4}{C_1+C_2+C_3+C_4} \\
 &= \frac{30+96+66+24}{5+12+11+2} \\
 &= \frac{216}{31} \\
 &= 6.97
 \end{aligned}$$

सत्र 2 का SGPA = 6.97

सत्र संख्या: सत्र-3

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र.सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	MICR 201	एप्लाइड माइक्रोबायोलॉजी और सुरक्षा सहित संक्रमण नियंत्रण	3 C ₁	75	A	8 G ₁	3×8=24
2	N-AHN (I) 215	समेकित पैथोफिजियोलॉजी के साथ वयस्क स्वास्थ्य नर्सिंग-1, बीसीएलएस मॉड्यूल सहित	T-7 C ₂	78	A	8 G ₂	7×8=56
			P-7 C ₃	70	B+	7 G ₃	7×7=49

SGPA की संगणना

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1+C_2G_2+C_3G_3}{C_1+C_2+C_3} \\
 &= \frac{24+56+49}{3+7+7} \\
 &= \frac{129}{17} \\
 &= 7.59
 \end{aligned}$$

सत्र 3 का SGPA = 7.59

सत्र संख्या: सत्र-4

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र.सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	PHAR (I&II) 205 PATH (I&II) 210	फार्माकोलॉजी (1 व 2) और पैथोलॉजी 1 व 2) (जेनेटिक्स सहित)	6 (4+2) C ₁	75	A	8 G ₁	6×8=48
2	N-AHN (II) 225	जेरिएट्रिक नर्सिंग व प्रशामक देखभाल मॉड्यूल सहित इंटीग्रेटेड पैथोफिजियोलॉजी के साथ वयस्क स्वास्थ्य नर्सिंग-2	T-7 C ₂	78	A	8 G ₂	7×8=56
			P-7 C ₃	70	B+	7 G ₃	7×7=49
3	*PROF 230	व्यावसायिकता, व्यावसायिक मूल्य और जैव-नैतिकता सहित नैतिकता	1 C ₄	76	A	8 G ₄	1×8=8
4	*ऐच्छिक 1	उदाहरण, मानव मूल्य	1	70	----	-----	-----

*ऐच्छिक 1- SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक-40%

SGPA की संगणना

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4} \\
 &= \frac{48 + 56 + 49 + 8}{6 + 7 + 7 + 1} \\
 &= \frac{161}{21} \\
 &= 7.67
 \end{aligned}$$

सत्र 4 का SGPA = 7.67

सत्र संख्या: सत्र-5

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	N-COMH (I) 310	सामुदायिक स्वास्थ्य नर्सिंग-1, पर्यावरण विज्ञान व महामारी विज्ञान सहित	T-5 C ₁	75	A	8 G ₁	5×8=40
			P-2 C ₂	70	B+	7 G ₂	2×7=14
2	EDUC 315	शैक्षिक प्रौद्योगिकी / नर्सिंग शिक्षा	3 C ₃	78	A	8 G ₃	3×8=24
3	*N-FORN 320	फोरेंसिक नर्सिंग का परिचय	1 C ₄	76	A	8 G ₄	1×8=8

SGPA की संगणना

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4} \\
 &= \frac{40 + 14 + 24 + 8}{5 + 2 + 3 + 1}
 \end{aligned}$$

$$= \frac{86}{11}$$

$$= 7.82$$

सत्र 5 का SGPA = 7.82

सत्र संख्या: सत्र-6

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र.सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	N-CHN (I&II) 301	बाल स्वास्थ्य नर्सिंग (1 व 2)	T-5 (3+2) C ₁	80	A+	9 G ₁	5×9=45
			P-4 (3+1) C ₂	76	A	8 G ₂	4×8=32
2	N-MHN (I&II) 305	मानसिक स्वास्थ्य नर्सिंग (1 व 2)	T-5 (3+2) C ₃	78	A	8 G ₃	5×8=40
			P-3 (1+2) C ₄	70	B+	7 G ₄	3×7=21
3	NMLE 330	नर्सिंग प्रबंधन और नेतृत्व	4 C ₅	73	B+	7 G ₅	4×7=28
4	*ऐच्छिक 2	उदाहरण, रजोनिवृत्ति स्वास्थ्य	1	76	----	---	----

*ऐच्छिक 2- SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक-40%

SGPA की संगणना

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

$$= \frac{45 + 32 + 40 + 21 + 28}{5 + 4 + 5 + 3 + 4}$$

$$= \frac{166}{21}$$

सत्र 6 का SGPA = 7.90

सत्र संख्या: सत्र-7

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र. सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	N-COMH (II) 401	सामुदायिक स्वास्थ्य नर्सिंग-2	T-5 C ₁	79	A	8 G ₁	5×8=40
			P-2 C ₂	82	A+	9 G ₂	2×9=18
2	NRST 405	नर्सिंग शोध एवं सांख्यिकी	4 C ₃	78	A	8 G ₃	4×8=32
3	N-MIDW/OBGN I & II 335 & 410	मिडवाइफरी/प्रसूति एवं स्त्री रोग (ओबीजी) नर्सिंग (1 व 2)	T-6 (3+3) C ₄	77	A	8 G ₄	6×8=48
			P-9 (4+5) C ₅	74	B+	7 G ₅	9×7=63

SGPA की संगणना

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

$$= \frac{40+18+32+48+63}{5+2+4+6+9}$$

$$= \frac{201}{26}$$

सत्र 7 का SGPA = 7.73

सत्र संख्या: सत्र-8

पाठ्यक्रम			क्रेडिट	प्राप्तांक (%)	ग्रेड अक्षर	ग्रेड प्वाइंट	क्रेडिट प्वाइंट
क्र.सं.	पाठ्यक्रम का कोड	पाठ्यक्रम का नाम					
1	INTE 415, 420, 425, 430 & 435	दक्षता आंकलन • सामुदायिक स्वास्थ्य नर्सिंग • व्यस्क स्वास्थ्य नर्सिंग • बाल स्वास्थ्य नर्सिंग • मानसिक स्वास्थ्य नर्सिंग • मिडवाइफरी/प्रसूति एवं स्त्री रोग (ओबीजी) नर्सिंग	P-12 C ₁	73	B+	7 G ₁	12×7=84
2	*ऐच्छिक 3	उदाहरण, वैज्ञानिक लेखन कौशल	1	79	----	----	---

*ऐच्छिक 3— SGPA की संगणना के लिए अंकों को नहीं जोड़ा जाता है, उत्तीर्ण अंक—40%

SGPA की संगणना

$$SGPA = \frac{C_1G_1}{C_1}$$

$$= \frac{12 \times 7}{12}$$

$$= \frac{84}{12}$$

सत्र 8 का SGPA = 7.00**CGPA की संगणना****CGPA—संचयी ग्रेड प्वाइंट औसत**

CGPA की संगणना सभी सत्रों के SGPA का भारित औसत है जिसे दो दशमलव बिंदुओं तक राउंड ऑफ कर निकाला जाता है और सभी 8 सत्रों और उनके पाठ्यक्रमों/विषयों के ग्रेड दर्शाते हुए अंक पत्र/ट्रांसक्रिप्ट में फाइनल ग्रेड में दर्शाया जाता है।

CGPA पाठ्यक्रम में उत्तीर्ण होने तक अनुत्तीर्ण होने की स्थिति में अनुत्तीर्ण ही दर्शाता है।

सत्र-1	सत्र-2	सत्र-3	सत्र-4	सत्र-5	सत्र-6	सत्र-7	सत्र-8
Credit-Cr Cr: 12	Cr: 31	Cr: 17	Cr: 21	Cr: 11	Cr:21	Cr: 26	Cr:12
SGPA: 7.50 Cr × SGPA = 12×7.50 =	SGPA: 6.97 31×6.97 =	SGPA:7.59 17×7.59 =	SGPA:7.67 21×7.67 =	SGPA:7.82 11×7.82 =	SGPA:7.90 21×7.90 =	SGPA:7.73 26×7.73 =	SGPA:7.00 12×7.00 =

90.00	216.07	129.03	161.07	86.02	165.90	200.98	84.00
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$$\text{CGPA} = \frac{12 \times 7.5 + 31 \times 6.97 + 17 \times 7.59 + 21 \times 7.67 + 11 \times 7.82 + 21 \times 7.90 + 26 \times 7.73 + 12 \times 7.00}{151}$$

$$= \frac{90.00 + 216.07 + 129.03 + 161.07 + 86.02 + 165.90 + 200.98 + 84.00}{151}$$

$$= \frac{1133.07}{151} = 7.50$$

संचयी ग्रेड प्वाइंट औसत (CGPA) = 7.50

डॉ. टी. दिलीप कुमार, अध्यक्ष

[विज्ञापन-III/4/असा./11/2022-23]

INDIAN NURSING COUNCIL

NOTIFICATION

New Delhi, the 8th April 2022

Indian Nursing Council {Revised Regulations and Curriculum for B.Sc. (Nursing) Program – Corrigendum}, Regulations, 2022

F. No. 11-1/2022-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time and in partial modification of earlier Regulations notified no. 11-1/2019-INC (No. 275) dated 5th July, 2021, the Indian Nursing Council hereby makes the following amendments to the Regulation namely:—

Short title and commencement

- These Regulations may be called the Indian Nursing Council {Revised Regulations and Curriculum for B.Sc. (Nursing) Program – Corrigendum}, Regulations, 2022.
- These Regulations shall come into force from the date, the same is notified in the Gazette of India. In the Gazette Notification No. 275 dated 5th July, 2021, the following changes are further effected:—

Page No.	Reg. No.	For	Read
230	V.	ADMISSION TERMS AND CONDITIONS 7. Minimum qualifying marks for entrance test shall be 50% marks.	ADMISSION TERMS AND CONDITIONS 7. The minimum qualifying criteria of entrance test to admission to B.Sc. Nursing is as under: General 50 th percentile SC/ST/OBC 40 th percentile General - PwD 45 th percentile SC/ST/OBC - PwD 40 th percentile
230	V.	8. In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 core subjects shall be 40% instead of 45% for General category candidates.	8. In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 subjects Physics, Chemistry, Biology shall be 40% and passed in English individually.
232	VI.	CURRICULUM Figure 2 Curricular Framework I Semester Nursing Foundations I II Semester Nursing Foundations II	CURRICULUM Figure 2 Curricular Framework I Semester Nursing Foundation I II Semester Nursing Foundation II
233	VI.	CURRICULUM 1. PROGRAM STRUCTURE I Semester 6. *Nursing Foundations I	CURRICULUM 1. PROGRAM STRUCTURE I Semester 6. *Nursing Foundation I

Page No.	Reg. No.	For	Read								
		II Semester 3. *Nursing Foundations II	II Semester 3. *Nursing Foundation II								
234	VI.	CURRICULUM 1. PROGRAM STRUCTURE MANDATORY MODULES For BCLS, PLS – Standard national/ international modules can be used.	CURRICULUM 1. PROGRAM STRUCTURE MANDATORY MODULES For BCLS, PLS – Standard national/international modules can be used. The mandatory modules are offered during the time allotted for respective courses in the course content as theory and practicum – Lab/Clinical.								
237	VI.	CURRICULUM 3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE 1 credit elective course – 1 hour per week per semester	CURRICULUM 3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE 1 credit elective course-1 hour per week per semester (Electives can be offered during self-study hours as shown in the following tables).								
238	VI.	CURRICULUM 4. SCHEME OF EXAMINATION I SEMESTER <table border="1"><tr><td>4</td><td>Nursing Foundations I</td></tr><tr><td>5</td><td>Nursing Foundations I</td></tr></table> *Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same) Example: Nursing Foundations Theory: Nursing Foundations I Theory Internal marks in 1 st semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.	4	Nursing Foundations I	5	Nursing Foundations I	CURRICULUM 4. SCHEME OF EXAMINATION I SEMESTER <table border="1"><tr><td>4</td><td>Nursing Foundation I</td></tr><tr><td>5</td><td>Nursing Foundation I</td></tr></table> *Will be added to the internal marks of Nursing Foundation II Theory and Practical respectively in the next semester (Total weightage remains the same) Example: Nursing Foundation Theory: Nursing Foundation I Theory Internal marks in 1 st semester will be added to Nursing Foundation II Theory Internal in the 2nd semester and average of the two semesters will be taken.	4	Nursing Foundation I	5	Nursing Foundation I
4	Nursing Foundations I										
5	Nursing Foundations I										
4	Nursing Foundation I										
5	Nursing Foundation I										
239	VI.	II SEMESTER <table border="1"><tr><td>2</td><td>Nursing Foundations (I & II)</td></tr><tr><td>4</td><td>Nursing Foundations (I & II)</td></tr></table>	2	Nursing Foundations (I & II)	4	Nursing Foundations (I & II)	II SEMESTER <table border="1"><tr><td>2</td><td>Nursing Foundation (I & II)</td></tr><tr><td>4</td><td>Nursing Foundation (I & II)</td></tr></table>	2	Nursing Foundation (I & II)	4	Nursing Foundation (I & II)
2	Nursing Foundations (I & II)										
4	Nursing Foundations (I & II)										
2	Nursing Foundation (I & II)										
4	Nursing Foundation (I & II)										
242	VI.	5. EXAMINATION REGULATIONS Note: 1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks. 2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks. 3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks. 4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of	5. EXAMINATION REGULATIONS Note: 1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks. 2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks. 3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks. 4. Applied Biochemistry and Applied Nutrition and Dietetics: Question paper will consist of Section-A Applied Biochemistry with 25 marks								

Page No.	Reg. No.	For	Read
		50 marks and Section-B Biochemistry of 25 marks. 5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks. 6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.	and Section-B Applied Nutrition and Dietetics with 50 marks. 5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks. 6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
242	VI.	5. EXAMINATION REGULATIONS 9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate. i. Communicative English ii. Health/Nursing Informatics and Technology iii. Professionalism, Professional Values and Ethics including Bioethics iv. Introduction to Forensic Nursing & Indian Laws 10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.	5. EXAMINATION REGULATIONS 9. Following exams shall be conducted as College exams. The minimum pass is 50% except for Communicative English. The marks for all the college exams listed below alongside all other university exams must be sent to university for inclusion in the mark sheet and shall be considered for calculating aggregate and ranking for awards by university. i. Communicative English ii. Health/Nursing Informatics and Technology iii. Professionalism, Professional Values and Ethics including Bioethics iv. Introduction to Forensic Nursing & Indian Laws Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years. The mark sheet with grades and grade point average shall be given by the University for all courses. Communicative English and Elective Modules are not included for calculating Semester Grade Point Average (SGPA). 10. Minimum pass mark shall be 40% for Communicative English and in each of the Elective module. All Electives modules must be completed as indicated in specified semester and pass marks sent to university before appearing for final examination.
242	VI.	5. EXAMINATION REGULATIONS 12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination	5. EXAMINATION REGULATIONS 12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.
243	VI.	5. EXAMINATION REGULATIONS 22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the	5. EXAMINATION REGULATIONS 22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundation course, the faculty

Page No.	Reg. No.	For	Read																																																												
		faculty having M.Sc. (Nursing) with any specialty shall be considered.	having M.Sc. (Nursing) with any specialty shall be considered. 23. Examiner for Competency Assessment – VIII Semester: There must be a total of five examiners, one from each specialty i.e. External examiners – 2 and Internal examiners – 3. The internal examiners may be from the college faculty or from hospital with the required qualification and experience i.e. M.Sc. (Nursing) in respective specialty with minimum three years of teaching experience.																																																												
243	VII.	ASSESSMENT GUIDELINES 11. Grading of Performance <table><tr><th>Letter grade</th><th>Grade point</th><th>Percentage of marks</th></tr><tr><td>O (Outstanding)</td><td>10</td><td>100%</td></tr><tr><td>A+ (Excellent)</td><td>9</td><td>90-99.99%</td></tr><tr><td>A (Very Good)</td><td>8</td><td>80-89.99%</td></tr><tr><td>B+ (Good)</td><td>7</td><td>70-79.99%</td></tr><tr><td>B (Above Average)</td><td>6</td><td>60-69.99%</td></tr><tr><td>C (Average)</td><td>5</td><td>50-59.99%</td></tr><tr><td>P (Pass)</td><td>4</td><td>40-49.99%</td></tr><tr><td>F (Fail)</td><td>0</td><td></td></tr></table>	Letter grade	Grade point	Percentage of marks	O (Outstanding)	10	100%	A+ (Excellent)	9	90-99.99%	A (Very Good)	8	80-89.99%	B+ (Good)	7	70-79.99%	B (Above Average)	6	60-69.99%	C (Average)	5	50-59.99%	P (Pass)	4	40-49.99%	F (Fail)	0		ASSESSMENT GUIDELINES 1. Grading of Performance <table><tr><th>Letter Grade</th><th>Grade Point</th><th>Percentage of Marks</th></tr><tr><td>O (Outstanding)</td><td>10</td><td>85% & Above</td></tr><tr><td>A+ (Excellent)</td><td>9</td><td>80-84.99%</td></tr><tr><td>A (Very Good)</td><td>8</td><td>75-79.99%</td></tr><tr><td>B+ (Good)</td><td>7</td><td>65-74.99%</td></tr><tr><td>B (Above Average)</td><td>6</td><td>60-64.99%</td></tr><tr><td>C (Average)</td><td>5</td><td>50-59.99%</td></tr><tr><td>P (Pass)</td><td>-</td><td>50% and above</td></tr><tr><td>F (Fail)</td><td>0</td><td><50%</td></tr><tr><td>Ab (Absent)</td><td>0</td><td>0</td></tr><tr><td colspan="3">*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)</td></tr></table>	Letter Grade	Grade Point	Percentage of Marks	O (Outstanding)	10	85% & Above	A+ (Excellent)	9	80-84.99%	A (Very Good)	8	75-79.99%	B+ (Good)	7	65-74.99%	B (Above Average)	6	60-64.99%	C (Average)	5	50-59.99%	P (Pass)	-	50% and above	F (Fail)	0	<50%	Ab (Absent)	0	0	*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)		
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244	VII.	ASSESSMENT GUIDELINES Transcript Format Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.	ASSESSMENT GUIDELINES Transcript Format Based on the above recommendation on letter grades, grade points, SGPA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.																																																												
305	SYLLABUS	ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module) COURSE CONTENT <table><tr><th>Unit</th><th>Content</th></tr><tr><td>IV</td><td>○ Chronic obstructive pulmonary diseases</td></tr></table>	Unit	Content	IV	○ Chronic obstructive pulmonary diseases	ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module) COURSE CONTENT <table><tr><th>Unit</th><th>Content</th></tr><tr><td>IV</td><td>○ Chronic obstructive pulmonary diseases ○ Asthma</td></tr></table>	Unit	Content	IV	○ Chronic obstructive pulmonary diseases ○ Asthma																																																				
Unit	Content																																																														
IV	○ Chronic obstructive pulmonary diseases																																																														
Unit	Content																																																														
IV	○ Chronic obstructive pulmonary diseases ○ Asthma																																																														

Page No.	Reg. No.	For	Read												
338	SYLLABUS	CHILD HEALTH NURSING- I COURSE CONTENT	CHILD HEALTH NURSING- I COURSE CONTENT												
		<table><tr><th>Unit</th><th>Content</th><th>Teaching/Learning Activities</th></tr><tr><td>II</td><td>The Healthy Child - Nutritional Needs of children and infants -Breast feeding </td><td></td></tr></table>	Unit	Content	Teaching/Learning Activities	II	The Healthy Child - Nutritional Needs of children and infants -Breast feeding		<table><tr><th>Unit</th><th>Content</th><th>Teaching/Learning Activities</th></tr><tr><td>II</td><td>The Healthy Child - Nutritional Needs of children and infants -Breast feeding </td><td> - Refer/consult MAA Mothers Absolute Affection Program for Breast Feeding module (National guidelines) </td></tr></table>	Unit	Content	Teaching/Learning Activities	II	The Healthy Child - Nutritional Needs of children and infants -Breast feeding	Refer/consult MAA Mothers Absolute Affection Program for Breast Feeding module (National guidelines)
		Unit	Content	Teaching/Learning Activities											
II	The Healthy Child - Nutritional Needs of children and infants -Breast feeding														
Unit	Content	Teaching/Learning Activities													
II	The Healthy Child - Nutritional Needs of children and infants -Breast feeding	Refer/consult MAA Mothers Absolute Affection Program for Breast Feeding module (National guidelines)													
350	SYLLABUS	COMMUNITY HEALTH NURSING - I including Environmental Science & Epidemiology COURSE OUTLINE	COMMUNITY HEALTH NURSING - I including Environmental Science & Epidemiology COURSE OUTLINE												
		<table><tr><th>Unit</th><th>Content</th></tr><tr><td>III</td><td>Environmental Health & Sanitation - Concepts of water conservation: rain water harvesting and water shed management - Concept of Pollution prevention - Air & noise pollution - Role of nurse in prevention of pollution </td></tr></table>	Unit	Content	III	Environmental Health & Sanitation - Concepts of water conservation: rain water harvesting and water shed management - Concept of Pollution prevention - Air & noise pollution - Role of nurse in prevention of pollution	<table><tr><th>Unit</th><th>Content</th></tr><tr><td>III</td><td>Environmental Health & Sanitation Concepts of water conservation: rain water harvesting and water shed management </td></tr></table>	Unit	Content	III	Environmental Health & Sanitation Concepts of water conservation: rain water harvesting and water shed management				
		Unit	Content												
III	Environmental Health & Sanitation - Concepts of water conservation: rain water harvesting and water shed management - Concept of Pollution prevention - Air & noise pollution - Role of nurse in prevention of pollution														
Unit	Content														
III	Environmental Health & Sanitation Concepts of water conservation: rain water harvesting and water shed management														
369	SYLLABUS	CHILD HEALTH NURSING- II COURSE CONTENT	CHILD HEALTH NURSING- II COURSE CONTENT												
		<table><tr><th>Unit</th><th>Content</th><th>Teaching/Learning Activities</th></tr><tr><td>I</td><td>Gastrointestinal System Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites </td><td></td></tr></table>	Unit	Content	Teaching/Learning Activities	I	Gastrointestinal System Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites		<table><tr><th>Unit</th><th>Content</th><th>Teaching/Learning Activities</th></tr><tr><td>I</td><td>Gastrointestinal System Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites </td><td>Refer/consult SAM operational guidelines on facility-based management of children with severe acute malnutrition.</td></tr></table>	Unit	Content	Teaching/Learning Activities	I	Gastrointestinal System Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites	Refer/consult SAM operational guidelines on facility-based management of children with severe acute malnutrition.
		Unit	Content	Teaching/Learning Activities											
I	Gastrointestinal System Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites														
Unit	Content	Teaching/Learning Activities													
I	Gastrointestinal System Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites	Refer/consult SAM operational guidelines on facility-based management of children with severe acute malnutrition.													
393	SYLLABUS	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I including SBA module CLINICAL POSTINGS Learning Outcomes Provide post abortion care and postnatal counselling	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I including SBA module CLINICAL POSTINGS Learning Outcomes Provide post abortion care and counselling												
412	APPENDIX I	I SEMESTER	I SEMESTER												
		4	Nursing Foundations I	4	Nursing Foundation I										
		5	Nursing Foundations I	5	Nursing Foundation I										
		II SEMESTER		II SEMESTER											
		2	Nursing Foundations II including First Aid I & II	2	Nursing Foundation II including First Aid I & II										
		4	Nursing Foundations II I & II	4	Nursing Foundation II I & II										

Page No.	Reg. No.	For	Read		
422	LOGBOOK	Clinical Logbook for B.Sc. Nursing Program		Clinical Logbook for B.Sc. Nursing Program	
		II Semester		II Semester	
		S.No.	Specific Procedural Competencies/Skills	S.No.	Specific Procedural Competencies/Skills
		99	Abdominal Binder	99	Abdominal Binder
		100	Basic CPR (first aid module)	100	Basic CPR (first aid module)
423	LOGBOOK	III Semester		III Semester	
		14	Diabetic diet	14	Diabetic diet
		15	Performing and monitoring GRBS	15	Performing and monitoring GRBS
		24	Liver Biopsy	24	Liver Biopsy
		25	Nasogastric aspiration	25	Nasogastric aspiration
		41	Serum electrolytes	41	Serum electrolytes
		42	Assisting with blood transfusion	42	Assisting with blood transfusion
		5	Audiometric tests	5	Audiometric tests
		6	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing	6	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing
		11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry	11	Fundoscopy/retinoscopy/ophthalmoscopy/tonometry
426	LOGBOOK	12	Refraction tests	12	Refraction tests
		13	Pre and postoperative care of patient undergoing eye surgery	13	Pre and postoperative care of patient undergoing eye surgery
		18	• Testicular self-examination	18	• Assisting with testicular self-examination
		25	Specific tests – Semen analysis, gonorrhea test	25	Specific tests – • Semen analysis • Gonorrhea test
		26	Catheterization care	26	Urinary Catheterization & Care
		30	Assessment of burns wound – area/degree/percentage of wound using appropriate scales	30	Assessment of burns wound
		38	History taking, neurological Examination – Use of Glasgow coma scale	38	Neurological Examination – ex. Use of Glasgow coma scale
		39	Continuous monitoring the patients	39	Continuous monitoring

Page No.	Reg. No.	For		Read	
428	LOGBOOK	46	Screening for common cancers – TNM classification	46	Screening for common cancers – ex. TNM classification
		53	Care of patients treated with nuclear medicine	53	PET scan/Bone scan
429	LOGBOOK	67	Setting up of trolley with instruments	67	Setting up of trolley with instruments/ critical care equipment
430	LOGBOOK	V & VI Semester – Child Health Nursing I & II		V & VI Semester – Child Health Nursing I & II	
		11	Subcutaneous	11	Subcutaneous
		12	Calculation of fluid requirements		*****
				12	Calculation of fluid requirements
		18	Oxygen hood	18	Oxygen hood
		19	Baby bath/sponge bath		*****
				19	Baby bath/sponge bath
		23	Blood	23	Blood
		24	Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)		*****
				24	Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)
		26	Prevention and management of diarrhea (Oral rehydration therapy)		

		27	Feeding & Complementary feeding		
431	LOGBOOK	37	Enterostomy	37	Enterostomy
		38	Urinary catheterization & drainage		*****
				38	Urinary catheterization & drainage
		48	Adolescent	48	Adolescent
		49	Administration of vaccination		*****
		49	Administration of vaccination		
436	LOGBOOK	VI & VII Semester – Midwifery/Obstetrics and Gynecology (Obg) Nursing I & II		VI & VII Semester – Midwifery/Obstetrics and Gynecology (Obg) Nursing I & II	
		11	Preparation and recording of CTG/NST	11	Preparation and recording of CTG/NST
		12	Antenatal counseling 3333for each trimester including birth preparedness and complication readiness		*****
				12	Antenatal counseling for each trimester including birth preparedness and complication readiness
442	LOGBOOK	Note: Preceptors/faculty: Level 3 competency denotes that the NP student is able to perform that competency without supervision		Note: Preceptors/faculty: Level 3 competency denotes that the student is able to perform that competency without supervision	

Page No.	Reg. No.	For	Read
449	CLINICAL REQUIREMENTS	VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II	VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II
		S.No. Clinical Requirements	S.No. Clinical Requirements
		15 Kangaroo mother care – 2	14 Kangaroo mother care – 2
		Nursing Care Plan/Clinical presentation with Drug Study	Nursing Care Plan/Clinical presentation with Drug Study
		16 Antenatal care Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1	15 Antenatal care Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1
		17 Intrapartum care High risk (Clinical presentation) – 1	16 Intrapartum care High risk (Clinical presentation) – 1
		18 Postnatal care Normal (care plan) – 1 High risk (Clinical presentation) – 1	17 Postnatal care Normal (care plan) – 1 High risk (Clinical presentation) – 1
		19 Newborn care Normal (care plan) – 1	18 Newborn care Normal (care plan) – 1
		20 Gynecological condition Care plan – 1	19 Gynecological condition Care plan – 1
		21 Health talk – individual/group – 2	20 Health talk – individual/group – 2
		22 Counseling mothers and family members	21 Counseling mothers and family members
		23 Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)	22 Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)
		24 Completion of SBA module	23 Completion of SBA module
		25 Completion of safe delivery app	24 Completion of safe delivery app

***** Denotes separation lines before the next procedural competency.

INSERT THE FOLLOWING AT THE END OF PAGE 451 after Signature of the HOD/Principal

SAMPLE MARK SHEET/MARK CARD (Marks are shown as example) INC Template as Example only

Name of the University:

Name of the College/Institution:

Name of the Nursing Program/Course:

Name of the Student:

SEMESTER No: I SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	ENGL 101	*Communicative English	2	20	10/25 (40%)	20	10/25 (40%)	80	A+	9
2	ANAT 105 & PHYS 110	Applied Anatomy & Applied Physiology	6 (3+3)	18	12.5/25	57	37.5/75	75	A	8
3	SOCI 115 & PSYC 120	Applied Sociology & Applied Psychology	6 (3+3)	16	12.5/25	54	37.5/75	70	B+	7

*ENGL 101-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

SEMESTER No: II SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	BIOC 135 & NUTR 140	Applied Biochemistry and Applied Nutrition & Dietetics	5 (2+3)	16	12.5/25	44	37.5/75	60	B	6
2	N-NF(I&II) 125	Nursing Foundation I & II Incl Health Assessment module	T-12 (6+6)	20	12.5/25	55	37.5/75	75	A	8
			P-11 (4+7)	30	25/50	30	25/50	60	B	6
3	*HNIT 145	Health/Nursing Informatics & Technology	3	20	12.5/25	19	12.5/25	78	A	8

T-Theory, P-Practicum (Skill lab & Clinical)

*HNIT 145-College Exam

SEMESTER No: III SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	MICR 201	Applied Microbiology and Infection Control including Safety	3	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (I) 215	Adult Health Nursing I with Integrated Pathophysiology including BCLS module	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7

T-Theory, P-Practical

SEMESTER No: IV SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	PHAR (I&II) 205 PATH (I&II) 210	Pharmacology (I&II) & Pathology (I&II) (including Genetics)	6 (4+2)	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (II) 225	Adult Health Nursing II with Integrated Pathophysiology including Geriatric Nursing & Palliative Care	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7
3	*PROF 230	Professionalism, Professional Values	1	18	12.5/25	20	12.5/25	76	A	8

		and Ethics including Bioethics								
4	*Elective 1	Ex. Human Values	1			70	40/100	70		

T-Theory, P-Practical

*PROF 230-College Exam; *Elective 1-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

SEMESTER No: V SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-COMH (I) 310	Community Health Nursing I including Environmental Science & Epidemiology	T-5	18	12.5/25	57	37.5/75	75	A	8
			P- 2	35	25/50	35	25/50	70	B+	7
2	EDUC 315	Educational Technology/Nursing Education	3	20	12.5/25	58	37.5/75	78	A	8
3	*N-FORN 320	Introduction to Forensic Nursing	1	18	12.5/25	20	12.5/25	76	A	8

T-Theory, P-Practical

*N-FORN 320-College Exam

SEMESTER No: VI SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-CHN (I&II) 301	Child Health Nursing (I&II)	T-5 (3+2)	20	12.5/25	60	37.5/75	80	A+	9
			P-4 (3+1)	38	25/50	38	25/50	76	A	8
2	N-MHN (I&II) 305	Mental Health Nursing (I&II)	T-5 (3+2)	20	12.5/25	58	37.5/75	78	A	8
			P-3 (1+2)	35	25/50	35	25/50	70	B+	7
3	NMLE 330	Nursing Management & Leadership	4 (T-3, P-1)	19	12.5/25	54	37.5/75	73	B+	7
4	*Elective-2	Ex. Menopausal Health	1			76	40/100	76		

T-Theory, P-Practical;

*Elective-2-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

SEMESTER No: VII SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-COMH (II) 401	Community Health Nursing II	T-5	19	12.5/25	60	37.5/75	79	A	8
			P-2	40	25/50	42	25/50	82	A+	9
2	NRST	Nursing Research &	4	20	12.5/25	58	37.5/75	78	A	8

	405	Statistics	(T-2, P-2)							
3	N-MIDW/OBGN I & II 335 & 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I&II	T-6 (3+3) P-9 (4+5)	19 32	12.5/25 25/50	58 42	37.5/75 25/50	77 74	A B+	8 7

T-Theory, P-Practical

SEMESTER No: VIII SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	INTE 415, 420, 425, 430 & 435	Competency Assessment - Community Health Nursing - Adult Health Nursing - Child Health Nursing - Mental Health Nursing - Midwifery/OBG Nursing	P-12	70	50/100	76	50/100	146/200=73	B+	7
2	*Elective-3	Ex. Scientific Writing Skills	1			79	40/100	79		

P-Practical

*Elective 3-College Exam, Marks are not added for calculating SGPA

SAMPLE TRANSCRIPT (INC Template as Example only)

Name of the University:

Name of the College/Institution:

Name of the Nursing Program/Course:

Name of the Student:

Date/Month and Year of completion of the B.Sc. (Nursing) Program:

.....

SEMESTER No: I SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	ENGL 101	*Communicative English	2	80	A+	9	----
2	ANAT 105 & PHYS 110	Applied Anatomy & Applied Physiology	6(3+3) C ₁	75	A	8 G ₁	6×8=48
3	SOCI 115 & PSYC 120	Applied Sociology & Applied Psychology	6(3+3) C ₂	70	B+	7 G ₂	6×7=42

*ENGL 101-Marks are not added for calculating SGPA, Pass marks-40%

Computation of SGPA (Semester Grade Point Average)

$$SGPA = \frac{C_1G_1 + C_2G_2}{C_1 + C_2}$$

$$= \frac{48+42}{6+6}$$

$$= \frac{90}{12}$$

$$= 7.50$$

I SEMESTER SGPA= 7.50**SEMESTER No: II SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	BIOC 135 & NUTR 140	Applied Biochemistry and Applied Nutrition & Dietetics	5 (2+3) C ₁	60	B	6 G ₁	5×6=30
2	N-NF (I&II) 125	Nursing Foundation I & II	T-12 (6+6) C ₂	75	A	8 G ₂	12×8=96
			P-11 (4+7) C ₃	60	B	6 G ₃	11×6=66
3	HNIT 145	Health/Nursing Informatics & Technology	3 C ₄	78	A	8 G ₄	3×8=24

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

$$= \frac{30+96+66+24}{5+12+11+2}$$

$$= \frac{216}{31}$$

$$= 6.97$$

II SEMESTER SGPA= 6.97**SEMESTER No: III SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	MICR 201	Applied Microbiology and Infection Control including Safety	3 C ₁	75	A	8 G ₁	3×8=24
2	N-AHN (I) 215	Adult Health Nursing I with Integrated Pathophysiology including BCLS module	T-7 C ₂	78	A	8 G ₂	7×8=56
			P-7 C ₃	70	B+	7 G ₃	7×7=49

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3}{C_1 + C_2 + C_3}$$

$$= \frac{24+56+49}{3+7+7}$$

$$= \frac{129}{17}$$

= 7.59

III SEMESTER SGPA= 7.59**SEMESTER No: IV SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	PHAR (I&II) 205 PATH (I&II) 210	Pharmacology (I&II) & Pathology (I&II) (including Genetics)	6 (4+2) C ₁	75	A	8 G ₁	6×8=48
2	N-AHN (II) 225	Adult Health Nursing II with Integrated Pathophysiology including Geriatric Nursing & Palliative Care	T-7 C ₂	78	A	8 G ₂	7×8=56
			P-7 C ₃	70	B+	7 G ₃	7×7=49
3	*PROF 230	Professionalism, Professional Values and Ethics including Bioethics	1 C ₄	76	A	8 G ₄	1×8=8
4	*Elective 1	Ex. Human Values	1	70	----	-----	-----

*Elective 1-Marks are not added for calculating SGPA, Pass marks-40%

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

$$= \frac{48+56+49+8}{6+7+7+1}$$

$$= \frac{161}{21}$$

$$= 7.67$$

IV SEMESTER SGPA= 7.67**SEMESTER No: V SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	N-COMH (I) 310	Community Health Nursing I including Environmental Science & Epidemiology	T-5 C ₁	75	A	8 G ₁	5×8=40
			P-2 C ₂	70	B+	7 G ₂	2×7=14
2	EDUC 315	Educational Technology/ Nursing Education	3 C ₃	78	A	8 G ₃	3×8=24
3	*N-FORN 320	Introduction to Forensic Nursing	1 C ₄	76	A	8 G ₄	1×8=8

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

$$= \frac{40+14+24+8}{5+2+3+1}$$

$$= \frac{86}{11}$$

$$= 7.82$$

V SEMESTER SGPA= 7.82**SEMESTER NO: VI SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	N-CHN (I&II) 301	Child Health Nursing (I&II)	T-5 (3+2) C ₁	80	A+	9 G ₁	5×9=45
			P-4 (3+1) C ₂	76	A	8 G ₂	4×8=32
2	N-MHN (I&II) 305	Mental Health Nursing (I&II)	T-5 (3+2) C ₃	78	A	8 G ₃	5×8=40
			P-3 (1+2) C ₄	70	B+	7 G ₄	3×7=21
3	NMLE 330	Nursing Management & Leadership	4 C ₅	73	B+	7 G ₅	4×7=28
4	*Elective-2	Ex. Menopausal Health	1	76	----	---	----

*Elective-2 Marks not added for calculating SGPA, Pass marks-40%

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

$$= \frac{45+32+40+21+28}{5+4+5+3+4}$$

$$= \frac{166}{21}$$

VI SEMESTER SGPA= 7.90**SEMESTER No: VII SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	N-COMH (II) 401	Community Health Nursing II	T-5 C ₁	79	A	8 G ₁	5×8=40
			P-2 C ₂	82	A+	9 G ₂	2×9=18
2	NRST 405	Nursing Research & Statistics	4 C ₃	78	A	8 G ₃	4×8=32
3	N-MIDW/ OBGN I & II 335 & 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I & II	T-6 (3+3) C ₄	77	A	8 G ₄	6×8=48
			P-9 (4+5) C ₅	74	B+	7 G ₅	9×7=63

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

$$= \frac{40+18+32+48+63}{5+2+4+6+9}$$

$$= \frac{201}{26}$$

VII SEMESTER SGPA= 7.73

SEMESTER No: VIII SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	INTE 415, 420, 425, 430 & 435	Competency Assessment • Community Health Nursing • Adult Health Nursing • Child Health Nursing • Mental Health Nursing • Midwifery/OBG Nursing	P-12 C ₁	73	B+	7 G ₁	12×7=84
2	*Elective-3	Ex. Scientific Writing Skills	1	79	----	----	---

*Elective 3-Marks are not added for calculating SGPA, Pass marks-40%

Computation of SGPA

$$\begin{aligned}
 \text{SGPA} &= \frac{\sum C_i G_i}{\sum C_i} \\
 &= \frac{12 \times 7}{12} \\
 &= \frac{84}{12}
 \end{aligned}$$

VIII SEMESTER SGPA= 7.00**Computation of CGPA****CGPA-Cumulative Grade Point Average**

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed.

SEMESTER I	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	SEM 7	SEM 8
Credit-Cr Cr: 12	Cr: 31	Cr: 17	Cr: 21	Cr: 11	Cr:21	Cr: 26	Cr:12
SGPA: 7.50	SGPA: 6.97	SGPA:7.59	SGPA:7.67	SGPA:7.82	SGPA:7.90	SGPA:7.73	SGPA:7.00
Cr × SGPA= 12×7.50=90.00	31×6.97= 216.07	17×7.59= 129.03	21×7.67= 161.07	11×7.82= 86.02	21×7.90= 165.90	26×7.73= 200.98	12×7.00=84.00

$$\begin{aligned}
 \text{CGPA} &= \frac{12 \times 7.5 + 31 \times 6.97 + 17 \times 7.59 + 21 \times 7.67 + 11 \times 7.82 + 21 \times 7.90 + 26 \times 7.73 + 12 \times 7.00}{151} \\
 &= \frac{90.00 + 216.07 + 129.03 + 161.07 + 86.02 + 165.90 + 200.98 + 84.00}{151} \\
 &= \frac{1133.07}{151} = 7.50
 \end{aligned}$$

Cumulative Grade Point Average (CGPA) = 7.50

Dr. T. DILEEP KUMAR, President

[ADVT.-III/4/Exty./11/2022-23]



NETAJI SUBHAS UNIVERSITY

Estd. Under Jharkhand State Private University Act, 2018

Department of Nursing

B.Sc. Nursing Course Curriculum (with CO, PO Structure)

ESTD

JAMSHEDPUR

2018

w.e.f. 2021

P. K. Kola

Adil

Shruti

S.

Soni Basu
Head

Department of Nursing
Netaji Subhas University



Phome
Dean Academics
Netaji Subhas University
Jamshedpur, Jharkhand



Program outcome (POs):

PO 1	Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.
PO 2	Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
PO 3	Provide promotive, preventive and restorative health services in line with national health policies and programs.
PO 4	Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
PO 5	Respect the dignity, worth, and uniqueness of self and others.
PO 6	Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
PO 7	Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
PO 8	Communicate effectively with patients, peers, and all health care providers.
PO 9	Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
PO 10	Integrate research findings and nursing theory in decision making in evidence-based practice.
PO 11	Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
PO 12	Participate in the advancement of the profession to improve health care for the betterment of the global society.

Program Specific outcome (PSOs):

PSO 1	provide comprehensive nursing care to individuals, families, and communities in various healthcare settings.
PSO 2	use evidence-based practice to make informed decisions in clinical care.
PSO 3	applying knowledge in health promotion, disease prevention, and health education.
PSO 4	assume leadership and management roles in healthcare settings.
PSO 5	effective communication with patients, families, and healthcare teams.
PSO 6	demonstrate a high level of ethical practice and professional behavior in nursing care.
PSO 7	develop cultural competence to provide care that is respectful of and tailored to diverse populations.
PSO 8	contribute to the nursing profession through research and apply evidence-based practices in clinical settings.
PSO 9	engage in lifelong learning to stay updated with advancements in nursing practice and healthcare.
PSO 10	use of technology in healthcare settings.



1st SEMESTER

Name of the Course : COMMUNICATIVE ENGLISH

Course Objective :

1. Identify the significance of Communicative English for healthcare professionals.
2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

Syllabus :

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	• Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks	• Checking for understanding through tasks

II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar	• Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	• Through ‘check your understanding’ exercises
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation	• Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities	• Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points

IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	Speaking – Effective Conversation • Conversation situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations	• Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks	• Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/doctor) and to others in the group • Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	• Reading • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions •	• Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis	• Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news

Course Outcome :

CO1. Identify the significance of Communicative English for healthcare professionals.

CO2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.

CO3. Demonstrate attentive listening in different hypothetical situations.

CO4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.

CO5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.

CO6. Analyse the situation and apply critical thinking strategies.

CO7. Enhance expressions through writing skills.

CO8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	2	2	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2
CO6	2	3	3	3	3	3	3	3	3	3	3	2
CO7	2	2	2	2	2	2	2	2	2	2	2	2
CO8	2	2	2	2	2	2	2	2	2	2	2	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course : APPLIED ANATOMY

Course objective

1. Describe anatomical terms.
2. Explain the general and microscopic structure of each system of the body.
3. Identify relative positions of the major body organs as well as their general anatomic locations.
4. Explore the effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements Organization of human body and structure of cell, tissues membranes and glands Describe the types of cartilage Compare and contrast the features of skeletal, smooth and cardiac muscle	Introduction to anatomical terms and organization of the human body • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing	• Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides • Anatomical Torso	• Quiz • MCQ • Short answer
II	6 (T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	The Respiratory system • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing	• Lecture cum Discussion • Models • Video/Slides	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T)	Describe the structure of digestive system	The Digestive system • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing	• Lecture cum Discussion • Video/Slides • Anatomical Torso	• Short answer • Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing	• Lecture • Models • Video/Slides	• Short answer • MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	The Endocrine system • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	• Lecture • Models/charts	• Short answer • Objective type
VI	4 (T)	Describe the structure of various sensory organs	The Sensory organs • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing	• Lecture • Explain with Video/ models/charts	• Short answer • MCQ
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	The Musculoskeletal system: The Skeletal system • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing	• Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	The Muscular system • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures		
VIII	5 (T)	Describe the structure of renal system	The Renal system • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing	• Lecture • Models/charts	• MCQ • Short answer
IX	5 (T)	Describe the structure of reproductive system	The Reproductive system • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast	• Lecture • Models/charts	• MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	The Nervous system • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing	• Lecture • Explain with models • Video slides	• MCQ • Short answer

Course outcome

CO 1. Describe anatomical terms.

CO 2. Explain the general and microscopic structure of each system of the body.

CO 3. Identify relative positions of the major body organs as well as their general anatomic locations.

CO 4. Explore the effect of alterations in structure.

CO 5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	3	2	3	2	2	2	2	2
CO2	3	2	1	1	1	2	3	3	1	2	1	2
CO3	3	2	3	1	1	2	3	1	2	3	2	1
CO4	1	2	3	2	1	1	2	1	2	1	2	1

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course: APPLIED PHYSIOLOGY

Course objective:

1. Develop understanding of the normal functioning of various organ systems of the body.
2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology – Basic concepts • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing	• Review – discussion • Lecture cum Discussion • Video demonstrations	• Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	Respiratory system • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing	• Lecture • Video slides	• Essay • Short answer • MCQ

III	8 (T)	Describe the functions of digestive system	Digestive system • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing	• Lecture cum Discussion • Video slides	• Essay • Short answer • MCQ
IV	6 (T)	Explain the functions of the	Circulatory and Lymphatic system • Functions of heart, conduction system,	• Lecture	• Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output - Blood pressure and Pulse - Circulation – principles, factors influencing blood pressure, pulse - Coronary circulation, Pulmonary and systemic circulation - Heart rate – regulation of heart rate - Normal value and variations - Cardiovascular homeostasis in exercise and posture - Application and implication in nursing	- Discussion - Video/Slides	MCQ
V	5 (T)	Describe the composition and functions of blood	Blood - Blood – Functions, Physical characteristics - Formation of blood cells - Erythropoiesis – Functions of RBC, RBC life cycle - WBC – types, functions - Platelets – Function and production of platelets - Clotting mechanism of blood, clotting time, bleeding time, PTT - Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation - Blood groups and types - Functions of reticuloendothelial system, immunity - Application in nursing	- Lecture - Discussion - Videos	- Essay - Short answer - MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	The Endocrine system - Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. - Other hormones - Alterations in disease - Application and implication in nursing	- Lecture - Explain using charts	- Short answer - MCQ
VII	4 (T)	Describe the structure of various sensory organs	The Sensory Organs - Functions of skin - Vision, hearing, taste and smell - Errors of refraction, aging changes - Application and implications in nursing	- Lecture - Video	- Short answer - MCQ
VIII	6 (T)	Describe the functions of	Musculoskeletal system	Lecture	Structured essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		bones, joints, various types of muscles, its special properties and nerves supplying them	• Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing	• Discussion • Video presentation	• Short answer • MCQ
IX	4 (T)	Describe the physiology of renal system	Renal system • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing	• Lecture • Charts and models	• Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	The Reproductive system • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care	• Lecture • Explain using charts, models, specimens	• Short answer • MCQ
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	• Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred	• Lecture cum Discussion • Video slides	• Brief structured essays • Short answer • MCQ • Critical reflection

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Reflexes - CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier - Application and implication in nursing		

Course outcome:

- CO 1. Develop understanding of the normal functioning of various organ systems of the body.
- CO 2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
- CO 3. Describe the effect of alterations in functions.
- CO 4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	3	2	1	1	1	1	2	3	1
CO2	2	3	1	2	3	1	3	2	1	2	1	2
CO3	1	2	3	2	1	2	3	1	2	1	2	1
CO4	1	2	3	1	2	1	2	1	3	1	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: APPLIED SOCIOLOGY

Course objective:

- Identify the scope and significance of sociology in nursing.
- 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.
- Develop understanding about types of family, marriage and its legislation.
- Identify different types of caste, class, social change and its influence on health and health practices.
- Develop understanding about social organization and disorganization and social problems in India.
- Integrate the knowledge of clinical sociology and its uses in crisis intervention.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	Introduction - Definition, nature and scope of sociology - Significance of sociology in nursing	- Lecture - Discussion	- Essay - Short answer

II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse	• Lecture cum Discussion	• Essay • Short answer • Objective type
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession		
III	8 (T)	Describe culture and its impact on health and disease	Culture • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease	• Lecture • Panel discussion	• Essay • Short answer
IV	8 (T)	Explain family, marriage and legislation related to marriage	Family and Marriage • Family – characteristics, basic need, types and functions of family • Marriage – forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices	• Lecture	• Essay • Short answer • Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	Social stratification • Introduction – Characteristics & forms of stratification • Function of stratification • Indian caste system – origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility-meaning and types • Race – concept, criteria of racial classification • Influence of class, caste and race system on health.	• Lecture • Panel discussion	• Essay • Short answer • Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	Social organization and disorganization • Social organization – meaning, elements and types • Voluntary associations • Social system – definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control – meaning, aims and process of social control	• Lecture • Group discussion • Observational visit	• Essay • Short answer • Objective type • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Social norms, moral and values • Social disorganization – definition, causes, Control and planning • Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group – elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children • Role of nurse in reducing social problem and enhance coping • Social welfare programs in India		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	Clinical sociology • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention	• Lecture, • Group discussion • Role play	• Essay • Short answer

Course outcome

CO 1. Identify the scope and significance of sociology in nursing.

CO 2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.

CO 3. Identify the impact of culture on health and illness.

CO 4. Develop understanding about types of family, marriage and its legislation.

CO 5. Identify different types of caste, class, social change and its influence on health and health practices.

CO 6. Develop understanding about social organization and disorganization and social problems in India.

CO 7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	2	2	2	2	2	2	3	3	3	3	3
CO2	3	2	3	2	3	3	3	2	3	3	1	3
CO3	1	2	3	3	3	3	3	2	2	2	3	2
CO4	2	3	2	2	2	2	2	2	2	3	3	3
CO5	2	2	3	1	2	0	3	2	2	1	2	3
CO6	3	2	1	0	3	1	3	2	1	2	1	1
CO7	1	3	1	3	2	2	1	3	1	2	1	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: APPLIED PSYCHOLOGY

Course objective:

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse's role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	Introduction • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum Discussion	• Essay • Short answer
II	4 (T)	Describe biology of human behaviour	Biological basis of behavior –Introduction • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal	• Lecture • Discussion	• Essay • Short answer
III	5 (T)	Describe mentally healthy person and defense mechanisms	Mental health and mental hygiene • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego	• Lecture • Case discussion • Role play	• Essay • Short answer • Objective type

IV	7 (T)	Describe psychology of people in different age groups and role of nurse	Developmental psychology • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of	• Lecture • Group • discussion	• Essay • Short answer
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality	• Lecture • Discussion • Demonstration	• Essay and short answer • Objective type
VI	16 (T)	Explain cognitive process and their applications	Cognitive process • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes	• Lecture • Discussion	• Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	Motivation and emotional processes • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping	• Lecture • Group discussion	• Essay and short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client		
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	Psychological assessment and tests – introduction • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment	• Lecture • Discussion • Demonstration	• Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	Application of soft skill • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing	• Lecture • Group discussion • Role play • Refer/Complete Soft skills module	• Essay and short answer
X	2 (T)	Explain self-empowerment	Self-empowerment • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others	• Lecture • Discussion	• Short answer • Objective type

Course outcome

CO 1. Identify the importance of psychology in individual and professional life.

CO 2. Develop understanding of the biological and psychological basis of human behaviour.

CO 3. Identify the role of nurse in promoting mental health and dealing with altered personality.

CO 4. Perform the role of nurses applicable to the psychology of different age groups.

CO 5. Identify the cognitive and affective needs of clients.

CO 6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.

CO 7. Demonstrate basic understanding of psychological assessment and nurse's role.

CO 8. Apply the knowledge of soft skills in workplace and society.

CO 9. Apply the knowledge of self-empowerment in workplace, society and personal life.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	3	3	3	2	3	3	1	3
CO2	1	2	3	3	3	3	3	2	2	2	3	2
CO3	2	3	2	2	2	2	2	2	2	3	3	3
CO4	2	2	3	1	2	0	3	2	2	1	2	3
CO5	3	2	1	0	3	1	3	2	1	2	1	1
CO6	1	3	1	3	2	2	1	3	1	2	1	2
CO7	3	2	3	2	3	3	3	2	3	3	1	3
CO8	1	2	3	3	3	3	3	2	2	2	3	2
CO9	2	3	2	2	2	2	2	2	2	3	3	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course : NURSING FOUNDATION - I (including First Aid module)

Course objective:

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.
5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

Syllabus :

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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I	5 (T)	Describe the concept of health and illness	Introduction to health and illness • Concept of Health – Definitions (WHO), Dimensions • Maslow’s hierarchy of needs • Health – Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness – Types, illness behavior • Impact of illness on patient and family	• Lecture • Discussion	• Essay • Short answer • Objective type
II	5 (T)	Describe the levels of illness prevention and care, health care services	Health Care Delivery Systems – Introduction of Basic Concepts & Meanings • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary • Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities • Hospitals – Types, Organization and	• Lecture • Discussion	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Functions Health care teams in hospitals – members and their role		
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	History of Nursing and Nursing as a profession - History of Nursing, History of Nursing in India - Contributions of Florence Nightingale - Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel - Nursing as a profession – definition and characteristics/criteria of profession - Values – Introduction – meaning and importance - Code of ethics and professional conduct for nurses – Introduction	- Lecture - Discussion - Case discussion - Role plays	- Essay - Short answers - Objective type
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	Communication and Nurse Patient Relationship - Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication - Methods of effective communication/therapeutic communication techniques - Barriers to effective communication/non-therapeutic communication techniques - Professional communication - Helping Relationships (Nurse Patient Relationship) – Purposes and Phases - Communicating effectively with patient, families and team members - Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)	- Lecture - Discussion - Role play and video film on Therapeutic Communication	- Essay - Short answer - Objective type
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	Documentation and Reporting - Documentation – Purposes of Reports and Records - Confidentiality - Types of Client records/Common Record-keeping forms - Methods/Systems of documentation/Recording	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Guidelines for documentation - Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording - Reporting – Change of shift reports, Transfer reports, Incident reports		
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	Vital signs - Guidelines for taking vital signs <i>Body temperature</i> – - Definition, Physiology, Regulation, Factors affecting body temperature - Assessment of body temperature – sites, equipment and technique - Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia - Fever/Pyrexia – Definition, Causes, Stages, Types - Nursing Management - Hot and Cold applications <i>Pulse:</i> - Definition, Physiology and Regulation, Characteristics, Factors affecting pulse - Assessment of pulse – sites, equipment and technique - Alterations in pulse <i>Respiration:</i> - Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration - Assessment of respirations – technique - Arterial Oxygen saturation - Alterations in respiration <i>Blood pressure:</i> - Definition, Physiology and Regulation, Characteristics, Factors affecting BP - Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment - Alterations in Blood Pressure - Documenting Vital Signs	- Lecture - Discussion - Demonstration & Re-demonstration	- Essay - Short answer - Objective type - Document the given values of temperature, pulse, and respiration in the graphic sheet - OSCE
VII	3 (T)	Maintain equipment and linen	Equipment and Linen - Types – Disposables and reusable - Linen, rubber goods, glassware, metal, plastics, furniture - Introduction – Indent, maintenance, Inventory		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	Introduction to Infection Control in Clinical setting Infection • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) Introductory concept of Asepsis – Medical & Surgical asepsis Precautions • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions Biomedical Waste management • Types of hospital waste, waste segregation and hazards – Introduction	• Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis	• Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	Comfort, Rest & Sleep and Pain • Comfort ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA ○ Invasive techniques of pain management ○ Any other newer measures ○ CAM (Complementary & Alternative healing Modalities)		
X	5 (T) 3 (SL)	Describe the concept of patient environment	Promoting Safety in Health Care Environment • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	Hospital Admission and discharge • Admission to the hospital Unit and preparation of unit ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	Mobility and Immobility • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement	• Lecture • Discussion • Demonstration &	• Essay • Short answer • Objective

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Principles of body mechanics - Factors affecting Body Alignment and activity - Exercise – Types and benefits - Effects of Immobility - Maintenance of normal Body Alignment and Activity - Alteration in Body Alignment and mobility - Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method - Range of motion exercises - Muscle strengthening exercises - Maintaining body alignment – positions - Moving - Lifting - Transferring - Walking - Assisting clients with ambulation - Care of patients with Immobility using Nursing process approach - Care of patients with casts and splints	Re-demonstration	type OSCE
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	Patient education - Patient Teaching – Importance, Purposes, Process - Integrating nursing process in patient teaching	- Discussion - Role plays	- Essay - Short answer - Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	First Aid* - Definition, Basic Principles, Scope & Rules - First Aid Management - Wounds, Hemorrhage & Shock - Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries - Transportation of Injured persons - Respiratory Emergencies & Basic CPR - Unconsciousness - Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach - Burns & Scalds - Poisoning, Bites & Stings - Frostbite & Effects of Heat - Community Emergencies	- Lecture - Discussion - Demonstration & Re-demonstration - Module completion - National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module	- Essay - Short answer - Objective type - OSCE

Course outcome

CO 1. Develop understanding about the concept of health, illness and scope of nursing within health care services.

CO 2. Apply values, code of ethics and professional conduct in professional life.

CO 3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.

CO 4. Develop skill in recording and reporting.

CO 5. Demonstrate competency in monitoring and documenting vital signs.

CO 6. Describe the fundamental principles and techniques of infection control and biomedical waste management.

CO 7. Identify and meet the comfort needs of the patients.

CO 8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.

CO 9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.

CO 10. Perform first aid measures during emergencies.

CO 11. Identify the educational needs of patients and demonstrate basic skills of patient education.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	1	3	2	3	1	2	0	1	1
CO2	2	4	3	3	3	2	1	2	3	3	2	1
CO3	2	3	1	2	3	2	0	1	1	3	1	3
CO4	3	2	3	1	2	3	2	1	0	1	2	3
CO5	1	2	3	2	3	1	2	3	0	1	1	1
CO6	1	1	2	2	2	2	2	2	2	2	2	2
CO7	1	2	3	3	2	1	2	1	2	1	2	2
CO8	1	2	3	2	2	2	1	2	1	2	1	2
CO9	1	2	1	1	1	1	1	1	1	2	2	2
CO10	3	2	1	2	2	2	3	2	2	2	3	2
CO11	2	3	2	3	2	2	3	2	3	2	3	2
CO12	1	2	3	2	3	1	3	2	1	3	2	1

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

IIND SEMESTER

Name of the course: APPLIED BIOCHEMISTRY

Course objective:

1. Describe the metabolism of carbohydrates and its alterations.
2. Explain the metabolism of lipids and its alterations.
3. Explain the metabolism of proteins and amino acids and its alterations.
4. Explain clinical enzymology in various disease conditions.
5. Explain acid base balance, imbalance and its clinical significance.
6. Describe the metabolism of hemoglobin and its clinical significance.
7. Explain different function tests and interpret the findings.
8. Illustrate the immunochemistry.

Syllabus

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	Carbohydrates - Digestion, absorption and metabolism of carbohydrates and related disorders - Regulation of blood glucose - Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief - Investigations of Diabetes Mellitus - OGTT – Indications, Procedure, Interpretation and types of GTT curve - Mini GTT, extended GTT, GCT, IV GTT - HbA1c (Only definition) - Hypoglycemia – Definition & causes	- Lecture cum Discussion - Explain using charts and slides - Demonstration of laboratory tests	- Essay - Short answer - Very short answer
II	8 (T)	Explain the metabolism of lipids and its alterations	Lipids - Fatty acids – Definition, classification - Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids - Digestion, absorption & metabolism of lipids & related disorders - Compounds formed from cholesterol - Ketone bodies (name, types & significance only) - Lipoproteins – types & functions (metabolism not required) - Lipid profile - Atherosclerosis (in brief)	- Lecture cum Discussion - Explain using charts and slides - Demonstration of laboratory tests	- Essay - Short answer - Very short answer
III	9 (T)	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	Proteins - Classification of amino acids based on nutrition, metabolic rate with examples - Digestion, absorption & metabolism of protein & related disorders - Biologically important compounds synthesized from various amino acids (only names) - In born errors of amino acid metabolism – only aromatic amino acids (in brief) - Plasma protein – types, function & normal values - Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia - Principle of electrophoresis, normal & abnormal electrophoretic patterns (in	- Lecture cum Discussion - Explain using charts, models and slides	- Essay - Short answer - Very short answer

Unit		Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				brief)		
IV		4 (T)	Explain clinical enzymology in various disease conditions	Clinical Enzymology • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in ○ Liver Diseases – ALT, AST, ALP, GGT ○ Myocardial infarction – CK, cardiac troponins, AST, LDH ○ Muscle diseases – CK, Aldolase ○ Bone diseases – ALP ○ Prostate cancer – PSA, ACP	• Lecture cum Discussion • Explain using charts and slides	• Essay • Short answer • Very short answer
V		3 (T)	Explain acid base balance, imbalance and its clinical significance	Acid base maintenance • pH – definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders – types, definition & causes	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VI		2 (T)	Describe the metabolism of hemoglobin and its clinical significance	Heme catabolism • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test)	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VII		3 (T)	Explain different function tests and interpret the findings	Organ function tests (biochemical parameters & normal values only) • Renal • Liver • Thyroid	• Lecture cum Discussion • Visit to Lab • Explain using charts and slides	• Short answer • Very short answer
VIII		3 (T)	Illustrate the immunochemistry	Immunochemistry • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Short answer • Very short answer

Course outcome

- CO 1. Describe the metabolism of carbohydrates and its alterations.
- CO 2. Explain the metabolism of lipids and its alterations.
- CO 3. Explain the metabolism of proteins and amino acids and its alterations.
- CO 4. Explain clinical enzymology in various disease conditions.
- CO 5. Explain acid base balance, imbalance and its clinical significance.
- CO 6. Describe the metabolism of hemoglobin and its clinical significance.
- CO 7. Explain different function tests and interpret the findings.
- CO 8. Illustrate the immunochemistry.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	2	3	2	3	2	3
CO2	3	3	3	3	3	3	3	2	2	2	2	2
CO3	1	2	2	2	2	2	2	2	1	2	2	2
CO4	3	3	3	2	3	2	2	3	3	3	3	3
CO5	2	2	3	3	2	3	2	3	3	3	3	3
CO6	2	2	2	2	2	1	1	1	1	1	1	1
CO7	2	3	2	2	3	2	3	2	1	3	2	1
CO8	2	3	3	2	1	2	3	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: APPLIED NUTRITION AND DIETETICS

Course objective:

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	Introduction to Nutrition <i>Concepts</i> • Definition of Nutrition & Health • Malnutrition – Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition <i>Nutrients</i> • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding <i>Food</i> • Classification – Food groups • Origin	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer

II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	Carbohydrates • Composition – Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions Energy • Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
III	3 (T)	Describe the classification, Functions, sources	Proteins • Composition	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	• Eight essential amino acids • Functions • Dietary sources • Protein requirements – RDA	• Models • Display of food items	answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	Fats • Classification – Saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	Vitamins • Classification – fat soluble & water soluble • Fat soluble – Vitamins A, D, E, and K • Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements – RDA of every vitamin	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	Minerals • Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary Sources • Requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Short answer • Very short answer
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	Balanced diet • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre Nutrition across life cycle • Meal planning/Menu planning – Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods • Diet plan for different age groups –	• Lecture cum Discussion • Meal planning • Lab session on ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes	• Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	Nutritional deficiency disorders • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses' role	• Lecture cum Discussion • Charts/Slides • Models	• Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	Principles of diets in various diseases	Therapeutic diets • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period	• Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets	• Essay • Short answer • Very short answer
X	3 (T)	Describe the rules and preservation of nutrients	Cookery rules and preservation of nutrients • Cooking – Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	Nutrition assessment and nutrition education - Objectives of nutritional assessment - Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method - Nutrition education – purposes, principles and methods	- Lecture cum Discussion - Demonstration - Writing nutritional assessment report	- Essay - Short answer - Evaluation of Nutritional assessment report
XII	3 (T)	Describe nutritional problems in India and nutritional programs	National Nutritional Programs and role of nurse - Nutritional problems in India - National nutritional policy <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced - Role of nurse in every program	Lecture cum Discussion	- Essay - Short answer - Very short answer
XIII	2 (T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	Food safety - Definition, Food safety considerations & measures - Food safety regulatory measures in India – Relevant Acts - Five keys to safer food - Food storage, food handling and cooking - General principles of food storage of food items (ex. milk, meat) - Role of food handlers in food borne diseases - Essential steps in safe cooking practices	Guided reading on related acts	- Quiz - Short answer

Course outcome

- CO 1. Identify the importance of nutrition in health and wellness.
- CO 2. Apply nutrient and dietary modifications in caring patients.
- CO 3. Explain the principles and practices of Nutrition and Dietetics.
- CO 4. Identify nutritional needs of different age groups and plan a balanced diet for them.
- CO 5. Identify the dietary principles for different diseases.
- CO 6. Plan therapeutic diet for patients suffering from various disease conditions.
- CO 7. Prepare meals using different methods and cookery rules.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	2	3	3	3	3	3	3	3	3	2
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	2	3	2	3	2	3	2	3	1	2
CO4	2	2	3	2	3	2	3	2	2	2	2	2
CO5	3	2	3	2	3	2	3	2	3	2	3	2
CO6	2	2	3	2	2	2	2	2	4	2	2	2
CO7	2	2	3	1	3	2	2	1	2	1	2	1

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course : NURSING FOUNDATION - II (including Health Assessment Module)

Course objective:

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings
2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the hygienic needs of patients
5. Identify and meet the elimination needs of patient
6. Interpret findings of specimen testing applying the knowledge of normal values
7. Promote oxygenation based on identified oxygenation needs of patients under supervision
8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
10. Calculate conversions of drugs and dosages within and between systems of measurements
11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
12. Explain loss, death and grief
13. Describe sexual development and sexuality
14. Identify stressors and stress adaptation modes
15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
16. Explain the introductory concepts relevant to models of health and illness in patient care

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	Health Assessment • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment ○ Health history ○ Physical examination: ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings	• Modular Learning • *Health Assessment Module • Lecture cum Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	The Nursing Process • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview	• Lecture • Discussion • Demonstration • Supervised Clinical Practice	• Essay • Short answer • Objective type • Evaluation of care plan

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	○ Assessment ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data ○ Nursing Diagnosis ▪ Identification of client problems, risks and strengths ▪ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▪ NANDA approved diagnoses ▪ Difference between medical and nursing diagnosis ○ Planning ▪ Types of planning ▪ Establishing Priorities ▪ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan ○ Implementation ▪ Process of Implementing the plan of care ▪ Types of care – Direct and Indirect ○ Evaluation ▪ Evaluation Process, Documentation and Reporting		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	Nutritional needs • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review</i>: special diets – Solid, Liquid, Soft • <i>Review</i> on therapeutic diets • Care of patient with Dysphagia,	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Anorexia, Nausea, Vomiting - Meeting Nutritional needs: Principles, equipment, procedure, indications - Oral - Enteral: Nasogastric/ Orogastric - Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy - Parenteral – TPN (Total Parenteral Nutrition)		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	Hygiene - Factors Influencing Hygienic Practice - Hygienic care: Indications and purposes, effects of neglected care - Care of the Skin – (Bath, feet and nail, Hair Care) - Care of pressure points - Assessment of Pressure Ulcers using Braden Scale and Norton Scale - Pressure ulcers – causes, stages and manifestations, care and prevention - Perineal care/Meatal care - Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type - OSCE
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	Elimination needs - Urinary Elimination - Review of Physiology of Urine Elimination, Composition and characteristics of urine - Factors Influencing Urination - Alteration in Urinary Elimination - Facilitating urine elimination: assessment, types, equipment, procedures and special considerations - Providing urinal/bed pan - Care of patients with - Condom drainage - Intermittent Catheterization - Indwelling Urinary catheter and urinary drainage - Urinary diversions - Bladder irrigation	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Bowel Elimination - Review of Physiology of Bowel Elimination, Composition and characteristics of feces - Factors affecting Bowel elimination - Alteration in Bowel Elimination - Facilitating bowel elimination: Assessment, equipment, procedures - Enemas - Suppository - Bowel wash - Digital Evacuation of impacted feces - Care of patients with Ostomies (Bowel Diversion Procedures)		
VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	Diagnostic testing - Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications - Complete Blood Count - Serum Electrolytes - LFT - Lipid/Lipoprotein profile - Serum Glucose – AC, PC, HbA1c - Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) - Stool Routine Examination - Urine Testing – Albumin, Acetone, pH, Specific Gravity - Urine Culture, Routine, Timed Urine Specimen - Sputum culture - Overview of Radiologic & Endoscopic Procedures	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	Oxygenation needs - Review of Cardiovascular and Respiratory Physiology - Factors affecting respiratory functioning - Alterations in Respiratory Functioning - Conditions affecting - Airway - Movement of air	- Lecture - Discussion - Demonstration & Re-demonstration	- Essay - Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Diffusion ○ Oxygen transport ● Alterations in oxygenation ● Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation ● Restorative & continuing care ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	Fluid, Electrolyte, and Acid – Base Balances ● Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances ● Factors Affecting Fluid, Electrolyte and Acid-Base Balances ● Disturbances in fluid volume: ○ Deficit ▪ Hypovolemia ▪ Dehydration ○ Excess ▪ Fluid overload ▪ Edema ● Electrolyte imbalances (hypo and hyper) ○ Acid-base imbalances ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy	● Lecture ● Discussion ● Demonstration	● Essay ● Short answer ● Objective type ● Problem solving – calculations

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Peripheral venipuncture sites - Types of IV fluids - Calculation for making IV fluid plan - Complications of IV fluid therapy - Measuring fluid intake and output - Administering Blood and Blood components - Restricting fluid intake - Enhancing Fluid intake		
IX	20 (T) 22 (SL)	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	Administration of Medications - Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics - Factors influencing Medication Action - Medication orders and Prescriptions - Systems of measurement - Medication dose calculation - Principles, 10 rights of Medication Administration - Errors in Medication administration - Routes of administration - Storage and maintenance of drugs and Nurses responsibility - Terminologies and abbreviations used in prescriptions and medications orders - Developmental considerations - Oral, Sublingual and Buccal routes: Equipment, procedure - Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. - Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes - Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules - Care of equipment: decontamination and disposal of syringes, needles,	- Lecture - Discussion - Demonstration & Re-demonstration	- Essay - Short answer - Objective type - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			infusion sets ○ Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure ○ Application to skin & mucous membrane ○ Direct application of liquids, Gargle and swabbing the throat ○ Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina ○ Instillations: Ear, Eye, Nasal, Bladder, and Rectal ○ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ○ Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	Sensory needs • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management ○ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) Care of Unconscious Patients • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	Care of Terminally ill, death and dying - Loss – Types - Grief, Bereavement & Mourning - Types of Grief responses - Manifestations of Grief - Factors influencing Loss & Grief Responses - Theories of Grief & Loss – Kubler Ross 5 Stages of Dying - The R Process model (Rando's) - Death – Definition, Meaning, Types (Brain & Circulatory Deaths) - Signs of Impending Death - Dying patient's Bill of Rights - Care of Dying Patient - Physiological changes occurring after Death - Death Declaration, Certification - Autopsy - Embalming - Last office/Death Care - Counseling & supporting grieving relatives - Placing body in the Mortuary - Releasing body from Mortuary - Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	- Lecture - Discussion - Case discussions - Death care/last office	- Essay - Short answer - Objective type
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	A. Self-concept - Introduction - Components (Personal Identity, Body Image, Role Performance, Self Esteem) - Factors affecting Self Concept - Nursing Management	- Lecture - Discussion - Demonstration - Case Discussion/ Role play	- Essay - Short answer - Objective type
XIII	2 (T)	Describe sexual development and sexuality	B. Sexuality - Sexual development throughout life - Sexual health - Sexual orientation - Factors affecting sexuality	- Lecture - Discussion	- Essay - Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse - Dealing with inappropriate sexual behavior		
XIV	2 (T) 4 (SL)	Describe stress and adaptation	C. Stress and Adaptation – Introductory concepts - Introduction - Sources, Effects, Indicators & Types of Stress - Types of stressors - Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) - Manifestation of stress – Physical & psychological - Coping strategies/ Mechanisms - Stress Management - Assist with coping and adaptation - Creating therapeutic environment - Recreational and diversion therapies	- Lecture - Discussion	- Essay - Short answer - Objective type
XV	6 (T)	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	D. Concepts of Cultural Diversity and Spirituality - Cultural diversity - Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation - Transcultural Nursing - Cultural Competence - Providing Culturally Responsive Care - Spirituality - Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing - Factors affecting Spirituality - Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience - Dealing with Spiritual Distress/Problems	- Lecture - Discussion	- Essay - Short answer - Objective type
XVI	6 (T)	Explain the significance of nursing theories	Nursing Theories: Introduction - Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy - Use of theories in nursing practice	- Lecture - Discussion	- Essay - Short answer - Objective type

Course outcome

CO 1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings

CO 2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings

CO 3. Assess the Nutritional needs of patients and provide relevant care under supervision

CO 4. Identify and meet the hygienic needs of patients

CO 5. Identify and meet the elimination needs of patient

CO 6. Interpret findings of specimen testing applying the knowledge of normal values

CO 7. Promote oxygenation based on identified oxygenation needs of patients under supervision

CO 8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology

CO 9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication

CO 10. Calculate conversions of drugs and dosages within and between systems of measurements

CO 11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness

CO 12. Explain loss, death and grief

CO 13. Describe sexual development and sexuality

CO 14. Identify stressors and stress adaptation modes

CO 15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs

CO 16. Explain the introductory concepts relevant to models of health and illness in patient care

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	2	2	2	2	2	3	2	2	2	3
CO2	1	3	2	3	3	3	3	3	3	3	3	2
CO3	1	1	1	1	1	1	1	1	1	1	1	1
CO4	2	2	2	3	2	3	2	3	2	3	1	2
CO5	2	2	3	2	3	2	3	2	2	2	2	2
CO6	3	2	3	2	3	2	3	2	3	2	3	2
CO7	2	2	3	2	2	2	2	2	4	2	2	2
CO8	2	2	3	1	3	2	2	1	2	1	2	1
CO9	1	3	2	3	3	3	3	3	3	3	3	2
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	2	3	2	3	2	3	2	3	1	2
CO12	2	2	3	2	3	2	3	2	2	2	2	2
CO13	3	2	3	2	3	2	3	2	3	2	3	2
CO14	2	2	3	2	2	2	2	2	4	2	2	2
CO15	2	2	3	1	3	2	2	1	2	1	2	1
CO16	1	3	2	3	3	3	3	3	3	3	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course : HEALTH/NURSING INFORMATICS AND TECHNOLOGY

Course objective:

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
6. Apply the knowledge of interoperability standards in clinical setting.
7. Apply the knowledge of information and communication technology in public health promotion.
8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.
9. Demonstrate the skills of using data in management of health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

Syllabus:

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	Introduction to computer applications for patient care delivery system and nursing practice • Use of computers in teaching, learning, research and nursing practice	• Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician	(T) • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	• Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	• Visit to hospitals with different hospital management systems	(P) • Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	Principles of Health Informatics • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	• Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) • Essay • Short answer • Objective type questions • Assessment of report

III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	<u>Information Systems in Healthcare</u> • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS)	• Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system	(T) • Essay • Short answer • Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	<u>Shared Care & Electronic Health Records</u> • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	• Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice	(T) • Essay • Short answer • Objective type (P) • Assessment of skills using checklist

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
					Prepare a report on current EHR standards in Indian setting	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<u>Patient Safety & Clinical Risk</u> - Relationship between patient safety and informatics - Function and application of the risk management process	- Lecture - Discussion	(T) - Essay - Short answer - Objective type
VI	3	6	Explain the importance of knowledge management Describe the standardized languages used in health informatics	<u>Clinical Knowledge & Decision Making</u> - Role of knowledge management in improving decision-making in both the clinical and policy contexts - Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.	- Lecture - Discussion - Demonstration - Practical session - Work in groups to prepare a report on standardized languages used in health informatics. - Visit health informatics department to understand the standardized languages used in hospital setting	(T) - Essay - Short answer - Objective type
VII	3		Explain the use of information and communication technology in patient care Explain the application of public health informatics	<u>eHealth: Patients and the Internet</u> - Use of information and communication technology to improve or enable personal and public healthcare - Introduction to public health informatics and role of nurses	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type - Practical exam
VIII	3	5	Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization	<u>Using Information in Healthcare Management</u> - Components of Nursing Information system(NIS) - Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations	- Lecture - Discussion - Demonstration on simulated NIS software - Visit to health informatics department of the hospital to understand use of healthcare data in decision making	(T) - Essay - Short answer - Objective type
IX	4		Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues	<u>Information Law & Governance in Clinical Practice</u> - Ethical-legal issues pertaining to healthcare information in contemporary clinical practice - Ethical-legal issues related to	- Lecture - Discussion - Case discussion - Role play	(T) - Essay - Short answer - Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			related to nursing informatics	digital health applied to nursing		
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	<u>Healthcare Quality & Evidence Based Practice</u> Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	- Lecture - Discussion - Case study	(T) - Essay - Short answer - Objective type

Course outcome

CO 1. Develop a basic understanding of computer application in patient care and nursing practice.

CO 2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.

CO 3. Describe the principles of health informatics and its use in developing efficient healthcare.

CO 4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.

CO 5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.

CO 6. Apply the knowledge of interoperability standards in clinical setting.

CO 7. Apply the knowledge of information and communication technology in public health promotion.

CO 8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.

CO 9. Demonstrate the skills of using data in management of health care.

CO 10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.

CO 11. Utilize evidence-based practices in informatics and technology for providing quality patient care.

CO 12. Update and utilize evidence-based practices in nursing education, administration, and practice.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	2	3	3	3	3	3	3	3	3	2
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	2	3	2	3	2	3	2	3	1	2
CO4	2	2	3	2	3	2	3	2	2	2	2	2
CO5	3	2	3	2	3	2	3	2	3	2	3	2
CO6	2	2	3	2	2	2	2	2	4	2	2	2
CO7	1	3	2	3	3	3	3	3	3	3	3	2
CO8	1	1	1	1	1	1	1	1	1	1	1	1
CO9	2	2	2	3	2	3	2	3	2	3	1	2
CO10	2	2	3	2	3	2	3	2	2	2	2	2
CO11	3	2	3	2	3	2	3	2	3	2	3	2
CO12	2	2	3	2	2	2	2	2	4	2	2	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

Course objective:

1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
2. Classify and explain the morphology and growth of microbes.
3. Identify various types of microorganisms.
4. Explore mechanisms by which microorganisms cause disease.
5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
6. Apply the principles of preparation and use of vaccines in immunization.
7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

Syllabus:

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	Introduction: • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology	• Lecture cum Discussion	• Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria	• Lecture cum Discussion • Demonstration • Experiential Learning through visual	• Short answer • Objective type

III	4	6 (L/E)	Describe the different disease producing organisms	Pathogenic organisms • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	• Lecture cum Discussion • Demonstration • Experiential learning through visual	• Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of	Immunity	• Lecture	• Short answer • Objective

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	• Immunity: Types, classification • Antigen and antibody reaction • Hypersensitivity reactions • Serological tests • Immunoglobulins: Structure, types & properties • Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases • Immunization Schedule	• Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice	- type • Visit report

Course outcome

SECTION A: APPLIED MICROBIOLOGY

CO 1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.

CO 2. Classify and explain the morphology and growth of microbes.

CO 3. Identify various types of microorganisms.

CO 4. Explore mechanisms by which microorganisms cause disease.

CO 5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.

CO 6. Apply the principles of preparation and use of vaccines in immunization.

CO 7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	2	3	3	3	3	3	3	3	3	2
CO2	1	3	2	3	3	3	3	3	3	3	3	2
CO3	1	3	2	3	3	3	3	3	3	3	3	2
CO4	1	1	1	1	1	1	1	1	1	1	1	1
CO5	3	3	3	1	1	3	2	3	3	3	3	3
CO6	1	3	2	3	3	3	3	3	3	3	3	2
CO7	1	1	1	1	1	1	1	1	1	1	1	1

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

SECTION B: INFECTION CONTROL & SAFETY

Syllabus:

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	HAI (Hospital acquired Infection) - Hospital acquired infection - Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator	- Lecture & Discussion - Experiential learning	- Knowledge assessment - MCQ - Short answer
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) - Surveillance of HAI – Infection control team & Infection control committee		
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) - Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) - Epidemiology & Infection prevention – CDC guidelines - Effective use of PPE	- Lecture - Demonstration & Re-demonstration	- Performance assessment - OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene - Types of Hand hygiene. - Hand washing and use of alcohol hand rub - Moments of Hand Hygiene - WHO hand hygiene promotion	- Lecture - Demonstration & Re-demonstration	Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	Disinfection and sterilization - Definitions - Types of disinfection and sterilization - Environment cleaning - Equipment Cleaning - Guides on use of disinfectants - Spaulding's principle	- Lecture - Discussion - Experiential learning through visit	- Short answer - Objective type

V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens	• Discussion	• Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i> • Waste management process and infection prevention • Staff precautions • Laundry management Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	• Discussion • Demonstration • Experiential learning through	• Knowledge assessment by short answers, objective type • Performance
VII	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention	Antibiotic stewardship • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting	• Lecture • Discussion • Written assignment –Recent AMR (Antimicrobial resistance) guidelines	• Short answer • Objective type • Assessment of assignment
VII	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention	Antibiotic stewardship • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting	• Lecture • Discussion • Written assignment –Recent AMR (Antimicrobial resistance) guidelines	• Short answer • Objective type • Assessment of assignment

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					• Role play • Inquiry Based Learning	• Objective type
IX	1		Enumerate IPSPG and application of the goals in the patient care settings.	IPSPG (International Patient safety Goals) • Identify patient correctly • Improve effective communication • Improve safety of High Alert medication • Ensure safe surgery • Reduce the risk of health care associated infection • Reduce the risk of patient harm resulting from falls • Reduce the harm associated with clinical alarm system	• Lecture • Role play	• Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	Safety protocol • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster	• Lecture • Demonstration/ Experiential learning	• Mock drills • Post tests • Checklist
XI	2		Explain importance of employee safety	Employee Safety Indicators • Vaccination • Needle stick injuries (NSI)	• Lecture • Discussion	• Knowledge assessment by short answers,

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention • Fall prevention • Radiation safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis	• Lecture method • Journal review	objective type • Short answer

- CO 1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
- CO 2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
- CO 3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
- CO 4. Illustrate various disinfection and sterilization methods and techniques.
- CO 5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
- CO 6. Incorporate the principles and guidelines of Bio Medical waste management.
- CO 7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
- CO 8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
- CO 9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
- CO 10. Identify employee safety indicators and risk of occupational hazards.
- CO 11. Develop understanding of the various safety protocols and adhere to those protocols.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	3	2	3	3	3	3	3	3	2	3	3	3
CO3	1	3	2	3	3	3	3	3	3	3	3	2
CO4	1	1	1	1	1	1	1	1	1	1	1	1
CO5	2	2	2	3	2	3	2	3	2	3	1	2
CO6	2	2	3	2	3	2	3	2	2	2	2	2
CO7	3	2	3	3	3	3	3	3	2	3	3	3
CO8	1	1	1	1	1	1	1	1	1	1	1	1
CO9	2	2	3	2	3	2	3	2	2	3	2	3
CO10	2	3	2	3	2	3	2	2	3	2	3	2
CO11	3	2	3	3	3	3	3	3	2	3	3	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

III RD SEMESTER

Name of the Course: PHARMACOLOGY – I

Course objective:

1. Describe pharmacodynamics and pharmacokinetics.
2. Review the principles of drug calculation and administration.
3. Explain the commonly used antiseptics and disinfectants.
4. Describe the pharmacology of drugs acting on the GI system.
5. Describe the pharmacology of drugs acting on the respiratory system.
6. Describe drugs used in the treatment of cardiovascular and blood disorders.
7. Explain the drugs used in the treatment of endocrine system disorders.
8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	Introduction to Pharmacology • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization ○ Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics	• Lecture cum Discussion • Guided reading and written assignment on schedule K drugs	• Short answer • Objective type • Assessment of assignments

II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	Pharmacology of commonly used antiseptics and disinfectants • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	Drugs acting on G.I. system • Pharmacology of commonly used drugs ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	Drugs acting on respiratory system - Pharmacology of commonly used - Antiasthmatics – Bronchodilators (Salbutamol inhalers) - Decongestants - Expectorants, Antitussives and Mucolytics - Broncho-constrictors and Antihistamines - Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	- Lecture cum Discussion - Drug study/ presentation	- Short answer - Objective type
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	Drugs used in treatment of Cardiovascular system and blood disorders - Haematinics, & treatment of anemia and antiadrenergics - Cholinergic and anticholinergic - Adrenergic Drugs for CHF & vasodilators - Antianginals - Antiarrhythmics - Antihypertensives - Coagulants & Anticoagulants - Antiplatelets & thrombolytics - Hypolipidemics - Plasma expanders & treatment of shock - Drugs used to treat blood disorders - Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	- Lecture cum Discussion - Drug study/ presentation	- Short answer - Objective type
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	Drugs used in treatment of endocrine system disorders - Insulin & oral hypoglycemics - Thyroid and anti-thyroid drugs - Steroids - Corticosteroids - Anabolic steroids - Calcitonin, parathormone, vitamin D3, calcium metabolism - Calcium salts	- Lecture cum Discussion - Drug study/ presentation	- Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	Drugs used in treatment of integumentary system • Antihistaminics and antipruritics • Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	Drugs used in treatment of communicable diseases (common infections, infestations) • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: ○ Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents • Anthelmintics, Antiscabies agents • Antifungal agents • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Course outcome:

- CO 1. Describe pharmacodynamics and pharmacokinetics.
- CO 2. Review the principles of drug calculation and administration.
- CO 3. Explain the commonly used antiseptics and disinfectants.
- CO 4. Describe the pharmacology of drugs acting on the GI system.
- CO 5. Describe the pharmacology of drugs acting on the respiratory system.
- CO 6. Describe drugs used in the treatment of cardiovascular and blood disorders.
- CO 7. Explain the drugs used in the treatment of endocrine system disorders.
- CO 8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course :PATHOLOGY – I

Course objective:

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.
4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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I	8 (T)	Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system	Introduction • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: ○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) ○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates	• Lecture • Discussion • Explain using slides • Explain with clinical scenarios	• Short answer • Objective type
II	5 (T)	Explain pathological changes in disease conditions of various systems	Special Pathology Pathological changes in disease conditions of selected systems: 1. Respiratory system • Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis • Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis • Tumors of Lungs 2. Cardio-vascular system • Atherosclerosis • Ischemia and Infarction. • Rheumatic Heart Disease	• Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Infective endocarditis 3. Gastrointestinal tract • Peptic ulcer disease (Gastric and Duodenal ulcer) • Gastritis-H Pylori infection • Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer 4. Liver, Gall Bladder and Pancreas • Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver • Gall bladder: Cholecystitis. • Pancreas: Pancreatitis • Tumors of liver, Gall bladder and Pancreas 5. Skeletal system • Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors • Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis 6. Endocrine system • Diabetes Mellitus • Goitre • Carcinoma thyroid		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	Hematological tests for the diagnosis of blood disorders • Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) • Blood chemistry • Blood bank: ○ Blood grouping and cross matching ○ Blood components ○ Plasmapheresis ○ Transfusion reactions Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)	• Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank	• Short answer • Objective type

Course outcome:

CO 1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.

CO 2. Rationalize the various laboratory investigations in diagnosing pathological disorders.

CO 3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.

CO 4. Apply the knowledge of genetics in understanding the various pathological disorders.

CO 5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.

CO 6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.

CO 7. Demonstrate the understanding of various services related to genetics.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY
(including BCLS module)

Course objective:

- 1.. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with medical surgical conditions.
10. Plan and give relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.
- 12 Integrate evidence-based information while giving nursing care to patients.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of a nurse in various medical surgical setting Develop skills in assessment and care of wound	Introduction • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings ○ Outpatient department ○ In-patient unit ○ Intensive care unit • Introduction to medical and surgical asepsis ○ Inflammation, infection ○ Wound healing – stages, influencing factors	• Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient and intensive care unit	• Short Answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop competency in providing pre and postoperative care	○ Wound care and dressing technique • Care of surgical patient ○ pre-operative ○ post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders		
II	15 (T) 4 (L/SL)	Explain organizational set up of the operating theatre Differentiate the role of scrub nurse and circulating nurse Describe the different positioning for various surgeries Apply principles of asepsis in handling the sterile equipment Demonstrate skill in scrubbing procedures Demonstrate skill in assessing the patient and document accurately the surgical safety checklist Develop skill in assisting with selected surgeries Explain the types, functions, and nursing considerations for different types of anaesthesia	Intraoperative Care • Organization and physical set up of the operation theatre ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures – Gowning, masking and gloving • Monitoring the patient during the procedures • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs • Legal aspects	• Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay	• Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution
III	6 (T) 4 (L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances	Nursing care of patients with common signs and symptoms and management • Fluid and electrolyte imbalance • Shock • Pain	• Lecture, discussion, demonstration • Case discussion	• Short answer • MCQ • Case report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
IV	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses	Nursing Management of patients with respiratory problems - Review of anatomy and physiology of respiratory system - Nursing Assessment – history taking, physical assessment and diagnostic tests - Common respiratory problems: - Upper respiratory tract infections - Chronic obstructive pulmonary diseases - Pleural effusion, Empyema - Bronchiectasis - Pneumonia - Lung abscess - Cyst and tumors - Chest Injuries - Acute respiratory distress syndrome - Pulmonary embolism - Health behaviours to prevent respiratory illness	- Lecture, discussion, - Demonstration - Practice session - Case presentation - Visit to PFT Lab	- Essay - Short answer - OSCE
V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care	Nursing Management of patients with disorders of digestive system - Review of anatomy and physiology of GI system - Nursing assessment –History and physical assessment - GI investigations - Common GI disorders: - Oral cavity: lips, gums and teeth - GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis - Peptic & duodenal ulcer, - Mal-absorption, Appendicitis, Hernias - Hemorrhoids, fissures, Fistulas - Pancreas: inflammation, cysts, and tumors	- Lecture, Discussion - Demonstration, - Role play - Problem Based Learning - Visit to stoma clinic	- Short answer - Quiz - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in different feeding techniques	○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors ○ Gall bladder: inflammation, Cholelithiasis, tumors • Gastric decompression, gavage and stoma care, different feeding techniques • Alternative therapies, drugs used in treatment of disorders of digestive system		
VI	20 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment Prepare patient for invasive and non-invasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	Nursing Management of patients with cardiovascular problems • Review of anatomy and physiology of cardio-vascular system • Nursing Assessment: History and Physical assessment • Invasive & non-invasive cardiac procedures • Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders • Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction • Valvular disorders: congenital and acquired • Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies • Cardiac dysrhythmias, heart block • Congestive heart failure, corpulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade • Cardiopulmonary arrest	• Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation • Completion of BCLS Module	• Care plan • Drug record • BLS/ BCLS evaluation
VII	7 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders Interpret blood reports	Nursing Management of patients with disorders of blood • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & Diagnostic tests • Anemia, Polycythemia • Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,	• Field visit to blood bank • Counseling	• Interpretation of blood reports • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Prepare and provides health education on blood donation	agranulocytosis • Lymphomas, myelomas		
VIII	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in insulin administration	Nursing management of patients with disorders of endocrine system • Review of anatomy and physiology of endocrine system • Nursing Assessment –History and Physical assessment • Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) • Diabetes mellitus	• Lecture, discussion, demonstration • Practice session • Case Discussion • Health education	• Prepare health education on self-administration of insulin • Submits a diabetic diet plan
IX	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care	Nursing management of patients with disorders of Integumentary system • Review of anatomy and physiology of skin • Nursing Assessment: History and Physical assessment • Infection and infestations; Dermatitis • Dermatoses; infectious and Non infectious • Acne, Allergies, Eczema & Pemphigus • Psoriasis, Malignant melanoma, Alopecia • Special therapies, alternative therapies • Drugs used in treatment of disorders of integumentary system	• Lecture, discussion • Demonstration • Practice session • Case Discussion	• Drug report • Preparation of Home care plan
X	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders	Nursing management of patients with musculoskeletal problems • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain,	• Lecture/ • Discussion • Demonstration • Case Discussion • Health education	• Nursing care plan • Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non-radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing	contusion, amputation • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries		
XI	20 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases Demonstrate skill in barrier and reverse barrier techniques Demonstrate skill in execution of different isolation protocols	Nursing management of patients with Communicable diseases • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization	• Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/ presentation • Refer TB Control & Management module	• Prepares and submits protocol on various isolation techniques

Course outcome:

CO 1.. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.

CO 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.

CO 3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.

CO 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.

CO 5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.

CO 6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.

CO 7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.

CO 8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.

CO 9. Identify the drugs used in treating patients with medical surgical conditions.

CO 10. Plan and give relevant individual and group education on significant medical surgical topics.

CO 11. Maintain safe environment for patients and the health care personnel in the hospital.

CO 12 Integrate evidence-based information while giving nursing care to patients.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

IV TH SEMESTER

Name of the course :PHARMACOLOGY – II including Fundamentals of Prescribing Module

Course objectives:

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.

5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.

Syllabus:

I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	Drugs used in disorders of ear, nose, throat & Eye • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	Drugs used on urinary system • Pharmacology of commonly used drugs ○ Renin angiotensin system ○ Diuretics and antidiuretics ○ Drugs toxic to kidney ○ Urinary antiseptics ○ Treatment of UTI – acidifiers and alkalinizers • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	Drugs acting on nervous system • Basis & applied pharmacology of commonly used drugs • Analgesics and anaesthetics ○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others • Hypnotics and sedatives • Skeletal muscle relaxants • Antipsychotics ○ Mood stabilizers	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Antidepressants • Antianxiety Drugs • Anticonvulsants • Drugs for neurodegenerative disorders & miscellaneous drugs • Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy • Estrogens and progesterones ○ Oral contraceptives and hormone replacement therapy • Vaginal contraceptives • Drugs for infertility and medical termination of pregnancy ○ Uterine stimulants and relaxants • Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	Drugs used for pregnant women during antenatal, labour and postnatal period • Tetanus prophylaxis • Iron and Vit K1 supplementation • Oxytocin, Misoprostol • Ergometrine • Methyl prostaglandin F2-alpha • Magnesium sulphate • Calcium gluconate	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	Miscellaneous • Drugs used for deaddiction • Drugs used in CPR and emergency-adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone • IV fluids & electrolytes replacement • Common poisons, drugs used for treatment of poisoning ○ Activated charcoal	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Ipecac ○ Antidotes, ○ Anti-snake venom (ASV) • Vitamins and minerals supplementation • Vaccines & sera (Universal immunization program schedules) • Anticancer drugs: Chemotherapeutic drugs commonly used • Immuno-suppressants and Immunostimulants		
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	Introduction to drugs used in alternative systems of medicine • Ayurveda, Homeopathy, Unani and Siddha etc. • Drugs used for common ailments	• Lecture cum Discussion • Observational visit	• Short answer • Objective type
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	Fundamental principles of prescribing • Prescriptive role of nurse practitioners: Introduction • Legal and ethical issues related to prescribing • Principles of prescribing • Steps of prescribing • Prescribing competencies	• Completion of module on Fundamental principles of prescribing	• Short answer • Assignments evaluation

Course Outcome:

CO 1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.

CO 2. Explain the drugs used in the treatment of urinary system disorders.

CO 3. Describe the drugs used in the treatment of nervous system disorders.

CO 4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.

CO 5. Explain the drugs used to treat emergency conditions and immune disorders.

CO 6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.

CO 7. Demonstrate understanding about the drugs used in alternative system of medicine.

CO 8. Demonstrate understanding about the fundamental principles of prescribing.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course :PATHOLOGY - II AND GENETICS

Course objective:

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
4. Apply the knowledge of genetics in understanding the various pathological disorders
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	Special Pathology: Pathological changes in disease conditions of selected systems 1. Kidneys and Urinary tract • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) 2. Male genital systems • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma penis and Prostate. 3. Female genital system • Carcinoma cervix • Carcinoma of endometrium • Uterine fibroids	• Lecture • Discussion • Explain using slides, X-rays and scans Visit to pathology lab, endoscopy unit and OT	• Short answer • Objective type

			• Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors 4. Breast • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast 5. Central nervous system • Meningitis. • Encephalitis • Stroke Tumors of CNS		
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	Clinical Pathology • Examination of body cavity fluids: ○ Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests	• Lecture • Discussion • Visit to clinical lab and biochemistry lab	• Short answer • Objective type
			• Analysis of semen: ○ Sperm count, motility and morphology and their importance in infertility • Urine: ○ Physical characteristics, Analysis, Culture and Sensitivity • Faeces: ○ Characteristics ○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. ○ Methods and collection of urine and faeces for various tests		

GENETICS

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	Introduction: • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis • Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation)	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	Maternal, prenatal and genetic influences on development of defects and diseases • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age	• Lecture • Discussion • Explain using slides	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21)		
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	Genetic testing in the neonates and children • Screening for ○ Congenital abnormalities ○ Developmental delay ○ Dysmorphism	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
IV	2 (T)	Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults • Cancer genetics: Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington's disease • Mental illness	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	Services related to genetics • Genetic testing • Gene therapy • Genetic counseling • Legal and Ethical issues • Role of nurse	• Lecture • Discussion	• Short answer • Objective type

Course outcome:

CO 1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology

CO 2. Rationalize the various laboratory investigations in diagnosing pathological disorders

CO 3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests

CO 4. Apply the knowledge of genetics in understanding the various pathological disorders

CO 5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities

CO 6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.

CO 7. Demonstrate the understanding of various services related to genetics.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the subject: ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing AND PALLIATIVE CARE MODULE

Course objective:

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • Ear ○ External ear: deformities otalgia, foreign bodies and tumors ○ Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors ○ Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasal obstruction, laryngeal obstruction • Deafness and its management	• Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic	• MCQ • Short answer • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	Nursing management of patient with disorder of eye - Review of anatomy and physiology of the eye - History, physical assessment, diagnostic assessment Eye Disorders - Refractive errors - Eyelids: infection, deformities - Conjunctiva: inflammation and infection bleeding - Cornea: inflammation and infection - Lens: cataract - Glaucoma - Retinal detachment - Blindness - Eye donation, banking and transplantation	- Lecture and discussion - Demonstration of visual aids, lens, medication administration - Visit to eye bank	- MCQ - Short Essay - OSCE - Drug book
III	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	Nursing management of patient with Kidney and Urinary problems - Review of Anatomy and physiology of the genitourinary system - History, physical assessment, diagnostic tests - Urinary tract infections: acute, chronic, lower, upper - Nephritis, nephrotic syndrome - Renal calculi - Acute and chronic renal failure - Disorders of ureter, urinary bladder and Urethra - Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy	- Lecture cum Discussion - Demonstration - Case Discussion - Health education - Drug book - Field visit – Visits hemodialysis unit	- MCQ - Short Note - Long essay - Case report - Submits health teaching on prevention of urinary calculi
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	Nursing management of disorders of male reproductive system - Review of Anatomy and physiology of the male reproductive system - History, Physical Assessment, Diagnostic tests - Infections of testis, penis and adjacent structures: Phimosi, Epididymitis, and	- Lecture, Discussion - Case Discussion - Health education	Short essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Orchitis - Sexual dysfunction, infertility, contraception - Male Breast Disorders: gynecomastia, tumor, climacteric changes		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	Nursing management of patient with burns, reconstructive and cosmetic surgery - Review of anatomy and physiology of the skin and connective tissues - History, physical assessment, assessment of burns and fluid & electrolyte loss - Burns - Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment - Legal and ethical aspects - Special therapies: LAD, vacuumed dressing, Laser, liposuction, skin health rejuvenation, use of derma filters	- Lecture and discussion - Demonstration of burn wound assessment, vacuum dressing and fluid calculations - Visit to burn rehabilitation centers	- OSCE - Short notes
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	Nursing management of patient with neurological disorders - Review of anatomy and physiology of the neurological system - History, physical and neurological assessment, diagnostic tests - Headache, Head injuries - Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia - Spinal cord compression: herniation of in vertebral disc - Intra cranial and cerebral aneurysms - Meningitis, encephalitis, brain, abscess, neuro-cysticercosis - Movement disorders: Chorea, Seizures & Epilepsies - Cerebrovascular disorders: CVA - Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia - Peripheral Neuropathies - Degenerative diseases: Alzheimer's disease, Parkinson's disease <i>Guillain-Barré syndrome</i>, Myasthenia gravis & Multiple sclerosis	- Lecture and discussion - Demonstration of physiotherapy, neuro assessment, tracheostomy care - Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,	- OSCE - Short notes - Essay - Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Rehabilitation of patient with neurological deficit		
VII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs	Nursing management of patients with Immunological problems - Review of Immune system - Nursing Assessment: History and Physical assessment - HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS - Role of Nurse; Counseling, Health education and home care consideration and rehabilitation - National AIDS Control Program – NACO, various national and international agencies for infection control	- Lecture, discussion - Case Discussion/ seminar - Refer Module on HIV/AIDS	
VIII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	Nursing management of patient with Oncological conditions - Structure and characteristics of normal and cancer cells - History, physically assessment, diagnostic tests - Prevention screening early detections warning sign of cancer - Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition - Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. - Oncological emergencies - Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy - Psychological aspects of cancer: anxiety, depression, insomnia, anger - Supportive care - Hospice care	- Lecture and discussion - Demonstration of chemotherapy preparation and administration - Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit	- OSCE - Essay - Quiz - Drug book - Counseling, health teaching
				Completion of palliative care	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
IX	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	Nursing management of patient in Emergency and Disaster situations Disaster Nursing • Concept and principles of disaster nursing, Related Policies • Types of disaster: Natural and manmade • Disaster preparedness: Team, guidelines, protocols, equipment, resources • Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies • Principles of emergency management • Medico legal aspects	• Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Filed visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • Refer Trauma care management/ ATCN module • Guided reading on National Disaster Management Authority (NDMA) guidelines	• OSCE • Case presentations and case study
X	10 (T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	Nursing care of the elderly • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programs for elderly, privileges, community programs and health services • Home and institutional care	• Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes	• OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population
XI	15 (T) 8 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	Nursing management of patients in critical Care units • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies	• Lecture and discussion • Demonstration on the use of mechanical ventilators, cardiac monitors etc. • Clinical practice in	• Objective type • Short notes • Case presentations • Assessment of skill on monitoring of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families: Communication with patient and family • End of life care	different ICUs	patients in ICU. • Written assignment on ethical and legal issues in critical care
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	Nursing management of patients occupational and industrial disorders • History, physical examination, Diagnostic tests • Occupational diseases and management	• Lecture and discussion • Industrial visit	• Assignment on industrial health hazards

Course outcome:

CO 1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.

CO 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.

CO 3. Identify diagnoses, list them according to priority and formulate nursing care plan.

CO 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.

CO 5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.

CO 6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.

CO 7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.

CO 8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.

CO 9. Identify the drugs used in treating patients with selected medical surgical conditions.

CO 10. Plan and provide relevant individual and group education on significant medical surgical topics.

CO 11. Maintain safe environment for patients and the health care personnel in the hospital.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course: PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

Course objective:

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients' wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient's rights.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Discuss nursing as a profession Describe the concepts and attributes of professionalism Identify the challenges of professionalism Maintain respectful communication and relationship with other health team members, patients and society Demonstrate professional conduct Respect and maintain professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations	PROFESSIONALISM Profession • Definition of profession • Criteria of a profession • Nursing as a profession Professionalism • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • <i>Challenges of professionalism</i> ○ Personal identity vs professional identity ○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records ○ Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making ○ Relationship with patients and society Professional Conduct • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviours • Professional grooming: Uniform, Dress code • Professional boundaries: Professional relationship with the patients, caregivers and team members Regulatory Bodies & Professional Organizations: Roles & Responsibilities • <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council • <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives	• Lecture cum Discussion • Debate • Role play • Case based discussion • Lecture cum Discussion • Visit to INC, SNC, TNAI	• Short answer • Essay • Objective type • Visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	PROFESSIONAL VALUES • Values: Definition and characteristics of values • Value clarification • Personal and professional values • Professional socialization: Integration of professional values with personal values Professional values in nursing • Importance of professional values in nursing and health care • Caring: definition, and process • Compassion: Sympathy Vs empathy, Altruism • Conscientiousness • Dedication/devotion to work • Respect for the person- Human dignity • Privacy and confidentiality: Incidental disclosure • Honesty and integrity: Truth telling • Trust and credibility: Fidelity, Loyalty • Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession	• Lecture cum Discussion • Value clarification exercise • Interactive learning • Story telling • Sharing experiences • Scenario based discussion	• Short answer • Essay • Assessment of student's behavior with patients and families
III	10 (T)	Define ethics & bioethics Explain ethical principles Identify ethical concerns Ethical issues and dilemmas in health care	ETHICS & BIOETHICS Definitions: Ethics, Bioethics and Ethical Principles • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as equal • Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice Ethical issues and ethical dilemma: Common ethical problems • Conflict of interest • Paternalism • Deception • Privacy and confidentiality	• Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Story telling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exercise on ethical decision-making following steps on a given scenario • Assignment	• Short answer • Essay • Quiz • Reflective diary • Case report • Attitude test • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions Explain code of ethics stipulated by ICN and INC	• Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deduction ○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> ○ Non compliance ○ Restrain and seclusion ○ Refuse to take food		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Discuss the rights of the patients and families to make decisions about health care Protect and respect patients' rights	Process of ethical decision making • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision Ethics committee: Roles and responsibilities • Clinical decision making • Research Code of Ethics • International Council of Nurses (ICN) • Indian Nursing Council Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI) 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal		

Course outcome:

CO 1. Describe profession and professionalism.

CO 2. Identify the challenges of professionalism.

CO 3. Maintain respectful communication and relationship with other health team members, patients and society.

CO 4. Demonstrate professional conduct.

CO 5. Describe various regulatory bodies and professional organizations related to nursing.

CO 6. Discuss the importance of professional values in patient care.

CO 7. Explain the professional values and demonstrate appropriate professional values in nursing practice.

CO 8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.

CO 9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.

CO 10. Advocate for patients' wellbeing, professional growth and advancing the profession.

CO 11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.

CO 12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.

CO 13. Protect and respect patient's rights.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2
CO13	3	2	3	3	3	3	3	3	2	3	3	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

V TH SEMESTER

Name of the course: CHILD HEALTH NURSING – I

Course objective:

1. Develop understanding of the history and modern concepts of child health and child-care.
2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
4. Participate in national immunization programs/Universal Immunization Program (UIP).
5. Identify the developmental needs of children and provide parental guidance.
6. Describe the principles of child health nursing and perform child health nursing procedures.
7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
10. Identify and meet childhood emergencies and perform child CPR.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care Describe National policy, programs and legislation in relation to child health & welfare Describe role of preventive pediatrics	Introduction: Modern concepts of child-care • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • <i>Preventive pediatrics:</i> ○ Concept ○ Immunization ○ Immunization programs and cold	• Lecture Discussion • Demonstration of common pediatric procedures	• Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		List major causes of death during infancy, early & late childhood Differentiate between an adult and child in terms of illness and response Describe the major functions & role of the pediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing and perform child health nursing procedures	chain. ○ Care of under-five and Under-five Clinics/Well-baby clinics ○ Preventive measures towards accidents • Child morbidity and mortality rates • Difference between an adult and child which affect response to illness ○ Physiological ○ Psychological ○ Social ○ Immunological • Hospital environment for sick child • Impact of hospitalization on the child and family • Communication techniques for children • Grief and bereavement • The role of a child health nurse in caring for a hospitalized child • Principles of pre and postoperative care of infants and children. <i>Child Health Nursing procedures:</i> • Administration of medication: oral, I/M, & I/V • Calculation of fluid requirement • Application of restraints • Assessment of pain in children. ○ FACES pain rating scale ○ FLACC scale ○ Numerical scale		
II	12 (T)	Describe the normal growth and development of children at different ages Identify the needs of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways	The Healthy Child • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance	• Lecture Discussion • Demonstration • Developmental study of infant and children • Observation study of normal & sick child • Field visit to Anganwadi, child guidance clinic • Videos on breast feeding	• Short answer • Objective type • Assessment of field visits and developmental study reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs Identify the role of play for normal & sick children	- Nutritional needs of children and infants - breast feeding - exclusive breast feeding - Supplementary/artificial feeding and weaning - Baby friendly hospital concept - Types and value of play and selection of play material	Clinical practice/field	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	Nursing care of neonate: - Appraisal of Newborn - Nursing care of a normal newborn/essential newborn care - Neonatal resuscitation - Nursing management of low birth weight baby - Kangaroo mother care - Nursing management of common neonatal disorder - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity - Organization of neonatal care unit - Neonatal equipment	- Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises) - Workshop on neonatal resuscitation: NRP module - Demonstration - Practice Session - Clinical practice - Lecture Discussion	- OSCE - Short answer - Objective type
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	Integrated management of neonatal and childhood illnesses	<i>Modular based teaching:</i> IMNCI module Clinical practice/field	OSCE
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	Nursing management in common childhood diseases Respiratory system: - Identification and Nursing management of congenital malformations - Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia	- Lecture Discussion - Demonstration - Practice session - Clinical practice	- Short answer - Objective type - Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: - Juvenile Diabetes mellitus, Hypo-thyroidism		
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	Childhood emergencies - Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning - PLS (AHA Guidelines)	- Lecture - Discussion - Demonstration - PLS Module/ Workshop	OSCE

Course outcome:

CO 1. Develop understanding of the history and modern concepts of child health and child-care.

CO 2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.

CO 3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.

CO 4. Participate in national immunization programs/Universal Immunization Program (UIP).

CO 5. Identify the developmental needs of children and provide parental guidance.

CO 6. Describe the principles of child health nursing and perform child health nursing procedures.

CO 7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.

CO 8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).

CO 9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.

CO 10. Identify and meet childhood emergencies and perform child CPR.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: MENTAL HEALTH NURSING – I

Course objective:

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.
4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapies used.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour	• Lecture cum Discussion	• Essay • Short answer
II	10 (T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	Principles and Concepts of Mental Health Nursing • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: ○ Existential model	• Lecture cum Discussion • Explain using Charts • Review of personality development	• Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model ● Preventive psychiatry and rehabilitation		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	Mental Health Assessment ● History taking ● Mental status examination ● Mini mental status examination ● Neurological examination ● Investigations: Related Blood chemistry, EEG, CT & MRI ● Psychological tests	● Lecture cum Discussion ● Demonstration ● Practice session ● Clinical practice	● Essay ● Short answer ● Assessment of mental health status
IV	6 (T)	Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions	Therapeutic Communication and Nurse-Patient Relationship ● Therapeutic communication: Types, techniques, characteristics and barriers ● Therapeutic nurse-patient relationship ● Interpersonal relationship- ● Elements of nurse patient contract, ● Review of technique of IPR- Johari window ● Therapeutic impasse and its management	● Lecture cum Discussion ● Demonstration ● Role Play ● Process recording ● Simulation (video)	● Essay ● Short answer ● OSCE
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	Treatment modalities and therapies used in mental disorders ● Physical therapies: Psychopharmacology, ● Electro Convulsive therapy ● Psychological Therapies: Psychotherapy, Behaviour therapy, CBT ● Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy ● Alternative & Complementary: Yoga, Meditation, Relaxation ● Consideration for special populations	● Lecture cum Discussion ● Demonstration ● Group work ● Practice session ● Clinical practice	● Essay ● Short answer ● Objective type
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	Nursing management of patient with Schizophrenia, and other psychotic disorders ● Prevalence and incidence ● Classification ● Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations	● Lecture and Discussion ● Case discussion ● Case presentation ● Clinical practice	● Essay ● Short answer ● Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Nursing process • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	Nursing management of patient with mood disorders • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psycho dynamics, clinical manifestation, diagnosis • Nursing Assessment History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	Nursing management of patient with neurotic, stress related and somatisation disorders • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

Course Outcome:

CO 1. Trace the historical development of mental health nursing and discuss its scope.

CO 2. Identify the classification of the mental disorders.

CO 3. Develop basic understanding of the principles and concepts of mental health nursing.

CO 4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.

CO 5. Conduct mental health assessment.

CO 6. Identify and maintain therapeutic communication and nurse patient relationship.

CO 7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.

CO 8. Apply nursing process in delivering care to patients with mental disorders.

CO 9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.

CO 10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.

CO 11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapies used.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: COMMUNITY HEALTH NURSING - I including Environmental Science & Epidemiology

Course objective:

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels.
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings

10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non communicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	Define public health, community health and community health nursing Explain the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health	Concepts of Community Health and Community Health Nursing • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • <i>Review:</i> Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention: Primary, Secondary &	• Lecture • Discussion • Explain using chart, graphs • Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples	• Short answer • Essay • Objective type • Survey report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		problems of India	tertiary prevention – Review Health problems (Profile) of India		
II	8 (T)	Describe health planning and its steps, and various health plans, and committees Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) Explain health care policies and regulations in India	Health Care Planning and Organization of Health Care at various levels - Health planning steps - Health planning in India: various committees and commissions on health and family welfare and Five Year plans - Participation of community and stakeholders in health planning - Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level - Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles - CPHC through SC/Health Wellness Center (HWC) - Role of MLHP/CHP - National Health Care Policies and Regulations - National Health Policy (1983, 2002, 2017) - National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM - National Health Protection Mission (NHPM) - Ayushman Bharat - Universal Health Coverage	- Lecture - Discussion - Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) - Directed reading	- Short answer - Essay - Evaluation of Field visit reports & presentation
III	15 (T)	Identify the role of an individual in the	Environmental Science, Environmental Health, and	Lecture	Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		conservation of natural resources	Sanitation • <i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • <i>Biodiversity:</i> Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • <i>Environmental pollution:</i> Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • <i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • <i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation	• Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides • Directed reading • Visits to water supply & purification sites	• Essay • Field visit reports
		Describe ecosystem, its structure, types and functions			
		Explain the classification, value and threats to biodiversity			
		Enumerate the causes, effects and control measures of environmental pollution			
		Discuss about climate change, global warming, acid rain, and ozone layer depletion			
		Enumerate the role of an individual in creating awareness about the social issues related to environment			
			Environmental Health &		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		List the Acts related to environmental protection and preservation Describe the concept of environmental health and sanitation Describe water conservation, rain water harvesting and water shed management Explain waste management	Sanitation • Concept of environment health and sanitation • Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation: rain water harvesting and water shed management • Concept of Pollution prevention • Air & noise pollution • Role of nurse in prevention of pollution • Solid waste management, human excreta disposal & management and sewage disposal and management • Commonly used insecticides and pesticides	• Observe rain water harvesting plants • Visit to sewage disposal and treatment sites, and waste disposal sites	
IV	7 (T)	Describe the various nutrition assessment methods at the community level Plan and provide diet plans for all age groups including therapeutic diet Provide nutrition counseling and education to all age groups and describe	Nutrition Assessment and Nutrition Education • <i>Review of Nutrition</i> ○ Concepts, types ○ Meal planning: aims, steps & diet plan for different age groups ○ Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice • Nutrition education: purpose, principles & methods and Rehabilitation	• Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups • Lecture • Discussion	• Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the national nutrition programs and Identify early the food borne diseases, and perform initial management and referral appropriately	• <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India Food Borne Diseases and Food Safety Food borne diseases • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral Food poisoning & food intoxication • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases	• Field visits to milk purification plants, slaughterhouse • Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5	• Field visit reports
V	6 (T)	Describe behaviour change communication skills Counsel and provide health education to individuals, families and community for promotion of healthy life style practices	Communication management and Health Education • Behaviour change communication skills ○ communication ○ Human behaviour ○ Health belief model: concepts & definition, ways to influence behaviour ○ Steps of behaviour change ○ Techniques of behaviour change: Guiding principles in planning BCC activity ○ Steps of BCC ○ Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients ○ Barriers to effective	• Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID)	• Short answer • Essay • Performance evaluation of health

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methods and media	communication, and methods to overcome them Health promotion and Health education: methods/techniques, and audio-visual aids		education sessions to individuals and families
VI	7 (T)	Describe community health nursing approaches and concepts Describe and identify the activities of community health nurse to promote and maintain family health through home visits	Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel <i>Approaches:</i> - Nursing process - Epidemiological approach - Problem solving approach - Evidence based approach - Empowering people to care for themselves <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC) Home Visits: - Concept, Principles, Process, & Techniques: Bag technique - Qualities of Community Health Nurse - Roles and responsibilities of community health nursing personnel in family health services <i>Review:</i> Principles & techniques of counseling	- Lecture - Discussion - Demonstration - Role plays - Supervised field practice	- Short answer - Essays - Assessment of supervised field practice
VII	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	Assisting individuals and families to promote and maintain their health <i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing) Assessment of children, women, adolescents, elderly etc.	- Lecture - Discussion - Demonstration - Role plays	- Short answer - Essay - Assessment of clinical performance in the field practice area

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH&FW and INC regulation Develop skill in maintenance of records and reports	• Children: Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <i>B. Provision of health services/primary health care:</i> • Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level ○ Care based on standing orders/protocols approved by MoH&FW ○ Drugs dispensing and injections at health centre <i>C. Continue medical care and follow up in community for various diseases/disabilities</i> <i>D. Carry out therapeutic procedures as prescribed/required for client and family</i> <i>E. Maintenance of health records and reports</i> • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits	• Document and maintain: • Individual records	• Assessment of procedural skills in lab procedures • Evaluation of records and reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Develop beginning skills in handling social issues affecting the health and development of the family Identify and assist the families to utilize the community resources appropriately	<i>F. Sensitize and handle social issues affecting health and development of the family</i> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <i>G. Utilize community resources for client and family</i> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility	• Family records • Health center records • Field visits	• Evaluation of field visit reports
VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology	Introduction to Epidemiology – Epidemiological Approaches and Processes • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/levels of	• Lecture • Discussion • Demonstration • Role play • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of	• Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Investigate an epidemic of communicable disease	prevention of disease - Investigation of an epidemic of communicable disease - Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	communicable disease	Report and presentation on investigating an epidemic of communicable disease
IX	15 (T)	Explain the epidemiology of specific communicable diseases Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility	Communicable Diseases and National Health Programs 1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines) - Epidemiology of the following vector born diseases - Prevention & control measures - Screening, and diagnosing the following conditions, primary management, referral and follow up - Malaria - Filaria - Kala-azar - Japanese encephalitis - Dengue - Chickungunya 2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines) - Epidemiology of the following infectious diseases - Prevention & Control measures - Screening, diagnosing the following conditions, primary management, referral and follow up - Leprosy - Tuberculosis - Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis	- Lecture - Discussion, - Demonstration - Role play - Suggested field visits - Field practice - Assessment of clients with communicable diseases	- Field visit reports - Assessment of family case study - OSCE assessment - Short answer - Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	and measles ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections ○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) ○ Diarrhoea ○ Respiratory tract infections ○ COVID-19 ○ Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis 3. Communicable diseases: Zoonotic diseases • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and follow up ○ Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurses in control of communicable diseases National Health Programs 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		
X	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	Non-Communicable Diseases and National Health Program (NCD) - National response to NCDs (Every disease will be dealt under the following headlines) - Epidemiology of specific diseases - Prevention and control measures - Screening, diagnosing/identification and primary management, referral and follow up care NCD-1 - Diabetes Mellitus - Hypertension - Cardiovascular diseases - Stroke & Obesity Blindness: Categories of visual impairment and national program for control of blindness Deafness: national program for prevention and control of deafness Thyroid diseases Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways NCD-2 Cancers - Cervical Cancer - Breast Cancer - Oral cancer - Epidemiology of specific cancers, Risk factors/	- Lecture - Discussion - Demonstration - Role play - Suggested field visits - Field practice - Assessment of clients with non-communicable diseases	- Field visit reports - Assessment of family case study - OSCE assessment - Short answer - Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral ○ Palliative care ○ Role of a nurse in non-communicable disease control program National Health Programs • National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National program for control of blindness • National program for prevention and control of deafness • National tobacco control program • Standard treatment protocols used in National Health Programs	• Participation in national health programs	
XI	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	School Health Services • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment

Course outcome:

CO 1. Explore the evolution of public health in India and community health nursing

CO 2. Explain the concepts and determinants of health

CO 3. Identify the levels of prevention and health problems of India

CO 4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels.

CO 5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus

CO 6. Discuss health care policies and regulations in India

CO 7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation

- CO 8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
- CO 9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
- CO 10. Describe community health nursing approaches and concepts
- CO 11. Describe the role and responsibilities of community health nursing personnel
- CO 12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
- CO 13. Make effective home visits applying principles and methods used for home visiting
- CO 14. Use epidemiological approach in community diagnosis
- CO 15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non communicable diseases
- CO 16. Investigate an epidemic of communicable diseases
- CO 17. Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level
- CO 18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2
CO13	3	2	3	3	3	3	3	3	2	3	3	3
CO14	1	1	1	1	1	1	1	1	1	1	1	1
CO15	2	2	3	2	3	2	3	2	2	3	2	3
CO16	2	3	2	3	2	3	2	2	3	2	3	2
CO17	3	2	3	3	3	3	3	3	2	3	3	3
CO18	1	1	1	1	1	1	1	1	1	1	1	1

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course :EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

Course Objective:

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles

4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

Syllabus:

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	Explain the definition, aims, types, approaches and scope of educational technology Compare and contrast the various educational philosophies Explain the teaching learning process, nature, characteristics and principles	Introduction and Theoretical Foundations: <i>Education and educational technology</i> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: ○ Transformational education ○ Relationship based education ○ Competency based education <i>Educational philosophy:</i> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <i>Teaching learning process:</i> • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning ○ Experiential learning	• Lecture cum discussion	• Quiz

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods Explain active learning strategies and participate actively in team and collaborative learning	o Information communication technology (ICT) – ICT used in education <i>Teaching methods – Features, advantages and disadvantages</i> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <i>Active learning strategies</i> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education	• Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary	• Assessment of microteaching
IV	3	3	Enumerate the factors influencing selection of clinical learning experiences Develop skill in using different clinical teaching strategies	Teaching in the Clinical Setting – Teaching Methods • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	• Lecture cum discussion • Writing clinical outcomes – assignments in pairs	• Short answer • Assessment of written assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages Develop skill in preparing and using media	Educational/Teaching Media - Media use – Purpose, components, principles and steps - Types of media <i>Still visuals</i> - Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer - Projected – film stripes, microscope, power point slides, overhead projector <i>Moving visuals</i> - Video learning resources – videotapes & DVD, blu-ray, USB flash drive - Motion pictures/films <i>Realia and models</i> - Real objects & Models <i>Audio aids/audio media</i> - Audiotapes/Compact discs - Radio & Tape recorder - Public address system - Digital audio <i>Electronic media/computer learning resources</i> - Computers - Web-based videoconferencing - E-learning, Smart classroom <i>Telecommunication (Distance education)</i> - Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing <i>Mobile technology</i>	- Lecture cum discussion - Preparation of different teaching aids – (Integrate with practice teaching sessions)	- Short answer - Objective type - Assessment of the teaching media prepared
VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation Explain the guidelines to develop assessment	Assessment/Evaluation Methods/Strategies - Purposes, scope and principles in selection of assessment methods and types - Barriers to evaluation - Guidelines to develop assessment	Lecture cum discussion	- Short answer - Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			tests Develop skill in construction of different tests Identify various clinical evaluation tools and demonstrate skill in selected tests	tests <i>Assessment of knowledge:</i> • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) <i>Assessment of skills:</i> • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <i>Assessment of Attitude:</i> • Attitude scales <i>Assessment tests for higher learning:</i> • Interpretive questions, hot spot questions, drag and drop and ordered response questions	• Exercise on constructing assessment tool/s	• Assessment of tool/s prepared
VII	3	3	Explain the scope, purpose and principles of guidance Differentiate between guidance and counseling Describe the principles, types, and counseling process Develop basic skill of counseling and guidance	Guidance/academic advising, counseling and discipline <i>Guidance</i> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance <i>Counseling</i> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services	• Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling	• Assessment of performance in role play scenario • Evaluation of assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	- Issues for counseling innursing students <i>Discipline and grievance in students</i> - Managing disciplinary/grievance problems – preventive guidance & counseling - Role of students‘ grievance redressal cell/committee		
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	Ethics and Evidence Based Teaching (EBT) in Nursing Education <i>Ethics – Review</i> - Definition of terms - Value based education in nursing - Value development strategies - Ethical decision making - Ethical standards for students - Student-faculty relationship <i>Evidence based teaching – Introduction</i> - Evidence based education process and its application to nursing education	- Value clarification exercise - Case study analysis (student encountered scenarios) and suggest ethical decision-making steps - Lecture cum discussion	- Short answer - Evaluation of case study analysis - Quiz – MCQ

Course outcome:

- CO 1. Develop basic understanding of theoretical foundations and principles of teaching and learning
- CO 2. Identify the latest approaches to education and learning
- CO 3. Initiate self- assessment to identify one’s own learning styles
- CO 4. Demonstrate understanding of various teaching styles that can be used, based on the learners’ readiness and generational needs
- CO 5. Develop understanding of basics of curriculum planning, and organizing
- CO 6. Analyze and use different teaching methods effectively that are relevant to student population and settings
- CO 7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
- CO 8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
- CO 9. Engage in team learning and collaboration through inter professional education
- CO 10. Integrate the principles of teaching and learning in selection and use of educational media/technology
- CO 11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
- CO 12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
- CO 13. Develop basic understanding of student guidance through mentoring and academic advising
- CO 14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling

CO 15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards

CO 16. Develop basic understanding of evidence-based teaching practices

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2
CO13	3	2	3	3	3	3	3	3	2	3	3	3
CO14	1	1	1	1	1	1	1	1	1	1	1	1
CO15	2	2	3	2	3	2	3	2	2	3	2	3
CO16	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course: INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

Course objective:

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	Forensic Science • Definition • History • Importance in medical science • Forensic Science Laboratory Violence • Definition • Epidemiology • Source of data Sexual abuse – child and women	• Lecture cum discussion • Visit to Regional Forensic Science Laboratory	• Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	Forensic Nursing • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts	• Lecture cum discussion	• Short answer • Objective type
III	7 (T)	Identify members of forensic team and describe role of forensic nurse	Forensic Team • Members and their roles Comprehensive forensic nursing care of victim and family • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness Evidence preservation – role of nurses • Observation • Recognition	• Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine	• Objective type • Short answer • Write report

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

VI TH SEMESTER

Name of the course: CHILD HEALTH NURSING – II

Course Objective:

1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioural, social and psychiatric problems
3. Manage challenged children
4. Identify the social and welfare services for challenged children

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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1	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	Cardiovascular system: • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • Hematological conditions: a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma Gastro-intestinal system: • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure Nervous system: • Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury	• Lecture cum discussion • Demonstration and practice session	• Short answer • Objective type • Assessment of skills with checklist
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	Orthopedic disorders: • Club foot	• Lecture cum discussion • Demonstration	• Short answer • Objective type • Assessment of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		management of children with Orthopedic disorders, eye, ear and skin disorders Explain the preventive measures and strategies for children with communicable diseases	• Hip dislocation and • Fracture Disorder of eye, ear and skin: • Refractory errors • Otitis media and • Atopic dermatitis Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19	• Practice session • Clinical practice	skills with checklist
III	10 (T)	Describe the management of children with behavioral & social problems Identify the social & welfare services for challenged children	Management of behavior and social problems in children • Child Guidance clinic • Common behavior disorders in children and management ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability • Psychiatric disorders in children and management ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders	• Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged	• Short answer • Objective type • Assessment of field reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Eating disorder in children and management - Obesity - Anorexia nervosa - Bulimia - Management of challenged children. - Mentally - Physically - Socially - Child abuse, - Substance abuse - Welfare services for challenged children in India		

Course outcome:

CO 1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases

CO 2. Provide care to children with common behavioural, social and psychiatric problems

CO 3. Manage challenged children

CO 4. Identify the social and welfare services for challenged children

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course :MENTAL HEALTH NURSING – II

Course Objective:

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders. Identify and respond to psychiatric emergencies.
4. Carry out crisis interventions during emergencies under supervision.
5. Perform admission and discharge procedures as per MHCA 2017.
6. Explore the roles and responsibilities of community mental health nurse in delivering community mental health

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	Nursing Management of Patients with Substance Use Disorders • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
II	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	Nursing Management of Patient with Personality and Sexual Disorders • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
III	8 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Nursing Assessment: History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up and home care and rehabilitation		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders) • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	Psychiatric Emergencies and Crisis Intervention • Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Short answer • Objective type
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	Legal Issues in Mental Health Nursing • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking	• Lecture cum discussion • Case discussion	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			- Admission and discharge procedures as per MHCA 2017 - Role and responsibilities of nurses in implementing MHCA 2017		
VII	5 (T)	Describe the model of preventive psychiatry Describe Community Mental health services and role of the nurse	Community Mental Health Nursing - Development of Community Mental Health Services: - National mental health policy viz. National Health Policy - National Mental Health Program - Institutionalization versus Deinstitutionalization - Model of Preventive psychiatry - Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities - Mental Health Agencies: Government and voluntary, National and International - Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.	- Lecture cum discussion - Clinical/ field practice - Field visits to mental health service agencies	- Short answer - Objective type - Assessment of the field visit reports

Course Outcome:

CO 1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.

CO 2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.

CO 3. Apply nursing process in providing care to patients with organic brain disorders. Identify and respond to psychiatric emergencies.

CO 4. Carry out crisis interventions during emergencies under supervision.

CO 5. Perform admission and discharge procedures as per MHCA 2017.

CO 6. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

CO –PO Mapping

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

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course: NURSING MANAGEMENT AND LEADERSHIP

Course Objective:

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.
11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement.

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	Health Care and Development of Nursing Services in India • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management	• Lecture cum discussion • Directed reading and written assignment	• Short answer • Assessment of assignment
II	2 (T)	Explain the principles and functions of management applied to nursing	Management Basics Applied to Nursing • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management	• Lecture and discussion	• MCQ • Short answer

		Describe the introductory concepts of management as a process	• Principles of management • Role of a nurse as a manager Introduction to Management Process • Planning • Organizing • Staffing • Directing/Leading • Controlling		
			MANAGEMENT OF NURSING SERVICES		
III	4 (T)	Describe the essential elements of planning	Planning Nursing Services • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning	• Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting	• Formulate Mission & Vision Statement for the nursing department/ unit • Assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Strategic planning • Program planning – Gantt chart & milestone chart • Budgeting – concepts, principles, types, • Budget proposal, cost benefit analysis • Planning hospital and patient care unit (Ward) • Planning for emergency and disaster		• of problem-solving exercises • Visit Report
IV	4 (T)	Discuss the concepts of organizing including hospital organization	Organizing • Organizing as a process – assignment, delegation and coordination • Hospital – types, functions & organization • Organizational development • Organizational structure • Organizational charts • Organizational effectiveness • Hospital administration, Control & line of authority • Hospital statistics including hospital utilization indices • Nursing care delivery systems and trends • Role of nurse in maintenance of effective organizational climate	• Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems – assignment • Preparation of Organizational chart of hospital/ Nursing services	• Short answer • Assessment of assignment
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	Staffing (Human resource management) • Definition, objectives, components and functions Staffing & Scheduling • Staffing – Philosophy, staffing activities • Recruiting, selecting, deployment • Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation • Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities	• Lecture and discussion • Role play • Games self-assessment, case discussion and practice session • Calculation of staffing requirements for a specified ward	• Formulate Job description at different levels of care & compare with existing system • Preparation of duty roster

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Explain the procedural steps of material management Develop managerial skill in inventory control and actively participate in procurement process	• Turnover and absenteeism • Staff welfare • Discipline and grievances In-Service Education • Nature and scope of in-service education program • Principles of adult learning – review • Planning and organizing in-service educational program • Methods, techniques and evaluation • Preparation of report Material Resource Management • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit	• Visit to inventory store of the institution	• Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report
VI	5 (T)	Describe the important methods of supervision and guidance	Directing and Leading • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management	• Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments	• Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals
VII	4 (T)	Discuss the significance and changing trends of nursing leadership Analyze the different leadership styles and develop leadership competencies	Leadership • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving	• Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of health care in the given setting • Problem solving/ Conflict management exercise • Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)	• Short answer • Essay • Assessment of exercise/report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Conflict management and negotiation • Implementing planned change		
VIII	4 (T)	Explain the process of controlling and its activities	Controlling • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patient satisfaction • Nursing rounds, Documentation – records and reports • Total quality management – Quality assurance, Quality and safety • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis	• Lecture cum discussion • Preparation of policies/ protocols for nursing units/ department	• Assessment of prepared protocols
IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	Organizational Behavior and Human Relations • Concepts and theories of organizational behavior • Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning	• Lecture and discussion • Role play/ exercise – Group dynamics & human relations	• Short answer • OSCE
X	2 (T)	Describe the financial management related to nursing services	Financial Management • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units	• Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department	• Short answer • Essay • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Budget and Budgetary process - Financial audit		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	Nursing Informatics/ Information Management – Review - Patient records - Nursing records - Use of computers in hospital, college and community - Telemedicine & Tele nursing - Electronic Medical Records (EMR), EHR	- Review - Practice session - Visit to departments	Short answer
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	Personal Management – Review - Emotional intelligence - Resilience building - Stress and time management – de-stressing - Career planning	- Review - Discussion	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	Establishment of Nursing Educational Institutions - Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines - Coordination with regulatory bodies – INC and State Nursing Council - Accreditation – Inspections - Affiliation with university/State council/board of examinations	- Lecture and discussion - Visit to one of the regulatory bodies	Visit report
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	Planning and Organizing - Philosophy, objectives and mission of the college - Organization structure of school/college - Review – Curriculum planning - Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation - Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance - Infrastructure facilities – college, classrooms, hostel, library, labs,	- Directed reading – INC Curriculum - Preparation of organizational structure of the college - Written assignment – writing philosophy of a teaching department - Preparation of master plan, time table and clinical rotation	- Short answer - Essay - Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			computer lab, transport facilities - Records & reports for students, staff, faculty and administrative - Committees and functioning - Clinical experiences		
XV	4 (T)	Develop understanding of staffing the college and selecting the students	Staffing and Student Selection - Faculty/staff selection, recruitment and placement, job description - Performance appraisal - Faculty development - Faculty/staff welfare - Student recruitment, admission, clinical placement	- Guided reading on faculty norms - Faculty welfare activities report - Writing job description of tutors	- Short answer - Activity report - Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	Directing and Controlling - Review – Curriculum implementation and evaluation - Leadership and motivation, supervision – review - Guidance and counseling - Quality management – educational audit - Program evaluation, evaluation of performance - Maintaining discipline - Institutional records and reports – administrative, faculty, staff and students	- Review principles of evaluation Assignment – Identify disciplinary problems among students - Writing student record	- Short answer - Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues - Nursing as a profession – Characteristics of a professional nurse - Nursing practice – philosophy, aim and objectives - Regulatory bodies – INC and SNC constitution and functions Review – Professional ethics - Code of ethics and professional conduct – INC & ICN - Practice standards for nursing – INC - International Council for Nurses (ICN) Legal aspects in nursing: - Consumer protection act, patient rights - Legal terms related to practice, legal		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice		
XVIII	2 (T)	Explain various opportunities for professional advancement	Professional Advancement • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper	• Prepare journal list available in India • Write an article – research/ clinical	• Assessment of assignments

Course outcome:

CO 1. Analyze the health care trends influencing development of nursing services and education in India.

CO 2. Describe the principles, functions and process of management applied to nursing.

CO 3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.

CO 4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.

CO 5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.

CO 6. Develop skill in management of materials and supplies including inventory control.

CO 7. Develop team working and inter professional collaboration competencies.

CO 8. Identify effective leadership styles and develop leadership competencies.

CO 9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.

CO 10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

CO 11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.

CO 12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.

CO 13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.

CO 14. Identify the legal issues and laws relevant to nursing practice and education.

CO 15 Apply the knowledge and utilize the various opportunities for professional advancement.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2
CO13	3	2	3	3	3	3	3	3	2	3	3	3
CO14	1	1	1	1	1	1	1	1	1	1	1	1
CO15	2	2	3	2	3	2	3	2	2	3	2	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the course: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – I& II (7th semester) including SBA module

Course Objective:

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	Explain the history and current scenario of midwifery in India Review vital health	Introduction to midwifery - History of midwifery in India - Current scenario: - Trends of maternity care in India - Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India - Vital health indicators – Maternal mortality ratio, Infant Mortality Rate,	- Discussion - Demonstration - Role play - Directed reading and assignment: ICM competencies - Scenario based learning	- Short answer - Objective type - Essay - Quiz

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		indicators Describe the various national health programs related to RMNCH+A Identify the trends and issues in midwifery Discuss the legal and ethical issues relevant to midwifery practice	Neonatal Mortality Rate, perinatal mortality rate, fertility rates ○ Maternal death audit ● National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <i>Current trends in midwifery and OBG nursing:</i> ○ Respectful maternity and newborn care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birthing and demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women's expectations & choices about care <i>Legal provisions in midwifery practice in India:</i> ● INC/MOH&FW regulations ● ICM code of ethics ● Ethical issues in maternal and neonatal care ● Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers ● Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) ● Scope of practice for midwives		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) <i>Review:</i> ● Female organs of reproduction ● Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations ● Foetal skull – bones, sutures,	● Lecture ● Discussion ● Self-directed learning ● Models ● Videos & films	● Quiz ● Short answer ● Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding - Fetopelvic relationship - Physiology of menstrual cycle, menstrual hygiene - Fertilization, conception and implantation - Embryological development - Placental development and function, placental barrier - Fetal growth and development - Fetal circulation & nutrition		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 st , 2 nd and 3 rd	Assessment and management of normal pregnancy (ante-natal): Pre-pregnancy Care - Review of sexual development (<i>Self Learning</i>) - Socio-cultural aspects of human sexuality (<i>Self Learning</i>) - Preconception care - Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) - Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal pregnancy - Physiological changes during pregnancy - Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests - Review of maternal nutrition & malnutrition - Building partnership with women following RMC protocol - Fathers' engagement in maternity care Ante-natal care: 1st Trimesters - Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation - Identification and management of minor discomforts of pregnancy	- Lecture - Discussion - Demonstration - Self-Learning - Health talk - Role play - Counseling session - Case discussion/presentation - Simulation - Supervised clinical practice - Refer SBA module & Safe motherhood	- Short answer - Objective type - Assessment of skills with check list - Case study evaluation - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's	• Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions	
IV	12 (T) 12 (L) 80 (C)	Apply the physiology of labour in promoting normal childbirth Describe the management and care during labour Discuss how to maintain a safe environment for labour Work effectively for pain management during labour	Physiology, management and care during labour • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines Fist Stage • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour	• Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines	• Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth Assess and provide care of the newborn immediately following birth Discuss the impact of labour and birth as a transitional event in the woman's life	• Nutrition during labour • Promote positive childbirth experience for women • Birth companion • Role of Doula/ASHA's Second stage • Physiology (Mechanism of labour) • Signs of imminent labour • Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support • Non-directive coaching • Evidence based management of physiological birth/Conduction of normal childbirth • Essential newborn care (ENBC) • Immediate assessment and care of the newborn • Role of Doula/ASHA's Third Stage • Physiology – placental separation and expulsion, hemostasis • Physiological management of third stage of labour • Active management of third stage of labour (recommended) • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear/injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Newborn resuscitation Fourth Stage <i>Observation, Critical Analysis and Management of mother and newborn</i> • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth	• Refer ENBC, NSSK module • Demonstration • Group work • Scenario based learning • Simulation • Role play • Demonstration • Videos	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	- Breastfeeding and latching - Managing uterine cramp - Alternative/complementary therapies - Role of Doula/ASHA's - Various childbirth practices - Safe environment for mother and newborn to promote bonding - Maintaining records and reports		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	Postpartum care/Ongoing care of women - Normal puerperium – Physiology, duration - Post-natal assessment and care – facility and home-based care - Perineal hygiene and care - Bladder and bowel function - Minor disorders of puerperium and its management - Physiology of lactation and lactation management - Postnatal counseling and psychological support - Normal postnatal baby blues and recognition of post-natal depression - Transition to parenthood - Care for the woman up to 6 weeks after childbirth - Cultural competence (Taboos related to postnatal diet and practices) - Diet during lactation-review - Post-partum family planning - Follow-up of postnatal mothers - Drugs used in the postnatal period - Records and reports	- Lecture - Discussion - Demonstration - Health talk - Simulated practice - Supervised clinical practice - Refer SBA module	- Essay type - Short answer - Objective type - Assessment of skills with checklist - OSCE
VI	7 (T) 7 (L) 40 (C)	Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate	Assessment and ongoing care of normal neonates - Family centered care - Respectful newborn care and communication - Normal Neonate – Physiological adaptation - Newborn assessment – Screening for congenital anomalies - Care of newborn up to 6 weeks after	- Lecture - Discussion - Demonstration - Simulated practice session - Supervised clinical practice - Refer safe deliver app module – newborn	- Essay type - Short answer - Objective type - Assessment of skills with checklist - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			the childbirth (Routine care of newborn) • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management	management • Partial completion of SBA module	
VII	8 (T) 2 (L) 40 (C)	Explain various methods of family planning and role of nurse/midwife in providing family planning services Describe youth friendly services and role of nurses/ midwives Recognize the role of nurses/midwives in gender based violence	Family welfare services • Impact of early/frequent childbearing • Comprehensive range of family planning methods ○ Temporary methods – Hormonal, non-hormonal and barrier methods ○ Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing Gender related issues in SRH • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning	• Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization	• Essay type • Short answers • Objective type • Field visit reports • Vignettes

Course Outcome:

CO 1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.

CO 2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.

CO 3. Recognize the trends and issues in midwifery and obstetrical nursing.

CO 4. Review and describe the anatomy and physiology of human reproductive system and conception.

CO 5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.

CO 6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.

CO 7. Uphold the fundamental human rights of individuals when providing midwifery care.

CO 8. Promote physiologic labour and birth, and conduct normal childbirth.

CO 9. Provide evidence based essential newborn care.

CO 10. Apply nursing process approach in caring for women and their families.

CO 11. Describe the methods of contraception and role of nurse/midwife in family welfare services.

CO 12. Recognize the importance of and actively participate in family welfare programs.

CO 13. Provide youth friendly health services and care for women affected by gender based violence.

CO –PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	3	3	3	3	2	3	3	3
CO2	1	1	1	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	2	3
CO4	2	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	1	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2
CO13	3	2	3	3	3	3	3	3	2	3	3	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

VII TH SEMESTER

Name of the course: COMMUNITY HEALTH NURSING – II

Course Objective:

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
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I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	Management of common conditions and emergencies including first aid • Standing orders: Definition, uses Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers Respiratory System ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain Heart & Blood ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders Eye & ENT conditions • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness Urinary System • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children First aid in common emergency conditions – Review • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answer • Essay • Field visit reports • OSCE assessment
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) • Present situation of reproductive, maternal and child health in India Antenatal care • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports Intra natal care • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perineal tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room Postpartum care • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider	• Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health	• Short answer • Essay • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	Newborn and child care • Review: Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • Review: IMNCI Module • Under five clinics Adolescent Health • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenorrhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: ○ SRH Service needs ○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) National Programs • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakaram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents Any other new programs	• Screen, manage and refer adolescents • Counsel adolescents	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	Demography, Surveillance and Interpretation of Data • <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system • <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • <i>Review</i>: Common sampling techniques – random and nonrandom techniques • Disaggregation of data	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay
IV	6 (T)	Discuss population explosion and its impact on social and economic development of India Describe the various methods of population control	Population and its Control • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • OSCE assessment • Counseling on family planning
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in	Occupational Health • Occupational health hazards • Occupational diseases • ESI Act	• Lecture • Discussion • Demonstration • Role play	• Essay • Short answer • Clinical performance

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	• National/ State Occupational Health Programs • Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems	• Suggested field visits • Field practice	evaluation
VI	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	Geriatric Health Care • Health problems of older adults • Management of common geriatric ailments: counseling, supportive treatment of older adults • Organization of geriatric health services • National program for health care of elderly (NPHCE) • State level programs/Schemes for older adults • Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems	• Lecture • Discussion • Demonstration	• Visit report on elderly home • Essay • Short answer
VII	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	Mental Health Disorders • Screening, management, prevention and referral for mental health disorders • <i>Review:</i> ○ Depression, anxiety, acute psychosis, Schizophrenia ○ Dementia ○ Suicide ○ Alcohol and substance abuse ○ Drug deaddiction program ○ National Mental Health Program ○ National Mental Health Policy ○ National Mental Health Act • Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	• Lecture • Discussion • Demonstration • Role play • Health counseling on promotion of mental health • Suggested field visits • Field practice	• Essay • Short answer • Counseling report
VIII	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	Health Management Information System (HMIS) • Introduction to health management system: data elements, recording and reporting formats, data quality issues • <i>Review:</i> ○ Basic Demography and vital statistics ○ Sources of vital statistics ○ Common sampling techniques, frequency distribution	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Group project on community diagnosis – data	• Group project report • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			○ Collection, analysis, interpretation of data ● Analysis of data for community needs assessment and preparation of health action plan	management	
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	Management of delivery of community health services: ● Planning, budgeting and material management of CHC, PHC, SC/HWC ● Manpower planning as per IPHS standards ● Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central ● Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals ● Defense services ● Institutional services ● Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services	● Lecture ● Discussion ● Visits to various health care delivery systems ● Supervised field practice	● Essay ● Short answer ● Filed visit reports
X	15 (T)	Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)	Leadership, Supervision and Monitoring ● Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA ● Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) ● Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities ● Health team management ● <i>Review:</i> Leadership & supervision – concepts, principles & methods ● Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics ● Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers Financial Management and Accounting & Computing at Health Centers (SC) ○ Activities for which funds are received	● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice	● Report on interaction with MPHWs, HVs, ASHA, AWWs ● Participation in training programs ● Essay ● Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			○ Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting ○ Preparing a budget ○ Audit Records & Reports: • <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records • <i>Types of records</i> – community related records, registers, guidelines for maintaining • <i>Report writing</i> – purposes, documentation of activities, types of reports • <i>Medical Records Department</i> – functions, filing and retention of medical records • <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER • Nurses’ responsibility in record keeping and reporting		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	Disaster Management • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit • Disaster response including emergency relief measures and Life saving techniques Use disaster management module	• Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice • Mock drills • Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	Bio-Medical Waste Management • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines – 2016, 2018 (Review)	• Lecture cum Discussion • Field visit to waste management site	• Field visit report
XIII	3 (T)	Explain the roles and functions of	Health Agencies	• Lecture	• Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	• International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • Voluntary Health Association of India (VHA)	• Discussion • Field visits	• Short answer

Course Outcome:

CO 1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW

CO 2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings

CO 3. Describe the methods of collection and interpretation of demographic data

CO 4. Explain population control and its impact on the society and describe the approaches towards limiting family size

CO 5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs

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CO 7. Participate in screening for mental health problems in the community and providing appropriate referral services

CO 8. Discuss the methods of data collection for HMIS, analysis and interpretation of data

CO 9. Discuss about effective management of health information in community diagnosis and intervention

CO 10. Describe the management system of delivery of community health services in rural and urban areas

CO 11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports

CO 12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)

CO 13. Identify the roles and responsibilities of health team members and explain their job description

CO 14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management

CO 15. Demonstrate skills in proper bio-medical waste management as per protocols

CO 16. Explain the roles and functions of various national and international health agencies

CO –PO Mapping

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

CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3
CO10	1	1	1	1	1	1	1	1	1	1	1	1
CO11	2	2	3	2	3	2	3	2	2	3	2	3
CO12	2	3	2	3	2	3	2	2	3	2	3	2
CO13	3	2	3	3	3	3	3	3	2	3	3	3
CO14	1	1	1	1	1	1	1	1	1	1	1	1
CO15	2	2	3	2	3	2	3	2	2	3	2	3
CO16	2	3	2	3	2	3	2	2	3	2	3	2

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

Name of the Course: NURSING RESEARCH AND STATISTICS

Course Objective:

1. Identify research priority areas
2. Formulate research questions/problem statement/hypotheses
3. Review related literature on selected research problem and prepare annotated bibliography
4. Prepare sample data collection tool
5. Analyze and interpret the given data
6. Practice computing, descriptive statistics and correlation
7. Draw figures and types of graphs on given select data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

Syllabus:

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	Research and Research Process • Introduction and need for nursing research • Definition of Research & nursing research • Steps of scientific method • Characteristics of good research • Steps of Research process – overview • Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers	• Lecture cum Discussion • Narrate steps of research process followed from examples of published studies • Identify research priorities on a given area/ specialty • List examples of Evidence Based Practice	• Short answer • Objective type
II	2	8	Identify and state the research problem and objectives	Research Problem/Question • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses	• Lecture cum Discussion • Exercise on writing statement of problem and objectives	• Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			and graphical presentation of data Describe the measures of central tendency and variability and methods of Correlation	- Frequency distribution and graphical presentation of data - Mean, Median, Mode, Standard deviation - Normal Probability and tests of significance - Co-efficient of correlation - Statistical packages and its application	graphical presentations Practice on computation of measures of central tendency, variability & correlation	descriptive statistics
VIII	4	5 40 Hrs (Clinical Project)	Communicate and utilize the research findings	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 - Read/ Presentations of a sample published/ unpublished research report - Plan, conduct and Write individual/group research project	- Short answer - Objective type - Oral Presentation - Development of research proposal - Assessment of research Project

Course Outcome:

- CO 1. Identify research priority areas
- CO 2. Formulate research questions/problem statement/hypotheses
- CO 3. Review related literature on selected research problem and prepare annotated bibliography
- CO 4. Prepare sample data collection tool
- CO 5. Analyze and interpret the given data
- CO 6. Practice computing, descriptive statistics and correlation
- CO 7. Draw figures and types of graphs on given select data
- CO 8. Develop a research proposal
- CO 9. Plan and conduct a group/individual research project

CO –PO Mapping

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CO3	3	2	3	2	3	2	3	2	2	3	2	3
CO4	3	3	2	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	3	3	2	3	3	3
CO6	2	1	1	1	1	1	1	1	1	1	1	1
CO7	2	2	3	2	3	2	3	2	2	3	2	3
CO8	2	3	2	3	2	3	2	2	3	2	3	2
CO9	3	2	3	3	3	3	3	3	2	3	3	3

* 3 is Strongly mapped, 2 is Moderately mapped, 1 is slightly mapped & 0 is non mapped

VIII TH SEMESTER- (Internship)

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