



HINDUSTAN

INSTITUTE OF TECHNOLOGY & SCIENCE
(DEEMED TO BE UNIVERSITY)

B.Sc. NURSING

(DURATION:4 YEARS)

CURRICULUM AND SYLLABUS

UNDER CHOICE BASED CREDIT SYSTEM

(In line with NEP 2020)

(Applicable for students admitted from Academic year 2026 – 2027)

COLLEGE OF NURSING
HINDUSTAN INSTITUTE OF TECHNOLOGY & SCIENCE

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1. PREAMBLE

Hindustan Institute of Technology and Science, established under Section 3 of UGC Act 1956 as a Deemed to be University, offers UG, PG and Ph.D Programmes in Engineering & Technology, Architecture, Aviation, Liberal Arts and Science, Allied Health Sciences and Management. The Institution is accredited by NBA for Engineering & Technology Programmes and has been awarded A⁺ Grade by NAAC. IET (UG) has awarded 9 Engineering Programmes.

The College of Nursing, approved by the Tamil Nadu Health and Family Welfare Dept., Govt. of Tamil Nadu, and by the Directorate of Medical Education, is a new unit under the Hindustan Institute of Technology and Science for offering a 4 year B.Sc. Nursing Programme with effect from the academic year 2024 – 2025. This is also approved by the Tamil Nadu Nurses and Midwives Council (TNNMC). This academic regulation, curriculum and syllabi have been framed to make the programme adaptive to the latest advancements in the health care sector, aiming to offer holistic nursing care to the needy.

The programme regulation helps the student to:

- (i) Learn the Nursing programme and clinical practice as per Indian Nursing Council (INC) and statutory body norms.
- (ii) Choose Indian Nursing Council (INC) - prescribed elective courses and value added courses under NEP 2020.
- (iii) Gain non – CGPA credits for self-study and co-curricular activities.
- (iv) Make the best use of the expertise of faculty and educational resources.
- (v) Practice prescribed professional core courses and earn credits through clinical training in super specialty hospitals.
- (vi) Enhance domain Knowledge, Skill and Attitude towards patient care through Continuous Assessments, Internships, case studies and clinical presentation in various domains/clinical specialties hospitals.

The curriculum is designed based on the Choice Based Credit System (CBCS) with a focus on clinical Training, enabling the students to become eligible and fully equipped for employment in National/International health care organizations and higher studies.

2.DEFINITIONS AND NOMENCLATURE

These regulations shall be called “The Regulations for the B.Sc. Nursing Degree Program Based on Choice-Based Credit System (CBCS) of the Indian Nursing Council, New Delhi. They shall come into effect from the academic year 2025-2026. The regulations framed are subject to modifications from time to time by the Indian Nursing Council or other statutory bodies.

In these Regulations, unless the context otherwise requires:

1. **“Programme”** means B.Sc., Nursing Degree Programme.
2. **“Course”** means a theory and practical / clinical subject that is normally studied in a semester.
3. **“Vice – Chancellor of HITS”** means the Head of the Institution.
4. **“Registrar”** is the Head of all Academic and General Administration of the Institution.
5. **“Dean”** means the authority of the institution who is responsible for all academic activities of various programmes and implementation of relevant rules of these Regulations pertaining to their respective administrative and Academic programmes in Health science.
6. **“Principal”** means administrative and academic Head of the College of Nursing.
7. **“Controller of Examinations”** means the authority of the institution who is responsible for all activities related to the Examinations conducted by the Institution, publication of results, award of grade sheets and degrees.
8. **“Head Student Affairs”** is responsible for all student related activities including student discipline, extra and co-curricular activities, attendance and meetings with class representatives, Student Council and parent – teacher meet.
9. **“HoD”** means the Head of the Department concerned.
10. **“Institution”** means Hindustan Institute of Technology and Science (HITS), Chennai.
11. **“TCH”** means Total Contact Hours – refers to teaching – learning engagement.
12. **“DEC”** means Department Examination Committee.
13. **“BoS”** means Board of Studies.
14. **“BoM”** means Board of Management.

15. **“ACM”** means Academic Council meeting which is the highest authority body for approval for all academic regulation, curriculum and policies.
16. **“Class Teacher”** is a faculty of the class who takes care of the attendance, academic performance and the general conduct of the students of that class.
17. **“CIA”** is Continuous Internal Assessment which is assessed for every student for every course during the semester.
18. **“ESE”** is End Semester Examination conducted by the Institution at the End of the Semester for all the courses of that semester.
19. **“UGC”** means University Grants Commission.
20. **“MOE** means Ministry of Education previously known as **“MHRD”** Ministry of Human Resource Development, Govt. of India.
21. **“MHFW”** means Ministry of Health and Family Welfare, Govt. of India
22. **“INC”** means Indian Nursing Council.
23. **“NNMC”** means The National Nursing and Midwifery Commission.
24. **“TNNMC”** means Tamil Nadu Nurses and Midwives Council.
25. **“DME”** means Directorate of Medical Education.
26. **H & FW** means Health and Family Welfare department, Government of Tamil Nadu.
27. **“TNAI”** means The Trained Nurses Association of India.
28. **“SNA”** means Students Nurses Association.
29. **“OSCE”** means Objective Structured Clinical Examination
30. **“OSPE”** means Objective Structured Practical Examination

3. HINDUSTAN INSTITUTE OF TECHNOLOGY & SCIENCE

3.1. Motto

- To Make Every Man a Success and No Man a Failure.

3.2. Vision

- To be an International Institute of Excellence, providing a conducive environment for education with a strong emphasis on innovation, quality, research and strategic partnership blended with values and commitment to society.

3.3. Mission

- To create an ecosystem that promotes learning and world-class research.
- To nurture creativity and innovation.
- To instil highest ethical standards and values.
- To pursue activities for the development of the society.
- To develop national and international collaborations with institutes and industries of eminence.
- To enable graduates to become future leaders and innovators.

3.4. Value Statement

- Integrity, Innovation, Internationalization.

3.5. Further, the Institution always strives

- To train our graduates with the latest and the best in the rapidly changing fields of Architecture, Engineering, Technology, Management studies, Allied Health Sciences and Humanities, Laws and Liberal Arts.
- To develop graduates with a global outlook, possessing knowledge, skills and attitude and capable of taking up challenging responsibilities in the respective fields.
- To mould our graduates as citizens with moral, ethical and social values so as to fulfil their obligations to the nation and the society.
- To promote research in the field of Architecture, Engineering, Technology, Management studies, Health Science, Law, Design, Allied Health Sciences and Humanities, Liberal Arts and Allied disciplines.

3.6. Aims and Objectives of the Institution are focused on

- Providing state of the art education in Architecture, Engineering, Technology, Applied Sciences, Law, Health Sciences, Design, Liberal Arts, and Management studies.
- Keeping pace with the ever – changing technological scenario and help the graduates to emerge as competent professionals, fully aware of their commitment to the society and the nation.
- To inculcate a flair for Research, Development and Entrepreneurship.

4. COLLEGE OF NURSING

4.1. Vision

- To impart quality education and research in nursing and to provide nursing care to patients across the entire healthcare spectrum.

4.2. Mission

- To promote hands-on skills in advanced nursing procedures and facilitate research activities in nursing.
- To update the students in the field of health care and protocols.
- To create an ecosystem for learning and world-class research.
- To develop National and International collaboration and strategic partnerships with institutions of Excellence.
- To enable the graduates to pursue higher studies in health science.
- To preserve and improve patients' health by consistently delivering high-quality and effective nursing care and services.

4.3 Value Statement

Care, Concern and Compassion

4.4. Programme Educational Objectives (PEO'S)

- **PEO 1** - Provide promotive, preventive and restorative health services in line with National Health Policies and Programs.
- **PEO 2** - Integrate professional care into decisions that encompass values and ethical, moral, and legal aspects of nursing.
- **PEO 3** - Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
- **PEO 4** - Communicate effectively with patients, peers, and all health care providers.

4.5. Programme Outcomes (PO's)

The learning abilities and skills that a student would have developed by the end of B. Sc. Nursing Programme.

PO1:	Demonstrate values, knowledge, skills, and attitudes appropriate to the profession and also respect for the dignity of each individual and for human diversity.
PO2:	Apply critical thinking skills and professional decision-making required for basic and advanced nursing practice.
PO3:	Practice within the framework of the code of ethics, professional conduct, and acceptable standards of nursing practice within the legal boundaries.
PO4:	Participate effectively as members of the team in the health-care delivery system.
PO5:	Utilize information, communication, and other relevant technologies effectively.
PO6:	Demonstrate proficiency in written, verbal, and digital skills at individual and collaborative levels.
PO7:	Explore research for enhancing and changing practice.

4.6. Programme Specific Outcomes (PSO's)

The learning abilities and skills that a student would have developed by the end of the four-year B.Sc. Nursing Programme.

- **PSO 1:** Produce knowledgeable, competent nurses with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined, responding to the changing needs of the profession and the society.
- **PSO 2:** Prepare them to assume responsibilities as professional, competent nurses in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.
- **PSO 3:** Prepare them to assume the role of Practitioner, Teacher, Supervisor and Manager in all healthcare settings.
- **PSO 4:** Understanding concepts of physical, biological, behavioral and Nursing science.
- **PSO 5:** Utilization of comprehensive nursing care skills for promotion, prevention and restoration of optimum health.

5. Admission

The admission policy and procedure shall be decided from time to time by the Board of Management (BOM) of the Institution, based on the guidelines issued by the UGC/Ministry of Human Resource Development (MHRD), Government of India. The number of seats in each of the B.Sc. degree programme will be decided by the Board of Management/Statutory authorities of the Government like the Indian Nursing Council (INC)/UGC/etc., taking into account of market demands. Seats are also made available for non-resident Indians and foreign nationals as per the statutory approval, who satisfy the admission eligibility norms of the institution.

5.1. Eligibility for Admission

Pass in the 10 + 2 examination under a recognized board of examination or equivalent with the following subjects: Physics, Chemistry and Biology or Botany and Zoology as compulsory courses along with a Botany/Zoology/Biology course as prescribed by INC/Statutory Authorities like UGC/Government.

5.2 The candidate has to fulfil all the prescribed admission requirements/norms of the Institution.

5.3. In all matters relating to admission to the B.Sc. Nursing degree programme, the decision of the Board of Management (BoM) of the Institution shall be final.

5.4. At any time after admission, if it is found that a candidate has not fulfilled one or many of the requirements stipulated by the Institution, or submitted forged certificates, the Institution has the right to revoke the admission and forfeit the fee paid. In addition, legal action may be taken against the candidate as decided by the Board of Management.

5.5 Student shall be medically fit.

5.6 Student shall be admitted once in a year.

5.7 Gender:

In a co-educational system, both male and female candidates will be admitted.

5.8 Foreign Nationals Admission:

The entry qualification equivalent to 12th standard will be as per the guidelines of the Association of Indian Universities, New Delhi.

6 Duration of the program

The course of study for B.Sc. Nursing shall extend over a period of eight semesters (four academic years). The curricula and syllabi for the program shall be prescribed from time to time by the Indian Nursing Council, New Delhi and adopted by the Academic Council of HITS.

7 Medium of instruction and examinations

The medium of instruction and examination shall be in English.

8 Working days in each semester

Each semester shall consist of not less than 100 working days.

9 Student Discipline

Every student is required to observe utmost discipline and decorum both inside and outside the campus and not indulge in any activity that may adversely affect the prestige/reputation of the Institution.

9.1 Any act of indiscipline of a student reported to the Head (Student Affairs) and Head of the Department will be referred to a Discipline Committee constituted for the purpose. The Committee will enquire into the charges and decide on a suitable punishment if the charges are substantiated. The committee will also authorize the Head (Student Affairs) to recommend to the Vice-Chancellor for the implementation of the decision. The student concerned can appeal to the Vice-Chancellor, whose decision will be final.

9.2 Ragging in any form is a criminal and non-bailable offence in our country. The current State and Central legislations provide stringent punishments, including imprisonment. Once the involvement of a student(s) is established in ragging, offending fellow students/staff, other disciplinary actions pertaining to the POSH Act, usage of drugs, damaging the institutional properties/reputation, abusive post(s) in social media, discriminatory abuse, violation in dress code and other harassment of any nature to the fellow students/staff, illegal activities, FIR filed against him/her for criminal activities, convicted by any court etc. the student(s) will be liable to various disciplinary actions includes rustication from the University, dismissal from the Institution, as per the laid-down procedures of the UGC/Govt./Institution. Every student of the Institution, along with their parent, shall give an undertaking at the beginning of every academic year in this regard, and the same should be submitted at the time of registration for the academic year.

10. Attendance

The faculty handling a course must finalise the attendance 3 calendar days before the last instructional day of the course and submit it to the HoD through the class teacher.

- a. A student **with less than 90 % attendance in TCH (Total Contact Hours) in any course will not be permitted to appear for the end-semester examination in that particular course**, irrespective of the reason for the shortfall of the attendance. The student is, however, permitted to avail additional **Academic Leave** up to 10% towards special OD for attending academic-related activities like, Educational Visits, Seminars, Conferences, Competitions etc., with the prior approval of the HoD or on genuine medical reasons. On reporting back, the student shall submit the relevant documents for proof to the HoD for approval of the additional academic leave.
- b. A candidate must have a minimum of 90% attendance (irrespective of the kind of absence) in **theory and practical** in each course/subject to appear for examination. 10% on exceptional cases to be decided case by case.

10.1 Additional condonation may be considered for specific and genuine cases, which include approved leave for attending select NCC/Sports Camps or for cases requiring prolonged medical treatment or critical illness involving prolonged hospitalization.

10.2 For such select NCC/Sports Camps/Medical Camps organised by Health & Family welfare department prior permission for leave shall be obtained by the respective faculty coordinator/Director of sports from the designated authority, before deputing the students.

For medical cases requiring prolonged medical treatment/critical illness, submission of complete medical history and records with prior intimation from the parent/guardian regarding the health condition, progress of treatment, etc., to Head (Student Affairs) is mandatory. The assessment of such cases will be done by the attendance sub-committee based on the merit of the case and they will put up their recommendation to the Vice-Chancellor/designated authority. Such additional condonation is permitted only twice for a student in the entire duration of the programme. The Vice-Chancellor based on the recommendation of the attendance sub-committee may then accord additional condonation of attendance only if the Vice-Chancellor/Designated deems it fit and deserving. But in any case, the additional condonation cannot exceed 10% of TCH.

10.3 Repeat Classes Procedure for RA

- a. The students shall register for the RA courses at the beginning of every semester by paying the requisite fee and attend the repeat classes for the RA course during the last period of the timetable or by attending special classes with the course faculty or by attending any other special schedule as approved by the Dean/HoD and shall gain the requisite eligibility to attend the End Semester Examination (ESE). The odd semester courses will be offered in the Odd semester and the Even semester courses will be offered in the even semester. The student is permitted to register for a maximum of 5 RA courses under this option.
- b. The Continuous Internal Assessment Marks obtained by the student during their regular semester for the course in which they have been categorized as RA will become null and void. The students shall attend the RA classes and take up fresh Continuous Internal Assessments during the repeat classes and gain required attendance and CIA marks.

10.4 Students who have obtained “RA” for any course but appeared for the ESE examination in that particular course under any circumstance, the marks obtained will be considered as “null and void.” The result of the particular course will be marked “RA” in the semester grade sheet, and he/she has to gain the requisite eligibility to attend the End Semester Examination (ESE) for the course.

10.5 Students shall remit all payments due to the Institution within the prescribed dates (unless and otherwise special approvals are obtained by any student for extension of payment dates), failing which their names and roll numbers will be blocked in the institution’s registry/ERP till the dues are cleared. Students having arrears in fee (Tuition fee/Hostel fee or any other) payment to the institution will be prevented from appearing for the current semester ESE. However, they can appear for the examinations in their arrear courses.

11. Structure of the B.Sc. Nursing Degree Programme

B.Sc. (Nursing) degree programme will have the curriculum and syllabi (for 4 years) in line with INC, as approved by the respective Board of Studies and Academic Council/Board of Management of the Institution.

12. Credit Assignment

12.1 Theory and Laboratory courses

- Theory courses consist of lecture (L), Practical (P) courses hours spent in the laboratory/Nursing simulation lab/advanced clinical lab and (CL) Clinical training in multi-specialty/super specialty hospital.
- 1 credit in Theory course consists of 20 Hours per semester. **(TCH)**
- 1 credit in Clinical/Practical course (in Simulation Lab) consists of 40 Hours per semester. **(Practice in Nursing Lab)**
- 1 credit in a Clinical/Practical course in Hospital consists of 80 Hours per semester. **(Clinical Training)**
- 1 credit for internship (VIII Semester) consists of 80 hours in clinical practice.
- 1 credit for Value Added Courses consists of 15 hours per semester.

The following Table -1 describes the Credit Assignment:

Table 1: Credit Assignment

S.No	Course	Hours	Credits
1.	Theory	20	1
2.	Lab/Skill lab/Simulation Lab	40	1
3.	Clinical Training in Hospital	80	1
4.	Internship training in Hospital	80	1
5.	Value Added Courses	15	1

12.2 Minimum credit requirements

- As per the Indian Nursing Council, the minimum credit points required for the award of a B.Sc. Nursing Degree are **156 (Professional Nursing Core Courses)**. These credits are divided into Theory courses, Practical in Nursing Skill Lab/Simulation Lab and Clinical Training in Specialty and Project over the duration of eight semesters.
- 4 credits are allotted for the Value Added Courses (Mandatory courses but not included for SGPA/CGPA calculation).

12.3 Distribution of credits and hours by courses internship and electives

Table 2: Distribution of Credits

S. No	Credits	Theory (Credits/ Hrs)	Lab (Credits/Hrs)	Clinical (Credits/Hrs)	Total credits	Hours
1	Course credits	90/1800	15/600	36/2880	141	5280
2	Internship	-	-	-	12	1056
3	Electives	3 / 60	-	-	3	60
TOTAL					156	6396
4	Self-study Co-curricular	-	-	-	-	240 700
5.	Value Added Courses	4 / 60	-	-	4	60
TOTAL					160	7396

12.4 Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across eight semesters

Table 3: Credits, Hours and Percentage for Theory and Practicum

S.No.	Theory & Practicum (Skill Lab & Clinical)	Credits	Hours	Percentage % hours
1	Theory	90	1800	28%
2	Lab/Skill Lab	15	600	10%
3	Clinical Training (I-VII Sem)	36	2880	62%
	Internship (VIII Sem)	12	1056	
4.	Elective (INC)	3	60	
	INC – Total	156	6396 hours	100%
5.	Value Added Courses	4	60	

12.5 Practicum (7 Semester) Excluding Internship

S.No	Practicum	Hours	Percentage
1.	Lab/ Skill lab/ Simulation lab	600	17%
2.	Clinical	2880	83%
	Total	3480	100%

12.6 Eight Semester

TOTAL HOURS
1056 Hours 12 Credits = 1056 Hours (48 Hours per weeks*22 weeks)

12.7 Implementation of Curriculum - 8th semester

Internship

Total weeks in a semester – 26

- Clinical posting= 22 weeks X 48 hours / week = 1056 hours
- Vacation – 1 week
- Holidays – 1 week
- Exam & preparatory holidays – 2 weeks

12.8 Clinical Log Book

- A maximum of 30% of all skills/procedures can be performed by students in a skill lab/simulation lab.
- Responsibilities of preceptors/faculty with regard to clinical competencies.
- Level 3 competency denotes that the student is able to perform that competency without supervision.
- Level 2 competency denotes that the student is able to perform each competency with supervision.
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision.
- Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.
- No. of procedures for I semester: 46
- No. of procedures for II semester: 54
- Total – 100 (The maximum number of procedures that can be done in the skill or simulation lab is only 30.)

12.9. credit distribution across semester

Table 4: Credit Distribution Across Semester

SEMESTER	Professional Core Courses Domain - INC			Foundational Courses – Applied Basic & Behavioural Science Courses – INC		Mandatory Module – INC	Elective Courses – INC EC	NEP 2020 + HITS Humanity and Basic Science – Value Added Course VAC	Total
	CC	DSC	SEC						
	Theory	Simulation Practical Lab	Clinical Area in Specialty Hospital	EEC					
				Theory	Practical Lab				
I	5	2	2	14	-	1	-	-	24
II	5	3	4	7	1	1	-	-	21
III	6	1	6	4	1	1	1	1	21
IV	6	1	6	5	--	1	-	1	20
V	10	1	5	3	1	1	-	2	23
VI	6	1	6	3	1	1	1	-	19
VII	7	1	6	2	2	1	1	-	20
VIII	-	-	12					-	12
Sub-total	45	10	47	38	6	7	3	-	-
Total	102			44		7	3	4	-
	INC = 156							NEP = 4	-
GRAND TOTAL (INC + NEP 2020)									160

KEY : *The Professional Core Courses (CC) - INC, Discipline Specific Practical Courses (DSC) – INC, Skill Enhancement Course (SEC) - INC
Employment Enhancement Course (EEC) – INC, Elective Courses (EC) - INC, Value Added Course (VAC): NEP 2020 (HITS)*

13. Academic work

A regular record of attendance both in theory and practical shall be maintained by the teaching staff of respective courses.

14. Course Module Designed for B.Sc. Nursing Programme

14.1 Core Courses (CC): The Professional Core Courses of the B.Sc. Nursing Programme will provide knowledge and skills with clear critical thinking skills that are caring, motivated, assertive, and well-disciplined, responding to the changing needs of the profession, healthcare delivery system and society. Core courses offered in the 1st to 7th semesters during the B.Sc. Nursing Programme - **45 credits and the Mandatory course - 07 credits (There will be a total of 52 credits)**

14.2 Discipline Specific Practical Courses (DSPC):

Prepare the graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative healthcare services in hospital or public health settings. Practice should be completed in the nursing specialty simulation lab/advanced clinical nursing laboratories.

Discipline specific practical courses will make students independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups, conduct research in the areas of nursing practice and apply evidence-based practice. Finally, prepare the students to assume the roles of practitioner, teacher, supervisor and manager in clinical or public health settings. Courses offered in 1st to 7th Semester during the B.Sc. Nursing Programme. There will be a total of **10 credits**.

14.3 Skill Enhancement Course (SEC):

Skill Enhancement Courses are a major component of nursing education and have been acknowledged as central to nursing education. Clinical skill development in the specialty clinical hospital and the community health centers/primary health centers and in the maternal and child health services. It should aim at developing students' critical thinking and analysis skills, competence in psychomotor, communication, and time management skills, and increasing self-confidence in their ability to perform as nurses. Skill Enhancement Course to allow nursing students in all the areas of specialty health care settings, which helps the hands-on skills experience that is not possible to teach in a classroom setting. Skill Enhancement Course of a total of **35 credits**.

14.4 During Internship posting, each student will undergo 6 months of internship at the end of the programme. The credits earned will be included for the calculations of the CGPA. Award of the degree certificate will be provided after successful completion of the internship postings. (Total **12 credits**)

14.5 Employment Enhancement Course (EEC) : The Indian Nursing Council designed the Foundational **Courses** (Applied Basic & Behavioral Science Courses – FC ABBSC) to develop communication skills, computer science applications, Health Informatics, Health Economics, Forensic Nursing, Indian and International Laws, Code of Ethics, Nursing Education, Nursing Research, Nursing Management and Nursing Leadership skills, Nutrition & Dietetics, Microbiology, Bio Chemistry, Pathology, Applied Anatomy and Applied Physiology, Applied Psychology and Applied Sociology. There will be a total of **38 credits in theory** and a total **6 credits in practical lab (44 credits)**.

14.6 Elective Course (EC): An elective is an interdisciplinary additional subject that is compulsory in a program. The score of Elective is counted in your overall aggregate marks under the Choice Based Credit System (CBCS). Each elective paper will be of 1 credit and students will have the choice of taking 1 GOEC out of the list mentioned in the specific semester. There are a total of **3 electives** throughout the program.

Grand Total of INC Credits $45 + 7 + 10 + 35 + 12 + 44 + 3 = 156 \text{ Credits}$

14.7 Value Added Course (VAC): NEP 2020 Course, which is basically meant to enhance the general ability of students in areas like soft skills, quantitative aptitude and reasoning ability-required for the overall development of a student and at the same time crucial for industry/corporate demands and requirements. The student possessing these skills will definitely develop the acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in the day-to-day life of the corporate world. The aim is to nurture every student for making effective communication, developing aptitude and developing a general reasoning ability for a better performance, as desired in the corporate world. **Total credits is 04.**

14.8 Non Credit OET / IELTS Course optional

A student must earn **156 credits** compulsorily as shown in Table 1 for the award of B.Sc. (Nursing) degree. A separate grade sheet will be provided for the Value Added Courses.

Table 5: Distribution of Credits

No.	Category	Credits	Percentage (%)
1	Professional Core Courses	45	28.85
2	Discipline Specific Practical Courses (DSPC)	10	6.41
3	Skill Enhancement Course (SEC)	35	22.43
4	Employment Enhancement Course (EEC)	44	28.21
5	Mandatory Module / Compulsory Course	07	4.49
6	Elective Course (EC)	03	1.92
7	Internships	12	7.69
	Total Credits	156	100%
NON CGPA Credit Course			
8	Value Added Courses	4	---
	Total	160	--

15. Course of the Study

The course of study for B.Sc. Nursing shall include Semester-wise Theory & Practical as given in Table – I to VIII. The number of hours to be devoted to each Theory and Practical.

Table I: Course of study for semester I

S. No	Course Category	Course Type	Sem	Course Code	Name of the Course	L	P	CL	C	S	
1	FC- ABBS	TH	I	ENGL 101	Communicative English	2	0	0	2	0	2
2	FC- ABBS	TH	I	ANAT 105	Applied Anatomy	3	0	0	3	1	3
3	FC- ABBS	TH	I	PHYS 110	Applied Physiology	3	0	0	3	1	3
4	FC- ABBS	TH	I	SOCI 115	Applied Sociology	3	0	0	3	0	3
5	FC- ABBS	TH	I	PSYC 120	Applied Psychology	3	0	0	3	0	3
6	PC	TH+PR	I	N-NF (I) 125	Nursing Foundation - I Including First Aid Module	6	4	8	10	2	18
7			I	SSCC(I) 130	Self-study/Co-curricular					4	
TOTAL						20	4	8	24	04	32

KEY: PC – Professional Core Courses, FC-ABBS - Foundational Courses – Applied Basic & Behavioural Science Courses (INC), L – Lecture
P - Practical in skill Lab, C – Credit, S- Self Study, CL – Clinical Training in Specialty Hospital, TCH - Total Conduct Hours, HS - Humanity and Basic Science Course

Table II: Course of study for semester II

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	CL	C	S	
1	FC- ABBS	TH	II	BIOC 135	Applied Biochemistry	2	0	0	2	0	2
2	FC- ABBS	TH	II	NUTR 140	Applied Nutrition and Dietetics	3	0	0	3	1	3
3	PC	TH+PR	II	N-NF (II) 125	Nursing Foundation II Including Health Assessment Module	6	6	16	13	1	28
4	FC- ABBS	TH+PR	II	HNIT 145	Health Nursing Informatics & Technology	2	2	0	3	1	4
5			II	SSCC(II) 130	Self-study/Co-curricular					3	
TOTAL						13	08	16	21	03	37

KEY: **PC** – Professional Core Courses, **FC-ABBS**-Foundational Courses – Applied Basic & Behavioural Science Courses (INC), **L** – Lecture, **P** – Practical in skill Lab, **C** – Credit, **S**- Self Study, **CL** – Clinical Training in Specialty Hospital, **TCH** - Total Conduct Hours, **HS** - Humanity and Basic Science Course

Table III: Course of study for semester III

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	CL	C	S	
1	FC- ABBS	TH+PR	III	MICR 201	Applied Microbiology and Infection Control including Safety	2	2	0	3	0	4
2	FC- ABBS	TH	III	PHAR(I) 205	Pharmacology I	1	0	0	1	0	1
3	FC- ABBS	TH	III	PATH (I) 210	Pathology I	1	0	0	1	0	1
4	PC	TH+PR	III	N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS Module	7	2	24	14	1	33
5	EC	TH	III		Elective – 1	1	0	0	1	0	1
6			III	SSCC(I) 220	Self-study/Co-curricula					1	
7	HS	TH	III	Foreign Language Level - 1*		1	0	0	1	0	1
				GLS61011	French						
				GLS61012	German						
				GLS61013	Spanish						
				GLS61014	Korean						
				GLS61015	Mandarin						
				GLS61016	Japanese						
TOTAL						13	4	24	21	2	42

KEY: PC – Professional Core Courses, FC-ABBS-Foundational Courses – Applied Basic & Behavioural Science Courses (INC) L – Lecture, P – Practical in skill Lab, C – Credit, S - Self-Study, CL – Clinical Training in Specialty Hospital, TCH - Total Conduct Hours, HS - Humanity and Basic Science Course **NEP 2020

Table IV: Course of study for semester IV

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	CL	C	S	
1	FC- ABBS	TH	IV	PHAR(II) 205	Pharmacology II Including Fundamentals of prescribing module	3	0	0	3	0	3
2	FC- ABBS	TH	IV	PATH (I) 210	Pathology II and Genetics	1	0	0	1	0	1
3	PC	TH + PR	IV	N-AHN (II) 225	Adult Health Nursing I with integrated pathophysiology including Geriatric Nursing + Palliative Care Module	7	2	24	14	2	33
4	FC- ABBS	TH	IV	PROF 230	Professionalism, Professional Values and Ethics including Bioethics	1	0	0	1	0	1
5	HS	TH	IV	Foreign Language Level II **		2	0	0	1	2	2
				GLS61017	French Intermediate						
				GLS61018	German Intermediate						
				GLS61019	Spanish Intermediate						
				GLS61020	Korean Intermediate						
				GLS61021	Mandarin Intermediate						
				GLS61022	Japanese Intermediate						
6			IV	SSCC(II) 220	Self-study/Co-curricular					2	
TOTAL						14	02	24	20	04	40

KEY: PC – Professional Core Courses FC-ABBS-Foundational Courses – Applied Basic & Behavioural Science Courses (INC)

L – Lecture **P** – Practical in skill Lab **C** – Credit **S** – Self-Study **CL** – Clinical Training in Specialty Hospital **TCH** - Total Conduct

Hours **HS** - Humanity and Basic Science Course ****NEP 2020**

Table V: Course of study for semester V

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	CL	C	S	
1	PC	TH+PR	V	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC),	3	2	8	6	1	13
2	PC	TH+PR	V	N-MHN(I) 305	Mental Health Nursing – I	3	0	4	4	0	7
3	PC	TH+PR	V	N-COMH(I) 310	Community Health Nursing – I including environmental Science & epidemiology	5	0	8	7	1	13
4	PC	TH+PR	V	EDUC 315	Educational Technology / Nursing Education	2	2	0	3	0	4
5	PC	TH	V	N-FORN 320	Introduction to Forensic Nursing and Indian Laws	1	0	0	1	0	1
6	HS	TH	VI	GGE61001	Universal Human Values**	2	0	0	2	2	2
7			V	SSCC (1) 325	Self-study/Co-curricular	0	0	0	0	2	0
TOTAL						16	04	20	23	04	40

KEY: **PC** – Professional Core Courses, **FC-ABBS**-Foundational Courses – Applied Basic & Behavioural Science Courses (INC), **L** – Lecture **P** – Practical in skill Lab, **C** – Credit, **S- Self** Study, **CL** – Clinical Training in Specialty Hospital, **TCH** - Total Conduct Hours **HS** - Humanity and Basic Science Course

Table VI: Course of study for semester VI

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	CL	C	S	TCH
1	PC	TH+PR	VI	N-CHN(II) 301	Child Health Nursing II	2	0	4	3	0	6
2	PC	TH+PR	VI	N-HN(II) 305	Mental Health Nursing – II	2	0	8	4	0	10
3	PC	TH	VI	NMLE 330	Nursing Management & Leadership	3	0	4	4	0	7
4	PC	TH+PR	VI	N- MIDW(I) / OBGN 335	Midwifery / Obstetrics and Gynaecology (OBG) Nursing I including SBA Skilled Birth Attendant Module	3	2	12	7	0	17
5	EC	TH	VI		Elective II	1	0	0	1	0	1
TOTAL						11	02	28	19	0	41

KEY: PC – Professional Core Courses, L – Lecture, P – Practical in skill Lab, C – Credit, S - Self-Study, CL – Clinical Training in Specialty Hospital, TCH - Total Conduct Hours, HS - Humanity and Basic Science Course ****NEP 2020**

Table VII: Course of study for semester VII

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	CL	C	S	TCH
1	PC	TH+PR	VII	N-COMH(II) 401	Community Health Nursing – II	5	0	8	7	0	13
2	PC	TH+PR	VII	NRST 405	Nursing Research & Statistics	2	4	0	4	0	6
3	PC	TH+PR	VII	N-MIDW(II) / OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe Delivery App Module	3	2	16	8	0	21
4	EC	TH	VII	AE	Elective III	1	0	0	1	0	1
TOTAL						11	6	24	20	0	41

KEY: PC – Professional Core Courses, L – Lecture, P – Practical in skill Lab, C – Credit, S- Self Study, CL – Clinical Training in Specialty Hospital, TCH - Total Conduct Hours, HS - Humanity and Basic Science Course, EEC - Employment Enhancement Course, BS – Basic Behavioural Science Course

Table VIII: Course of study for semester VIII Internship

S. No	Course Category	Course Type	Semester	Course Code	Name of the Course	L	P	C	S	Clinical Areas in Hours/ Weeks
1	PC	IN	VIII	INTE 415	Community Health Nursing	0	0	2	0	192 HRS / 4 weeks
2	PC	IN	VIII	INTE 420	Adult Health Nursing	0	0	4	0	288 HRS / 6 weeks
3	PC	IN	VIII	INTE 425	Child Health Nursing	0	0	2	0	192 HRS / 4 weeks
4	PC	IN	VIII	INTE 430	Mental Health Nursing	0	0	2	0	192 HRS / 4 weeks
5	PC	IN	VIII	INTE 435	Midwifery	0	0	2	0	192 HRS / 4 weeks
	TOTAL					0	0	12	0	1056 HRS /22 weeks

KEY: **PC** – Professional Core Courses, **L** – Lecture, **P** – Practical, **C** – Credit, **S** -Self-Study, **CL** – Clinical Training in Specialty Hospital, **TCH** - Total Conduct Hours, **HS** - Humanity and Basic Science Course, **BS** – Basic Behavioural Science Course

16. B.Sc. Nursing Mandatory Courses – INC

Table 6: List of Mandatory Modules as per INC

LIST OF MANDATORY MODULES AS PER INC											
S. NO.	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	P	CL	C	S	TCH
1	PC	TH + PR	I	N-NF (I)	First Aid Module	1	0	0	1	0	1
2	PC	TH + PR	II	N-NF (II) 125	Health Assessment Module	1	1	0	1	0	2
3	PC	TH + PR	III	N-AHN (I) 215	BCLS Module	1	0	0	1	0	1
4	PC	TH + PR	IV	N-AHN (II) 225	Palliative Care Module	1	0	0	1	0	1
5	PC	TH + PR	V	N-CHN(I) 301	Essential New Born Care (ENBC), FBNC, IMNCI and PLS Module. FBNC - Facility-Based Newborn care. PLS - Paediatric Life Support Modules IMNCI - Integrated Management of Neonatal and Childhood Illness	1	0	0	1	0	1
6	PC	TH + PR	VI	N-MIDW(I)/ OBGN 335	SBA Skilled Birth Attendant Module	1	0	0	1	0	1
7	PC	TH + PR	VII	N-MIDW(II)/ OBGN 410	Safe Delivery Module SAFE Delivery APP	1	0	0	1	0	1
	Total					7	1	0	7	0	8

17. B.Sc. Nursing Elective Courses – INC

Table 7: List of Elective Courses as per INC

S. NO.	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE		L	P	CL	C	S	TCH
1	EL	TH	III	BSNE01	Human Values	E1 Anyone	1	0	0	1	0	1
2	EL	TH	III	BSNE02	Diabetes Care		1	0	0	1	0	1
3	EL	TH	III	BSNE03	Soft Skills		1	0	0	1	0	1
4	EL	TH	VI	BSNE04	CBT	E2 Anyone	1	0	0	1	0	1
5	EL	TH	VI	BSNE05	Personality Development		1	0	0	1	0	1
6	EL	TH	VI	BSNE06	Addiction Psychiatry		1	0	0	1	0	1
7	EL	TH	VI	BSNE07	Adolescent Health		1	0	0	1	0	1
8	EL	TH	VI	BSNE08	Sports Health		1	0	0	1	0	1
9	EL	TH	VI	BSNE09	Accreditation and Practice Standards		1	0	0	1	0	1
10	EL	TH	VI	BSNE10	Developmental Psychology		1	0	0	1	0	1
11	EL	TH	VI	BSNE11	Menopausal Health		1	0	0	1	0	1
12	EL	TH	VI	BSNE12	Health Economics		1	0	0	1	0	1
13	EL	TH	VII	BSNE13	Scientific Writing Skills	E3 Anyone	1	0	0	1	0	1
14	EL	TH	VII	BSNE14	Lactation Management		1	0	0	1	0	1
15	EL	TH	VII	BSNE15	Sexuality & Health		1	0	0	1	0	1
16	EL	TH	VII	BSNE16	Stress Management		1	0	0	1	0	1
17	EL	TH	VII	BSNE17	Job Readiness and employability in health care setting		1	0	0	1	0	1
TOTAL							3	0	0	3	0	3

18. Program Committee

18.1 Faculty Advisor

Faculty advisors are assigned by the respective department to a certain number of students to help the students in planning their selection of courses and programme of study and for getting general advice on the academic programme, such faculty advisor will continue to mentor the students assigned to them for the entire duration of the programme.

18.2. Class Committee

Every section/batch of the B.Sc. (Nursing) Degree programme will have a class committee consisting of faculty and students.

The constitution of the Class Committee will be as follows:

- a. Senior faculty not associated with teaching a course for the particular class shall be nominated by the Head of the Department to act as the Chairman of the Class Committee as approved by the Dean.
- b. Course coordinator of each of the lecture-based courses (for common courses).
- c. Class teacher of the class.
- d. All faculty handling the courses for that class in the semester.
- e. Workshop Superintendent (for first two semesters); as applicable.
- f. Four students from the respective class nominated by the Head of the Department
- g. Faculty advisors of the respective class.

18.3 Course committee

A course committee shall be constituted by the HOD for all the common courses, with the faculty who are teaching the courses and with a Professor of the core department as the Chairman. The Course committee shall meet periodically to ensure the quality of progression of the course in the semester.

18.4 HoDs meeting with the students

- a. The HoD shall convene a closed meeting prior to each class committee and course committee meeting with the following members.
 - i. HoD
 - ii. Senior faculty not associated with teaching a course for the class
 - iii. Class Teacher
 - iv. Five student representatives nominated by the class teacher/HoD.
- a. The above committee shall discuss the academic and other issue, if any, and obtain independent feedback on all faculty on the teaching-learning Processes, in order to take necessary action. The minutes of the meeting, along with student representation and the corrective actions, shall be forwarded to the Dean by the HoD.

18.5 Basic Responsibilities of Class Committee and Course committee

- a. The points of discussion during the above HoD's meeting shall be discussed in the Class Committee and Course Committee meetings.
- b. To review periodically the progress of the students.
- c. To discuss issues concerning curriculum and syllabi and the conduct of the classes.
- d. To inform the students about the method of assessment as recommended by the Department Examination Committee ("DEC") at the beginning of the semester. Each class committee / course committee will communicate its recommendations and the minutes of the meetings to the Head of the Department, Dean and the Head (Student Affairs).
- e. To conduct meetings at least thrice in a semester as per the Academic Plan issued by the Dean.
- f. To review the academic performance of the students including attendance, internal assessment and other issues like discipline, maintenance etc.

19. Registration for courses in a Semester

A student will be eligible for registration of courses only if the student satisfies the regulation and has cleared all dues to the Institution including Hostel, Library and other applicable fees, up to the end of the previous semester provided that the student is not debarred from enrolment on disciplinary grounds or for other reasons.

- 19.1 The institution follows a Choice-Based Credit System. Accordingly, the students shall be given the option of selecting their elective courses.
- 19.2 Except for the first year, registration for a semester shall be done during a specified week before the start of the semester as per the Academic Schedule.
- 19.3 Late registration/enrolment will be permitted by the respective Dean for genuine cases, on recommendation by the Head of the respective department, with a late fee as decided from time to time.
- 19.4 The student shall make the choice of course in consultation with the faculty advisor.

20. Examination regulation (INC)

- 1. A candidate must have a minimum of 80% attendance (irrespective of the kind of absence) in **theory and practical** in each course/subject to appear for examination. 10% on exceptional cases to be decided case by case.
- 2. A candidate must have 100% attendance in clinical experience before the award of a degree.
- 3. Following exams shall be conducted as college exams and the 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 the aggregate.
 - a. Communicative English (**40% pass mark**)
 - b. Health/Nursing Informatics and Technology
 - c. Professionalism, Professional values and ethics including Bioethics
 - d. Introduction to Forensic Nursing & Indian Laws
- 4. Communicative and elective modules are not included for calculating Semester Grade Point Average (SGPA).

5. Minimum pass marks shall be 40% for Communicative English and in each of the elective modules. All elective modules are not included for calculating Semester Grade Point Average (SGPA).
6. Minimum pass marks shall be 50% in each of the theory and practical papers separately, except in English.
7. 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 the College/University Examination.
8. A candidate has to pass the theory and practical exams separately in each of the papers.
9. If a candidate fails in either theory or practical, he/she has to reappear for both the papers (Theory and Practical).
10. If the student has failed in only one subject and has passed in all the other subjects of a particular semester, grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
11. The candidate shall appear for exams in each semester:
 - I. The candidate shall have cleared all the previous examinations before appearing for the final semester examination (8th Semester).
 - II. The maximum period to complete the course successfully should not exceed 8 years.
12. The candidate has to pass separately in internal and external examinations (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students that are not more than 75% (i.e., if 40 students are admitted in a course, the average score of the 40 students shall not exceed 75% of total internal marks).
13. At least 50% of the non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.

14. Maximum number of candidates for practical examination should not exceed 20 per day. A Particular year of the same institution batch shall be examined by the same set of examiners.
15. All practical examinations must be held in the respective clinical areas.
16. One internal and one external examiner should jointly conduct a practical examination for each student.
17. 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 the concerned subject and minimum a 3 years of teaching experience. To be an examiner for the nursing foundation course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.
18. Examiner for competency assessment – VIII Semester. There must be a total of five examiners, one from each speciality i.e. External Examiners – 2 and Internal Examiners – 3. The Internal examiners may be from the college faculty or from the hospital with the required qualification and experience i.e. M.Sc. (Nursing) in respective specialty with minimum three years of teaching experience.
19. Applied Anatomy and Applied Physiology: The question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
20. Applied Sociology and Applied Psychology: The question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
21. Applied Microbiology and Infection Control including Safety: The question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
22. Applied Nutrition and Dietetics and Applied Biochemistry: The question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
23. Pharmacology, Genetics and Pathology: The question paper will consist of Section- 'A' of Pharmacology with 38 marks, Section- 'B' of Pathology with 25 marks and Section 'C' of Genetics with 12 marks.

24. Nursing Research and Statistics: Nursing Research should be 55 marks and Statistics 20 marks.

25. Examination criteria:

25.1 For all University Examination theory courses, question papers will be set and valued by an external examiner.

25.2 Practical examinations, including project work and viva voce will be conducted by internal and external examiners appointed by the University. Each examination will be evaluated by both internal and external examiners with equal weightage.

25.3 The evaluation of all Theory and Practical examination(s) will be a single valuation.

25.4 Students can apply for re-evaluation within the approved time to the Controller of Examinations after the declaration of the results and to be valued by the internal examiner.

21.Theory Assessment

Every course shall have two components for assessment namely,

- a. Continuous Internal Assessment “CIA”: This assessment will be carried out throughout the semester as per the Academic Schedule. **The student should secure the minimum prescribed mark in each course in the CIA as given in Table 8 for passing.**
- b. End Semester Examination “ESE”: This assessment will be carried out at the end of the semester as per the academic schedule. In the End Semester Examination (“ESE”) **the student should secure the prescribed minimum mark in each course in the ESE as given in Table 8 for passing.**
- c. The weightages for the various categories of the courses for CIA and ESE are given in Table 8.

Table 8: Weightage of the CIA and ESE for various categories of the courses

S.No	Category of Courses		CIA weightage	ESE Weightage	Minimum CIA marks to be obtained (50% of CIA)	Minimum ESE marks to be obtained (50% of ESE)	Passing minimum (CIA + ESE) (out of 100)
1.	Theory Course		25 %	75 %	12.5	37.5	50 %
2.	Practical Course		50 %	50 %	25	25	50 %
3.	Theory Course with Practical	Theory	25 %	75 %	12.5	37.5	50 %
		Practical	50 %	50 %	25	25	50 %
4.	Internship		50%	50%	25	25	50 %
5.	Project and Viva Voce		50%	50%	25	25	

Table 9: Theory Assessment

Continuous assessment	Sessional exam	Total marks in professional core course I	Total marks in professional core course II	Total marks
10	15	25 • Adult Health Nursing I (Medical Surgical Nursing I) • Community Health Nursing I • Mental Health Nursing – I • Child Health Nursing – I • OBG Nursing – I	25 • Adult Health Nursing II (Medical Surgical Nursing II) • Community Health Nursing II • Mental Health Nursing – II • Child Health Nursing – II • OBG Nursing - II	50/2=25

21.1. Internal Assessment Guidelines for Theory

21.1.1 Continuous Assessment: 10 marks

Table 10: Internal Assessment Guidelines for Theory

S.No.	Continuous Assessment Methods	Marks
1	Attendance (2 Marks)	
	95 to 100 %	2
	90 to 94 %	1.5
	85 to 89 %	1
	80 to 84 %	0.5
	Less than 80%	0
2	Written Assignments	
	Assignment - I	5
	Assignment – II	5
3	Seminar	4
4	Micro Teaching	4
5	Individual Presentation	4
6	Group Project Work	4
7	Educational Visit / Observation Visit Report	2
	Total	30 /3 =10

- If Note: If there is **mandatory module** in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks (Total = 40/4 = 10 Marks)

21.1.2 Sessional Exams :15 marks

- Two Sessional exams shall be conducted for each theory/practical course as per the schedule fixed by the college(s). The scheme of question paper for theory and practical sessional examinations is given below. The average marks of two sessional exams shall be computed for internal assessment.
- Sessional exam shall be conducted for 30 marks for theory and shall be computed for 15 marks. Similarly, the sessional exam for practical shall be conducted for 40 marks and shall be computed for 10 marks.

21.1.3 Sessional examinations: 15 marks

Two sessional exams per course

Exam pattern:

- MCQ – $4 \times 1 = 4$
- Essay – $1 \times 10 = 10$
- Short – $2 \times 5 = 10$
- Very Short – $3 \times 2 = 6$
- $30 \text{ marks} \times 2 = 60/4 = 15$

21.2. Internal Assessment Guidelines for Practical

21.2.1 Continuous Assessment: 10 marks

Table 11: Internal Assessment Guidelines for Practical

S.No.	Continuous Assessment Methods	Marks
1	Attendance (2 Marks) 95 to 100 % 90 to 94 % 85 to 89 % 80 to 84 % Less than 80%	2 1.5 1 0.5 0
2	Clinical Assignments (10 Marks) Clinical Presentation Drug Presentation / Patient medication report Case Study Report / Nursing Care Plan	3 2 5
3	Continuous Assessment of Clinical performance	10
4	End of Clinical posting in Hospital – OSCE (Objective Structured Clinical Examination)	5
5	Completion of Clinical procedures and Clinical requirements	3
	Total	=30/3=10

21.2.2 Sessional Examinations: 15 marks

Exam pattern:

- OSCE – 10 marks (2-3 hours)
- DOP – 20 marks (4-5 hours)
- {DOP – Directly observed practical in the clinical setting}

Total = $30/2 = 15$

Note: For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

21.2.3 Improvement of CIA Marks

The student who fails in a course ("F" Grade) due to less CIA marks but has required attendance and other eligibility to appear for ESE is allowed to improve his/her CIA marks by undergoing the fresh internal evaluation procedure and appear for ESE whenever it is offered in the subsequent semester(s).

21.2.4 Procedure for improvement in CIA Marks

Students who wish to improve their CIA marks in a particular course shall register for the same with the respective HoD/Course faculty whenever the course is offered in the subsequent semester(s). The student has to remit the prescribed fee at the time of registration and undergo the internal assessment improvement procedure as prescribed by the course faculty with the approval of the HoD. Students can write the ESE in the subsequent semester(s) and the revised internal assessment mark (CIA) will be considered for processing the results. **This will be considered as arrear (supplementary) examinations.**

21.2.5 The improved CIA mark in the subsequent attempt(s) is limited to a maximum of 30 marks out of 50 (60%) only. The number of courses for which a student can register for the internal improvement scheme at a time is restricted to a maximum of 5. The student, if so desired, will be allowed to attend repeat classes for RA as mentioned in clause 9.3 with the approval of course faculty.

21.2.6 Each faculty member shall maintain a separate academic assessment record for all courses handled by him/her and the same shall be submitted to the HoD for periodical verification. The faculty shall deposit the assessment records with the HoD at the end of each semester for safe custody.

22. Internship

These courses facilitate the students undergoing training in the hospital environment to acquire the practical expertise in the field. During **Internship** posting, each student will undergo 6 months of internship at VIII Semester. The credits earned will be included for the calculations of the CGPA. Award of the degree certificate will be provided after successful completion of the internship. Internship posting will be a total **12 credits**.

23. Individual or Group Research Project:

The course is designed to enable the students to develop an understanding of basic concepts of research, research process and statistics. It is further structured to conduct/participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project. A total of 40 hours is allotted for the clinical project in the VII Semester. A total of two to five students can be formed as a team to do the nursing research/project. The individual and group performance of the team should be assessed through appropriate rubrics as prescribed by the DEC with the approval of the HoD. The general guidelines for assessment of final year Project/Dissertation/comprehension /Internship, the assessment will be done on a continuous basis as given in Table 8.

Table 12: Assessment of Project work

No.	Review / Examination scheme	Weightage
1.	First Review	10%
2.	Second Review	20%
3.	Third Review	20%
4.	Project report and Viva – Voce (ESE)	50%

Note: Rubrics shall be prescribed by the DEC with the approval of the HoD.

For the final year project and viva voce end-semester examination, the student shall submit a Project Report in the prescribed format issued by the Institution. The first three reviews will be conducted by a committee constituted by the Head of the Department. The end-semester assessment will be based on the project report and a viva on the project conducted by a committee constituted by the Registrar/Controller of Examination. This may include an external expert.

24. Supplementary Examinations

- Students who **fail to secure a pass of 50 %** (“F” grade) in their regular end-semester examination in any course(s) may be provided with an opportunity to register and reappear for the **arrear (supplementary) examination** along with the subsequent semester examination.
- If a candidate secures “F” / “AB” in any course as applicable, due to not satisfying the minimum passing requirement, they shall register for arrear (supplementary) examinations by paying the prescribed examinations fee in the subsequent semesters whenever it is offered. Students need not attend the contact classes again. The internal

assessment marks secured by the candidate will be retained for all such attempts. However, student under RA category must attend the contact classes and earn the required CIA and attendance.

- c. However, it is the sole discretion of the Vice Chancellor to permit such arrear examinations.

25. Maximum Duration of the Programme

- The course of study for B.Sc. Nursing shall extend over a period of eight semesters (four academic years). The curricula and syllabi for the program shall be prescribed from time to time by Indian Nursing Council, New Delhi.
- A student may complete the programme at a slower pace than the regular pace, but in any case, in not more than an additional eight semesters from the minimum duration of the programme excluding the semesters withdrawn.
- A student completing the B.Sc.(N) programme during the extended period than the stipulated duration will not be eligible for any Institution Ranking.
- The maximum period to complete B.Sc.(N) programme successfully should not exceed 8 years.

26. Temporary Withdrawal from the Programme

- a. A student is permitted to take a break, up to a maximum of 2 semesters, during the entire programme to clear the backlog of arrears (supplementary).
- b. A student may be permitted by the Vice Chancellor to temporary break from the entire programme for a maximum of two semesters for reasons of ill health, Start-up venture or other valid reasons as recommended by a committee consisting of Head of Department, Dean and Head (Student Affairs).

27. Revaluation of Answer Scripts

A student can apply for the revaluation of his or her end-semester examination answer script (Regular/Supplementary) in a theory / theory with practical course, after the declaration of the results on payment of a prescribed fee.

27.1 Revaluation is not permitted for Practical, Clinical training Project/Internship/Comprehension courses. However, based on genuine grievances as approved by the Examination Grievance Committee, a student may be permitted to apply for revaluation in the above courses. **Revaluation is not permitted for repeat examinations and online examinations.**

28.Internal Assessment: Distribution of marks

I SEMESTER

Table 13: Internal Assessment: Distribution of Marks I - Semester

S. No.	Name of the Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Internal Marks
	Theory			
1	Communicative English	10	15	25
2	Applied Anatomy & Applied Physiology	10	15	25
3	Applied Sociology & Applied Psychology	10	15	25
4	Nursing Foundations I	10	15	25
	Practical			
5	Nursing Foundations I	10	15	25

II SEMESTER

Table 14: Internal Assessment: Distribution of Marks II - Semester

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory			
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25
2	Nursing Foundations II including First Aid I & II	10	15	25 I & II = 25+25 = 50/2
3	Health/Nursing Informatics & Technology	10	15	25
	Practical			
4	Nursing Foundations II I & II	10	15	25 I & II = 25+25 = 50

III SEMESTER

Table 15: Internal Assessment: Distribution of Marks III - Semester

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory			
1	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
	Practical			
4	Adult Health Nursing I	20	30	50

IV SEMESTER

Table 16: Internal Assessment: Distribution of Marks IV - Semester

S.No.	Course	Continuous Assessment	Sessional Exams/Practical	Total Marks
	Theory			
1	Pharmacology II & Pathology II I & II	10	15	25 I & II = 25+25 = 50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professionalism, Professional values & Ethics including bioethics	10	15	25
	Practical			
4	Adult Health Nursing II	20	30	50

V SEMESTER

Table 17: Internal Assessment: Distribution of Marks V - Semester

S.No.	Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
	Theory			
1	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational Technology/ Nursing education	10	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
	Practical			
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

VI SEMESTER

Table 18: Internal Assessment: Distribution of Marks VI - Semester

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	Practical			
5	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
6	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
7	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25

VII SEMESTER

Table 19: Internal Assessment: Distribution of Marks VII - Semester

S.No.	Course	Continuous assessment	Sessional Exams/Practical	Total Marks
	Theory			
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
	Practical			
4	Community Health Nursing II	20	30	50
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II = 25+25 = 50

VIII SEMESTER (Internship)

Table 20: Internal Assessment: Distribution of Marks VIII - Semester

S.No.	Course	Continuous performance evaluation	OSCE	Total Marks
1	Competency assessment – 5 specialties × 20 marks	Each specialty – 10 $5 \times 10 = 50$ marks	Each specialty – $10 \times 10 = 50$ marks	100

28. Scheme of Examination

The distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each course is shown below.

Table 21: Scheme of Examination - I Semester

S. No.	Course	Assessment (Marks)				
		Internal	End Sem College Exam	End Sem University Exam	Hours	Total Marks
	Theory					
1	Communicative English	25	25		2	50
2	Applied Anatomy & Applied Physiology	25		75	3	100
3	Applied Sociology & Applied Psychology	25		75	3	100
4	Nursing Foundations I	*25				
	Practical					
5	Nursing Foundations I	*25				

Note: 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 1st semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.

Table 22: Scheme of Examination - II Semester

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1	Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Health/Nursing Informatics & Technology	25	25		2	50
	Practical					
4	Nursing Foundations (I & II)	50 I Sem-25 & II Sem-25		50		100

Table 23: Scheme of Examination - III Semester

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hrs	Total marks
	Theory					
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
3	Adult Health Nursing I	25		75	3	100
	Practical					
4	Adult Health Nursing I	50		50		100

***Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weightage remains the same).**

Table 24: Scheme of Examination - IV Semester

S. No.	Course	Assessment (Marks)				
		Internal	End Sem College exam	End Sem University Exam	Hrs	Total marks
	Theory					
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of both)		75	3	100
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	Practical					
4	Adult Health Nursing II	50		50		100

Table 25: Scheme of Examination - V Semester

S.No	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	2 5		2	50
	Practical					
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

***Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).**

Table 26: Scheme of Examination - VI Semester

S. No.	Course	Assessment (Marks)				
		Internal	End Sem College exam	End Sem University Exam	Hrs	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
Practical						
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology (OBG) Nursing I	*25				

***Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Totalweightage remains the same)**

Table 27: Scheme of Examination - VII Semester

S. No.	Course	Assessment (Marks)			
		Internal	End Sem University Exam	Hrs	Total marks
	Theory				
1	Community Health Nursing II	25	75	3	100
2	Nursing Research & Statistics	25	75	3	100
2	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II) (with average of both)	25 Sem VI-25 & Sem VII-25	75	3	100
	Practical				
3	Community Health Nursing II	50	50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)	50		100

Table 28: Scheme of Examination - VIII Semester

S.No .	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Practical					
1	Competency Assessment	100		100		200

Table 29: End Semester Examination

S. No	Name of the subject	Theory		End semester – University Theory/ Practical Examination					
		End semester	University Examination	Theory		Total	Practical		Total
				Internal	External		Internal	External	
1.	Nursing Foundation – I	I	II semester	25	-	100	25	-	100
2.	Nursing Foundation – II	II		25 (average of both sem)	75		25 50 (I sem 25 & II sem 25)	50	
3.	Adult Health Nursing – I	III	IV Semester	25	-	100	25	-	100
4.	Adult Health Nursing – II	IV		25 (average of both sem)	75		25 50 (III sem 25 & IV sem 25)	50	
5.	Pharmacology - I	III	(Pharmacology & Pathology I & II and Genetics) IV Semester	25	Paper – I Pharmacology & Pathology I & II and Genetics	100	-	-	-
6.	Pharmacology - II	IV		25 (average of both sem)			-	-	--
7.	Pathology – I	III		25			-	-	-
8.	Pathology – II & Genetics	IV		25 (average of both sem)			75	-	-
9.	Child Health Nursing – I	V	VI semester	25	-	100	25	-	100
10.	Child Health Nursing – II	VI		25 (average of both sem)	75		25 50 (V sem 25 & VI sem 25)	50	

S. No	Name of the subject	Theory		End semester – University Theory/ Practical Examination					
		End semester	University Examination	Theory		Total	Practical		Total
				Internal	External		Internal	External	
11.	Mental Health Nursing - I	V	VI semester	25	-	100	25	-	100
12.	Mental Health Nursing - II	VI		25 (average of both sem)	75		25 50 (V sem 25 & VI sem 25)	50	
13.	Community Health Nursing - I including Environmental science & Epidemiology	V	V semester	25	75	100	50	50	100
14.	Community Health Nursing – II	VII	VII semester	25	75	100	50	50	100
15.	Midwifery / Obstetrics and Gynaecology (OBG) Nursing- I	VI		25	-	100	25	-	100
16.	Midwifery / Obstetrics and Gynaecology (OBG) Nursing- II	VII		25 (average of both sem)	75		25 50 (VI sem 25 & VII sem 25)	50	

Table 30: Tentative Schedule of End Semester Examinations

Semester	For Regular Candidates	For Failed Candidates
I Semester	January	May/June
III, V and VII	November / December	May / June
II, IV, VI and VIII	May / June	November / December

31.Academic Progression

No student shall be admitted to any examination unless he/she fulfills the norms. Academic progression rules are applicable as follows:

31.1 For the subjects Communicative English (I Sem), Nursing Informatics (II Sem), Professional Values and Ethics (IV Sem) and Forensic Nursing and Indian Laws (V Sem) examinations will be conducted by the College of Nursing, HITS and sent to the University COE for inclusion in the marksheet. (Minimum pass is 50%)

31.2 The student has to pass the theory and practical exams separately.

31.3 If the student has failed in only one subject and passed in all other subjects of a particular semester, grace mark of up to 5 can be added for one subject, so as to pass the semester examinations.

31.4 The student shall have cleared all the previous examinations before appearing in the V Semester and shall have to clear all the previous papers before appearing in the VII Semester.

31.5 The candidate shall appear for exams in each semester:

- i. The candidate shall have cleared all the previous examinations before appearing for the fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
- ii. The candidate shall have cleared all the previous examinations before appearing for the seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
- iii. The candidate shall have cleared all the previous examinations before appearing for the final year examination.
- iv. The maximum period to complete the course successfully should not exceed 8 years.

32.Grading

Based on the performance, each student is awarded a final letter grade at the end of the semester in each course. The letter grades and corresponding grade points are given in Table 31.

Table 31: Grading system

Range of Marks	Letter Grade	Grade Points	Remarks
85% & Above	O	10	Outstanding
80-84.99%	A+	09	Excellent
75-79.99%	A	08	Very Good
65-74.99%	B+	07	Good
60-64.99%	B	06	Above Average
50-59.99%	C	05	Average
50%	P	---	Pass
<50%	F	0	Fail
0	Ab	0	Absent

**** Pass for Communicative English and Electives 40% and above. Grade point 4 (40 to 49.99%)**

33. Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

Table 32: Computation of Semester Grade Point Average (SGPA) and Cumulative Grade

Ex. SGPA Computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit × grade)
1	3 (C1)	A	8 (G1)	$3 \times 8 = 24$
2	4 (C2)	B+	7 (G2)	$4 \times 7 = 28$
3	3 (C3)	B	6 (G3)	$3 \times 6 = 18$

34. Computation of CGPA

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3} = \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

- 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.**

Table 33

Semester I	Semester 2	Semester 3	Semester 4
Credit – Cr : 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5 $Cr \times SGPA = 20 \times 6.5$	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0

$$\text{CGPA} = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93} = \frac{577.5}{93} = 6.2$$

35. Declaration of class

The class shall be awarded on the basis of CGPA as follows:

First Class with Distinction = CGPA of. 7.50 and above

First Class = CGPA of 6.00 to 7.49

Second Class = CGPA of 5.00 to 5.99

36. Award of Ranks

Ranks and medals shall be awarded on the basis of final CGPA. However, candidates who fail in one or more courses during the B.Sc. Nursing program shall not be eligible for award of ranks. Moreover, the candidates should have completed the B.Sc. Nursing program in the minimum prescribed number of years (four years) and the maximum duration to complete the course is 8 years for the award of ranks.

37. Award of degree

Candidates who fulfill the requirements mentioned above shall be eligible for award of degree during the ensuing convocation.

38. Re-admission after break of study

A candidate who seeks re-admission to the program after a break of study has to get the approval from the university by paying a condonation fee. No condonation is allowed for the candidate who has more than 2 years of break up period, and he/she has to re-join the program by paying the required fees.

I. UNIVERSITY THEORY QUESTION PAPER PATTERN FOR 75 MARKS

B.Sc NURSING I TO IV YEAR

For the candidates admitted from 2026-2027 as per INC regulations

Time : 3hrs

Marks: 75

1. SECTION A - 37 MARKS /SECTION B - 38 MARKS

A. Applied Anatomy & Applied Physiology: Applied Anatomy – Section A and Applied Physiology – Section B,

b. Applied Sociology & Applied Psychology: Applied Sociology – Section A and Applied Psychology – Section B

c. Applied Microbiology & Infection Control including Safety: Applied Microbiology – Section A and Infection Control including Safety – Section B

1. APPLIED ANATOMY & APPLIED PHYSIOLOGY

(SECTION A-37 MARKS & SECTION B-38 MARKS)

APPLIED ANATOMY SECTION A (37 MARKS)

I. MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (6 X 1= 6)

1.

2.

3.

4.

5.

6.

II. ESSAY

(1X10 =10)

7.

III. SHORT ANSWER

(3X5 =15)

8.

9.

10.

IV. VERY SHORT ANSWER

(3 X 2 = 6)

11.

12.

1.APPLIED PHYSIOLOGY SECTION B (38 MARKS)

I.MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (7 X 1= 7)

1.

2.

3.

4.

5.

6.

7.

II.ESSAY (1X10=10)

8.

III.SHORT ANSWER (3X5=15)

9.

10.

11 .

IV.VERY SHORT ANSWER (3X2=6)

12.

13.

14.

2. APPLIED BIOCHEMISTRY AND APPLIED NUTRITION & DIETETICS

(SECTION A-25 MARKS & SECTION B-50 MARKS)

APPLIED NUTRITION & DIETETICS SECTION -A (25 MARKS)

I. MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (4x1=4)

1.

2.

3.

4.

II.SHORT ANSWER

(3X5=15)

5.

6.

7.

III.VERY SHORT ANSWER

(3X2=6)

8.

9.

10.

APPLIED BIOCHEMISTRY SECTION-B (50 MARKS)

I. MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (8x1=8)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

II.ESSAY TYPE (1X10=10)

- 9.

III.SHORT ANSWER (4X5=20)

- 10.
- 11.
- 12.
- 13.

IV.VERY SHORT ANSWERS (6 × 2 = 12)

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

3.PHARMACOLOGY & PATHOLOGY (I & II) AND GENETICS

(SECTION A-38 MARKS, SECTION B-25 MARKS & SECTION C- 12 MARKS)

PHARMACOLOGY SECTION A – 38 MARKS

I.MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (7X1=7)

1.

2.

3.

4.

5.

6.

7.

II. ESSAY (1X10=10)

8.

III.SHORT ANSWER (3X5=15)

9.

10.

11.

IV.VERY SHORT ANSWER (3X2=6)

12.

13.

14.

PATHOLOGY SECTION -B (25 MARKS)

I.MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (4X1=4)

- 1.
- 2.
- 3.
- 4.

II.SHORT ANSWER

(3X5=15)

- 5.
- 6.
- 7.

III.VERY SHORT ANSWER

(3X2=6)

- 8.
- 9.
- 10.

GENETICS SECTION -C (12 MARKS)

I.MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (3X1=3)

- 1.
- 2.
- 3.

II.SHORT ANSWER

(1X5=5)

- 4.

III.VERY SHORT ANSWER

(2X2=4)

- 5.
- 6.

4.NURSING RESEARCH & STATISTICS

(SECTION A- 55 MARKS & SECTION B-20 MARKS)

RESEARCH SECTION A –55 MARKS

I.MULTIPLE CHOICE QUESTION

(9X1=9)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

II.ESSAY

(2X15=30)

- 10.
- 11.

III.SHORT ANSWER

(2X5=10)

- 12.
- 13.

IV.VERY SHORT ANSWER

(3X2=6)

- 14.
- 15.
- 16.

STATISTICS SECTION -B (20 MARKS)

I.MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (4X1=4)

1.

2.

3.

4.

II.SHORT ANSWER (2X5=10)

5.

6.

III.VERY SHORT ANSWER (3X2=6)

7.

8.

9.

5. MARKS 75 (FOR ALL OTHER UNIVERSITY EXAMS WITH 75 MARKS)

I. MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (12X1=12)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

II. ESSAY (2X 15=30)

- 13.
- 14.

III. SHORT ANSWER (5X5=25)

- 15.
- 16.
- 17.
- 18.
- 19.

IV. VERY SHORT ANSWER (4X2=8)

- 20.
- 21.
- 22.
- 23.

6.COLLEGE EXAM (END OF SEMESTER)- 50 MARKS (50/2=25 MARKS)

I.MULTIPLE CHOICE QUESTION /ANSWER ALL THE QUESTION (8X1=8)

1.

2.

3.

4.

5.

6.

7.

8.

9.

II.ESSAY

(1X10=10)

10.

III. SHORT ANSWER

(4X5=20)

11.

12.

13.

14.

IV.VERY SHORT ANSWER

(6X2=12)

15.

16.

17

18.

19.

20.

II. UNIVERSITY PRACTICAL EXAMINATION – 50 MARKS

OSCE – 15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – UNIVERSITY EXAM (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty 5
× 20 = 100 marks

Total of 5 Examiners: External – 2 and Internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification

**SYLLABUS FOR B.Sc. NURSING PROGRAMME
SEMESTER 1**

COURSE TITLE	ENGLISH			CREDITS	2
COURSE CODE	ENGL 101	COURSE CATEGORY	FC-ABBS	L-P-CL-S	2-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	25%
Course Description	The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.				
Course Objectives	1. To gain knowledge about the concepts of English language use in professional development. 2. To be skilled in attentive listening.				
Course Outcomes	Upon completion of this course, the students will be able to: 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. Analyze 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.				
Prerequisites: Plus two – Biology					

CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	2	2	2	3	1	2	-	-	-	-
CO-2	3	3	2	1	3	3	2	2	-	-	-	-
CO-3	2	3	2	1	2	3	2	1	-	-	-	-
CO-4	2	3	2	2	2	2	2	3	-	-	-	-
CO-5	3	3	2	1	3	3	2	2	2	1	2	2
CO-6	2	2	3	1	3	3	2	2	1	-	2	2
CO-7	2	3	2	2	3	3	1	1	2	2	2	3
CO-8	3	3	3	1	3	3	2	2	2	-	-	-
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: COMMUNICATION(3L+0P=3)												
What is communication? What are communication roles of listeners, speakers, readers and writers as healthcare professionals?											CO-1, BTL-2	
MODULE 2: INTRODUCTION TO LSRGW(5L+0P=5)												
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											CO-2, BTL-2	
MODULE 3: ATTENTIVE LISTENING (5L+0P=5)												
Focusing on listening in different situations– announcements, descriptions, narratives, instructions, discussions, demonstrations, Reproducing Verbatim, Listening to academic talks/ lectures, Listening to presentation											CO-3, BTL-3	
MODULE 4: SPEAKING – EFFECTIVE CONVERSATION (9L+0P=9)												
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.											CO-4, BTL-3	
MODULE 5: READING (5L+0P=5)												
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 instruction, Reading reports and interpreting them using idioms and phrases, spotting errors, vocabulary for presentations, Remedial Grammar											CO-5, BTL-4	
MODULE 6: WRITING SKILLS (5L+0P=5)												
Writing patient history, Note taking, Summarizing, Anecdotal records, Letter writing, Diary/Journal writing, Report writing, Paper writing skills, Abstract writing											CO-6, BTL-3	
MODULE 7: LSRW SKILLS (8L+0P=8)												
Critical thinking strategies for listening and reading, Oral reports, presentations, Writing instructions, letters and reports, Error analysis regarding LSRW.											CO-7, BTL-5	

TEXTBOOKS					
1. David, M. T. (2018). English for Professional Nursing (2nd ed.). Wolters Kluwer. 2. Allum, V., & McGarr, P. (2010). Cambridge English for Nursing: Pre-Intermediate Teacher's Notes. Cambridge University Press. 3. Garbey, E., Savign, B. (Ed.), et al. (2004). English for Professional Nursing Communication: Teacher's Book. Ciudad de La Habana.					
REFERENCE BOOKS					
1. Sharma, P. (2023). An Indispensable English for Nursing Students (3rd ed.). Lotus Publishers. 2. Naidu, V. (2023). Communicative English (1st ed.). Nirali Prakashan. 3. Grice, T. (2003). Everyday English for Nursing (1st reprint ed.). Elsevier Health Sciences. 4. Murphy, R. (2012). Essential English Grammar (2nd ed.). Cambridge University Press.					

COURSE TITLE	APPLIED ANATOMY			CREDITS	3
COURSE CODE	ANAT 105	COURSE CATEGORY	FC- ABBS	L-P-CL-S	3-0-3-1
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching /Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	37%
Course Description	The course is designed to assists student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.				
Course Objectives	1. To learn about the anatomical terms. 2. To gain knowledge about the anatomic structures, positions.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.				
Prerequisites: Plus two – Biology					

CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	2	2	2	1	1	2	-	-	-	-
CO-2	3	3	2	1	3	3	3	2	-	-	-	-
CO-3	2	3	2	1	2	3	2	1	-	-	-	-
CO-4	2	3	2	2	2	2	3	3	-	-	-	-
CO-5	3	3	2	1	3	3	2	2	2	1	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION TO ANATOMICAL TERMS AND ORGANIZATION OF THE HUMAN BODY (8L+0P =8)												
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											CO-1, BTL-2	
MODULE 2: THE RESPIRATORY SYSTEM (6L+0P=6)												
Structure of the organs of respiration, Muscles of respiration, Application and implication in nursing											CO-2, BTL-2	
MODULE 3: THE DIGESTIVE SYSTEM (6L+0P=15)												
Structure of alimentary canal and accessory organs of digestion, Application and implications in nursing											CO-3, BTL-1	
MODULE 4: THE CIRCULATORY AND LYMPHATIC SYSTEM (6L+0P=6)												
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											CO-4, BTL-4	
MODULE 5: THE ENDOCRINE SYSTEM (4L+0P=4)												
Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands											CO-5, BTL-3	
MODULE 6: THE SENSORY ORGANS (4L+0P=4)												
Structure of skin, eye, ear, nose and tongue, Application and implications in nursing											CO-6, BTL-3	
MODULE 7: THE MUSCULOSKELETAL SYSTEM (10L+0P=10)												
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, 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											CO-7, BTL-3	

MODULE 8: THE RENAL SYSTEM (5L+0P=5)	
Structure of kidney, ureters, bladder, urethra, Application and implication in nursing	CO-8, BTL-3
MODULE 9: THE REPRODUCTIVE SYSTEM (5L+0P=5)	
Structure of male reproductive organs, Structure of female reproductive organ, Structure of breast	CO-9, BTL-3
MODULE 10: THE NERVOUS SYSTEM (5L+0P=5)	
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	CO-10,BTL-3
TEXTBOOKS	
1.Madhyastha, S. (2007). Manipal Manual of Anatomy (2nd ed.). CBS Publishers & Distributors. 2.Sreedevi. (2008). Fundamental Aspects of Anatomy (1st ed.). CBS Publishers. 3.Singh, I. (2003). Essentials of Anatomy (1st ed.). Jaypee Brothers Medical Publishers. 4.Chauhan, P. (2012). Anatomy (1st ed.). A Vichal Publishing Company. 5.Agarwal, N. (2012). Anatomy and Physiology for Health Education (1st ed.). Elsevier.	
REFERENCE BOOKS	
1. Ross, W., & Wilson, K. (2024). Anatomy and Physiology In Health and Illness (14th ed.). Elsevier Health Sciences. 2. Ashalatha, R., & Deepa, G. (2023). Textbook of Applied Anatomy and Physiology for Nurses (6th ed.). CBS Publishers. 3. Saraswathi. (2009). Handbook of Anatomy for Nurses (1st ed.). Jaypee Brothers Medical Publishers. 4. Watson, R. (2004). Anatomy and Physiology for Nurses (13th ed.). Elsevier. 5. Anand. (2010). Human Anatomy and Physiology for Nursing and Allied Science (2nd ed.). Jaypee Brothers Medical Publishers. 6. Ashalatha, P. R. (2009). Textbook of Anatomy & Physiology for Nurses. Jay Kay Publications. 7. Chauhan, R. (2016). Anatomy for B.Sc. Nursing (1st ed.). Avichal Publishing Company.	

COURSE TITLE	APPLIED PHYSIOLOGY			CREDITS	3
COURSE CODE	PHYS 110	COURSE CATEGORY	FC- ABBS	L-P-CL-S	3-0-0-1
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	38%

Course Description	The course is designed to assist student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing
Course Objectives	1. To learn about the normal functioning of various organ systems of the body. 2. To gain knowledge about the physiological basis to analyze clinical situations and therapeutic applications.
Course Outcomes	Upon completion of this course, the students will be able to: 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.

Prerequisites: Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	-	-	-	-	-	3	-	-	2	-
CO-2	2	-	3	-	-	-	-	2	-	2	3	-
CO-3	2	-	-	3	-	-	-	-	2	2	2	-
CO-4	2	-	3	2	-	-	-	2	-	2	2	-

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: GENERAL PHYSIOLOGY – BASIC CONCEPTS (4L+0P=4)

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	CO-1, BTL-2
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MODULE 2: RESPIRATORY SYSTEM (6L+0P=6)

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	CO-2, BTL-2
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MODULE 3: DIGESTIVE SYSTEM (8L+0P=8)

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	CO-3, BTL-2
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MODULE 4: CIRCULATORY AND LYMPHATIC SYSTEM (6L+0P=6)	
Functions of heart, conduction system 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.	CO-3,BTL-2
MODULE 5: BLOOD (5L+0P=5)	
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	CO-3,BTL-2
MODULE 6: THE ENDOCRINE SYSTEM (5L+0P=5)	
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	CO-3,BTL-2
MODULE 7: THE SENSORY ORGANS (4L+0P=4)	
Functions of skin, Vision, hearing, taste and smell, Errors of refraction, aging changes, Application and implications in nursing	CO-3,BTL-2
MODULE 8: MUSCULOSKELETAL SYSTEM (6L+0P=6)	
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	CO-3,BTL-2
MODULE 9: RENAL SYSTEM (4L+0P=4)	
Functions of kidney in maintaining homeostasis, GFR, Functions of ureters, bladder and urethra, Micturition, Regulation of renal function, Application and implication in nursing.	CO-3,BTL-2
MODULE 10: THE REPRODUCTIVE SYSTEM (4L+0P=4)	
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	CO-1,3, BTL-2
MODULE 11: NERVOUS SYSTEM (8L+0P=8)	
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,	CO-1,3,4 BTL-2

visceral and referred, Reflexes, CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier, Application and implication in nursing	
TEXT BOOKS	
- Basak, A. K. (2012). Physiology Made Easy (1st ed.). New Central Book Agency. - Bijlani, R. L. (2001). A Textbook for Nursing Students (1st ed.). Jaypee Brothers. - Madala, B., & Raju, S. M. (2004). Physiology for Nurses (1st ed.). Jaypee Brothers. - Geetha, N. (2014). Textbook for Nursing Students (1st ed.). Jaypee Brothers. - Sudhakar, H. H., & Venkatesh, D. (2010). Basics of Medical Physiology for Nursing Students (1st ed.). Wolters Kluwer. - Ashalatha, P. R., & Deepa, G. (2012). Textbook of Anatomy & Physiology for Nurses (3rd ed.). Jaypee Brothers Medical Publishers. - Wilson, A., & Grant, A. (2014). Anatomy & Physiology in Health and Illness (12th ed.). Churchill Livingstone.	
REFERENCE BOOKS	
- Sembulingam, K., & Prema, S. (2016). Essentials of Medical Physiology (7th ed.). Jaypee Brothers Medical Publishers. - Shekar, C. N. C. (2017). Manipal Manual of Medical Physiology. CBS Publishers. - Mackay, S. M., Watson, R., & Hall, R. (2005). Physiology for Nursing Practice (3rd ed.). Baillière Tindall. - Jain, A. K. (2014). Physiology for B.Sc. Nursing (6th ed.). Avichal Publishing Company. - Campbell, J. (2006). Campbell's Physiology Notes for Nurses. Wiley.	

COURSE TITLE	APPLIED SOCIOLOGY			CREDITS	3
COURSE CODE	SOCI 115	COURSE CATEGORY	FC- ABBS	L-P-CL-S	3-0-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	37%
Course Description	This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.				
Course Objectives	- To learn about the scope and significance social, structure and different culture in a society. - To gain knowledge about the family, marriage and its legislation, caste,. - To understand about the social organization.				

Course Outcomes	Upon completion of this course, the students will be able to: 1. Identify the scope and significance of sociology in nursing. 2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients. 3. Identify the impact of culture on health and illness. 4. Develop understanding about types of family, marriage and its legislation. 5. Identify different types of caste, class, social change and its influence on health and health practices. 6. Develop understanding about social organization and disorganization and social problems in India. 7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.												
	Prerequisites: Biology												
	CO, PO, AND PSO MAPPING												
	CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
	CO-1	3	2	-	-	-	-	-	3	-	-	-	-
	CO-2	2	3	-	2	-	-	-	-	3	-	-	-
	CO-3	-	-	-	3	-	-	-	-	2	-	-	-
	CO-4	2	-	3	-	-	-	2	2	-	-	-	-
CO-5	1	-	-	2	-	3	-	-	2	2	-	-	
CO-6	1	2	-	-	3	-	-		-	2	-	-	
CO-7	-	-	2	-	3	3	-		-	2	2	-	
1 – Weakly related, 2 – Moderately related, 3 – Strongly related													
MODULE 1: INTRODUCTION (1L+0P=1)													
Definition, nature and scope of sociology, significance of sociology in nursing											CO-1,BTL-2		
MODULE 2: SOCIAL STRUCTURE (15L+0P=15)													
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, 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											CO-2,BTL-2		
MODULE 3: CULTURE (8L+0P=8)													
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											CO-3,BTL-2		
MODULE 4: FAMILY AND MARRIAGE (8L+0P=8)													
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											CO-4,BTL-2		
MODULE 5: SOCIAL STRATIFICATION (8L+0P=8)													

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.	CO-5,BTL-2
MODULE 6: SOCIAL ORGANIZATION AND DISORGANIZATION (15L+0P=15)	
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, 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	CO-6,BTL-2
MODULE 7: CLINICAL SOCIOLOGY (4L+0P=4)	
Introduction to clinical sociology, Sociological strategies for developing services for the abused, Use of clinical sociology in crisis intervention.	CO-7,BTL-2
TEXTBOOKS	
1. Rao, C. (2016). Sociology: Principles of sociology with an introduction to social thought. S. Chand & Company Pvt. Ltd. 2. Ramasamy, P. (2013). General and medical sociology. New Millennium Publications. 3. Bhusan, V., & Sachdeva, D. R. (2014). An introduction to sociology. Kitab Mahal. 4. Bottomore, T. B. (1976). Sociology. Oxford University Press. 5 Rao, C. N. S. (2009). Sociology of Indian society. S. Chand. 6 Jain, R. (2017). Sociology: An introduction to sociology. AITBS Publishers.	
REFERENCE BOOKS	
1.Clement, A. I. (2015). Sociological implications in nursing (3rd ed.). Frontline Publications. 2. Khanna, P. (2017). Sociology for nurses. AITBS Publishers. 3. Lohumi, S., & Lohumi, R. (2015). Sociology for nurses. Elsevier. 4. Purushothama, G. S. (2015). Sociology for nursing and health sciences. Jaypee Publications. 5. Neeraja, K. P. (2010). Textbook of sociology for nursing students. Jaypee Publications. 6. Indrani, T. K. (2018). Textbook of sociology for nurses (2nd ed.). Jaypee Publications. 7. Madhavi, K. (2017). A textbook of sociology. Vijayam Publications. 8. Gowda, K. (2016). Sociology for nurses (6th ed.). CBS Publications.	

COURSE TITLE	APPLIED PSYCHOLOGY			CREDITS	3
COURSE CODE	PSYC 120	COURSE CATEGORY	FC- ABBS	L-P-CL-S	3-0-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					

First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar/ Microteaching/ Individual presentation/ Project	Attendance	ESE							
7.5%	7.5%	5%	3%	2%	38%							
Course Description	This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.											
Course Objectives	1. To know about the importance of psychology of human behaviour. 2. To gain knowledge about the role of nurse in promoting mental health in workplace and society. 3. To understand the cognitive and affective needs of clients.											
Course Outcomes	Upon completion of this course, the students will be able to: 1. Identify the importance of psychology in individual and professional life. 2. Develop understanding of the biological and psychological basis of human behavior . 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											
Prerequisites: Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	P0-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	-	-	-	-	-	3	-	-	-	-
CO-2	3	-	-	-	-	-	-	3	-	-	-	-
CO-3	-	2	-	3	-	-	-	-	3	-	-	-
CO-4	-	-	2	3	-	-	-	-	3	-	-	-
CO-5	2		2	-	-	-	-	-	3	-	-	-
CO-6	-	-	-	2	3	-		-	3	-	-	-
CO-7	-	-	2	-	-	-	-	-	-	3	-	-
CO-8	-	-	-	-	3	-	-	-	-	-	3	-
CO-9	-	-	-	-	3	-	-	-	-	-	-	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1: INTRODUCTION (2L+0P=2)		
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		CO-1,BTL-2
MODULE 2: BIOLOGICAL BASIS OF BEHAVIOR –INTRODUCTION (4L+0P=4)		
Body mind relationship genetics and behaviour, inheritance of behaviour, brain and behaviour. Psychology and sensation – sensory process – normal and abnormal		CO-2, BTL-2
MODULE 3: MENTAL HEALTH AND MENTAL HYGIENE (5L+0P=5)		
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		CO-3, BTL-2,
MODULE 4: DEVELOPMENTAL PSYCHOLOGY (7L+0P=7)		
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 children, psychology of vulnerable individuals –challenged, women, sick etc. Role of nurse with vulnerable groups		CO-4,BTL-2
MODULE 5: PERSONALITY (4L+0P=4)		
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		CO-5,BTL-2
MODULE 6: COGNITIVE PROCESS (16L+01P=16)		
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		CO-6,BTL-2
MODULE 7: MOTIVATION AND EMOTIONAL PROCESSE (6L+0P=6)		
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. 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		CO-7,BTL-2

MODULE 8: PSYCHOLOGICAL ASSESSMENT AND TESTS INTRODUCTION (4L+0P=4)	
Types, development, characteristics, principles, uses, interpretation role of nurse in psychological assessment	CO-8,BTL-2
MODULE 9: APPLICATION OF SOFT SKILL (10L+0P=10)	
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 supplying soft skill to workplace and society– presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc, use of soft skill in nursing	CO-8,BTL-2
MODULE 10: SELF-EMPOWERMENT (2L+0P=2)	
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	CO-9,BTL-2
TEXTBOOKS	
1. Sreevani, R. (2015). Psychology for nurses (2nd ed.). Jaypee Brothers Medical Publishers. 2. Amanpreet, K. (2013). A textbook of psychology. Vikas & Company (Publishing House). 3. Manjula, M., Paulomi, S., & Ramachandra. (2016). Psychology for B.Sc. nursing (1st ed.). Frontline Publications. 4. Harish, K. S., & Gulshan, M. (2016). Psychology for nurses (5th ed.). Lotus Publishers. 5. Khan, F. B. (2012). Introduction to psychology for nurses (1st ed.). Kumar Publications	
REFERENCES	
1. Krishne, G. (2017). Essentials of psychology for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors. 2. Kutty, A. B. (2013). Psychology for B.Sc. nursing. PHI Learning Press. 3. Morris, C. G. (2016). Psychology for nurses. Pearson Education. 4. Rajesh, G. K. (2013). Psychology for graduate nurses (1st ed.). Jaypee Brothers Medical Publishers. 5. Venkatesh, A. N. (2009). Essentials of psychology for nurses (1st ed.). Jaypee Brothers Medical Publishers.	

COURSE TITLE	NURSING FOUNDATION - I (INCLUDING FIRST AID MODULE)			CREDITS	10
COURSE CODE	N-NF (I) 125	COURSE CATEGORY	TH+PR	L-P-CL-S	6-4-8-2
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation /	Attendance	ESE

7.5%	7.5%	5%	3%	2%	-							
Course Description	This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.											
Course Objectives	1.To learn about the scope of nursing within health care services. 2.To gain knowledge about the hospital routine procedure. 3.To be skilled in first aid measures during emergencies											
Course Outcomes	Upon completion of this course, the students will be able to: 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											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	POS-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	-	1	-	3	2	1	3	2
CO-2	3	2	3	1	-	1	-	3	2	2	1	1
CO-3	2	1	1	3	2	3	-	3	2	3	1	2
CO-4	2	2	3	2	3	3	1	2	2	3	1	2
CO-5	3	3	2	1	2	2	1	3	3	1	3	3
CO-6	3	3	2	2	1	1	1	3	3	2	3	3
CO-7	3	2	2	2	-	2	-	3	3	2	2	3
CO-8	3	2	3	3	2	2	-	3	2	3	2	3
CO-9	3	3	2	2	-	2	1	3	3	2	3	3
CO-10	3	3	3	3	1	2	1	3	3	2	3	3
CO-11	3	2	2	2	2	3	1	3	3	2	2	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related	
MODULE 1: INTRODUCTION TO HEALTH AND ILLNESS (5L+0P=5)	
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.	CO-1,BTL-3
MODULE 2: HEALTH CARE DELIVERY SYSTEMS (5L+0P=5)	
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 centers, extended care facilities, hospitals – types, organization and functions, health care teams in hospitals – members and their role.	CO-2,BTL-3
MODULE 3: HISTORY OF NURSING AND NURSING AS A PROFESSION (12L+0P=12)	
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.	CO-2,BTL-3
MODULE 4: COMMUNICATION AND NURSE PATIENT RELATIONSHIP (8L+0P=8,SL-3)	
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).	CO-3,BTL-3
MODULE 5: DOCUMENTATION AND REPORTING (4L+2P=6)	
Documentation – purposes of reports and records, confidentiality, types of client records/common record- keeping forms, methods/systems of documentation/recording, guidelines for documentation, do’s and don’ts of documentation/legal guidelines for documentation/recording, reporting – change of shift reports, transfer reports, incident reports.	CO-4,BTL-3
MODULE 6: VITAL SIGNS (15L+20P=35)	
Guidelines for taking vital signs body temperature – 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, Pulse: definition, physiology and regulation, characteristics, factors affecting pulse, assessment of pulse – sites, equipment and technique, alterations in pulse, Respiration: definition, physiology and regulation, mechanics of breathing, characteristics, factors affecting respiration, assessment of respirations – technique, arterial oxygen saturation, alterations in respiration, Blood pressure: 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.	CO-5,BTL-3
MODULE 7: EQUIPMENT AND LINEN (3L+0P=3)	
Types – disposables and reusable, linen, rubber goods, glassware, metal, plastics, furniture, introduction – indent, maintenance, inventory	CO-7,BTL-3

MODULE 8: INTRODUCTION TO INFECTION CONTROL IN CLINICAL SETTING INFECTION (10L+3P=13)	
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.	CO-6,BTL-3
MODULE 9: COMFORT, REST & SLEEP AND PAIN (15L+15P=30)	
zComfort 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, 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).	CO-7,BTL-3
MODULE 10: PROMOTING SAFETY IN HEALTH CARE (5L+3P=8)	
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.	CO-7,BTL-3
MODULE 11: HOSPITAL ADMISSION AND DISCHARGE (6L+2P=8)	
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.	CO-8,BTL-3
MODULE 12: MOBILITY AND IMMOBILITY (8L+10P=18)	
Elements of normal movement, alignment & posture, joint mobility, balance, coordinated movement, 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.	CO-9,BTL-3
MODULE 13: PATIENT EDUCATION (4L+2P=6)	
Patient Teaching – importance, purposes, process, integrating nursing process in patient teaching	CO-10, BTL-3
MODULE 14: FIRST AID (20L+20P=40)	
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,	CO-11, BTL-3

Unconsciousness, Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach, Burns & Scalds, Poisoning, Bites & Stings, Frostbite & Effects of Heat, Community Emergencies	
TEXTBOOKS	
1. Taylor, C., & Lillis, P. (2021). Fundamentals of nursing (1st ed., Vols. I–II). Wolters Kluwer. 2. Park, K. (2017). Park’s textbook of preventive and social medicine (24th ed.). Banarsidas Bhanot. 3. Wilkinson, J. M., & Karen. (2008). Fundamentals of nursing (1st ed.). Jaypee Brothers Medical Publishers. 4. Potter, P. A., & Perry, A. G. (2017). Fundamentals of nursing (2nd ed., South Asia ed.). Elsevier. 5. Taylor, C., & Lillis, C. (2015). Fundamentals of nursing (8th ed.). Wolters Kluwer. 6. Nanjunde Gowda, S. N. (2010). Fundamentals of nursing (1st ed.). Jaypee Brothers Medical Publishers.	
REFERENCES	
1. White, L., & Duncan, G. (2011). Fundamentals of basic nursing (3rd ed.). Delmar Cengage Learning. 2. Goyal, H. (2020). Nursing foundation (2nd ed.). CBS Publishers. 3. Clement, I. (2017). Nursing foundation (2nd ed.). Jaypee Brothers Medical Publishers. 4. Cooper, K., & Gosnell, K. (2019). Foundations and adult health nursing (8th ed.). Elsevier. 5. Immanuel, M. S. (2014). Nursing foundation (1st ed.). Universities Press. 6. Lippincott Williams & Wilkins. (2009). Fundamentals of nursing (1st ed.). Wolters Kluwer. 7. Nissanka, R. (2016). Fundamentals of nursing (1st ed.). Publisher not specified. 8. Berman, A., Snyder, S. J., Frandsen, G., & Erb, G. (2018). Kozier & Erb's fundamentals of nursing (10th ed.). Pearson India Education Services.	

COURSE TITLE		NURSING FOUNDATION-I PRACTICAL		CREDITS	2
COURSE CODE	N-NF(1)125	COURSE CATEGORY	PC	L-P-CL-S	0-0-8-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Care plan/Health education	Clinical presentation	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	Nursing foundation practical deals with complete Understanding Of effective human relationship, communicate effectively, demonstrate skills in evidence based care, recording and reporting, standard precaution, comfort needs, clean and safe environment, admission and discharge, health education and perform first aid during emergencies.				
Course objectives	1. Maintain effective human relationships and project a professional image. 2. Communicate effectively with patients, families, and health-care team members. 3. Demonstrate skills in recording and reporting. 4. Demonstrate skills in monitoring vital signs. 5. Provide care to patients with altered vital signs. 6. Implement standard precautions and use personal protective equipment (PPE) correctly. 7. Demonstrate skills in meeting the comfort needs of patients. 8. Provide a safe and clean environment for patients. 9. Demonstrate skills in the admission, transfer, and discharge of patients. 10. Demonstrate skills in caring for patients with restricted mobility. 11. Plan and provide appropriate health teaching based on teaching-learning principles. 12. Assess emergencies and perform appropriate first aid				

Course outcomes	Upon completion of this course, the students will be able to: 1.Maintain effective human relationship (projecting professional image . 2.Communicate effectively with patients, families and team members . 3.Demonstrate skill in technique of recording and reporting. 4.Demonstrate skill in monitoring vital signs . 5.Care for patients with altered vital signs. 6.Demonstrate skill in implementing standard precaution and use of PPE 7.Demonstrate skill in meeting the comfort needs of the patient . 8.Provide safe and clean environment 9.Demonstrate skill in admission ,transfer ,and discharge of patients 10.Demonstrate skill in caring of patients with restricted mobility 11.Plan and provide appropriate health teaching following the principles 12.Acquire skills in assessing and performing first aid during emergencies												
	Prerequisites : Biology												
	CO,PO,AND PSO MAPPING												
	CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
	CO-1	2	2	-	-	-	3	-	3	2	2	1	3
	CO-2	1	3	-	-	-	3	-	2	2	-	-	3
	CO-3	2	3	1	-	-	-	-	2	2	-	3	-
	CO-4	3	-	3	-	-	-	-	-	3	-	2	-
	CO-5	3	-	3	2	-	-	-	-	3	-	3	-
	CO-6	2	-	-	3	-	-	-	3	2	-	3	-
	CO-7	2	-	3	-	-	2	-	-	3	-	2	2
	CO-8	2	-	-	3	-	-	-	3	2	-	3	-
	CO-9	3	2	3	-	-	-	-	2	3	-	3	-
CO-10	3	-	3	3	-	-	-	-	3	-	3	-	
CO-11	2	3	-	3	3	2	-	-	3	-	--	3	
CO-12	3	-	2	3	-	-	-	-	3	-	3	-	
1 – Weakly related, 2 – Moderately related, 3 – Strongly related													

USE OF MANNEQUINS AND SIMULATORS (4hours/Week)

s.no	Competencies	Mode of teaching
1	Therapeutic communication and documentation	Role play
2	Vital signs	Simulate standardized patients
3	Medical and surgical asepsis	Videos mannequin
4.	Pain assessment	Simulate standardized patients
5.	Comfort devices	Mannequin
6.	Therapeutic positions	Mannequin
7.	Physical restraints and side rails	Mannequin
8.	ROM exercises	Standardized patients
9.	Ambulation	Standardized patients
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/standardized patients
12.	Transferring patients bed to stretcher /wheel chair	Mannequin/standardized patients
13	Admission ,transfer ,discharge &Health teaching	Role play

1.COMMUNICATION AND NURSE PATIENT RELATIONSHIP (2 WEEKS)

Maintaining communication with patient and family and interpersonal relationship ,Documentation and reporting :documenting patient care and procedures, verbal report, written report .

**CO1.
BTL -1**

2.DEMONSTRATE SKILLS MONITORING VITAL SIGNS ,CARE FOR PATIENT WITH ALTERED VITAL SIGNS and PPE(2WEEKS)

Monitors measures and document vital signs in a graphic sheet ,temperature (oral, tympanic axillary), pulse (apical, and peripheral), respiration, blood pressure, pulse oximetry, interpret alteration, cold application -cold compress, Ice-cap, Tepid sponging, care of equipment - thermometer, BP apparatus, stethoscope, pulse oximeter, infection control settings Hand hygiene, use of PPE.

**C0-2,3,4
BTL-3**

3.COMFORT ,REST & SLEEP ,PAIN AND PROMOTING SAFETY IN HEALTH CARE ENVIRONMENT (3 WEEKS)	
Comfort, rest & sleep ,Bed making -open ,closed , occupied, post-operative ,cardiac bed, fracture bed ,Comfort devices -pillows ,over-bed tables ,back rest ,bed cradle ,Therapeutic positions - supine ,fowlers (low, semi, high),lateral ,prone ,sim's ,Trendelenburg, dorsal recumbent ,lithotomy ,knee chest .Pain -pain assessment and provision for comfort ,promoting :safety in health care environment -care of patients unit ,use of safety devices ,side rails , Restraints – (Physical) ,fall risk assessment and post fall assessment.	CO 7,8 BTL -3
4.HOSPITAL ADMISSION AND DISCHARGE, MOBILITY AND IMMOBILITY AND PATIENT EDUCATION (2 WEEKS)	
Hospital admission and discharge perform & document -admission ,transfer ,planned discharge .mobility and immobility -range of motion :exercises, assist patient in :moving, turning, logrolling, changing position of helpless, transferring (bed to and from chair/wheel chair stretcher), patient education.	CO,9,10 11 BTL-3
5. FIRST AID AND EMERGENCIES (1WEEK)	
Bandaging technique -Basic bandages: circular, spiral, reverse spiral, recurrent, figure of eight Special bandage : Caplin ,eye ear bandage, jaw bandage, shoulder Spica, thumb Spica, triangular bandage /sling (head & limbs), binders.	CO-12 BTL-3
TEXT BOOKS	
1. T aylor, C., & Lillis, C. (2021). Fundamentals of nursing (1st ed., Vols. 1–2). Wolters Kluwer. 2. Wilkinson, J. M., & Treas, L. S. (2008). Fundamentals of nursing (1st ed.). Jaypee Brothers Medical Publishers. 3. Potter, P. A., & Perry, A. G. (2017). Fundamentals of nursing (2nd South Asia ed.). Elsevier. 4. Taylor, C., & Lillis, C. (2015). Fundamentals of nursing (8th ed.). Wolters Kluwer. 5. Nanjunde Gowda, S. N. (2010). Fundamentals of nursing (1st ed.). Jaypee Brothers Medical Publishers.	
REFERENCES	
1. White, L., & Duncan, G. (2011). Fundamentals of basic nursing (3rd ed.). Delmar Cengage Learning. 2. Goyal, H. (2020). Nursing foundation (2nd ed.). CBS Publishers. 3. Clement, I. (2017). Nursing foundation (2nd ed.). Jaypee Brothers Medical Publishers. 4. Cooper, K., & Gosnell, K. (2019). Foundations and adult health nursing (8th ed.). Elsevier. 5. Immanuel, M. S. (2014). Nursing foundation (1st ed.). Universities Press. 6. Lippincott Williams & Wilkins. (2009). Fundamentals of nursing (1st ed.). Wolters Kluwer. 7. Nissanka, R. (2016). Fundamentals of nursing (1st ed.). 8. Berman, A., Snyder, S. J., Frandsen, G., & Erb, G. (2018). Kozier & Erb's fundamentals of nursing (10th ed.). Pearson India Education Services.	

SEMESTER -II

SEMSETER II

COURSE TITLE	APPLIED BIOCHEMISTRY			CREDITS	2
COURSE CODE	BIOC 135	COURSE CATEGORY	FC- ABBS	L-P-CL-S	2-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2

ASSESSMENT SCHEME

First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	25%

Course Description	The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.
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Course Objectives	1. To learn about the normal biochemical composition. 2. To gain knowledge about the different function tests and interprets the findings of biochemical composition.
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Course Outcomes	Upon completion of this course, the students will be able to: 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. 1. 8. Illustrate the immuno chemistry.
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Prerequisites: Plus two – Biology, chemistry

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	1	1	1	1	3	2	2	1	3	2
CO-2	2	3	1	1	1	1	3	2	2	1	3	2
CO-3	2	3	1	1	1	1	3	2	2	1	3	2
CO-4	2	3	1	1	1	1	3	2	2	1	3	2
CO-5	2	3	2	1	1	1	3	2	3	1	3	3
CO-6	2	3	2	1	1	1	3	2	3	1	3	3
CO-7	2	3	2	2	1	1	3	2	3	1	3	3
CO-8	2	3	1	1	1	1	3	2	2	1	3	2

1 – Weakly related, 2 – Moderately related, 3 – Strongly related	
MODULE 1: CARBOHYDRATES (8L+0P=8)	
Digestion, absorption and metabolism of carbohydrates and related disorders; Regulation of blood glucose; Diabetes Mellitus– type1 and type2, 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.	CO-1, BTL-2
MODULE 2: LIPIDS (8L+0P=8)	
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).	CO-2, BTL-2
MODULE 3: PROTEINS (9L+0P=9)	
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); inborn errors of amino acid metabolism– only aromatic amino acids (in brief); Plasma protein– types, function& normal values; Causes of proteinuria, hypo proteinemia, hyper-gamma globulinemia; Principle of electrophoresis, normal & abnormal electrophoretic patterns(in brief).	CO-3, BTL-2
MODULE 4: CLINICAL ENZYMOLOGY (4L+0P=4)	
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.	CO-4, BTL-2
MODULE 5: ACID BASE MAINTENANCE (3L+0P=3)	
pH–definition, normal value; regulation of blood pH– blood buffer, respiratory& renal; ABG–normal values, acid base disorders– types, definition & causes.	CO-5, BTL-2
MODULE 6: HEME CATABOLISM (2L+0P=2)	
Heme degradation pathway; Jaundice–type, causes, urine& blood investigations (Vandenberg test).	CO-6, BTL-2
MODULE 7: ORGAN FUNCTION TESTS (biochemical parameters & normal values only) (3L+0P=3)	
Renal; Liver; Thyroid	CO-7, BTL-2
MODULE 8: IMMUNOCHEMISTRY (3L+0P=3)	
Structure& functions of immunoglobulin; investigations& interpretation–ELISA	CO-8, BTL-2
TEXTBOOKS	
1. Vasudevan, D. M. (2019). Textbook of biochemistry for medical students (9th ed.). Jaypee Brothers Medical Publishers. 2. Sathyanarayana, U. (2019). Biochemistry (5th ed.). Elsevier. 3. Murray, R. K., Bender, D. A., Botham, K. M., Kennelly, P. J., Rodwell, V. W., & Weil, P. A. (2018). Harper's illustrated biochemistry (31st ed.). McGraw-Hill Education. 4. Marshall, W. J., Lapsley, M., Day, A. P., & Ayling, R. M. (2014). Clinical biochemistry: Metabolic and clinical aspects (3rd ed.). Elsevier.	

5. Mayne, P. D. (1994). Clinical chemistry in diagnosis and treatment (6th ed.). CRC Press.
6. Yadav, A. S. (2004). Comprehensive practical and viva in biochemistry (1st ed.). Jaypee Brothers Medical Publishers.
7. Sharma, J. L. (2019). A dictionary of biochemistry. CBS Publishers & Distributors.

REFERENCE BOOKS

1. Shantaram, M. (2022). Applied biochemistry for B.Sc. nursing (2nd ed.). Jaypee Brothers Medical Publishers.
2. Lal, H. (2023). Textbook of applied biochemistry and nutrition and dietetics for B.Sc. nursing students (2nd ed.). CBS Publishers & Distributors.
3. Devlin, T. M. (2002). Textbook of biochemistry with clinical correlations (5th ed.). John Wiley & Sons.
4. Indumati, V., & Sowbhagya Lakshmi. (2023). Textbook of biochemistry (2nd ed.). Paras Medical Publisher.

COURSE TITLE	APPLIED NUTRITION AND DIETETICS			CREDITS	3
COURSE CODE	NUTR 140	COURSE CATEGORY	FC- ABBS	L-P-CL-S	3-0-0-1
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	50%
Course Description	The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.				
Course Objective	1. To understand the fundamental concepts and principles of Nutrition and Dietetics. 2. To recognize the role of nutrition in maintaining health and preventing diseases. 3. To gain knowledge about the nutritional needs in different age group. 4. To understand dietary modifications required for common medical conditions. 5. To learn the methods of planning and preparing balanced and therapeutic diets. 6. To apply basic cookery principles in meal preparation suitable for various patient needs. 7. To integrate knowledge of nutrition into nursing care practices in both hospital and community settings.				

Course Outcome	Upon completion of this course, the students will be able to:											
	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.											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	1	1	1	1	3	2	2	1	3	2
CO-2	3	3	2	2	1	2	2	3	3	1	3	3
CO-3	2	3	1	1	1	1	3	2	2	1	3	2
CO-4	3	3	2	2	1	2	2	3	3	1	3	3
CO-5	2	3	2	1	1	1	3	2	3	1	3	3
CO-6	3	3	2	2	1	2	2	3	3	1	3	3
CO-7	3	3	2	2	1	2	1	3	3	1	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION TO NUTRITION(2L+0P=2)												
Concepts: Definition of nutrition & health; malnutrition – under nutrition & over nutrition; role of nutrition in maintaining health; factors affecting food and nutrition. Nutrients: classification; macro & micronutrients; organic & inorganic; energy yielding & non-energy yielding; food : classification – food groups; origin.											CO-1, BTL-2	
MODULE 2: CARBOHYDRATES(3L+0P=3)												
Composition – starches, sugar and cellulose; recommended daily allowance (RDA); dietary sources; functions; energy: unit of energy – Kcal; Basal Metabolic Rate (BMR); factors affecting BMR.											CO-2, BTL-2	
MODULE 3: PROTEINS (3L+0P=3)												
Composition, eight essential amino acids; functions; dietary sources; protein requirements – RDA.											CO-3, BTL-2	
MODULE 4: FATS(2L+0P=2)												
Classification – saturated & unsaturated; calorie value; functions; dietary sources of fats and fatty acids; fat requirements – RDA.											CO-4, BTL-2	
MODULE 5: VITAMINS (3L+0P=3)												
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.											CO-5, BTL-2	
MODULE 6: MINERALS (3L+0P=3)												
Classification – major minerals (calcium, phosphorus, sodium, potassium and magnesium) and trace elements; functions; dietary sources; requirements – RDA.											CO-5, BTL-2	

MODULE 7: BALANCED DIET (7L+8P=15)	
Definition, principles, steps; food guides – basic four food groups; RDA – definition, limitations, uses; food exchange system; calculation of nutritive value of foods; dietary fiber; 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 –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.	CO-6, BTL-2
MODULE 8: NUTRITIONAL DEFICIENCY DISORDERS (6L+0P=6)	
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.	CO-5, BTL-2
MODULE 9: THERAPEUTIC DIETS (4L+7P=11)	
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.	CO-5, BTL-2
MODULE 10: COOKERY RULES AND PRESERVATION OF NUTRIENTS (3L+0P=13)	
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.	CO-5, BTL-2
MODULE 11: NUTRITION ASSESSMENT AND NUTRITION EDUCATION (4L+0P=4)	
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.	CO-5, BTL-2
MODULE 12: NATIONAL NUTRITIONAL PROGRAMS AND ROLE OF NURSE (3L+0P=13)	
Nutritional problems in India; National nutritional policy; National nutritional programs – Vitamin A Supplementation, Anemia Mukht 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.	CO-5, BTL-2
MODULE 13: FOOD SAFETY (2L+0P=2)	
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.	CO-5, BTL-2

TEXTBOOKS					
- Clement, I. (2022). Applied nutrition, dietetics and biochemistry for basic B.Sc. nursing (2nd ed.). Jaypee Brothers Medical Publishers. - Lal, H. (2023). Textbook of applied biochemistry and nutrition and dietetics for B.Sc. nursing students (2nd ed.). CBS Publishers & Distributors. - Sam, M., & Geetha, N. (2004). A textbook of nutrition for nurses. Jaypee Brothers Medical Publishers. - Indran, T. K. (2012). Nursing manual of nutrition and therapeutic diet. Jaypee Brothers Medical Publishers. - Sohi, D. (2013). A comprehensive textbook of nutrition and therapeutic diet for B.Sc. and post-basic nursing. Jaypee Brothers Medical Publishers. - Srilakshmi, B. (n.d.). Nutrition science (7th ed.). New Age International Publishers. - Sharma, M. (2017). Textbook of nutrition (1st ed.). College Book Sellers. - Sharma, D. C., & Sharma, D. (2005). Nutritional biochemistry. College Book Sellers. - Mann, J., & Truswell, A. S. (2007). Essentials of human nutrition. Oxford University Press.					
REFERENCE BOOKS					
- Lal, H. (2024). Textbook of applied biochemistry and nutrition & dietetics for B.Sc. nursing students (3rd ed.). CBS Publishers & Distributors. - John, S. (2022). Basic and applied biochemistry, nutrition and dietetics for nursing (3rd ed.). Wolters Kluwer India Pvt. Ltd.					

COURSE TITLE	NURSING FOUNDATION - II (INCLUDING HEALTH ASSESSMENT MODULE)			CREDITS	13
COURSE CODE	N-NF (II) 125	COURSE CATEGORY	PC	L-P-CL-S	6-6-16-1
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.				
Course Objectives	- To understand the principles and techniques of health assessment for adult patients. - To gain knowledge of the nursing process and apply it in assessing, planning, implementing, and evaluating nursing care.				

	3. To recognize the nutritional, hygienic, and elimination needs of patients and provide basic nursing care accordingly. 4. To understand the significance of diagnostic specimen testing and interpret basic findings. 5. To promote respiratory function and oxygenation needs in patients through supervised nursing interventions. 6. To demonstrate knowledge of fluid and electrolyte balance in relation to patient care. 7. To apply principles and techniques of safe medication administration, including dosage calculations and conversions. 8. To develop basic nursing care strategies for patients with sensory alterations and unconsciousness. 9. To explore psychosocial concepts including grief, loss, stress, and sexual development as relevant to nursing care. 10. To appreciate spiritual and cultural dimensions of patient care and incorporate them in nursing practice. 11. To understand and explain models of health and illness to guide holistic nursing interventions
Course Outcomes	Upon completion of this course, the students will be able to: 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.

Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	1	2	2	3	3	1	3	3
CO-2	3	3	3	2	1	2	2	3	3	2	3	3
CO-3	3	3	2	2	1	2	2	3	3	1	3	3
CO-4	3	3	3	2	1	2	1	3	3	1	3	3
CO-5	3	3	3	2	1	2	1	3	3	1	3	3
CO-6	2	3	2	1	1	1	3	2	3	1	3	3
CO-7	3	3	3	2	1	2	2	3	3	1	3	3
CO-8	2	3	2	1	1	1	3	2	3	1	3	3
CO-9	3	3	3	2	1	2	2	3	3	1	3	3
CO-10	3	3	3	1	1	1	2	3	3	1	3	3
CO-11	3	3	3	2	1	2	2	3	3	1	3	3
CO-12	3	3	2	2	1	3	1	3	3	1	2	3
CO-13	3	2	2	2	1	3	1	3	3	1	2	3
CO-14	3	3	2	2	1	2	2	3	3	1	3	3
CO-15	3	3	2	3	1	3	1	3	3	2	2	3
CO-16	2	3	2	2	1	2	2	2	3	1	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: HEALTH ASSESSMENT(20L+20P=40)												
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.											CO-1, BTL-3	
MODULE 2: THE NURSING PROCESS (13L+8P=21)												
Critical thinking competencies, attitudes for critical thinking, levels of critical thinking in nursing; nursing process overview; assessment : collection of data: types, sources, methods; organizing data; validating data; documenting data; nursing diagnosis: identification of client problems, risks and strengths; nursing diagnosis statement – parts, types, formulating, guidelines for formulating nursing diagnosis; NANDA approved diagnoses; difference between medical and nursing diagnosis; planning: types of planning; establishing priorities; establishing goals and expected outcomes – purposes, types, guidelines, components of goals and outcome statements; types of nursing interventions, selecting interventions: protocols and standing orders; introduction to											CO-2, BTL-3	

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.	
MODULE 3: NUTRITIONAL NEEDS (5L+5P=10)	
Importance; factors affecting nutritional needs; assessment of nutritional status; review: special diets – solid, liquid, soft; review on therapeutic diets; care of patient with dysphasia, 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)	CO-3, BTL-3
MODULE 4: HYGIENE (5L+15P=15)	
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).	CO-3, BTL-3
MODULE 5: ELIMINATION NEEDS (10L+10P=20)	
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; 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).	CO-3, BTL-3
MODULE 6: DIAGNOSTIC TESTING (3L+4P=7)	
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.	CO-4, BTL-3
MODULE 7: OXYGENATION NEEDS (11L+10P=21)	
Review of Cardiovascular and Respiratory Physiology; Factors affecting respiratory functioning; Alterations in Respiratory Functioning; Conditions affecting; Airway; Movement of air; Diffusion; Oxygen transport; Alterations in oxygenation; Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure; Maintenance of patent airway; Oxygen administration; Suctioning – oral, tracheal; Chest physiotherapy – Percussion, Vibration & Postural drainage; Care of Chest drainage – principles & purposes; Pulse Oximetry – Factors ; affecting measurement of oxygen saturation using pulse oximeter, Interpretation; Restorative & continuing care; Hydration; Humidification; ; Coughing techniques; Breathing exercises; Incentive spirometry.	CO-5, BTL-3

MODULE 8: FLUID, ELECTROLYTE, AND ACID – BASE BALANCES (5L+10P=15)	
Review of physiological regulation of Fluid, Electrolyte and Acid-Base Balances; factors affecting Fluid, Electrolyte and Acid-Base Balances; disturbances in fluid volume: deficit; Hypovolemia; Dehydration; Excess; Fluid overload; Edema; Electrolyte imbalances (hypo and hyper) Acid-base imbalances; Metabolic – acidosis & alkalosis; Respiratory – acidosis & alkalosis; Intravenous therapy; Peripheral vein puncture 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.	CO-6, BTL-3
MODULE 9: ADMINISTRATION OF MEDICATIONS (20L+22P=42)	
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; 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.	CO-7, BTL-3
MODULE 10: SENSORY NEEDS (5L+6P=11)	
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.	CO-8, BTL-3
MODULE 11: CARE OF TERMINALLY ILL, DEATH AND DYING (4L+6P=10)	
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	CO-9, BTL-3

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.	
MODULE 12: PSYCHOSOCIAL NEEDS (A-D) (3L+0P=3)	
A. Self-concept- Introduction; Components (Personal Identity, Body image, Role Performance, Self Esteem); Factors affecting Self Concept; Nursing Management.	CO-9, BTL-3
MODULE 13: SEXUALITY (2L+0P=2)	
B. Sexuality: Sexual development throughout life; Sexual health; Sexual orientation; Factors affecting sexuality; Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse; Dealing with inappropriate sexual behavior.	CO-9, BTL-3
MODULE 14: STRESS & ADAPTATION (2L+4P=7)	
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.	CO-9, BTL-3
MODULE 15: CONCEPTS OF CULTURAL DIVERSITY & SPIRITUALITY (6L+0P=6)	
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.	CO-10, BTL-3
MODULE 16: NURSING THEORIES: INTRODUCTION: (6L+0P=6)	
Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy; Use of theories in nursing practice.	CO-11, BTL-3
TEXTBOOKS	
1. Potter, P. A., & Perry, A. G. (2017). Fundamentals of nursing (3rd ed.). Elsevier. 2. Cooper, K., & Gosnell, K. (2019). Foundations and adult health nursing (8th ed.). Elsevier. 3. Immanuel, M. S. (2014). Nursing foundation (1st ed.). Universities Press. 4. Lippincott Williams & Wilkins. (2009). Fundamentals of nursing (1st ed.). Wolters Kluwer. 5. Shanmugam, R. S. (2021). Nursing foundation (Vol. II) for B.Sc. nursing students (1st ed.). Prime Publishers. 6. Francis, C. (2022). Nursing foundations-2 for B.Sc. nursing students (2nd ed.). Lotus Publishers.	
REFERENCE BOOKS	
1. Kubade, M. (2023). Textbook of nursing foundation-II for B.Sc. nursing students: Semester II (2nd ed.). Jain Publishers. 2. Raj, D. E. B. (2023). Textbook of nursing foundation-II (1st ed.). Emmess Medical Publishers.	

COURSE TITLE	NURSING FOUNDATION -II PRACTICAL (INCLUDING HEALTH ASSESSMENT MODULE)			CREDITS	6
COURSE CODE	N-NF (II) 125	COURSE CATEGORY	PC	L-P-CL-S	0-0-16-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Care Plan /Health Education	Case study report	Attendance	ESM
7.5%	7.5%	5%	3%	2%	50%
Course Description	This course is designed to equip novice nursing students with knowledge and skills necessary in health assessment, develop skill in nursing process, identify and meeting patient needs ,collecting investigation, analyze and interpret diagnostic values, demonstrate skill in caring, for patient with impaired oxygen ,identify and demonstrate care of patient with fluid, electrolyte and acid-base imbalances, assess plan and care of patient with altered functioning of sense organs and unconscious ,care of terminally ill and dying patients.				
Course Objectives	1. Develop knowledge and skills in comprehensive health assessment of Patients 2. Apply the nursing process in assessing, planning, implementing, and evaluating nursing care. 3. Provide basic nursing care to meet patients' nutritional, hygienic, elimination, and comfort needs. 4. Develop competence in collecting specimens, performing simple laboratory tests, and interpreting common diagnostic values. 5. Identify and provide appropriate nursing care for patients with impaired oxygenation, fluid and electrolyte imbalance, and acid–base imbalance. 6. Plan and provide care for patients with altered sensory functioning and unconscious patients. 7. Develop skills in providing compassionate care for terminally ill and dying patients. 8. Promote safe, ethical, and patient-centred nursing practice.				
Course Outcomes	1. On Completion of The Course , the student will be able to : 2. Perform Health Assessment of Each Body System 3. Develop Skills in Assessment ,Planning ,Implementation and Evaluation of Nursing Care Using Nursing Process Approach 4. Identify and Meet the Nutritional Needs of Patients 5. .Implement Basic Nursing Techniques in Meeting Hygienic Needs of Patients 6. Plan and Implement Care to Meet the Elimination Needs of Patient 7. Develop Skills in Instructing and Collecting Samples for Investigation				

	8. Perform Simple Lab Tests and Analyze & Interpret Common Diagnostic Values 9. Identify Patients with Impaired Oxygenation and Demonstration Skill in Caring for Patients with Impaired Oxygenation 10. Identify and Demonstrate Skill in Caring for Patients with Fluid ,Electrolyte and Acid-Base Imbalances 11. Assess ,Plan, Implement & Evaluate the Basic Care Needs of Patients with Altered Functioning of Sense Organs and Unconscious 12. Care of Terminally Ill and Dying Patients
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Prerequisites: Plus two – Biology

CO,PO,AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	-	-	-	-	3	2	-	-	-
CO-2	3	3	3	2	-	1	2	3	3	-	-	-
CO-3	3	2	3	-	-	-	2	3	2	-	-	-
CO-4	3	2	3	-	-	-	2	3	3	-	-	-
CO-5	3	3	3	-	-	-	2	3	3	-	-	-
CO-6	3	3	2	2	-	-	3	3	2	-	-	-
CO-7	3	2	2	-	-	2	--	3	2	-	-	-
CO-8	3	3	3	2	-	2	-	3	3	-	-	-
CO-9	3	3	3	2	-	2	2	3	3	-	-	-
CO-10	3	3	3	-	-	-	-	-	-	-	-	-
CO-11	3	2	3	-	-	2	3	3	3	-	-	-

1-weekly related ,2- moderately related ,3 -strongly related

Use of mannequins and simulators (16weeks x 20hrsper week =320hrs)

s.no	Competencies	Mode of teaching
1	Health assessment	Standardized Patient
2	Nutritional assessment	Standardized Patient
3	Sponge bath, oral hygiene, perineal care	Mannequin
4	Nasogastric tube feeding	Trainer / Simulator
5	Providing bed pan & urinal	Mannequin
6	Catheter care	Mannequin
7	Bowl wash ,enema, insertion of suppository	Simulator/mannequin
8	Oxygen administration -face mask ,venture mask, nasal prongs	Mannequin
9	Administration of medication through parental route- IM, SC, ID, IV	IM injection trainer ,ID injection trainer, IV arm (trainer)
10	Last office	Mannequin

MODULE 1: HEALTH ASSESSMENT (3 Weeks)	
Health assessment -Nursing health history taking ,perform physical examination -general ,body system , Use Various Methods Of Physical Examinations -Inspection, Palpation, Persussion, Auscultation, Olfaction, identification of system wise deviations and documentations of findings.	CO-1BTL -3
MODULE 2: THE NURSING PROCESS (1 Week)	
Prepare nursing care plan for the patient based on the given case scenario	CO-2 BTL-4
MODULE 3: NUTRITIONAL NEEDS/ELIMINATION NEEDS & DIAGNOSTIC TESTING (2 Weeks)	
Nutritional needs -Nutritional assessment ,preparation of Nasogastric tube feed Nasogastric tube feeding, Hygiene - care of skin & hair -sponge bath ,bed bath ,care of pressure points & back massage ,pressure risk assessment using Braden Norton scale ,Hair wash, pediculosis, oral hygiene, perineal hygiene ,catheter care .	C0-3BTL-3
MODULE 4: ELIMINATION NEEDS (2 weeks)	
Elimination needs : Providing urinal ,bedpan ,insertion of suppository ,enema, urinary catheter care ,care of urinary drainage, Diagnostic Testing -specimen collection ,urine routine ,stool routine ,sputum culture ,perform sample lab test using reagent strips -urine -glucose ,albumin ,acetone , pH, specific gravity, Blood -GRBS monitoring .	CO-5 BTL-3
MODULE 5: OXYGENATION NEEDS ,FLUID ELECTROLYTE AND ACID- BASE BALANCES (3 weeks)	
Oxygenation needs : oxygenation administration methods -nasal prongs ,face mask ,venturi mask ,steam inhalation ,chest physiotherapy ,deep breathing & coughing exercises ,oral suctioning. Fluid, Electrolyte Acid -Base Balance -maintaining intake output chart ,identify & report complications of IV therapy ,observe Blood and Blood component therapy	CO-8 BTL-3
MODULE 6: ADMINISTRATION OF MEDICATION (3 WEEKS)	
Calculate drug dosages, preparation of lotions & solutions , Administer medication – oral, topical, inhalation, parenteral - intradermal, subcutaneous, intramuscular, instillation of medicated drops, nasal sprays and irrigation .	CO-9 BTL-3

MODULE 7: SENSORY NEEDS AND CARE OF UNCONSCIOUS PATIENTS, CARE OF TERMINALLY ILL, DEATH & DYING	
Sensory needs and care of unconscious patients ,assessment of level of consciousness using Glasgow-Coma scale Terminally Ill Death And Dying -death care	CO-11 BTL-3
TEXT BOOKS	
1. Carol Taylor & Pamela.(2021). Fundamentals of Nursing: 1st edition, Wolter Kluwer Publishers.(Vpl I & II) 2. K.Park. (2017). The text book of preventive and social medicine: 24th edition, c 3. Judith. Wilkinson & Karen. (2008). Fundamentals of Nursing: 1st edition, Jaypee brothers Publishers. 4. Potter & Perry. (2017), Fundamentals of Nursing: 2nd edition, south Asia edition. 5. Taylor & lillis.(2015). Fundamentals of Nursing: 8th edition, Wolter Kluwer Publishers. 6. SN Nanjunde Gowda. (2010). Fundamentals of Nursing: 1st edition, Jaypee brothers Publishers. 7. Lois White & Gena Duncan. (2011). Fundamentals of Basic Nursing: 3rd edition, Delmar cengage learning 8. Harindarjeet Goyal. (2020). Nursing foundation: 2nd edition,, CBS Publications 9. I Clement. (2017). Nursing foundation: 2nd edition, Jaypee brothers Publishers. 10. Publishers. 11. Rebecca Nissanka. (2016). Fundamentals of Nursing, 1st edition, 1st edition, 12. Kozier & Erb's. (2018). Fundamentals of Nursing, 10th edition, Pearson India education services. 13. Dr. Valsamma Joseph & Susamma Varghese,, Nursing Foundations - I & II, 3rd edt, frontline publisher(2022).	
REFERENCE BOOKS	
1. Potter and Perry's (2017)Fundamentals of Nursing, 3rd edt, Elsevier . 2. Cooper & Gosnell. (2019). Nursing foundation: 8th edition, Elsevier 3. Mary Sulakashini Immanuel.(2014). Nursing foundation: 1st edition, University press 4. Lippincott Williams and Wilkins. (2009). Fundamentals of Nursing, 1st edition, Wolter Kluwer	

COURSE TITLE	HEALTH/NURSING INFORMATICS AND TECHNOLOGY			CREDITS	3
COURSE CODE	HNIT 145	COURSE CATEGORY	FC- ABBS	L-P-CL-S	2-2-0-1
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	25%
Course Description	This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.				
Course Objectives	1. To understand the fundamentals of computer applications relevant to patient care and nursing practice. 2. To gain knowledge of information technology and its application in nursing education, clinical practice, administration, and research. 3. To explain the principles of health informatics and its role in enhancing healthcare delivery. 4. To demonstrate the use of health information systems to support patient care and nursing data management. 5. To acquire knowledge and skills in using electronic health record (EHR) systems in clinical settings. 6. To understand the concept of interoperability and apply relevant standards in healthcare environments. 7. To apply information and communication technology (ICT) tools in promoting public health. 8. To explore the functions and benefits of nursing information systems (nis) in professional nursing practice. 9. To utilize healthcare data effectively for clinical decision-making and health system management. 10. To understand and apply the ethical and legal principles governing digital health and informatics. 11. To integrate evidence-based informatics tools and technologies to ensure quality patient care. 12. To updated with evolving informatics practices for application in nursing education, clinical practice, and healthcare leadership.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.
Prerequisites: Plus two – Biology, Computer Science.	

CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PS0-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	2	2	2	3	2	1	1	2
CO-2	3	3	2	2	2	2	3	3	3	2	2	3
CO-3	2	2	2	2	2	2	3	2	3	2	1	2
CO-4	2	3	3	2	3	3	2	3	3	2	2	3
CO-5	2	2	3	3	2	2	2	3	3	2	2	3
CO-6	2	2	3	3	2	2	2	2	3	2	2	3
CO-7	2	3	2	2	3	3	2	3	3	2	2	3
CO-8	2	2	3	2	3	3	2	3	3	3	2	3
CO-9	2	3	3	2	3	3	3	3	3	3	2	3
CO-10	2	2	3	2	3	3	2	3	3	3	2	3
CO-11	3	3	3	3	3	3	3	3	3	3	3	3
CO-12	3	3	3	3	3	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1:INTRODUCTION TO COMPUTER APPLICATIONS FOR PATIENT CARE DELIVERY SYSTEM AND NURSING PRACTICE (10L+15P=25)	
Use of computers in teaching, learning, research and nursing practice; Windows, MS office: Word, Excel, Power Point; Internet; Literature search; Statistical packages; Hospital management information system.	CO-1, BTL-2
MODULE 2:PRINCIPLES OF HEALTH INFORMATICS (4L+5P=9)	
Health informatics – needs, objectives and limitations; Use of data, information and knowledge for more effective healthcare and better health.	CO-2, BTL-2
MODULE 3: INFORMATION SYSTEMS IN HEALTH CARE(3L+5P=8)	
Introduction to the role and architecture of information systems in modern healthcare environments; Clinical Information System (CIS)/Hospital information System (HIS).	CO-3, BTL-2
MODULE 4: SHARED CARE & ELECTRONIC HEALTH RECORDS (4L+4P=8)	
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.	CO-4, BTL-2
MODULE 5: PATIENT SAFETY & CLINICAL RISK(3L+0P=3)	
Relationship between patient safety and informatics; Function and application of the risk management process.	CO-5, BTL-2
MODULE 6:CLINICAL KNOWLEDGE & DECISIONMAKING (3L+6P=9)	
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..	CO-5, BTL-2
MODULE 7: EHEALTH: PATIENTS AND THEINTERNET(3L+0P=3)	
Use of information and communication technology to improve or enable personal and public healthcare; Introduction to public health informatics and role of nurses.	CO-7, BTL-2
MODULE 8: USING INFORMATION IN HEALTHCARE MANAGEMENT (3L+5P=8)	
Components of Nursing; Information system(NIS); Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations.	CO-8, BTL-2
MODULE 9: INFORMATION LAW & GOVERNANCE IN CLINICAL PRACTICE (4L+0P=4)	
Ethical-legal issues pertaining to healthcare information in contemporary clinical practice; Ethical-legal issues related to digital health applied to nursing.	CO-11, BTL-2
MODULE 10: HEALTHCARE QUALITY & EVIDENCEBASED PRACTICE(3L+0P=3)	
Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards.	CO-12, BTL-2

TEXTBOOKS

1. Randhir, P. (2022). Textbook of health nursing informatics and technology for B.Sc. nursing students (2nd ed.). CBS Publishers & Distributors.
2. Dos, S. (2021). Textbook of health/nursing informatics and technology (1st ed.). Lotus Publishers.
3. Nagendra Reddy, N. (2018). Textbook of computer education for B.Sc. nursing (2nd ed.). Frontline Publications.
4. Sood, R. (2018). Textbook of computer for nurses: Basics of information technology (1st ed.). Avichal Publishing Company.
5. Shetty, S. (2018). Textbook of computer fundamentals and application for nurses (1st ed.). Emmess Medical Publishers.
6. Charani, D. (2019). Textbook of introduction to computers for first year B.Sc. (N) (1st ed.). Vijayam Publications.
7. Jain, P., & Kumarai, N. (2015). Textbook of computer in nursing (1st ed.). Vikas & Company.
8. Soni, S. (2013). Textbook of advanced nursing practice (1st ed.). Jaypee Brothers Medical Publishers.

REFERENCE BOOKS

1. Lakshmi, L. (2025). Health/nursing informatics & technology for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors.
2. Randhir, P. (2022). Textbook of health/nursing informatics and technology for B.Sc. nursing students (2nd ed.). CBS Publishers & Distributors.
3. Jain, N. C., & Saakshi, M. (2006). Textbook of computer for nurses (2nd ed.). AITBS Publishers.
4. Randhir, P. (2017). Textbook of computer for nurses (1st ed.). CBS Publishers & Distributors.
5. Puri, B. (2017). Textbook of computer in nursing (3rd ed.). AITBS Publishers.
6. Sinha, P. K., & Sinha, P. (2014). Textbook of computer fundamentals (6th ed.). BPB Publications.

SEMESTER - III

SEMESTER III

COURSE TITLE	APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY SECTION A: APPLIED MICROBIOLOGY			CREDITS	3
COURSE CODE	MICR 201	COURSE CATEGORY	FC- ABBS	L-P-CL-S	2-2-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation/ microteaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	37%
Course Description	This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.				
Course Objectives	1. To acquire fundamental knowledge of microbiology and its significance in nursing and healthcare. 2. To understand the morphology, classification, and growth patterns of various microorganisms. 3. To differentiate between types of microbes including bacteria, viruses, fungi, and parasites. 4. To comprehend the modes of transmission of infectious agents and the methods of controlling their spread. 5. To apply principles of infection control practices in hospital and community healthcare settings. 6. To understand the immune system's role in combating infections through specific and non-specific defense mechanisms. 7. To explore the development, preparation, and administration of vaccines in immunization programs. 8. To recognize the role of the microbiology laboratory in the diagnosis and prevention of infectious diseases.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.				

Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	1	1	1	1	3	2	1	1	1	1
CO-2	3	3	2	2	2	1	3	3	2	2	1	1
CO-3	3	2	1	1	1	1	3	2	1	1	1	1
CO-4	3	3	3	2	2	1	3	3	2	2	1	1
CO-5	3	2	2	2	2	1	3	2	2	1	1	1
CO-6	3	2	2	2	2	2	2	3	2	2	1	1
CO-7	3	3	3	3	2	1	3	3	3	2	1	1
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: SECTIONA: APPLIED MICROBIOLOGY INTRODUCTION (3L+0P=3)												
Importance and relevance to nursing; Historical perspective; Concepts and terminology; Principles of microbiology.											CO-1, BTL-2	
MODULE 2: GENERAL CHARACTERISTICS OF MICROBES (10L+10P=20)												
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.											CO-2, BTL-2	
MODULE 3: PATHOGENIC ORGANISMS(4L+6P=10)												
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.											CO-3, BTL-2	
MODULE 4: IMMUNITY (3L+4P=7)												
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.											CO-4, BTL-2	
TEXTBOOKS												
1.Arora, D. (2016). Essential microbiology for B.Sc. nursing. CBS Publishers & Distributors. 2. Ananthanarayan, R., & Paniker, C. K. J. (2013). Textbook of microbiology (9th ed.). Universities Press. 3. Vasanthakumari, R. (2013). Essentials of microbiology (1st ed.). EBS. 4. Baveja, C. P. (2011). Textbook of microbiology for nurses (4th ed.). Arya Publications. 5. Murugan, A. (2012). Textbook of microbiology for nurses (1st ed.). Emmess Medical Publishers.												

REFERENCE BOOKS

1. Baveja, C. P. (2023). Applied microbiology for B.Sc. nursing (7th ed.). Arya Publishers.
2. Sharma, K. N., & Prema, R. (2024). Applied microbiology and infection control including safety. Thakur Publishers.
3. Emtiyazwani. (2012). New concepts in microbiology (1st ed.). Medical Publishers.
4. Ravi, U. (2014). Textbook of microbiology (1st ed.). Vijayam Publications.
5. Ravinder, T. (2012). Microbiology for nurses. CBS Publishers & Distributors.
1. 6. Gupte, S. (2011). The short textbook of medical microbiology for nurses (1st ed.). Jaypee Brothers Medical Publishers.

COURSE TITLE	APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY SECTION B: INFECTION CONTROL AND SAFETY			CREDITS	3
COURSE CODE	MICR 201	COURSE CATEGORY	FC- ABBS	L-P-CL-S	2-2-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
7.5%	7.5%	5%	3%	2%	38%
Course Description	This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.				
Course Objectives	1. To acquire knowledge of the fundamentals of microbiology and its relevance to nursing and health care. 2. To describe the morphology, classification, and growth patterns of various microorganisms. 3. To differentiate between common types of microbes, including bacteria, viruses, fungi, and parasites. 4. To explain the modes of transmission of infectious agents and the corresponding methods of prevention and control. 5. To apply infection control practices to reduce the spread of microorganisms in healthcare and community environments. 6. To understand the immune system's role in responding to infections through both specific and non-specific defense mechanisms. 7. To explain the principles of vaccine development and their role in immunization programs. 8. To recognize the role of microbiologists and the microbiology laboratory in the diagnosis, treatment, and prevention of infectious diseases.				

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

Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PS O-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	3	1	2	3	3	3	2	3	3
CO-2	3	3	2	3	1	2	2	3	3	3	2	3
CO-3	2	3	2	3	1	2	1	2	2	2	3	3
CO-4	3	3	3	3	1	1	2	3	2	1	3	3
CO-5	2	3	3	3	2	2	2	2	3	1	3	3
CO-6	2	3	3	2	2	2	2	2	3	2	3	3
CO-7	2	3	3	2	2	2	3	2	3	2	3	3
CO-8	2	2	2	2	3	2	3	2	2	3	2	3
CO-9	3	3	3	3	2	2	2	3	3	2	3	3
CO-10	3	3	3	3	1	2	2	3	3	2	3	3
CO-11	3	3	3	3	2	2	2	3	3	2	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: HAI (HOSPITAL ACQUIRED INFECTION) (2L+2P=4)

Hospital acquired infection; Bundle approach- Prevention of Urinary Tract Infection (UTI)-Prevention of Surgical Site Infection (SSI)-Prevention of Ventilator Associated events (VAE)-Prevention of Central Line Associated Blood Stream Infection (CLABSI); Surveillance of HAI – Infection control team & Infection control committee.

**CO-1,
BTL-3**

MODULE 2: ISOLATION PRECAUTIONS AND USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE) (3L+4P=7)

Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect); Epidemiology & Infection prevention – CDC guidelines; Effective use of PPE.

**CO-2,
BTL-3**

MODULE 3: HAND HYGIENE (1L+2P=3)	
Types of Hand hygiene; Hand washing and use of alcohol hand rub; Moments of Hand Hygiene; WHO hand hygiene promotion.	CO-3, BTL-3
MODULE 4: DISINFECTION AND STERILIZATION (1L+2P=3)	
Definitions; Types of disinfection and sterilization; Environment cleaning; Equipment Cleaning; Guides on use of disinfectants; Spaulding's principle.	CO-4, BTL-3
MODULE 5: SPECIMEN COLLECTION(Review) (1L+0P=1)	
Principle of specimen collection; Types of specimens; Collection techniques and special considerations; Appropriate containers; Transportation of the sample; Staff precautions in handling specimens.	CO-5, BTL-3
MODULE 6: BMW (Bio Medical Waste Management)(2L+2P=4)	
Laundry management process and infection control and prevention; Waste management process and infection prevention; Staff precautions; Laundry management; Country ordinance and BMW National guidelines 2017: Segregation of wastes, Color coded waste containers, waste collection & storage, Packaging & labeling, Transportation.	CO-6, BTL-3
MODULE 7: ANTIBIOTIC STEWARDSHIP (2L+0P=2)	
Importance of Antibiotic; Stewardship; Anti-Microbial Resistance; Prevention of MRSA, MDRO in healthcare setting.	CO-7, BTL-3
MODULE 8: PATIENT SAFETY INDICATORS (3L+5P=8)	
Care of Vulnerable patients; Prevention of Iatrogenic injury; Care of lines, drains and tubing's; Restrain policy and care – Physical and Chemical; Blood & blood transfusion policy; Prevention of IV Complication; Prevention of Fall; Prevention of DVT; Shifting and transporting of patients; Surgical safety; Care coordination event related to medication reconciliation and administration; Prevention of communication errors; Prevention of HAI; Documentation; Incidents and adverse Events-Capturing of incidents; RCA (Root Cause Analysis); CAPA (Corrective and Preventive Action); Report writing.	CO-8, BTL-3
MODULE 9: IPSG (International Patient safety Goals) (1L+0P=1)	
Identify patient correctly; Improve effective communication; Improve safety of High Alert medication; Ensure safe surgery; Reduce the risk of healthcare associated infection; Reduce the risk of patient harm resulting from falls; Reduce the harm associated with clinical alarm system.	CO-9, BTL-3
MODULE 10: SAFETY PROTOCOL (2L+3P=5)	
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 DataSheets); Environmental safety-Risk assessment; Aspect impact analysis; Maintenance of Temp andHumidity (Department wise); Audits; Emergency Codes; Role of Nurse in times of disaster.	CO-9, BTL-3
MODULE 11: EMPLOYEE SAFETY INDICATORS (2L+0P=2)	
Vaccination; Needle stick injuries(NSI)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.	CO-10, BTL-3

TEXTBOOKS

1. Dhir, A. (2023). Textbook of applied microbiology including infection control & safety for B.Sc. nursing students (2nd ed.). CBS Publishers & Distributors.
2. Ramanamma, M. V. (2023). Textbook of microbiology for B.Sc. nursing (3rd ed.). Frontline Publications

REFERENCE BOOKS

1. Baveja, C. P. (2023). Applied microbiology for B.Sc. nursing (7th ed.). Arya Publications.
2. Sharma, K. N., & Prema, R. (2024). Applied microbiology and infection control including safety. Thakur Publications.

COURSE TITLE	PHARMACOLOGY – I			CREDITS	1
COURSE CODE	PHAR(I) 205	COURSE CATEGORY	FC- ABBS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual teaching /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.				
Course Objectives	1. To learn the basic principles of pharmacodynamics and pharmacokinetics relevant to nursing practice. 2. To gain knowledge of drug calculations and safe medication administration techniques. 3. To understand the action, use, and nursing implications of commonly used antiseptics and disinfectants. 4. To acquire knowledge of drugs affecting the gastrointestinal system and their therapeutic uses. 5. To learn about pharmacological agents used in the treatment of respiratory system disorders. 6. To gain insight into medications used for cardiovascular and hematological disorders. 7. To understand the pharmacology of drugs used in endocrine disorders. 8. To develop knowledge of drugs used for skin conditions and in the management of communicable diseases.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.				

Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	1	1	1	1	3	2	2	1	3	2
CO-2	3	3	3	2	1	2	2	3	3	1	3	3
CO-3	2	3	3	2	1	1	2	2	3	1	3	3
CO-4	2	3	2	1	1	1	3	2	3	1	3	3
CO-5	2	3	2	1	1	1	3	2	3	1	3	3
CO-6	2	3	2	1	1	1	3	2	3	1	3	3
CO-7	2	3	2	1	1	1	3	2	3	1	3	3
CO-8	2	3	2	2	1	1	3	2	3	1	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION TO PHARMACOLOGY (3L+0P=3)												
Definitions & Branches; Nature & Sources of drugs; Dosage Forms and Routes of drug administration; Terminology used; Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures; Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance; Pharmacokinetics: 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.											CO-1, BTL-3	
MODULE 2: PHARMACOLOGY OF COMMONLY USED ANTISEPTICS AND DISINFECTANTS(1L+0P=1)												
Antiseptics and Disinfectants; Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse.											CO-2, BTL-3	
MODULE 3:DRUGS ACTING ON G.I. SYSTEM (2L+0P=2)												
Pharmacology of commonly used drugs; Emetics and Antiemetics; Laxatives and Purgatives; Antacids and antipeptic ulcer drugs; Anti-diarrheal – Fluid and electrolyte therapy, Furazolidone, dicyclomine; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.											CO-3, BTL-3	
MODULE 4: DRUGS ACTING ON RESPIRATORY SYSTEM(4L+0P=4)												
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.											CO-4, BTL-3	
MODULE 5:DRUGS USED IN TREATMENT OF CARDIOVASCULAR SYSTEM AND BLOOD DISORDERS (4L+0P=4)												
Hematinic, & treatment of anemia and antiadrenergic; 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.											CO-5, BTL-3	

MODULE 6:DRUGS USED IN TREATMENT OF ENDOCRINE SYSTEM DISORDERS (2L+0P=2)				
Insulin & oral hypoglycemics; Thyroid and anti-thyroid drugs; Steroids-Corticosteroids, Anabolic steroids; Calcitonin, parathormone, vitamin D3, calcium metabolism; Calcium salts.				CO-6, BTL-3
MODULE 7: DRUGS USED IN TREATMENT OF INTEGUMENTARY SYSTEM (1L+0P=1)				
Antihistaminic and antipruritic; Topical applications for skin- Benzyl benzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns); Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.				CO-7, BTL-3
MODULE 8: DRUGS USED IN TREATMENT OF COMMUNICABLE DISEASES (COMMON INFECTIONS, INFESTATIONS) (5L+0P=5)				
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.				CO-8, BTL-3
TEXTBOOKS				
1. Udaykumar, P. (2022). Pharmacology for nurses (5th ed.). Jaypee Brothers Medical Publishers. 2. Sharma, S. K. (2022). Textbook of pharmacology & pathology for nurses (2nd ed.). Jaypee Brothers Medical Publishers.				
REFERENCE BOOKS				
1.Matreja, P. S., Kaur, D., & Kaur, G. (2022). Textbook of pharmacology for B.Sc. nursing students (3rd ed.). Fingerprint Publishing. 2.Shanbhag, A. (2023). Pharmacology for nurses (7th ed.). Elsevier. 3.Tara, V. S., Smita, S., & Veena, N. (2011). Pharmacology for nurses (1st ed.). Reed Elsevier India.				

COURSE TITLE	PATHOLOGY - I			CREDITS	1
COURSE CODE	PATH (I) 210	COURSE CATEGORY	FC- ABBS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.				

Course Objectives	1. To gain knowledge of pathological changes associated with various disease conditions. 2. To learn the deviations from normal to abnormal in pathological processes. 3. To understand the rationale behind common laboratory investigations used in diagnosing pathological conditions. 4. To acquire skills in the proper collection of blood, body fluids, urine, and feces for diagnostic purposes. 5. To apply the knowledge of genetics in understanding inherited and acquired disorders. 6. To appreciate the clinical manifestations of patients with genetic abnormalities. 7. To rationalize the use of diagnostic tests in detecting genetic conditions. 8. To develop an understanding of the various genetic services available and their role in healthcare.
Course Outcomes	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.

Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	1	1	1	1	3	2	2	1	3	2
CO-2	2	3	2	2	2	1	3	2	3	1	3	2
CO-3	3	3	3	2	1	2	2	3	3	1	3	3
CO-4	2	3	1	1	1	1	3	2	2	1	3	2
CO-5	3	3	2	2	1	2	2	3	3	1	3	3
CO-6	2	3	2	2	2	1	3	2	3	1	3	2
CO-7	3	2	2	3	1	2	2	3	3	2	2	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: INTRODUCTION (8L+0P=8)

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,	CO-1, BTL-2
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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.	
MODULE 2: PATHOLOGICAL CHANGES IN DISEASE CONDITIONS OF SELECTED SYSTEMS (5L+0P=5)	
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; 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; - 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.	CO-2, BTL-2
MODULE 3:HEMATOLOGICAL TESTS FOR THE DIAGNOSIS OF BLOOD DISORDERS (7L+0P=7)	
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)	CO-3, BTL-2
TEXTBOOKS	
1. Nayak, R. (2024). Textbook of pathology and genetics for nurses (2nd ed.). Jaypee Brothers Medical Publishers. 2. Chaitra, K. K. (2024). Textbook of pathology and genetics for B.Sc. nursing students (1st ed.). Jaypee Brothers Medical Publishers.	
REFERENCE BOOKS	
1. Bansal, R., & Kaur, D. (2021). Textbook of pathology & genetics for B.Sc. nursing students (1st ed.). VHS Mohali. 2. Agarwal, P. (2023). Textbook of pathology & genetics for nurses (2nd ed.). Jain Publications.	

COURSE TITLE	ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (INCLUDING BCLS MODULE)			CREDITS	14
COURSE CODE	N-AHN (I) 215	COURSE CATEGORY	PC	L-P-CL-S	7-2-24-1
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation/microteaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.				
Course Objectives	1. To reinforce foundational concepts of anatomy, physiology, biochemistry, and behavioral sciences in clinical nursing practice. 2. To develop competencies in patient assessment, diagnosis, planning, implementation, and evaluation using the nursing process and critical thinking. 3. To equip students to identify and manage medical and surgical conditions through evidence-based interventions and nursing procedures. 4. To enhance students' ability to provide patient-centered care incorporating pharmacological, nutritional, and pathological considerations. 5. To foster professional accountability in ensuring safety, therapeutic communication, and quality care across various clinical settings. 6. To promote continuous learning through application of current research and evidence-based practices in medical-surgical nursing. 7. To strengthen the ability to deliver appropriate health education to individuals and groups for prevention and management of common medical-surgical conditions				
Course Outcomes	1. Upon completion of this course, the students will be able to: 2. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders. 3. 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. 4. Identify nursing diagnoses, list them according to priority and formulate nursing care plan. 5. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.				

	6. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders. 7. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities. 8. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures. 9. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders. 10. Identify the drugs used in treating patients with medical surgical conditions. 11. Plan and give relevant individual and group education on significant medical surgical topics. 12. Maintain safe environment for patients and the health care personnel in the hospital. 13. Integrate evidence-based information while giving nursing care to patients. Update and utilize evidence-based practices in nursing education, administration, and practice.
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Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	P O - 1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	2	3	2	1	1	3	2	3	1	3	3
CO-2	3	3	3	2	2	2	2	3	3	1	3	3
CO-3	3	3	3	2	1	2	2	3	3	2	3	3
CO-4	3	3	3	3	1	2	1	3	3	2	3	3
CO-5	3	3	2	2	1	1	3	3	3	1	3	3
CO-6	2	3	3	2	2	2	2	2	3	1	3	3
CO-7	3	3	3	3	1	2	1	3	3	2	3	3
CO-8	3	3	3	3	1	2	1	3	3	2	3	3
CO-9	2	3	3	2	1	1	2	2	3	1	3	3
CO-10	3	3	2	3	2	3	2	3	3	2	2	3
CO-11	3	3	3	3	1	2	2	3	3	2	3	3
CO-12	3	3	3	3	2	3	3	3	3	3	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1:INTRODUCTION (6L+4P=10)

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, Wound care and dressing technique; Care of surgical patient-pre-operative, post-operative; Alternative therapies used in caring for patients with Medical Surgical Disorders.	CO-1, BTL-3
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MODULE 2:INTRAOPERATIVE CARE (15L+4P=19)

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,	CO-2, BTL-3
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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	
MODULE 3: NURSING CARE OF PATIENTS WITH COMMON SIGNS AND SYMPTOMS AND MANAGEMENT (6L+4P=10)	
Fluid and electrolyte imbalance; Shock; Pain.	CO-3, BTL-3
MODULE 4: NURSING MANAGEMENT OF PATIENTS WITH RESPIRATORY PROBLEMS (18L+4P=21)	
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.	CO-4, BTL-3
MODULE 5: NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF DIGESTIVE SYSTEM (16L+5P=21)	
Review of anatomy and physiology of GI system; Nursing assessment –History and physical assessment; GI investigations; Common GI disorders: Oral cavity: lips, gums and teeth; GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis; Peptic & duodenal ulcer; Mal-absorption, Appendicitis, Hernias; Hemorrhoids, fissures, Fistulas; Pancreas: inflammation, cysts, and tumors; Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors; Gall bladder: inflammation, Cholelithiasis, tumors; Gastric decompression, gavage and stoma care, different feeding techniques; Alternative therapies, drugs used in treatment of disorders of digestive system.	CO-5, BTL-3
MODULE 6: NURSING MANAGEMENT OF PATIENTS WITH CARDIOVASCULAR PROBLEMS (20L+5P=25)	
Review of anatomy and physiology of cardio-vascular system; Nursing Assessment: History and Physical assessment; Invasive & non-invasive cardiac procedures; Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders; Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction; Valvular disorders: congenital and acquired; Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies; Cardiac dysrhythmias, heart block; Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade; Cardiopulmonary arrest.	CO-5, BTL-4
MODULE 7: NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF BLOOD (7L+3P=10)	
Review of Anatomy and Physiology of blood; Nursing assessment: history, physical assessment & Diagnostic tests; Anemia, Polycythemia; Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, agranulocytosis; Lymphomas, myelomas.	CO-7, BTL-3
MODULE 8: NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF ENDOCRINE SYSTEM (8L+2P=10)	
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.	CO-8, BTL-3

MODULE 9: NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM (8L+2P=10)	
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.	CO-9, BTL-3
MODULE 10: NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS1 (16L+4P=20)	
Review of Anatomy and physiology of the musculoskeletal system; Nursing Assessment: History and physical assessment, diagnostic tests; Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation; Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour; Orthopedic modalities: Cast, splint, traction, crutch walking; Musculoskeletal inflammation: Bursitis, synovitis, arthritis; Special therapies, alternative therapies; Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease; Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine; Rehabilitation, prosthesis; Replacement surgeries.	CO-10,BTL-3
MODULE 11: NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES (20L+3P=23)	
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.	CO-11, BTL-3
TEXTBOOKS	
1. Hinkle, J. L., & Cheever, K. H. (2008). Brunner & Suddarth's textbook of medical-surgical nursing (11th ed.). Wolters Kluwer. 2. Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2013). Medical-surgical nursing: Assessment and management of clinical problems (9th ed.). John Wiley & Sons. 3. Black, J. M., & Hawks, J. H. (2009). Medical-surgical nursing: Clinical management for positive outcomes (8th ed., Vols. 1–2). Elsevier. 4. Polaski, A. L., & Tatro, S. E. (2010). Core principles and practice of medical-surgical nursing (1st ed.). Elsevier. 5. Phipps, W. J. (2009). Medical-surgical nursing: Health and illness perspectives (8th ed.). Elsevier. 6. Lippincott Williams & Wilkins. (2008). Medical-surgical nursing (South Asian ed.). Wolters Kluwer. 7. Pellico, L. H. (2013). Focus on adult health: Medical-surgical nursing (1st ed.). Wolters Kluwer. 8. Smeltzer, S. C. (2008). Brunner & Suddarth's textbook of medical-surgical nursing (11th ed.). Lippincott Williams & Wilkins.	

REFERENCE BOOKS

1. Shaji, H. J. C. (2022). Adult health nursing (Vol. 1): With integrated pathophysiology (1st ed.). Prime Publishers.
2. Kumari, M. J. (2025). Adult health nursing-II: Medical-surgical nursing (2nd ed.). Jaypee Brothers Medical Publishers.
3. Pellico, L. H. (2013). Focus on adult health: Medical-surgical nursing (1st ed.). Wolters Kluwer.
4. Smeltzer, S. C. (2008). Brunner & Suddarth's textbook of medical-surgical nursing (11th ed.). Lippincott Williams & Wilkins.
5. Chintamani, et al. (2021). Lewis's textbook of medical-surgical nursing (4th South Asia ed.). Elsevier.

COURSE TITLE	ADULT HEALTH NURSING -I PRACTICAL			CREDITS	6
COURSE CODE	N-AHN(1)215	COURSE CATEGORY	PC	L-T-P-S	0-0-24-1
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Care Plans/Case Presentation / Drug Presentation	Health education	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.				
Course Objectives	1. Utilize the nursing process to provide comprehensive, individualized care to sick adult patients in hospital settings 2. Perform complete health assessments and interpret relevant diagnostic-test findings to establish an accurate patient database. 3. Identify, prioritize, and formulate appropriate nursing diagnoses based on patient assessment data. 4. Develop, implement, evaluate, and modify individualized nursing care plans using problem-solving and scientific principles. 5. Perform nursing procedures safely, skillfully, and in accordance with established standards of care. 6. Provide comfort, safety, and a therapeutic environment for adult patients throughout hospitalization 7. Establish effective interpersonal and therapeutic relationships with patients and their family members.				

	8. Communicate and explain nursing actions, procedures, and care plans appropriately to patients and families. 9. Assess the health-education needs of patients and families and provide relevant education related to medical and surgical conditions. 10. Deliver safe and competent pre-operative, intra-operative, and post-operative nursing care. 11. Integrate knowledge of pathology, nutrition, pharmacology, and evidence-based practice when caring for patients with medical and surgical disorders. 12. Demonstrate awareness of legal, ethical, and professional responsibilities in nursing practice.
Course Outcomes	1. Utilize the nursing process in providing care to the sick adults in the hospital: a. Perform complete health assessment to establish a data base for providing quality patient care. b. Integrate the knowledge of diagnostic tests in the process of data collection. c. Identify nursing diagnoses and list them according to priority. d. Formulate nursing care plan, using problem solving approach. e. Apply scientific principles while giving nursing care to patients. f. Perform nursing procedures skillfully on patients. g. Establish/develop interpersonal relationship with patients and family members. h. Evaluate the expected outcomes and modify the plan according to the patient needs. 2. Provide comfort and safety to adult patients in the hospital. 3. Maintain safe environment for patients during hospitalization. 4. Explain nursing actions appropriately to the patients and family members. 5. Ensure patient safety while providing nursing procedures. 6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients. 7. Provide pre, intra and post-operative care to patients undergoing surgery. 8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders. 9. Integrate evidence-based information while giving nursing care to patients. 10. Demonstrate the awareness of legal and ethical issues in nursing practice
Prerequisite -plus two biology	

CO,PO,AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	2	2	2	3	3	2	2	2
CO-2	3	2	3	2	2	2	2	3	2	2	2	3
CO-3	3	2	3	2	2	2	2	3	2	2	2	3
CO-4	2	2	2	3	2	3	2	2	2	3	2	3
CO-5	3	3	3	2	2	2	3	3	3	2	2	3
CO-6	2	2	2	3	2	3	2	2	3	2	3	2
CO-7	3	3	3	2	2	2	3	3	2	3	2	3
CO-8	3	3	2	1	2	2	2	3	3	2	2	2
CO-9	3	3	3	2	3	3	2	3	3	2	2	3
CO-10	2	2	3	3	2	2	3	2	2	3	3	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
Clinical practicum (480hrs) 18weeks x 27hrs												
1. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS												
A. Skill Lab: Use of manikins and simulators												
•Intravenous therapy												
•Oxygen through mask												
•Oxygen through nasal prongs												
•Venturi mask												
•Nebulization												
•Chest physiotherapy												
B. Clinical Postings: General Medical Wards (Duration 4 Weeks)											CO1 BTL-4	
Intravenous therapy- IV cannulation ,IV maintenance and monitoring ,Administration of IV medication, Assist with diagnostic procedures, Develop skill in the management of patients with Respiratory problems, Develop skill in managing patients with metabolic abnormality, Care of patient with Central line, Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis Management patients with respiratory problems-Administration of oxygen through mask, nasal prongs, venturi mask ,Pulse oximetry, Nebulization Chest physiotherapy Postural drainage ,Oropharyngeal suctioning, Care of patient with chest drainage ,Diet Planning, High Protein diet, Diabetic diet Insulin administration ,Monitoring GRBS												
2. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS - GENERAL SURGICAL WARDS (DURATION 4 WEEKS)												
A.Skill Lab : Use of manikins and simulators												
•Nasogastric aspiration												
•Surgical dressing												
•Suture removal												

•Colostomy care/ileostomy care •Enteral feeding	
B.Clinical Postings: General Surgical Wards (Duration 4 Weeks) Pre operative Care, Immediate Post Operative care, Post operative Exercise, Pain assessment, Pain Management Assisting Diagnostic procedure and after care of patients undergoing Colonoscopy, ERCP, Endoscopy, Liver Biopsy. Nasogastric Aspiration, Gastrostomy/Jejunostomy feed, Ileostomy/Colostomy Care, Surgical dressing, Surgical removal, Surgical Soak, Sitz Bath, and care of drain.	CO- BTL-3
3. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS	
A.Skill Lab : Use of manikins and simulators •Cardiovascular assessment •Interpreting ECG •BLS/BCLS •CPR •ABG analysis •Taking blood sample •Arterial blood gas analysis – interpretation	
C. Clinical Postings: Cardiology Wards (duration 2 Weeks) Cardiac monitoring, Recording and interpreting ECG ,Arterial blood gas analysis – interpretation Administer ,cardiac drugs ,Preparation and after care of patients for cardiac catheterization, CPR, Collection of blood sample for :Blood grouping/cross matching, Blood sugar, Serum electrolytes Assisting with blood transfusion Assisting for bone marrow aspiration, Application of anti-embolism stockings (TED hose),Application/maintenance of sequential Compression device.	CO-1 BTL-4
4.NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM	
A. Skill Lab • Use of manikins and simulators • Application of topical medication	
B. Clinical Postings: Dermatology Ward (Duration 1 Week) •Intra dermal injection-Skin allergy testing •Application of topical medication •Medicated bath	CO-1 BTL-3

5.NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES (1 week)	
A.Skill Lab •Barrier Nursing •Reverse Barrier Nursing •Standard precautions	
B.Clinical Postings: Isolation ward (Duration 1 Week) Barrier Nursing , Reverse barrier nursing Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	CO-5 BTL-2
6. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS	
A. Skill Lab: Use of manikins and simulators • Range of motion exercises • Muscle strengthening exercises • Crutch walking	
C. Clinical Postings: Orthopedic Wards (2 Weeks) • Preparation of patient with Myelogram/CT/MRI, Assisting with application & removal of POP/ , Cast Preparation, assisting and after care of patient with Skin traction/skeletal traction Care of orthotics Muscle strengthening exercises Crutch walking Rehabilitation	CO-1 BTL-4
7. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS	
A .Skill Lab: Use of manikins and simulators • Scrubbing, gowning and gloving • Orient to instruments for common surgeries • Orient to suture materials • Positioning	
B.Clinical Postings: Operation Theatre (4 Weeks) • Position and draping •Preparation of operation table •Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment• Scrubbing procedures – Gowning, masking and gloving • Intra operative monitoring	CO-7 BTL -3
TEXTBOOK	
1. Hinkle, J. L., & Cheever, K. H. (2008). Brunner & Suddarth’s textbook of medical-surgical nursing (11th ed.). Wolters Kluwer. 2. Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2013). Medical-surgical nursing: Assessment and management of clinical problems (9th ed.). John Wiley & Sons. 3. Black, J. M., & Hawks, J. H. (2009). Medical-surgical nursing: Clinical management for positive outcomes (8th ed., Vols. 1–2). Elsevier.	

4. Polaski, A. L., & Tatro, S. E. (2010). Core principles and practice of medical-surgical nursing (1st ed.). Elsevier.
5. Phipps, W. J. (2009). Medical-surgical nursing: Health and illness perspectives (8th ed.). Elsevier.
6. Lippincott Williams & Wilkins. (2008). Medical-surgical nursing. Wolters Kluwer.

COURSE TITLE	HUMAN VALUES							CREDITS			1	
COURSE CODE	BSNE01		COURSE CATEGORY		EC			L-P-CL-S			1-0-0-0	
Version	1.0		Approval Details		42 nd ACM, 26-10-2024			Learning Level			BTL-4	
ASSESSMENT SCHEME												
First Periodical Assessment	Second Periodical Assessment		Written Assignment		Seminar / Microteaching/ Individual presentation/ Project			Attendance			ESE	
15%	15%		10%		5%			5%			50%	
Course Description	This module is designed to help students to develop knowledge and attitude towards inculcating human values.											
Course Objectives	1. Develop an understanding of human values, ethical principles, and moral responsibilities essential for personal and professional life. 2. Cultivate respect for human dignity, cultural diversity, empathy, compassion, and social responsibility while providing nursing care. 3. Apply human values in decision-making, interpersonal relationships, and professional practice to promote holistic patient care. 4. Demonstrate integrity, accountability, teamwork, and commitment to ethical standards in healthcare settings.											
Course Outcome	On completion of the module, the student will be able to 1. Understand the concept and importance of human values. 2. Analyze the impact of human values in family, society and profession. 3. Apply human values in education and clinical practice.											
Prerequisites: NIL												
CO,PO,AND PSO MAPPING												
CO	P0-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
C0-1	3	1	2	1	-	2	-	3	2	2	3	2
CO-2	3	3	3	3	1	2	1	3	3	3	3	2
C0-3	3	3	3	3	2	3	2	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1: INTRODUCTION (4L+0P=4)	
Introduction to human values - Definition and nature of human values ,Types of human values - Different categorization ,Instrumental and extrinsic values ,Personal and professional values , Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non violence	CO-1, BTL-2
MODULE 2: IMPORTANCE OF HUMAN VALUES (4L+0P=4)	
Need and importance of human values , Functions of values ,Reflection on individual values Human values, ethical values and moral values - differences and similarities	CO-2, BTL-2
MODULE 3: ROLE OF HUMAN VALUES IN FAMILY AND SOCIETY (2L+0P=2)	
Family values ,Social standards ,Influence of family and society	CO-3, BTL-3
MODULE 4: ROLE OF EDUCATION AND HUMAN VALUES (4L+0P=4)	
Teachers as role model, Development of accountability, appreciation and helping nature , Discipline as a human value , Value education strategies	CO-4, BTL-3
MODULE 5: PROFESSIONAL VALUES (4L+0P=4)	
Professional values - examples ,Professional values and Value development in nursing ,Core values at workplace, application in clinical settings and implications	CO-5, BTL-4
MODULE 6: Values and cross cultural influence (2L+0P=2)	
Cultural values, Universal application, Universal declaration of human values and human rights	CO-6, BTL-3
TEXTBOOKS	
1.Chawla, D., & Shirke, S. (2026). <i>Health economics for nursing</i> (1st ed.). AITBS Publishers.	

COURSE TITLE	DIABETES CARE			CREDITS	1
COURSE CODE	BSNE02	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Assessment of skills	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%

Course Description	This module is designed to help students to develop knowledge, skill and attitude regarding Diabetes and care.											
Course Objectives	1. Explain the etiology, pathophysiology, clinical manifestations, diagnosis, and management of diabetes mellitus. 2. Assess the health status of individuals with diabetes and identify actual and potential health problems using the nursing process. 3. Plan and provide comprehensive nursing care, including medication administration, blood glucose monitoring, nutritional management, and lifestyle modification. 4. Educate individuals, families, and communities on diabetes prevention, self-management, complication prevention, and health promotion strategies. 5. Recognize and manage acute and chronic complications of diabetes through timely intervention, referral, and multidisciplinary collaboration. 6. Demonstrate professional competence, ethical practice, and effective communication while caring for individuals with diabetes across healthcare settings.											
Course Outcome	On completion of the module, the student will be able to 1. Understand the concept of NCDs and relevant national programs. 2. Review the pathophysiology and clinical diagnostic criteria for diabetes. 3. Analyze the diabetes treatment options such as medication, diet, exercise and life style modifications. 4. Apply the principles and demonstrate self-management skills to achieve diabetes control. 5. Identify onset of complications and provide means of seeking appropriate and timely help. 6. Demonstrate understanding of recent updates in diabetes.											
Prerequisites: NIL												
CO ,PO, PSO MAPPING												
C0	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
Co-1	3	2	2	2	2	2	2	3	3	2	3	3
Co-2	3	3	2	1	2	2	2	3	3	2	3	3
Co-3	3	3	3	2	2	3	2	3	3	3	3	3
Co-4	3	3	3	3	2	3	2	3	3	3	3	3
Co-5	3	3	3	3	2	3	2	3	3	3	3	3
C0-6	2	3	2	2	3	2	3	3	3	2	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1: INTRODUCTION (2L+0P=2)	
Introduction to Diabetes as Non communicable disease burden - global & national - Review Diabetes risk factors, preventive measures & risk reduction measures Role of nurse in national programs relevant to Diabetes prevention, control and care	CO-1, BTL-2
MODULE 2: PATHOPHYSIOLOGY AND DIAGNOSIS OF DIABETES (4L+0P=4)	
Review - structure & functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue & kidney) Relationship between blood glucose and insulin Prediabetes condition Types of Diabetes - Type I & II Screening Symptoms Diagnostic Criteria	CO-2, BTL-2
MODULE 3: DIABETES TREATMENT OPTIONS (2L+0P=2)	
Life style modifications ,Diet therapy ,Exercise ,Medical therapy , Oral antidiabetic agents used to treat diabetes, types, actions, side effects and contraindications, Combination treatment regimen ,Medication considerations in elderly, Insulin therapy - Types, regimen, preparation and administration ,Recent advances in medication therapy	CO-3, BTL-3
MODULE 4: COMPLICATIONS OF DIABETES DIAGNOSIS AND MANAGEMENT OF (3L+0P=3)	
Hypoglycemia ,Hyperglycemia Diabetic ketoacidosis ,Macrovascular complications Diabetic retinopathy ,Diabetic nephropathy ,Neuropathy ,Gestational diabetes in pregnancy	CO-4, BTL-3
MODULE 5: SELF-MANAGEMENT (5L+0P=5)	
Challenges of living with diabetes Role of self-care in diabetes management Effective self-management skills to attain and maintain diabetes control Monitoring blood glucose levels - methods to monitor diabetes control and analysis of blood glucose patterns Nutrition therapy Nutritional needs of patients with diabetes Nutritional assessment Determination of body mass index (BMI), waist-to-hip ratio Meal planning methods Problems associated with diet therapy Physical activity Role of exercise in diabetes management Components of exercise prescription Exercise needs assessment Types of exercises Benefits of yoga for people with diabetes Strategies to prevent hypoglycemia during or after exercise Medication therapy Understanding action, side effects and contraindications Insulin therapy - preparation and administration Role of diabetes educator in education and counselling, Complication identification and seeking appropriate help	CO-5, BTL-4
MODULE 6: RECENT UPDATES IN DIABETES (2L+0P=2)	
Oral health and diabetes, managing diabetes during disasters, Recent update on treatment and care modalities, Lecture cum discussion, Directed reading • MCQ • Short answers • Role of diabetes educator in diabetes care, education, counseling and management, C	CO-6, BTL-3

TEXTBOOKS					
1. Hinkle, J. L., & Cheever, K. H. (2008). Brunner & Suddarth's textbook of medical-surgical nursing (11th ed.). Wolters Kluwer. 2. Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2013). Medical-surgical nursing: Assessment and management of clinical problems (9th ed.). John Wiley & Sons. 3. Black, J. M., & Hawks, J. H. (2009). Medical-surgical nursing: Clinical management for positive outcomes (8th ed., Vols. 1–2). Elsevier.					
REFERENCE BOOKS					
1. Facilitator manual for training nursing staff on “Prevention and Management of Non-Communicable Diseases” developed by People to People Health Foundation (PPHF), 2019 2. Shaji, H. J. C. (2022). Adult health nursing (Vol. 1): With integrated pathophysiology (1st ed.). Prime Publishers. 3. Kumari, M. J. (2025). Adult health nursing-II: Medical-surgical nursing (2nd ed.). Jaypee Brothers Medical Publishers. 4. Pellico, L. H. (2013). Focus on adult health: Medical-surgical nursing (1st ed.). Wolters Kluwer.					

COURSE TITLE	SOFT SKILLS			CREDITS	1
COURSE CODE	BSNE03	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-5
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Assessment of Skills	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and team work.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Develop effective verbal and non-verbal communication skills for professional and interpersonal interactions. 2. Demonstrate teamwork, leadership, and collaborative skills in academic, clinical, and workplace settings. 3. Apply problem-solving, critical thinking, and decision-making skills to address personal and professional challenges. 4. Enhance self-confidence, emotional intelligence, time management, and stress management skills for personal and professional growth. 5. Exhibit professional etiquette, ethical behavior, adaptability, and positive attitudes required for successful career development and lifelong learning.				

Course Outcomes	On completion of the module, the student will be able to											
	1. Identify & perform personal, professional & Social Etiquette											
	2. Illustrate Telephone Etiquette											
	3. Learn & apply Presentation skills.											
	4. Be empowered in Public Speaking											
	5. Practice appropriate time management and use planning tools											
	6. Incorporate Motivational skills in practice											
	7. Develop Decision making skills											
	8. Demonstrate Teamwork in workplace											
Prerequisites: NIL												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	3	2	3	1	3	3	3	2	2
CO-2	3	1	2	3	3	3	1	3	3	2	2	2
CO-3	2	2	2	3	3	3	2	3	2	3	2	2
CO-4	3	2	2	3	2	3	1	3	3	3	2	2
CO-5	3	3	3	3	2	3	1	3	3	3	2	2
CO-6	3	3	3	3	2	3	2	3	3	3	3	3
CO-7	3	3	3	3	2	3	2	3	3	3	3	3
CO-8	3	3	3	3	2	3	2	3	3	3	2	3
1 – WEAKLY RELATED, 2 – MODERATELY RELATED, 3 – STRONGLY RELATED												
MODULE 1: PERSONAL ETIQUETTE (4L+0P=4)												
Grooming and personal hygiene, Body language-Postures & facial expressions ,Punctuality and respectfulness, Manners Professional Etiquette: • Meeting etiquette • Workplace etiquette • communication etiquette-Oral & written Social Etiquette: • What is Social Etiquette? • Why are social skills important? • Types of social skills • Conversational skills - Greetings, listening, interacting • Common courtesies - Thank you, No thank you, Excuse me, May I • Social skill defects Other types: • Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class • Virtual classroom etiquette • Social media etiquette											CO-1, BTL-2	
MODULE 2: TELEPHONE ETIQUETTE: (2L+0P=2)												
Introduce yourself first • Clarity of speech • Active listening and take notes • Use appropriate language • Remain cheerful											CO-2, BTL-2	
MODULE 3: PRESENTATION SKILLS (3L+0P=3)												
Introduction • Types of Presentation Skills • Structure • Importance of Presentation skills • Making a Presentation • Delivering a Presentation											CO-3, BTL-3	

MODULE 4: PUBLIC SPEAKING (2L+0P=2)	
Elements of Public Speaking • Types of Public Speaking • How do you begin a speech • How do you make your speech good • Factors of Public Speaking	CO-4, BTL-3
MODULE 5: TIME MANAGEMENT (2L+0P=2)	
Know how to spend time • Set priorities • Using a Planning Tool • Getting Organised/Schedule time appropriately	CO-5, BTL-4
MODULE 6: MOTIVATIONAL SKILLS (2L+0P=2)	
Forming and Changing Habit • Gratitude • Positivity • Mindfulness	CO-6, BTL-4
MODULE 7: DECISION MAKING SKILLS (2L+0P=2)	
What is Decision making skills • The 5 Decision making skills • Styles of Decision making • How to develop decision making	CO-7,BTL-3
MODULE 8: TEAM WORK (2L+0P=2)	
Differentiate team/teamwork • Examples of team work skills • Working with different teams • Build a team in your workplace environment	CO-8, BTL-5
REFERENCE BOOKS	
1. Chawla, D., & Shirke, S. (2026). <i>Health economics for nursing</i> (1st ed.). AITBS Publishers.	

COURSE TITLE	FRENCH			CREDITS	1
COURSE CODE	GLS61011	COURSE CATEGORY	HS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	Introduces students to the culture and language of the French-speaking world. Students develop an ability to communicate in real-life situations by acquiring reading, writing, listening, and speaking skills. The elementary courses prepare students to communicate successfully in some common basic social situations using the four language skills—listening, speaking, reading, and writing—within appropriate cultural contexts. The student will also acquire an understanding of cross-cultural awareness.				
Course Objective	1. To discover basic elements of the language, such as the different phonemes, the alphabet and its pronunciation. 2. To discover the foundation of the language such as conjugations, auxiliaries, numbers, etc. 3. To learn how to form simple sentences about personal topics such as one's family. 4. To start interacting with others by asking and answering simple questions. 5. Understand your learning style and be able to check your own progress.				

Course Outcome	Upon completion of this course, the students will be able to:									
	1. Demonstrate advanced proficiency in spoken and written French.									
	2. Demonstrate the ability to read critically, interpret analytically, speak persuasively, and write coherently about visual and literary texts produced in the French-speaking world.									
	3. Demonstrate familiarity with methodological approaches in the study of literary and cultural texts, such as close reading, socio-historical contextualization, and literary and cultural theory.									
	4. Demonstrate knowledge of literary and cultural traditions, such as major movements, writers, and works of the French-speaking world, focusing on at least one and ideally multiple traditions: European, African, Caribbean, Asian, North American, and other Francophone cultures.									
5. Demonstrate the skills necessary for scholarly research and writing in the Humanities.										
Prerequisites: Nil										
CO, PO, AND PSO MAPPING										
CO	P0-1	PO-2	P0-3	P0-4	P0-5	PS0-1	PS0-2	PS0-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	1	-	1	2	2
CO-2	1	1	-	-	1	1	-	1	2	2
C0-3	1	1	-	-	1	1	-	1	2	2
C0-4	1	1	-	-	1	1	-	1	2	2
C0-5	1	1	-	-	1	1	-	1	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: INTRODUCTION FRANÇAISE (6L+P=6)										
Introduction au cours de français - 1hr La France et ses clichés - 2hr Première rencontre (saluer, prendre congé, parler de son humeur) - 1hr Qui es-tu? (se présenter, les chiffres 1-20, <i>être</i> et <i>avoir</i>) - 2hrs Activité fiche d'identité									CO-1, BTL-2	
MODULE 2: LE MONDE QUI M'ENTOURE (6L+P=6)										
Quel temps fait-il? (la météo, les chiffres 20-49) - 1hr Mes couleurs préférées (la possession, le genre des articles) - 2hrs Introduction à la Révolution Française - 2hrs Me repérer dans le temps 1: la date (mois, jours, années) - 2hr Me repérer dans le temps 2: l'heure (chiffres 49-60) - 2hrs									CO-2, BTL-3	
MODULE 3: MES GOÛTS (6L+P=6)										
La nourriture en France - 2hrs Exprimer ses goûts (verbes du 1er groupe, négation verbale) - 2hrs Manger et boire en France - 1hr Ma famille extraordinaire - 2hrs Activité “qui est qui?” - 2hrs									CO-3, BTL-3	

MODULE 4: MON QUARTIER EST UN MONDE (6L+P=6)	
Mon quartier idéal (lieux de la ville, prépositions de lieu, <i>habiter</i> et <i>vivre</i>) - 2hrs C'est par où? (verbe <i>aller</i> , les directions, l'impératif, donner des indications) - 2hrs Activité "où vont-ils?" trouver l'itinéraire - 1hr On y va comment? (les transports, <i>conduire</i> et <i>prendre</i> , la préposition en/à) - 2hr Montmartre, un quartier pas comme les autres. 2hrs	CO-4, BTL-3
MODULE 5: JOUR APRES JOUR (6L+P=6)	
Une journée ordinaire (verbes pronominaux, routine, emploi du temps) - 2hrs Mes petites habitudes (la fréquence définie et indéfinie) - 1hr Une carte postale de vacances - 2hrs La provenance et la destination (prépositions in, from, to, le genre des pays) - 1hr Mes vacances idéales (adjectifs démonstratifs) -2hr	CO-5, BTL-4
TEXTBOOKS	
1. <i>Alter Ego 1 Cahier d'Activités</i> , Annie BERTHET & Co, Hachette 2006. 2. <i>Version Originale Cahier d'Exercices</i> , Monique DENYER & Co, ED. Maison des Langues, 2011.	
E-BOOK	
1. www.lepointdufle.net 2. https://www.podcastfrançaisfacile.com/ 3. https://didierfle.com/ 4. https://lebaobabbleu.com/ 5. https://leszexpertsfle.com/	

COURSE TITLE	GERMAN			CREDITS	2
COURSE CODE	GLS61012	COURSE CATEGORY	HS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The students shall understand the basic German Language concepts and cultural difference. They can manage to understand and communicate in German when they travel to Germany.				
Course Objective	1. This course aims to equip the students with a basic daily communication in German. 2. The students learn the spoken German required to communicate with native speakers. 3. It helps them to understand the 4 different modules (Hören, Schreiben, Sprechen and Lesen) which is required to clear the A1 first level international certificate exam. 4. The students learn the concepts which is required for pursuing their PG or Job in Germany.				

Course Outcome	Upon completion of this course, the students will be able to:									
	1. Recall and recognize the facts and use familiar, everyday expressions, create very simple sentences, which relate to the satisfying of concrete needs.									
	2. Understanding the texts and trying to communicate in a simple manner provided the person they are speaking to speaks slowly and clearly and is willing to help.									
	3. Understanding and recalling the basic German Vocabulary, Verb conjugations with pronouns, expressions and connecting the learned facts to communicate in simple German sentences.									
	4. Applying the above learned facts and trying to create own sentences, E-mails etc. as per the basic level achieved.									
5. Understand the native speaker and apply the knowledge (at basic level) in writing and speaking parts.										
Prerequisites: Nil										
CO, PO, AND PSO MAPPING										
C0	P0-1	P0-2	PO-3	P0-4	PO-5	PS0-1	PSO-2	PSO-3	PS0-4	PSO-5
C0-1	1	1	-	-	1	1	-	1	2	2
C0-2	1	1	-	-	1	1	--	1	2	2
C0-3	1	1	-	-	1	1	-	1	2	2
C0-4	1	1	-	-	1	1	-	1	2	2
C0-5	1	1	-	-	1	1	-	1	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: SUPER! (6L+0P=6)										
Jemanden vorstellen - Eine Hitliste internationaler Wörter schreiben - Nach dem Namen und der Herkunft fragen - Eine kursliste schreiben									CO-1, BTL-2	
Grammatik: regelmäßige verben – möchten,sprechen,sein - Personalpronomen – ich,du,er,sie. - Definitive Artikel im nominative der,die,das - W -Rragen, Ja/Nein Fragen - Präpositionen – aus, in.										
MODULE 2: Menschen (6L+P=6)										
Jemanden nach dem Befinden fragen - Sich verabschieden - Interview: Informationen über die Familie erfragen und darüber berichten - Über seine Freunde und die Freunde anderer schreiben und sprechen									CO-2, BTL-3	
Grammatik: Indefinitive Artikel – ein/eine - Negativartikel – kein/keine... Possessiveartikel – mein,dein,sein.										
MODULE 3: Essen und Trinken (6L+P=6)										
Lebensmittel verglichen - Lieblingsfarbe und Lebensmittel zuordnen - Umfrage: mein Lieblingsfrühstück - Eine Einkaufsliste für ein Lieblingsessen schreiben									CO-3, BTL-3	
Grammatik: Verb Konjugation – sein,haben - Imperative! Verbposition im Satz - W -Rragen, Ja/Nein Fragen.										
MODULE 4: Mein Leben (6L+P=6)										
Sich über Leben, Beruf, Herkunft, etc..austauschen - Eine Visitenkarte schreiben									CO-4, BTL-3	
Interview: sich über den Tagensablauf austauschen - Die zahlen bis 100										

Grammatik: Trennbare Verben – “man” und “negation nicht” benutzen – Akkusativ(definite/indefinite/negative Artikel) – Präpositionen – um, als, für, bei.	
MODULE 5: Freizeit (6L+P=6)	
Ein Kursposter mit Hobbys schreiben – Welche Hobbys habe ich, welche nicht – Notieren und sprechen – Was man selbst und die Familie am – Wochenende gerne macht – Über seinen Sonntag schreiben	CO-5, BTL-4
Grammatik: Modalverben – Präpositionen – in, am	
TEXTBOOKS	
1. Rolf Bruseke, Starten Wir! (A1), Hueber Verlag, 2018.	
REFERENCE BOOKS	
1. Stefanie Dengler, “Netzwerk neu A1.1 [Kurs und Übungsbuch]”, Klett, 2015 2. Harmut Aufderstrasse, Heiko Bock, “Themen 1 aktuell Kursbuch”, Hueber, 2003	
E-BOOK	
1. https://www.learn-german-online.net/en/learning-german-resources/free-german-lessons-a1.htm	

COURSE TITLE	SPANISH			CREDITS	2
COURSE CODE	GLS61013	COURSE CATEGORY	HS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This Spanish language course has been programmed to meet the grammatical and conversation needs of the student. The content is very comprehensive and will also assist in the professional and personal language requirement of the student.				
Course Objective	1. To facilitate the student in reaching out to international clients across the globe. 2. To make an immediate connect by speaking to the prospective client/ company in their native language. 3. To improve the overall personality of the student thereby making him/her more confident to communicate with global clients. 4. To provide survival skills to students relocating in countries where Spanish is spoken. This includes USA, all the Latin American countries and Spain.				
Course Outcome	Upon completion of this course, the students will be able to: 1. Develop an understanding in spoken Spanish and construction of basic sentences. 2. Creating conversations & oral understanding. 3. Enables the learners to decode a message and to give a suitable reply in the same manner.				

		4. Build an overall idea on the perceptions, phrases, and other vocabulary. 5. Evaluate and Understand not only the language but also culture, music, food and other aspects of the language.								
Prerequisites: Nil										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	1	-	1	2	2
CO-2	1	1	-	-	1	1	-	1	2	2
CO-3	1	1	-	-	1	1	-	1	2	2
CO-4	1	1	-	-	1	1	-	1	2	2
CO-5	1	1	-	-1	1	1	-	1	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: INTRODUCTION TO LANGUAGE & COMMUNICATION (Part 1) (6L+0P=6)										
1. El Alfabeto – The Alphabets 2. Numeros – Numbers 3. Saludos - Salutations 4. La hora – The Time Suggested Readings: USO (Basico) Dele Gramatica Epanola Author by Francisca Castro									CO-1, BTL-1	
MODULE 2: INTRODUCTION TO LANGUAGE & COMMUNICATION (Part 2) (6L+0P=6)										
1. Los Meses, La Semana- The Month, The week and the days of the year 2. Los Estaciones Delan’o – the Seasons of the year 3. En el Aeropuerto, Cpger El Taxi – At the Airport, Booking tickets 4. Hola – Salutations and Greetings 5. Durante La Clase – During the class 6. Art’culos – Different Articles Suggested Reading: USO (Basico) Dele Gramatica Epanola Author by Francisca Castro									CO-2, BTL-2	
MODULE 3: UNDERSTANDING OF BASIC VERB AND INTRODUCTION TO GRAMMAR (6L+0P=6)										
Verbp ser : Presente – Present tense of Verb “to be” 2. Estar / Hay – Conjugations of the verb “to be” and the verb there is / There are 3. Verbos En Presente: Regulares – Introduction to regular verbs 4. Ser / Estar / Tener – Conjugation of Irregular Verbs Suggested Reading: USO (Basico) Dele Gramatica Epanola Author by Francisca Castro									CO-3, BTL-3	

MODULE 4: GRAMMAR AND INTRODUCTION TO BASIC CONCEPT (6L+0P=6)	
Posesivos – Possesive Adjectives and Nouns 2. Colores – Colours and Expressions 3. La Familia – The Family and its members 4. Nombres Y Adjetivos – Nouns and Adjectives Literary Readings: USO (Basico) Dele Gramatica Epanola Author by Francisca Castro	CO-4, BTL-2
MODULE 5: LOS NOMBRES DE LA FAMILIA (6L+0P=6)	
Los nombres de la familia – Name of the Family Members 2. Relaciones – relations 3. Identificación de la tabla de familia - identification of the family table 4. Repaso del semestre entero - Full semester revision Literary Readings: USO (Basico) Dele Gramatica Epanola Author by Francisca Castro	CO-5, BTL-3
TEXTBOOKS	
1. Módulo, Mind your Language Institute.	
REFERENCE BOOKS	
1. Benny Phillips, "Spanish Language Learning: “The Ultimate Guide”"	
E-BOOK	
1. Open.umn.edu 2. Pdfdrive.com/francisa-castro	

COURSE TITLE	KOREAN						CREDITS		2		
COURSE CODE	GLS61014		COURSE CATEGORY			HS		L-P-CL-S		1-0-0-0	
Version	1.0		Approval Details			42 nd ACM, 26-10-2024		Learning Level		BTL-3	
ASSESSMENT SCHEME											
First Periodical Assessment		Second Periodical Assessment		Seminar / Assignment / Project			Surprise Test / Quiz		Attendance		ESE
15%		15%		10%			5%		5%		50%
Course Description		Korean language will give you the opportunity to take a deep dive into Korean culture. The students will become more confident with their skills in communicating with their employers and potential customers. This course covers most basic grammatical structure and everyday vocabularies.									
Course Objective		1. To make the students get an upper hand in the prime industries of the world and direct access to the Korean speaking community. 2. To enable the students to create a direct connection thereby eliminating the requirement of a translator. 3. To improve the overall personality of the student thereby making them more confident to communicate with global clients. 4. To provide survival skills to students relocating to countries where Korean is spoken.									
Course Outcome		Upon completion of this course, the students will be able to: 1. Develop spoken Korean and construction of advanced sentences. 2. Enhance conversations & oral understanding of few communication concepts. 3. Create an idea to decode messages and enable a suitable reply in the same manner. 4. Identify and construct phrases, and other vocabulary. 5. Analyse their language, culture, music, food, and other aspects of the Korean Language.									
Prerequisites: Nil											
CO, PO, AND PSO MAPPING											
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
CO-1	1	1	-	-	1	1	-	1	2	2	
CO-2	1	1	-	-	1	1	-	1	2	2	
CO-3	1	1	-	-	1	1	-	1	2	2	
CO-4	1	1	-	-	1	1	-	1	2	2	
CO-5	1	1	-	-	1	1	-	1	2	2	
1 – Weakly related, 2 – Moderately related, 3 – Strongly related											

MODULE 1: INTRODUCTION: LANGUAGE AND CULTURE (6L+0P=6)	
What kind of language is Korean? Korea, philosophy of the Korean language & GangNam Style! In this module, students will learn Korean culture, philosophy of creating Korean scripts, and the Korean alphabet or Korean writing system called 'Hangeul'. After completing the lessons, students will be able to understand the principles how each letter was invented. Also, students will be able to understand Korean sign languages as well. Suggested Activities: Memory game.	CO-1, BTL-2
MODULE 2: HANGEUL (6L+0P=6)	
Greetings and Introducing phonics, the character system, Noun, Pronoun Basic Verb and Greetings & Introducing. In this module, Students will learn how to greet, ask someone's nationalities / jobs, and answer those questions in Korean. After completing the lessons, students will be able to introduce themselves, greet a person and talk about someone's nationality and occupations. Suggested activities: Introducing, Game with song, Flash cards game	CO-2, BTL-2
MODULE 3: RESTAURANT & SHOPPING (6L+0P=6)	
Reading simple sentences - to be able to comprehend sign board and name, ordering at a restaurant, counting units, Interrogative sentence. In this module, students will learn how to order food and make requests at a restaurant in Korean. After completing the lesson, students will be able to inquire about restaurant menus, order a specific portion of food at a restaurant, and order a drink at a café. After completing the lesson, you will be able to express prices per item, purchase a product from a store, and make a specific request while shopping. Suggested Activities: Playing in the condition of restaurant and Shop, Dictation.	CO-3, BTL-3
MODULE 4: DAILY LIFE & TIME (6L+0P=6)	
Talking about daily life, expressing movement, memo, simple message, object marker, expression of negation, & writing. In this module, students will learn various Korean vocabulary regarding their daily lives. After completing the lessons, students will be able to utilize informal sentence endings, ask and answer about their everyday life. Students will learn about time and date in Korean. And students will also say the days of the week as well. After completing the lessons, students will be able to ask and respond to the time & date using Korean numbers. Suggested activities: Songs about numbers and family.	CO-4, BTL-3
MODULE 5: SPEAKING AND INTERACCTION WITH NATIVES (6L+0P=6)	
Self-Introduction, conversations, finding out information about friends, talk with Korean, visit a Korean market or company. K-POP! Students can successfully handle a limited number of uncomplicated communicativetasks related to predictable topics for survival in Korea. Suggested Activities: Talk with Native Korean.	CO-5, BTL-3
TEXTBOOKS	
1. Sejong Korean 1, National Institute of Korean Language. 2. Sejong Korean 1 -workbook, National Institute of Korean Language.	

REFERENCE BOOKS					
1. Introduction to Sejong Korean, King Sejong Institute.					
E-BOOK					
1. http://www.twoponds.co.kr/en/snu					
2. https://www.koreantopik.com/2017/10/1-8-sejong-korean-textbook-pdfaudio69.html					

COURSE TITLE	MANDARIN			CREDITS	2
COURSE CODE	GLS61015	COURSE CATEGORY	HS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This level of Mandarin language course has been programmed to understand more symbols and grammatical concepts. It simplifies the construction of sentences, making it easy to converse basic sentences. The student will be able to translate texts and also speak relating to weather, climate and self-introduction. An introduction to ‘My family’ and description using adjectives.				
Course Objective	1. To make the students to understand Mandarin global language, the students get an upper hand in the prime industries of the world and direct access to the Chinese speaking community. 2. To create a direct connect thereby eliminating the requirement of a translator. 3. To improve the overall personality of the student thereby making him/her more confident to communicate with global clients. 4. To provide survival skills to students relocating to countries where Mandarin is spoken.				
Course Outcome	Upon completion of this course, the students will be able to: 1. Assimilate the rules of Hanyu pinyin, pronunciation, Mandarin Chinese tones, character-based common vocabulary, fundamental grammar, and oral and writing practices. 2. Differentiate the major tones of Chinese characters and able to identify the similar pronunciation of vocabularies. 3. Practicing basic communicative skills in Mandarin Chinese through repetition practices in class, students are to learn commonly used Chinese vocabulary, sentences structure and oral communicative skills. 4. Create an idea to recognize easy and basic Mandarin characters; in addition, students are to learn the regulation of expressing Mandarin Chinese in PinYin system and understand the specific adoption of borrowing from Alphabetic symbols. 5. Apply a knowledge of Mandarin to practice and draw Mandarin Chinese strokes order and characters.				

Prerequisites: Nil										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	1	-	1	2	2
CO-2	1	1	-	-	1	1	-	1	2	2
CO-3	1	1	-	-	1	1	-	1	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: MANDARIN CHINESE CHARACTER AND TONES (6L+0P=6)										
Basic strokes in Chinese - commonly used radicals - formation of vocabulary - pictograms - ideograms - compound ideographs - phono-semantic compounds- derivative cognates - phonetic loans - 4 tones introduction - consonants - single vowel - double vowels - initial, medial and vowels. Suggested activities: Direct lecturing, repeated themes lecturing									CO-1, BTL-2	
MODULE 2: LISTENING SKILLS (6L+0P=6)										
Listening to native speaker’s pronunciation of scripts, vocabularies. Tones differentiating trainings, one character with different pronunciation or tones, different characters with the same pronunciation or tones. Suggested activities: Listening to native speaker’s pronunciation and translate it into English.									CO-2, BTL-3	
MODULE 3: SPEAKING SKILLS (6L+0P=6)										
Imitating native speaker’s pronunciations, tones and intonations to speak naturally Suggested activities: Reverse teaching, presentation, formal and informal conversations, singing Chinese songs, cultural activities, describing things									CO-3, BTL-3	
MODULE 4: READING SKILLS (6L+0P=6)										
50 vocabularies - easy to difficult - important and commonly used. Suggested activities: Flashcards to practice, word recognition competition									CO-4, BTL-3	
MODULE 5: WRITING SKILLS (6L+0P=6)										
15 vocabularies - easy to difficult - important and commonly used - Chinese Calligraphy. Suggested activities: Only practiced in assignments, not tested in any exams, composition practice (optional)									CO-5, BTL-3	
TEXTBOOKS										
1. National Taiwan Normal University Mandarin Training Center (2015). Linking publishing company. A Course in Contemporary Chinese (Textbook)										
REFERENCE BOOKS										
1. National Taiwan Normal University Mandarin Training Center (2017). Linking publishing company. Practical Audio-Visual Chinese Vol. 1, 3rd Edition										
E-BOOK										
1. http://chineseworksheetgenerator.org										

COURSE TITLE	JAPANESE					CREDITS	2			
COURSE CODE	GLS61016	COURSE CATEGORY		HS	L-P-CL-S	1-0-0-0				
Version	1.0	Approval Details		42 nd ACM, 26-10-2024	Learning Level	BTL-3				
ASSESSMENT SCHEME										
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project		Surprise Test / Quiz	Attendance	ESE				
15%	15%	10%		5%	5%	50%				
Course Description	This course has been designed to acquire grammar and be able to use Japanese to communicate in everyday simple and practical situations. The content of this course includes pronunciations speaking skills, listening practice, and reading and writing.									
Course Objective	1. To make the students to write and speak Japanese easily in any situation, daily life and daily conversations. 2. To develop language skills and interest in learning. 3. To facilitate students to create opportunities for themselves in society. 4. To develop the spoken language fluently. 5. To help the students to learn about the uniqueness of the Japanese Language.									
Course Outcome	Upon completion of this course, the students will be able to: 1. Demonstrate the letters and basic words of Japanese Language which are in daily use. 2. Develops the listening skills of Japanese language. 3. Utilize the letters and common words of the language for communication. 4. Develop conversational skills. 5. Demonstrate the skill of reading and writing.									
Prerequisites: Nil										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	1	-	1	2	2
CO-2	1	1	-	-	1	1	-	1	2	2
CO-3	1	1	-	-	1	1	-	1	2	2
CO-4	1	1	-	-	1	1	-	1	2	2
CO-5	1	1	-	-	1	1	-	1	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: LANGUAGE AND CULTURE (6L+0P=6)										
Greetings - Self-Introduction - Numbers and Alphabets – Names of countries & Continents-Telling the time-Professions-Introduction about the language and country -									CO-1, BTL-1	

Context based learning –At the Café, City orientation, Family, Daily routine, Weather and Clothing. 挨拶--自己紹介-数字とアルファベット-国と大陸の名前-時間を伝える-職業-言語と国についての紹介-コンテキストベースの学習-カフェで、都市オリエンテーション、家族、日常、天気と服装	
MODULE 2: BASIC GRAMMAR (6L+0P=6)	
Definite and indefinite articles - Simple verbs and conjugation – Pronouns-Possessive Pronoun-W Questions-Adjectives –Separable verbs. 明確な冠詞と不定冠詞-単純な動詞と活用-代名詞-所有代名詞-W質問-形容詞-分離動詞	CO-2, BTL-1
MODULE 3: READING & LISTENING SKILLS (6L+0P=6)	
Reading simple passages - to be able to comprehend advertisements and short texts - Listening comprehension of real time situation-based dialogues. 簡単な文章を読む-広告や短いテキストを理解できるようにする-リアルタイムの状況に基づいた対話の理解を聞く	CO-3, BTL-2
MODULE 4: WRITING SKILLS (6L+0P=6)	
Small passages – Comprehension – Composition – Letter writing. 小さな文章-理解-作文-手紙の書き方	CO-4, BTL-2
MODULE 5: SPEAKING SKILLS (6L+0P=6)	
Introducing self- describing daily routine – engaging in dialogues about family, city, orientation, ordering food at the café and weather. 自己記述的な日常生活の紹介-家族、都市、オリエンテーション、カフェでの食事の注文、天気についての対話に参加する	CO-5, BTL-3
TEXTBOOKS	
1. Minna no Nihongo: main textbook and translation book. (Second edition, Elementary level 1-1) Publisher: Goyal Publishers.	
REFERENCE BOOKS	
1. Konomi, Emiko. Beginning Japanese for Professionals: Book 1, Portland State University,2015.	
E-BOOK	
1. https://www.academia.edu/81329400/Basic_japanese_A_grammar_and_workbook .	

SEMESTER -IV

SEMESTER IV

COURSE TITLE	PHARMACOLOGY – II (including Fundamentals of Prescribing Module)			CREDITS	3
COURSE CODE	PHAR(II) 205	COURSE CATEGORY	FC- ABBS	L-P-CL-S	3-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	38%
Course Description	This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.				
Course Objectives	1. Understand the basic concepts of pharmacodynamics and pharmacokinetics. 2. Gain knowledge of the principles of therapeutics and their application in nursing practice. 3. Identify and interpret the nursing implications of drug administration across various clinical scenarios. 4. Develop the ability to apply pharmacological knowledge for the safe and effective use of medications. 5. Acquire understanding of the fundamental principles of prescribing to support rational and evidence-based medication practices.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.				
Prerequisites: Plus two – Biology					

CO, PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	1	1	3	3	2	1	1	1
CO-2	3	2	2	1	1	1	3	3	2	1	1	1
CO-3	3	2	2	1	1	1	3	3	2	1	1	1
CO-4	3	2	2	2	1	1	3	3	3	2	2	2
CO-5	3	3	3	2	2	2	2	3	3	2	2	2
CO-6	3	3	3	3	3	2	2	3	3	3	3	3
CO-7	2	2	2	2	2	1	2	2	2	2	2	2
CO-8	3	3	3	3	3	2	2	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: DRUGS USED IN DISORDERS OF EAR, NOSE, THROAT & EYE (4L+0P=4)												
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.											CO-1, BTL-2	
MODULE 2: DRUGS USED ON URINARY SYSTEM (4L+0P=4)												
Pharmacology of commonly used drugs-Renin angiotensin system o Diuretics and antidiuretics o 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.											CO-2, BTL-3	
MODULE 3: DRUGS ACTING ON NERVOUS SYSTEM (10L+0P=10)												
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; 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.											CO-3, BTL-3	
MODULE 4: DRUGS USED FOR HORMONAL, DISORDERS AND SUPPLEMENTATION, CONTRACEPTION AND MEDICAL TERMINATION OF PREGNANCY (5L+0P=5)												
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.											CO-4, BTL-2,	
MODULE 5: DRUGS USED FOR PREGNANT WOMEN DURING ANTENATAL, LABOUR AND POSTNATAL PERIOD (3L+0P=3)												
Tetanus prophylaxis; Iron and Vit K1 supplementation; Oxytocin, Misoprostol; Ergometrine; Methyl prostaglandin F2-alpha; Magnesium sulphate; Calcium gluconate.											CO-5, BTL-2,	

MODULE 6: MISCELLANEOUS (10L+0P=10)	
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, 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.	CO-6, BTL-3
MODULE 7: INTRODUCTION TO DRUGS USED IN ALTERNATIVE SYSTEMS OF MEDICINE (4L+0=4)	
Ayurveda, Homeopathy, Unani and Siddha etc.; Drugs used for common ailments.	CO-7, BTL-2,
MODULE 8: FUNDAMENTAL PRINCIPLES OF PRESCRIBING (20L+0P=120)	
Prescriptive role of nurse practitioners: Introduction; Legal and ethical issues related to prescribing; Principles of prescribing; Steps of prescribing; Prescribing competencies.	CO-6, BTL-2
TEXTBOOKS	
1. Uday kumar, P. (2022). Pharmacology for nurses (5th ed.). Jaypee Brothers Medical Publishers. 2. Sharma, S. K. (2022). Textbook of pharmacology & pathology for nurses (2nd ed.). Jaypee Brothers Medical Publishers.	
REFERENCE BOOKS	
1. Matreja, P. S., Kaur, D., & Kaur, G. (2022). Textbook of pharmacology for B.Sc. nursing students (3rd ed.). Fingerprint Publishing. 2. Shanbhag, S. (2023). Pharmacology for nurses (7th ed.). Elsevier.	

COURSE TITLE	PATHOLOGY - II AND GENETICS			CREDITS	1
COURSE CODE	PATH (I) 210	COURSE CATEGORY	FC- ABBS	L-T-P-S	1-0-1-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation/micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	37%
Course Description	This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.				

Course Objectives	1. To gain knowledge of pathological changes associated with various disease conditions. 2. To learn the deviations from normal to abnormal in pathological processes. 3. To understand the rationale behind common laboratory investigations used in diagnosing pathological conditions. 4. To acquire skills in the proper collection of blood, body fluids, urine, and feces for diagnostic purposes. 5. To apply the knowledge of genetics in understanding inherited and acquired disorders. 6. To appreciate the clinical manifestations of patients with genetic abnormalities. 7. To rationalize the use of diagnostic tests in detecting genetic conditions. 8. To develop an understanding of the various genetic services available and their role in healthcare.											
Course Outcomes	Upon completion of this course, the students will be able to: 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.											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	1	1	3	3	2	2	1	1
CO-2	3	3	3	2	2	1	3	3	3	2	2	1
CO-3	2	3	2	1	1	2	2	2	2	1	1	1
CO-4	3	2	3	2	1	1	3	3	2	2	1	1
CO-5	2	2	2	1	1	2	2	2	2	1	1	1
CO-6	3	3	3	2	2	1	3	3	3	2	2	1
CO-7	2	2	2	1	1	2	2	2	2	1	1	1
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: PATHOLOGICAL CHANGES IN DISEASE CONDITIONS OF SELECTED SYSTEMS SPECIAL PATHOLOGY (5L+0P=5)												
Kidneys and Urinary tract ; Glomerulonephritis; Pyelonephritis; Renal calculi; Cystitis; Renal Cell Carcinoma; Renal Failure (Acute and Chronic); Male genital systems – Cryptorchidism; Testicular atrophy; Prostatic hyperplasia; Carcinoma penis and Prostate; Female genital system - Carcinoma cervix; Carcinoma of endometrium; Uterine fibroids; Vesicular mole and Chorio carcinoma; Ovarian cyst and tumors; Breast - Fibrocystic changes; Fibroadenoma; Carcinoma of the Breast; Central nervous system – Meningitis; Encephalitis; Stroke; Tumors of CNS.											CO-1, BTL-2	

MODULE 2: CLINICAL PATHOLOGY(5L+0P=5)	
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; 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.	CO-2, BTL-2
GENETICS : MODULE 1: INTRODUCTION(2L+0P=2)	
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).	CO-3, BTL-3
MODULE 2: MATERNAL, PRENATAL AND GENETIC INFLUENCES ON DEVELOPMENT OF DEFECTS AND DISEASES (2L+0P=2)	
Conditions affecting the mother: genetic and infections; Consanguinity atopy; Prenatal nutrition and food allergies; Maternal age; 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).	CO-4, BTL-2
MODULE 3: GENETIC TESTING IN THE NEONATES AND CHILDREN(2L+0P=2)	
Screening for-Congenital abnormalities, Developmental delay, Dysmorphism.	CO-3, BTL-2
MODULE 4:GENETIC CONDITIONS OF ADOLESCENTS AND ADULTS(2L+0P=2)	
Cancer genetics: Familial cancer; Inborn errors of metabolism; Blood group alleles and hematological disorder; Genetic haemochromatosis; Huntington's disease; Mental illness.	CO-4, BTL-2
MODULE 5: SERVICES RELATED TO GENETICS (2L+0P=2)	
Genetic testing; Gene therapy; Genetic counseling; Legal and Ethical issues; Role of nurse.	CO-5, BTL-2
TEXTBOOKS	
1. Nayak, R. (2024). Textbook of pathology and genetics for nurses (2nd ed.). Jaypee Brothers Medical Publishers. 2. Chaitra, K. K. (2024). Textbook of pathology and genetics for B.Sc. nursing students (1st ed.). Jaypee Brothers Medical Publishers.	
REFERENCE BOOKS	
1. Bansal, R., & Kaur, D. (2021). Textbook of pathology & genetics for B.Sc. nursing students (1st ed.). VHS Mohali. 2. Agarwal, P. (2023). Textbook of pathology & genetics for nurses (2nd ed.). Jain Publications.	

COURSE TITLE	ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY (INCLUDING GERIATRIC NURSING) AND PALLIATIVE CARE MODULE			CREDITS	14
COURSE CODE	N-AHN (II) 225	COURSE CATEGORY	PC	L-P-CL-S	7-2-24-2
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-5
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.				
Course Objectives	1. To review and apply knowledge of anatomy, physiology, biochemistry, and behavioral sciences in clinical nursing practice. 2. To utilize the nursing process approach in the care of adult patients with medical and surgical disorders. 3. To develop competencies in the assessment, diagnosis, planning, implementation, and evaluation of care for adult patients. 4. To provide comprehensive nursing management for adult patients with a variety of medical-surgical conditions. 5. To deliver appropriate supportive, palliative, and rehabilitative care to meet the holistic needs of adult patients. 6. To enhance critical thinking and clinical decision-making skills in managing complex health conditions. 7. To demonstrate effective communication and collaborative skills in multidisciplinary care settings.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	1	1	3	3	2	1	1	1
CO-2	3	3	3	2	2	2	2	3	3	2	2	2
CO-3	3	3	2	2	2	2	2	3	3	2	2	2
CO-4	3	3	3	3	2	2	1	3	3	3	2	2
CO-5	2	3	2	3	3	1	3	2	3	3	3	3
CO-6	3	3	3	3	3	2	2	3	3	3	3	3
CO-7	2	3	3	3	2	2	1	2	3	3	2	2
CO-8	3	3	3	3	1	2	1	3	3	2	3	3
CO-9	2	3	3	2	1	1	2	2	3	1	3	3
CO-10	3	3	2	3	2	3	2	3	3	2	2	3
CO-11	3	3	3	3	1	2	2	3	3	2	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: 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) (12L+4P=16)												
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.											CO-1, BTL-4	
MODULE 2: NURSING MANAGEMENT OF PATIENT WITH DISORDER OF EYE (12L+4P=16)												
Review of anatomy and physiology of the eye; History, physical assessment, diagnostic assessment; Eye Disorders – Refractive errors; Eye lids: infection, deformities; Conjunctiva: inflammation and infection bleeding; Cornea: inflammation and infection; Lens: cataract; Glaucoma; Retinal detachment; Blindness; Eye donation, banking and transplantation.											CO-2, BTL-4	
MODULE 3:NURSING MANAGEMENT OF PATIENT WITH KIDNEY AND URINARY PROBLEMS (15L+4P=19)												
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.											CO-3, BTL-1	

MODULE 4: NURSING MANAGEMENT OF DISORDERS OF MALE REPRODUCTIVE SYSTEM (6L+0P=15)	
Review of Anatomy and physiology of the male reproductive system; History, Physical Assessment, Diagnostic tests; Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and Orchitis; Sexual dysfunction, infertility, contraception; Male Breast Disorders: gynecomastia, tumor, climacteric changes.	CO-4, BTL-2
MODULE 5:NURSING MANAGEMENT OF PATIENT WITH BURNS, RECONSTRUCTIVE AND COSMETIC SURGERY (10L+4P=14)	
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.	CO-5, BTL-2
MODULE 6:NURSING MANAGEMENT OF PATIENT WITH NEUROLOGICAL DISORDERS (16L+4P=20)	
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; Guillain-Barré syndrome, Myasthenia gravis & Multiple sclerosis; Rehabilitation of patient with neurological deficit.	CO-6, BTL-4,
MODULE 7:NURSING MANAGEMENT OF PATIENTS WITH IMMUNOLOGICAL PROBLEMS(12L+4P=16)	
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.	CO-7, BTL-4
MODULE 8: NURSING MANAGEMENT OF PATIENT WITH ONCOLOGICAL CONDITIONS (12L+3P=15)	
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.	CO-8, BTL-5

MODULE 9: NURSING MANAGEMENT OF PATIENT IN EMERGENCY AND DISASTER SITUATIONS(15L+4P=16)	
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.	CO-5, BTL-3
MODULE 10: NURSING CARE OF THE ELDERLY(10L+0P=10)	
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.	CO-5, BTL-3
MODULE 11: NURSING MANAGEMENT OF PATIENTS IN CRITICAL CARE UNITS (15L+8P=23)	
Principles of critical care nursing; Organization: physical set-up, policies, staffing norms; Protocols, equipment and supplies; 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.	CO-5, BTL-3
MODULE 12: NURSING MANAGEMENT OF PATIENTS OCCUPATIONAL AND INDUSTRIAL DISORDERS (5L+0P=5)	
History, physical examination, Diagnostic tests; Occupational diseases and management.	CO-5, BTL-4
TEXTBOOKS	
1. Hinkle, J. L., & Cheever, K. H. (2008). Brunner & Suddarth's textbook of medical-surgical nursing (11th ed.). Wolters Kluwer. 2. Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2013). Medical-surgical nursing: Assessment and management of clinical problems (9th ed.). John Wiley & Sons. 3. Black, J. M., & Hawks, J. H. (2009). Medical-surgical nursing: Clinical management for positive outcomes (8th ed., Vols. 1–2). Elsevier. 4. Gupta, M. (2023). Adult health nursing-1 (Medical-surgical nursing-1) with integrated pathophysiology (including BCLS module) for B.Sc. nursing (3rd ed.). Jain Publishers. 5. Sharma, S. K., Madhavi, S., & Hinkle, J. L. (2022). Brunner & Suddarth's textbook of medical-surgical nursing (2nd ed., Vol. 1). Wolters Kluwer.	
REFERENCE BOOKS	
1. Shaji, H. J. C. (2022). Adult health nursing (Vol. 1): With integrated pathophysiology (1st ed.). Prime Publishers. 2. Kumari, M. J. (2025). Adult health nursing-II: Medical-surgical nursing (2nd ed.). Jaypee Brothers Medical Publishers.	

COURSE TITLE	ADULT HEALTH NURSING -II PRACTICAL			CREDIT	6
COURSE CODE	N-AHN (II) 225	COURSE CATEGORY	PC	L-P-CL-S	0-0-24-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Details	BTL-4
ASSESSMENT SCHEME					
First periodical	Second periodical	Care study/case presentation	Health education /drug presentation	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions				
Course Objectives	By the end of the course, students will be able to: 1. Apply the nursing process in caring for hospitalized adult patients. 2. Perform comprehensive health assessments to establish a baseline for quality patient care. 3. Interpret diagnostic tests and incorporate findings into patient care assignments. 4. Identify, prioritize, and document appropriate nursing diagnoses. 5. Develop, implement, evaluate, and revise individualized nursing care plans using problem-solving principles. 6. Apply scientific principles and evidence-based practice while performing nursing procedures and delivering patient care. 7. Provide safe, comfortable, and therapeutic care while maintaining a safe hospital environment. 8. Establish effective interpersonal relationships and communicate nursing actions clearly with patients and family members. 9. Assess patients' and families' learning needs and provide appropriate health education related to medical and surgical conditions. 10. Provide competent preoperative, intraoperative, and postoperative nursing care. 11. Integrate knowledge of pathology, nutrition, and pharmacology in the management of selected medical and surgical disorders. 12. Demonstrate awareness of legal and ethical responsibilities in nursing practice				

Course Outcomes	1. Utilize the nursing process in providing care to the sick adults in the hospital a. Perform complete health assessment to establish a data base for providing quality patient care. b. Integrate the knowledge of diagnostic tests in patient assignment. c. Identify nursing diagnoses and list them according to priority. d. Formulate nursing care plan, using problem solving approach. e. Apply scientific principles while giving nursing care to patients. f. Develop skill in performing nursing procedures applying scientific principle. g. Establish/develop interpersonal relationship with patients and family members. h. Evaluate the expected outcomes and modify the plan according to the patient needs. 2. Provide comfort and safety to adult patients in the hospital. 3. Maintain safe environment for patients during hospitalization. 4. Explain nursing actions appropriately to the patients and family members. 5. Ensure patient safety while providing nursing procedures. 6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients. 7. Provide pre, intra and post-operative care to patients undergoing surgery. 8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders. 9. Integrate evidence-based information while giving nursing care to patients. 10. Demonstrate the awareness of legal and ethical issues in nursing practice.

Prerequisites: Plus two – Biology

CO ,PO,AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
C0-1	3	3	3	2	2	2	2	3	3	2	2	2
CO-2	3	3	2	2	2	1	1	3	2	2	1	1
CO-3	3	3	3	2	2	1	2	3	3	2	2	1
C0-4	3	3	3	3	2	1	2	3	3	3	2	1
C0-5	3	3	3	2	2	2	2	3	3	2	2	2
C0-6	2	2	2	1	2	3	3	2	2	1	3	4
C0-7	3	2	2	2	2	3	3	3	2	2	3	2
CO-8	3	3	3	2	2	2	2	3	3	3	2	2
CO-9	3	3	2	3	2	1	1	3	3	3	1	1
C0-10	2	2	3	2	2	3	3	2	2	1	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

Clinical practicum 20weeks x 24hrs (480 hrs)	
1. NURSING MANAGEMENT OF PATIENTS WITH ENT DISORDERS	
A. Skill Lab: Use of manikins and simulators • Tracheostomy care • Instilling Ear and Nasal medications • Bandage application	
B.Clinical Postings: ENT Ward & OPD (Duration -2 Weeks) Examination of ear, nose, throat and History taking, Applying bandages to Ear, Nose, Tracheostomy care, Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures, Auditory screening tests, Audiometric tests, Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing, Preparation and after care of patients undergoing ENT surgical procedures, Instillation of drops/medication.	CO 1BTL-4
2.NURSING MANAGEMENT OF PATIENTS WITH EYE CONDITIONS	
A. Skill Lab: Use of manikins and simulators • Instilling Eye medications • Eye irrigation • Eye bandage	
B.Clinical Postings: Ophthalmology Unit (Duration 2 Weeks) History taking, Examination of eyes and interpretation, Assisting, procedures, Visual acuity, Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, Refraction tests , Pre and post-operative ,care Instillation of drops/ medication Eye irrigation Application of eye bandage Assisting with foreign body removal	CO-1BTL-4
3. NURSING MANAGEMENT OF PATIENTS WITH KIDNEY AND URINARY SYSTEM DISORDERS	
A. Skill Lab: Use of Manikins and Simulators • Assessment: Kidney & Urinary System • Preparation: Dialysis • Catheterization and Care	
B.Clinical Postings: Renal ward / Nephrology Ward including Dialysis Unit (Duration 2 Weeks) Assessment of kidney and urinary system, History taking, Physical examination, Testicular self-examination, digital rectal exam, Preparation and assisting with diagnostic and therapeutic ,procedures, Cystoscopy, Cystometrogram, Contrast studies: IVP etc. Peritoneal dialysis, Hemodialysis, Lithotripsy Specific tests: Semen analysis, Gonorrhoea test, Renal/ Prostate Biopsy etc. Catheterization: care Bladder irrigation ,I/O recording and monitoring, Ambulation and exercise	CO-1 BTL-4
4.NURSING MANAGEMENT OF PATIENTS WITH BURNS AND RECONSTRUCTIVE SURGERY	
A. Skill Lab: Use of manikins and simulators • Assessment of burns wound • Wound dressing	

B.Clinical Postings: Burns Unit/Reconstructive Surgical Unit (Duration 2 Weeks) Assessment of burns, First aid of burns, Fluid & electrolyte replacement therapy, Skin care, Care of Burn wounds, Bathing, Dressing, Pre-operative and post- operative care of patients ,Caring of skin graft and post cosmetic surgery, Rehabilitation	CO 1,2BTL-3
5.NURSING MANAGEMENT OF PATIENTS WITH NEUROLOGICAL DISORDERS	
A. Skill Lab: Use of manikins and simulators • Range of motion exercises • Muscle strengthening exercises • Crutch walking	
B.Clinical Postings: Neurology -Medical/Surgical Ward (Duration 3 Weeks) History taking; Neurological Examination, Patient monitoring ,Prepare and assist for various invasive and non-invasive diagnostic procedures Range of motion exercises, muscle strengthening ,Care of medical, surgical and rehabilitative patients	CO1 BTL-3
6.NURSING MANAGEMENT OF PATIENTS WITH IMMUNOLOGICAL DISORDERS	
A. Skill Lab • Barrier Nursing • Reverse Barrier Nursing	
B.Clinical Postings: Isolation Ward/Medical Ward (Duration 1 Week) History taking, Immunological status assessment (e.g. HIV) and Interpretation of specific tests, Caring of patients with low immunity, Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	CO2 BTL-3
7.NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF ONCOLOGICAL CONDITIONS	
A. Skill Lab: Use of manikins and simulators • Application of topical medication • Administration of chemotherapy	
B. Clinical Postings: Oncology Wards (Including Day Care Radiotherapy Unit) (Duration 3 Weeks) History taking & physical examination of cancer patients Screening for common cancers: TNM classification ,Preparation, assisting and after care patients undergoing diagnostic procedures ,Biopsies/FNAC ,Pap smear, Bone-marrow aspiration, Various modalities of treatment -Chemotherapy, Radiotherapy, Pain management, Stoma therapy, Hormonal therapy, Immunotherapy, Gene therapy, Alternative therapy Stoma care and feeding ,Caring of patients treated with nuclear medic, Rehabilitation.	CO 1 BTL-5

8.NURSING MANAGEMENT OF PATIENTS IN EMERGENCY CONDITIONS	
A. Skill Lab: Use of manikins and simulators • Assessment: primary and secondary survey • Trauma care: bandaging, wound care, splinting, positions	
C. Clinical Postings: Emergency Unit (Duration 2 Weeks) Practicing _triage ‘Primary and secondary survey in emergency, Examination, investigations & their interpretations, in emergency & disaster situations, Emergency care of medical and traumatic injury patients, Documentations, assisting in legal procedures in emergency unit, Managing crowd, Counseling the patient and family in dealing with grieving & bereavement.	CO,5BTL-2
9. NURSING MANAGEMENT OF GERIATRIC PATIENTS	
A. Skill Lab: Use of manikins and simulators • Use of assistive safety devices	
D. Clinical Postings: Geriatric Ward (1 Week) History taking and assessment of Geriatric patient	CO 1,BTL-3
9. NURSING MANAGEMENT OF PATIENTS IN CRITICAL CARE UNITS	
A. Skill Lab: Use of manikins and simulators • Assessment critically ill • ET tube set up –suction • TT suction • Ventilator set up • Chest drainage • Bag mask ventilation • Central & Peripheral line • Pacemaker	
D.Clinical Postings: Critical Care Unit (Duration 2 Weeks) Assessment of critically ill patients, Assisting in arterial puncture, ET tube intubation & extubation , ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis, Setting up of Ventilator modes and settings and care of patient on a ventilator, Set up of trolley with instruments, Monitoring and maintenance of Chest drainage system, Bag and mask ventilation ,Assisting and maintenance of Central and peripheral lines invasive, Setting up of infusion pump, defibrillator, Drug administration-infusion, intracardiac, intrathecal, epidural, Monitoring pacemaker, ICU care bundle, Management of the dying patient in the ICU.	CO,4 BTL-4
TEXT BOOK	
1. Hinkle, J. L., & Cheever, K. H. (2008). Brunner & Suddarth’s textbook of medical-surgical nursing (11th ed.). Wolters Kluwer. 2. .Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2013). Medical-surgical nursing: Assessment and management of clinical problems (9th ed.). Elsevier. 3. Black, J. M., & Hawks, J. H. (2009). Medical-surgical nursing: Clinical management for positive outcomes (8th ed., Vols. 1–2). Elsevier.	

REFERENCE BOOKS					
- Shaji, H. J. C. (2022). Adult health nursing (Vol. 1): With integrated pathophysiology (1st ed.). Prime Publishers. - Kumari, M. J. (2025). Adult health nursing-II: Medical-surgical nursing (2nd ed.). Jaypee Brothers Medical Publishers.					

COURSE TITLE	PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS			CREDITS	1
COURSE CODE	PROF 230	COURSE CATEGORY	FC- ABBS	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual teaching /microteaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	25%
Course Description	This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.				
Course Objectives	- To understand the concepts of professionalism, ethical principles, and values in nursing. - To identify and analyze ethical issues and dilemmas in nursing practice. - To demonstrate ethical behavior and professional responsibility in the workplace. - To collaborate effectively with healthcare team members in ethical decision-making. - To promote patient advocacy, confidentiality, and accountability in clinical practice. - To reflect on one's own values and attitudes and align them with professional standards.				
Course Outcomes	Upon completion of this course, the students will be able to: - Describe profession and professionalism. - Identify the challenges of professionalism. - Maintain respectful communication and relationship with other health team members, patients and society. - Demonstrate professional conduct. - Describe various regulatory bodies and professional organizations related to nursing. - Discuss the importance of professional values in patient care. - Explain the professional values and demonstrate appropriate professional values in nursing practice. - Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting. - Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members. - Advocate for patients well-being, 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.												
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	1	2	1	3	2	1	2	2
CO-2	2	3	3	2	2	2	3	2	3	2	2	2
CO-3	3	3	3	3	3	1	3	3	3	3	2	3
CO-4	2	3	3	3	3	2	1	2	3	3	2	3
CO-5	3	3	3	3	3	2	2	3	3	3	2	2
CO-6	2	3	3	2	2	2	2	2	3	2	2	3
CO-7	3	3	3	2	1	2	2	3	3	2	2	3
CO-8	3	3	3	3	1	2	1	3	3	2	2	3
CO-9	3	3	3	3	2	3	2	3	3	2	2	3
CO-10	3	3	3	3	2	3	2	3	3	3	2	3
CO-11	3	3	3	2	1	2	3	3	2	2	2	3
CO-12	3	3	3	3	2	3	3	3	3	3	2	3
CO-13	3	3	3	3	1	3	2	3	3	2	2	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: PROFESSIONALISM (5L+0P=5)												
Profession - Definition of profession; Criteria of a profession; Nursing as a profession; Professionalism - Definition and characteristics of professionalism; Concepts, attributes and indicators of professionalism; Challenges of professionalism, 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 behaviors; Professional grooming: Uniform, Dress code; Professional boundaries: Professional relationship with the patients, caregivers and team members; Regulatory Bodies & Professional-Organizations: Roles & Responsibilities: Regulatory bodies: Indian Nursing, Council, State Nursing Council; Professional Organizations: 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.										CO-1,2,3,5BTL-2		

MODULE 2: PROFESSIONAL VALUES (5L+0P=5)	
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.	CO-6,7,8, BTL-2
MODULE 3: ETHICS & BIOETHICS (10L+0P=10)	
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; Valid consent and refusal; Allocation of scarce nursing resources; Conflicts concerning new technologies; Whistle-blowing; Beginning of life issues- Abortion, Substance abuse, Fetal therapy, Selective deduction, Intrauterine treatment of fetal conditions, Mandated contraception, Fetal injury, Infertility treatment; End of life issues-End of life, Euthanasia, Do Not Resuscitate (DNR); Issues related to psychiatric care-Non compliance, Restrain and seclusion, Refuse to take food; 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	CO-9, 10,11 BTL-2

TEXTBOOKS					
1. Clement, I. (2016). Textbook of professional trends and adjustments in nursing (1st ed.). Jaypee Brothers Medical Publishers. 2. Kittrell, K. (2005). Professional nursing: Concepts and challenges (4th ed.). Elsevier. 3. Saunders, I. E., & Thompson, I. E. (2003). Nursing ethics (4th ed.). Churchill Livingstone. 4. Schwirian, P. M. (1998). Professionalization of nursing (3rd ed.). Lippincott.					
REFERENCE BOOKS					
1. Kaur, V. (2024). Essentials of professionalism, professional values and ethics including bioethics for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors. 2. Rohini, T. (2023). Textbook of professionalism, professional values & ethics including bioethics for B.Sc. nursing students (2nd ed.). Vision Health Sciences Publishers. 3. Sharma, S. K., & Shetty, A. P. (2023). Professionalism, professional values and ethics in nursing (1st ed.). Jaypee Brothers Medical Publishers. 4. Lohumi, S., & Lohumi, R. (2024). Professionalism, professional values & ethics for B.Sc. nursing students (2nd ed.). CBS Publishers & Distributors.					

OURSE TITLE	FRENCH INTERMEDIATE			CREDITS	2
COURSE CODE	GLS61017	COURSE CATEGORY	HS	L-T-P-S	2-0-0-2
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	Introduces students to the culture and language of the French-speaking world. Students develop an ability to communicate in real-life situations by acquiring reading, writing, listening, and speaking skills. The elementary courses prepare students to communicate successfully in some common basic social situations using the four language skills—listening, speaking, reading, and writing—within appropriate cultural contexts. The student will also acquire an understanding of cross-cultural awareness.				
Course Objectives	1. To discover basic elements of the language, such as the different phonemes, the alphabet, and its pronunciation 2. To discover the foundation of the language such as conjugations, auxiliaries, numbers, etc. 3. To learn how to form simple sentences about personal topics such as one's family. 4. To start interacting with others by asking and answering simple questions 5. Understand your learning style and be able to check your own progress.				

Course Outcomes	Upon completion of this course, the students will be able to:									
	1. Demonstrate advanced proficiency in spoken and written French.									
	2. Demonstrate the ability to read critically, interpret analytically, speak persuasively, and write coherently about visual and literary texts produced in the French-speaking world.									
	3. Demonstrate familiarity with methodological approaches in the study of literary and cultural texts, such as close reading, socio-historical contextualization, and literary and cultural theory.									
	4. Demonstrate knowledge of literary and cultural traditions, such as major movements, writers, and works of the French-speaking world, focusing on at least one and ideally multiple traditions: European, African, Caribbean, Asian, North American, and other Francophone cultures.									
	5. Demonstrate the skills necessary for scholarly research and writing in the Humanities.									
Prerequisites: Basic / Beginner French										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	-	-	-	2	2
CO-2	1	1	-	-	1	-	-	-	2	2
CO-3	1	1	-	-	1	-	-	-	2	2
CO-4	1	1	-	-	1	-	-	-	2	2
CO-5	1	1	-	-	1	-	-	-	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: BIEN DANS SA PEAU (6L+0P=0)										
• Ma santé es ten vrac! Partie du corps, maladies • Une visite chez le médecin (activité orale) • Prends soin de toi! (comment donner des conseils) • Apprendre une nouvelle langue: que d'émotions! • Les Pronoms toniques/emphatiques : usages • Exprimer ses sentiments • Passé compose • Journal intime (activité écrite)									CO-1, BTL-2	
MODULE 2: PROJETS D'AVENIR (6L+0P=0)										
• Le Futur simple et la certitude: les prévisions météo • Mon métier de rêve: expression de but • Si + future simple (1er niveau d'hypothèse) • Si + conditionnel des deux niveaux supérieurs • Portrait chinois: activité • Changements climatiques (condition et consequence)									CO-2, BTL-2	
MODULE 3: L'ART ET LES ARTISTES (6L+0P=0)										
• Les mouvements artistiques : décrire/critiquer • Berthe Morisot au musée d'Orsay : activité									CO-3, BTL-3	

• Revendiquer, donner son avis : le street-art montréalais • Justifier une opinion : la tour de France des musées insolites • La voix passive • Activité: le château de Versailles	
MODULE 4: LE PARFUM (6L+0P=0)	
• Grasse: une histoire de fragrances (interculturels+ marqueurs temporels) • Quantités, lire une notice (fabrication artisanale) • Activité: la parfumerie Fragonard • Subjonctif présent (le grand musée du parfum) • Tous les modes et leurs usages : synthèse	CO-4, BTL-3
MODULE 5: FAITS-DIVERS (6L+0P=0)	
• Les pronoms relatifs • Relater des faits passés, résumer • Le discours rapporté • Les infos de la semaine, 7 jours sur la planète, analyse médias • Faire une réclamation • Déclarer • Raconter • Activité: dossier de presse • Activité orale	CO-5, BTL-3
TEXTBOOKS	
1. Alter Ego 1 Cahier d'Activités, Annie BERTHET & Co, Hachette, 2006. 2. Version Originale Cahier d'Exercices, Monique DENYER & Co, ED. Maison des Langues, 2011.	
E-BOOK	
1. www.lepointdufle.net 2. https://www.podcastfrancaisfacile.com/ 3. https://didierfle.com/ 4. https://lebaobabbleu.com/ 5. https://leszexpertsfle.com/ 6. https://www.ressourcesfle.fr/ 7. https://lecafedufle.fr/	

COURSE TITLE	GERMAN INTERMEDIATE						CREDITS	2		
COURSE CODE	GLS61018	COURSE CATEGORY			HS		L-P-CL-S		2-0-0-2	
Version	1.0	Approval Details			42 nd ACM, 26-10-2024		Learning Level		BTL-3	
ASSESSMENT SCHEME										
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project			Surprise Test / Quiz		Attendance		ESE	
15%	15%	10%			5%		5%		50%	
Course Description	The course offers opportunities for students of Engineering for higher studies, research, and employment in Germany. Knowledge of the language will be helpful for the students to adjust themselves when they go for higher studies. It enhances the scope of the student’s career opportunity in Germany.									
Course Objectives	1. To introduce the language, the special characters, sound articulation and sentence structure in German language. 2. To introduce German culture and tradition to the students. 3. To enable the students to initiate a conversation. 4. To develop the ability among the students to read and understand texts and words written in German. 5. To enable the students to commence the elementary conversational skills.									
Course Outcomes	Upon completion of this course, the students will be able to: 1. Recall and recognize the facts and use familiar, everyday expressions, create very simple sentences, which relate to the satisfying of concrete needs. 2. Understanding the texts and trying to communicate in a simple manner provided the person they are speaking to speaks slowly and clearly and is willing to help. 3. Understanding and recalling the basic German Vocabulary, Verb conjugations with pronouns, expressions and connecting the learned facts to communicate in simple German sentences. 4. Applying the above learned facts and trying to create own sentences, E-mails etc. as per the basic level achieved. 5. Understand the native speaker and apply the knowledge (at basic level) in writing and speaking parts.									
Prerequisites: Basic / Beginner German										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	-	-	-	2	2
CO-2	1	1	-	-	1	-	-	-	2	2
CO-3	1	1	-	-	1	-	-	-	2	2
CO-4	1	1	-	-	1	-	-	-	2	2
CO-5	1	1	-	-	1	-	-	-	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										

MODULE 1: ARBEITSTAG! (6L+0P=6)	
➤ Einen Blogbeitrag verstehen ➤ Arbeit (Alltag schreiben) ➤ Ablauf schreiben ➤ Small Talk machen ➤ Grammatik – präpositionen “mit” ➤ Grammatik – und oder aber (Satze verbinden) Understand a blog post Work (everyday writing) Write procedure Make small talk Grammar – prepositions “with” ➤ Grammar – and or but (connecting sentences)	CO-1, BTL-2
MODULE 2: FIT UND GESUND (6L+0P=6)	
➤ Körperteile nennen ➤ Anweisungen wiedergeben ➤ Krankheit und medikamente ➤ Grammatik -Modelverb – sollen und wollen ➤ Grammatik- regelmäßig und un regelmäßig verben ➤ Hausmittel gegen Krankheit Name body parts Replay instructions Illness and medication Grammar - model verb - should and want Grammar- regular and irregular verbs ➤ Home remedies for illness	CO-2, BTL-2
MODULE 3: MEINE WOHNUNG (6L+0P=6)	
➤ Eine Wohnung beschreiben ➤ Wohneinrichtung planen ➤ Eine Einladung beantworten ➤ Einen Text über Wohnung schreiben ➤ Wohnung formen sprechen Describe an apartment Plan apartment furnishings Answer an invitation Write a text about the apartment ➤ Flat shapes discussion	CO-3, BTL-3

MODULE 4: STUDIUM UND BERUF (6L+0P=6)	
➤ Vergagenes sprechen ➤ Jobsuche verstehen ➤ Studium und Ausbildung ➤ Verscheidene Arbeitmodel ➤ Bewerbungen ➤ Perfekt mit partizip 2 Talking about the past Understand job search Studies and training Different working models Applications ➤ Perfect with participle 2	CO-4, BTL-3
MODULE 5: DIE JACKE GEFÄLLT MIR (6L+0P=6)	
➤ Über Kleidung lernen & Sich im Kaufaus orientieren ➤ Reiseziele sprechen und schreiben ➤ Geschäfte ➤ Information Über Berlin ➤ Urlaub machen ➤ Wetter beschreiben ➤ Grammatik – Wiederholen Learn about clothes & find your way around in the department store Speak and write travel destinations Shops Information about Berlin Go on vacation Describe weather ➤ Grammar – Repeat	CO-5, BTL-3
TEXTBOOKS	
1. Netzwerk neu A1.2 [Kurs und Übungsbuch] by Stefanie Dengler. 2. Beste Freunde A1 & A2 by [Deutsch für Jugendliche] by Hueber. 3. Alltag, Beruf & Co [Kurs und Übungsbuch] by Hueber.	
REFERENCE BOOKS	
1. Stefanie Dengler, “Netzwerk neu A1.1 [Kurs und Übungsbuch]”, Klett, 2015. 2. Harmut Aufderstrasse, Heiko Bock, “Themen 1 aktuell kursbuch”, Hueber, 2003.	
E-BOOK	
1. https://www.learn-german-online.net/en/learning-german-resources/free-german-lessons-a1.htm	

COURSE TITLE	SPANISH INTERMEDIATE					CREDITS	2			
COURSE CODE	GLS61019		COURSE CATEGORY		HS	L-P-CL-S		2-0-0-2		
Version	1.0		Approval Details		42 nd ACM, 26-10-2024	Learning Level		BTL-3		
ASSESSMENT SCHEME										
First Periodical Assessment	Second Periodical Assessment		Seminar / Assignment / Project		Surprise Test / Quiz	Attendance		ESE		
15%	15%		10%		5%	5%		50%		
Course Description	This Spanish language course has been programmed to meet the grammatical and conversation needs of the student. Its content is very comprehensive and will also assist in the professional and personal language requirement of the student									
Course Objectives	1. To facilitate the student in reaching out to international clients across the globe. 2. To make an immediate connection by speaking to the prospective client/ company in their native language. 3. To improve the overall personality of the student thereby making him/her more confident to communicate with global clients. 4. To provide survival skills to students relocating in countries where Spanish is spoken. This includes USA, all the Latin American countries and Spain.									
Course Outcomes	Upon completion of this course, the students will be able to: 1. Understand spoken Spanish and construction of basic sentences. 2. Creating conversations & oral understanding. 3. Enables the learners to decode a message and to give a suitable reply in the same manner. 4. Understanding the perceptions, phrases, and other vocabulary. 5. Understanding of not only the language but also culture, music, food, and other aspects of the language.									
Prerequisites: Basic / Beginner Spanish										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	-	-	-	2	2
CO-2	1	1	-	-	1	-	-	-	2	2
CO-3	1	1	-	-	1	-	-	-	2	2
CO-4	1	1	-	-	1	-	-	-	2	2
CO-5	1	1	-	-	1	-	-	-	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										

MODULE 1: INTRODUCTION TO LANGUAGE & COMMUNICATION (PART 1) (6L+0P=6)	
Actividades sugeridas: 1. Irregulares 2. Numeros Ordinales 3. Saludos - Saludos 4. Gerundio, Futuro Reciente Lecturas sugeridas: USO (Av) Dele Gramatica Española Autor de Francisca Castro	CO-1, BTL-2
MODULE 2: INTRODUCTION TO LANGUAGE & COMMUNICATION (PART 2) (6L+0P=6)	
Actividades sugeridas: 1. Demostrativos 2. Preterito Pe46rfecto 3. Imperativo Lectura sugerida: USO (Av) Dele Gramatica Española Autor de Francisca Castro	CO-2, BTL-2
MODULE 3: UNDERSTANDING OF BASIC VERB AND INTRODUCTION TO GRAMMAR (6L+0P=6)	
Actividades sugeridas: 1. Imperativo + Pronombres Personales 2. Comparacion 3. Reacciones Lectura sugerida: USO (Av) Dele Gramatica Española Autor de Francisca Castro	CO-3, BTL-2
MODULE 4: GRAMMAR AND INTRODUCTION TO BASIC CONCEPT (6L+0P=6)	
Actividades sugeridas: 1. Muy / Mucho / Buen/ Bien 2. Preterito Imperfecto 3. Pronombres De Objeto Directo e Indirecto Lecturas Literarias: USO (Av) Dele Gramatica Española Autor de Francisca Castro	CO-4, BTL-3
REFERENCE BOOK	
1. Módulo Mind your Language Institute	
E-BOOK	
1. Open.umn.edu 2. Pdfdrive.com/francisa-castro	

COURSE TITLE	KOREAN INTERMEDIATE				CREDITS	2				
COURSE CODE	GLS61020	COURSE CATEGORY	HS	L-P-CL-S	2-0-0-2					
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3					
ASSESSMENT SCHEME										
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE					
15%	15%	10%	5%	5%	50%					
Course Description	This course is designed for students who have completed Korean Beginner course.									
Course Objectives	Students will learn more basic phrases and writing their expressions in Korean. This course will provide one practical experience: Korean cuisine, traditional dress, games, and handcraft. Students will develop some ability to speak about everyday life in Korean.									
Course Outcomes	Upon completion of this course, the students will be able to: 1. Engage in short conversations and provide and obtain information by using Korean. 2. Gain knowledge and understanding of Korean culture, such as greetings with a bowing, basic Korean kinship terms. 3. Reinforce through Korean language and culture that can be defined their characters and knowledges. 4. Distinguish each 3 different eastern countries and explain some of Korean language and culture through comparisons with other languages. 5. Maximize their opportunity of Korean language exposure by trying to use the language both within and beyond the classroom setting.									
Prerequisites: Basic / Beginner Korean										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	-	-	-	2	2
CO-2	1	1	-	-	1	-	-	-	2	2
CO-3	1	1	-	-	1	-	-	-	2	2
CO-4	1	1	-	-	1	-	-	-	2	2
CO-5	1	1	-	-	1	-	-	-	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: PAST TENSE & VERB (6L+0P=6)										
In this module, Students will learn how to explain what they did yesterday or last weekend. After completing the lessons, students will be able to speak about their school time story and what happened to them yesterday and last year.									CO-1, BTL-1	

Suggested Activities: storytelling.	
MODULE 2: NUMBER AND TIME (6L+0P=6)	
In this module, students will learn Two ways of counting numbers and saying time in Korean numbers and Sino numbers. Using two different names of numbers are commonly used in daily life. Students can count on mathematics and pay Korean currency, Kr'won' as well. Suggested Activities: 'Gwiyomi Song'.	CO-2, BTL-2
MODULE 3: MAKING APPOINTMENT AND SUGGESTION (6L+0P=6)	
Talking about location, expressing movement, where it is or where is going to, place marker & writing. In this module, students will learn how to explain where a thing is, where I am and where I go to. Students will learn many vocabularies related with various places. Suggested Activities: Market game, situation play.	CO-3, BTL-2
MODULE 4: WEEKEND ACTIVITIES, TIME AND FOUR SEASONS (6L+0P=6)	
In this module, students will learn how to explain their weekend activities and various places. After completing the lesson, students will be able to talk about weekend activities, hobbies and describe their plan. Students will have more interaction with each other and have more fun in class hours. Suggested activities: Calendar.	CO-4, BTL-2
MODULE 5: KOREAN STUDY & PLAN (6L+0P=6)	
In this module, students will learn various Korean vocabularies: cooking, expression of emotions, message, and K-pop. After completing the lessons, students will be able to chat in KakaoTalk, search for a Korean company with Korean name and make a card in Korean. Students will be able to use future tense while they talk about their plan. Suggested Activities: Presentation.	CO-5, BTL-3
TEXTBOOKS	
1. The National Institute of The Korean Language - Sejong Korean 1.	
REFERENCE BOOKS	
1. Language Education Institute Seoul National University, MoonJin Media. 2. Korean Language for a Good Job, Darakwon (2007), Korea.	
E-BOOK	
1. http://www.twoponds.co.kr/en/snu . 2. https://www.koreantopik.com/2017/10/1-8-sejong-korean-textbook-pdfaudio69.html .	

COURSE TITLE	MANDARIN INTERMEDIATE						CREDITS		2			
COURSE CODE	GLS61021		COURSE CATEGORY			HS		L-P-CL-S		2-0-0-2		
Version	1.0		Approval Details			42 nd ACM, 26-10-2024		Learning Level		BTL-3		
ASSESSMENT SCHEME												
First Periodical Assessment		Second Periodical Assessment		Seminar / Assignment / Project			Surprise Test / Quiz		Attendance		ESE	
15%		15%		10%			5%		5%		50%	
Course Description		This course continues and reinforces content and skills from Mandarin Basic. The course focuses on four skills in various segments - fundamental grammar, common vocabulary, reading comprehension, conversation, and presentation practices.										
Course Objectives		1. Students are to advance the communicative skills in Mandarin Chinese. 2. Students are to learn more Mandarin Chinese characters through in-class worksheet practices. 3. Students are to use more Chinese vocabulary, sentence’s structure, and oral communicative skills. 4. Students are to learn Chinese words order, tenses, and omission rules in grammar.										
Course Outcomes		Upon completion of this course, the students will be able to: 1. Fluently introduce people, express gratitude, making question and answering sentences in Chinese. 2. Express the base number and ordinal number with the classified measure words in Chinese. 3. Express likes and dislikes, asking direction and location, describing daily activities.										
Prerequisites: Basic / Beginner Mandarin												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5		
CO-1	1	1	-	-	1	-	-	-	2	2		
CO-2	1	1	-	-	1	-	-	-	2	2		
CO-3	1	1	-	-	1	-	-	-	2	2		
CO-4	1	1	-	-	1	-	-	-	2	2		
CO-5	1	1	-	-	1	-	-	-	2	2		
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1: MANDARIN CHINESE CHARACTER AND TONES (6L+0P=6)	
Review basic strokes in Chinese - commonly used radicals - formation of vocabulary - pictograms - ideograms - compound ideographs - phono-semantic compounds - derivative cognates - phonetic loans - 4 tones introduction - consonants - single vowel - double vowels - initial, medial and vowels. Suggested activities: Direct lecturing, repeated themes lecturing.	CO-1, BTL-2
MODULE 2: LISTENING SKILLS (6L+0P=6)	
Repeated listening training, listening to native speaker's pronunciation of scripts, vocabularies. Tones differentiating trainings, one character with different pronunciation or tones, different characters with the same pronunciation or tones. Suggested activities: Listening to native speaker's pronunciation and translate it into English.	CO-2, BTL-3
MODULE 3: SPEAKING SKILLS (6L+0P=6)	
Zhuyin Phonetic symbols vs. Hanyu pinyin - Imitating native speaker's pronunciations, tones and intonations to speak naturally. Suggested activities: Take turns to read vocabulary, phrases and sentences, reverse teaching, presentation, formal and informal conversations, singing Chinese songs, cultural activities, 3 poems to be learned. Storytelling, Zhuyin Phonetic symbols to be introduced.	CO-3, BTL-3
MODULE 4: READING SKILLS (6L+0P=6)	
Review 50 vocabulary words being learnt - easy to difficult - important and commonly used - learn new 15 vocabularies. Suggested activities: Flashcards to practice, word recognition competition.	CO-4, BTL-3
MODULE 5: WRITING SKILLS (6L+0P=6)	
Review 15 vocabularies being learnt - easy to difficult - important and commonly used - Chinese Calligraphy - learn new 15 vocabularies. Suggested activities: Only practiced in assignments, not tested in any exams, composition practice (optional), Chinese worksheet generator to be used and practiced in class.	CO-5, BTL-3
TEXTBOOKS	
1. A Course in Contemporary Chinese 1. 2. Practical Audio-Visual Chinese Vol. 1.	
E-BOOK	
1. http://chineseworksheetgenerator.org .	

COURSE TITLE	JAPANESE INTERMEDIATE			CREDITS	2
COURSE CODE	GLS61022	COURSE CATEGORY	HS	L-P-CL-S	2-0-0-2
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The course offers opportunities for students of Engineering for higher studies, research and employment in Japan. Knowledge of the language will be helpful for the students to adjust themselves when they go for higher studies. It enhances the scope of the student's career opportunity in Japan.				
Course Objectives	1. To introduce the language, the special characters, sound articulation and sentence structure in Japanese language. 2. To introduce Japanese culture and tradition to the students. 3. To enable the students to initiate a conversation. 4. To develop the ability among the students to read and understand texts and words written in Japanese. 5. To enable the students to commence the elementary conversational skills.				
Course Outcomes	Upon completion of this course, the students will be able to: 1. Recall and recognize the facts and use familiar, everyday expressions, create very simple sentences, which relate to the satisfying of concrete needs. 2. Understanding the texts and trying to communicate in a simple manner provided the person they are speaking to speaks slowly and clearly and is willing to help. 3. Understanding and recalling the basic German Vocabulary, Verb conjugations with pronouns, expressions and connecting the learned facts to communicate in simple German sentences. 4. Applying the above learned facts and trying to create own sentences, E-mails etc. as per the basic level achieved. 5. Understand the native speaker and apply the knowledge (at basic level) in writing and speaking parts.				

Prerequisites: Basic / Beginner Japanese										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	-	-	1	-	-	-	2	2
CO-2	1	1	-	-	1	-	-	-	2	2
CO-3	1	1	-	-	1	-	-	-	2	2
CO-4	1	1	-	-	1	-	-	-	2	2
CO-5	1	1	-	-	1	-	-	-	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related										
MODULE 1: LANGUAGE AND CULTURE (6L+0P=6)										
Knowing the language and country - Context based learning —describing a house – Shopping in malls and Supermarkets – Career and Jobs – Health – Clothing – Vacations 言語と国を知る-コンテキストベースの学習-家の説明-モールやスーパーマーケットでの買い物-キャリアと仕事-健康-衣料品-休暇									CO-1, BTL-2	
MODULE 2: BASIC GRAMMAR (6L+0P=6)										
Regular and Irregular verbs – Imperative – Modal verbs – Nominative, Accusative and Dative case - Adverbs- Prepositions 規則動詞と不規則動詞-必須-法助動詞-主格、副詞、与格-副詞-前置詞									CO-2, BTL-3	
MODULE 3: READING & LISTENING SKILLS (6L+0P=6)										
Reading texts - to be able to comprehend texts, blogs, advertisements - Listening comprehension of real time situation-based dialogues. テキストを読む-テキスト、ブログ、広告を理解できるようにする-リアルタイムの状況ベースの対話の理解を聞く									CO-3, BTL-3	
MODULE 4: WRITING SKILLS (6L+0P=6)										
Short essay – Comprehension – Composition – Letter writing. 短いエッセイ-理解-作文-手紙の書き方									CO-4, BTL-3	
MODULE 5: SPEAKING SKILLS (6L+0P=6)										
Engaging in dialogues about renting a house, buying things at a supermarket, preparation for interview, fixing appointments over telephone. 家を借りる、スーパーマーケットで物を買う、面接の準備、電話での約束を決めることについての対話に従事する									CO-5, BTL-3	
TEXTBOOKS										
1. Complete Japanese Beginner to Intermediate Book and Audio Course: Learn to read, write, speak and understand a new language with Teach Yourself, by Helen Gillhooly, 2017.										

SEMESTER -V

SEMESTER V

COURSE TITLE	CHILD HEALTH NURSING -I			CREDITS	6
COURSE CODE	N-CHN(I) 301	COURSE CATEGORY	PC	L-P-CL-S	3-2-8-1
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation/ microteaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.				
Course Objectives	1. To understand the philosophy, modern concepts, national policies and preventive pediatrics. 2. To equip students with knowledge of normal growth and development, nutritional needs, developmental theories, and parental guidance. 3. To develop competency in providing essential newborn care, neonatal resuscitation and management of common neonatal disorders. 4. To develop a compassionate, family-centered approach while caring for hospitalized children. 5. To implement preventive, promotive and rehabilitative measures in child health settings including IMNCI guidelines. 6. To perform child health nursing procedures including medication administration, fluid calculation and pain assessment using standard scales. 7. To exhibit effective communication skills with children and families during illness, hospitalization and bereavement. 8. To appreciate the ethical, cultural and social aspects influencing child health care.				
Course Outcomes	Upon completion of this course, the students will be able to: 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.
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Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PS0-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	2	1	1	1	1	2	2	2	1	3	2
CO-2	2	2	3	2	1	1	2	2	2	2	2	2
CO-3	3	3	2	3	1	2	2	3	3	1	3	3
CO-4	3	3	3	3	2	2	2	3	3	2	3	3
CO-5	3	3	2	3	1	3	2	3	3	2	3	3
CO-6	3	3	3	3	1	2	2	3	3	2	3	3
CO-7	3	3	3	3	2	2	2	3	3	2	3	3
CO-8	3	3	3	3	1	2	2	3	3	2	3	3
CO-9	3	3	3	3	1	2	2	3	3	2	3	3
CO-10	3	3	3	3	2	2	2	3	3	2	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: INTRODUCTION: MODERN CONCEPTS OF CHILD-CARE (10L+10P=20)

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; Preventive pediatrics: Concept, Immunization, Immunization programs and cold 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; Child Health Nursing procedures: 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.	CO,1,2,3BT L-3
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MODULE 2: THE HEALTHY CHILD (12L+0P=12)	
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, 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.	CO-7,8, BTL-3
MODULE 3: NURSING CARE OF NEONATE & INTEGRATED MANAGEMENT OF NEONATAL AND CHILDHOOD ILLNESSES (25L+25P=50)	
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. Integrated management of neonatal and childhood Illnesses.	CO-6,7, BTL-3
MODULE 4: NURSING MANAGEMENT IN COMMON CHILDHOOD DISEASES & (8L+0P=8)	
Respiratory system: Identification and Nursing management of congenital malformations, Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma. Endocrine system: Juvenile Diabetes mellitus, Hypo-thyroidism.	CO-8,9,10 BTL-3
MODULE 5: CHILDHOOD EMERGENCIES (5L+5P=10)	
Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning; PLS (AHA Guidelines)	CO- BTL-3
TEXTBOOKS	
1. Parul Datta's Pediatric Nursing (2005) .3rd Edition, Jaypee Brothers Medical Publishers (P) Ltd 2. Achar C (2009), "Textbook Of Pediatrics", 4th Edition, Universities Press Private Limited 3. A. Padmaja (2014) , " Pediatric Nursing - Procedure Manual " , Jaypee Brothers Medical Publishers (P) Ltd. 4. Marylyn Hocken Berry And David Wilson (2011) Wong's Nursing Care Of Infants And Children 9th Edition , Elsevier Publications . 5. Barbara L. Mandelco (2007), " Pediatric Nursing Caring For Children And Their Families " , Second Edition, Thomson Santa Printers, Haryana. 6. Dorothy. R. Marlow & Barbara A. Redding (2013), "Textbook Of Pediatric Nursing (South Asian Edition)", 1st Edition, Elsevier Publications. 7. K.N. Agarwal (2010), " Textbook Of Pediatrics", 1st edition, Anne Books Pvt.Ltd.	
REFERENCE BOOKS	
1. Suvashri Sasmal (2025) The Text Book Of Child Health Nursing 1 for B.Sc nursing , 7th edition Vision Health Sciences Publishers . 2. Tambulwadlar (2014) Pediatric Nursing 3rd Edition Vora Publications 3. Kavitha .K (2015), A Comprehensive " Manual Of Pediatrics Nursing Procedure " , 2ND Edition Jaypee Brothers Medical Publishers (P) Ltd. 4. David Wilson (2011), "Wong's Clinical Manual Of Pediatric Nursing", 8th Edition, Elsevier Publications. 5. Meharban Singh (2015), "Care Of Newborn", 8th Edition, CBS Publishers & Distributors Pvt.Ltd.	

COURSE TITLE		CHILD HEALTH NURSING I & II - PRACTICAL		CREDITS V SEMESTER VI SEMESTER	1 2
COURSE CODE	N-CHN (1)301 N-CHN (2)301	COURSE CATEGORY	PC	L-P-CL-S L-P-CL-S	0-0-8-0 0-0-4-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Level of earning	BTL -4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Care study/case presentation/drug presentation	Health Education	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	On completion of the clinical practices ,the students will develop skill in applying nursing process and critical thinking in rendering nursing care including assessment in growth & development, anthropometric, identifying various medical disorders, pre-post operative care, immunization, caring critically ill children ,nutritional assessment and counseling .				
Course Objectives	1. Assess children’s health status, growth, development, and anthropometric measurements. 2. Provide safe, evidence-based nursing care for children with common medical disorders. 3. Deliver appropriate preoperative and postoperative nursing care for pediatric surgical conditions and congenital malformations. 6. Administer immunizations according to the National Immunization Schedule (NIS). 7. Provide competent nursing care to critically ill children. 8. Educate parents on child health, nutrition, and preventive care. 9. Counsel parents effectively based on their identified needs and concerns				
Course Outcomes	On completion of the course, the students will be able to 1. Perform assessment of children: health, developmental & anthropometric. 2. Provide nursing care to children with various medical disorders. 3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation. 4. Perform immunization as per NIS. 5. Provide nursing care to critically ill children. 6. Give health education/nutritional education to parents. 7. Counsel parents according to identified counseling needs.				
Prerequisites: Plus two – Biology					

CO,PO ,AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	POS-1	POS-2	POS-3	POS-4	POS-5
CO-1	3	3	2	2	2	2	3	2	3	2	3	3
CO-2	3	3	3	2	2	2	2	3	3	3	3	3
CO-3	3	3	3	3	2	2	3	3	3	3	3	3
CO-4	3	3	3	3	2	2	3	3	3	3	3	3
CO-5	3	3	3	3	2	2	3	3	3	3	3	3
CO-6	3	2	2	2	2	3	3	3	3	3	3	3
CO-7	3	1	2	2	1	3	3	3	3	3	2	3
Weakly related, 2 – Moderately related, 3 – Strongly related												
Clinical practicum (240 hours) V semester -2 Credits (160 hours) & VI semester -1 Credit (80 hours)												
A.Skill Lab: Use of Manikins and Simulators - PLS, CPAP, Endotracheal Suction Pediatric Nursing Procedures: - Administration of medication – Oral, IM & IV - Oxygen administration - Application of restraints - Specimen collection - Urinary catheterization and drainage - Ostomy care - Feeding – NG, gastrostomy, Jejunostomy - Wound dressing - Suture removal												
CLINICAL POSTINGS: PEDIATRIC MEDICAL WARD (DURATION : V- 2 WEEKS & VI -1 WEEK)												
Taking pediatric history, Physical examination & assessment of children Administration of oral, I/M, & I/V medicine/fluids Calculation of fluid replacement ,Preparation of different strengths of I/V fluids, Application of restraints, Administration of O2 inhalation by different methods ,Baby bath/sponge bath ,Feeding children by Katori spoon, Paladai cup, Collection of specimens for common investigations, Assisting with common diagnostic procedures, Teaching mothers/ parents, Malnutrition, Oral rehydration therapy, Feeding & Weaning, Immunization schedule, Play therapy											CO1 BTL -3	
CLINICAL POSTINGS: PEDIATRIC SURGICAL WARD (DURATION : V SEMESTER – 2 WEEKS, VI SEMESTER -1 WEEK)												
Calculation, preparation & administration of I/V fluids, Bowel wash, insertion of suppositories,Careforostomies:,ColostomyIrrigation,,Ureterostomy,Gastrostomy,EnterostomyUrinary catheterization & drainage Feeding, Naso-gastric,Gastrostomy Calculation, preparation & administration of I/V fluids Bowel wash, insertion of suppositories, Care for ostomies: ,Colostomy Irrigation, Ureterostomy, Gastrostomy, Enterostomy, Urinary catheterization &											CO3 BTL -3	

drainage Feeding, Naso-gastric, Gastrostomy, Jejunostomy, Care of surgical wounds, Dressing, Suture removal.	
CLINICAL POSTINGS : PEDIATRIC IMMUNIZATION ROOM V SEMESTER (DURATION : V SEMESTER - 1 WEEK)	
Assessment of children, Health assessment, Developmental assessment, Anthropometric assessment, Nutritional assessment, Immunization, Health/Nutritional education	CO 1,4,6 BTL-3
CLINICAL POSTINGS : NICU & PICU (DURATION : VI SEMESTER -1 WEEK)	
Care of a baby in incubator/warmer , Care of a child on ventilator, CPAP, Endotracheal Suction Chest Physiotherapy, Administration of fluids with infusion pumps, Total Parenteral Nutrition Phototherapy, Monitoring of babies, Recording & reporting , Cardiopulmonary Resuscitation (PLS)	CO 5 ,6BTL-4
TEXT BOOK	
1. Maryln Hockenberry & David Wilson (2011),“Wong’s Nursing Care Of Infants And Children”,9th Edition, Elsevier Publication. 2. Meharban Singh (2015),“Care Of Newborn”,8th Edition, CBS Publishers & Distributors Pvt. Ltd. 3. Omayal Achi College Of Nursing. (2018). Manual Of Nursing Procedures And Practice (2nd Edition) New Delhi: Wolters Kluwer.	
REFERENCE BOOK	
1. Kavitha .K (2015), “ Manual Of Pediatrics Nursing Procedure ”, Jaypee Brothers Medical Publishers 2. Suvashri Sasmal (2025) The Text Book Of Child Health Nursing 1 for B.Sc nursing , 7th edition Vision Health Sciences Publishers . 3. Tambulwadlar (2014) Pediatric Nursing 3rd Edition Vora Publications 4. David Wilson (2011), “Wong’s Clinical Manual Of Pediatric Nursing”, 8th Edition, Elsevier Publications. 5. Meharban Singh (2015),“Care Of Newborn”,8th Edition, CBS Publishers & Distributors Pvt.Ltd.	

COURSE TITLE	MENTAL HEALTH NURSING -I			CREDITS	4
COURSE CODE	N-MHN (I) 305	COURSE CATEGORY	PC	L-P-CL-S	3-0-1-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual teaching /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	This course is designed to develop basic understanding of the principles and standards of mental healthnursing and skill in application of nursing process in assessment and care of patients with mental health disorders.				

Course Objectives	1. To understand about the perspective of mental health and mental health nursing ,health services ,team ,nature and scope of mental health,role and functions of mental health nurse. 2. To know the Principles and concepts of Mental Health Nursing. 3. To equip the students with the knowledge of Mental Health assessment . 4. To develop with the skills of therapeutic communication and nurse patient relationship. 5. To exhibit competencies in treatment modalities and therapies used in mental disorders. 6. To demonstrate skills in nursing management of patient with schizophrenia ,and other psychotic disorders. 7. To apply nursing process in delivering care to patients with mental disorders . 8. To provide nursing care to patients with mood disorders based on assessment findings and treatment /therapies used . 9. To demonstrate nursing care to patients with neutrotic disorders based on assessment findings and treatment /therapies used .
Course Outcomes	Upon completion of this course, the students will be able to: 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 clinicalsettings. 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 disorder 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 andtreatment/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.
Prerequisites: Plus two – Biology	

CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	2	1	1	1	1	2	2	2	1	3	2
CO-2	2	3	1	1	1	1	2	2	2	1	3	2
CO-3	2	3	1	2	1	1	2	2	2	1	3	2
CO-4	3	3	3	3	1	2	2	3	3	3	3	3
CO-5	3	3	2	2	1	2	2	3	3	1	3	3
CO-6	3	3	2	3	1	3	2	3	3	2	2	3
CO-7	2	3	2	2	1	2	2	2	3	1	3	3
CO-8	3	3	3	3	1	2	2	3	3	2	3	3
CO-9	3	3	3	3	1	2	2	3	3	2	3	3
CO-10	3	3	3	3	1	2	2	3	3	2	3	3
CO-11	3	3	3	3	2	2	2	3	3	2	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION (6L+0P=6)												
Perspectives of Mental Health and MentalHealth Nursing, evolution of mental health services, treatments and nursing practices, Mental health team, Nature & scope of mental health nursing, Role & functions of mental health nursein various settings and factors affecting the level of nursing practice, Concepts of normal and abnormal behaviour.											CO-1, BTL-2	
MODULE 2: PRINCIPLES AND CONCEPTS OF MENTAL HEALTHNURSING (10L+0P=10)												
Definition: mental health nursing andterminology 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, Psychoanalytical models, Behavioural model, Interpersonal model; Preventive psychiatry and rehabilitation.											CO-1,2 BTL-2	
MODULE 3:MENTAL HEALTH ASSESSMENT (6L+0P=6)												
History taking, Mental status examination, Mini mental status examination, Neurological examination, Investigations: Related Blood chemistry,EEG, CT & MRI, Psychological tests.											CO-3, BTL-2	
MODULE 4:THERAPEUTIC COMMUNICATION AND NURSE-PATIENT RELATIONSHIP (6L+0P=6)												
Therapeutic communication: Types, techniques, characteristics and barriers, Therapeutic nurse-patient relationship, Interpersonal relationship, Elements of nurse patient contract, Review of technique of IPR- Johariwindow, Therapeutic impasse and its management											CO-,6,7 BTL-2	
MODULE 5:TREATMENT MODALITIES AND THERAPIES USEDIN MENTAL DISORDERS (10L+0P=10)C												
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.	
MODULE 6: NURSING MANAGEMENT OF PATIENT WITH SCHIZOPHRENIA, AND OTHER PSYCHOTIC DISORDERS (10L+0P=10)	
Prevalence and incidence, Classification, Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations; 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.	CO-8,9, BTL-2
MODULE 7: NURSING MANAGEMENT OF PATIENT WITH MOOD DISORDERS (6L+0P=6)	
Prevalence and incidence, Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc, Etiology, psychodynamics, 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	CO-8,9, BTL-2
MODULE 8: NURSING MANAGEMENT OF PATIENT WITH NEUROTIC, STRESS RELATED AND SOMATISATION DISORDERS (8L+0P=8)	
Prevalence and incidence, classifications, Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Dissociative 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.	CO-,10,11 BTL-2
TEXTBOOKS	
1. R .Sreevani (2012) A Guide To Mental Health & Psychiatric Nursing 4th Edition ,Jaypee Publication 2. K.P Neerajah (2011) “Essentials Of Mental Health And Psychiatric Nursing :Vol-I,II,JB Brothers Publications. 3. Dr. Lalitha .K.(2009) Mental Health And Psychiatric Nursing An Indian Perspective 1st Edition Bangalore VMG Book House. 4. Kapoor, B. (2007). Textbook of Psychiatric Nursing (Vols. I–II, 2nd ed.). New Delhi: Kumar Publishing House. 5. Ahuja, N.(2018) A Short Textbook of Psychiatry (5th ed.). Jaypee Brothers Medical Publishers. 6. Jacob, A. (1999). Handbook of Psychiatric Nursing (1st ed.). Vilcar Publishing House.	
REFERENCE BOOKS	
1. Boland, R., Verduin, M., & Ruiz, P. (2021). Kaplan & Sadock’s synopsis of psychiatry: Behavioral sciences/clinical psychiatry (12th ed.). Wolters Kluwer. 2. Stuart, G. W. (2021). Principles and practice of psychiatric nursing (11th ed.). Elsevier. 3. Townsend, M. C., & Morgan, K. I. (2021). Psychiatric mental health nursing: Concepts of care in evidence-based practice (10th ed.). F. A. Davis. 4. Varcarolis, E. M., & Fosbre, C. M. (2020). Essentials of psychiatric mental health nursing: A communication approach to evidence-based care (4th ed.). Elsevier.	

COURSE TITLE	MENTAL HEALTH NURSING I&II- PRACTICAL			CREDITS Mental Health Nursing-I Mental Health Nursing -II	
COURSE CODE	N-MHN (I) 305 N-MHN (2) 305	COURSE CATEGORY	PC	L-P-CL-S L-P-CL-S	0-0-4-0 0-0-8-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First periodical assessment	Second periodical assessment	Care plan/ Clinical presentation	Process Recording	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	On completion of the clinical practices , the students will develop skill in assess mental health problems ,various treatment modalities , counsel and educate patients and families ,perform psychoeducation ,provide nursing care , motivate patients in community for early treatment ,observe, assess and care of substance abuse clients in deaddiction Centre .				
Course Objectives	1. Develop knowledge and skills to assess individuals with mental health problems and psychiatric disorders. 2. Understand and assist in the application of common psychiatric treatment modalities and therapies. 3. Develop effective communication, counselling, and health-education skills for patients and families. 4. Plan and implement individual and group psychoeducation programs. 5. Provide holistic, safe, and compassionate nursing care to patients with mental health disorders. 6. Promote early identification, treatment seeking, and follow-up of mental health conditions in the community. 7. Gain exposure to the assessment and care of patients with substance-use disorders in de-addiction settings.				
Course Outcomes	On completion of the course, the students will be able to: 1. Assess patients with mental health problems/disorders 2. Observe and assist in various treatment modalities or therapies 3. Counsel and educate patients and families 4. Perform individual and group psychoeducation 5. Provide nursing care to patients with mental health problems/disorders 6. Motivate patients in the community for early treatment and follow up 7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.				

CO,PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	2	3	1	3	2	3	3
CO-2	3	3	3	3	2	2	3	2	3	3	3	3
CO-3	3	3	3	2	1	3	3	2	3	3	2	3
CO-4	3	3	2	3	2	3	3	2	3	3	2	3
CO-5	3	3	3	3	2	2	3	3	3	3	3	3
CO-6	3	3	2	3	1	3	3	3	3	3	2	3
CO-7	3	3	3	3	2	2	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
Mental Health Nursing -I (80 Hrs)												
Mental Health Nursing -II (160 Hrs)												
CLINICAL AREA -PSYCHIATRIC OPD(2 WEEKS)												
History taking, Perform mental status examination (MSE),Observe/practice Psychometric assessment, Perform Neurological examination, Observing and assisting in therapies, Individual and group psycho- education, Mental hygiene practice education, Family psycho-education											CO 1,2,3 BTL-3	
CLINICAL AREA -CHILD GUIDANCE CLINIC (1 WEEK)												
History & mental status examination, Observe/practice psychometric assessment, Observe and assist in various therapies, Parental teaching for child with mental deficiency											CO 1 BTL-3	
CLINICAL AREA-INPATIENT WARD (4 WEEKS)												
History taking Mental status examination (MSE),Neurological examination ,Assisting in psychometric assessment, Recording therapeutic communication, Administration of medication, Assist Electro-Convulsive Therapy (ECT)Participating in all therapies, Preparing patients for Activities of Daily Living (ADL) Conducting admission and discharge Counseling and teaching patients and families											CO-2 BTL-3	
CLINICAL AREA-community psychiatry (1 week)												
Conduct home visit and case work ,Identifying individuals with mental health problems Assisting in organizations of Mental Health camp ,Conducting awareness meetings for mental health & mental illness ,Counseling and Teaching family members, patients and community, Observing deaddiction care											CO -3,4,5 BTL-3	

TEXT BOOK					
1. R .Sreevani (2012) A Guide to Mental Health & Psychiatric Nursing 4th Edition ,Jaypee Publication . 2. K.P Neerajah (2011) “Essentials of Mental Health and Psychiatric Nursing :Vol-I,II,JB Brothers Publications. 3. Dr. Lalitha .K.(2009) Mental Health and Psychiatric Nursing an Indian Perspective 1st Edition Bangalore VMG Book House. 4. Kapoor, B. (2007). Textbook of Psychiatric Nursing (Vols. I–II, 2nd ed.). New Delhi: Kumar Publishing House. 5. Ahuja, N.(2018) A Short Textbook of Psychiatry (5th ed.). Jaypee Brothers Medical Publishers. 6. Jacob, A. (1999). Handbook of Psychiatric Nursing (1st ed.). Vilcar Publishing House.					
REFERENCE BOOK					
1. Boland, R., Verduin, M., & Ruiz, P. (2021). Kaplan & Sadock’s synopsis of psychiatry: Behavioral sciences/clinical psychiatry (12th ed.). Wolters Kluwer. 2. Stuart, G. W. (2021). Principles and practice of psychiatric nursing (11th ed.). Elsevier. 3. Townsend, M. C., & Morgan, K. I. (2021). Psychiatric mental health nursing: Concepts of care in evidence-based practice (10th ed.). F. A. Davis. 4. Varcarolis, E. M., & Fosbre, C. M. (2020). Essentials of psychiatric mental health nursing: A communication approach to evidence-based care (4th ed.). Elsevier.					

COURSE TITLE	COMMUNITY HEALTH NURSING -I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY			CREDITS	7
COURSE CODE	N-COMH(I) 310	COURSE CATEGORY	PC	L-P-CL-S	5-0-8-1
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-5
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge				

	and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.
Course Objectives	1. To develop broad perspectives of health ,its determinants ,about community health nursing . 2. To understand health care delivery services ,health care policies and regulations in India . 3. To develop knowledge and understanding of environmental science . 4. To apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. 5. To practice community health nursing for the individuals ,family and groups at rural urban and tribal settings by applying the principles of community health nursing & epidemiological approach . 6. To develop knowledge and competencies required to screen ,assess ,diagnose ,manage and refer clients appropriately in various health settings . 7. To prepare the students to provide primary health care to clients of all ages in the community , DH ,PHC ,CHC ,SCHC . 8. To develop skills in participating in all the National Health programs .
Course Outcomes	Upon completion of this course, the students will be able to: 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 disease 17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level 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)
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Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	2	1	1	1	1	2	2	2	1	3	2
CO-2	2	3	1	1	1	1	2	2	2	1	3	2
CO-3	2	3	2	2	1	1	2	2	3	1	3	3
CO-4	2	3	2	3	2	2	2	2	3	3	2	3
CO-5	3	3	2	3	1	2	2	3	3	2	2	3
CO-6	2	2	3	2	1	1	2	2	2	2	2	2
CO-7	2	3	2	2	1	2	2	2	3	1	3	3
CO-8	3	3	2	2	1	3	2	3	3	1	2	3
CO-9	3	3	1	3	2	3	2	3	3	2	2	3
CO-10	2	3	2	3	1	2	2	2	3	2	3	3
CO-11	3	2	3	3	1	2	1	3	3	3	2	3
CO-12	3	3	3	3	2	3	2	3	3	3	3	3
CO-13	3	3	2	2	1	3	2	3	3	2	2	3
CO-14	2	3	2	3	2	2	3	2	3	2	3	3
CO-15	3	3	3	3	2	2	3	3	3	2	3	3
CO-16	2	3	3	3	2	2	3	2	3	2	3	3
CO-17	3	3	3	3	2	2	2	3	3	2	3	3
CO-18	3	3	3	3	2	2	2	3	3	3	2	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: CONCEPTS OF COMMUNITY HEALTH AND COMMUNITY HEALTH NURSING (4L+0P=4)	
Definition of public health, community health and community health nursing, Public health in India and its evolution and Scope of community health nursing, Review: Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease, Natural history of disease, Levels of prevention: Primary, Secondary & tertiary prevention – Review, Health problems (Profile) of India	CO-1, BTL-1
MODULE 2: HEALTH CARE PLANNING AND ORGANIZATION OF HEALTH CARE AT VARIOUS LEVELS (8L+0P=8)	
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-center (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	CO-4, BTL-2
MODULE 3: ENVIRONMENTAL SCIENCE, ENVIRONMENTAL HEALTH, AND SANITATION (15L+0P=15)	
Natural resources: 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, Ecosystem: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem, Biodiversity: Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity, Environmental pollution: 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, Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health, Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics, Acts related to environmental protection and preservation Environmental Health & Sanitation: Concept of environmental 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 pesticide	CO-7, BTL-3
MODULE 4: NUTRITION ASSESSMENT AND NUTRITION EDUCATION (7L+0P=7)	
Review of Nutrition -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; Review: Nutritional deficiency disorders, National nutritional policy & programs in India.	CO,8 BTL-3

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 measure, Public health response to food borne diseases	
MODULE 5: COMMUNICATION MANAGEMENT AND HEALTH EDUCATION (6L+0P=6)	
Behavior change communication skills -communication, Human behavior, Health belief model: concepts & definition, ways to influence behavior, Steps of behavior change, Techniques of behavior change: Guiding principles in planning BCC activity, Steps of BCC, Social and Behavior Change Communication strategies (SBCC): techniques to collect social history from clients, Barriers to effective communication, and methods to overcome them, Health promotion and Health education: methods/techniques, and audio-visual aids	CO-9, BTL-3
MODULE 6: COMMUNITY HEALTH NURSING APPROACHES, CONCEPTS, ROLES AND RESPONSIBILITIES OF COMMUNITY HEALTH NURSING PERSONNEL (7L+0P=7)	
Approaches: Nursing process, Epidemiological approach, Problem solving approach, Evidence based approach, Empowering people to care for themselves; Review: 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; Review: Principles & techniques of counseling.	CO-10, BTL-4
MODULE 7: ASSISTING INDIVIDUALS AND FAMILIES TO PROMOTE AND MAINTAIN THEIR HEALTH (10L+0P=10)	
A. Assessment of individuals and families (Review from Child health nursing, Medical surgical nursing and OBG Nursing) - Assessment of children, women, adolescents, elderly etc., 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. B. Provision of health services/primary health care: Routine check-up, Immunization, counseling, and diagnosis, Management of common diseases at home and health center level, Care based on standing orders/protocols approved by MoH & FW, Drugs dispensing and injections at health center C. Continue medical care and follow up in community for various diseases/disabilities D. Carry out therapeutic procedures as prescribed/required for client and family E. Maintenance of health records and reports - 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 F. Sensitize and handle social issues affecting health and development of the family - Women empowerment, Women and child abuse, Abuse of elders, Female foeticide, Commercial sex workers, Substance abuse G. Utilize community resources for client and family - Trauma service, Old age homes, Orphanages, Homes for physically challenged individuals, Homes for destitute, Palliative care centers, Hospice care centers, Assisted living facility	CO-10, BTL-3

MODULE 8:INTRODUCTION TO EPIDEMIOLOGY – EPIDEMIOLOGICAL APPROACHES AND PROCESS ((10L+0P=10)	
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 prevention of disease, Investigation of an epidemic of communicable disease, Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	CO-14,15, BTL-4
MODULE 9: COMMUNICABLE DISEASES AND NATIONAL HEALTH PROGRAMS (15L+0P=15)	
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, Filariasis, Kala-azar, Japanese encephalitis, Dengue, Chikungunya. 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 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-UIP: Universal Immunization Program(Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B, National Leprosy Eradication Program (NLEP), Revised National Tuberculosis Control Program (RNTCP), Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory infections and Scabies, National Aids Control Organization (NACO), National Vector Borne Disease Control Program, National Air Quality Monitoring Program, Any other newly added program	CO-16, BTL-5
MODULE 10: NON-COMMUNICABLE DISEASES AND NATIONAL HEALTH PROGRAM (NCD) (15L+0P=15)	
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 disease, 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/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,	CO-17, BTL-5

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	
MODULE 11: SCHOOL HEALTH SERVICES (3L+0P=3)	
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.	CO-18, BTL-3
TEXTBOOKS	
1. Neelamkumari.(2011).Textbook Of Community Health Nursing; 5th Edition. Pee Vee Publications. 2. Sunitapatney. (2017). Textbook Of Community Health Nursing; CBS Publishers. 3. K.Park. (2017). Textbook Of Preventive And Social Medicine; 24th Edition. Banarsidas Bhanot Publishers. 4. Clement I (2012) “ Manual Of Community Health Nursing “1 st Edition , Jaypee Brothers Medical Publishers . 5. S. Kamalam. (2017). Essentials In Community Health Nursing; 3rd Edition. Jaypee Publishers. 6. Bijayalakshmi Dash. (2017). A Comprehensive Textbook of Community Health Nursing; Jaypee Publishers.	
REFERENCE BOOKS	
1. Shyamala D Manivannan.(2019). Textbook Of Community Health Nursing; CBS Publishers. (Volume I&II) 2. B.T .Basavanthappa. (2016). Community Health Nursing; 3rd Edition. Jaypee Publishers.(Volume I&II) 3. Sridhar Rao. (2017). Community Health Nursing; AITBS Publishers. 4. C. Manivannan, Et.al. (2014). Textbook Of Community Health Nursing; Emmess Publications. 5. Thressiamma PM. (2010). Procedures And Theories Of Community Health Nursing; Jaypee Publications. 6. Veerabhadrappe GM. (2016). The Short Textbook Of Community Health Nursing; Jaypee Publications. (Volume I&II) 7. A H. Suryakantha. (2017). Community Medicine In Recent Advances;4th Edition. Jaypee Publishers	

COURSE TITLE	COMMUNITY HEALTH NURSING -1 PRACTICAL INCLUDING ENVIRONMENTAL HYGIENE & EPIDEMIOLOGY			CREDITS	7
COURSE CODE	N-COMH(I) 310	COURSE CATEGORY	PC	L-P-CL-S	5-0-8-1
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Level Of Learning	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Survey Report/Health Talk	Health Assessment/Records	Attendance	ESE
15%	15%	10%	8%	2%	50%
COURSE DESCRIPTION	On completion of the clinical practices , the students will develop skill in build and maintain rapport ,identify the socio-demographic characteristics ,health determinants				

	,resources of a rural & urban community ,perform nutritional assessment, educate individual and family on nutrition ,hygiene ,food hygiene ,healthy life style ,health promotion ,perform health assessments for clients of all age groups ,maintain records and reports .investigate epidemics ,participate in all national health programmes .
COURSE OBJECTIVES	Upon completion of this course, the students will be able to: 1. Build and maintain rapport with the families 2. Identify the socio-demographic characteristics ,health determinants and resources of a rural and an urban community 3. Observe the functioning and document significant observation 4. Perform nutritional assessment and plan diet plan for adult 5. Educate individual /family /community on nutrition hygiene, food hygiene, healthy lifestyle, health promotion. 6. Perform health assessment for clients of various age group 7. Maintain records and reports 9 .Investigate epidemic of communicable disease 8. Identity prevalent communicable & non-communicable diseases 9. Screen, diagnose ,manage and refer with common health problems in the community 10. .Participate in implementation of nutritional health programs 11. Participate in school health programme
COURSE OUTCOME	Upon completion of this course, the students will be able to: 1. Build and maintain rapport with the families 2. Identity the socio-demographic characteristics, health determinants and resources of a rural and an urban community 3. Observe the functioning and document significant observation 4. Perform nutritional assessment and plan diet plan for adult educate individual /family /community on nutrition, hygiene, food hygiene, healthy lifestyle, health promotion . 5. Perform health assessment for clients of various age group 6. Maintain records and reports 7. Investigate epidemic of communicable disease 8. Identity prevalent communicable & non-communicable diseases 10 Screen, diagnose ,manage and refer with common health problems in the community . 9. Participate in implementation of national health programs 10. Participate in school health programme
Prerequisites: Plus two – Biology	

CO, PO AND PCOS MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	POS-1	POS-2	POS-3	POS-4	POS-5
CO-1	3	2	2	3	1	3	3	3	3	3	2	3
CO-2	3	3	2	3	2	2	3	2	3	3	3	3
CO-3	2	3	2	2	2	3	3	3	3	3	3	2
CO-4	3	3	2	2	2	2	2	3	3	2	3	3
CO-5	3	2	2	3	2	3	2	3	3	3	3	3
CO-6	3	3	2	2	2	2	2	3	3	2	3	3
CO-7	3	2	3	2	3	3	3	3	3	3	2	2
CO-8	3	3	3	3	3	2	3	3	3	3	3	3
CO-9	3	3	2	3	2	2	3	3	2	3	3	3
CO-10	3	2	2	3	2	3	3	3	3	3	3	3
CO-11	3	2	2	3	2	3	3	3	3	3	3	3

1– Weakly related, 2 – Moderately related, 3 – Strongly related

Clinical postings (4 weeks =2weeks rural/2 weeks urban)

Interviewing skills using communication and interpersonal relationship Conducting community needs assessment/survey to identify health determinants of a community, Observation skill Nutritional assessment skills Skill in teaching individual/family on: Nutrition, including food hygiene and safety, Healthy lifestyle, Health promotion Health assessment including nutritional assessment for clients of different age groups Documentation skills• Investigating an epidemic – Community health survey, Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs, Conduct home visit, Participation in implementation of national health programs, Participation in school health program

CO,1to11
BTL-3

TEXTBOOKS

1. Neelamkumari.(2011).Textbook of Community Health Nursing; 5th Edition. Pee Vee Publications.
2. Sunitapatney. (2017). Textbook of Community Health Nursing; CBS Publishers.
3. K.Park. (2017). Textbook of Preventive and Social Medicine; 24th Edition. Banarsidas Bhanot Publishers.
4. Clement I (2012) “ Manual of Community Health Nursing “1st Edition , Jaypee Brothers Medical Publishers .

REFERENCE BOOKS

1. Shyamala D Manivannan.(2019). Textbook of Community Health Nursing; CBS Publishers. (Volume I&II)
2. B.T .Basavanthappa. (2016). Community Health Nursing; 3rd Edition. Jaypee Publishers.(Volume I&II)
3. Sridhar Rao. (2017). Community Health Nursing; AITBS Publishers.
4. C. Manivannan, Et.al. (2014). Textbook of Community Health Nursing; Emmess Publications.

5. Thressiamma PM. (2010). Procedures and Theories of Community Health Nursing; Jaypee Publications.
6. Veerabhadrapa GM. (2016). The Short Textbook of Community Health Nursing; Jaypee Publications. (Volume I&II)
7. A H. Suryakantha. (2017). Community Medicine in Recent Advances;4th Edition. Jaypee Publishers

COURSE TITLE	EDUCATIONAL TECHNOLOGY/NURSING EDUCATION			CREDITS	3
COURSE CODE	EDUC315	COURSE CATEGORY	PC	L-P-CL-S	2-2-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL -3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual teaching /micro teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.				
Course Objectives	1. To develop knowledge , attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and group both in educational and clinical settings . 2. To introduce basics of curriculum planning and organization 3. To enable students to participate actively in team and collaborative learning				
Course Outcomes	Upon completion of this course, the students will be able to: 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 principle 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
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Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	1	1	1	2	2	3	1	3	3	1
CO-2	2	3	1	1	2	2	3	3	1	3	3	1
CO-3	3	3	2	1	1	2	2	3	1	2	2	1
CO-4	3	3	2	2	1	3	2	3	1	3	3	1
CO-5	2	3	2	2	1	2	2	3	1	3	3	1
CO-6	3	3	2	2	2	3	3	3	1	3	3	1
CO-7	2	3	2	2	1	2	2	3	1	3	3	1
CO-8	3	3	2	3	1	3	2	3	2	3	2	2
CO-9	3	3	2	3	1	3	2	3	2	3	2	2
CO-10	2	3	2	2	3	3	2	3	1	3	3	1
CO-11	2	3	2	1	2	3	2	3	1	3	3	1
CO-12	2	3	2	1	2	3	2	3	1	3	3	1
CO-13	3	3	3	2	1	3	1	3	2	3	2	2
CO-14	3	3	3	2	1	3	1	3	2	3	2	2
CO-15	3	2	3	2	1	3	1	3	2	3	2	2
CO-16	2	3	2	1	2	2	3	3	1	3	3	1

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: INTRODUCTION AND THEORETICAL FOUNDATIONS (6L+3P=9)

Education and educational technology - Definition, aims, Approaches and scope of educational technology, Latest approaches to education: Transformational education, Relationship based education, Competency based education. Educational philosophy: Definition of philosophy, education and philosophy, Comparison of educational philosophies, Philosophy of nursing education. Teaching learning process :Definitions, Teaching learning as a process, Nature and characteristics of teaching and learning, Principles of teaching and learning, Barriers to teaching and learning, Learning theories, Latest approaches to learning- Experiential learning, Reflective learning, Scenario based learning, Simulation based learning, Blended learning

CO-1, BTL-3

MODULE 2: ASSESSMENT AND PLANNING (6L+6P=12)	
Assessment of teacher -Essential qualities of a teacher, Teaching styles – Formal authority, demonstrator, facilitator, delegator; Assessment of learner - Types of learners, Determinants of learning – learning needs, readiness to learn, learning styles, Today's generation of learners and their skills and attributes, Emotional intelligence of the learner, Motivational factors – personal factors, environmental factors and support system; Curriculum Planning: Curriculum – definition, types, Curriculum design – components, approaches, Curriculum development – factors influencing curriculum development, facilitators and barriers, Writing learning outcomes/ behavioral objectives, Basic principles of writing courseplan, unit plan and lesson plan	CO-3, C5, BTL-3
MODULE 3: IMPLEMENTATION (8L+15P=13)	
Teaching in Classroom and Skill lab –Teaching Methods Classroom management-principles and strategies, Classroom communication -Facilitators and Barriers to classroom communication, Information communication technology (ICT) – ICT used in education; Teaching methods – Features, advantages and disadvantages, Lecture, Group discussion, microteaching, Skill lab – simulations, Demonstration & re-demonstration, Symposium, panel discussion, seminar, scientific workshop, exhibitions, Role play, project, Field trips, Self-directed learning (SDL), Computer assisted learning, One-to-one instruction Active learning strategies Team based learning, Problem based learning, Peer sharing, Case study analysis, Journaling, Debate, Gaming, Inter-professional education.	CO8-, BTL-3
MODULE 4: TEACHING IN THE CLINICAL SETTING –TEACHING METHODS (3L+3P=6)	
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	CO,6 BTL-3
MODULE 5: EDUCATIONAL/TEACHING MEDIA (5L+5P=10)	
Media use – Purpose, components, principles and steps, Types of media, Still visuals. Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer, Projected – film stripes, microscope, power point slides, overhead projector. Moving visuals, Video learning resources – videotapes & DVD, blu-ray, USB flash drive, Motion pictures/films, Realia and models, Real objects & Models, Audio aids/audio media, Audiotapes/Compact discs, Radio & Tape recorder, Public address system, Digital audio, Electronic media/computer learning resources, Computers, Web-based videoconferencing, E-learning, Smart classroom, Telecommunication (Distance education), Cable TV, satellite broadcasting, videoconferencing Telephones –Telehealth/telenursing, Mobile technology	CO 8, BTL-3
MODULE 6: ASSESSMENT/EVALUATION METHODS/STRATEGIES (5L+3P=8)	
Purposes, scope and principles in selection of assessment methods and types, Barriers to evaluation, Guidelines to develop assessment tests, Assessment of knowledge: Essay type questions, Short answer questions (SAQ) Multiple choice questions (MCQ – single response & multiple response), Assessment of skills: Clinical evaluation Observation (checklist, rating scales, videotapes), Written communication – progress notes, nursing care plans, process recording, written assignments, Verbal communication (oral examination), Simulation, Objective Structured Clinical Examination (OSCE), Self-evaluation, Clinical portfolio, clinical logs. Assessment of Attitude: Attitude scales, Assessment tests for higher learning: Interpretive questions, hot spot questions, drag and drop and ordered response questions	CO 10, BTL-5

MODULE 7: GUIDANCE/ACADEMIC ADVISING, COUNSELING AND DISCIPLINE (3L+3P=6)	
Guidance: Definition, objectives, scope, purpose and principles, Roles of academic advisor/ faculty in guidance, Counseling, Difference between guidance and counseling, Definition, objectives, scope, principles, types, process and steps of counseling, Counseling skills/techniques – basics, Roles of counselor, Organization of counseling services Issues for counseling in-nursing student, Discipline and grievance in students, Managing disciplinary/grievance problems – preventive guidance & counseling, Role of students' grievance redressal cell/committee	CO 13, BTL-3
MODULE 8: ETHICS AND EVIDENCE BASED TEACHING (EBT) IN NURSING EDUCATION (4L+2P=6)	
Ethics – Review, Definition of terms, Value based education in nursing, Value development strategies, Ethical decision making, Ethical standards for students, Student-faculty relationship, Evidence based teaching – Introduction Evidence based education process and its application to nursing education	CO,15,1 6, BTL -4
TEXTBOOKS	
1. S.Malarvizhi. (2012). Text Book on Communication and Educational Technology: 1st edition. Emmess publishers 2. L.Gopichandran & Dr.C.Kanniammal. (2022). Communication and Education Technology : 2nd edition. CBS publishers 3. I.Clement .(2008) . Text Book on Communication and Educational Technology: 1st edition. Emmess 4. Dinesh Kumar Sharma (2012). Communication and Educational Technology : 2nd edition. Lotus publishers 5. B.K .Buttar (2010). A Text Book of Communication and Educational Technology : 1st edition. PV publish	
REFERENCES	
1. R. Pramila .(2010). Nursing Communication and Educational Technology: 1st edition. Jaypee publishers 2. Jogindra Vati.(2022). Communication and Education Technology : 1st edition. Jaypee publishers 3. Neelam Kumari.(2015). A Textbook Of Communication And Education Technology : 1st edition. PV publishers	

COURSE TITLE		INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS						CREDITS		1		
COURSE CODE		N-FORN 320		COURSE CATEGORY		PC		L-P-CL-S		1-0-0-0		
Version		1.0		Approval Details		42 nd ACM, 26-10-2024		Learning Level		BTL-2		
ASSESSMENT SCHEME												
First Periodical Assessment		Second Periodical Assessment		Seminar / Assignment / Project		Individual teaching /micro-teaching		Attendance		ESE		
7.5%		7.5%		5%		3%		2%		25%		
Course Description		This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.										
Course Objectives		1.To help the students to know the importance of forensic science in total patient care . 2.To develop understanding in comprehensive forensic nursing care of victim and family. 3.To recognize forensic nursing as a specialty discipline in professional nursing practice. 4.To develop basic understanding of the Indian judicial system and legal procedures .										
Course Outcomes		Upon completion of this course, the students will be able to: 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										
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	2	3	1	1	1	1	3	1	2	2	1
CO-2	2	2	3	1	1	2	2	3	1	2	2	1
CO-3	3	3	3	3	1	3	1	3	2	3	2	2
CO-4	2	3	3	2	1	2	1	3	1	2	1	1
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: FORENSIC SCIENCE (3+0=3)												
Forensic Science: Definition, History, Importance in medical science, Forensic Science Laboratory. Violence: Definition, Epidemiology, Source of data. Sexual abuse – child and women											CO-1, BTL-2	

MODULE 2: FORENSIC NURSING (2+0=2)	
Definition, History and development, Scope – setting of practice, areas of practice and subspecialties, Ethical issues, Roles and responsibilities of nurse. INC & SNC Acts	CO-2, BTL-2
MODULE 3: COMPREHENSIVE FORENSIC NURSING CARE OF VICTIM AND FAMILY (7+0=7)	
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 practice, Admission and discharge/referral/death of victim of violence, Responsibilities of nurse as a witness. Evidence preservation – role of nurses: Observation, Recognition, Collection, Preservation, Documentation of Biological and other evidence related to criminal/traumatic event, Forwarding biological samples for forensic examination	CO-3, BTL-3
MODULE 4: INTRODUCTION OF INDIAN CONSTITUTION (3+0=3)	
Introduction of Indian Constitution, Fundamental Rights: Rights of victim, Rights of accused. Human Rights Commission	CO-4BTL -2
MODULE 5: SOURCES OF LAWS AND LAW-MAKING POWERS (5+0=5)	
Overview of Indian Judicial System: JMFC (Judicial Magistrate First Class), District, State, Apex. Civil and Criminal Case Procedures: IPC (Indian Penal Code), ICPC, IE Act (Indian Evidence Act). Overview of POSCO Act	CO-4BTL -2
TEXTBOOKS	
1. Meredith J. (2019). Textbook Of Forensic Nursing. Published By Springer 2. Albino Gomes(2021).Textbook Of Forensic Nursing. Published By Lambert Academy. 3. Kelly M. Pyrek (2006). Text Book Of Forensic Nursing. Published By CRC Press. 4. Shashidhar C Mestri.(2006) Text Book Of Forensic Nursing: 2nd Edition . Published By Jaypee Brothers. 5. Virginia A. Lynch & Janet Barber Duval (2010). Text Book Of Forensic Nursing Published By Mosby Elsevier.	
REFERENCE BOOKS	
1. Donna M. Garbacz Bader and sue Gabriel. (2009). Text book of Forensic nursing a concise Manual published by Taylor and Francis. 2. Bonnie price and Kathleen Maguire. (2015). Text book Forensic nursing published by Wolters Kluwe 3. Rita M. Hammer ,et.al . (2006).Textbook of Forensic nursing. published by Jones and Bartlett. 4. Rose Constantino., Patricia crane., Susan young.,(2012).Text book of Forensic nursing" published by Davis plus.	

COURSE TITLE	UNIVERSAL HUMAN VALUES					CREDITS	2			
COURSE CODE	GGE61001	COURSE CATEGORY		HS	L-P-CL-S	2-0-0-2				
Version	1.0	Approval Details			Learning Level	BTL-3				
ASSESSMENT SCHEME										
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project		Surprise Test / Quiz	Attendance	ESE				
15%	15%	10%		5%	5%	50%				
Course Description	This course is mandatory as per the AICTE for the UG students to motivate the students for focusing on the human values. The main aim is to focus on the sustainability of happiness with harmony and natural acceptance in the career. Lecture cum power points is provided as guidelines from AICTE.									
Course Objective	1. To create awareness to students on themselves and their surroundings (family, society, nature). 2. To create responsibility among students on life in handling problems with sustainable solutions. 3. To prepare the students with human relationships and human nature in mind. 4. To Prepare the students on critical ability and sensitive to their commitment. (Human values, human relationship and human society). 5. To Apply the learning to their real life.									
Course Outcome	Upon completion of this course, the students will be able to: 1. Demonstrate the necessity of relationship with family, society and nature. Familiarize with the challenges ahead and proposed solutions. 2. Formulate and design human cyber security policies, plans and procedures for organizations. 3. Apply standard security countermeasure tools to sustain human relationships and nature. 4. Recognize the necessity of human values and relationship. 5. Demonstrate the learning in their real life.									
Prerequisites: Nil										
CO, PO, AND PSO MAPPING										
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	1	1	1	1	1	1	1	1	-	2
CO-2	1	1	1	1	1	1	1	1	-	2
CO-3	1	1	1	1	1	1	1	1	-	2
CO-4	1	1	1	1	1	1	1	1	-	2
CO-5	1	1	1	1	1	1	1	1	-	2

1 – Weakly related, 2 – Moderately related, 3 – Strongly related	
MODULE 1: INTRODUCTION (6L+0P=6)	
Introduction - Ind 2 Exploring our Aspirations and Concerns- Basic Human Aspirations and their Fulfilment. Practice sessions are to be included as self presentation and human values listing as self.	CO-1, BTL-3
MODULE 2: UNDERSTANDING HARMONY IN THE HUMAN BEING (6L+0P=6)	
Aspirations and Concerns at the Individual Level - Peer Pressure- Health Part 1. Practice sessions are to be included as Aspirations and peer pressure in the previous experiences during the studies of the student and the expectations as individual. Health aspects-expectations, feasibility and natural acceptance for the health in the society.	CO-2, BTL-2
MODULE 3: UNDERSTANDING HARMONY IN THE FAMILY AND SOCIETY (6L+0P=6)	
Health Part 2 - Relationship – Trust, Video Discussion – Right Here, Right Now - Relationship – Respect. Practice sessions are to be included for the relationship with examples, trust with examples and the understanding with respect to relationship as I am right-you are not right, I am right-you are right, I am not right- you have to be right and I am not right and you are also not right with examples.	CO-3, BTL-3
MODULE 4: UNDERSTANDING HARMONY IN THE NATURE AND EXISTENCE (6L+0P=6)	
Relationship – Reverence for Excellence - Relationship – Gratitude and Love- Society. Definition of Reverence, with examples, Definition of Gratitude with examples, Definition of Love with examples and with respect to the society and natural acceptance.	CO-4, BTL-2
MODULE 5: IMPLICATIONS OF THE ABOVE (6L+0P=6)	
Natural Environment - Sum up - Self-Evaluation and Closure. Sum up of the four modules, clarification with all the participants and co-explorers, treating the students as co-explorer, evaluation with discussion and closure with good start as co-explorers.	CO-5, BTL-2
E-BOOKS	
1. https://fdp-si.aicte-india.org/download/G012%20SIP%20Hand%20Book%20v2.pdf 2. https://fdp-si.aicte-india.org/download.php#1	

SEMESTER - VI

SEMESTER VI

COURSE TITLE	CHILD HEALTH NURSING – II				CREDITS	6						
COURSE CODE	N-CHN(II) 301	COURSE CATEGORY	PC	L-P-CL-S	2-0-4-0							
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3							
ASSESSMENT SCHEME												
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual teaching /micro-teaching	Attendance	ESE							
7.5%	7.5%	5%	3%	2%	75%							
Course Description	This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.											
Course Objectives	1. To develop an understanding of the modern approach to child-care ,identification, prevention and nursing management . 2. To 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. 3. To develop skills in managing behavior and social problems in children.											
Course Outcomes	Upon completion of this course, the students will be able to: 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 behavioral, social and psychiatric problems 3. Manage challenged children Identify the social and welfare services for challenged children											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	1	2	2	3	3	2	3	3
CO-2	3	3	3	2	1	3	2	3	3	2	3	3
CO-3	3	3	3	3	1	3	1	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: CARDIOVASCULAR SYSTEM (20+0=20)												
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											CO-,1 BTL-3	

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, Hirschsprung's 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	
MODULE 2: ORTHOPEDIC DISORDERS (10+0=10)	
Orthopedic disorders: Club foot, 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	CO-2, BTL-3
MODULE 3: MANAGEMENT OF BEHAVIOR AND SOCIAL PROBLEMS IN CHILDREN (10+0=10)	
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, 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	CO-3, BTL-3
TEXT BOOKS	
1. Achar C (2009), "Textbook Of Pediatrics", 4th Edition, Universities Press Private Limited 2. A. Padmaja (2014) , " Pediatric Nursing - Procedure Manual " , Jaypee Brothers Medical Publishers (P)Ltd. 3. Barbara L.Mandlec (2007), " Pediatric Nursing Caring For Children And Their Families " , Second Edition, Thomson Santa Printers, Haryana. 4. David Wilson (2011), "Wong's Clinical Manual Of Pediatric Nursing", 8th Edition, Elsevier Publications. 5. Dorothy. R. Marlow & Barbara A. Redding (2013), "Textbook Of Pediatric Nursing (South Asian Edition)", 1st Edition, Elsevier Publications. 6. K.N. Agarwal (2010), " Textbook Of Pediatrics", 1st edition, Anne Books Pvt. Ltd. 7. Kavitha .K (2015), " Manual Of Pediatric Nursing Procedure " , Jaypee Brothers Medical Publishers (P)Ltd. 8. Maryln Hockenberry & David Wilson (2011), "Wong's Nursing Care Of Infants And Children", 9th Edition, Elsevier Publication.	

9. OP Ghai , Vinod K Paul, Arvind Bagga (2013),“Essential Paediatrics”,7th Edition, CBS Publishers & Distributors Pvt. Ltd.
10. Parul Datta (2014), “Pediatric Nursing”, 3rd Edition, Jaypee Brothers Medical Publishers (P)Ltd.

REFERENCE BOOKS

1. Meharban Singh (2015),“Care of Newborn”,8th edition, CBS Publishers & Distributors Pvt. Ltd.
2. Omayal Achi College of Nursing. (2018). Manual of Nursing Procedures and Practice (2nd edition) New Delhi: Wolt
3. Parthasarathy A (2016) , “ IAP Textbook of Pediatrics ” sixth edition, Jaypee Brothers Medical publishers (P)ltd.
4. Piyush Gupta (2017), “Essential Pediatric nursing” ,4th Edition, CBS Publishers & Distributors Pvt. Ltd.
5. Raman Kalia (2015) , “Pediatric Nursing Procedures ” , Jaypee Brothers Medical publishers (P) Ltd.
6. Suraj Gupta (2016),“The Short book of pediatrics” 11th edition, Jaypee Brothers Medical publishers (P) Ltd.

COURSE TITLE	MENTAL HEALTH NURSING – II			CREDITS	4
COURSE CODE	N-MHN(II) 305	COURSE CATEGORY	PC	L-P-CL-S	2-0-8-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL -4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual teaching /micro teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.				
Course Objectives	1. Apply the nursing process in caring for patients with substance-use, personality, sexual, behavioral, emotional, and organic brain disorders. 2. Develop skills in assessment, planning, implementation, and evaluation of individualized mental health nursing care. 3. Identify, prioritize, and respond appropriately to psychiatric emergencies. 4. Perform crisis-intervention measures during mental health emergencies under supervision. 5. Carry out admission, discharge, and referral procedures in accordance with the Mental Healthcare Act, 2017.				

	6. Understand the roles and responsibilities of community mental health nurses in delivering preventive, promotive, therapeutic, and rehabilitative mental health services.
Course Outcomes	Upon completion of this course, the students will be able to: 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. 4. Identify and respond to psychiatric emergencies. 5. Carry out crisis interventions during emergencies under supervision. 6. Perform admission and discharge procedures as per MHCA 2017. 7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	1	2	2	3	3	2	3	3
CO-2	3	3	3	2	1	2	2	3	3	2	3	3
CO-3	3	3	3	2	1	2	2	3	3	2	3	3
CO-4	3	3	3	2	1	3	2	3	3	3	3	3
CO-5	3	3	3	3	1	3	1	3	3	3	2	3
CO-6	3	3	3	2	1	3	1	3	2	2	1	2
CO-7	3	3	3	3	1	3	2	3	3	3	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: NURSING MANAGEMENT OF PATIENTS WITH SUBSTANCE USE DISORDERS (6+0=6)

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

CO-1, BTL-3

MODULE 2: NURSING MANAGEMENT OF PATIENT WITH PERSONALITY AND SEXUAL DISORDERS (6+0=6)

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

CO-2, BTL-3

MODULE 3: NURSING MANAGEMENT OF BEHAVIORAL & EMOTIONAL DISORDERS OCCURRING DURING CHILDHOOD AND ADOLESCENCE (8+0=8)	
Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder, Prevalence and incidence, Classifications, Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations, 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	CO-3, BTL-3
MODULE 4: NURSING MANAGEMENT OF ORGANIC BRAIN DISORDERS (DELIRIUM, DEMENTIA, AMNESTIC DISORDERS) (5+0=5)	
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	CO-4,C5, BTL-3
MODULE 5: PSYCHIATRIC EMERGENCIES AND CRISIS INTERVENTION (6 + 0=6)	
Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements, Maladaptive behavior 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	CO-4,5, BTL-3
MODULE 6: LEGAL ISSUES IN MENTAL HEALTH NURSING (4+0=4)	
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, Admission and discharge procedures as per MHCA 2017, Role and responsibilities of nurses in implementing MHCA 2017	CO-6, BTL-4
MODULE 7: COMMUNITY MENTAL HEALTH NURSING (5+0=5)	
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.	CO-7, BTL-4
TEXT BOOK	
1. R. Sreevani(2016), A Guide To Mental Health And Psychiatric Nursing: 4th Edition, Jaypee Publication. 2. Mary C. Town Send (2015), Psychiatric Mental Health Nursing:8th Edition, Jaypee Pub. 3. Dr. Lalitha. K. (2009),“Mental Health And Psychiatric Nursing”, An Indian Perspective: 1st Edition. Bangalore: Vmg Book House. 4. K.P. Neeraja(2011),Essentials Of Mental Health And Psychiatric Nursing”, , Jb Brothers Publications. Vol-I,II 5. Benjamin J., Et.Al . (2007). “Kaplan &Sadock's Synopsis Of Psychiatry: Behavioral Sciences/Clinical Psychiatry:10th Edition, Philadelphia: Lippincott Williams & Wilkins.	

6. Niraj Ahuja. (2012).A Short Text Book Of Psychiatry: 5th Edition, Jaypee Brothers Medical Publications.

REFERENCE BOOK

1. Dr. Bimla Kapoor. (2007), “Textbook Of Psychiatric Nursing” : 2nd Edition, New Delhi: Kumar Publishing House. Volume I & II
3. Alphonsa Jacob,(1999) “Hand Book Of Psychiatry Nursing”, 1st Edition, Vilcar Publishing House.
4. Elizabeth M V. (1998), Foundation Of Psychiatric Health Nursing: 3rd Edition, Philadelphia: W.B. Saunders Company.
5. Churchill Livingstone Freedman A.M. (1962), “Comprehensive Textbook Of Psychiatry: 1st Edition, Philadelphia; Lippincott Williams And Wilkins Company.
6. Marry Ann Boyd (1998), Psychiatric Nursing: Contemporary Practice: 1st Edition, Lippincott Publication.

COURSE TITLE	NURSING MANAGEMENT AND LEADERSHIP			CREDITS	4
COURSE CODE	NMLE30	COURSE CATEGORY	PC	L-P-CL-S	3-0-4-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-6
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.				
Course Objective	Upon completion of this course, the students will be able to: 1. Understand healthcare trends and their impact on nursing services and nursing education in India. 2. Apply principles and processes of management in planning, organizing, directing, coordinating, and evaluating nursing services. 3. Develop basic competencies in hospital and nursing-unit administration, including staffing, scheduling, supervision, and inventory control. 4. Apply principles of human resource management, in-service education, teamwork, interprofessional collaboration, and leadership in nursing settings. 5. Participate in quality assurance, quality improvement, and evaluation of nursing services and educational programmes.				

	6. Develop knowledge and skills in financial planning, budgeting, nursing informatics, record keeping, and reporting. 7. Understand INC guidelines for establishing, managing, and accrediting nursing educational institutions. 8. Develop beginning competencies in planning, implementing, staffing, and evaluating nursing curricula and educational programmes. 9. Recognize legal, ethical, and professional issues related to nursing practice and education. 10. Identify opportunities for continuing education, career advancement, and professional development in nursing.
Course Outcome	Upon completion of this course, the students will be able to: 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.

Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	2	1	2	2	3	3	2	3	2	1
CO-2	2	3	2	2	1	2	1	3	2	3	2	2
CO-3	3	3	2	3	1	2	1	3	3	3	2	2
CO-4	3	3	3	3	1	3	1	3	2	3	2	1
CO-5	2	3	2	3	2	2	1	3	2	3	2	1
CO-6	2	3	2	2	2	2	1	2	2	3	2	2
CO-7	3	2	2	3	1	3	1	3	3	3	1	2
CO-8	3	3	2	3	1	3	1	3	2	3	1	2
CO-9	2	3	2	3	2	2	3	3	2	3	2	2
CO-10	2	3	2	2	2	2	1	2	2	3	1	2
CO-11	2	3	3	2	3	3	1	3	2	3	2	2
CO-12	3	3	3	2	2	2	2	3	1	3	2	1
CO-13	3	3	3	3	2	3	2	3	1	3	3	1
CO-14	3	2	3	1	1	2	1	3	2	3	1	2
CO-15	3	3	2	2	2	3	3	3	2	3	2	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: HEALTH CARE AND DEVELOPMENT OF NURSING SERVICES IN INDIA (1+0=1)												
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											CO-,2 BTL-2	
MODULE 2: MANAGEMENT BASICS APPLIED TO NURSING (2+0=2)												
Definitions, concepts and theories of management, Importance, features and levels of management, Management and administration, Functions of management, Principles of management, Role of a nurse as a manager. Introduction to Management Process: Planning, Organizing, Staffing, Directing/Leading, Controlling											CO-, 3BTL-3	
MODULE 3: MANAGEMENT OF NURSING SERVICES (4+0=4)												
Planning Nursing Services: Vision, Mission, philosophy, objectives, Nursing service policies, procedures and manuals, Functional and operational planning, 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											CO-, 3BTL-4	
MODULE 4: ORGANIZING (4+0=4)												
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											CO-1,2,3, BTL-4	

MODULE 5: STAFFING (HUMAN RESOURCE MANAGEMENT) (6+0=6)	
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, 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	CO-,4,5,67 BTL-3
MODULE 6: DIRECTING AND LEADING (5+0=5)	
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	CO-,3,8 BTL-5
MODULE 7: LEADERSHIP (4+0=4)	
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, Conflict management and negotiation, Implementing planned change	CO-,8 BTL-3
MODULE 8: CONTROLLING (4+0=4)	
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	CO-, 4BTL-4
MODULE 9: ORGANIZATIONAL BEHAVIOR AND HUMAN RELATIONS (4+0=4)	
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	CO-3,4, BTL-3
MODULE 10: FINANCIAL MANAGEMENT (2+0=2)	
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, Budget and Budgetary process, financial audit	CO-, 10BTL-3
MODULE 11: NURSING INFORMATICS/ INFORMATION MANAGEMENT – REVIEW (1+0=1)	
Patient records, Nursing records, Use of computers in hospital, college and community, Telemedicine & Tele nursing, Electronic Medical Records (EMR), EHR	CO-,11 BTL-3
MODULE 12: PERSONAL MANAGEMENT – REVIEW (1+0=1)	
Emotional intelligence, Resilience building, Stress and time management – de- stressing, Career planning	CO-, 13BTL-2
MODULE 13: MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS (4+0=4)	

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	CO- 12,13,14,15 BTL-3
MODULE 14: PLANNING AND ORGANIZING (4+0=4)	
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, computer lab, transport facilities, Records & reports for students, staff, faculty and administrative, Committees and functioning, Clinical experiences.	CO-6,7, BTL-3
MODULE 15: STAFFING AND STUDENT SELECTION (4+0=4)	
Faculty/staff selection, recruitment and placement, job description, Performance appraisal, Faculty development, Faculty/staff welfare, Student recruitment, admission, clinical placement	CO-, 12,13 BTL-3
MODULE 16: DIRECTING AND CONTROLLING (4+0=4)14,15	
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	CO-10,11, BTL-3
MODULE 17: PROFESSIONAL CONSIDERATIONS (4+0=4)	
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, 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	CO-,14,15 BTL-3
MODULE 18: PROFESSIONAL ADVANCEMENT (2+0=2)	
Continuing Nursing Education, Career opportunities, Membership with professional organizations – national and international, Participation in research activities, Publications – journals, newspaper	CO-, 14,15BTL-6
TEXTBOOK	
1. Basavanthappa BT.(2014).Nursing Administration: 3rd edition. Jaypee Brothers Publication. 2. Wehrich H, Koontz H.(2005).Management A Global Perspective: 11th Edition. Tata Mcgraw-Hill Publishing Company. 3. Marquis BL,Huston CJ.(2006). Leadership And Management Functions In Nursing- Theory And Application: 5th Edition, Lippincott Williams And Wilkins. 4. Huston .C.J. (2026) leadership roles and management functions in theory and application ,12th edition Lippincott Williams And Wilkins. 5. Ward MJ, Price SA. (1991). Issues In Nursing Administration: 1 Edition , Mosby Publications.	

6. Douglass L M. (1996). The Effective Nurse- Leader And Manager: 5th Edition. Mosby Publications.

REFERENCE BOOKS

1. Morrison M. (1993). Professional skills for leadership: 1st edition. Mosby publications.
2. Ellis J R. ,& Hartley C L .(1995). Managing and Co-ordinating nursing care: 3rd edition. Lippincott Publications.
3. R.C.Goyal. (2010).Hand Book of Hospital Personnel Management: 2nd Edition. Prentice Hall of India Pvt Ltd.
4. Koontz H & Weihrich H.(2007). Essentials of management an international perspective: 1st edition. Tata Mc Graw Hill publishers.
5. Wise P S. (1995). Leading and managing in nursing:. Ist edition. Mosby publications

CLINICAL PRACTICUM

Clinical: 2 Credits (80 hours) 2 weeks × 40 hours per week = 80 hours

Practice Competencies:

I.Hospital

1. Prepare organizational chart of hospital/Nursing services/nursing department
2. Calculate staffing requirements for a particular nursing unit/ward
3. Formulate Job description at different levels of care
4. Prepare duty roster for staff/students at different levels
5. Participate in procuring/purchase of equipment & supplies
6. Prepare log book/MMF for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols & manuals
10. Participate in supervision, evaluation and conducting in service education for the staff

II. College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching
6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

COURSE TITLE	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – I			CREDITS	7
COURSE CODE	N-MIDW(I)/ OBGN 335	COURSE CATEGORY	PC	L-P-CL-S	3-2-12-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL -4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Individual presentation /micro-teaching	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.				
Course Objective	1. Develop professional, ethical, legal, and accountable midwifery practice consistent with INC standards and ICM competencies. 2. Apply knowledge of reproductive anatomy, physiology, conception, pregnancy, childbirth, puerperium, and newborn care. 3. Provide respectful, woman-centered, evidence-based antenatal, intranatal, postnatal, and essential newborn care. 4. Promote normal physiological labor and safely conduct normal childbirth. 5. Apply the nursing process while caring for women, newborns, families, and communities. 6. Communicate effectively with women, families, and healthcare professionals to support shared decision-making. 7. Promote reproductive health, contraception, family welfare, youth-friendly services, and care for survivors of gender-based violence. 8. Recognize current trends, issues, human rights, and professional responsibilities in midwifery and obstetrical nursing.				
Course Outcome	Upon completion of this course, the students will be able to: 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. 2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes. 3. Recognize the trends and issues in midwifery and obstetrical nursing. 4. Review and describe the anatomy and physiology of human reproductive system and conception. 5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium. 6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period. 7. Uphold the fundamental human rights of individuals when providing midwifery care.				

8. Promote physiologic labour and birth, and conduct normal childbirth. 9. Provide evidence based essential newborn care. 10. Apply nursing process approach in caring for women and their families. 11. Describe the methods of contraception and role of nurse/midwife in family welfare services. 12. Recognize the importance of and actively participate in family welfare programs. 13. Provide youth friendly health services and care for women affected by gender-based violence.												
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	1	2	1	3	2	2	2	3
CO-2	3	2	2	3	1	3	-	3	2	2	1	2
CO-3	2	3	2	1	2	2	3	3	2	2	3	1
CO-4	2	3	1	-	1	1	1	2	1	1	3	1
CO-5	2	3	2	1	1	2	1	3	3	2	3	3
CO-6	3	3	3	3	1	3	3	3	3	3	2	3
CO-7	3	2	3	2	1	3	1	3	2	2	1	2
CO-8	3	3	3	2	1	2	2	3	3	2	3	3
CO-9	3	3	3	2	1	2	3	3	3	2	3	3
CO-10	3	3	3	2	1	2	2	3	3	2	3	3
CO-11	3	3	3	2	1	3	2	3	3	2	3	3
CO-12	3	2	3	3	1	3	2	3	3	3	2	3
CO-13	3	3	3	3	1	3	2	3	3	2	2	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION TO MIDWIFERY (8+0=8)												
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, 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). Current trends in midwifery and OBG nursing: 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. Legal provisions in midwifery practice in India: 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											CO-1,2,3 BTL-4	

MODULE 2: ANATOMY AND PHYSIOLOGY OF HUMAN REPRODUCTIVE SYSTEM AND CONCEPTION (MATERNAL, FETAL & NEWBORN PHYSIOLOGY) (6+3=9)	
Review: Female organs of reproduction, Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations 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, Foetal skull – bones, sutures,	CO-4, BTL-4
MODULE 3: ASSESSMENT AND MANAGEMENT OF NORMAL PREGNANCY (ANTE-NATAL) (12+10=22)	
Pre-pregnancy Care Review of sexual development (Self Learning) Socio-cultural aspects of human sexuality (Self Learning) Preconception care Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (Self Learning) 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 Antenatal care : as per GoI guidelines, Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) Danger signs during pregnancy, Respectful care and compassionate communication, Recording and reporting: as per the GoI guidelines, Role of Doula/ASHAs II Trimester Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope. Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. Antenatal care, Women centered care, Respectful care and compassionate communication, Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. Education and management of physiological changes and discomforts of 2nd trimester, Rh negative and prophylactic anti D Referral and collaboration, empowerment, Ongoing risk assessment, Maternal Mental Health III Trimester Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope, Education and management of physiological changes and discomforts of 3rd trimester, Third trimester tests and screening, Fetal engagement in late pregnancy, Childbirth preparation classes, 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	CO-, BTL-4
MODULE 4: PHYSIOLOGY, MANAGEMENT AND CARE DURING LABOUR (12+12=24)	
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. First 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),	CO-5,6, BTL-3

Psychological support – Managing fear, Activity and ambulation during first stage of labour, 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: Observation, Critical Analysis and Management of mother and newborn, Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss, Documentation and Record of birth, 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.	
MODULE 5: POSTPARTUM CARE/ONGOING CARE OF WOMEN (7+6=13)	
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.	CO-,6,7 BTL-4
MODULE 6: ASSESSMENT AND ONGOING CARE OF NORMAL NEONATES (7+7=14)	
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 the childbirth (Routine care of newborn), Skin to skin contact and thermoregulation, Infection prevention, Immunization, Minor disorders of newborn and its management.	CO-,7 BTL-3
MODULE 7: FAMILY WELFARE SERVICES (8+2=10)	
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.	CO-,11,12,13 BTL-5

TEXT BOOK

1. Hiralal Konar DC Dutta. (2018). Textbook of obstetrics: 9th edition .Jaypee brothers medical Publishers
2. J.P Sharma .(2015). Midwifery and Gynecological nursing: 1st edition. Avichal publishing company
3. Jayne Marshall and Maureen Raynor (2014). Myles textbook for Midwives:16th edition. international edition Elsevier publisher.
4. Poonam Sach deva ., & Swaraj Batra. (2017). Essentials of obstetrics 1st edition ,Thieme medical and scientific Publications private Limited.

REFERENCE BOOKS

1. Lynna Littleton and Joan C Engebretson.(2007). Maternity nursing care: 1st edition. Delmar publishers.
2. Mc Kinney et.al(2014).Maternal-Child Nursing: 4th edition. Elsevier publishers.
3. Alan H., et.,al.(2013). Obstetrics and gynecology: 11th edition. Mc Graw Hill publishers.
4. Sudha Salhan. (2016).Text book of obstetrics :2nd edition. Jaypee brothers
5. Richa Saxena.(2016).Textbook for MRCIG-1basic sciences in obstetrics and Gynecology: 1st edition. The health science publisher.

COURSE TITLE	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – I PRACTICAL			CREDITS Skill lab Clinical	1 3
COURSE CODE	N-MIDW(I)/ OBGN 335	COURSE CATEGORY	PC	L-P-CL-S	0-0-2-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Level Learning	BTL-3
ASSESSMENT SCHEME					
First Periodical Examination	Second Periodical Examination	Care Plans /Study/Case Presentation/ Drug Study	Health Talk	Attendance	ESE
7.5%	7.5%	5%	3%	2%	-
Course Description	On completion of clinical postings ,the students will develop knowledge and competencies in clinical practices on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.				

Course objectives	To enable students to provide comprehensive, respectful, and evidence-based nursing care to women and newborns throughout pre-conception, antenatal, intranatal, postnatal, family-planning, and reproductive health services, including counselling, essential procedures, emergency newborn care, and referral support.
Course Outcomes	On completion of the course, the students will be able to: 1. Counsel women and their families on pre-conception care 2. Demonstrate lab tests ex. urine pregnancy test 3. Perform antenatal assessment of pregnant women 4. Assess and care for normal antenatal mothers 5. Assist and perform specific investigations for antenatal mothers 6. Counsel mothers and their families on antenatal care and preparation for parenthood 7. Conduct childbirth education classes 8. Organize labour room 9. Prepare and provide respectful maternity care for mothers in labour 10. Perform per-vaginal examination for a woman in labour if indicated 11. Conduct normal childbirth with essential newborn care 12. Demonstrate skills in resuscitating the newborn 13. Assist women in the transition to motherhood 14. Perform postnatal and newborn assessment 15. Provide care for postnatal mothers and their newborn 16. Counsel mothers on postnatal and newborn care 17. Perform PPIUCD insertion and removal 18. Counsel women on family planning and participate in family welfare services 19. Provide youth friendly health services 20. Identify, assess, care and refer women affected with gender based violence
Prerequisites: Plus two – Biology	

CO,PO,AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	2	3	3	3	2	1	3	2
CO-2	3	3	2	2	2	1	1	3	3	2	1	1
CO-3	3	3	3	2	2	2	2	3	3	2	2	2
CO-4	3	3	3	2	2	2	2	3	3	3	2	2
CO-5	3	3	2	2	2	1	1	3	3	2	1	1
CO-6	3	2	2	1	2	3	3	3	2	2	3	2
CO-7	2	2	2	1	2	3	3	2	2	1	3	2
CO-8	2	3	3	2	3	2	2	2	3	2	2	2
CO-9	3	3	3	2	2	3	3	3	2	2	3	3
CO-10	3	3	3	2	2	2	2	3	3	3	2	2
CO-11	3	3	3	3	2	2	2	3	3	3	2	2
CO-12	3	3	3	3	2	2	2	3	3	3	2	2
CO-13	3	2	2	2	2	3	3	3	2	2	3	2
CO-14	3	3	3	3	2	2	2	3	3	3	2	2
CO-15	3	3	3	2	2	2	2	3	3	3	2	2
CO-16	3	3	2	1	2	3	3	3	3	2	2	2
CO-17	3	3	3	2	2	2	3	3	3	2	3	3
CO-18	3	2	2	1	2	3	3	3	2	2	3	2
CO-19	3	2	2	1	2	3	3	3	2	1	3	2
CO-20	3	3	3	2	2	3	3	3	2	2	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
Clinical practicum VI-Semester (40hours)												
SKILL LAB: Procedures/Skills for demonstration and return demonstration:												
1. Urine pregnancy test 2. Calculation of EDD, Obstetrical score, gestational weeks 3. Antenatal assessment 4. Counseling antenatal mothers 6. Micro birth planning 7. PV examination 8. Monitoring during first stage of labour – Plotting and interpretation of partograph												

9. Preparation for delivery – setting up labour room, articles, equipment 10. Mechanism of labour – normal 11. Conduction of normal childbirth with essential newborn care 12. Active management of third stage of labour 13. Placental examination 14. Newborn resuscitation 15. Monitoring during fourth stage of labour 16. Postnatal assessment 17. Newborn assessment 18. Kangaroo mother care 19. Family planning counseling 20. .PPIUCD insertion and removal					
MODULE 1 CLINICAL AREA OPD & ANTENATAL WARD –(1 WEEK)					
History collection, Physical examination, Obstetric examination, Pregnancy confirmation test, Urine testing ,Blood testing for Hemoglobin, grouping & typing, Blood test for malaria, KICK chart, USG/NST, Antenatal counseling, Preparation for childbirth, Birth preparedness and complication readiness					CO 1,2 ,3 BTL-3
MODULE 2 CLINICAL AREA -LABOUR ROOM –(3 WEEKS)					
Assessment of woman in labor, Partograph, Per vaginal examination when indicated Care during first stage of labor, Pain management techniques, Upright and alternative positions in labor, Preparation for labor – articles, physical, psychological, Conduction of normal childbirth, Essential newborn care ,Newborn resuscitation ,Active management of third stage of labor, Monitoring and care during fourth stage of labor					CO-8,9,10 BTL-3
MODULE 3 CLINICAL AREA -post partum clinic , & ward including FB UNIT –(2 WEEKS)					
Postnatal assessment, Care of postnatal mothers – normal, Care of normal newborn, Lactation management, Postnatal counseling, Health teaching on postnatal and newborn care, Family welfare counseling					C0-14,15,16 BTL-3
NOTE :Partial completion of SBA module during VI semester					
COURSE TITLE	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – II PRACTICAL			CREDITS	4
COURSE CODE	N- MIDW(II)/ OBGN 335	COURSE CATEGORY	Pc	L-T-P-S	0-0-12-2
Version	1.0	Approval details	42nd ACM, 26- 10-2024	Level learning	BTL-3

ASSESSMENT SCHEME					
First periodical examination	Second periodical examination	Care plan /study /presentation /drug study	Health talk	Attendance	ESE
7.5%	7.5%	5%	3%	2%	50% 25+25=50%
Course Description	On completion of clinical postings ,the students will develop knowledge and competencies in clinical practices on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.				
Course Objectives	To prepare students to provide safe, competent, and comprehensive nursing care to women and newborns with high-risk obstetric, neonatal, gynecological, and infertility-related conditions.				
Course Outcomes	1. Identify, stabilize and refer antenatal women with complications 2. Provide care to antenatal women with complications 3. Provide post abortion care& counselling 4. Assist in the conduction of abnormal vaginal deliveries and caesarean section. 5. Demonstrate skills in resuscitating the newborn 6. Assist and manage complications during labour 7. Identify postnatal and neonatal complications, stabilize and refer them 8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach 9. Provide care for high risk newborn 10. Assist in advanced clinical procedures in midwifery and obstetric nursing 11. Provide care for women during their non childbearing period. 12. Assess and care for women with gynecological disorders 13. Demonstrate skills in performing and assisting in specific gynecological procedures 14. Counsel and care for couples with infertility				
Prerequisites: Plus two – Biology					

C0,PO,AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	2	2	2	3	3	3	2	2
CO-2	3	3	3	2	2	2	2	3	3	3	2	2
CO-3	3	3	3	2	2	3	3	3	3	2	3	3
CO-4	3	3	3	3	2	2	2	3	3	3	2	2
CO-5	3	3	3	3	2	2	2	3	3	3	2	2
CO-6	3	3	3	3	2	2	2	3	3	3	2	2
CO-7	3	3	3	2	2	3	3	2	3	3	2	2
CO-8	3	3	3	2	2	2	2	2	3	3	2	2
CO-9	3	3	3	3	2	2	2	2	3	3	3	2
CO-10	3	3	3	3	2	2	2	2	3	3	2	2
CO-11	3	3	3	2	2	2	2	2	3	2	2	2
CO-12	3	3	3	2	2	2	2	2	3	3	2	2
CO-13	3	3	3	3	2	2	2	2	3	3	2	2
CO-14	3	2	2	1	2	3	3	3	2	2	3	2
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
SKILL LAB	Procedures/Skills for demonstration and return demonstration: 1. Antenatal assessment and identification of complications 2. Post abortion care & counseling 3. Counseling antenatal women for complication readiness 4. Mechanism of labor – abnormal 5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section. 6. Management of complications during pregnancy/labour/post-partum (case studies/simulated scenarios) 7. Administration of Inj. Magnesium sulphate 8. Starting and maintaining an oxytocin drip for PPH 9. Management of PPH – Bimanual compression of uterus 10. Management of PPH – Balloon tamponade 11. Instruments used in obstetrics and gynecology 12. Visual inspection of cervix with acetic acid 13. Cervical biopsy 15. Breast examination 16. Counseling of infertile couples											

CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)	
MODULE 1 ANTENATAL OPD /INFERTILITY CLINIC/REPRODUCTIVE MEDICINE AND ANTENATAL WARD (2 WEEKS)	
Kick chart, DFMC, Assist in NST/CTG/USG, Assisting in advanced diagnostic procedures Care of antenatal women with complications in pregnancy, Antenatal counselling Preparation for childbirth, Birth preparedness and complication readiness Post abortion care, Post abortion counselling, Counselling infertile couples	C0-1,2,3 BTL-3
MODULE 2 LABOUR ROOM –(2WEEKS)	
Assessment of woman in labor Partograph Per vaginal examination if indicated Obstetric examination, Care during first stage of labor, Pain management techniques Upright and alternative positions in labor, Preparation for labor – articles, physical, psychological, Conduction of normal childbirth, Essential newborn care, Newborn resuscitation, Active management of third stage of labor, Monitoring and care during fourth stage of labor Identification, stabilization, 233atori233l and assisting in management of prolonged labor, cervical dystocia, CPD, contracted pelvis Assist in the management of abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia Assist in cervical encercelage procedures, D&C, D&E Identify, assist and manage trauma to the birth canal, retained placenta, postpartum hemorrhage, uterine atony Management of obstetric shock	CO 4,5,6 BTL-3
MODULE 3 POSTNATAL WARD(1 WEEK)	
Postnatal history collection and physical examination Identify postnatal complications Care of postnatal mothers – abnormal deliveries, caesarean section Care of normal newborn, Lactation counselling, Health teaching on postnatal and newborn care, Family welfare counselling	CO,6,7,8,9 BTL -3
MODULE 4NEONATAL INTENSIVE CARE UNIT(1 WEEK)	
•Neonatal assessment – identification of complication, congenital anomalies. Observation of newborn, Neonatal resuscitation, Phototherapy and management of jaundice in newborn Assist in Exchange transfusion, Neonatal feeding – spoon and 233atori, paladai, NG tube Care of baby in incubator, ventilator, warmer ,Infection control in the nursery, Neonatal medications, Starting IV line for newborn, drug calculation	CO,10,11,12,13 BTL-3
MODULE 5 OBSTETRIC /GYNAE OPERATION THEATHRE & GYNAECOLOGY WARD (2 WEEKS)	
•Observe/Assisting caesarean section, Management of retained placenta •Gynecological surgeries, Hysterectomy, Uterine rupture, Care of women with gynecological conditions, Health education	CO,14 BTL-3
TEXTBOOKS	
1. Hiralal Konar DC Dutta. (2018). Textbook of obstetrics: 9 th edition .Jaypee brothers medical Publishers 2. J.P Sharma .(2015). Midwifery and gynecological nursing: 1 st edition. Avichal publishing company 3. Jayne Marshall and Maureen Raynor (2014). Myles textbook for Midwives:16 th edition. International edition Elsevier publisher.	

4. Poonam Sachdeva., & Swaraj Batra. (2017). Essentials of obstetrics 1st edition, Thieme medical and scientific Publications private Limited.

REFERENCE BOOKS

1. Lynna Littleton And Joan C Engebretson. (2007). Maternity nursing care: 1st edition. Delmar publishers.
2. Mc Kinney., et., al. (2014). Maternal- child Nursing: 4th edition. Elsevier publishers.
3. Alan H., et., al. (2013). Obstetrics and gynecology: 11th edition. Mc Graw Hill publishers.
4. Sudha Salhan. (2016). Text book of obstetrics : 2nd edition. Jaypee brothers
5. Richa Saxena. (2016). Textbook for MRCIG-1 basic sciences in obstetrics and Gynecology: 1st edition. The health science publisher.

Note: Completion of safe delivery App module during VII Semester.

COURSE TITLE	COGNITIVE BEHAVIOURAL THERAPY (CBT)			CREDITS	1
COURSE CODE	BSNE04	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Assessments of skills	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to help students acquire comprehensive knowledge regarding the basics of Cognitive Behavioural Therapy and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of CBT for promoting Mental Health in Nursing Practice.				
Course Objectives	1. Describe the fundamental concepts, principles, and theoretical foundations of Cognitive Behavioural Therapy (CBT). 2. Identify the relationship between thoughts, emotions, and behaviours and their impact on mental health and well-being. 3. Apply CBT techniques to assess and modify maladaptive thoughts, beliefs, and behavioural patterns. 4. Demonstrate basic CBT skills, including cognitive restructuring, behavioural activation, problem-solving, and coping strategies.				

	5. Utilize CBT principles in promoting mental health, managing stress, and supporting individuals with common psychological and behavioural problems.											
Course Outcomes	On completion of the module, the student will be able to:											
	1. Explain the concept and techniques of CBT											
	2. Use techniques to develop a therapeutic alliance based on CBT											
	3. Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model											
	4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions											
	5. Formulate thought records and action pl											
Prerequisites: NIL												
CO,PO,AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	P0-7	PSO-1	PSO-2	PSO-3	PSO-4	PS-5
CO-1	3	3	2	2	2	2	2	3	3	2	3	2
C0-2	3	3	3	3	2	3	2	3	3	3	3	3
CO-3	3	3	3	2	2	3	2	3	3	3	3	3
CO-4	3	3	3	3	2	3	2	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: CONCEPTS AND TECHNIQUES OF CBT (6L+0P=6)												
Concept: CBT is based on the concept that mental disorders are associated with characteristic alterations in cognitive and behavioral functioning and that this pathology can be modified with pragmatic problem-focused techniques, interaction of thoughts, feelings and behaviour. Techniques and Applications of CBT CBT is a cognitive technique and behavioural technique. Application – wide applications: Psychiatric (Depression, Anxiety etc.) and non-psychiatric (sleep, fatigue, pain etc.) Factors influencing effective delivery of CBT Collaboration, formulation, homework etc.											CO-1, BTL-2	
MODULE 2: THE COGNITIVE MODEL (4L+0P=4)												
Three levels of thoughts: automatic thoughts, underlying assumptions and schemas Understanding interplay between levels of thought and moods, behaviour, physical functions and practice Automatic thoughts - development and tracking ,Moment to moment unplanned thoughts Explain and clarify identification of automatic thoughts with examples from thought records/worksheets E.g: questions that include a. What was going through your mind before you started to feel this way? Any other thoughts? Images? b. Circle hot thought Designing and implementing experiments to test automatic thoughts ,Using scale											CO-2, BTL-2	

or rating for automatic thoughts Biofeedback in CBT ,Role and significance of Biofeedback in CBT Skills Check: Assignment on automatic thoughts and its testing	
MODULE 3: IDENTIFYING, EVALUATING, AND RESPONDING TO COGNITIONS (5L+0P=5)	
Gathering evidence that supports and do not support the hot thoughts Actively search for information that contradicts the hot thoughts Writing all evidence for supporting that hot thoughts are not 100% true Identifying alternative or balanced thinking Socratic questioning Technique of questioning Behaviour experiments Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc. Skills check: Assignment on identifying and responding to dysfunctional cognitions	CO-3, BTL-3
MODULE 4: DESIGNING EFFECTIVE ACTION PLANS AND THOUGHT RECORDS (5L+0P=5)	
Thought records components: situation, moods, automatic thoughts, evidence that supports hot thought, evidence that does not support hot thoughts, alternative or balanced thoughts, rate moods now Action plan components: Goal, action plan, time to begin, possible problems, strategies to overcome problems, progress Identifying a problem in life that a person would like to change and writing an action plan Identifying underlying and new core beliefs and assumptions • Identify core beliefs by looking for themes in thought record • Test by looking for evidence • Strengthen new core beliefs by recording experiences that are consistent, and rate the confidence Facilitating completion of the action plan and reviewing the action plan at the next session • Motivating the clients to complete the plans Skills check: Assignment on Formulate thought records and action plans	CO-4, BTL-3
TEXTBOOKS	
.Greenberger D, Padesky CA. Mind over Mood: Change How You Feel By Changing the Way You Think. 2.The Guilford Press; 2016 2. Beck JS, Beck AT. Cognitive Therapy: Basics and Beyond. Guilford Publications; 2011	
REFERENCE BOOKS	
Websites: http://focus.psychiatryonline.org/cgi/content/full/4/2/173 http://www.learncognitivetherapy.com/cognitive_therapy.htm	

COURSE TITLE	PERSONALITY DEVELOPMENT			CREDITS	1
COURSE CODE	BSNE05	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to help students acquire an in-depth knowledge in factors influencing personality development, theories of personality development, personality traits, and personality disorders and further acquire skill in knowing one’s own personality, understand others in their surroundings and bring positive change in life.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Understand the concept, components, and determinants of personality and their influence on personal and professional growth. 2. Develop self-awareness, self-confidence, positive attitudes, and emotional intelligence for effective interpersonal relationships. 3. Enhance communication, leadership, teamwork, and decision-making skills required for academic, clinical, and workplace success. 4. Apply time management, stress management, and problem-solving techniques to improve personal effectiveness and resilience. 5. Demonstrate professional ethics, adaptability, and lifelong learning attitudes that contribute to holistic personality development and career advancement.				
Course Outcomes	On completion of the module, the student will be able to 1. Describe how personality develops 2. Define various stages of personality development 3. Describe basic personality traits and personality types 4. Analyze how personality affects career choices 5. Describe methods for changing personality 6. Enumerate personality disorders 7. Demonstrate skills in identifying personality disorders 8. Utilize knowledge in knowing self and others and improve relationship with others 9. Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs				
Prerequisites: NIL					

CO	PO-1	PO-2	PO-3	PO-4	P0-5	PO-6	PO-7	PSO1	PS0-2	PSO3	PSO4	PSO5
CO-1	3	2	2	2	1	2	2	3	3	2	3	2
CO-2	3	2	2	2	1	2	2	3	3	2	3	2
CO-3	3	3	2	2	1	3	2	3	3	2	3	2
CO-4	3	3	2	3	2	3	2	3	3	3	3	2
CO-5	3	3	3	3	2	3	2	3	3	3	3	3
CO-6	3	3	3	2	2	2	2	3	3	2	3	3
CO-7	3	3	3	3	2	3	2	3	3	3	3	3
CO-8	3	3	3	3	2	3	2	3	3	3	3	3
CO-9	3	3	3	3	2	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION TO PERSONALITY DEVELOPMENT (2L+0P=2)												
Definitions • Components of personality • Importance of personality in achieving goals and success in life • Factors influencing personality development o Biological factors o Environmental factors • Nature vs Nurture concept in personality development											CO-1, BTL-2	
MODULE 2: STAGES AND THEORIES OF PERSONALITY DEVELOPMENT(5L+0P=5)												
Development of personality from infancy to late adulthood • Theories of personality development o Psychoanalytic theory o Psychosocial theory o Trait and type theories of personality o Humanistic approaches to personality o Learning theories of personality											CO-2, BTL-2	
MODULE 3: ASSESSMENT OF PERSONALITY (5L+0P=5)												
Types of personalities Personality changes due to illness • Personality assessment											CO-3, BTL-3	
MODULE 4: PERSONALITY AND CAREER SUCCESS (5L+0P=5)												
Role of personality and career success • Methods of changing personality traits o Personal growth and self efficacy • Personality characteristics required for a nurse • Nursing implications of personality											CO-4, BTL-3	
MODULE 5: PERSONALITY DISORDERS (5L+0P=5)												
Definition • Types • Signs and symptoms • Medical management • Nursing management • Psycho-social therapies												
TEXTBOOKS												
1.Sreevani, R. (2015). Psychology for nurses (2nd ed.). Jaypee Brothers Medical Publishers.												

2. Amanpreet, K. (2013). A textbook of psychology. Vikas & Company (Publishing House).
3. Manjula, M., Paulomi, S., & Ramachandra. (2016). Psychology for B.Sc. nursing (1st ed.). Frontline Publications.

REFERENCE BOOKS

1. Krishne, G. (2017). Essentials of psychology for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors.
2. Kutty, A. B. (2013). Psychology for B.Sc. nursing. PHI Learning Press.
3. Morris, C. G. (2016). Psychology for nurses. Pearson Education.

COURSE TITLE	ADDICTION PSYCHIATRY			CREDITS	1
COURSE CODE	BSNE06	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals with various disorders related to addiction.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Describe the concepts, causes, risk factors, and epidemiology of substance use and addictive disorders. 2. Identify the signs, symptoms, assessment methods, and diagnostic criteria of common substance-related and behavioral addictions. 3. Explain the psychological, social, and biological effects of addiction on individuals, families, and communities. 4. Apply evidence-based approaches for the prevention, treatment, rehabilitation, and relapse prevention of addictive disorders. 5. Demonstrate professional competence in providing holistic care, counseling, health education, and support for individuals affected by addiction while maintaining ethical and therapeutic relationships.				

Course Outcomes	On completion of the module, the student will be able to											
	1. Describe the Terminologies such as Substance Use Disorders, addictive behaviours, addiction etc											
	2. Describe the classification of Psychoactive Substances											
	3. Describe various etiological factors of substance related disorders											
	4. Identify the psycho social issues of the individuals with substance use disorders.											
	6. Identify treatment related adverse effects and emergencies and manage them effectively											
	7. Demonstrate skill in managing patients with substance use disorders.											
	8. Apply nursing process in caring for patients with substance related disorders.											
1. 8. Utilize available support to rehabilitate needy individuals.												
Prerequisites: NIL												
CO,PO,AND PSO MAPPING												
CO	P0-1	P0-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	2	2	2	1	2	2	3	3	2	3	2
CO-2	3	3	2	2	2	2	2	3	3	2	3	3
CO-3	3	3	2	2	2	2	3	3	3	2	3	3
CO-4	3	3	3	3	2	3	2	3	3	3	3	3
CO-5	3	3	3	3	2	3	2	3	3	3	3	3
CO-6	3	3	3	3	2	3	2	3	3	3	3	3
CO-7	3	3	3	3	2	3	3	3	3	3	3	3
CO-8	3	3	3	3	2	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: SUBSTANCE USE DISORDERS, ASSESSMENT AND MANAGEMENT (6L+14P=20)												
Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. • Classification of Psychoactive Substances • Factors associated with substance related disorders • Psychosocial problems associated with substance use • Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach • Treatment related adverse effects and emergencies • Introduction to technology addiction and its management • Nursing Management of patients with substance use disorders • Rehabilitaion issues											CO-1, BTL-2	
TEXTBOOKS												
1.Sreevani, R. (2015). Psychology for nurses (2nd ed.). Jaypee Brothers Medical Publishers.												
2. Amanpreet, K. (2013). A textbook of psychology. Vikas & Company (Publishing House).												

3.Manjula, M., Paulomi, S., & Ramachandra. (2016). Psychology for B.Sc. nursing (1st ed.). Frontline Publications
REFERENCE BOOKS
1.Krishne, G. (2017). Essentials of psychology for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors.
2.Kutty, A. B. (2013). Psychology for B.Sc. nursing. PHI Learning Press.
3. Morris, C. G. (2016). Psychology for nurses. Pearson Education.

COURSE TITLE	ADOLESCENT HEALTH			CREDITS	1
COURSE CODE	BSNE07	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	5%	3%	2%	50%
Course Description	This module is designed to help students to develop knowledge about developmental changes during adolescence and special psychosocial, reproductive and sexual health issues, needs and challenges of adolescents and competencies required for promoting their development and handling their health issues				
Course Objectives	Upon completion of this course, the students will be able to: 1. Describe the physical, psychological, social, emotional, and developmental changes that occur during adolescence. 2. Identify common health issues, risk behaviors, and challenges affecting adolescents, including nutrition, mental health, reproductive health, and substance abuse. 3. Apply principles of health promotion, disease prevention, and counseling to support healthy adolescent development. 4. Demonstrate skills in assessing adolescent health needs and providing age-appropriate care, guidance, and health education. 5. Collaborate with families, schools, and communities to promote adolescent well-being and advocate for adolescent-friendly health services.				

Course Outcomes	On completion of the module, the student will be able to
	1. Describe the normal growth and development during adolescence 2. Assess the physical, reproductive and sexual changes during adolescence 3. Promoting the development of life skills among adolescents 4. Identify the developmental needs of adolescents 5. Demonstrate skills in Identifying the developmental and Psychosocial issues and challenges during adolescence 6. Discuss the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents 7. Demonstrate skills in communicating with adolescents 8. Develop competency in providing the Guidance and Counselling to adolescents 9. Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders 10. Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS

Prerequisites: NIL

C0,PO,AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	3	2	1	1	2	1	3	3	2	3	3
CO-2	3	3	3	2	1	2	2	3	3	2	3	3
C0-3	3	3	3	3	2	3	2	3	3	3	3	3
CO-4	3	3	3	2	2	2	2	3	3	2	3	3
C0-5	3	3	3	3	2	3	3	3	3	3	3	3
CO-6	3	3	3	2	2	2	2	3	3	2	3	3
CO-7	3	3	3	3	2	3	2	3	3	3	3	3
C0-8	3	3	3	3	2	3	2	3	3	3	3	3
C0-9	3	3	3	3	2	3	3	3	3	3	3	3
C0-10	3	3	3	3	2	3	3	3	3	3	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: GROWTH AND DEVELOPMENT OF OF ADOLESCENTS (2L+0P=2)		
Review of Principles of Growth and Development • Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes • Promoting Growth and Development of Adolescents • Development of life skills among adolescents		CO-1, BTL-2
MODULE 2: NUTRITIONAL NEEDS OF ADOLESCENTS (5L+0P=5)		
Nutritional requirements of adolescents Food habits and food fads prevalent in the adolescent		CO-2, BTL-2
MODULE 3: DEVELOPMENTAL NEEDS OF ADOLESCENTS (5L+0P=5)		
Types of personalities Personality changes due to illness • Personality assessment		CO-3, BTL-3
MODULE 4: COMMUNICATION, GUIDANCE AND COUNSELING (5L+0P=5)		
Communicating with adolescents • Guidance and Counselling • Role of Parents		CO-4, BTL-3
MODULE 5: COMMON HEALTH PROBLEMS INCLUDING MENTAL HEALTH PROBLEMS (5L+0P=5)		
Common health problems among adolescents • Adjustment & conduct disorders • Mental disorders • Eating disorders • Substance use disorders		CO-9 ,BTL-3
MODULE 6: REPRODUCTIVE AND SEXUAL HEALTH ISSUES (5L+0P=5)		
Reproductive and sexual health issues during adolescence • Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception • Sexually transmitted disorders, HIV/AIDS		CO-10,BTL-3
TEXTBOOKS		
1. Parul Datta's Pediatric Nursing(2005) .3rd Edition ,Jaypee Brothers Medical Publishers(P)Ltd 2. Achar C (2009), "Textbook Of Pediatrics", 4th Edition, Universities Press Private Limited 3. A. Padmaja (2014) , " Pediatric Nursing - Procedure Manual " , Jaypee Brothers Medical Publishers (P)Ltd. 4. Marylyn Hocken Berry And David Wilson (2011) Wong's Nursing Care Of Infants And Children 9th Edition , Elsevier Publications		

REFERENCE BOOKS

1. Suvashri Sasmal (2025) The Text Book Of Child Health Nursing 1 for B.Sc nursing , 7th edition Vision Health Sciences Publishers .
2. Tambulwadlar (2014) Pediatric Nursing 3rd Edition Vora Publications
3. Kavitha .K (2015),A Comprehensive “ Manual Of Pediatrics Nursing Procedure ”,2ND Edition Jaypee Brothers Medical Publishers (P)Ltd.

COURSE TITLE	SPORTS HEALTH			CREDITS	1
COURSE CODE	BSNE08	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	50%
Course Description	This Elective module is designed to enable students to gain knowledge about Sports Health, and role of Nursing in Sports Health, training, and management of sports injuries.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Describe the principles of sports health, physical fitness, exercise, and healthy lifestyle practices. 2. Identify common sports-related injuries, health problems, and risk factors affecting athletes and physically active individuals. 3. Apply principles of injury prevention, first aid, nutrition, hydration, and safe exercise practices in sports activities. 4. Demonstrate appropriate measures for promoting physical, mental, and emotional well-being among individuals participating in sports. 5. Develop skills in health education, fitness promotion, and rehabilitation to support safe and healthy participation in sports.				

Course Outcome	On completion of the module, the student will be able to 1. Demonstrate understanding of sports health. 2. Should be able to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care. 3. Participate effectively as a member of sports health team. 4. Understanding the importance of conditioning and sports injuries Rehabilitation.											
Prerequisites: NIL												
CO,PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	2	2	2	1	2	1	3	3	2	3	3
CO-2	3	3	3	3	2	3	2	3	3	3	3	3
CO-3	3	3	3	3	2	3	2	3	3	3	2	3
CO-4	3	3	3	3	2	2	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: SPORTS HEALTH (15L+5P=20)												
Definition and scope of Sports Health and Physical Fitness 2. Pre-Participation exam for sports 3. On-field & Off-field evaluation of athlete 4. The Emergency Medical services System 5. Physiological Principle of strength Training/Conditioning, Deconditioning 6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization) 7. Common sports injuries & musculoskeletal assessment. 8. Therapeutic/Rehabilitation modalities overview. 9. On field management of sports injuries: Cryotherapy, sports taping etc. 10. Protective Equipment: protective wrapping, protective eye wear, Helmets, face mask. 11. Energy demands of Sports. 12. Nutritional supplements, 13. Ergogenic aids (Performance enhancing agents) and Doping To assess the sports injury and provide emergency care											CO-1, BTL-2	
TEXTBOOKS												
1. Hossam AlDhaheer., Sports nursing: Expertise in athletic care and injury management: Comprehensive guide for sports healthcare professionals.2025.,Delhi												

COURSE TITLE	ACCREDITATION AND PRACTICE STANDARDS			CREDITS	1
COURSE CODE	BSNE09	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-5
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to help students to develop an understanding of quality assurance mechanism, the accreditation process and the accreditation and practice standards in nursing.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Explain the concepts, principles, and significance of accreditation and practice standards in healthcare and nursing services. 2. Describe national and international accreditation systems, regulatory requirements, and quality assurance frameworks applicable to healthcare organizations. 3. Apply professional practice standards, ethical principles, and legal requirements to ensure safe, effective, and patient-centered nursing care. 4. Analyze the role of accreditation in improving healthcare quality, patient safety, risk management, and organizational performance. 5. Participate in quality improvement activities, documentation, audits, and evidence-based practices required for maintaining accreditation standards. 6. Demonstrate leadership and accountability in promoting compliance with professional standards and continuous quality improvement within healthcare settings.				
Course Outcomes	On completion of the module, the student will be able to 1. Describe the Quality assurance mechanism in nursing 2. Explain the process of accreditation 3. Describe the accreditation standards for nursing institutions 4. Explain about the nursing practice standards and their rationale				
PREREQUISITES: NIL					

CO,PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
C0-1	3	3	3	3	2	2	3	3	3	3	2	3
C0-2	3	3	3	3	2	2	3	3	3	3	2	3
CO-3	3	3	3	3	2	2	3	3	3	3	3	3
CO-4	3	3	3	3	2	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1: Quality assurance in Nursing (5L+0P=5)	
Review the current trends and practices of quality assurance in nursing • Definition and significance of quality assurance • Process of quality assurance • Components of quality assurance model • Methods of quality assurance evaluation • Quality assurance models of nursing in India • Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance	CO-1, BTL-2
MODULE 2: Accreditation (5L+0P=5)	
Definition of accreditation • The concepts of accreditation • Objectives of accreditation • Significance of accreditation • Types of accreditation • Accreditation process • Criteria for accreditations/Principal areas to be assessed • National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IIEA, JCI, NABH etc.	CO-2,BTL-1
MODULE 3: Accreditation Standards for nursing institutions (5L+0P=5)	
Definition of standards Indian Nursing Council (INC) Standards - college/school and hospital/health facility • Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach • INC's Performance standards for various nursing institutions • International Council of Nurses (ICN) global standards for education and accreditation • International Confederation of Midwives (ICM) standards for professional Midwifery Education • WHO standards for educators	C0-3,BTL-4
MODULE 4: Nursing Practice standards (5L+0P=5)	
Code of ethics and professional conduct for nurses in India • ICN - Code of ethics • Definition of practice standards • National and international standards for nursing practice o INC standards for practice o National Nursing Commission Bill (Indian Nursing and	C0-4,BTL-5

Midwifery Council ACT (proposed) o ICM standards for professional Midwifery Practice o ICN global standards for practice • International nursing excellence - Magnet Recognition program, JCI standards • India - NABH nursing excellence standards	
REFERENCE BOOKS	
UGC guidelines • NACC guidelines • NABH manual • JCI manual • INC, ICN, ICM & WHO websites - For education and practice standards	

COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY			CREDITS	1
COURSE CODE	BSNE10	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviours of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness				
Course Objectives	Upon completion of this course, the students will be able to: 1. Explain the principles, concepts, and theories of human growth and development across the lifespan. 2. Describe the physical, cognitive, emotional, social, and moral developmental changes occurring from infancy to old age. 3. Analyze the factors influencing growth and development, including genetic, environmental, cultural, and psychosocial determinants. 4. Apply developmental theories and principles in assessing the health needs and behaviors of individuals at different stages of life. 5. Demonstrate effective communication and therapeutic interventions appropriate to the developmental level of patients and their families. 6. Utilize knowledge of developmental psychology in planning, implementing, and evaluating nursing care to promote holistic health and well-being				

Course Outcomes	On completion of the module, the student will be able to											
	1. Explain the theories related to the development of an individual											
	2. Describe prenatal development and special concerns related to the prenatal development											
	3. Explain the dimensions of development and special concerns related to infancy											
	4. Explain the dimensions of development and special concerns related to early childhood											
	5. Discuss the characteristics, dimensions of development and special concerns related to adolescence											
	6. Explain the characteristics, dimensions of development and special concerns related to adulthood											
	7. Describe the dimensions of development and special concerns related to elderly											
Prerequisites: NIL												
CO,POAND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
C0-1	3	3	2	1	1	1	2	3	2	1	3	2
C0-2	3	3	3	2	1	2	2	3	2	2	3	3
Co-3	3	3	3	3	1	2	2	3	3	2	3	3
C0-4	3	3	3	3	1	2	2	3	3	2	3	3
Co-5	3	3	3	3	2	3	2	3	3	2	3	3
Co-6	3	3	3	3	2	2	2	3	3	3	3	3
Co-7	3	3	3	3	2	3	2	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: Introduction (2L+0P=2)												
Definition - Growth and development • Definition - Developmental psychology • Difference between growth and development • Dimensions of growth and development • Stages of development • Principles of development • Characteristics of development • Factors influencing the growth and development • Scope of developmental psychology											CO-1, BTL-2	
MODULE 2: Theories related to development (2L+0P=2)												
Sigmund Freud Psychosexual development • Erik Erikson Psychosocial development • Piaget theory of cognitive development • Kohlberg’s theory of moral development											CO-2BTL-2	

MODULE 3: Prenatal development (3L+0P=3?)	
Term: Prenatal development • Stages of prenatal development • Principles of hereditary and twins mechanism Factors affecting the prenatal development • Process of labour • Complications during labour that affects the transition period • Postnatal period • Complications in postnatal period that affects the transition period • Measures to reduce the risk during prenatal development, process of labour and postnatal period • Genetic counselling • Rooming in or KMC	CO-2BTL-2
MODULE 4: Infancy (2L+0P=2)	
•Definition - Newborn and infancy • Normal characteristics of infancy • Dimensions of growth and development in infancy: o Physical, physiological and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development • Special concerns in infancy • Remedial measures: Prevention and management • Newborn care and its significance • Breastfeeding and weaning and its significance • Parenthood • Low birth weight and its developmental consequences • Early infant stimulating programme Lower order basic needs according to Maslow and its significance • Parent child bonding and its significance • Toilet training and its significance	CO-2,3BTL-3
MODULE 5: Early childhood (2L+0P=2)	
Definition - Toddler and preschooler • Normal characteristics of toddler and preschooler • Dimensions of growth and development in toddler and preschooler: o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development • Special concerns in toddler and preschooler • Remedial measure: Prevention and management	CO-4BTL-3
MODULE 6: Middle and late childhood (2L+0P=2)	
Definition - School going children • Normal characteristics of School going children • Dimensions of growth and development in middle and late childhood: o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Language development o Moral or character development • Special concerns in school going children • Remedial measure: Prevention and management • Role of discipline in moral development • Role of play in the process of	CO-4BTL-3

development • Effect of parental employment in the process of development • Effect of mass media in the process of development • Role of peer group in the process of development • Role of behavioural technique in the process of development • Parenting style and its significance • School based mental health programme and services • Teacher student relationship and its significance	
MODULE 7: Adolescence (3L+0P=3)	
Definition - Adolescence and puberty • Review: o Physiological and hormonal changes o Sexual maturation: primary and secondary characteristics o Psychological impact of puberty • Need for understanding the adolescence • Normal characteristics of adolescence • Misunderstanding about adolescence Adjustment and adolescence • Dimensions of development in adolescence: o Cognitive development or intellectual and mental development o Personality development o Emotional development o Social development o Moral development • Special concerns in adolescence • Remedial measure: Prevention and management • Role of peer group or gang in the process of development • Role of parent, family and its relationship in the process of development	CO-4BTL-3
MODULE 8: Adulthood (2L+0P=2)	
Definition - Early adulthood and middle adulthood • Physical changes in adulthood • Cognitive changes in adulthood • Personality development in adulthood • Emotional development in adulthood • Social development in adulthood • Unique issues in adulthood: career, marriage, parenthood • Special concerns in adulthood • Remedial measure: Prevention and management	CO-5BTL-2
MODULE 9: Elderly (2L+0P=2)	
Definition - Geriatric, Elderly • Theories of elderly • Physiological changes in elderly • Psychosocial changes in elderly • Special concerns in elderly • Remedial measure: Prevention and management • Terminal illness and elderly • Death and dying: Grief, palliative and hospice care	CO-7BTL-3
TEXTBOOKS	
1. Sreevani, R. (2015). Psychology for nurses (2nd ed.). Jaypee Brothers Medical Publishers. 2. Amanpreet, K. (2013). A textbook of psychology. Vikas & Company (Publishing House). 3. Manjula, M., Paulomi, S., & Ramachandra. (2016). Psychology for B.Sc. nursing (1st ed.). Frontline Publications. 4. Harish, K. S., & Gulshan, M. (2016). Psychology for nurses (5th ed.). Lotus Publishers.	

REFERENCE BOOKS

1. Krishne, G. (2017). Essentials of psychology for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors.
2. Kutty, A. B. (2013). Psychology for B.Sc. nursing. PHI Learning Press.
3. Morris, C. G. (2016). Psychology for nurses. Pearson Education.

COURSE TITLE	MENOPAUSAL HEALTH			CREDITS	1
COURSE CODE	BSNE11	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	The module is designed to develop in-depth knowledge and understanding in menopausal health. It further helps the students to develop competency in providing quality care to the menopausal women and her families.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Explain the physiological, psychological, and social changes associated with menopause and their impact on women's health. 2. Assess and manage common menopausal symptoms and health concerns through evidence-based nursing interventions and health education. 3. Promote healthy aging and quality of life among menopausal women through counseling, preventive care, and supportive nursing practices.				
Course Outcomes	On completion of the module, the student will be able to 1. Understand the concept of menopausal health in women. 2. Review and analyze the anatomy and physiology of menopause. 3. Develop competencies in providing quality care to these women. 4. Educate women and families about the problems faced by them. 5. Discuss the importance of hormone replacement therapy.				
Prerequisites: NIL					

CO,PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	POS3	POS4	PSO5
CO-1	3	2	2	1	1	1	1	3	2	1	3	3
CO-2	3	3	2	2	2	1	1	3	3	1	3	3
CO-3	3	3	3	3	2	2	2	3	3	3	3	3
CO-4	3	3	3	3	2	2	2	3	3	2	3	3
CO-5	3	3	2	2	2	2	1	3	3	2	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: Introduction (2L+0P=2)3												
Definition - menopausal health • Concept and types of menopause											CO-1, BTL-2	
MODULE 2: Role of hormones in menopause (2L+0P=2)												
Effect of hormones such as estrogen, androgen • Progesterone and gonadotrophin											CO-1, BTL-2	
MODULE 3: Organ changes during menopause (3L+0P=3)												
Changes in the organs • Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra • Loss of muscle tone											CO-1, BTL-2	
MODULE 4: Assessment of menopausal women (2L+4P=6)												
History and physical examination • Diagnostic tests • Documentation											CO-2, BTL-3	
MODULE 5: Management of menopause (3L+6P=9)												
Identification of menopause • Management of the symptoms • Education and counseling of women and families • Hormone replacement therapy											CO-3, BTL-3	
TEXTBOOKS												
1. Hiralal Konar DC Dutta. (2018). Textbook of obstetrics: 9th edition .Jaypee brothers medical Publishers 2. J.P Sharma .(2015). Midwifery and gynecological nursing: 1st edition. Avichal publishing company 3. Jayne Marshall and Maureen Raynor (2014). Myles textbook for Midwives:16th edition. international edition Elsevier publisher.												

REFERENCE BOOKS					
1. Lynna Littleton And Joan C Engebretson.(2007). Maternity nursing care: 1st edition. Delmar publishers. 2. Mc Kinney ., et.,al(2014).Maternal- child Nursing: 4th edition. Elsevier publishers. 3. Alan H., et.,al.(2013). Obstetrics and gynecology: 11th edition. Mc Graw Hill publishers. 4. Sudha Salhan. (2016).Text book of obstetrics :2nd edition. Jaypee brothers					
COURSE TITLE	HEALTH ECONOMICS			CREDITS	1
COURSE CODE	BSNE12	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-5
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to help students to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing systems of health care services in India. This will enable them to appreciate financial aspects of health care services.				
Course Objectives	1. Explain the basic concepts, principles, and importance of health economics in healthcare planning, delivery, and resource allocation. 2. Analyze the economic factors influencing health, healthcare utilization, healthcare financing, and the cost-effectiveness of nursing and healthcare interventions. 3. Apply health economic principles in decision-making to promote efficient use of resources, quality patient care, and sustainable healthcare services.				
Course Outcome	1. On completion of the module, the student will be able to Explain the meaning of economics and health economics. 2. Analyse the relationship between health and economic development.				

	3. Explain the concept of demand and supply. 4. Describe the structure of health care industry and characteristics of market for health care services. 5. Analyze the concept of cost in health care. 6. Discuss financing system of health care services in India.											
Prerequisites: NIL												
CO,PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	2	3	1	1	2	2	1	3	2	2	3	2
CO-2	3	3	2	2	2	2	2	3	3	2	3	3
CO-3	2	3	1	1	2	2	1	2	2	2	3	2
CO-4	3	3	3	3	2	3	2	3	3	3	3	3
CO-5	3	3	2	2	3	2	2	3	3	3	3	3
CO-6	3	3	3	3	3	3	2	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: Introduction to Economics (2L+0P=2)												
• Definition and meaning • Dimensions of economics Micro and Macro-economics • Positive and Normative economics											CO-1, BTL-2	
MODULE 2: Introduction to Health Economics (4L+0P=4)												
Concept of health economics • Scope of Health economics • Focus of health economics • Areas of health economics • The economics of health and health care service, health and economic development. • Implications of economic development to the health care services • Mechanism and sources of health financing in the country. • Causes of health problems in India. • Solutions to health problems											CO-3, BTL-2	
MODULE 3: Cost of Health Care (4L+0P=4)												
Concept of cost, types of costs • Opportunity cost, total fixed and variable cost, average marginal and sunk cost • cost benefit analysis and cost effectiveness analysis											CO-2, BTL-4	

MODULE 4: Demand and Supply in Health Care (4L+0P=4)	
Concept of demand, need, supply, input, output, production function, industry and market • Structure of health care industry • Characteristics of health care services market • Demand side and supply side • Factors affecting demand • Factors influencing demand for medical care • Factors affecting supply	CO-5, BTL-4
MODULE 5: Financing of Health Care in India (6L+0P=6)	
Financing system and allocation • Sources of financing of health care services • Health plans and outlays, the relative role of state and central government on financing of health care services • Factors influencing the state's ability to finance health care services • Role of voluntary organizations in health care • Public Private Partnership in providing services in health care	CO-6, BTL-5
TEXTBOOKS	
1. Hiralal Konar DC Dutta. (2018). Textbook of obstetrics: 9th edition .Jaypee brothers medical Publishers 2. J.P Sharma .(2015). Midwifery and gynecological nursing: 1st edition. Avichal publishing company 3. Jayne Marshall and Maureen Raynor (2014). Myles textbook for Midwives:16th edition. international edition Elsevier publisher.	
REFERENCE BOOKS	
1. Lynna Littleton And Joan C Engebretson.(2007). Maternity nursing care: 1st edition. Delmar publishers. 2. Mc Kinney ., et.,al(2014).Maternal- child Nursing: 4th edition. Elsevier publishers. 3. Alan H., et.,al.(2013). Obstetrics and gynecology: 11th edition. Mc Graw Hill publishers. 4. Sudha Salhan. (2016).Text book of obstetrics :2nd edition. Jaypee brothers	

SEMESTER VII

SEMESTER VII

COURSE TITLE	COMMUNITY HEALTH NURSING – II			CREDITS	7
COURSE CODE	N-COMH(II) 401	COURSE CATEGORY	PC	L-P-CL-S	5-0-8-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.				
Course Objectives	1. Provide comprehensive primary health care for common diseases and disorders, including emergency and first-aid care at homes, clinics, and health centres, following approved protocols and standing drug orders. 2. Provide safe, respectful maternal, newborn, child, reproductive, and adolescent health care in rural and urban settings. 3. Collect, tabulate, analyse, and interpret demographic data to identify community health needs. 4. Explain population control, its social impact, and approaches to family planning and limiting family size. 5. Identify occupational hazards and diseases, and participate in workplace health-promotion, prevention, screening, referral, and nursing-care programmes. 6. Assess common health problems among older adults and provide primary care, counselling, rehabilitation support, and referral services. 7. Participate in community screening for mental-health concerns, provide basic support, reduce stigma, and ensure appropriate referral and follow-up. 8. Collect, record, analyse, interpret, and report data through the Health Management Information System (HMIS). 9. Manage health information effectively for community diagnosis, planning, intervention, monitoring, and evaluation. 10. Describe the organisation and management of community health services in rural and urban areas. 11. Demonstrate leadership in guiding, supervising, and monitoring health services and personnel at Primary Health Centres, Sub-Centres, and community level, including financial management and maintenance of records and reports. 12. Explain the roles and responsibilities of Mid-Level Health Care Providers at Health and Wellness Centres, including team-based primary care, community outreach, referrals, and continuity of care.				

	13. Identify the roles, responsibilities, and job descriptions of multidisciplinary health-team members, and collaborate effectively to deliver integrated community health services.											
Course Outcomes	Upon completion of this course, the students will be able to:											
	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. 1Describe 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. 1Identify 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											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	1	2	-	3	3	2	3	3
CO-2	3	3	3	2	1	2	-	3	3	2	3	3
CO-3	2	3	1	1	3	2	2	2	1	2	3	1
CO-4	3	3	3	2	1	3	1	3	3	2	2	3
CO-5	2	3	3	2	1	2	1	3	3	2	3	3
CO-6	3	3	3	2	1	3	-	3	3	2	3	3
CO-7	3	3	3	2	1	3	1	3	3	2	3	3
CO-8	2	3	2	1	3	2	2	2	1	2	3	1

CO-9	2	3	2	2	3	2	2	3	2	3	3	2
CO-10	2	3	2	3	2	2	1	3	3	3	3	2
CO-11	3	3	3	3	2	3	1	3	2	3	2	2
CO-12	3	3	3	3	2	3	1	3	3	3	3	3
CO-13	3	2	3	3	1	3	-	3	2	3	2	2
CO-14	3	3	3	3	1	3	1	3	3	3	3	3
CO-15	3	3	3	2	1	2	-	3	3	2	3	3
CO-16	2	2	2	3	2	3	1	3	2	3	3	2

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: MANAGEMENT OF COMMON CONDITIONS AND EMERGENCIES INCLUDING FIRST AID (10+=10)

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.

CO-1,2, BTL-2

MODULE 2: REPRODUCTIVE, MATERNAL, NEWBORN, CHILD AND ADOLESCENT HEALTH (REVIEW FROM OBG NURSING AND APPLICATION IN COMMUNITY SETTING) (20+0=20)

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 labor, fetal distress, prolonged and obstructed labour, vaginal & perennial 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 labor 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. Newborn and child care, Review: Essential newborn care, Management of common neonatal

CO-2,3, BTL-3

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 Karyakram (RSBK) -children, Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents, Any other new programs.	
MODULE 3: DEMOGRAPHY, SURVEILLANCE AND INTERPRETATION OF DATA (4+0=4)	
Demography, Surveillance and Interpretation of Data, Demography and vital statistics – demographic cycle, world population trends, vital statistics, Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications, Sources of vital statistics – Census, registration of vital events, sample registration system, Morbidity and mortality indicators – Definition, calculation and interpretation, Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India, Collection, analysis, interpretation, use of data, Review: Common sampling techniques – random and nonrandom techniques, Disaggregation of data.	CO-3,4, BTL-4
MODULE 4: POPULATION AND ITS CONTROL (6+0=6)	
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.	CO-3,4,5, BTL-3
MODULE 5: OCCUPATIONAL HEALTH (5+0=5)	
Occupational health hazards, Occupational diseases, ESI Act, National/ State Occupational Health Programs, Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems.	CO-5,6, BTL-3
MODULE 6: GERIATRIC HEALTH CARE (6+0=6)	
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.	CO-7, BTL-3

MODULE 7: MENTAL HEALTH DISORDERS (6+0=6)	
Screening, management, prevention and referral for mental health disorders, Review: 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.	CO-7, BTL-4
MODULE 8: HEALTH MANAGEMENT INFORMATION SYSTEM (HMIS) (4+0=4)	
Introduction to health management system: data elements, recording and reporting formats, data quality issues, Review: Basic Demography and vital statistics, Sources of vital statistics, Common sampling techniques, frequency distribution, Collection, analysis, interpretation of data, Analysis of data for community needs assessment and preparation of health action plan.	CO-8, BTL-4
MODULE 9: MANAGEMENT OF DELIVERY OF COMMUNITY HEALTH SERVICES (12+0=12)	
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.	CO-10, BTL-3
MODULE 10: LEADERSHIP, SUPERVISION AND MONITORING (15+0=15)	
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 Review Leadership & supervision concepts principles & methods Leadership in health leadership approaches in healthcare setting taking control of health of community and organizing health camps village clinics Training Supportive supervision and monitoring concepts principles and process e.g. performance of frontline health workers Financial Management and Accounting & Computing at Health Centers (SC) Activities for which funds are received Accounting and book keeping requirements accounting principles & policies book of accounts to be maintained basic accounting entries accounting process payments & expenditure fixed asset SOE reporting format utilization certificate (UC) reporting Preparing a budget Audit Records & Reports Concepts of records and reports importance legal implications purposes use of records principles of record writing filing of records Types of records community related records registers guidelines for maintaining Report writing purposes documentation of activities types of reports Medical Records Department functions filing and retention of medical records Electronic Medical Records (EMR) capabilities and components of EMR electronic health record (EHR) levels of automation attributes benefits and disadvantages of EHR Nurses' responsibility in record keeping and reporting.	CO-11, BTL-5
MODULE 11: DISASTER MANAGEMENT (6+0=6)	
Disaster Management Module 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.	CO-14 BTL-3

MODULE 12: BIO-MEDICAL WASTE MANAGEMENT (3+0=3)	
Waste collection segregation transportation and management in the community Waste management in health center/clinics Bio-medical waste management guidelines 2016 2018 (Review).	CO-15, BTL-3
MODULE 13: HEALTH AGENCIES (3+0=3)	
International WHO, UNFPA, UNDP, World Bank, FAO, UNICEF,, European Commission Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEG,O 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).	CO-, 16BTL-2
TEXTBOOKS	
1. Shyamala D Manivannan.(2019). Textbook of Community Health Nursing; CBS Publishers. (Volume I&II) 2. .BT Basavanthappa. (2016). Community Health Nursing; 3rd edition. Jaypee Publishers.(Volume I&II) 3. Sridhar Rao. (2017). Community Health Nursing; AITBS Publishers. 4. S. Kamalam. (2017). Essentials in Community Health Nursing; 3rd edition. Jaypee Publishers. 5. Bijayalakshmi Dash. (2017). A Comprehensive Textbook of Community Health Nursing; Jaypee Publishers. 6. C.Manivannan, et.al. (2014). Textbook of Community Health Nursing; Emmess Publications. 7. K.Park. (2017). Textbook of Preventive and Social Medicine; 24th edition. Banarsidas Bhanot Publishers.	
REFERENCE BOOKS	
1. I Clement. (2011). Manual of Community Health Nursing; Jaypee Publications. 2. Thressiamma PM. (2010). Procedures and Theories of Community Health Nursing; Jaypee Publications. 3. Veerabhadrapa GM. (2016). The short Textbook of Community Health Nursing; Jaypee Publications. (Volume I&II) 4. Neelam Kumari.(2011).Textbook of Community Health Nursing; 5th edition. Pee Vee Publications. 5. SunitaPatney. (2017). Textbook of Community Health Nursing; CBS Publishers. 6. A H Suryakantha. (2017). Community Medicine in Recent Advances;4th edition. Jaypee Publishers	

COURSE TITLE	COMMUNITY HEALTH NURSING-II- PRACTICAL			CREDITS	2
COURSE CODE	N-COMH(II) 401	COURSE CATEGORY	PC	L-T-P-S	0-0-8-0
VERSION	1.0	APPROVAL DETAILS	42nd ACM, 26- 10-2024	LEARNING LEVEL	BTL-4
ASSESSMENT SCHEME					
Fit Periodical Assessment	Second Periodical Assessment	Family care study/ assessment	Health talk	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	On completion of the clinical posting student will gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.				
Course Objectives	On completion of the course, the learner will be able to: 1. Screen, assess, diagnose, manage, and appropriately refer clients with common health conditions and emergencies. 2. Provide comprehensive antenatal, intrapartum, postnatal, and essential newborn care. 3. Promote adolescent health through education, counselling, preventive care, and referral. 4. Provide family welfare services, including counselling and appropriate contraceptive care. 5. Identify, manage, and refer clients with occupational health problems. 6. Assess, manage, and appropriately refer older adults with common health problems. 7. Identify clients with mental health problems, provide basic supportive care, and make timely referrals. 8. Participate in community diagnosis, health-data collection, recording, reporting, and use of health information. 9. Participate effectively in health-centre activities and community-based health services. 10. Plan, organize, and conduct clinics, health camps, and health-education activities in the community. 11. Demonstrate preparedness for disaster management, including basic response and referral measures. 12. Follow biomedical-waste-management principles to ensure safe and environmentally responsible healthcare practice.				

Course Outcomes	1. Screen, diagnose, manage and refer clients with common conditions/ emergencies 2. Assess and provide antenatal, intrapartum, postnatal and new- born care 3. Promote adolescent health 4. provide family welfare services 5. Screen, diagnose, manage and refer clients with occupational health problem 6. Screen, assess and manage elderly with health problems and refer appropriately 7. Screen, diagnose, manage and refer clients who are mentally unhealthy 8. Participate in community diagnosis –data management 9. Participate in health centre activities 10. Organize and conduct clinics/health camps in the community 11. Prepare for disaster preparedness and management 12. Recognize the importance and observe the biomedical waste management process
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Pre- requisite biology

CO,PO AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	2	2	2	3	3	2	2	2
CO-2	3	3	3	2	2	2	2	3	3	2	2	2
CO-3	3	2	2	3	2	3	2	2	2	3	3	2
CO-4	3	2	3	3	2	3	2	3	3	3	2	2
CO-5	3	3	2	2	2	2	2	3	2	2	3	2
CO-6	3	3	3	2	2	2	2	3	3	2	3	2
CO-7	3	3	3	3	2	3	2	3	3	3	2	2
CO-8	2	3	2	3	2	3	2	2	2	3	3	3
CO-9	2	2	3	3	2	3	2	2	2	3	3	2
CO-10	2	2	3	3	2	3	3	2	2	3	3	3
CO-11	3	3	3	2	2	3	3	3	2	2	3	3
CO-12	2	3	3	2	3	3	2	2	2	2	3	3

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

CLINICAL POSTINGS (4 weeks × 40 hours per week) (RURAL 2 WEEKS & URBAN 2 WEEKS)

- ✓ Screening, diagnosing, management and referral of clients with common conditions/ emergencies
- ✓ Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn
- ✓ Conduction of normal delivery at health center
- ✓ Newborn care
- ✓ Counsel adolescents

**CO 1 to 12
BTL-4**

✓ Family planning counselling ✓ Distribution of temporary contraceptives -condom's OCP's , emergency contraceptives ✓ Screening ,diagnosis, management and referral of clients with occupational health problems ✓ Health assessment of elderly ✓ Mental health screening ✓ Participation in community diagnosis -data management ✓ Writing health center activity report ✓ Organizing and conducting clinical camps . ✓ Participate in disaster mock drills	
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TEXT BOOKS

1. Clement. (2012). Manual of Community Health Nursing; Jaypee Publications.
2. K.Park. (2017). Textbook of Preventive and Social Medicine; 24th edition. Banarsidas Bhanot Publishers.
3. Thressiamma PM. (2010). Procedures and Theories of Community Health Nursing; Jaypee Publications.
4. Veerabhadrapa GM. (2016). The short Textbook of Community Health Nursing; Jaypee Publications. (Volume I&II)

REFERENCE BOOKS

1. Neelam Kumari. (2011). Textbook of Community Health Nursing; 5th edition. Pee Vee Publications.
2. Sunita Patney. (2017). Textbook of Community Health Nursing; CBS Publishers.
3. A H Suryakantha. (2017). Community Medicine in Recent Advances; 4th edition. Jaypee Publishers

COURSE TITLE	NURSING RESEARCH AND STATISTICS			CREDITS	2
COURSE CODE	NRST405	COURSE CATEGORY	PC	L-P-CL-S	2-4-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE
7.5%	7.5%	5%	3%	2%	75%
Course Description	The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.				

Course Objectives	1. Identify priority areas for nursing and health research. 2. Develop research problems, research questions, objectives, and hypotheses. 3. Review and critically appraise related literature and prepare an annotated bibliography. 4. Develop suitable data-collection tools for a selected research problem. 5. Apply basic methods of data analysis and interpretation. 6. Compute and interpret descriptive statistics and correlation. 7. Present research data using appropriate tables, figures, and graphs. 8. Prepare a research proposal following the steps of the research process. 9. Plan, conduct, report, and disseminate an individual or group research project.
Course Outcomes	Upon completion of this course, the students will be able to: 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

Prerequisites: Plus two – Biology

CO, PO, AND PSO MAPPING

CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	-	3	-	-	2	2	3	3	-	2	3	-
CO-2	-	3	-	-	2	3	3	3	-	2	3	-
CO-3	-	3	-	-	3	3	3	3	-	2	3	-
CO-4	-	3	-	-	3	2	3	3	-	2	3	-
CO-5	-	3	-	-	3	2	3	3	-	2	3	-
CO-6	-	3	-	-	3	2	3	3	-	2	3	-
CO-7	-	2	-	-	3	2	3	2	-	2	3	-
CO-8	2	3	1	1	3	3	3	2	1	3	3	1
CO-9	2	3	2	3	3	3	3	3	2	3	3	2

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: RESEARCH AND RESEARCH PROCESS (6+0=6)

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.	CO-1,2,3, BTL-3
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MODULE 2: RESEARCH PROBLEM/QUESTION (2+8=10)

Identification of problem area, Problem statement, Criteria of a good research problem, Writing objectives and hypotheses.	CO-2,3 BTL-3
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MODULE 3: REVIEW OF LITERATURE (2+6=8)

Location, Sources, On line search; CINHAL, COCHRANE etc., Purposes, Method of review	CO-,3, BTL-3
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MODULE 4: RESEARCH APPROACHES AND DESIGNS (4+1=5)	
Historical, survey and experimental, Qualitative and Quantitative designs	CO-, 2,3BTL-3
MODULE 5: SAMPLING AND DATA COLLECTION (6+6=12)	
Definition of Population, Sample, Sampling criteria, factors influencing sampling process, types of sampling techniques, Data – why, what, from whom, when and where to collect, Data collection methods and instruments, Methods of data collection, Questioning, interviewing, Observations, record analysis and measurement, Types of instruments, Validity & Reliability of the Instrument, Research ethics, Pilot study, Data collection procedure.	CO-5, BTL-3
MODULE 6: ANALYSIS OF DATA (4+6=10)	
Compilation, Tabulation, classification, summarization, presentation, interpretation of data	CO-6, BTL-4
MODULE 7: INTRODUCTION TO STATISTICS (12+8=20)	
Definition, use of statistics, scales of measurement, Frequency distribution and graphical presentation of data, Mean, Median, Mode, Standard deviation, Normal Probability and tests of significance, Co-efficient of correlation, Statistical packages and its application.	CO-7, BTL-1
MODULE 8: COMMUNICATION AND UTILIZATION OF RESEARCH (4+5=9)	
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.	CO-, 8BTL-3
TEXTBOOKS	
1. Denise F. Polit, Cheryl Tatano Beck. (2009). Essentials of Nursing Research: appraising evidence for nursing practice, 7th edition, LWW, NewDelhi 2. Kothari, Gaurav Garg. (2019). Research Methodology- Methods and Techniques, Newage International Publishers, India. 3. Rao (S). (2012). Introduction to Biostatistics & Research methods, 5th edition, PHI Learning Pvt Ltd,India. 4. Rao (V). (2009). A manual of Statistical and Anthropology, 2nd edition, Jaypee, New Delhi	
REFERENCE BOOKS	
1. Suresh. K. Sharma (2018). Nursing Research And Statistics 3rd edition, Elsevier India. 2. Sivabal, T. & Vimala. G. (2019). Textbook of Nursing Research & Statistics for Under graduates, 1st edition, CBS Publishers & Distributors, India.	

COURSE TITLE	MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING – II			CREDITS	8
COURSE CODE	N-MIDW(II)/ OBGN 410	COURSE CATEGORY	PC	L-P-CL-S	3-2-16-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar / Assignment / Project	Surprise Test / Quiz	Attendance	ESE

7.5%	7.5%	5%	3%	2%	75%							
Course Description	This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetrics and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high-risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high-risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.											
Course Objective	1.Develop advanced knowledge and skills in providing comprehensive care to women during pregnancy, labor, childbirth, and the postnatal period. Apply evidence-based nursing practices to promote maternal and neonatal health. 2.Enhance competence in identifying and managing high-risk obstetric conditions and obstetric emergencies. Collaborate effectively with the healthcare team to ensure safe and quality maternal care. 3.Acquire knowledge and skills in the assessment and management of gynecological disorders across different stages of a woman's life. Provide holistic nursing care, health education, and counseling to women with gynecological health problems. 4.Strengthen professional, ethical, and communication skills required in maternal and women's health nursing. Demonstrate leadership and responsibility in delivering patient-centered care in obstetric and gynecological settings.											
Course Outcome	Upon completion of this course, the students will be able to: 1.Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy. 2.Demonstrate competency in identifying deviation from normal pregnancy. 3.Describe the assessment, initial management, referral and nursing care of women with high risk labour. 4.Assist in the conduction of abnormal vaginal deliveries and caesarean section. 5.Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions. 6.Demonstrate competency in the initial management of complications during the postnatal period. 7.Demonstrate competency in providing care for high risk newborn. 8.Apply nursing process in caring for high risk women and their families. 9.Describe the assessment and management of women with gynecological disorders. 10.Demonstrate skills in performing and assisting in specific gynecological procedures. 11.Describe the drugs used in obstetrics and gynecology. 12.Counsel and care for couples with infertility. 13.Describe artificial reproductive technology.											
Prerequisites: Plus two – Biology												
CO, PO, AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	3	-	1	3	2	2	-	-
CO-2	3	3	3	3	3	1	1	3	3	2	-	-
CO-3	2	1	3	1	3	1	3	2	-	2	-	-
CO-4	2	2	3	3	3	1	1	3	3	2	-	-
CO-5	3	3	3	2	3	2	1	3	-	3	-	-

CO-6	3	3	2	3	3	1	1	3	-	2	-	-
CO-7	2	3	3	3	3	1	1	3	-	2	-	-
CO-8	2	1	3	1	2	2	3	2	-	3	-	-
CO-9	2	2	3	2	3	2	3	3	-	3	-	-
CO-10	3	2	2	2	3	3	2	3	2	3	-	-
CO-11	2	2	3	3	2	3	3	2	-	3	-	-
CO-12	3	3	3	3	3	3	2	3	2	3	-	-
CO-13	2	2	2	3	2	3	1	3	2	3	-	-

1 – Weakly related, 2 – Moderately related, 3 – Strongly related

MODULE 1: RECOGNITION AND MANAGEMENT OF PROBLEMS DURING PREGNANCY (12+10= 22)

Assessment of high-risk pregnancy, Problems/Complications of Pregnancy, Hyperemesis gravidarum, Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole, Unintended or mistimed pregnancy, Post abortion care & counseling, Bleeding in late pregnancy placenta previa, abruption placenta, trauma, Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility, Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy, Surgical conditions complicating pregnancy – appendicitis, acute abdomen, COVID-19 & pregnancy and children, Hydramnios, Multiple pregnancy, Abnormalities of placenta and cord, Intra uterine growth restriction, Intra uterine fetal death, Gynecological conditions complicating pregnancy, Mental health issues during pregnancy, Adolescent pregnancy, Elderly primi, grand multiparity, Management and care of conditions as per the GoI protocol, Policy for the referral services, Drugs used in management of high-risk pregnancies, Maintenance of records and reports.

CO-2,3, BTL-4

MODULE 2: RECOGNITION AND MANAGEMENT OF ABNORMAL LABOUR (20+15=35)

Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour), Premature rupture of membranes, Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder), Contracted Pelvis, Cephalo Pelvic Disproportion (CPD), Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour, Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade), Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism, Episiotomy and suturing, Obstetric procedures – Forceps delivery, Vacuum delivery, Version, Induction of labour – Medical & surgical, Caesarean section – indications and preparation, Nursing management of women undergoing, Obstetric operations and procedures, Drugs used in management of abnormal labour, Anesthesia and analgesia in obstetrics.

CO-3, BTL-4

MODULE 3: RECOGNITION AND MANAGEMENT OF POSTNATAL PROBLEMS (9+5=15)

Physical examination, identification of deviation from normal, Puerperal complications and its management, Puerperal pyrexia, Puerperal sepsis, Urinary complications, Secondary Postpartum hemorrhage, Vulval hematoma, Breast engorgement including mastitis/breast abscess, feeding problem, Thrombophlebitis, DVT, Uterine sub involution, Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF), Postpartum depression/psychosis, Drugs used in abnormal puerperium, Policy about referral.

CO-,3, BTL-4

MODULE 4: ASSESSMENT AND MANAGEMENT OF HIGH- RISK NEWBORN (REVIEW)

(7+5=12)	
Models of newborn care in India – NBCC; SNCUs, Screening of high-risk newborn, Protocols, levels of neonatal care, infection control, Prematurity, Post-maturity, Low birth weight, Kangaroo Mother Care, Birth asphyxia/Hypoxic encephalopathy, Neonatal sepsis, Hypothermia, Respiratory distress, Jaundice, Neonatal infections, High fever, Convulsions, Neonatal tetanus, Congenital anomalies, Baby of HIV positive mothers, Baby of Rh negative mothers, Birth injuries, SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care, Calculation of fluid requirements, EBM/formula feeds/tube feeding, Home based newborn care program - community facility integration in newborn care, Decision making about management and referral, Bereavement counseling, Drugs used for high risk newborns, Maintenance of records and reports.	CO 3 BTL-4
MODULE 5: ASSESSMENT AND MANAGEMENT OF WOMEN WITH GYNECOLOGICAL DISORDERS (12+5=17)	
Gynecological assessment – History and Physical assessment, Breast Self-Examination, Congenital abnormalities of female reproductive system, Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with, Menstrual abnormalities, Abnormal uterine bleed, Pelvic inflammatory disease, Infections of the reproductive tract, Uterine displacement, Endometriosis, Uterine and cervical fibroids and polyps, Tumors – uterine, cervical, ovarian, vaginal, vulval, Cysts – ovarian, vulval, Cystocele, urethrocele, rectocele, Genitor-urinary fistulas, Breast disorders – infections, deformities, cysts, tumors, HPV vaccination, Disorders of Puberty and menopause, Hormonal replacement therapy, Assessment and management of couples with infertility, Infertility – definition, causes, Counseling the infertile couple, Investigations – male and female, Artificial reproductive technology, Surrogacy, sperm and ovum donation, cryopreservation, Adoption – counseling, procedures, Injuries and Trauma; Sexual violence, Drugs used in treatment of gynaecological disorders.	CO-3, BTL-4
TEXTBOOKS	
1. Hiralal Konar DC Dutta. (2018). Textbook of obstetrics: 9th edition , Jaypee brothers medical Publishers 2. J.P Sharma .(2015). Midwifery and gynecological nursing: 1st edition. Avichal publishing company 3. Jayne Marshall and Maureen Raynor (2014). Myles textbook for Midwives:16th edition. international edition Elsevier publisher. 4. Poonam Sachdeva., & Swaraj Batra. (2017). Essentials of obstetrics 1st edition ,Thieme medical and scientific Publications private Limited. 5. Sudha Salhan. (2016). Text book of obstetrics :2nd edition. Jaypee brothers 6. Richa Saxena.(2016).Textbook for MRCIG-1basic sciences in obstetrics and Gynecology:1st edition. The health science publisher.	
REFERENCE BOOKS	
1. Lynna Littleton And Joan C Engebretson. (2007). Maternity nursing care: 1 st edition. Delmar publishers. 2. Mc Kinney et. al(2014).Maternal- Child Health Nursing: 4th edition. Elsevier publishers. 3. Alan H., et.,al.(2013). Obstetrics and gynecology: 11th edition. Mc Graw Hill publishers.	

COURSE TITLE	SCIENTIFIC WRITING SKILLS			CREDITS	1
COURSE CODE	BSNE13	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-5
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.				
Course Objectives	Upon completion of this course, the students will be able to: 1. Demonstrate the principles of scientific writing, including clarity, accuracy, organization, and ethical reporting in nursing and healthcare literature. 2. Develop skills in writing scientific documents such as research reports, case studies, literature reviews, and evidence-based nursing papers using appropriate referencing styles. 3. Critically evaluate, synthesize, and communicate scientific information effectively to support nursing practice, education, and research.				
Course Outcome	On completion of this module, the student will be able to 1. Get inspiration and motivation to write effectively, concisely and clearly. 2. Understand the process and basics of scientific writing and publishing. 3. Equip them with skills to cite and manage references. 4. Write scientific manuscript for publication in indexed national/international journals. 5. Apply the principles in grant writing.				
Prerequisites: NIL					

CO, PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	2	2	2	2	3	2	3	2	2	2	2
CO-2	3	2	3	2	3	3	3	3	3	2	3	2
CO-3	2	3	3	2	3	3	3	3	3	2	3	2
CO-4	3	3	3	2	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: BASICS OF GOOD WRITING (2L+0P=2)												
What makes good writing choice of words, components of sentences and sentence structure, using tenses • Clarity, brevity and fitness - punctuation, paragraphs, logic and organization • Motivation for writing											CO-1, BTL-5	
MODULE 2: BASICS OF WRITING A SCIENTIFIC MANUSCRIPT (2L+2T=4)												
Definition and types • Characteristics - clear, simple and impartial • Reading scientific literature • General Principles: o Ask right questions o Avoid jargon where possible o Focus on your reader o Don't show off o Create a compelling opening paragraph o Be confident o Learn how to KISS (Keep it short and simple) o Get active - Use the active voice rather than the passive one. o Check for errors o Use a style guide - writing style, referencing style o Tools for reference management											CO-2, BTL-5	
MODULE 3: WRITING FOR CONFERENCES AND PUBLICATIONS (0L+2T=2)												
Conferences, o Developing conference materials: abstracts, posters and oral presentation. o Conference presentation skills • Publications: o Phases for writing-planning, writing and publishing phase o Reporting guidelines - CONSORT, STROBE etc o Journals - choosing the right type of journal o Publication ethics o Author's responsibility o Editorial process o Plagiarism check tools											CO-3, BTL-3	
MODULE 4: WRITING A RESEARCH PAPER (4L+4T=8)												
General principles • Writing an Abstract • IMRAD format - o Introduction o Methods o Results o And o Discussion											CO-4, BTL-3	
MODULE 5: WRITING A RESEARCH PAPER (2L+2T=4)												
Purposes • Funding opportunities • Principles • Writing a grant proposal											CO-5,BTL-5	

TEXTBOOKS

1. Hofmann, A. H. (2020). *Scientific writing and communication: Papers, proposals, and presentations* (4th ed.). Oxford University Press.
2. Gastel, B., & Day, R. A. (2022). *How to write and publish a scientific paper* (9th ed.). ABC-CLIO.
3. Lebrun, J.-L. (2007). *Scientific writing: A reader and writer's guide*. World Scientific.

REFERENCE BOOKS

1. Katz, M. J. (2006). *From research to manuscript: A guide to scientific writing*. Springer.
2. Alley, M. (2018). *The craft of scientific writing* (4th ed.). Springer.
3. Hofmann, A. H. (2021). *Writing in the biological sciences: A comprehensive resource for scientific communication* (4th ed.). Oxford University Press.

COURSE TITLE	LACTATION MANAGEMENT			CREDITS	1
COURSE CODE	BSNE14	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	The module is designed to develop in-depth knowledge and understanding in lactation management . It also help the students to develop competency in providing quality care to the lactating women and her families.				
Course Objectives	1. Explain the physiology of lactation and the importance of breastfeeding for the health and well-being of mothers and infants. 2. Assess breastfeeding practices and provide evidence-based support, counseling, and education to promote successful lactation and infant feeding. 3. Identify and manage common breastfeeding challenges and complications through appropriate nursing interventions, referral, and follow-up care.				

Course Outcomes	On completion of the module, the student will be able to											
	1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.											
	2. Describe the changes that occur during puberty and secondary sexual characteristics.											
	3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.											
	4. Determine ‘safer’ sex practices. 5. Develop strategies to reduce sexual risk.											
	6. Explain the role of trust and ways to establish trust in a relationship.											
	7. Evaluate implications and consequences of sexual assault on a victim.											
	8. Explain the legislations related to sexual assaults in India.											
	9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.											
	10. Assess a victim of sexual abuse/assault/harassment/child abuse.											
Prerequisites: NIL												
CO, PO AND PSO MAPPING												
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	1	1	1	2	1	3	3	2	3	3
CO-2	3	2	1	1	1	2	1	3	3	2	3	3
CO-3	3	3	3	2	2	2	2	3	3	3	3	3
CO-4	3	3	3	3	2	3	2	3	3	3	3	3
CO-5	3	3	3	3	1	3	1	3	3	3	2	3
CO-6	3	3	3	3	2	3	2	3	3	3	3	3
CO-7	3	3	3	3	2	3	2	3	3	3	2	3
CO-8	3	3	3	3	3	3	2	3	3	3	3	3
CO-9	3	3	3	3	2	3	2	3	3	3	3	3
CO-10	3	3	3	3	2	3	2	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												

MODULE 1: BASICS OF GOOD WRITING (2L+0P=2)	
Anatomy of the human reproductive system and the basic functions; fertilization, conception. • Changes during puberty (physical, emotional and social) • Secondary sexual characteristics	CO-1, BTL-2
MODULE 2: RiSk FACTORS ASSOCIATED WITH EXPOSURE TO BLOOD-BORNE DISEASES (3L+0P=3)	
HIV, AIDS, Hepatitis • Sharing needles • Body piercing • Tattooing • Helping someone who is bleeding etc.	CO-2, BTL-2
MODULE 3: ‘SAFER’ SEX PRACTICES (3L+0P=3)	
Communicate with partner • Maintain abstinence • Limit partners • Access/use condoms/ contraceptives properly Strategies to reduce sexual risk: • Abstain from drugs and alcohol, date in groups, use assertive behavior • Expectations & commitments in a relationship • Role of trust and ways to establish trust in a relationship	CO-3, BTL-3
MODULE 4: SEXUAL ASSAULT/ABUSE (5L+0P=5)	
Implications and consequences of sexual assault on a victim • Child sexual abuse • Sexual assault of boys • Incest • Intimate partner sexual abuse • Rapes Legislation related to sexual assault in India • Criminal Law amendment Act -2013 • Sexual Harassment at workplace • Protection of children against sexual offences	CO-4, BTL-3
MODULE 5: SEXUAL HEALTH EDUCATION (2L+0P=2)	
Health education - principles and application • Health education on safer sex practices • Counselling the sexually assaulted/abused child/ adolescent/adults	CO-9,BTL-3
MODULE 6: SEXUAL HEALTH EDUCATION (0L+4P=4)	
Sexual health education adolescents and young adults • Assessment of sexually abused victim - child/adolescent/adult	CO-10,BTL-3
TEXTBOOKS	
1. Hiralal Konar DC Dutta. (2018). Textbook of obstetrics: 9th edition , Jaypee brothers medical Publishers 2. J.P Sharma .(2015). Midwifery and gynecological nursing: 1st edition. Avichal publishing company 3. Jayne Marshall and Maureen Raynor (2014). Myles textbook for Midwives:16th edition. international edition Elsevier publisher. 4. Poonam Sachdeva., & Swaraj Batra. (2017). Essentials of obstetrics 1st edition ,Thieme medical and scientific Publications private Limited. 5. Sudha Salhan. (2016). Text book of obstetrics :2nd edition. Jaypee brothers 6. Richa Saxena.(2016).Textbook for MRCIG-1basic sciences in obstetrics and Gynecology:1st edition. The health science publisher	

REFERENCE BOOKS

1. Lynna Littleton And Joan C Engebretson. (2007). Maternity nursing care: 1 st edition. Delmar publishers.
2. Mc Kinney ., et.,al(2014).Maternal- child Nursing: 4th edition. Elsevier publishers.
3. Alan H., et.,al.(2013). Obstetrics and gynecology: 11th edition. Mc Graw Hill publishers.

COURSE TITLE	STRESS MANAGEMENT			CREDITS	1
COURSE CODE	BSNE16	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
15%	15%	10%	8%	2%	50%
Course Description	This module is designed to enhance the understanding of students about stress and its effects on human behavior and physiology. Further it discusses the techniques and implementation of stress management in personal and professional life.				
Course Objectives	1. Explain the concepts, causes, and effects of stress on the physical, psychological, social, and professional well-being of individuals. 2. Identify stressors in personal and clinical settings and apply appropriate stress assessment and coping strategies to manage stress effectively. 3. Demonstrate stress management techniques, resilience-building skills, and self-care practices to promote mental health, professional competence, and quality patient care.				
Course Outcome	On completion of the module, the student will be able to 1. Describe stress and stressors. 2. Identify the causes of unwanted stress. 3. Understand how stress works and its effects on human behavior and physiology. 4. Develop techniques to avoid stress affect the personal and professional life. 5. Utilize effective stress reduction techniques. 6. Develop a Personal Action Plan for Stress Management.				

Prerequisites: NIL												
CO,PO AND PSO MAPPING												
Co	Po-1	Po-2	Po-3	Po-4	Po-5	Po-6	Po-7	Pso1	Pso2	Pso3	Pso4	Pso5
Co-1	3	2	1	1	1	1	1	3	2	1	3	2
Co-2	3	3	1	2	1	2	1	3	3	2	3	2
Co-3	3	3	2	2	1	2	2	3	3	2	3	3
Co-4	3	3	3	3	2	3	2	3	3	3	3	3
Co-5	3	3	3	3	3	3	2	3	3	3	3	3
Co-6	3	3	3	3	3	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION (3T+1P=4)												
• Concept of stress, definition • Types of stress: positive, negative • Various sources of stress: environmental, social, physiological, psychological • Types of stressors: internal and external											CO-1, BTL-2	
MODULE 2: STRESS AND ITS EFFECT ON HUMAN PHYSIOLOGY AND BEHAVIOUR (5T+1P=6)												
Body's response to stress: Hans Selye's General Adaptation Syndrome • Stress Cycles: distress and wellness cycle • Cognitive appraisal of stressors • Stress symptoms: emotional, behavioural, physical • Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis • Assessing stress levels Ho											CO-2, BTL-2	
MODULE 3: STRESS AVOIDANCE TECHNIQUES (3L+0P=3)												
• Individual difference in resistance to stress: optimism & pessimism • Strategies of stress prevention & management o Challenging stressful thinking/resilience and stress o Problem solving and time management o Physical methods of stress reduction o Preparing for occupational stress o Care of self: Nutrition & other lifestyle issues o Conflict management in relationship											CO-3, BTL-3	
MODULE 4: STRESS REDUCTION STRATEGIES (2T+2P=4)												
Utilizing stress reduction techniques • Relaxation techniques: • abdominal breathing • progressive relaxation, • massage • biofeedback • autogenic training-self hypnosis • visualization and mental imagery • Enhance self esteem • Support groups											CO-4, BTL-3	

TEXTBOOKS

1. Sreevani, R. (2015). Psychology for nurses (2nd ed.). Jaypee Brothers Medical Publishers.
2. Amanpreet, K. (2013). A textbook of psychology. Vikas & Company (Publishing House).
3. Manjula, M., Paulomi, S., & Ramachandra. (2016). Psychology for B.Sc. nursing (1st ed.). Frontline Publications.

1. REFERENCE BOOKS

1. Krishne, G. (2017). Essentials of psychology for B.Sc. nursing students (1st ed.). CBS Publishers & Distributors.
2. Kutty, A. B. (2013). Psychology for B.Sc. nursing. PHI Learning Press.
3. Morris, C. G. (2016). Psychology for nurses. Pearson Education.

COURSE TITLE	JOB READINESS/EMPLOYABILITY IN HEALTH CARE			CREDITS	1
COURSE CODE	BSNE17	COURSE CATEGORY	EC	L-P-CL-S	1-0-0-0
Version	1.0	Approval Details	42 nd ACM, 26-10-2024	Learning Level	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Written Assignment	Seminar / Microteaching/ Individual presentation/ Project	Attendance	ESE
7.5%	7.5%	5%	3%	2%	50%
Course Description	This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.				
Course Objectives	1. Develop professional competencies, communication skills, and workplace behaviors required for successful employment in healthcare settings. 2. Demonstrate job-readiness skills, including resume preparation, interview techniques, professional ethics, teamwork, and problem-solving abilities. 3. Gain knowledge of healthcare systems, career opportunities, and professional standards to enhance employability and career growth in the nursing profession.				

Course Outcome	On completion of the module, the student will be able to											
	1. Demonstrate the employability skills required at different levels and in different roles across the health sector.											
	2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.											
	3. Gained knowledge of healthcare systems, career opportunities, and professional standards to enhance employability and career growth in the nursing profession											
Prerequisites: NIL												
CO,PO AND PSO MAPPING												
Co	Po-1	Po-2	Po-3	Po-4	Po-5	Po-6	Po-7	Pso1	Pso2	Pso3	Pso4	Pso5
Co-1	3	2	2	3	3	3	2	3	3	3	2	3
Co-2	3	2	3	3	2	3	2	3	3	3	2	3
Co-3	3	3	3	3	3	3	3	3	3	3	3	3
1 – Weakly related, 2 – Moderately related, 3 – Strongly related												
MODULE 1: INTRODUCTION (2L+0P=2)												
Nursing - A Career in Life • Roles and responsibilities of an employee • Adaptation towards working environment • Career Guidance - Employment opportunities in Nursing											CO-1, BTL-2	
MODULE 2: EMPLOYABILITY SKILL (5L+0P=5)												
• Job-readiness attributes o Communication skill o Technological skill o Teamwork skill o Interpersonal skill o Critical thinking and Problem-solving skill o Planning and organizing skill o Conceptual and analytical skill o Self confidence o Inter profession practice o Work psychology-positivity workplace attitude o Stress awareness and management • Soft skills											CO-2, BTL-2	
MODULE 3: COMPLEXITY OF CARE (5L+0P=5)												
Safe Practice • Practice within scope of practice • Management of workload • Ability work effectively within the health care team • Legal and ethical boundaries											CO-3, BTL-3	
MODULE 4: AUTONOMY AND SUPERVISION (5L+0P=5)												
• Autonomy - Accountability, Responsibility, Recognition of scope of practice • Supervision/Delegation											CO-3, BTL-3	

MODULE 5: APPLICATION OF KNOWLEDGE (5L+0P=5)	
Generalist Nursing Knowledge • Knowledge on Quality Care • Knowledge on Ethical aspects • Knowledge on Legal aspects • Critical Appraisal • Knowledge seeking behaviours	CO-3,BTL-2
TEXTBOOKS	
1.Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. Higher Education Research & Development, 28(1), 31–44. doi.org	
REFERENCE BOOKS	
1.Society for Human Resource Management. (2023). Developing workplace readiness skills in new hires. SHRM. shrm.org	