

# Study & Evaluation Scheme

of

## Basic B.Sc. Nursing

[Applicable w.e.f. Academic Session 2019-20]



**TEERTHANKER MAHAVEER UNIVERSITY**

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001 Website:

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**TEERTHANKER MAHAVEER UNIVERSITY**  
**(Established under Govt. of U. P. Act No. 30, 2008)**  
**NH-24, Delhi Road, Moradabad (U.P)**

<i>Study &amp; Evaluation Scheme</i>	
<b>SUMMARY</b>	
<b>Institute Name</b>	<i>TEERTHANKER MAHAVEER College Of Nursing, TMU, Moradabad.</i>
<b>Programme</b>	<i>Basic B.Sc. Nursing</i>
<b>Duration</b>	<i>Four year (Annual System)</i>
<b>Medium</b>	<i>English</i>
<b>Minimum Required Attendance</b>	<i>Theory 80%, Practical 100% (for getting Degree) 80% (For Appearing Examination)</i>
<b>Credits</b>	
<b>Maximum Credits</b>	<i>155</i>
<b>Minimum Credit required for the degree</b>	<i>155</i>

<b>Assessment:</b>			
Evaluation	Internal	External	Total
<b>Theory</b>	25	75	100
<b>Evaluation of Practical/Dissertations &amp; Project Reports</b>	50	50	100

<b>Theory Internal Evaluation Criteria</b>						
Class Test 1	Class Test 2	Class Test 3	Sports, Seminar, workshop, discipline, Class Tutorial & Activity	Assignment	Attendance	Total
Best Two out of Three						
5	5	5	5	5	5	25

<b>Practical Internal Evaluation Criteria</b>											
NCP	CS	CP	HT	DB	CRB	CD	CT-I	CT-II	CT-III	Attendance	Total
Best Two out of Three											
5	5	5	5	5	5	3	6	6	6	5	50

NCP- Nursing Care Plan, CS-Nursing Case Study, CP-Nursing Case Presentation, HT- Health Talk, DB-Drug Book, CRB- Clinical Record Book, CD- Clinical Dairy.

<b>Duration of Examination</b>	<b>External</b>	<b>Internal</b>
	3 Hours.	2 Hours.

To qualify the course a student is required to secure a minimum of 50% marks separately i.e. both internal and in year-end examination. A candidate who secures less than of 50% of marks in a course shall be deemed to have failed in that course.

A candidate failing in any number of subjects will be promoted to next higher class. The candidate shall clear all the subjects of previous years before appearing in the final year examination. If a candidate fails in either theory or practical, he/ she have to reappear in both. In case of English, Introduction to Computers & environmental studies the pass % would be 40% marks.

<b>Question Paper Structure</b>	
1	<i>The question paper shall have two sections and examiner shall set questions specific to respective section. Section wise details shall be as mentioned under; consist of eight questions.</i>
2	<b>Section I:</b> <i>It shall consist of short answer type questions (answer should not exceed 50 words). This section will essentially assess COs related to remembering and understanding. <b>This section will contain six questions and student must attempt any five questions</b>, each question shall have equal weightage of three marks and total weightage of this section shall be 15 Marks.</i>
3	<b>Section II:</b> <i>It shall consist of long answer type questions. <b>This section will also contain seven questions and every question should assess the specific COs. Student must attempt any six questions which</b> should be from the entire syllabus, each question shall have equal weightage of ten marks and total weightage of this section shall be 60 Marks.</i>
4	<b>For English &amp; Computer Course: Section I:</b> <i>It shall consist of short answer type questions (answer should not exceed 50 words). This section will essentially assess COs related to remembering and understanding. This section will contain six questions and student must attempt any five questions, each question shall have equal weightage of two marks and total weightage of this section shall be 10 Marks.</i>
5	<b>Section II:</b> <i>It shall consist of long answer type questions. This section will also contain five questions and every question should assess the specific COs. Student must attempt any four questions which should be from the entire syllabus, each question shall have equal weightage of ten marks and total weightage of this section shall be 40 Marks.</i>
6	<i>There must be at least one question from the entire syllabus to assess the specific element of the higher level of learning (Thinking). Every question in this section essentially assesses at least one of the following aspects of learning: Applying, Analyzing, Evaluating and Creating/ Designing/ Developing.</i>
7	<i>The question must be designed in such a way that it assesses the concerned COs in entirety. It means a question could have multiple parts depending upon the requirements of the Specific Course Outcome.</i>

<b>IMPORTANT NOTES:</b>	
1	<i>The purpose of examination should be to assess the Course Learning Outcome that will ultimately lead to attainment of Program Specific Outcome. A Question paper must assess the following aspects of learning: Remember, Understand, Apply, Analyze, Evaluate and Create (reference to Bloom's taxonomy)</i>
2	<i>There shall be continuous evaluation of the student and there will be a provision of fortnight progress report</i>

## **Program Structure- B Sc Nursing**

### **A. Introduction**

The B.Sc. nursing degree program is a four-year fulltime program comprising four years, which prepares a student to become a registered nurse qualified to practice in a variety of settings in either public/ government or private healthcare settings. It adopts credit system and year system as per UGC guidelines. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that are mandatory.

The program prepares nurses for generalist nursing practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of nursing skills in addition to acquiring knowledge related to nursing practice. This is achieved through learning in skill lab/simulated labs and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of nursing practice.

The revised curriculum embraces competency-based approach throughout the program integrating mastery learning and self-directed learning. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of Indian Nursing Council (INC) address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence- based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

<b>B. Sc Nursing 4 Years CBCS Programme</b>			
<b>Basic Structure: Distribution of Courses</b>			
<b>Sr. No.</b>	<b>Type of Course</b>	<b>Credit Hours</b>	<b>Total Credit</b>
1	Core Courses (CC)	9 Courses of Total 36 Credits. in range of 3 to 6 Credits.	36
2	Discipline Specific Courses (DSC)	8 Course of Total Credits 65 in the range if 5 to 19	65
3	Skill Enhancement Course (SEC)	8 Courses of Total 46 Credits. (Internship Posting of 25 Credits). In the range of 2 to 13 credits.	46
4	Research Project Report (RPR)	1 Course of 1 Credit. each (Total Credit. 1X1)	1
5	Ability Enhancement Compulsory Course (AECC)	6 Courses of Total 14 Credits. In the range of 2 to 3 credits.	14
6	Value Added Course (VAC)	2 Courses of 0 credit. (Total Credit. 2X0)	0
7	Generic/Open elective Course (GOEC)	2 Course of 3 Credits. each (Total Credit. 2X3)	6
<b>Total Credits</b>			<b>168</b>

### **C. Choice Based Credit System (CBCS)**

Choice Based Credit System is a versatile and flexible option for each student to achieve his/her target number of credits as specified by the INC and adopted by our university.

The following is the course Module Designed for B. Sc Nursing Programme

**Core Courses (CC):** Core Courses of 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 profession, healthcare delivery system and society.

Core courses offered in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Year during the B. Sc Nursing Programme. There will be total 36 credits.

***Discipline Specific Courses:*** 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.

Discipline Specific courses will make students independent decisions in nursing situations within the scope of practice protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence-based practice.

Finally prepare the students to assume role of practitioner, teacher, supervisor and manager in clinical or public health settings. Courses offered in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Year during the B. Sc Nursing Programme. There will be total 61 credits.

***Ability Enhancement Compulsory Course (AECC):*** The Ability Enhancement Compulsory Courses is a course designed to develop the ability of the student in communication and other related courses where they might find it difficult to communicate at a higher level in their prospective job at a later stage due to lack of exposure in the language etc. So we are offering following Ability Enhancement Compulsory Courses viz. English in all the four academic years (Titled as Basic English Communication I& II, Advance English Communication and Applied Professional English) and Environmental Study in final year B. Sc Nursing are credited courses. These all courses of total 14 credit.

***Open/Generic Elective Course (GEC):*** Open/Generic Elective is an interdisciplinary additional subject that is compulsory in the third year of a program. The score of Generic Elective is counted in your overall aggregate marks under Choice Based Credit System (CBCS). Each Generic Elective paper will be of 3 Credits and students will have the choice of taking 1 GOEC's: out of two. Each student has to take Open/Generic Electives from department other than the parent department.

***Value Added Course (VAC):*** Value Added Audit Course is a non- credit course which is basically meant to enhance 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 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 day-to-day life of the corporate world. The aim is

to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance, as desired in corporate world. There shall be one course each in 3<sup>rd</sup> year & 4<sup>th</sup> years and will carry no credit, however, it will be compulsory for every student to pass these courses with minimum 45% marks to be eligible for the certificate. These marks will not be included in the calculation of CGPI. Students have to specifically be registered in the specific course of the respective years.

***Skill Enhancement Course (SEC):*** Skill Enhancement Courses a major component of nursing education and has been acknowledged as central to nursing education. It should aim at developing students' critical thinking and analysis skills, competence in psychomotor, communication, and time management skills, and to increase self-confidence in their ability to perform as nurses. Skill Enhancement Course to allow nursing students in all the areas of specialty health care setting which helps the hands-on skills experience that is not possible to teach in a classroom setting. Skill Enhancement Course of total 46 credits.

During Internship posting each student will undergo for 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. Internship Posting will be total 13 credits.

***Research Project Report (RPR):*** In addition to learning Research theory there will be Mandatory group Research project with maximum of 10 students in each group, which will provide hands on experience in contrast to theory in Health Care settings. It will be assessed internal and the credits earned will be included for the calculations of the CGPA.

#### D. Programme Outcome.

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

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

#### E. Programme Specific Outcome.

The Learning and abilities or skills that a student would have developed by the end of Four years B. Sc Nursing Programme.

<b>PSO1:</b>	Understanding concepts of physical, biological, behavioral and nursing sciences.
<b>PSO2:</b>	Applying nursing process approach for individual and family care and various settings.
<b>PSO3:</b>	Utilization of comprehensive nursing care skills for promotion, prevention and restoration of optimum health.
<b>PSO4:</b>	Developing professional competency in providing holistic nursing care.
<b>PSO5:</b>	Creating evidence based practice through research in nursing profession.

**F. Pedagogy and Unique practice adopted.** "Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept". In addition to conventional time-tested lecture method, the institute will emphasize on experiential learning:

**1. Case Based Learning:** Case based learning enhances student skills at delineating the critical decision dilemmas faced by organizations, helps in applying concepts, principles and analytical skills to solve the delineated problems and develops effective module for health problem solving. Case method of teaching is used as a critical learning tool for effective

learning and we encourage it to the fullest. We make it compulsory to teach case study in every academic year in B. Sc Nursing program.

2. ***Role Play & Simulation:*** Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning. Therefore, role-play & simulation exercises such as prevention and promotion of disease, awareness and health teaching in community etc. are being promoted for the practical-based experiential learning of our students.
3. ***Video Based Learning (VBL) & Learning through Movies (LTM):*** These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM wherever possible.
4. ***Laboratory Demonstration:*** Laboratory Demonstration is as essential to the learning process as classroom participation. The nursing student will be given an opportunity to apply classroom theory to as many patient situations and stimulate as possible to enhance their skills in nursing care.
5. ***Field Research Projects:*** The students, who take up experiential projects in Health care setting and other area, where senior experts with a stake in teaching guide them, drive the learning. All students are encouraged to do some research project in the field of nursing other their regular classes.
6. ***Industrial Visits:*** Industrial visit are essential to give students hand-on exposure and experience of how things and processes work in industries. Our institute organizes such visits to enhance students' exposure to practical learning and work out for a report of such

a visit relating to their specific topic like, Multi Specialty Hospitals, Water Purification plant and Orphans etc.

7. **Online Classes:** Online classes provide flexibility, direct communication and course materials. Online Classes education has been the subject of much attention and in depth study in our world today. Thus, this type of education has been widely used and unlike in the past, in our modern world, a range of classes are created to provide students with the necessary skills to enhance proficiency with distinctive online classes. The online classes are conducted through Zoom, Google class rooms, Jio meet and other such platforms which facilitate online learning.
8. **Digital Library:** The digital library which is a collection of e journals, books and the like, the data in the digital library is located on the computer server that can be placed at a remote location, but can be accessed by users from a distance using a computer network. Digital libraries are expected to enhance reading interests and habits as information banks or reading resources centers.
9. **Special Guest Lectures (SGL):** Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the course. We organize Specialty wise lectures, as part of lecture- series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights related to specific Specializations.
10. **Special assistance programe:** Special assistance programe for slow learners & fast learners write the note how would you identify slow learners, develop the mechanism to correcting knowledge gap. Terms of advance topics what learning challenging it will be provided to the fast learners.
11. **Orientation program:** Orientation Program is conducting for fresher students. Organizing 3 Days orientation with the purpose of Orienting with Nursing Programme, Developing Confidence, Understanding the Structure and Organization of University and the topics will be covered “Regarding orientation about Nursing courses and scope, Challenges in reading the Nursing courses and how to overcome it, English communication, Memorization, Remembering, Mnemonics, team building, IPR development in Nursing Courses”.

- 12. MOOCS:** Students may earn credits by passing MOOCS as decided by the college from time to time. Graduate level programs may award Honors degree provided students earn pre-requisite credits through MOOCs
- 13. Mentoring scheme:** A mentoring relationship is a very personal one, which is often important to the mentee. As a mentor, get to know your student's academic, research, professional, and personal goals, so you can help them in a way that meets their personal best interest. It develops positive student teacher relationship, improve attendance of the students, to identify special abilities and nurture it for development. Mentor Mentee ratio will be 1:25
- 14. Career, personal counseling & Competitive exam preparation:** - We provide a safe, confidential place for student to talk with Counseling Members about any concerns or personal problems that might interfere with your personal growth and academic achievement. Also we Counsel about Job opportunity and career Growth by our Placement Cell.
- 15. Extracurricular & Extramural Activities:** Organizing participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

## B. SC NURSING CURRICULUM

### YEAR -I

Sr. No.	Category	Course Code	Course	Periods			Credit	Duration of Exam	Evaluation Scheme		
				L	T	P			Internal	External	Total
1	CC-1	BBN102	Anatomy & Physiology	4	0	0	4	3 Hours	25	75	100
2	CC-2	BBN103	Nutrition & Biochemistry	3	0	0	3	3 Hours	25	75	100
3	DSC-1	BBN104	Nursing Foundation	8	0	0	8	3 Hours	25	75	100
4	CC-3	BBN105	Psychology	2	0	0	2	3 Hours	25	75	100
5	CC-4	BBN106	Microbiology	2	0	0	2	3 Hours	25	75	100
6	AECC-1	BBN108	Introduction to Computers	1	0	2	2	2 Hours	50	50	100
7	AECC-2	TMUGE 101	English Communication -I	2	0	2	3	2 Hours	50	50	100
8	SEC-1	BBN151	Nursing Foundation (P)	0	0	18	9	-	50	50	100
<b>Total</b>				<b>22</b>	<b>0</b>	<b>22</b>	<b>33</b>		<b>275</b>	<b>525</b>	<b>800</b>

**YEAR –II**

Sr. No.	Category	Course Code	Course	Periods			Credit	Duration of Exam	Evaluation Scheme		
				L	T	P			Internal	External	Total
1	CC-5	BBN201	Sociology	3	0	0	3	3	25	75	100
2	DSC-2	BBN202	Medical Surgical Nursing-I	11	0	0	11	3	25	75	100
3	CC-6	BBN203	Pharmacology, Pathology and Genetics	5	0	0	5	3	25	75	100
4	DSC-3	BBN204	Community Health Nursing-I	5	0	7	9	3	25	75	100
5	CC-7	BBN205	Communicational and Educational Technology	3	0	2	4	3	25	75	100
6	AECC-3	BBN206	*Basic English Communication-II	2	0	0	2	2	50	50	100
7	SEC-2	BBN251	Medical Surgical Nursing-I (P)	0	0	38	10	-	50	50	100
<b>Total</b>				<b>29</b>	<b>0</b>	<b>47</b>	<b>44</b>		<b>225</b>	<b>475</b>	<b>700</b>

**YEAR –III**

Sr. No.	Category	Course Code	Course	Periods			Credit	Duration of Exam	Evaluation Scheme		
				L	T	P			Internal	External	Total
1	DSC-4	BBN301	Medical Surgical Nursing-II	6	0	0	6	3	25	75	100
2	DSC-5	BBN302	Child health Nursing	5	0	0	5	3	25	75	100
3	DSC-6	BBN303	Mental Health Nursing	5	0	0	5	3	25	75	100
4	CC-8	BBN304	Nursing Research & Statistics	3	0	0	3	3	25	75	100
5	AECC-4	BBN305	*Advance English Communication	2	0	0	2	2	50	50	100
6	SEC-3	BBN351	Medical Surgical (P)	0	0	14	4	-	50	50	100
7	SEC-4	BBN352	Child health Nursing (P)	0	0	14	4	-	50	50	100
8	SEC-5	BBN353	Mental Health Nursing (P)	0	0	14	4	-	50	50	100
9	RPR-1	BBN354	Research Project on Nursing	0	0	2	1	-	100	-	100
10	GEC-1		Open Elective -1	3	0	0	3	2	50	50	100
<b>Total</b>				<b>24</b>	<b>0</b>	<b>44</b>	<b>37</b>		<b>450</b>	<b>550</b>	<b>1000</b>

**YEAR –IV**

Sr. No.	Category	Course Code	Course	Periods			Credit	Duration of Exam	Evaluation Scheme		
				L	T	P			Internal	External	Total
1	DSC-7	BBN401	Midwifery and Obstetric Nursing	5	0	0	5	3	25	75	100
2	DSC-8	BBN402	Community Health Nursing-II	5	0	0	5	3	25	75	100
3	CC-9	BBN403	Management of Nursing Services and Education	5	0	0	5	3	25	75	100
4	AECC-5	BBN405	Environmental Studies*	3	0	0	3	3	25	75	100
5	AECC-6	BBN406	*Applied Professional English	2	0	0	2	2	50	50	100
6	SEC-6	BBN451	Community Health Nursing	0	0	8	2	-	50	50	100
7	SEC-7	BBN452	Midwifery and Obstetric Nursing (P)	0	0	10	3	-	50	50	100
8	SEC-8	BBN453	Internship	0	0	50	13	-	100	-	100
9	GEC-2		Open Elective -2	3	0	0	3	2	50	50	100
<b>Total</b>				<b>23</b>	<b>0</b>	<b>68</b>	<b>41</b>	<b>-</b>	<b>400</b>	<b>500</b>	<b>900</b>

\*Note: BBN108, TMUGE101, BBN206, BBN305, BBN405 and BBN406 passing Marks will be 40%.

## INTERNSHIP POSTING (6 months Integrated Practice)

Sr. No.	Course	Practical in Hours	In Weeks
1	Midwifery and Obstetrical nursing	240	5
2	Community Health Nursing –II	195	4
3	Medical Surgical Nursing	430	9
4	Child Health Nursing	145	3
5	Mental Health Nursing	95	2
Total Hours		1105	23
Note			
<ol style="list-style-type: none"> <li>1. Internship means 8 hrs of integrated clinical duties in which 2 weeks of evening and night shift duties are included.</li> <li>2. Internship should be carried out as 8 hours per day @ 48 hours per week.</li> <li>3. Students during internship will be supervised by nursing teachers.</li> <li>4. Fourth year final examination to be held only after completing internship.</li> </ol>			

### ELECTIVE COURSES OFFERED

#### Generic/Open Elective Courses (GEC)

Sr. No.	Code	Course	L	T	P	Credit
Year- III						
1						3
2						3
Year- IV						
1						3
2						3

#### VALUE ADDED COURSE

Sr. No.	Code	Course	L	T	P	Credit	Duration of Exam	Internal	External	Total
Year-III										
1	TMUGS303	Managing Self	2	1	0	0	-	50	50	100
Year-IV										
2	TMUGS403	Managing Work and Others	2	1	0	0	-	50	50	100
<p><b>Note: Value Added Course</b> is an audit course; it is compulsory to pass with 45% marks and is not considered for CPI.</p>										
<p>Note: C- Credits, 1C = 1 Hour L or T, 1C = 2 Hour P and 1C=4 Hour Clinical.</p>										

<b>Course Code:</b> <b>BBN102</b>	<b>Core Course -1</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
	<b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>Anatomy &amp; Physiology</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be-</b>	
<b>CO1.</b>	Understanding the anatomical terms, structure and organizations of the human body.	
<b>CO2.</b>	Applying the knowledge of anatomy and physiology in practice of nursing.	
<b>CO3.</b>	Demonstrating anatomical structures of human body.	
<b>CO4.</b>	Analyzing the physiological functions of human body and its nursing implications.	
<b>CO5.</b>	Evaluating the alterations in structure and functions of human body and its nursing implications.	
<b>CO6.</b>	Creating anatomical models of different parts of human organs.	
<b>PART – A (ANATOMY)</b>		
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction to Anatomical terms organizations of the human body</b> <input type="checkbox"/> Human Cell structure. <input type="checkbox"/> Tissues-Definition, Types, characteristics, classification, location, functions and formation. <input type="checkbox"/> Membranes and glands-classification and structure Alterations in disease. <ul style="list-style-type: none"> <li>• Applications and</li> <li>• Implications in nursing.</li> </ul>	<b>5 Hours</b>
<b>Unit-2:</b>	<b>The Skeletal System</b> <input type="checkbox"/> Bones-types, structure, Axial & Appendicular Skeleton, <input type="checkbox"/> Bone formation and growth. <input type="checkbox"/> Description of bones. <input type="checkbox"/> Joints-classifications and structure, <ul style="list-style-type: none"> <li>• Alterations in disease,</li> <li>• Applications and</li> <li>• Implications in nursing.</li> </ul>	<b>6 Hours</b>
<b>Unit-3:</b>	<b>The Muscular System</b> <input type="checkbox"/> Types and structure of muscles. <input type="checkbox"/> Muscle groups, <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul>	<b>7 Hours</b>
<b>Unit-4:</b>	<b>The Nervous system</b> <input type="checkbox"/> Structure of neuralgia & neurons. <input type="checkbox"/> Somatic Nervous system,	<b>6 Hours</b>

	<ul style="list-style-type: none"> <li>• Structure of <ul style="list-style-type: none"> <li>- brain, spinal cord,</li> <li>- cranial nerves, Spinal nerves</li> <li>- peripheral nerves</li> </ul> </li> <li>□ Autonomic Nervous System, <ul style="list-style-type: none"> <li>• Sympathetic, parasympathetic Structure, location,</li> <li>• Alterations in disease.</li> <li>• Applications and implication in nursing.</li> </ul> </li> </ul>	
<b>Unit-6:</b>	<p><b>The Sensory Organs</b></p> <ul style="list-style-type: none"> <li>□ Structure of skin, eye, ear nose, tongue, (Auditory and olfactory apparatus) <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Application and implications in nursing.</li> </ul> </li> </ul>	<b>6 Hours</b>
<b>Unit-7:</b>	<p><b>Circulatory and lymphatic system</b></p> <ul style="list-style-type: none"> <li>□ The Circulatory System <ul style="list-style-type: none"> <li>• Blood Microscopic Structure.</li> <li>• Structure of Heart.</li> <li>• Structure of blood vessels – arterial and venous system.</li> <li>• Circulation: systemic, pulmonary, coronary.</li> <li>• Lymphatic system.</li> <li>• Lymphatic vessels and lymph.</li> <li>• Lymphatic tissues.</li> <li>• Thymus gland.</li> <li>• Lymph nodes.</li> <li>• Spleen.</li> <li>• Lymphatic nodules.</li> <li>• Alterations in diseases.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>7 Hours</b>
<b>Unit-8:</b>	<p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>□ Structure of the organs of respiration.</li> <li>□ Muscles of respiration: Intercostals and Diaphragm. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>5 Hours</b>
<b>Unit-9:</b>	<p><b>The Digestive System</b></p> <ul style="list-style-type: none"> <li>□ Structure of Alimentary tract and accessory organs of digestion. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>6 Hours</b>
<b>Unit-10:</b>	<p><b>The Excretory system (Urinary)</b></p> <ul style="list-style-type: none"> <li>□ Structure of organs in Urinary System: <ul style="list-style-type: none"> <li>• Kidney, ureters, urinary bladder, urethra, structure of skin.</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>Unit-11:</b>	<p><b>The Endocrine system</b></p> <ul style="list-style-type: none"> <li>□ Structure of Pituitary, Pancreas, thyroid, parathyroid, thymus and adrenal glands. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>4 Hours</b>

<b>Unit-12:</b>	<b>The Reproductive system including breast</b> <ul style="list-style-type: none"> <li>□ Structure of female reproductive organs.</li> <li>□ Structure of male reproductive.</li> <li>□ Structure of breast. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>PART –B (PHYSIOLOGY)</b>		
<b>Unit-1</b>	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>• Tissues-formation, repair.</li> <li>• Membranes and glands-functions.</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul>	<b>4 Hours</b>
<b>Unit-2</b>	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>• Bones formations &amp; growth.</li> <li>• Bone –Functions and movements of bones of axial and appendicular skeleton, bone healing.</li> <li>• Joints- and joint movement. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> </ul> </li> </ul> <p>Applications and implications in nursing.</p>	<b>4 Hours</b>
<b>Unit-3</b>	<b>Muscular System</b> <ul style="list-style-type: none"> <li>• Muscle movements Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul>	<b>4 Hours</b>
<b>Unit-4</b>	<b>Nervous System</b> <ul style="list-style-type: none"> <li>• Functions of neurologia &amp; neurons.</li> <li>• Stimulus and nerve impulse: Definitions and mechanism.</li> <li>• Functions of brain, spinal cord, cranial and spinal nerves.</li> <li>• Cerebrospinal fluid-Composition, circulation and function.</li> <li>• Reflex arc, Reflex action and reflexes.</li> <li>• Autonomic functions- <ul style="list-style-type: none"> <li>• Pain: somatic, visceral, and referred.</li> <li>• Autonomic learning and biofeedback.</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>7 Hours</b>
<b>Unit-5</b>	<b>Circulatory System</b> <ul style="list-style-type: none"> <li>• Blood formation, composition, blood groups, blood coagulation.</li> <li>• Hemoglobin: Structure, Synthesis &amp; breakdown, Variation of molecules, estimations.</li> <li>• Functions of Heart, Conduction, Cardiac cycle, circulation-Principles, Control, factors influencing BP and pulse. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing</li> </ul> </li> </ul>	<b>8 Hours</b>
<b>Unit-6</b>	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>• Functions of respiratory organs.</li> <li>• Physiology of respiration.</li> <li>• Pulmonary ventilation, Volume.</li> <li>• Mechanics of respiration.</li> <li>• Gaseous exchange in lungs.</li> <li>• Carriage of oxygen &amp; carbon-dioxide.</li> </ul>	<b>6 Hours</b>

	<ul style="list-style-type: none"> <li>● Exchange of gases in tissues.</li> <li>● Regulation of respiration. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	
<b>Unit-7</b>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>● Functions of organs of digestive tract, Movement of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food, functions of liver, gall bladder &amp; pancreas</li> <li>● Metabolism of carbohydrates, protein and fat.</li> </ul>	<b>5 Hours</b>
<b>Unit-8</b>	<b>The Excretory System</b> <ul style="list-style-type: none"> <li>● Function of kidneys, ureters, urinary bladder &amp; urethra.</li> <li>● Composition of urine.</li> <li>● Mechanism of urine formation.</li> <li>● Functions of skin.</li> <li>● Regulation of body temperature.</li> <li>● Fluid and electrolyte. <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>Unit-9</b>	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>● Functions of skin, eye, ear, nose, tongue.</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul>	<b>5 Hours</b>
<b>Unit-10</b>	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>● Functions of Pituitary, pineal body, thymus, thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries &amp; Testes.</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul>	<b>5 Hours</b>
<b>Unit-11</b>	<b>The Reproductive system</b> <ul style="list-style-type: none"> <li>● Reproduction of cells-DNA, Mitosis, Mitosis, Meiosis, spermatogenesis, oogenesis.</li> <li>● Functions of female reproductive organs; functions of breast, female sexual cycle.</li> <li>● Introduction to embryology.</li> <li>● Functions of male reproductive organs, Male function in reproduction, Male fertility system, <ul style="list-style-type: none"> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul>	<b>2 Hours</b>
<b>Text Books:</b>	1. Gibson John, Modern Anatomy and Physiology for Nurses, Blackwell Scientific publication, 1975.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>● Jackson Sheils, Anatomy and Physiology for Nurses, Prism Books, 994, Bangalore.</li> <li>● Anthony &amp; Thibodcon, Anatomy and Physiology, C.V. Mosby Co., 1983, London.</li> <li>● Winwood R S, &amp; Smith G, Anatomy and Physiology for Nurses, ELBS Publication, 1985.</li> </ul> <p>* <b>Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>BBN103</b>	<b>Core Course -2</b>	<b>L-3</b> <b>T-0</b> <b>P-0</b> <b>C-3</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>I Year</b>	
	<b>Nutrition &amp; Biochemistry</b>	
<b>Course Outcomes:</b>	<b>At the end of the semester, the learners will be able to-</b>	
<b>CO1.</b>	Understanding the biochemical composition, nutrition and their role in functioning of human body.	
<b>CO2.</b>	Applying the knowledge of nutrition and biochemistry for preparing diet for the care and promotion of health of patients.	
<b>CO3.</b>	Demonstrating skills in selection, preparation and preservation of foods for patients.	
<b>CO4.</b>	Analyzing the nutritional needs of the patients and monitor the improvements in the health.	
<b>CO5.</b>	Evaluating the alterations in micro and macro nutrients in health and illness.	
<b>PART- A (NUTRITION)</b>		
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Nutrition:</li> <li>• History.</li> <li>• Concepts.</li> <li>• Role of nutrition in maintaining health.</li> <li>• Nutritional problems in India.</li> <li>• National nutritional policy.</li> <li>• Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc.</li> <li>• Role of food and its medicinal value.</li> <li>• Classification of foods.</li> <li>• Food standards.</li> <li>• Elements of nutrition: macro anti micro.</li> <li>• Calorie, BMR.</li> </ul>	<b>4 Hours</b>
<b>Unit-2:</b>	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Caloric value.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption and storage, metabolism of carbohydrates.</li> <li>• Malnutrition: Deficiencies and over consumption.</li> </ul>	<b>2 Hours</b>
<b>Unit-3:</b>	<b>Fats</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Caloric value.</li> <li>• Recommended daily allowances.</li> </ul>	<b>2 Hours</b>

	<ul style="list-style-type: none"> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption and storage, metabolism.</li> <li>• Malnutrition: Deficiencies and Over consumption.</li> </ul>	
<b>Unit-4:</b>	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Caloric value.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption and storage, metabolism of carbohydrates.</li> <li>• Malnutrition: Deficiencies and over consumption.</li> </ul>	<b>2 Hours</b>
<b>Unit-5:</b>	<b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of Energy-Kcal.</li> <li>• Energy requirements of different categories of people.</li> <li>• Measurements of energy.</li> <li>• Body Mass Index (BMI) and basic metabolism.</li> <li>• Basal metabolic rate (BMR)- determination and factors affecting it.</li> </ul>	<b>3 Hours</b>
<b>Unit-6:</b>	<b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Absorption, synthesis, metabolism storage and excretion.</li> <li>• Deficiencies.</li> <li>• Hypervitaminosis.</li> </ul>	<b>4 Hours</b>
<b>Unit-7:</b>	<b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Absorption, synthesis, metabolism storage and excretion.</li> <li>• Deficiencies.</li> <li>• Over consumption and toxicity.</li> </ul>	<b>4 Hours</b>
<b>Unit-8:</b>	<b>Water &amp; electrolytes</b> <ul style="list-style-type: none"> <li>• Water: Daily requirement, regulation of water metabolism, distribution of body water,</li> <li>• Electrolytes: Types, sources, composition of body fluids.</li> <li>• Maintenance of fluid &amp; electrolyte balance.</li> <li>• Over hydration, dehydration and water intoxication.</li> <li>• Electrolyte imbalances.</li> </ul>	<b>3 Hours</b>
<b>Unit-9:</b>	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• Principal, methods of cooking and serving.</li> <li>• Preservation of nutrients.</li> <li>• Safe Food handling toxicity.</li> <li>• Storage of food.</li> </ul>	<b>5 Hours</b>

	<ul style="list-style-type: none"> <li>• Food preservation, food additives and its principles.</li> <li>• Prevention of Food Adulteration Act (PFA).</li> <li>• Food Standards.</li> <li>• Preparation of simple beverages and different types of food.</li> </ul>	
<b>Unit-10:</b>	<b>Balanced diet</b> <ul style="list-style-type: none"> <li>• Elements.</li> <li>• Food groups.</li> <li>• Recommended Daily allowance.</li> <li>• Nutritive value of foods.</li> <li>• Calculation of balanced diet for different categories of people.</li> <li>• Planning menu.</li> <li>• Budgeting of food.</li> <li>• Introduction to therapeutic diets: Naturopathy Diet.</li> </ul>	<b>7 Hours</b>
<b>Unit-11:</b>	<b>Role of nurse in nutritional programmes</b> <ul style="list-style-type: none"> <li>• National programmes related to nutrition. <ul style="list-style-type: none"> <li>• Vitamin A deficiency programme.</li> <li>• National Iodine deficiency disorder (IDD) programme.</li> <li>• Mid-day meal programme.</li> <li>• Integrated child development scheme (ICDS).</li> <li>• National and International agencies working towards food/nutrition.</li> <li>• NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc.</li> </ul> </li> <li>• Assessment of nutritional status.</li> <li>• Nutrition education and role of nurse.</li> </ul>	<b>4 Hours</b>
<b>Text Books:</b>	1. Swaminathan M., Hand Book of Food and Nutrition, Bangalore printing and publishing Co., 1970, Bangalore.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Anderson, Nutrition in Nursing, Lippincott Co., Philadelphia.</li> <li>• Antia, E. P., Clinical Dietetics and Nutrition, Oxford University Press, New Delhi.</li> <li>• Corrine H. Robinson, Normal and Therapeutic Nutrition, Oxford and IBH Publications.</li> <li>• Sue Rodwell Williams, Nutrition and Diet Therapy, C.V Mosby Co.,</li> <li>• Patwardhan V. N, Nutrition in India, 1961.</li> <li>• Hervietta Flick, Introduction to Nutrition, Mac Millon Publishing Co.</li> <li>• Lenna F Copper, Nutrition in Heath and Disease, J.B Lippincott Co., Philadelphia.</li> <li>• Joshi v.d., Hand Book of Nutrition and Dietetics, Vora Medical Publications, Bombay.</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	
<b>PART - B (BIOCHEMISTRY)</b>		
<b>Unit-1:</b>	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• Definition and significance in nursing.</li> <li>• Review of structure, Composition and functions of cell.</li> <li>• Prokaryote and Eukaryote cell.</li> <li>• Microscopy.</li> </ul>	<b>3 Hours</b>
<b>Unit-2:</b>	<ul style="list-style-type: none"> <li>• <b>Structure and functions of Cell membrane.</b></li> <li>• Fluid mosaic model, tight junction, Cytoskeleton.</li> <li>• Transport mechanism, diffusion, osmosis, filtration, active channel,</li> </ul>	<b>6 Hours</b>

	<ul style="list-style-type: none"> <li>sodium pump.</li> <li>• Acid base balance-maintenance &amp; diagnostic tests.</li> <li>• •PH buffers.</li> </ul>	
<b>Unit-3:</b>	<p><b>Composition and metabolism of Carbohydrates</b> Type, structure, composition and use:</p> <ul style="list-style-type: none"> <li>• Monosaccharide's, Disaccharides, Polysaccharides, Oligosaccharides.</li> <li>• Metabolism.</li> <li>• Pathways of glucose:</li> <li>• Glycolysis.</li> <li>• Gluconeogenesis: Cori's cycle, Tricarboxylic acid (TCA) cycle. o Glycogenolysis.</li> <li>• Pentose phosphate pathways (Hexose mono phosphate).</li> <li>• Regulation of blood glucose level.</li> <li>• Investigations and their interpretations.</li> </ul>	<b>6 Hours</b>
<b>Unit-4:</b>	<p><b>Composition and metabolism of Lipids</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses of fatty acids. <ul style="list-style-type: none"> <li>o Nomenclature, Roles and Prostaglandins.</li> </ul> </li> <li>• Metabolism of fatty acid. <ul style="list-style-type: none"> <li>o Breakdown.</li> <li>o Synthesis.</li> </ul> </li> <li>• Metabolism of triacylglycerols.</li> <li>• Cholesterol metabolism. <ul style="list-style-type: none"> <li>o Biosynthesis and its Regulation.</li> <li>o Bile salts and bilirubin.</li> <li>o Vitamin D.</li> <li>o Steroid hormones.</li> </ul> </li> <li>• Lipoproteins and their functions: <ul style="list-style-type: none"> <li>o VLDLs-IDLs, LDLs and HDLs.</li> <li>o Transport of lipids.</li> <li>o Atherosclerosis, Investigations and their interpretations.</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>Unit-5:</b>	<p><b>Composition and metabolism of Amino acids and Proteins</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses of Amino acids and Proteins.</li> <li>• Metabolism of Amino acids and Protein. <ul style="list-style-type: none"> <li>o Protein synthesis, targeting and glycosylation.</li> <li>o Chromatography.</li> <li>o Electrophoresis.</li> <li>o Sequencing.</li> </ul> </li> <li>• Metabolism of Nitrogen. <ul style="list-style-type: none"> <li>o Fixation and Assimilation.</li> <li>o Urea Cycle.</li> <li>o Hemes and chlorophylls.</li> </ul> </li> <li>• Enzymes and co-enzymes. <ul style="list-style-type: none"> <li>o Classifications.</li> <li>o Properties.</li> <li>o Control.</li> </ul> </li> <li>• Investigations and their interpretations.</li> </ul>	<b>6 Hours</b>
<b>Unit-6:</b>	<p><b>Composition of Vitamins and minerals</b></p> <ul style="list-style-type: none"> <li>□ Vitamins and minerals: <ul style="list-style-type: none"> <li>• Structure.</li> <li>• Classification.</li> <li>• Properties.</li> </ul> </li> </ul>	<b>2 Hours</b>

	<ul style="list-style-type: none"> <li>• Absorption.</li> <li>• Storage &amp; transportation.</li> <li>• Normal concentration.</li> <li>• Investigations and their interpretations.</li> </ul>	
<b>Unit-7:</b>	<p><b>Immunochemistry</b></p> <ul style="list-style-type: none"> <li>• Immune response,</li> <li>• Structure and classification of immunoglobins.</li> <li>• Mechanism of antibody production.</li> <li>• Antigen: HLA typing.</li> <li>• Free radical and Antioxidants.</li> <li>• Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>• Electrophoresis and Quantitative determination of immunoglobins – ELISA etc.</li> <li>• Investigations and their interpretations.</li> </ul>	<b>3 Hours</b>
<b>Text Books:</b>	1. Klein S. Israel and Ordan James, <i>Human Biochemistry</i> , Mosby Co., 1958.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Eastham Duncan Robert, <i>Biochemical Values in Clinical Medicine</i>, John Cought and Sons Ltd.</li> <li>• Chandlish, J. K, <i>Lecture Notes on Biochemistry</i>, Blackwell Scientific Publications.</li> <li>• Varley Harold, <i>Practical Clinical Biochemistry</i>, CBS Publishers and Distributers, New Delhi.</li> </ul>	

<b>Course Code:</b> BBN104	<b>Discipline Specific Course-1</b> <b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>Nursing Foundation</b>	<b>L-8</b> <b>T-0</b> <b>P-0</b> <b>C-8</b>
<b>Course Outcomes:</b>	<b>At the end of the semester, the student will be to</b>	
<b>CO1.</b>	Understanding the concepts and theories of Health, illness and nursing in different health settings.	
<b>CO2.</b>	Applying the fundamental principles and process of nursing care in meeting the needs of clients.	
<b>CO3.</b>	Understanding and recording of documentation and reports of patient data.	
<b>CO4.</b>	Demonstrating the skills of nursing procedures for infection control and patient care in hospital setting.	
<b>CO5.</b>	Assessing and analyzing the health improvements of patient during therapeutic care.	
<b>CO6.</b>	Evaluating and implementing the patient care techniques.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concept of Health: Health – illness continuum.</li> <li>• Factors influencing health.</li> <li>• Causes and risk factors for developing illness.</li> <li>• Body defenses: Immunity and immunization.</li> <li>• Illness and illness Behavior:</li> <li>• Impact of illness on patient and family.</li> <li>• Health Care Service: Health Promotion and Prevention Primary Care, Diagnosis, Treatment, Rehabilitation and Continuing Care.</li> <li>• Health care teams.</li> <li>• Type of health care agencies.</li> <li>• Hospitals: Types, Organization and Functions.</li> <li>• Health Promotion and Levels of Disease Prevention.</li> <li>• Primary health care and its delivery: Role of nurse.</li> </ul>	<b>10 Hours</b>
<b>Unit-2:</b>	<b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>□ Definition and Characteristics of a profession.</li> <li>□ Nursing: <ul style="list-style-type: none"> <li>• Definition, Concepts, philosophy, objectives.</li> <li>• Characteristics, nature and scope of nursing practice.</li> <li>• Functions of nurse</li> <li>• Qualities of a nurse.</li> <li>• Categories of nursing personnel.</li> <li>• Nursing as a profession.</li> <li>• History of Nursing in India.</li> </ul> </li> <li>• Values: Definition, Types, Values Clarification and values in</li> </ul>	<b>16 Hours</b>

	<p>professional Nursing: Caring and Advocacy.</p> <ul style="list-style-type: none"> <li>• Ethics: <ul style="list-style-type: none"> <li>• Definition and Ethical Principles.</li> <li>• Code of ethics and professional conduct for nurses.</li> </ul> </li> </ul>	
<b>Unit-3:</b>	<p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>□ Admission to the hospital. <ul style="list-style-type: none"> <li>• Unit and its preparation admission bed.</li> <li>• Admission procedure.</li> <li>• Special considerations.</li> <li>• Medico-legal issues.</li> <li>• Roles and Responsibilities of the nurse.</li> </ul> </li> <li>□ Discharge from the hospital. <ul style="list-style-type: none"> <li>• Types: Planned discharge, LAMA and abscond, Referrals and transfers.</li> <li>• Discharge Planning.</li> <li>• Discharge procedure.</li> <li>• Special considerations.</li> <li>• Medico-legal issue.</li> <li>• Roles and Responsibilities of the nurse.</li> <li>• Care of the Unit after discharge.</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>Unit-4:</b>	<p><b>Communication and Nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>□ Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication. <ul style="list-style-type: none"> <li>• Methods of Effective Communication. <ul style="list-style-type: none"> <li>- Attending skills.</li> <li>- Rapport building skills.</li> <li>- Empathy skills.</li> </ul> </li> <li>• Barriers to effective communication.</li> </ul> </li> <li>□ Helping Relationships (NPR) : Dimensions of Helping Relationships, Phases of a helping relationship</li> <li>□ Communication effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group (children women, physically and mentally challenged and elderly).</li> <li>□ Patient Teaching: Importance, Purpose, Process, role of nurse and Integrating teaching in Nursing Process.</li> </ul>	<b>10 Hours</b>
<b>Unit-5:</b>	<p><b>The Nursing Process</b></p> <ul style="list-style-type: none"> <li>□ Critical Thinking and Nursing judgment. <ul style="list-style-type: none"> <li>• Critical Thinking : Thinking and learning ,</li> <li>• Competencies, Attitudes for Critical Thinking, Level of critical thinking in Nursing.</li> </ul> </li> <li>□ Nursing Process Overview: Application in practice. <ul style="list-style-type: none"> <li>• Nursing process format: INC, current format.</li> <li>• Assessment. <ul style="list-style-type: none"> <li>• Collection of Data: Types, Sources, Methods.</li> <li>• Formulating Nursing judgment: Data interpretation.</li> </ul> </li> <li>• Nursing diagnosis. <ul style="list-style-type: none"> <li>• Identification of client problems.</li> <li>• Nursing diagnosis statement.</li> </ul> </li> </ul> </li> </ul>	<b>15 Hours</b>

	<ul style="list-style-type: none"> <li>• Difference between medical and nursing diagnosis.</li> <li>• Planning. <ul style="list-style-type: none"> <li>▪ Establishing Priorities.</li> <li>▪ Establishing Goals and expected Outcomes,</li> <li>▪ Selection of interventions: Protocols and standing orders.</li> <li>▪ Writing the Nursing Care plan.</li> </ul> </li> <li>• <b>Implementing</b></li> <li>• Implementing the plan of care. Evaluation. <ul style="list-style-type: none"> <li>• Outcome of care.</li> <li>• Review and Modify.</li> <li>• Documentation and Reporting.</li> </ul> </li> </ul>	
<b>Unit-6:</b>	<p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation: Purposes of Recording and reporting.</li> <li>• Communication within the Health Care Team,</li> <li>• Types of records; ward records, medical / nursing records,</li> <li>• Common Record-keeping forms, computerized documentation.</li> <li>• Guidelines for Reporting: Factual Basis, Accuracy, Completeness, current issue, Organization, confidentiality.</li> <li>• Methods of Recording.</li> <li>• Reporting Change of shift reports: Transfer reports, Incident reports.</li> <li>• Minimizing legal Liability through effective record keeping.</li> </ul>	<b>4 Hours</b>
<b>Unit-7:</b>	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guidelines for taking vital signs:</li> <li><input type="checkbox"/> Body temperature : <ul style="list-style-type: none"> <li>• Physiology, Regulation, Factors affecting body temperature,</li> <li>• Assessment of body temperature: sites, equipments and technique, special considerations.</li> <li>• Temperature alterations: Hyperthermia, Heatstroke, Hypothermia.</li> <li>• Hot and cold applications.</li> </ul> </li> <li><input type="checkbox"/> Pulse: <ul style="list-style-type: none"> <li>• Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse.</li> <li>• Assessment of pulse: site, location, equipments and technique, special considerations.</li> <li>• Alterations in pulse:</li> </ul> </li> <li><input type="checkbox"/> Respiration : <ul style="list-style-type: none"> <li>• Physiology and Regulation. <ul style="list-style-type: none"> <li>- Characteristics of the respiration, factors affecting respiration.</li> <li>- Assessment of respirations: technique, special considerations.</li> <li>- Alterations in respiration.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Blood Pressure: <ul style="list-style-type: none"> <li>• Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure.</li> <li>• Assessment of blood pressure sites, equipments and technique, special considerations.</li> <li>• Alterations in blood pressure.</li> </ul> </li> </ul> <p>Recording of vital signs</p>	<b>15 Hours</b>

<p><b>Unit-8:</b></p>	<p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purposes.</li> <li><input type="checkbox"/> Process of Health assessment. <ul style="list-style-type: none"> <li>• Health History.</li> <li>• Physical examination.</li> <li>• Methods- Inspection, Palpation, Percussion, Auscultation, Olfaction.</li> <li>• Preparation for examination: patient and Unit.</li> <li>• General assessment.</li> <li>• Recording of health assessment.</li> <li>• Assessment of each body system.</li> </ul> </li> </ul>	<p><b>30 Hours</b></p>
<p><b>Unit-9:</b></p>	<p><b>Machinery, Equipment and lines</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Type: Disposables and reusable's- Linen, rubber goods, glass ware, metal, plastics,</li> <li><input type="checkbox"/> Introduction: <ul style="list-style-type: none"> <li>• Indent</li> <li>• Maintenance.</li> <li>• Inventory.</li> </ul> </li> </ul>	<p><b>5 Hours</b></p>
<p><b>Unit-10:</b></p>	<p><b>Meeting needs of patient</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic needs (Activities of daily living). <ul style="list-style-type: none"> <li>• Providing safe and clean environment: <ul style="list-style-type: none"> <li>• Physical environment: <ul style="list-style-type: none"> <li>• Temperature,</li> <li>• Humidity, Noise,</li> <li>• Ventilation, light,</li> <li>• Odors, pests control.</li> </ul> </li> <li>• Reduction of Physical hazards: fire, accident.</li> <li>• Safety devices: Restraints, side rails, airways, trapeze, etc.</li> <li>• Role of nurse in providing safe and clean environment. <ul style="list-style-type: none"> <li>• Hygiene:- <ul style="list-style-type: none"> <li>• Factors Influencing.</li> <li>• Hygienic Practice.</li> </ul> </li> <li>• Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose.</li> <li>• Assessment, Principles, Types, Equipments, Procedure, Special Considerations.</li> <li>• Patient environment: Room Equipment and linen, making patient beds.</li> <li>• Types of beds and bed making.</li> <li>• Comfort:- <ul style="list-style-type: none"> <li>• Factors including Comfort.</li> <li>• Comfort devices.</li> </ul> </li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Physiological needs: <ul style="list-style-type: none"> <li>• Sleep and Rest: <ul style="list-style-type: none"> <li>• Physiology of sleep.</li> <li>• Factors affecting sleep.</li> <li>• Promoting Rest and sleep.</li> <li>• Sleep Disorders.</li> </ul> </li> </ul> </li> </ul> <p>Nutrition:- Importance.</p> </li></ul>	<p><b>60 Hours</b></p>

	<ul style="list-style-type: none"> <li>• Factors affecting nutritional needs.</li> <li>• Assessment of nutritional needs: Variables.</li> <li>• Meeting Nutritional needs: Principles, equipments, Procedure and special considerations <ul style="list-style-type: none"> <li>• Oral</li> <li>• Enteral: Naso/Orogastric, gastrostomy Parenteral:</li> </ul> </li> <li>• Urinary Elimination</li> <li>• Review of Physiology of urine Elimination composition and characteristics of urine. <ul style="list-style-type: none"> <li>• Factors Influencing Urination.</li> <li>• Alteration in Urinary.</li> <li>• Elimination.</li> </ul> </li> <li>• Types and collection of urine specimen: <ul style="list-style-type: none"> <li>• Observation, urine testing.</li> </ul> </li> <li>• Facilitating urine elimination: assessment, types, equipments, procedures and special.</li> <li>• Considerations. <ul style="list-style-type: none"> <li>• Providing urinal/bed pan.</li> <li>• Condom drainage.</li> <li>• Perineal care.</li> <li>• Catheterization.</li> </ul> </li> <li>• Care of urinary drainage.</li> <li>• Care of urinary diversions.</li> <li>• Bladder irrigation.</li> <li>• <b>Bowel Elimination.</b></li> <li>• Review of Physiology of Bowel elimination, Composition and characteristics of faces.</li> <li>• Factors affecting Bowel elimination.</li> <li>• Alteration in Bowl Elimination.</li> <li>• Types and Collection of specimen of faces:</li> <li>• Observation.</li> <li>• Facilitating bowel elimination, procedures and special considerations.</li> <li>• Passing of Flatus tube.</li> <li>• Enemas.</li> <li>• Suppository.</li> <li>• Sitz bath.</li> <li>• Bowel wash.</li> <li>• Care of Ostomies.</li> <li>• <b>Mobility and immobility.</b></li> <li>• Principal of Body Mechanics.</li> <li>• Maintenance of normal body.</li> <li>• Alignment and mobility.</li> <li>• Factor affecting body Alignment and mobility.</li> <li>• Hazards associated with immobility.</li> <li>• Alteration in body alignment and mobility.</li> <li>• Nursing interventions for impaired Body Alignment and,</li> <li>• Mobility: assessment, types, devices used, method and Special considerations rehabilitation aspects.</li> <li>• Range of motion exercises.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Maintaining body alignment: Positions,</li> <li>• Moving.</li> <li>• Lifting.</li> <li>• Walking.</li> <li>• Restraints.</li> <li>• <b>Oxygenation</b></li> <li>• Review of Cardiovascular and respiratory Physiology.</li> <li>• Factors Affecting Oxygenation.</li> <li>• Alterations in Oxygenation.</li> <li>• Nursing interventions in oxygenation: assessment,</li> <li>• Alterations in Oxygenation.</li> <li>• Types of equipment used, procedure and special considerations.</li> <li>• Maintenance of patent airway.</li> <li>• Oxygen administration.</li> <li>• Suction.</li> <li>• Inhalations: dry and moist postural drainage.</li> <li>• Care of Chest drainage.</li> <li>• Pulse-oximetry.</li> <li>• CPR-Basic life support.</li> <li>• <b>Fluid, Electrolyte, and Acid- Base Balances.</b></li> <li>• Review of Physiological.</li> <li>• Regulation of Fluid, Electrolyte, and Acid-Base Balances.</li> <li>• Factors Affecting Fluid, Electrolyte, and Acid Base balances.</li> <li>• Alterations in Fluid, Electrolyte, and Acid-Base Balances.</li> <li>• Nursing interventions in fluid, Electrolyte, and Acid.</li> <li>• Base Imbalances: assessment, types, and equipment, procedure and special considerations</li> <li>• Measuring fluid intake and output.</li> <li>• Correcting fluid, Electrolyte Imbalance:</li> <li>• Replacement of fluids: Oral and Parenteral - Venipuncture, regulating IV Flow rates, changing IV solutions and tubing, Changing IV dressing.</li> <li>• Administering Blood transfusion.</li> <li>• Restriction of fluids.</li> <li>□ Psychosocial Needs. <ul style="list-style-type: none"> <li>• Concepts of Cultural Diversity, Stress and Adaptation, Self – concept, Sexuality, Spiritual Health, Coping with loss, death and grieving.</li> <li>• Assessment of psychosocial needs.</li> <li>• Nursing intervention for Psychosocial needs.</li> <li>• Assist with coping and adaptation.</li> <li>• Creating therapeutic environment.</li> <li>• Recreational and diversional therapies.</li> </ul> </li> </ul>	
<b>XI</b>	<p><b>Infection control in Clinical settings</b></p> <ul style="list-style-type: none"> <li>□ Infection control. <ul style="list-style-type: none"> <li>• Nature of infection.</li> <li>• Chain of infection transmission.</li> <li>• Defenses against infection: natural and acquired.</li> <li>• Hospital acquired infection (Nosocomial infection).</li> </ul> </li> </ul>	<b>20 Hours</b>

	<ul style="list-style-type: none"> <li>□ Concept of asepsis: medical asepsis, and surgical asepsis.</li> <li>□ Isolation precautions (Barrier nursing): <ul style="list-style-type: none"> <li>• Hand washing: simple, hand antiseptics (scrub).</li> <li>• Isolation: Source and protective.</li> <li>• Personal protecting equipments: types, uses and technique of wearing and removing.</li> <li>• Decontamination of equipment and Unit.</li> <li>• Transportation of infected patients.</li> <li>• Standard safety precautions (Universal precautions).</li> <li>• Transmission based precautions.</li> </ul> </li> <li>□ Biomedical waste management: <ul style="list-style-type: none"> <li>• Importance.</li> <li>• Types of hospital waste.</li> <li>• Hazards associated with waste.</li> <li>• Decontamination of hospital waste.</li> <li>• Segregation and Transportation and disposal.</li> </ul> </li> </ul>	
<b>XII</b>	<p><b>Admission of Medications</b></p> <ul style="list-style-type: none"> <li>□ General <ul style="list-style-type: none"> <li>• Principles/Considerations.</li> <li>• Purpose of Medication.</li> <li>• Principles: 5 rights, Special Considerations, Prescriptions, Safety in Administering Medications and Medication Errors.</li> <li>• Drugs forms.</li> <li>• Routes of administration.</li> <li>• Storage and maintenance of drugs and Nurses.</li> <li>• Responsibility.</li> <li>• Broad classification of drugs.</li> <li>• Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reactions, Idiosyncratic Reactions, Allergic, Reactions, Drug Tolerance, Drug Interactions,</li> <li>• Factors influencing drug Actions, Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions.</li> <li>• Converting Measurements, Units: Conversion within one system, Conversion between system, Dosage Calculation,</li> <li>• Terminologies and abbreviations used in prescriptions of medication.</li> </ul> </li> <li>□ Oral Drugs Administration: Oral, Sublingual and Buccal: Equipment, procedure.</li> <li>□ Parenteral <ul style="list-style-type: none"> <li>• General principles: decontamination and disposal of syringes, needles,</li> <li>• Type of parenteral therapies.</li> <li>• Types of syringes, needles,</li> <li>• Canula, and infusion sets.</li> <li>• Protection from Needlestick injuries: Giving Medications with a safety syringes.</li> <li>• Routes of parenteral therapies.</li> <li>• Intradermal: purpose, site, equipment, procedure, special</li> </ul> </li> </ul>	<b>40 Hours</b>

	<p>considerations.</p> <ul style="list-style-type: none"> <li>• Subcutaneous: purpose, site, equipment, procedure, special considerations.</li> <li>• Intramuscular: purpose, site, equipment, procedure, special considerations.</li> <li>• Intra Venous: purpose, site, equipment, site, equipment procedure, special considerations.</li> <li>• Advanced techniques: epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intraarterial.</li> <li>• Role of nurses.</li> </ul> <p><input type="checkbox"/> Topical Administration:</p> <ul style="list-style-type: none"> <li>• Purposes, site, equipment, procedure, special considerations for:</li> <li>• Application to Skin.</li> <li>• Application to mucous membrane.</li> <li>• Direct application of liquids-Gargle and swabbing the throat.</li> <li>• Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina.</li> <li>• Instillations: Ear, Eye, Nasal, Bladder, Vaginal and Rectal.</li> <li>• Irrigations: Eye, Ear, Bladder, Vaginal and Rectal.</li> <li>• Spraying: Nose and throat.</li> </ul> <p><input type="checkbox"/> Inhalation, Nasal, Oral, endotracheal / tracheal (steam, oxygen and medications) - purposes, types, equipment, procedure, special considerations.</p> <ul style="list-style-type: none"> <li>• Recording and reporting of medications administered.</li> </ul>	
<b>XIII</b>	<p><b>Meeting needs of perioperative patients</b></p> <p><input type="checkbox"/> Definition and concept of perioperative Nursing.</p> <p><input type="checkbox"/> Preoperative Phase.</p> <ul style="list-style-type: none"> <li>• Preparation of patient for surgery.</li> <li>• Intraoperative.</li> <li>• Operation theatre Set up and environment.</li> <li>• Role of nurse.</li> </ul> <p><input type="checkbox"/> Postoperative phase.</p> <ul style="list-style-type: none"> <li>• Recovery Unit.</li> <li>• Post operative Unit.</li> <li>• Postoperative care,</li> </ul> <p><input type="checkbox"/> Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing.</p> <p><input type="checkbox"/> Surgical asepsis.</p> <p><input type="checkbox"/> Care of the wound: types, equipment, procedure and special considerations.</p> <ul style="list-style-type: none"> <li>• Dressing, Suture Care,</li> <li>• Care of Drawings.</li> <li>• Application of Bandages, Binders, Splints &amp; Slings Heat and Cold Therapy.</li> </ul>	<b>10 Hours</b>
<b>XIV</b>	<p><b>Meeting special needs of the patient</b></p> <p><input type="checkbox"/> Care of patients having alteration in:</p> <ul style="list-style-type: none"> <li>• Temperature (hyper and hypothermia): Types, Assessment and Management.</li> <li>• Sensorium (Unconsciousness): Assessment, Management.</li> </ul>	<b>15 Hours</b>

	<ul style="list-style-type: none"> <li>• Urinary Elimination (retention and incontinence) Assessment, Management.</li> <li>• Functioning of sensory organs: (Visual &amp; hearing impairment).</li> <li>• Assessment of Self-Care ability.</li> <li>• Communication Methods and special considerations.</li> <li>• Mobility (physically challenged, cast), assessment of Self-Care ability: Communication methods and special considerations.</li> <li>• Mental state (mentally challenged), assessment of Self-Care ability ;</li> <li>• Communication Methods and special considerations.</li> <li>• Respiration (distress): types, Assessment.</li> <li>• Comfort-(Pain)-Nature, Types, factors influencing Pain, coping Assessment management.</li> </ul> <p><input type="checkbox"/> Treatments related to gastrointestinal system; naso-gastric suction, gastric irrigation, gastric analysis.</p>	
<b>XV</b>	<p><b>Care of terminally ill patient</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts of Loss, Grief, grieving Process.</li> <li><input type="checkbox"/> Signs of clinical death.</li> <li><input type="checkbox"/> Care of dying patient: special considerations.</li> <li><input type="checkbox"/> Advance directives: euthanasia, will dying declaration, organ donation etc.</li> <li><input type="checkbox"/> Medico-legal issues.</li> <li><input type="checkbox"/> Care of dead body: equipment, procedure and care of Unit.</li> <li><input type="checkbox"/> Autopsy.</li> <li><input type="checkbox"/> Embalming.</li> </ul>	<b>5 Hours</b>
<b>XVI</b>	<p><b>Professional Nursing concepts and practices</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conceptual and theoretical models of nursing practice. Introduction to models, health belief model, health promotion model etc.</li> <li><input type="checkbox"/> Introduction to Theories in Nursing; Peplau's Henderson's, Orem's Neuman's, Rogar's and Roy's.</li> <li><input type="checkbox"/> Linking theories with nursing process.</li> </ul>	<b>6 Hours</b>
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. Potter and Perry, <i>Fundamentals of Nursing Concepts-Process and Practice</i>, C.V Mosby and Co., 1985, London.</li> </ol>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Barbara Kosier et al, <i>Fundamentals of Nursing Concepts and Procedure</i>, Addison Welsloy Publishing Co., 2007, Philadelphia.</li> <li>• Brown Ammy Francis, <i>Medical Nursing</i>, W.B Saunders and Co., 2006, USA.</li> <li>• Esther Mc Clain RN, <i>Scientific Principle of Nursing</i>, Current technical literature Publications, 1969, Bombay.</li> <li>• Virginia Henderson et al, <i>Principles and Practice of Nursing</i>, Mc Milan Publishing Co., London.</li> <li>• Sr. Nancy, <i>Principles and Practices of Nursing</i>, vol. I, II, NR Publishing Home, 1984, Indore.</li> <li>• Elbert et al, <i>Scientific Principles in Nursing</i>, C. V Mosby and Co., 1974, USA.</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>BBN105</b>	<b>Core Course -3</b> <b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>Psychology</b>	<b>L-2</b> <b>T-0</b> <b>P-0</b> <b>C-2</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the concepts, theories and principles, of human psychology in nursing profession.	
<b>CO2.</b>	Applying the cognitive and emotional processes in understanding the patient behavior in health and illness setting.	
<b>CO3.</b>	Demonstrating the skills of assessment and interpretation of human psychology and behavior of patients.	
<b>CO4.</b>	Analyzing different personalities, mental health in patient.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• History and origin of science of psychology.</li> <li>• Definitions &amp; Scope of Psychology.</li> <li>• Relevance to nursing.</li> <li>• Methods of Psychology.</li> </ul>	<b>2 Hours</b>
<b>Unit-2:</b>	<b>Biology of behavior</b> <ul style="list-style-type: none"> <li>• Body mind relationship modulation process in health and illness.</li> <li>• Genetics and behavior: Heredity and environment.</li> <li>• Brain and behavior: Nervous system, Neurons and synapse,</li> <li>• Association Cortex, Right and Left Hemispheres.</li> <li>• Psychology of Sensations.</li> <li>• Muscular and glandular controls of behavior.</li> <li>• Nature of behavior of an organism / Integrated responses.</li> <li>• Ethics: <ul style="list-style-type: none"> <li>• Definition and Ethical Principles.</li> <li>• Code of ethics and professional conduct for nurses.</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>Unit-3:</b>	<b>Cognitive process</b> <ul style="list-style-type: none"> <li>• Attention: Types, determinants Duration &amp; degree, alterations.</li> <li>• Perception : Meaning Principles, factors affecting Errors,</li> <li>• Learning: Nature, Types Nature Factors influencing Development Theories and methods of memorizing and Forgetting.</li> <li>• Memory: meaning, types, nature, factors influencing, development theories and methods of memorizing and forgetting.</li> <li>• Thinking: types and levels, stages of development, Relationship with language and communication.</li> <li>• Intelligence: Meaning classification, uses, and theories.</li> </ul>	<b>20 Hours</b>

	<ul style="list-style-type: none"> <li>• Aptitude: Concept, types, Individual differences and variability.</li> <li>• Psychometric assessments of cognitive processes.</li> <li>• Alterations in cognitive processes.</li> <li>• Applications of cognitive process in nursing.</li> </ul>	
<b>Unit-4:</b>	<p><b>Motivation and Emotional Processes:</b></p> <ul style="list-style-type: none"> <li>□ Motivation: Meaning, Concepts, Types, Theories, Motives and behavior, Conflict resolution.</li> <li>□ Emotions &amp; stress <ul style="list-style-type: none"> <li>• Emotion: Definition components, Changes in emotions, theories, emotional adjustments, emotions in health and illness.</li> <li>• Stress: stressors, cycle, effect, adaptation &amp; coping.</li> <li>• Attitude: Meaning, nature, development, factors affecting, Behavior and attitudes.</li> <li>• Attitudinal change.</li> <li>• Psychometric assessments of emotions and attitudes.</li> <li>• Alterations in emotions.</li> <li>• Applications.</li> </ul> </li> </ul>	<b>8 Hours</b>
<b>Unit-5:</b>	<p><b>Personality</b></p> <ul style="list-style-type: none"> <li>• Definitions, topography, types, Theories.</li> <li>• Psychometric assessments of personality.</li> <li>• Alterations in personality.</li> <li>• Applications.</li> </ul>	<b>7 Hours</b>
<b>Unit-6:</b>	<p><b>Developmental Psychology</b></p> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age.</li> <li>• Psychology of vulnerable individuals- challenged, women, sick, etc.</li> <li>• Psychology of groups.</li> </ul>	<b>7 Hours</b>
<b>Unit-7:</b>	<p><b>Mental hygiene and mental Health</b></p> <ul style="list-style-type: none"> <li>• Concepts of mental hygiene and mental health.</li> <li>• Characteristics of mentally healthy person.</li> <li>• Warning signs of poor mental health.</li> <li>• Primitive and preventive mental health-strategies and services.</li> <li>• Ego Defence mechanisms and implications.</li> <li>• Personal and social adjustments.</li> <li>• Guidance and counseling.</li> <li>• Role of nurse.</li> </ul>	<b>8 Hours</b>
<b>Unit-8:</b>	<p><b>Psychological assessment &amp; tests</b></p> <ul style="list-style-type: none"> <li>• Types, developments, Characteristics and Role of nurse Interpretations and Role of nurse in psychological assessment.</li> </ul>	<b>4 Hours</b>
<b>Text Books:</b>	1. Morgan C. T, & King, <i>Introduction to Psychology</i> , Megrow bill international.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Andrew Mc Ghee, <i>Psychology on Applied to Nursing</i>, Livingstone Nursing texts, 1973, Churchill Livingstone.</li> <li>• Philip E Vernon, <i>The Measurement of Abilities</i>, University of London Press Ltd., 1972.</li> <li>• Kuppuswamy, Prabhu P.H, <i>General Psychology</i>, Asia Publishing Home, Bombay, New Delhi.</li> </ul>	

	<ul style="list-style-type: none"><li>• Madeleine A. Leininger, <i>Wontemporary Issues in Mental Health Nursing</i>, Little brown and company, 1973, Boston.</li><li>• Donald Snygy, <i>Individual Behaviour- A New Frame of Reference for Psychology</i>, Harper and Brother Publishers, 1982.</li></ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	
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<b>Course Code:</b> <b>BBN106</b>	<b>Core Course -4</b> <b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>Microbiology</b>	<b>L-2</b> <b>T-0</b> <b>P-2</b> <b>C-3</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the concepts, principles and importance of microbiology in nursing profession.	
<b>CO2.</b>	Understanding and applying the infection control measures in nursing care.	
<b>CO3.</b>	Understanding the preparation of slides of various microbes.	
<b>CO4.</b>	Classifying the microbes and its impact on diseases.	
<b>CO5.</b>	Identifying and assessing the infections through microorganisms and diagnosis of diseases.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance and relevance to nursing.</li> <li><input type="checkbox"/> Historical perspective.</li> <li><input type="checkbox"/> Concepts and terminology.</li> <li><input type="checkbox"/> Principles of microbiology.</li> </ul>	<b>5 Hours</b>
<b>Unit-2:</b>	<b>General characteristics of Microbes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure and classification of Microbes.</li> <li><input type="checkbox"/> Morphological types.</li> <li><input type="checkbox"/> Size and form of bacteria.</li> <li><input type="checkbox"/> Motility.</li> <li><input type="checkbox"/> Colonization.</li> <li><input type="checkbox"/> Growth and nutrition of microbes. <ul style="list-style-type: none"> <li>• Temperature.</li> <li>• Moisture.</li> <li>• Blood and body fluids.</li> </ul> </li> <li><input type="checkbox"/> Laboratory Method for Identification of Micro- organisms.</li> <li><input type="checkbox"/> Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation.</li> <li><input type="checkbox"/> Culture; various Medias.</li> </ul>	<b>10+5 Hours</b>
<b>Unit-3:</b>	<b>Infection control</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infection: Sources, portals of entry and exit, transmission.</li> <li><input type="checkbox"/> Asepsis.</li> <li><input type="checkbox"/> Disinfection; Types and methods.</li> <li><input type="checkbox"/> Sterilization; Types and Methods.</li> <li><input type="checkbox"/> Chemotherapy and antibiotics.</li> <li><input type="checkbox"/> Standard safety measures.</li> <li><input type="checkbox"/> Biomedical waste management.</li> <li><input type="checkbox"/> Role of Nurse.</li> <li><input type="checkbox"/> Hospital acquired infection.</li> <li><input type="checkbox"/> Hospital infection control programme.</li> <li><input type="checkbox"/> Protocols, collections of samples, preparation of report</li> </ul>	<b>10+2 Hours</b>

	and status of rate of infection in the Unit/hospital, nurse's accountability, continuing education etc.	
<b>Unit-4:</b>	<p><b>Pathogenic organisms</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Micro-organisms</b> <ul style="list-style-type: none"> <li>• Cocci-gram positive and gram negative.</li> <li>• Bacilli gram positive and gram negative.</li> <li>• Spirochaete.</li> <li>• Mycoplasma.</li> <li>• Rickettsiae.</li> <li>• Chlamydiae.</li> </ul> </li> <li><input type="checkbox"/> Viruses.</li> <li><input type="checkbox"/> Fungi- Superficial and Deep mycoses.</li> <li><input type="checkbox"/> Parasites.</li> <li><input type="checkbox"/> Rodents &amp; vectors Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms, Collection, handling and transportation of various specimens.</li> </ul>	<b>12+4 Hours</b>
<b>Unit-5:</b>	<p><b>Immunity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immunity –Types, classification.</li> <li><input type="checkbox"/> Antigen and antibody reaction.</li> <li><input type="checkbox"/> Hypersensitivity – skin test.</li> <li><input type="checkbox"/> Serological tests.</li> <li><input type="checkbox"/> Immunoprophylaxis. <ul style="list-style-type: none"> <li>• Vaccines &amp; sera – Types &amp; Classification, cold chain.</li> <li>• Immunization for various diseases.</li> <li>• Immunization schedule.</li> </ul> </li> </ul>	<b>8+4 Hours</b>
<b>Text Books:</b>	1. Ananthanarayan R, et al, Text Book of Microbiology, Orient Longman, 1981.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Blackwell C. Caroline, Principles of Infection and Immunity in Patient Care, Edenburg Churchill Livingston, 1981.</li> <li>• Hug L. L, Muffet, Clinical Microbiology, J. B. Lippincott Co., 1981.</li> <li>• Loyd Roberts et al, Medical Microbiology, Boston Little Co., 1989.</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>BBN108</b>	<b>Ability Enhancement Compulsory Course -1</b> <b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>Introduction to Computers</b>	<b>L-1</b> <b>T-0</b> <b>P-2</b> <b>C-2</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the peripheral devices and computer generation.	
<b>CO2.</b>	Understanding the basic knowledge of operating system and programming languages.	
<b>CO3.</b>	Understanding the basic functions of Microsoft word and excel.	
<b>CO3.</b>	Understanding the basic functions of Microsoft Power point presentation in creating the presentation.	
<b>CO4.</b>	Understanding the categories of programs, system software and application.	
<b>CO5.</b>	Understanding the Internet Web resources, network and Internet in the workplace.	
<b>CO6.</b>	Knowing the fundamentals of statistical packages and Hospital Management System.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction and Definition of Computer:</b> Computer Generation, Characteristics of Computer, Advantages and Limitations of a computer, Classification of computers, Functional components of a computer system (Input, CPU, Storage and Output Unit), Types of memory (Primary and Secondary) Memory Hierarchy. Hardware: a) Input Devices- Keyboard, Mouse, Scanner, Bar Code Reader b) Output Devices – Visual Display Unit (VDU), Printers, Plotters etc. Software: Introduction, types of software with examples, Introduction to languages, Compiler, Interpreter and Assembler. Number System: Decimal, Octal, Binary and Hexadecimal Conversions, BCD, ASCII and EBCDIC Codes.	<b>3 Hours</b>
<b>Unit-2:</b>	<b>MS – DOS:</b> Getting Started on DOS with Booting the System, Internal Commands: CHDIR(CD),CLS, COPY, DATE, DEL(ERASE), DIR, CHARACTER, EXIT,MKDIR(MD), REM, RENAME(REN), RMDIR(RD), TIME, TYPE, VER, VOL, External Commands: ATTRIB, CHKDSK, COMMAND, DOSKEY, EDIT, FORMAT,HELP, LABEL, MORE, REPLACE, RESTORE, SORT, TREE, UNDELETE, UNFORMAT,XCOPY.	<b>6+16 Hours</b>

	<b>Introduction of Internet:</b> History of internet, Web Browsers, Searching and Surfing, Creating an E-Mail account, sending and receiving E-Mails.	
<b>Unit-3:</b>	<b>MS Word:</b> Starting MS WORD, Creating and formatting a document, Changing fonts and point size, Table Creation and operations, Autocorrect, Auto text, spell Check, Word Art, Inserting objects, Page setup, Page Preview, Printing a document, Mail Merge.	2+2 <b>Hours</b>
<b>Unit-4:</b>	<b>MS Excel:</b> Starting Excel, Work sheet, cell inserting Data into Rows/ Columns, Alignment, Text wrapping , Sorting data, Auto Sum, Use of functions, Cell Referencing form, Generating graphs, Worksheet data and charts with WORD, Creating Hyperlink to a WORD document, Page set up, Print Preview, Printing Worksheets. <b>MS Power Point:</b> Starting MS–Power Point,, Creating a presentation using auto content Wizard, Blank Presentation, creating, saving and printing a presentation, Adding a slide to presentation, Navigating through a presentation, slide sorter, slide show, editing slides, Using Clipart, Word art gallery, Adding Transition and Animation effects, setting timings for slide show, preparing note pages, preparing audience handouts, printing presentation documents. <b>MS – Access:</b> creating table and database.	1+2 <b>Hours</b>
<b>Unit-5:</b>	<ul style="list-style-type: none"> <li>• <b>MS-POWERPOINT:</b> Starting MS–Power Point,, Creating a presentation using auto content Wizard, Blank Presentation, creating, saving and printing a presentation, Adding a slide to presentation, Navigating through a presentation, slide sorter, slide show, editing slides, Using Clipart, Word art gallery, Adding Transition and Animation effects, setting timings for slide show, preparing note pages, preparing audience handouts, printing presentation documents.</li> </ul>	2+2 <b>Hours</b>
<b>Unit-6:</b>	<ul style="list-style-type: none"> <li>• Multimedia: types &amp; uses.□</li> <li>• Computer aided teaching &amp; testing.□</li> </ul>	1+2 <b>Hours</b>
<b>Unit-7:</b>	<ul style="list-style-type: none"> <li>• Use of Internet and e-mail.</li> </ul>	2 <b>Hours</b>
<b>Unit-8:</b>	<ul style="list-style-type: none"> <li>• Statistical packages: types and their features.□</li> </ul>	2 <b>Hours</b>
<b>Unit-9:</b>	<ul style="list-style-type: none"> <li>• Hospital Management System: Types and uses.□</li> </ul>	2 <b>Hours</b>
<b>Text Books:</b>	5. Sinha P.K., Computer Fundamentals, BPB Publishing.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Bill Bruck., The Essentials Office 2000 Book, BPB Publishing.</li> <li>• Leon A. &amp; Leon M., Introductions to Computers, Vikas Publications.</li> <li>• Peter Norton s, Introductions to Computers, Tata McGraw Hill.</li> <li>• Price Michael, Office in Easy Steps, TMH Publication.</li> </ul> <p><b>*Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>TMUGE101</b>	<b>Ability Enhancement Compulsory Course -2</b> <b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>English Communication-I</b>	<b>L-2</b> <b>T-0</b> <b>P-2</b> <b>C-3</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the importance of English Language in the context of listening, speaking, reading and writing (LSRW).	
<b>CO2.</b>	Understanding of English Grammar, pronunciation and vocabulary building.	
<b>CO3.</b>	(a): Applying English Grammar in constructing sentences.	
<b>CO3.</b>	(b): Applying correct format and principles of written communication to prepare letters and reports	
<b>CO4.</b>	Applying rules of grammar in conversational English and expressing itself.	
<b>CO5.</b>	Developing listening English.	
<b>CO6.</b>	Developing positive attitude and ability to deals others.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introductory Sessions:</b> <ul style="list-style-type: none"> <li>• Self-Introduction.</li> <li>• Building Self Confidence: Identifying strengths</li> <li>• Failure, strategies to overcome Fear of Failure.</li> <li>• Importance of English Language in present</li> <li>• Scenario.</li> </ul> <i>(Practice: Self-introduction session)</i>	<b>6 Hours</b>
<b>Unit-2:</b>	<b>Basics of Grammar:</b> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Tense</li> <li>• Subject and Predicate</li> <li>• Vocabulary: Synonym and Antonym</li> </ul> <i>(Practice: Conversation Practice)</i>	<b>12 Hours</b>
<b>Unit-3:</b>	<b>Basics of Communication</b> <ul style="list-style-type: none"> <li>• Communication : Process, Types, 7Cs of Communication, Importance &amp; Barrier</li> <li>• Language as a tool of communication</li> <li>• Non-verbal communication: Body Language</li> <li>• Etiquette &amp; Manners</li> <li>• Basic Problem Sounds</li> </ul> <i>(Practice: Pronunciation drill and building positive body)</i>	<b>10 Hours</b>

	<i>language)</i>	
<b>Unit-4:</b>	<b>Application writing</b> Format & Style of Application Writing <ul style="list-style-type: none"> <li>Practice of Application writing on common issues.</li> </ul>	<b>8 Hours</b>
<b>Unit-5:</b>	<b>Value based text reading:</b> Short Story (Non- detailed study) <ul style="list-style-type: none"> <li>Gift of Magi – O. Henry</li> </ul>	<b>4 Hours</b>
<b>Text Books:</b>	1. Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>Kumar, Sanjay. &amp;Pushp Lata. “<i>Communication Skills</i>” New Delhi: Oxford University Press.</li> <li>Carnegie Dale. “<i>How to win Friends and Influence People</i>” New York: Simon &amp; Schuster.</li> <li>Harris, Thomas. A. “<i>I am ok, You are ok</i>” New York: Harper and Row.</li> <li>Goleman, Daniel. “<i>Emotional Intelligence</i>” Bantam Book.</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	
<b>Methodology:</b>	<ol style="list-style-type: none"> <li>Language Lab software.</li> <li>The content will be conveyed through Real life situations, Pair Conversation, Group Talk and Class Discussion.</li> <li>Conversational Practice will be effectively carried out by Face to Face &amp; Via Media (Telephone, Audio-Video Clips)</li> <li>Modern Teaching tools (PPT Presentation, Tongue-Twisters &amp; Motivational videos with sub-titles) will be utilized.</li> </ol> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Class (above 30 students) will be divided in to two groups for effective teaching. For effective conversation practice, groups will be changed weekly.</li> </ul>	

### Evaluation Scheme

Internal Evaluation						Written Exam	Total Marks
CT-1	CT-2	*CT-3	Assignment	Activities	Attendance	50	100
10	10	10	15	10	5		

**\*Best two CTs will be considered out of three.**

<b>Course Code:</b> <b>BBN151</b>	<b>Skill Enhancement Course-1</b> <b>Basic B.Sc. Nursing</b> <b>I Year</b> <b>Nursing Foundation (Practical)</b>	<b>L-0</b> <b>T-0</b> <b>P-18</b> <b>C-9</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>1</b>	<b>Skills</b> <b>Hospital admission and discharge (III)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Admission.</li> <li><input type="checkbox"/> Prepare Unit for new patient.</li> <li><input type="checkbox"/> Prepare admission bed.</li> <li><input type="checkbox"/> Performs admission procedure. <ul style="list-style-type: none"> <li>• New patient.</li> <li>• Transfer in.</li> </ul> </li> </ul> <p style="text-align: right;">Prepare patient records.</p>	
<b>2</b>	<b>Discharge/Transfer out</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gives discharge counseling.</li> <li><input type="checkbox"/> Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers).</li> <li><input type="checkbox"/> Prepare records of discharge /transfer.</li> </ul> <p style="text-align: right;">Dismantle, and disinfect Unit and equipment after discharge / transfer.</p>	
<b>3</b>	<b>Perform assessment:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> History taking, Nursing diagnosis, problem list, Prioritization, Goals &amp; Expected Outcomes,</li> <li><input type="checkbox"/> Write Nursing Care Plan.</li> </ul> <p style="text-align: right;">Gives care as per the plan.</p>	
<b>4</b>	<b>Communication</b> <p style="text-align: right;">Use verbal and non verbal communication techniques.</p>	
<b>5</b>	<b>Prepare a plan for patient teaching session</b>	
<b>6</b>	<b>Write patient report</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes- of shift reports, Transfer reports, Incident reports etc.</li> </ul> <p style="text-align: right;">Present patient report.</p>	
<b>7</b>	<b>Vital signs</b> <p style="text-align: right;">Measure, Records and interpret alterations in body temperature pulse respirator.</p>	
<b>8</b>	<b>Health assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health history taking.</li> <li><input type="checkbox"/> Perform assessment : <ul style="list-style-type: none"> <li>• General.</li> <li>• Body systems.</li> </ul> </li> <li><input type="checkbox"/> Use of various methods of physical examination.</li> <li><input type="checkbox"/> Inspection, Palpation, Percussion, Auscultation, Olfaction.</li> </ul> <p style="text-align: right;">Identification of system wise deviations.</p>	
<b>9</b>	<b>Prepare Patient's Unit:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare beds:</li> </ul>	

	<ul style="list-style-type: none"> <li>• Open, closed, occupied, operation, amputation,</li> <li>• Cardiac, fracture, burn, Dividend, &amp; Flowers bed.</li> </ul> <p>Pain assessment and provision for comfort.</p>
10	<b>Use comfort devices</b>
11	<b>Hygienic care:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral Hygienic care:</li> <li><input type="checkbox"/> Baths and care of pressure points.</li> </ul> <p>Hair wash, Pediculosis treatment.</p>
12	<b>Feeding</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral, Enteral, Naso/Orogastric, gastrostomy and Parenteral feeding.</li> </ul> <p>Naso-gastric insertion, suction, and irrigation.</p>
13	<b>Assisting patient in urinary elimination</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide urinal/bed pan.</li> <li><input type="checkbox"/> Condom care.</li> <li><input type="checkbox"/> Catheterization.</li> <li><input type="checkbox"/> Care of urinary drainage.</li> </ul>
14	<b>Bladder irrigation</b>
15	<b>Assisting bowel Elimination:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Insertion of Flatus tube.</li> <li>• Enemas.</li> <li>• Insertion of Suppository.</li> </ul>
16	<b>Bowel wash</b>
17	<b>Body Alignment and Mobility:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Range of motion exercises.</li> <li><input type="checkbox"/> Positioning ;( rt/ lt), Fowlers, Sims, Lithotomy, Prone, Trendelenburg position.</li> <li><input type="checkbox"/> Assist patient in Moving, lifting, transferring , walking Restraints</li> </ul>
18	<b>Oxygen administration</b>
19	<b>Suctioning: oropharyngeal, nasopharyngeal Chest physiotherapy and postural drainage Care of Chest drainage CPR- Basic life support Intravenous therapy</b>
20	<b>Blood and blood component therapy Collect/assist for collection of specimens for investigations Urine, sputum, faeces, vomitus, blood and other body fluids</b>
21	<b>Perform lab test:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Urine: sugar, albumin, acetone</li> <li><input type="checkbox"/> Blood: sugar (with strip/gluco-meter)</li> </ul> <p><b>Hot and cold applications:</b> Local and general Sitz bath</p>
22	Communicating and assisting with self-care of visually & hearing impaired patients.
23	Communicating and assisting with self-care of mentally challenged / disturbed patients Recreational and diversional. therapies.
24	Caring of patient with alteration in sensorium.
25	<b>Infection control</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform following procedures: <ul style="list-style-type: none"> <li>• Hand washing techniques</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• (Simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>• Prepare isolation Unit In lab/ ward</li> <li>• Practice technique of wearing removing personal protective equipment(PPE)</li> </ul> <p style="text-align: center;">Practice Standard safety precautions (Universal precautions)</p>
26	<p><b>Decontamination of equipment and Unit</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Surgical asepsis: <ul style="list-style-type: none"> <li>• Sterilization</li> <li>• Handling sterilized equipment Calculate strengths of lotions,</li> <li>• Prepare lotions</li> </ul> </li> </ul> <p style="text-align: center;">Care of articles</p>
27	<p><b>Pre and post operative care:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skin preparations for surgery: Local</li> <li><input type="checkbox"/> Preparation of post operative Unit</li> <li><input type="checkbox"/> Pre &amp; post operative monitoring</li> <li><input type="checkbox"/> Care of the wound:</li> <li><input type="checkbox"/> Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, Splints &amp; Slings</li> </ul> <p style="text-align: center;">Bandaging of various of body parts</p>
28	<p><b>Administration of medications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administer Medications in different forms and routes</li> <li><input type="checkbox"/> Oral, Sublingual and Buccal</li> <li><input type="checkbox"/> Parenteral: Intradermal, etc.</li> <li><input type="checkbox"/> Assist with Intra Venous medications</li> <li><input type="checkbox"/> Drug measurements and dose calculations</li> <li><input type="checkbox"/> Preparation of lotions and solutions</li> <li><input type="checkbox"/> Administers topical applications</li> <li><input type="checkbox"/> Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li><input type="checkbox"/> Instillation of medicines and spray into Ear, Eye, Nose and throat</li> <li><input type="checkbox"/> Irrigations: Eye, Ear, Bladder, Vagina and Rectum</li> </ul> <p style="text-align: center;">Inhalation of dry and moist</p>
29	<p><b>Care of dying patient</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Caring and packing of dead body</li> <li><input type="checkbox"/> Counseling and supporting grieving relatives</li> </ul> <p>Terminal care of the Unit <input type="checkbox"/></p>

<b>Course Code:</b> <b>BBN201</b>	<b>Core Course -5</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Sociology</b>	<b>L-3</b> <b>T-0</b> <b>P-0</b> <b>C-3</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the concepts nature, scope and importance of sociology in nursing.	
<b>CO2.</b>	Applying positive attitude through knowledge towards individual, family and community.	
<b>CO3.</b>	Demonstrating the active participation in voluntary activities and for providing care to individual and families.	
<b>CO4.</b>	Analyzing the role of family and their influence on health and health practices.	
<b>CO5.</b>	Evaluating the process of social change and the factors influencing the social change.	
<b>CO6</b>	Creating awareness among health care providers to understand their role as a social agents in order to reach many different types of people from a variety of different backgrounds	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <input type="checkbox"/> Definition of Sociology <input type="checkbox"/> Nature and scope of the discipline <input type="checkbox"/> Importance and application of Sociology in Nursing	<b>1 Hours</b>
<b>Unit-2:</b>	<b>Individual &amp; Society</b> <input type="checkbox"/> Society and Community <input type="checkbox"/> Nature of society <input type="checkbox"/> Difference between society and Community <input type="checkbox"/> Process of Socialization and individualization <input type="checkbox"/> Personal disorganization	<b>3 Hours</b>
<b>Unit-3:</b>	<b>Culture</b> <input type="checkbox"/> Nature of culture <input type="checkbox"/> Evolution of culture <input type="checkbox"/> Diversity and uniformity of culture <input type="checkbox"/> Culture and socialization <input type="checkbox"/> Transcultural society <input type="checkbox"/> Influences on health and disease <input type="checkbox"/> Role of Nurse.	<b>3 Hours</b>
<b>Unit-4:</b>	<b>Social groups and processes</b> <input type="checkbox"/> The meaning and classification of groups <input type="checkbox"/> Primary & Secondary Group <input type="checkbox"/> In-group V/s. Out –group, Class Tribe, Caste <input type="checkbox"/> Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social Processes	<b>4 Hours</b>

	<input type="checkbox"/> Co-operation, Competition, Conflict <input type="checkbox"/> Accommodation, Assimilation & Isolation	
<b>Unit-5:</b>	<b>Population</b> <input type="checkbox"/> Society and population <input type="checkbox"/> Population distribution in India Demographic characteristics <input type="checkbox"/> Malthusian theory of Populations <input type="checkbox"/> Population explosion in India and its impact on health status <input type="checkbox"/> Family welfare programmes.	<b>6 Hours</b>
<b>Unit-6:</b>	<b>Family and Marriage</b> <input type="checkbox"/> Family-functions <input type="checkbox"/> Types-joint, Nuclear, Blended and extended family: Characteristics <input type="checkbox"/> The Modern Family-Changes, Problems-Dowry etc., Welfare Services <input type="checkbox"/> Changes & legislations on family and marriage in India-marriage acts <input type="checkbox"/> Marriage: Forms and Functions of Marriage <input type="checkbox"/> Marriage and family problems in India <input type="checkbox"/> Family, marriage and their influence on health and health practices	<b>5 Hours</b>
<b>Unit-7:</b>	<b>Social Stratification</b> <input type="checkbox"/> Meaning & types of social stratification <input type="checkbox"/> The Indian Caste System-origin & features <input type="checkbox"/> Features of Caste in India Today <input type="checkbox"/> Social Class system and status <input type="checkbox"/> Social Mobility –Meaning & Types <input type="checkbox"/> Race as a biological concept, criteria of racial classification <input type="checkbox"/> Salient features of Primary races-Racism <input type="checkbox"/> Influence of Class, Caste and Race on health and health practices	<b>7 Hours</b>
<b>Unit-8:</b>	<b>Types of Communities in India (Rural, Urban and Regional)</b> <input type="checkbox"/> Features of village community <input type="checkbox"/> Characteristics of Indian villages- Panchayat system, social dynamics <input type="checkbox"/> Community Development project & planning <input type="checkbox"/> Changes in Indian Rural Life <input type="checkbox"/> Availability of health facilities in rural and its impact on health and health practices <input type="checkbox"/> Urban – Community – features <input type="checkbox"/> The growth of cities; Urbanisation and its impact on health and health practices <input type="checkbox"/> Major Urban problems –Urban Slums <input type="checkbox"/> Region: Problems and impact on Health	<b>6 Hours</b>
<b>Unit-9:</b>	<b>Social Change</b> <input type="checkbox"/> Nature and process of social Change <input type="checkbox"/> Factors influencing social change: cultural change, Cultural lags. <input type="checkbox"/> Introduction to Theories of social change ; Linear, Cyclical, Marxian, Functional <input type="checkbox"/> Role of nurse-Change agents	<b>4 Hours</b>
<b>Unit-10:</b>	<b>Social organization and social system</b> <input type="checkbox"/> Social organization : elements, types <input type="checkbox"/> Democratic and authoritarian modes of participation, <input type="checkbox"/> Voluntary associations <input type="checkbox"/> Social system : Definition and Types of social system <input type="checkbox"/> Role and Status as structural elements of social system <input type="checkbox"/> Inter-relationship of institutions	<b>4 Hours</b>
<b>Unit-11:</b>	<b>Social Control</b> <input type="checkbox"/> Nature and process of social control <input type="checkbox"/> Political, Legal, Religious, Educational, Economics, Industrial and	<b>2 Hours</b>

	<p>Technological systems, Norms &amp; Values-</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Folkways &amp; Mores Customs,</li> <li><input type="checkbox"/> Laws and fashion</li> <li><input type="checkbox"/> Role of nurse</li> </ul>	
<b>Unit-12:</b>	<p><b>Social Problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social disorganization</li> <li><input type="checkbox"/> Control &amp; planning; poverty, housing, illiteracy, food supplies, prostitution, rights of women &amp; children, vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS.</li> <li><input type="checkbox"/> Social Welfare programmes in India</li> <li><input type="checkbox"/> Role of Nurse</li> </ul>	<b>10 Hours</b>
<b>Unit 13</b>	<p><b>Gender Sensitivity.</b></p> <ul style="list-style-type: none"> <li>➤ An Introduction to Gender Sensitivity.</li> <li>➤ Gender Sensitive Leadership.</li> <li>➤ Gender Sensitive Conflict Management</li> <li>➤ The Consequences of Sexual Harassment in the Workplace.</li> <li>➤ Strategies for Developing Gender Sensitivity in the Workplace.</li> <li>➤ Gender: Constitutional and legal perspectives.</li> <li>➤ Media and Gender.</li> <li>➤ Gender: Emerging Issues and Challenges.</li> </ul>	<b>5 Hours</b>
<b>Text Books:</b>	1. Sachdeva V. & Bhushan D. R, <i>An Introduction to Sociology</i> , Kitab Mahal Ltd., Allahabad.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Gupta Dipankar, <i>Social Stratification</i>, Pub. Oxford University Press, 1991, New Delhi.</li> <li>• Shankar Rao C.N, <i>Introducing Sociology</i>, Pub. Jai Bharat Prakashana Manglore-575004.</li> <li>• Bhimappa K, <i>Sociology</i>, Cambridge Publishing Co. West of Chord Road.Banglore-560044</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>BBN202</b>	<b>Discipline Specific Course-2</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Medical Surgical Nursing-I</b>	<b>L-11</b> <b>T-0</b> <b>P-0</b> <b>C-11</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the trends & issues in the field of Medical Surgical Nursing.	
<b>CO2.</b>	Applying concepts & theories related to health promotion.	
<b>CO3.</b>	Demonstrating skills in health assessment and nursing care procedures in providing care to patients	
<b>CO4.</b>	Analyzing various recent technologies & treatment modalities in the management of clients.	
<b>CO5.</b>	Evaluating the quality of Nursing care practice for adults including geriatrics.	
<b>CO6</b>	Creating modules for nursing care in the management of clients.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to medical surgical nursing- Evolution and trends of medical and surgical nursing</li> <li><input type="checkbox"/> Review of Concepts of Health and illness, Disease-concepts, causations, classification Diseases (ICD-10 or later version), Acute illness, stages of illness</li> <li><input type="checkbox"/> Review of concepts of comprehensive nursing care in medical surgical conditions base on nursing process.</li> <li><input type="checkbox"/> Role of Nurse, patient and family in care of adult patient</li> <li><input type="checkbox"/> Role and responsibilities of a nurse in medical surgical settings:               <ul style="list-style-type: none"> <li>• Outpatient department.</li> <li>• In-patient Unit</li> <li>• Intensive care Unit</li> <li>• Home and Community settings</li> </ul> </li> <li><input type="checkbox"/> Introduction to Medical Surgical aepsis               <ul style="list-style-type: none"> <li>• Inflammation and Infection</li> <li>• Immunity</li> <li>• Wound healing</li> </ul> </li> <li>• Care of Surgical Patient Pre –operative               <ul style="list-style-type: none"> <li>• Intra operative</li> <li>• Post Operative.</li> </ul> </li> </ul>	<b>15 Hours</b>
<b>Unit-2:</b>	<b>Common signs and symptoms and management</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluid and electrolyte imbalance.</li> <li><input type="checkbox"/> Vomiting</li> </ul>	<b>15 Hours</b>

	<input type="checkbox"/> Dyspnea and cough, respiratory <input type="checkbox"/> Fever <input type="checkbox"/> Shock <input type="checkbox"/> Unconsciousness, Syncope <input type="checkbox"/> Pain <input type="checkbox"/> Incontinence <input type="checkbox"/> Edema <input type="checkbox"/> Age related problems-geriatric	
<b>Unit-3:</b>	<p><b>Nursing management of patients (adults including elderly) with respiratory problems</b></p> <input type="checkbox"/> Review of anatomy and physiology of respiratory system, <input type="checkbox"/> Nursing Assessment-History and physical assessment <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical surgical, dietetics & nursing management of adults including elder with- <ul style="list-style-type: none"> <li>• Upper Respiratory tract infections.</li> <li>• Bronchitis</li> <li>• Asthma</li> <li>• Emphysema</li> <li>• Empyema</li> <li>• Atelectasis</li> <li>• Chronic Obstructive Pulmonary Diseases (COPD)</li> <li>• Bronchiectasis</li> <li>• Pneumonia Pulmonary tuberculosis</li> <li>• Lung abscess</li> <li>• Pleural effusion</li> <li>• Cysts and Tumours</li> <li>• Chest injuries</li> <li>• Respiratory arrest and insufficiency</li> <li>• Pulmonary embolism</li> <li>• Special therapies, alternative therapies Nursing procedures Drugs used in treatment of respiratory disorders.</li> </ul>	<b>20 Hours</b>
<b>Unit-4:</b>	<p><b>Nursing management of patient (adults including elderly) with disorders of digestive system</b></p> <input type="checkbox"/> Review of anatomy and physiology of digestive system <input type="checkbox"/> Nursing Assessment-History and physical assessment <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management <input type="checkbox"/> Disorders of <ul style="list-style-type: none"> <li>• Oral cavity-lips, gums, tongue, salivary glands and teeth</li> <li>• Oesophagus -inflammation, stricture, obstruction, bleeding and tumours</li> <li>• Stomach and duodenum-hiatus hernia, gastritis, peptic and duodenal ulcer bleeding, tumours, pyloric stenosis</li> <li>• Small intestinal disorders-inflammation and infection, enteritis, malabsorption, obstruction, tumour and perforation</li> <li>• Large intestinal disorders- Colitis, inflammation and infection, obstruction and tumour and lymph Hernias</li> </ul>	<b>30 Hours</b>

	<ul style="list-style-type: none"> <li>• Appendix-inflammation, mass, abscess, rupture</li> <li>• Anal &amp; Rectum; hemorrhoids, fissures, Fistulas</li> <li>• Peritonitis/ acute abdomen</li> <li>• Pancreas; inflammation, cyst, abscess and tumours</li> <li>• Liver; inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours</li> <li>• Gall Bladder, inflammation, obstruction, stones and tumours</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures Drugs used in treatment of disorders of digestive system</li> </ul>	
<p><b>Unit-5:</b></p>	<p><b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of blood and cardiovascular system</li> <li><input type="checkbox"/> Nursing Assessment-History and Physical assessment</li> <li><input type="checkbox"/> Etiology, patho physiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics &amp; nursing management of –</li> <li><input type="checkbox"/> Vascular system of – <ul style="list-style-type: none"> <li>• Hypertension, Hypotension</li> <li>• Artherosclerosis</li> <li>• Raynaud’s disease</li> <li>• Aneurism and Perpherial vascular disorders.</li> </ul> </li> </ul> <p><b>Heart</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coronary artery diseases <ul style="list-style-type: none"> <li>• Ischemic Heart Disease</li> <li>• Coronary atherosclerosis</li> <li>• Angina pectoris</li> <li>• Myocardial infarction</li> </ul> </li> <li><input type="checkbox"/> Valvular disorders of the heart <ul style="list-style-type: none"> <li>• Congenial and acquired</li> <li>• Rheumatic Heart diseases</li> </ul> </li> <li><input type="checkbox"/> Endocarditis, Pericarditis Myocarditis</li> <li><input type="checkbox"/> Cardio Myopathies</li> <li><input type="checkbox"/> Cardiac dysrhythmias, Heart Block</li> <li><input type="checkbox"/> Congestive cardiac failure edema, cardiogenic shock, cardiac tamponade</li> <li><input type="checkbox"/> Cardiac emergencies and arrest</li> <li><input type="checkbox"/> Cardio Pulmonary Resuscitation (CPR)</li> <li><input type="checkbox"/> Blood <ul style="list-style-type: none"> <li>• Anaemias</li> <li>• Polycythemia</li> <li>• Bleeding disorder; clotting factor defects and platelets defects</li> <li>• Thalassemia</li> <li>• Leukopenias and agranulocytosis</li> <li>• Lymphomas</li> <li>• Myelomas</li> </ul> </li> <li><input type="checkbox"/> Special therapies</li> </ul>	<p><b>30 Hours</b></p>

	<ul style="list-style-type: none"> <li>• Blood transfusion safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</li> <li>• Management and counseling of blood donors, phlebotomy procedure, and post donation management. Blood bank functioning and hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion.</li> <li>• Role of a nurse in Organ donation, retrieval and banking</li> <li>• Alternative therapies Nursing procedures Drugs used in treatment of blood and cardio vascular disorders.</li> </ul>	
<b>Unit-6:</b>	<p><b>Nursing management of patient (adults including elderly) with disorders of genito-urinary problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of genitor-urinary system</li> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of <ul style="list-style-type: none"> <li>• Nephritis</li> <li>• Nephrotic syndrome</li> <li>• Nephrosis</li> <li>• Renal calculus</li> <li>• Tumours</li> <li>• Acute renal failure</li> <li>• Chronic renal failure</li> <li>• End stage renal disease</li> <li>• Dialysis, renal transplant</li> <li>• Congenital disorders, urinary infections</li> <li>• Benign prostate hypertrophy.</li> <li>• Disorders of ureter, urinary bladder and urethra-inflammation infection, stricture obstruction, tumour, prostate</li> </ul> </li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures Drugs used in treatment of genitourinary disorders<input type="checkbox"/></li> </ul>	<b>10 Hours</b>
<b>Unit-7:</b>	<p><b>Nursing management of dis-orders of male (adults including elderly) reproductive system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of male reproductive system</li> <li><input type="checkbox"/> Nursing Assessment –History and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestation diagnosis, treatment modalities and medical, surgical dietetics &amp; nursing management of disorders of male reproductive system <ul style="list-style-type: none"> <li>• Congenital malformation; cryptorchidism</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infections</li> <li>• Testis and adjacent structures</li> <li>• Penis</li> <li>• Prostate: inflammation, infection, hypertrophy, tumour</li> <li>• Sexual Dysfunction</li> <li>• Infertility</li> </ul> </li> </ul>	<b>5 Hours</b>

	<ul style="list-style-type: none"> <li>• Contraception</li> <li>• Breast; gynecomastia, tumour</li> <li>• Climacteric changes</li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures Drugs used in treatment of disorders of male reproductive system</li> </ul>	
<b>Unit-8:</b>	<p><b>Nursing management of patient (adults including elderly) with disorders of endocrine system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of endocrine system</li> <li><input type="checkbox"/> Nursing Assessment- History and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of- <ul style="list-style-type: none"> <li>• Disorders of Thyroid and Parathroid</li> <li>• Diabetes mellitus</li> <li>• Diabetes insipidus</li> <li>• Adrenal tumour</li> <li>• Pituitary disorders,</li> </ul> </li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures Drugs used in treatment of disorders of endocrine system</li> </ul>	<b>10 Hours</b>
<b>Unit-9:</b>	<p><b>Nursing management of patient (adults including elderly) with disorders of Integumentary system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of Skin and its appendages</li> <li><input type="checkbox"/> Nursing Assessment- .</li> <li><input type="checkbox"/> History and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of disorders of skin and its appendages- <ul style="list-style-type: none"> <li>• Lesions and abrasions</li> <li>• Infection and infestations; Dermatitis</li> <li>• Dermatomes; infectious and Non infectious “inflammatory dermatoses”</li> <li>• Acne Vulgaris</li> <li>• Allergies and Eczema</li> <li>• Psoriasis</li> <li>• Malignant melanoma</li> <li>• Alopecia</li> </ul> </li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures Drugs used in treatment of disorders of Integumentary system.</li> </ul>	<b>10 Hours</b>
<b>Unit-10:</b>	<p><b>Nursing management of patient (adults including elderly) with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of musculoskeletal system</li> <li><input type="checkbox"/> Nursing Assessment- .</li> <li><input type="checkbox"/> History and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of</li> <li><input type="checkbox"/> Disorders of- <ul style="list-style-type: none"> <li>• Muscles, Ligaments and Joints- inflammation, infection , trauma</li> </ul> </li> </ul>	<b>15 Hours</b>

	<ul style="list-style-type: none"> <li>• Bones-inflammation, infection dislocation, fracture , tumour and trauma</li> <li>• Osteomalacia and osteoporosis</li> <li>• Arthritis</li> <li>• Congenital deformities</li> <li>• Spinal column-defects and deformities, Tumor, prolapsed inter vertebral discs, pott's spine</li> <li>• Paget's disease</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Amputation</li> <li><input type="checkbox"/> Prosthesis</li> <li><input type="checkbox"/> Transplant &amp; replacement surgeries</li> <li><input type="checkbox"/> Rehabilitation.</li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of musculoskeletal system</li> </ul>	
<b>Unit-11:</b>	<p><b>Nursing management of patient (adults including elderly) with Immunological problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Immune system</li> <li><input type="checkbox"/> Nursing Assessment –History and physical assessment</li> <li><input type="checkbox"/> Etiology, Path physiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> <li><input type="checkbox"/> Immunodeficiency disorder</li> <li><input type="checkbox"/> Primary immuno deficiency.</li> <li><input type="checkbox"/> Phagocyte dysfunction</li> <li><input type="checkbox"/> B-cell and T-cell deficiencies</li> <li><input type="checkbox"/> Secondary immunodeficiency Syndrome (AIDS)</li> <li><input type="checkbox"/> Incidence of HIV &amp; AIDS</li> <li><input type="checkbox"/> Epidemiology</li> <li><input type="checkbox"/> Transmission –Prevention of Transmission</li> <li><input type="checkbox"/> Standard Safety precautions</li> <li><input type="checkbox"/> Role of Nurse; Counseling</li> <li><input type="checkbox"/> Health education and home care consideration.</li> <li><input type="checkbox"/> National AIDS Control Program-NACO, various national and international agencies</li> <li><input type="checkbox"/> Infection control program</li> <li><input type="checkbox"/> Rehabilitation.</li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures Drugs used in treatment of disorders of immunological system</li> </ul>	<b>10 Hours</b>
<b>Unit-12:</b>	<p><b>Nursing management of patient (adults including elderly) with communicable disease</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overview of infectious disease, the infectious process</li> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Epidemiology, infections process, clinical manifestations, diagnosis, treatment, prevention and dietics. Control and Eradication of common Communication Diseases-</li> <li>• Tuberculosis</li> <li>• diarrhoeal</li> <li>• hepatitis A-E</li> <li>• herpes</li> <li>• chickenpox</li> </ul>	<b>20 Hours</b>

	<ul style="list-style-type: none"> <li>• smallpox</li> <li>• typhoid</li> <li>• meningitis</li> <li>• gas gangrene</li> <li>• Leprosy.</li> <li>• Dengue</li> <li>• Plague</li> <li>• Malaria</li> <li>• Diphtheria</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps</li> <li>• Influenza</li> <li>• Tetanus</li> <li>• Yellow fever</li> <li>• Filariasis</li> <li>• HIV, AIDS</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reproductive Tract Infections</li> <li><input type="checkbox"/> Special Infection control Isolation, Quarantine, Immunization, Infectious Disease Hospitals</li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures : Drugs used in treatment of Communicable diseases.</li> </ul>	
	<p><b>Preoperative nursing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization and Physical set up of the Operation Theatre (OT): <ul style="list-style-type: none"> <li>• Classifications</li> <li>• O.T.DESIGN</li> <li>• Staffing</li> <li>• Members of the OT team.</li> <li>• Duties and responsibilities of nurse in O.T.</li> </ul> </li> <li><input type="checkbox"/> Principles of Health and operating room attire. <ul style="list-style-type: none"> <li>• Instruments,</li> <li>• Sutures and suture materials</li> <li>• Equipments</li> <li>• O.T. tables and sets for common surgical Procedures</li> <li>• Positions and draping for common surgical procedures</li> <li>• Scrubbing procedures</li> <li>• Gowning and gloving</li> <li>• Preparation of O.T. Sets</li> <li>• Monitoring the patient during surgical procedures</li> </ul> </li> <li><input type="checkbox"/> Maintenance of therapeutic environment in O.T.</li> <li><input type="checkbox"/> Standard Safety measures <ul style="list-style-type: none"> <li>• Infection control: fumigation, disinfection and sterilization</li> <li>• Biomedical waste</li> <li>• Prevention of accidents and hazards in O.T.</li> </ul> </li> <li><input type="checkbox"/> Anesthesia <ul style="list-style-type: none"> <li>• Types</li> <li>• Methods of administration</li> <li>• Effects and Stages</li> </ul> </li> </ul>	<p><b>25 Hours</b></p>

	<ul style="list-style-type: none"> <li>• Equipments</li> <li>• Drugs</li> <li><input type="checkbox"/> Cardio Pulmonary Resuscitation (CPR)</li> <li><input type="checkbox"/> Pain management techniques</li> <li><input type="checkbox"/> Legal Aspects <input type="checkbox"/></li> </ul>	
<b>Text Books:</b>	1. Bruno peulenic, Patrick Maxial, <i>Medical Surgical Nursing-Pathophysiological Concept</i> , J.B .Linnincott Co. Philadelnhia.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Sorensen and Luckmann, <i>Basic Nursing A Psycho-Physiological Approach</i>, John Wright publishing Co.</li> <li>• Perry, Ann G. and Patricia A. Potter, <i>Clinical Nursing Skills and Techniques</i>, The C.V Mosby Co., 1990, St Louis.</li> <li>• Mary Powell, <i>Orthopaedic Nursing</i>, ELBS, 1976.</li> <li>• Sathoskar R. S., <i>Pharmacology and Pharmacotherapeutics</i>, Bombay popular Prakashan, Bombay.</li> </ul> <p>* <b>Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>BBN203</b>	<b>Core Course -6</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Pharmacology, Pathology &amp; Genetics</b>	<b>L-5</b> <b>T-0</b> <b>P-0</b> <b>C-5</b>
	<b>Pharmacology</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the pharmaco-dynamics, pharmacokinetics, classification and principles of drug administration.	
<b>CO2.</b>	Applying knowledge in commonly used drugs like chemotherapy of specific infection and infestations, antiseptics, disinfectants and insecticides.	
<b>CO3.</b>	Demonstrating actions, dose, and route of various drugs on different systems of the body and the nurse responsibility	
<b>CO4.</b>	Analyzing the toxic symptoms relating to common drugs and poisons.	
<b>CO5.</b>	Evaluating the various adverse effects of drugs on different system of body.	
<b>CO6</b>	Creating awareness of common drugs used in alternative system of medicine	
<b>Course Content:</b>		
<b>Unit-1:</b>	<p><b>Introduction to pharmacology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition</li> <li><input type="checkbox"/> Sources</li> <li><input type="checkbox"/> Terminology used</li> <li><input type="checkbox"/> Types : Classification</li> <li><input type="checkbox"/> Pharmacodynamics: Legal issues</li> <li><input type="checkbox"/> Rational use of drugs</li> <li><input type="checkbox"/> Principles of therapeutics.</li> </ul> <p><b>Chemotherapy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pharmacology of commonly used; <ul style="list-style-type: none"> <li>• Penicillin</li> <li>• Cephalosporins.</li> <li>• Aminoglycosides</li> <li>• Macrolide &amp; Broad Spectrum Antibiotics</li> <li>• Sulfonamides Quinolones.</li> <li>• Antiamoebic</li> <li>• Antimalarials</li> <li>• Anthelmintics</li> <li>• Antiscabies agents</li> <li>• Antiviral &amp; anti- agent</li> <li>• Antitubercular drugs</li> <li>• Anti leprosy drugs</li> <li>• Anticancer drugs</li> </ul> </li> </ul>	<b>3 Hours</b>

	<ul style="list-style-type: none"> <li>• Immuno-suppressant.</li> </ul>	
<b>Unit-2:</b>	Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.	<b>6 Hours</b>
<b>Unit-3:</b>	<p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li>□ Antiseptics: Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> <li>□ Disinfectants □ □ Insecticides.</li> </ul>	<b>2 Hours</b>
<b>Unit-4:</b>	<p><b>Drugs acting on G.I. System</b></p> <ul style="list-style-type: none"> <li>□ Pharmacology of commonly used- <ul style="list-style-type: none"> <li>• Antiemetics,</li> <li>• Emetics</li> <li>• Purgatives</li> <li>• Antacids</li> <li>• Cholinergic</li> <li>• Anticholinergics</li> <li>• Fluid and electrolyte therapy</li> <li>• Anti diarrhoeals</li> <li>• Histamines</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> </li> </ul>	<b>2 Hours</b>
<b>Unit-5:</b>	<p><b>Drugs used on Respiratory System</b></p> <ul style="list-style-type: none"> <li>□ Pharmacology of commonly used- <ul style="list-style-type: none"> <li>• Anti asthmatics</li> <li>• Mucolytics</li> <li>• Decongestants</li> <li>• Expectorates</li> <li>• Antitussives</li> <li>• Bronchodilators</li> <li>• Broncho constrictors</li> <li>• Anti Histamines</li> </ul> </li> <li>□ Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<b>2 Hours</b>
<b>Unit-6:</b>	<p><b>Drugs used on Urinary System</b></p> <ul style="list-style-type: none"> <li>□ Pharmacology of commonly used- <ul style="list-style-type: none"> <li>• Diuretics and antidiuretics</li> <li>• Urinary antiseptics</li> <li>• Cholinergic and anticholinergics</li> <li>• Acidifiers and alkalinizes</li> </ul> </li> <li>□ Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>	<b>2 Hours</b>
<b>Unit-7:</b>	<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>□ Drugs used in de-addiction</li> <li>□ Drugs used in CPR and emergency</li> <li>□ Vitamins and minerals</li> <li>□ Immunosuppressant</li> </ul>	<b>4 Hours</b>

	<input type="checkbox"/> Antidotes <input type="checkbox"/> Antivenom <input type="checkbox"/> Vaccines and sera	
<b>Unit-8:</b>	<b>Drugs used on skin and mucous membranes</b> <input type="checkbox"/> Topical application for skin, eye, ear, nose and buccal cavity Antipruritics <input type="checkbox"/> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<b>1 Hours</b>
<b>Unit-9:</b>	<b>Drugs acting on Nervous system</b> <input type="checkbox"/> Basic & applied pharmacology of commonly used: <input type="checkbox"/> Analgesics and Anaesthetics <ul style="list-style-type: none"> <li>• Analgesics</li> <li>• Non steroidal anti-inflammatory (NSAID) drugs</li> <li>• Antipyretics</li> <li>• Hypnotics and Sedatives</li> <li>• Opioids</li> <li>• Non-Opioids</li> <li>• Tranquilizers</li> <li>• General &amp; local anesthetics</li> <li>• Gases: oxygen, nitrous oxide, carbon-dioxide</li> <li>• Cholinergic and anti-cholinergics:</li> <li>• Muscle relaxants</li> <li>• Major tranquilizers</li> <li>• Anti-psychotics</li> <li>• Antidepressants</li> <li>• Anticonvulsants</li> <li>• Adrenergics</li> <li>• Noradrenergics</li> <li>• Mood stabilizers</li> <li>• Acetylcholine</li> <li>• Stimulants</li> </ul> <input type="checkbox"/> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<b>8 Hours</b>
<b>Unit-10:</b>	<b>Cardiovascular drugs</b> <input type="checkbox"/> Haematinics <input type="checkbox"/> Cardio tonics, <input type="checkbox"/> Anti anginals <input type="checkbox"/> Anti-hypertensive & Vasodilators <input type="checkbox"/> Anti- arrhythmics <input type="checkbox"/> Plasma expanders <input type="checkbox"/> Coagulants & thrombolytics <input type="checkbox"/> Antiplatelets & thrombolytics <input type="checkbox"/> Hypolipdemics <input type="checkbox"/> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<b>5 Hours</b>
<b>Unit-11:</b>	<b>Describe Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy</b> <input type="checkbox"/> Insulins & Oral hypoglycemics <input type="checkbox"/> Thyroid supplements and suppressants	<b>4 Hours</b>

	<input type="checkbox"/> Steroids, Anabolics <input type="checkbox"/> Uterine stimulants and relaxants <input type="checkbox"/> Oral contraceptives <input type="checkbox"/> Other estrogen-progesterone preparations <input type="checkbox"/> Corticotrophins & Gonadotropines <input type="checkbox"/> Adrenaline <input type="checkbox"/> Prostaglandins <input type="checkbox"/> Calcitonins <input type="checkbox"/> Calcium salts <input type="checkbox"/> Calcium regulators <input type="checkbox"/> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	
<b>Unit-12:</b>	<input type="checkbox"/> Introduction to Drugs used in alternative system of medicine:	<b>6 Hours</b>
<b>Text Books:</b>	1. Bruccen D. Clayton, <i>Basic Pharmacology for Nurses</i> , Jaypee, New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Richard A. Lehne, <i>Pharmacology for Nursing Care</i>, W. B. Saunders co., 2006, Australia.</li> <li>• Linda Lane Lilley, <i>Study Guide for Pharmacology and the Nursing Process</i>, Mosby, 2007.</li> </ul> <p>* <b>Latest editions of all the suggested books are recommended.</b></p>	
<b>Pathology</b>		
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the deviation from normal to abnormal structure and functions of the body system.	
<b>CO2.</b>	Applying the knowledge of pathological changes in disease condition of whole body	
<b>CO3.</b>	Demonstrating various laboratory tests in assessment and monitoring disease condition.	
<b>CO4.</b>	Analyzing the laboratory tests for examination of body cavity fluids, transudates and exudates.	
<b>CO5.</b>	Evaluating the basic bed-side clinical pathology procedures on urine and stool examination.	
<b>CO6</b>	Creating strategies to identify the disease through pathological changes and laboratory tests.	
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of the study of pathology</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Methods and techniques</li> <li><input type="checkbox"/> Cellular and Tissue changes</li> <li><input type="checkbox"/> Infiltration and regeneration</li> </ul>	<b>3 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inflammations and infections</li> <li><input type="checkbox"/> Wound healing</li> <li><input type="checkbox"/> Vascular changes</li> <li><input type="checkbox"/> Cellular growth, Neoplasms</li> <li><input type="checkbox"/> Normal and Cancer cell</li> <li><input type="checkbox"/> Benign and Malignant growths</li> <li><input type="checkbox"/> In situ carcinoma</li> <li><input type="checkbox"/> Disturbances of fluid and electrolyte imbalance</li> </ul>	
<b>Unit-2:</b>	<p><b>Special pathology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathological changes in disease conditions of various systems:</li> <li><input type="checkbox"/> Respiratory tract <ul style="list-style-type: none"> <li>• Tuberculosis, Bronchitis, Pleural effusion and pneumonia, Lung abscess, emphysema, bronchiectasis</li> <li>• Bronchial asthma, Chronic obstructive Pulmonary Disease &amp; tumours</li> </ul> </li> <li><input type="checkbox"/> Cardio-vascular system <ul style="list-style-type: none"> <li>• Pericardial effusion</li> <li>• Rheumatic heart disease</li> <li>• Infective endocarditis, atherosclerosis</li> <li>• Ischemia, infarction &amp; aneurysm</li> </ul> </li> <li><input type="checkbox"/> Gastro Intestinal Tract <ul style="list-style-type: none"> <li>• Peptic ulcer, typhoid</li> <li>• Carcinoma of GI tract-buccal, Esophageal,</li> <li>• Gastric &amp; intestinal</li> </ul> </li> <li><input type="checkbox"/> Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>• Hepatitis, Chronic liver abscess, cirrhosis</li> <li>• Tumours of liver, gall bladder and pancreas,</li> <li>• Cholecystitis</li> </ul> </li> <li><input type="checkbox"/> Kidneys &amp; Urinary tract <ul style="list-style-type: none"> <li>• Glomerulonephritis, pyelonephritis</li> <li>• Calculi, renal failure, renal carcinoma &amp; cystitis 3</li> </ul> </li> <li><input type="checkbox"/> Male genital systems <ul style="list-style-type: none"> <li>• Cryptorchidism, testicular atrophy</li> <li>• Prostatic hyperplasia, carcinoma Penis &amp; prostate</li> </ul> </li> <li><input type="checkbox"/> Female genital system <ul style="list-style-type: none"> <li>• Fibroids</li> <li>• Carcinoma cervix and Endometrium</li> <li>• Vesicular mole, choriocarcinoma</li> <li>• Ectopic gestation</li> <li>• Ovarian cyst &amp; tumours</li> </ul> </li> <li><input type="checkbox"/> Cancer Breast</li> <li><input type="checkbox"/> Central Nervous system <ul style="list-style-type: none"> <li>• Hydrocephalus, Meningitis, encephalitis,</li> <li>• Vascular disorders-</li> <li>• thrombosis, embolism</li> <li>• Stroke, paraplegia, quadriplegia</li> <li>• Tumours, meningiomas-Gliomas</li> </ul> </li> </ul>	<b>10 Hours</b>

	<input type="checkbox"/> Meta static tumor <input type="checkbox"/> Skeletal system <ul style="list-style-type: none"> <li>• Bone healing, osteoporosis, osteomyelitis</li> <li>• Arthritis &amp; tumours</li> </ul>	
<b>Unit-3:</b>	<b>Clinical pathology</b> <input type="checkbox"/> Various blood and bone marrow tests in assessment and monitoring of disease conditions <ul style="list-style-type: none"> <li>• Hemoglobin</li> <li>• RBC, White cell &amp; platelet counts</li> <li>• Bleeding time, clotting time and prothrombin time</li> <li>• Blood grouping and cross matching</li> <li>• Blood chemistry</li> <li>• Blood culture</li> <li>• Serological and immunological tests</li> <li>• Other blood tests</li> <li>• Examination of Bone marrow</li> </ul> <input type="checkbox"/> Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values <input type="checkbox"/>	<b>4+3 Hours</b>
<b>Unit-4:</b>	<b>Examination of body cavity fluids, transudates and exudates</b> <input type="checkbox"/> The laboratories tests used in CSF analysis <input type="checkbox"/> Examination of other body cavity fluids, transudates and exudates – sputum, wound discharge etc <input type="checkbox"/> Analysis of gastric and duodenal Contents <input type="checkbox"/> Analysis of semen-sperm count, motility and morphology and their importance in infertility Methods of collections of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology test, inference and normal values <input type="checkbox"/>	<b>2+1 Hours</b>
<b>Unit-5:</b>	<b>Urine and faeces</b> <input type="checkbox"/> Urine <ul style="list-style-type: none"> <li>• Physical characteristics</li> <li>• Analysis</li> <li>• Culture and Sensitivity</li> </ul> <input type="checkbox"/> Faeces <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> <input type="checkbox"/> Method of collection for various tests, inference and normal values <input type="checkbox"/>	<b>1+1 Hours</b>
<b>Text Books:</b>	<b>1.</b> Mohan Harsh, <i>Text Book of Pathology</i> , Jaypee Brothers, 2008, New Delhi. * <b>Latest editions of all the suggested books are recommended.</b>	
<b>Genetics</b>		
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the nature, principles and perspectives of heredity	
<b>CO2.</b>	Applying theoretical and practical knowledge about medical genetics	

<b>CO3.</b>	Demonstrating the types of inheritance in human and common genetic disorder	
<b>CO4.</b>	Analyzing the screening methods for genetic defects and diseases in neonates, children and adults	
<b>CO5.</b>	Evaluating the role of nurse in genetic services and practical skills of genetic counseling	
<b>CO6</b>	Creating of pedigree and analysis of pattern of inheritance of genetic diseases.	
<b>Unit-1:</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practical application of genetics in Nursing</li> <li><input type="checkbox"/> Impact of genetic condition on families</li> <li><input type="checkbox"/> Review of cellular division mitosis and meiosis.</li> <li><input type="checkbox"/> Characteristics and structure of genes</li> <li><input type="checkbox"/> Chromosomes – sex determination</li> <li><input type="checkbox"/> Chromosomal aberrations Patterns of inheritance <ul style="list-style-type: none"> <li>• Mendelian theory of inheritance</li> <li>• Multiple allots and blood groups</li> <li>• Sex linked inheritance</li> </ul> </li> <li><input type="checkbox"/> Errors in transmission (Mutation)<input type="checkbox"/></li> </ul>	<b>3 Hours</b>
<b>Unit-2:</b>	<p><b>Maternal, prenatal and genetic influences on development of of defects and diseases</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conditions affecting the mother ; genetic and infections</li> <li><input type="checkbox"/> Consanguinity atopy</li> <li><input type="checkbox"/> Prenatal nutrition and food allergies.</li> <li><input type="checkbox"/> Maternal Age</li> <li><input type="checkbox"/> Maternal drug therapy</li> <li><input type="checkbox"/> Prenatal testing and diagnosis</li> <li><input type="checkbox"/> Effect of Radiation, drugs and chemicals</li> <li><input type="checkbox"/> Infertility Spontaneous abortion</li> <li><input type="checkbox"/> Neural Tube Defects and the role of folic acid in lowering the risks Down syndrome (Trisomy21)<input type="checkbox"/></li> </ul>	<b>3 Hours</b>
<b>Unit-3:</b>	<p><b>Genetic diseases in neonates and children</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening for</li> <li><input type="checkbox"/> Congenital abnormalities</li> <li><input type="checkbox"/> Developmental delay</li> <li><input type="checkbox"/> Dimorphisms</li> </ul> <p><b>Genetic disorders in adolescents and adults</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cancer genetics – Familial Cancer</li> <li><input type="checkbox"/> Inborn errors of metabolism</li> <li><input type="checkbox"/> Blood group alleles and hematological disorder</li> <li><input type="checkbox"/> Genetic haemochromatosis</li> <li><input type="checkbox"/> Huntington’s disease</li> <li><input type="checkbox"/> Mental illness<input type="checkbox"/></li> </ul>	<b>2 Hours</b>
<b>Unit-4:</b>	<p><b>Services related to Genetics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Genetic testing</li> <li><input type="checkbox"/> Human genome project</li> <li><input type="checkbox"/> Gene therapy</li> <li><input type="checkbox"/> The Eugenics movement</li> </ul>	<b>2 Hours</b>

	<input type="checkbox"/> Genetic Counseling <input type="checkbox"/> Legal and Ethical issues <input type="checkbox"/> Role of nurse.	
<b>Text Books:</b>	1. Kavita B. Ahluwalia, Genetics, New Age International (P) LTD, New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Pal G. P, <i>Basics of Medical Genetics</i>, A.I.T.B.S Publishers, New Delhi.</li> <li>• Kumari Navneet, <i>Essential Genetics for Nurses</i>, Lotus publication, Jalandhar.</li> </ul> <p>* <b>Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> <b>BBN204</b>	<b>Discipline Specific Course-3</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Community Health Nursing-I</b>	<b>L-5</b> <b>T-0</b> <b>P-7</b> <b>C-9</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be</b>	
<b>CO1.</b>	Understanding the concepts, scope, functions and principles of community health Nursing.	
<b>CO2.</b>	Applying the concepts and principles in promoting health of the Community by controlling and preventing communicable and non communicable disease.	
<b>CO3.</b>	Demonstrating skills in health assessment and nursing care procedures for individuals, families and community at different levels of health care delivery system.	
<b>CO4.</b>	Analyzing the health needs and scope of development in providing comprehensive care in rural and urban health sector.	
<b>CO5.</b>	Evaluating professional competency in survey projects, evidence based nursing practice, and research in community setting.	
<b>CO6</b>	Creating leadership qualities and then illustrate the functions effectively as community health Nurse.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community health nursing</li> <li><input type="checkbox"/> Definitions, concepts and dimensions of health</li> <li><input type="checkbox"/> Promotion of health</li> <li><input type="checkbox"/> Maintenance of health               <ul style="list-style-type: none"> <li>• Antiscabies agents</li> <li>• Antiviral &amp; anti- agent</li> <li>• Antitubercular drugs</li> <li>• Anti leprosy drugs</li> <li>• Anticancer drugs</li> <li>• Immuno-suppressant.</li> </ul> </li> </ul>	<b>2 Hours</b>
<b>Unit-2:</b>	Determinants of health <ul style="list-style-type: none"> <li><input type="checkbox"/> Eugenics</li> <li><input type="checkbox"/> Environment               <ul style="list-style-type: none"> <li>• Physical: Air, light ventilation, Water, Housing, Sanitation: disposal of waste, disposal of dead bodies Forestation, Noise, Climate, Communication:</li> <li>• Infrastructure facilities and Linkages</li> <li>• Acts regulating the environment: National Pollution control board</li> <li>• Bacterial &amp; viral: Agents, host carriers and immunity</li> </ul> </li> </ul>	<b>20 Hours</b>

	<ul style="list-style-type: none"> <li>• Arthropods and Rodents</li> <li><input type="checkbox"/> Food hygiene: Production, Preservation, Purchase, Preparation, Consumption</li> <li><input type="checkbox"/> Acts regulating food adulteration act, Drugs and cosmetic act</li> <li><input type="checkbox"/> Socio-cultural <ul style="list-style-type: none"> <li>• Customs, taboos</li> <li>• Marriage system</li> <li>• Family structure</li> <li>• Status of special groups; Females, Children, Elderly, challenged groups and Sick persons</li> </ul> </li> <li><input type="checkbox"/> Life Style</li> <li><input type="checkbox"/> Hygiene</li> <li><input type="checkbox"/> Physical Activity <ul style="list-style-type: none"> <li>• Recreation and sleep</li> <li>• Sexual life</li> <li>• Spiritual life philosophy</li> <li>• Self reliance</li> <li>• Dietary pattern</li> <li>• Education</li> <li>• Occupation</li> </ul> </li> <li><input type="checkbox"/> Financial Management <ul style="list-style-type: none"> <li>• Income</li> <li>• Budget</li> <li>• Purchasing power</li> <li>• Security</li> </ul> </li> </ul>	
<b>Unit-3:</b>	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, concept, aims, scope, uses and terminology used in epidemiology</li> <li><input type="checkbox"/> Dynamics of disease transmission: epidemiological triad</li> <li><input type="checkbox"/> Morbidity and mortality: measurements</li> <li><input type="checkbox"/> Levels of prevention</li> <li><input type="checkbox"/> Methods of epidemiology of <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Analytical: Epidemic investigation</li> <li>• Experimental.</li> </ul> </li> </ul>	<b>10 Hours</b>
<b>Unit-4:</b>	<p><b>Epidemiology and nursing management of common Communicable Disease</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respiratory infections <ul style="list-style-type: none"> <li>• Small Pox</li> <li>• Chicken Pox</li> <li>• Measles</li> <li>• Influenza</li> <li>• Rubella</li> <li>• ARI's &amp; Pneumonia</li> <li>• Mumps</li> <li>• Diphtheria</li> <li>• Whooping cough</li> <li>• Meningococcal meningitis</li> <li>• Tuberculosis SARS</li> </ul> </li> </ul>	<b>25 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intestinal Infections <ul style="list-style-type: none"> <li>• Poliomyelitis</li> <li>• Viral Hepatitis</li> <li>• Cholera</li> <li>• Diarrheas diseases</li> <li>• Typhoid Fever</li> <li>• Food poisoning</li> <li>• Amoebas</li> <li>• Hook worm infection</li> <li>• Ascariasis</li> <li>• Dracunculiasis</li> </ul> </li> <li><input type="checkbox"/> Arthropod infections <ul style="list-style-type: none"> <li>• Dengue</li> <li>• Malaria</li> <li>• Filariasis</li> <li>• Zoo noses</li> </ul> </li> <li><input type="checkbox"/> <b>Viral</b> <ul style="list-style-type: none"> <li>• Rabies</li> <li>• Yellow fever</li> <li>• Japanese encephalitis</li> <li>• Kyasnur Forest Disease</li> </ul> </li> <li><input type="checkbox"/> Bacterial <ul style="list-style-type: none"> <li>• Brucellosis</li> <li>• Plague</li> <li>• Human Salmonellosis</li> <li>• Anthrax</li> <li>• Leptospirosis</li> </ul> </li> <li><input type="checkbox"/> Rickettsial diseases <ul style="list-style-type: none"> <li>• Rickettsial Zoo noses</li> <li>• Scrub typhus</li> <li>• Murine typhus</li> <li>• Tick typhus</li> <li>• Q fever</li> </ul> </li> <li><input type="checkbox"/> Parasitic zoonoses <ul style="list-style-type: none"> <li>• Taeniasis</li> <li>• Hydrated disease</li> <li>• Leishmaniasis</li> </ul> </li> <li><input type="checkbox"/> Surface infection <ul style="list-style-type: none"> <li>• Trachoma</li> <li>• Leprosy</li> <li>• STD &amp; RTI</li> <li>• Yaws</li> <li>• HIV/AIDS</li> </ul> </li> </ul>	
<b>Unit-5:</b>	<p><b>Epidemiology and nursing management of common Non – communicable diseases-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li><input type="checkbox"/> Anaemia</li> <li><input type="checkbox"/> Hypertension</li> </ul>	<b>10 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stroke</li> <li><input type="checkbox"/> Rheumatic, Heart Disease</li> <li><input type="checkbox"/> Coronary Heart Disease</li> <li><input type="checkbox"/> Cancer</li> <li><input type="checkbox"/> Diabetes mellitus</li> <li><input type="checkbox"/> Blindness</li> <li><input type="checkbox"/> Accidents</li> <li><input type="checkbox"/> Mental illness</li> <li><input type="checkbox"/> Obesity</li> <li><input type="checkbox"/> Iodine Deficiency</li> <li><input type="checkbox"/> Fluorosis</li> <li><input type="checkbox"/> Epilepsy</li> </ul>	
<b>Unit-6:</b>	<p><b>Demography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, concept and scope</li> <li><input type="checkbox"/> Method of collection, analysis, and interpretation of demographic data</li> <li><input type="checkbox"/> Demographics rate and ratios</li> </ul>	<b>6 Hours</b>
<b>Unit-7:</b>	<p><b>Population and its control</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Population explosion and its impact on social, economic development of individual, society and country</li> <li><input type="checkbox"/> Population control:</li> <li><input type="checkbox"/> Overall development: Women empowerment, social, economic educational development Limiting family size: <ul style="list-style-type: none"> <li>• Promotion of small family norm</li> <li>• Methods; spacing (natural),biological, chemical, mechanical methods etc)</li> <li>• Terminal: surgical methods</li> <li>• Emergency contraception.</li> </ul> </li> </ul>	<b>17 Hours</b>
<b>Text Books:</b>	1. Freeman B. Ruth, <i>Public Health Practices</i> , W. W. Saunders CO., Philadelphia.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Clark, June &amp; Jill Handerson, <i>Community Health</i>, Churchill Livingstone, New York.</li> <li>• LindaLane Lilley, <i>Study Guide for Pharmacology and the Nursing Process</i>, Mosby, 2007.</li> <li>• Fromer Joan Margot, <i>Community Health Care and the Nursing Process</i>, C.V Mosby CO., Toronto.</li> <li>• Park J. E, <i>Text Book of Preventive and Social Medicine</i>, Ms Banarsidas Bhanot CO., Jabalpur.</li> <li>• Rao S. Kasthi, <i>An Introduction to Community Health Nursing</i>, B. I. Publishers, Madras.</li> <li>* <b>Latest editions of all the suggested books are recommended.</b></li> </ul>	
	<b>Community Health Nursing-I Practicum</b>	
	<ul style="list-style-type: none"> <li>• Use Techniques of interpersonal relationship,</li> <li>• Identification of health determinants of community</li> </ul>	
	<ul style="list-style-type: none"> <li>• History taking</li> </ul>	

	<ul style="list-style-type: none"> <li>• Physical examination, Collect specimens- sputum, malaria smear</li> </ul>	
	<ul style="list-style-type: none"> <li>• Perform simple lab tests at centre-blood for Haemoglobin and sugar, urine for albumin and sugar.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Administer vaccines and medications to adults.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Counsel and teach individual, family and community.</li> <li>• Nutrition</li> <li>• Hygiene</li> <li>• Self health monitoring</li> <li>• Seeking health services</li> <li>• Healthy life style</li> <li>• Family welfare methods</li> <li>• Health promotion.</li> </ul>	

<b>Course Code:</b> <b>BBN205</b>	<b>Core Course -7</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Communicational And Educational Technology</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the concepts, principles, philosophies and trends in teaching-learning process.	
<b>CO2.</b>	Applying various instructional media and methods in teaching learning process along with the tools and techniques for assessment of knowledge, skill, and attitude.	
<b>CO3.</b>	Demonstrating the principles and steps of guidance and counseling	
<b>CO4.</b>	Analyzing the importance of communication process, interpersonal relationship and human relations.	
<b>CO5.</b>	Evaluating the effective use of Information, Education and Communication (IEC) for health.	
<b>CO6</b>	Creating new methods and instructional Medias for the teaching learning process	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Review of Communication Process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Process, elements and channel</li> <li><input type="checkbox"/> Facilitators</li> <li><input type="checkbox"/> Barriers and methods of overcoming</li> <li><input type="checkbox"/> Techniques</li> </ul>	<b>5 Hours</b>
<b>Unit-2:</b>	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose &amp; types</li> <li><input type="checkbox"/> Phases</li> <li><input type="checkbox"/> Barriers &amp; methods of overcoming</li> <li><input type="checkbox"/> Johari Window</li> </ul>	<b>5 Hours</b>
<b>Unit-3:</b>	<b>Human relations</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding self</li> <li><input type="checkbox"/> Social behavior, motivation, social attitudes</li> <li><input type="checkbox"/> Individual and groups</li> <li><input type="checkbox"/> Groups &amp; individual</li> <li><input type="checkbox"/> Human relations in context of nursing</li> <li><input type="checkbox"/> Group dynamics</li> <li><input type="checkbox"/> Team work</li> </ul>	<b>5 Hours</b>
<b>Unit-4:</b>	<b>Guidance &amp; counseling</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definitions</li> <li><input type="checkbox"/> Purpose, scope and need</li> <li><input type="checkbox"/> Basic principles</li> <li><input type="checkbox"/> Organization of counseling services</li> <li><input type="checkbox"/> Types of counseling approaches</li> <li><input type="checkbox"/> Role and the preparation of counselor</li> <li><input type="checkbox"/> Issues for counseling in nursing: students and practitioners</li> <li><input type="checkbox"/> Counseling process – steps &amp; techniques, tools of counselor</li> <li><input type="checkbox"/> Managing disciplinary problems</li> <li><input type="checkbox"/> Management of crisis &amp; referral</li> </ul>	<b>10+5 Hours</b>

<b>Unit-5:</b>	<b>Principles of education &amp; teaching learning process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Education: meaning, philosophy, aims, functions &amp; principles</li> <li><input type="checkbox"/> Nature and characteristics of learning,</li> <li><input type="checkbox"/> Principles and maxims of teaching</li> <li><input type="checkbox"/> Formulating objectives; general and specific</li> <li><input type="checkbox"/> Lesson planning</li> <li><input type="checkbox"/> Classroom management <input type="checkbox"/></li> </ul>	<b>5 Hours</b>
<b>Unit-6:</b>	<b>Methods of teaching</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture, demonstration, group discussion, seminar symposium, panel discussion, role play, project, field, trip, workshop, exhibition, programmed instruction, computer assisted learning, micro teaching problem based learning, Self instructional module and simulation etc.</li> <li><input type="checkbox"/> Clinical teaching methods: case method, nursing round &amp; reports, beside clinic, conference (individual &amp; group) process recording</li> </ul>	<b>10+10 Hours</b>
<b>Unit-7:</b>	<b>Educational media</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose &amp; types of A.V. Aids, principles and sources etc.</li> <li><input type="checkbox"/> Graphic aids: chalk board, chart, graph, poster, flash cards, flannel graph, bulletin cartoon</li> <li><input type="checkbox"/> Three dimensional aids; objects, specimens, models, puppets</li> <li><input type="checkbox"/> Printed aids: pamphlets &amp; leaflets</li> <li><input type="checkbox"/> Projected aids; slides, overhead projector, films TV, VCR,/VCD, camera, microscope, LCD</li> <li><input type="checkbox"/> Audio aids: tape recorder, public address system and Computer <input type="checkbox"/></li> </ul>	<b>10+8 Hours</b>
<b>Unit-8:</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose &amp; scope of evaluation &amp; assessment</li> <li><input type="checkbox"/> Criteria for selection of assessment techniques and methods</li> <li><input type="checkbox"/> Assessments of knowledge: essay type questions, Short Answer Question(SAQ), Multiple choice question (MCQ)</li> <li><input type="checkbox"/> Assessment of skills; observation checklist, practical exam, Viva Objective structured clinical examination (OSCE)</li> <li><input type="checkbox"/> Assessment of Attitudes: Attitude scales <input type="checkbox"/></li> </ul>	<b>5+7 Hours</b>
<b>Unit-9:</b>	<b>Information, Education &amp; communication for health (IEC)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health behavior &amp; health education</li> <li><input type="checkbox"/> Planning for health education</li> <li><input type="checkbox"/> Health education with individuals groups &amp; communities</li> <li><input type="checkbox"/> Communicating health messages</li> <li><input type="checkbox"/> Methods &amp; media for communicating health messages</li> <li><input type="checkbox"/> Using mass media <input type="checkbox"/></li> </ul>	<b>5 Hours</b>
<b>Text Books:</b>	1. Neelam Kumari, <i>A PV Text Book of Communication &amp; Education Technology</i> , 2008.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Clark, June &amp; Jill Handerson, <i>Community Health</i>, Churchill Livingstone, 1993, New York.</li> <li>• Freeman B. Ruth, <i>Public Health Practices</i>, W. W. Saunders CO., 1990, Philadelphia.</li> <li>• Fromer Joan Margot, <i>Community Health Care and the Nursing Process</i>, C.V Mosby CO., Toronto.</li> <li>• Park J. E, <i>Text Book of Preventive and Social Medicine</i>, Ms</li> </ul>	

	<p>Banarsidas Bhanot CO., 1996, Jabalpur.</p> <ul style="list-style-type: none"> <li>• Rao S. Kasthi, <i>An Introduction to Community Health Nursing</i>, B. I. Publishers, Madras.</li> <li>• Stan hope &amp; Lancaster Janette, <i>Community Health Process and Practice for Promoting Health</i>, C.V Mosby &amp; CO. London.</li> <li>• Werner David, <i>Where There is no Doctor: A Village Heath Care Hand Book</i>, The Herperian Foundation, California.</li> </ul> <p>* <b>Latest editions of all the suggested books are recommended.</b></p>	
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<b>Course Code:</b> <b>BBN206</b>	<b>Ability Enhancement Compulsory Course -3</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Basic English Communication-II</b>	<b>L-2</b> <b>T-0</b> <b>P-0</b> <b>C-2</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	To improve learners' competency in constructing short sentences dealing day to day activities with grammatical accuracy.	
<b>CO2.</b>	To enhance their grammar and vocabulary to address competitive exams	
<b>CO3.</b>	To improvise their voice modulation in reading and speaking.	
<b>CO4.</b>	To improve their listening, speaking, reading and writing skills through purpose based activities.	
<b>CO5.</b>	To improve their English language and communication through prescribed text.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Functional Grammar</b> <ul style="list-style-type: none"> <li>• Prefix, suffix and One words substitution</li> <li>• Modals</li> <li>• Concord</li> </ul>	<b>10 Hours</b>
<b>Unit-2:</b>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Difference between listening &amp; hearing, Process and Types of Listening</li> <li>• Importance and Barriers to listening</li> </ul>	<b>04 Hours</b>
<b>Unit-3:</b>	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Official letter and email writing</li> <li>• Essentials of a paragraph,</li> <li>• Developing a paragraph: Structure and methods</li> <li>• Paragraph writing (100-120 words)</li> </ul>	<b>12 Hours</b>
<b>Unit-4:</b>	<b>Strategies &amp; Structure of Oral Presentation</b> <ul style="list-style-type: none"> <li>• <i>Purpose, Organizing content, Audience &amp; Locale, Audio-visual aids, Body language</i></li> <li>• Voice dynamics: Five P's - Pace, Power, Pronunciation, Pause, and Pitch.</li> <li><input type="checkbox"/> Modes of speech delivery and 5 W's of presentation</li> <li><input type="checkbox"/> Accommodation, Assimilation &amp; Isolation</li> </ul>	<b>08 Hours</b>

<b>Unit-5:</b>	<b>Value based text reading: Short Essay (Non- detailed study)</b>	<b>06 Hours</b>
<b>Text Books:</b>	1. Singh R.P., An Anthology of English Essay, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>Nesfield J.C. “<i>English Grammar Composition &amp; Usage</i>” Macmillan Publishers</li> <li>Sood Madan “<i>The Business letters</i>” Goodwill Publishing House, New Delhi</li> <li>Kumar Sanjay &amp; Pushplata “<i>Communication Skills</i>” Oxford University Press, New Delhi.</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	
<b>Methodology:</b>	<ul style="list-style-type: none"> <li><b>Words and exercises, usage in sentences.</b></li> <li>Language Lab software.</li> <li><b>Sentence construction on daily activities and conversations.</b></li> <li>Format and layout to be taught with the help of samples and preparing letters on different subjects.</li> <li>JAM sessions and Picture presentation.</li> <li>Tongue twisters, Newspaper reading and short movies.</li> <li>Modern Teaching tools (PPT Presentation, Tongue-Twisters &amp; Motivational videos with sub-titles) will be utilized.</li> <li>Text reading: discussion in detail, critical appreciation by reading the text to develop students’ reading habits with voice modulation.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Class (above 30 students) will be divided in to two groups for effective teaching.</li> <li><b>For effective conversation practice, groups will be changed weekly.</b></li> </ul>	

### Evaluation Scheme

Internal Evaluation						Written Exam	Total Marks
CT-1	CT-2	*CT-3	Assignment	Activities	Attendance	50	100
10	10	10	15	10	5		

**\*Best two CTs will be considered out of three.**

<b>Course Code:</b> <b>BBN251</b>	<b>Skill Enhancement Course-2</b> <b>Basic B.Sc. Nursing</b> <b>II Year</b> <b>Medical Surgical Nursing-I (Practical)</b>	<b>L-0</b> <b>T-0</b> <b>P-38</b> <b>C-10</b>
<b>1</b>	<p><b>General Medical Ward (Respiratory, GI, Endocrine, Renal, Hematology)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment of the patient <ul style="list-style-type: none"> <li>• Taking history</li> <li>• Perform general and specific physical examination.</li> <li>• Identify alterations and deviations</li> </ul> </li> <li><input type="checkbox"/> Practice medical surgical asepsis-Standard safety measures</li> <li><input type="checkbox"/> Administer medications</li> <li><input type="checkbox"/> Oral, IV, IM, Subcutaneous</li> <li><input type="checkbox"/> IV therapy <ul style="list-style-type: none"> <li>• IV canulation</li> <li>• Maintenance and monitoring</li> </ul> </li> <li><input type="checkbox"/> Oxygen therapy by different methods</li> <li><input type="checkbox"/> Nebulization</li> <li><input type="checkbox"/> Chest physiotherapy</li> <li><input type="checkbox"/> Naso gastric feeding</li> <li><input type="checkbox"/> Assist in common diagnostic</li> <li><input type="checkbox"/> Perform /Assist in the therapeutic procedures</li> <li><input type="checkbox"/> Blood and component therapy</li> <li><input type="checkbox"/> Throat Suctioning</li> <li><input type="checkbox"/> Collect specimens for common investigations.</li> <li><input type="checkbox"/> Maintain elimination <ul style="list-style-type: none"> <li>• Catheterisation</li> <li>• Bowel wash</li> <li>• Enema</li> <li>• Urinary</li> </ul> </li> <li><input type="checkbox"/> Maintain Intake, Output and documentation</li> </ul> <p style="text-align: center;">Counsel and teach related to specific Disease conditions</p>	
<b>2</b>	<p><b>General Surgical Ward (GI, Urinary, CTVS)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice medical surgical asepsis-Standard safety measures</li> <li><input type="checkbox"/> Pre operative preparation of patients</li> <li><input type="checkbox"/> Post operative care-Receiving pt, assessment, monitoring, care</li> <li><input type="checkbox"/> Care of wounds and drainage</li> <li><input type="checkbox"/> Suture removal</li> <li><input type="checkbox"/> Ambulation and exercise</li> <li><input type="checkbox"/> Naso gastric aspiration</li> <li><input type="checkbox"/> Care of chest drainage</li> <li><input type="checkbox"/> Ostomy care <ul style="list-style-type: none"> <li>• Gastrostomy</li> <li>• Colostomy</li> </ul> </li> <li><input type="checkbox"/> Enterostomy</li> <li><input type="checkbox"/> Blood and component therapy</li> </ul> <p style="text-align: center;">Practice universal precautions</p>	
<b>3</b>	<p><b>Cardiology Ward</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical examination of the cardio vascular system Recording and interpreting ECG</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring and assisting in non-invasive and invasive diagnostic procedures.</li> <li><input type="checkbox"/> Administer cardiac drugs</li> </ul> <p>Cardio pulmonary Resuscitation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach patients and families</li> </ul> <p>Practice medical and surgical asepsis-Standard safety measures.</p>
<b>4</b>	<p><b>Skin and Communicable Diseases Ward</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment of patients with skin disorders</li> <li><input type="checkbox"/> Assist in diagnostic and therapeutic procedures</li> <li><input type="checkbox"/> Administer topical medication Practice medical surgical asepsis-Standard safety measures</li> <li><input type="checkbox"/> Use of personal Protective equipment (PPE)</li> <li><input type="checkbox"/> Give Medicated baths</li> <li><input type="checkbox"/> Counseling HIV positive patients</li> </ul> <p>Teach prevention of infectious diseases</p>
<b>5</b>	<p><b>Orthopaedic Ward</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment of orthopedic patients</li> <li><input type="checkbox"/> Assist in application of plaster cast and removal of cast</li> <li><input type="checkbox"/> Apply skin traction buck's extension traction.</li> <li><input type="checkbox"/> Assist in application and removal of prosthesis</li> <li><input type="checkbox"/> Physiotherapy-Range of motion exercise (ROM), muscle strengthening exercises</li> <li><input type="checkbox"/> Crutch maneuvering technique.</li> <li><input type="checkbox"/> Activities of daily living</li> <li><input type="checkbox"/> Ambulation</li> </ul> <p>Teach and counsel patients and families</p>
<b>6</b>	<p><b>Operation Theatre</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scrubbing, gowning, gloving</li> <li><input type="checkbox"/> Identify instruments, suturing materials for common operations</li> <li><input type="checkbox"/> Disinfection , Carbolization, fumigation</li> <li><input type="checkbox"/> Preparation of instrument sets for common operations</li> <li><input type="checkbox"/> Sterilization of sharps and other instruments</li> <li><input type="checkbox"/> Prepare the OT table depending upon the operation</li> <li><input type="checkbox"/> Positioning and monitoring of patients</li> <li><input type="checkbox"/> Endotracheal intubation</li> <li><input type="checkbox"/> Assisting in minor and major operations.</li> <li><input type="checkbox"/> Handing specimens.</li> <li><input type="checkbox"/> Disposal of waste as per the guidelines</li> </ul>

<b>Course Code:</b> <b>BBN301</b>	<b>Discipline Specific Course-4</b>	<b>L-6 T-0 P-0 C-6</b>
	<b>Basic B.Sc. Nursing</b> <b>III Year</b> <b>Medical Surgical Nursing-II</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the relevant Anatomy and Physiology of various system & issues in the field of Medical Surgical Nursing.	
<b>CO2.</b>	Applying nursing process & theories in meeting the needs of client.	
<b>CO3.</b>	Demonstrating skills in health assessment and nursing procedures in providing care to patients.	
<b>CO4.</b>	Analyzing various recent technologies & treatment modalities in the management of Medically and Surgically ill patients.	
<b>CO5.</b>	Evaluating evidence-based nursing practice and identify the areas of research in the field of Medical Surgical Nursing.	
<b>CO6.</b>	Creating modules for nursing care in the management of Medically and Surgically ill patient	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Nursing management of patient with disorder of Ear Nose and Throat</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the Ear Nose and Throat –</li> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Etiology, Path physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Ear Nose and Throat disorder: <ul style="list-style-type: none"> <li>• External ear: deformities otalgia, foreign bodies, and tumors</li> <li>• Middle Ear- Impacted wax, Tympanic membrane perforation, otitis media ,otosclerosis, mastoiditis, tumors</li> <li>• Inner ear-Meniere’s Disease, labyrinthitis, ototoxicity, tumors</li> <li>• Upper airway infections- Common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsilits and adenoiditis, peritonsilar abscess, laryngitis</li> </ul> </li> <li><input type="checkbox"/> Upper respiratory airway- epistaxis,</li> <li><input type="checkbox"/> Nasal obstruction, laryngeal obstruction, cancer of the larynx</li> </ul>	<b>15 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cancer of the oral cavity</li> <li><input type="checkbox"/> Speech defects and speech therapy</li> <li><input type="checkbox"/> Deafness-</li> <li><input type="checkbox"/> Prevention, control and rehabilitation</li> <li><input type="checkbox"/> Hearing Aids, implanted hearing devices <ul style="list-style-type: none"> <li>• Special therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of Ear Nose and Throat Role of nurse Communicating with hearing impaired and muteness.</li> </ul> </li> </ul>	
<b>Unit-2:</b>	<p><b>Nursing management of patient with disorders of eye</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the eye-</li> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Etiology, path physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of eye disorder <ul style="list-style-type: none"> <li>• Refractive errors</li> <li>• Eyelids-infections, tumors and deformities</li> <li>• Conjunctiva-inflammation and infection, bleeding</li> <li>• Cornea-inflammation and infection</li> <li>• Lens Cataracts</li> <li>• Glaucoma</li> <li>• Disorder of the uveal tract,</li> <li>• Ocular tumors Disorders of posterior chamber and retina: Retinal and vitreous problems</li> <li>• Retinal detachment.</li> <li>• Ocular emergencies and their prevention</li> <li>• Blindness</li> <li>• National blindness control program</li> <li>• Eye Banking</li> <li>• Eye prostheses and Rehabilitation</li> </ul> </li> <li><input type="checkbox"/> Role of a nurse-Communication with visually impaired patient, Eye camps</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of eye</li> </ul>	<b>15 Hours</b>
<b>Unit-3:</b>	<p><b>Nursing management of patient with neurological disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the neurological system</li> <li><input type="checkbox"/> Nursing Assessment –History and Physical and neurological assessment and Glasgow coma scale</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical&amp; surgical neurological disorders <ul style="list-style-type: none"> <li>• Congenital malformations</li> <li>• Headache</li> <li>• Head Injures</li> <li>• Spinal Injuries</li> </ul> </li> </ul>	<b>16 Hours</b>

	<ul style="list-style-type: none"> <li>• Paraplegia</li> <li>• Hemiplegia</li> <li>• Quadriplegia</li> <li>• Spinal cord compression-hernia ion of intervertebral disc</li> <li>• Tumors of the brain &amp; spinal cord</li> <li>• Intra cranial and cerebral aneurysms abscess, neurocysticercosis</li> <li>• Movement disorders</li> <li>• Chorea</li> <li>• Seizures</li> <li>• Epilepsies</li> <li>• Cerebra Vascular Accidents (CVA)</li> <li>• Cranial, Spinal Neuropathies-Bell's palsy, trigeminal neuralgia</li> <li>• Peripheral Neuropathies; Barr'e Syndrome</li> <li>• Myasthenia gravis</li> <li>• Multiple sclerosis</li> <li>• Degenerative <ul style="list-style-type: none"> <li>• Delirium</li> <li>• Dementia</li> <li>• Alzheimer's disease</li> <li>• Parkinson's disease</li> </ul> </li> <li><input type="checkbox"/> Management of unconscious patients and patients with stroke</li> <li><input type="checkbox"/> Role of the in communicating with patient having neurological deficit</li> <li><input type="checkbox"/> Rehabilitation of patients with neurological deficit</li> <li><input type="checkbox"/> Role of nurse in long stay facility (institutions) and at home</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of neurological disorders</li> </ul>	
<p><b>Unit-4:</b></p>	<p><b>Nursing management of patients with disorders of female reproductive system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the female reproductive system</li> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Breast Self Examination</li> <li><input type="checkbox"/> Etiology, path physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorder of female reproductive system</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Sexuality and Reproductive Health</li> <li>• Sexual Health Assessment</li> <li>• Menstrual Disorders; Dysmenorrheal, Amenorrhea,</li> <li>• Pelvic Inflammatory Disease</li> <li>• Ovarian and fallopian tube disorder; infections, cysts, tumors</li> <li>• Uterine and cervical disorders; Endometriosis, polyps, Fibroids, Cervical and uterine tumors</li> <li>• Uterine displacement</li> </ul>	<p><b>16 Hours</b></p>

	<ul style="list-style-type: none"> <li>• Cystocele/Urethroel Rectocele</li> <li>• Vaginal disorders; Infections and Discharges, Fistulas</li> <li>• Diseases of breast; Deformities, Infections, Cysts and Tumors</li> <li>• Menopause and Hormonal Replacement Therapy</li> <li>• Infertility</li> <li>• Contraception; Types Methods, Risk and effectiveness</li> <li>• Spacing Methods</li> <li>• Barrier methods, Intra Uterine Devices, Hormonal, Post Connectional Methods, etc</li> <li>• Terminal methods</li> <li>• Sterilization</li> <li>• Emergency Contraception methods</li> <li>• Abortion –Natural, Medical and surgical abortion –MTP Act</li> <li>• Toxic Shock Syndrome</li> <li>• Injures and Trauma; Sexual violence</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of gynecological disorders</li> <li><input type="checkbox"/> National family welfare programme</li> </ul>	
<b>Unit-5:</b>	<p><b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the skin and connective tissues and various deformities</li> <li><input type="checkbox"/> Nursing Assessment-History and Physical assessment and Assessment of burns and fluid and electrolyte loss</li> <li><input type="checkbox"/> Etiology, Classification, Path physiology, clinical manifestations, diagnosis's, treatment modal ties and medical &amp; surgical Nursing management of Burns and Re-constructive and Cosmetic surgery;</li> <li><input type="checkbox"/> Types of Re-constructive and Cosmetic surgery; for burns, congenital deformities, injuries and cosmetic purposes</li> <li><input type="checkbox"/> Role of Nurse</li> <li><input type="checkbox"/> Legal aspects</li> <li><input type="checkbox"/> Rehabilitation</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Psycho social aspects</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of Burns, reconstructive and cosmetic surgery</li> </ul>	<b>10 Hours</b>
<b>Unit-6:</b>	<p><b>Nursing management of patients with oncological conditions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure &amp; characteristics of normal &amp; cancer cells</li> <li><input type="checkbox"/> Nursing Assessment-History and Physical Assessment</li> <li><input type="checkbox"/> Prevention Screening, Early detection, Warning signs of cancer</li> <li><input type="checkbox"/> Epidemiology, Etiology, Classification</li> <li><input type="checkbox"/> Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and management of oncological conditions</li> </ul>	<b>10 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Common malignancies of various body systems; Oral, larynx, lung, Stomach and Colon, Liver, Leukemia's and lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</li> <li><input type="checkbox"/> Oncological emergencies</li> <li><input type="checkbox"/> Modalities of treatment <ul style="list-style-type: none"> <li>• Immunotherapy</li> <li>• Chemotherapy</li> <li>• Radiotherapy</li> <li>• Surgical interventions</li> <li>• Stem cell</li> <li>• Bone marrow Transplant</li> <li>• Gene therapy</li> <li>• Other forms of treatment</li> </ul> </li> <li><input type="checkbox"/> Psychosocial aspect of cancer.</li> <li><input type="checkbox"/> Rehabilitation</li> <li><input type="checkbox"/> Palliative care; Symptom and pain Management, Nutritional support</li> <li><input type="checkbox"/> Home care</li> <li><input type="checkbox"/> Hospice care</li> <li><input type="checkbox"/> Stomal Therapy</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Psycho social aspects</li> <li><input type="checkbox"/> Nursing procedures</li> </ul>	
<b>Unit-7:</b>	<p><b>Nursing management of patient in EMERGENCY &amp; DISASTER situations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and principles of Disaster Nursing</li> <li><input type="checkbox"/> Causes and Types of Disaster: Natural and Man- made <ul style="list-style-type: none"> <li>• Earthquakes, Floods, Epidemics, Cyclones</li> <li>• Fire, Explosion, Accidents</li> <li>• Violence, Terrorism: biochemical War</li> </ul> </li> <li><input type="checkbox"/> Policies related to emergency /disaster management ; International, national state, institutional</li> <li><input type="checkbox"/> Disaster preparedness:</li> <li><input type="checkbox"/> Team, Guidelines, protocols, Equipments Resources</li> <li><input type="checkbox"/> Coordination and involvement of; Community, various govt. departments, non-Govt. organizations and International agencies</li> <li><input type="checkbox"/> Role of nurse: working</li> <li><input type="checkbox"/> Legal Aspect of Disaster Nursing</li> <li><input type="checkbox"/> Impact on Health and after effects; Post Traumatic Stress Disorder</li> <li><input type="checkbox"/> Rehabilitation; physical psychosocial, Financial, Relocation</li> <li><input type="checkbox"/> <b>Emergency Nursing</b></li> <li><input type="checkbox"/> Concept, priorities, principles and Scope of emergency nursing</li> <li><input type="checkbox"/> Organization of emergency services; physical setup, staffing, equipment and supplies, protocols, Concepts of</li> </ul>	<b>10 Hours</b>

	<p>triage and role of triage nurse</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordination and involvement of different departments and facilities</li> <li><input type="checkbox"/> Nursing Assessment-History and Physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of patient with medical and surgical Emergency</li> <li><input type="checkbox"/> Principles of emergency management</li> <li><input type="checkbox"/> Common Emergencies</li> <li><input type="checkbox"/> Respiratory Emergencies.</li> <li><input type="checkbox"/> Cardiac Emergencies</li> <li><input type="checkbox"/> Shock and Hemorrhage</li> <li><input type="checkbox"/> Pain</li> <li><input type="checkbox"/> Poly-Trauma, road accidents crush injuries, wound</li> <li><input type="checkbox"/> Bites</li> <li><input type="checkbox"/> Poisoning; Food, Gas, Drugs, &amp; chemical poisoning</li> <li><input type="checkbox"/> Seizures</li> <li><input type="checkbox"/> Thermal Emergencies; Heat stroke &amp; Cold injuries</li> <li><input type="checkbox"/> Pediatric Emergencies</li> <li><input type="checkbox"/> Psychiatric Emergencies</li> <li><input type="checkbox"/> Obstetric Emergencies</li> <li><input type="checkbox"/> Violence, Abuse, Sexual assault</li> <li><input type="checkbox"/> Cardio Pulmonary Resuscitation</li> <li><input type="checkbox"/> Role of the nurse</li> <li><input type="checkbox"/> Medico-Legal Aspects</li> <li><input type="checkbox"/> Crisis Intervention</li> <li><input type="checkbox"/> Communication and Interpersonal relationship</li> </ul>	
<p><b>Unit-8:</b></p>	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing Assessment-History and Physical assessment</li> <li><input type="checkbox"/> Ageing;</li> <li><input type="checkbox"/> Demography; Myths and realities</li> <li><input type="checkbox"/> Concepts and theories of ageing</li> <li><input type="checkbox"/> Cognitive Aspects of Ageing</li> <li><input type="checkbox"/> Normal biological ageing</li> <li><input type="checkbox"/> Age related body systems changes</li> <li><input type="checkbox"/> Psychosocial Aspects of Aging</li> <li><input type="checkbox"/> Medications and elderly</li> <li><input type="checkbox"/> Stress &amp; coping in older adults</li> <li><input type="checkbox"/> Common Health Problems &amp; Nursing Management;</li> <li><input type="checkbox"/> Cardiovascular, Respirator, Musculoskeletal ,</li> <li><input type="checkbox"/> Endocrine, genitor-urinary, gastrointestinal</li> <li><input type="checkbox"/> Neurological, Skin and other Sensory organs</li> <li><input type="checkbox"/> Psychosocial and Sexual</li> <li><input type="checkbox"/> Abuse of elderly person</li> <li><input type="checkbox"/> Role of nurse for care of elderly: ambulation, nutritional, communicational, Psychosocial and spiritual</li> <li><input type="checkbox"/> Role of nurse for caregivers of elderly.</li> </ul>	<p><b>10 Hours</b></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Role of family and formal and non formal caregivers,</li> <li><input type="checkbox"/> Use of aids and prosthesis (hearing aids, dentures,</li> <li><input type="checkbox"/> Legal &amp; Ethical Issues</li> <li><input type="checkbox"/> Provisions and programmes for elderly; privileges, Community programs and health services; Home and institutional care</li> </ul>	
<b>Unit-9:</b>	<p><b>Nursing management of patient in critical care Units</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Principles of critical care nursing</li> <li><input type="checkbox"/> Organization; physical setup, Policies, staffing norms,</li> <li><input type="checkbox"/> Protocols, equipment and supplies</li> <li><input type="checkbox"/> Special equipment; ventilators, cardiac monitors, defibrillators</li> <li><input type="checkbox"/> Resuscitation equipments</li> <li><input type="checkbox"/> Infection Control Protocols Nursing management of critically ill patient;</li> <li><input type="checkbox"/> Monitoring of critically ill patient</li> <li><input type="checkbox"/> CPR-Advance Cardiac Life support</li> <li><input type="checkbox"/> Treatments and procedures.</li> <li><input type="checkbox"/> Transitional care</li> <li><input type="checkbox"/> Ethical and legal Aspects</li> <li><input type="checkbox"/> Communication with patient and family</li> <li><input type="checkbox"/> Intensive care records</li> <li><input type="checkbox"/> Crisis Intervention</li> <li><input type="checkbox"/> Death and Dying-coping with</li> <li><input type="checkbox"/> Drugs used in critical care Unit</li> </ul>	<b>10 Hours</b>
<b>Unit-10:</b>	<p><b>Nursing management of patients adults including elderly with occupational &amp; industrial disease</b></p> <p>Nursing Assessment-History and Physical assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Etiology, path physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders</li> <li><input type="checkbox"/> Role of nurse</li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of</li> <li><input type="checkbox"/> Occupational and Industrial disorders</li> </ul>	<b>8 Hours</b>
<b>Text book</b>	1. Bruno Peulenic, Patrick Maxial, Medical Surgical Nursing-Pathophysiological Concept, J.B .Linnincott Co. Philadelnhia.	
<b>Reference Books:</b>	2. Sorensen &Luckmann, Basic Nursing A Psycho-Physiological Approach, John Wright publishing Co. 3. Perry, Ann G. and Patricia A. Potter, Clinical Nursing Skills and Techniques, The C.V Mosby Co., 1990, St Louis. 4. Mary Powell, Orthopaedic Nursing, ELBS, 1976.	

	<p>5. Sathoskar R. S., Pharmacology and Pharmacotherapeutics, Bombay Popular Prakashan, Bombay. Shackelton, Alberta, Dent et al., Practical Nurse Nutrition Education, W. B Saunders Co., Philadelphia.</p> <p>* Latest editions of all the suggested books are recommended.</p>	
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<b>Course Code:</b> BBN302	<b>Discipline Specific Course-5</b>	<b>L-5</b> <b>T-0</b> <b>P-0</b> <b>C-5</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>III Year</b>	
	<b>Child Health Nursing</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the concept of family centered Pediatric Nursing care with related areas such as genetic disorders, congenital malformations and long term illness	
<b>CO2.</b>	Applying the concepts of growth and development in providing care to the pediatric clients and their families.	
<b>CO3.</b>	Demonstrating physical, developmental and nutritional assessment of pediatric clients.	
<b>CO4.</b>	Analyzing and interpreting the various recent technologies and treatment modalities in the management of high risk neonates.	
<b>CO5.</b>	Evaluating nursing practice and research as pediatric nurse in holistic care	
<b>CO6.</b>	Creating pediatric nurse and as a member of the health team.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction Modern concepts of childcare</li> <li><input type="checkbox"/> Internationally accepted rights of the Child</li> <li><input type="checkbox"/> National policy and legislations in relation to child health and welfare</li> <li><input type="checkbox"/> National programs related to child health and welfare</li> <li><input type="checkbox"/> Agencies related to welfare services to the children</li> <li><input type="checkbox"/> Changing trends in hospital care, preventive, promotive and curative aspects of child health.</li> <li><input type="checkbox"/> Child morbidity and mortality rates.</li> <li><input type="checkbox"/> Differences between and adult and child</li> <li><input type="checkbox"/> Hospital environment on the child</li> <li><input type="checkbox"/> Impact of hospitalization on the child and family</li> <li><input type="checkbox"/> Grief and bereavement</li> <li><input type="checkbox"/> The role of a child health nurse in caring for hospitalized child</li> <li><input type="checkbox"/> Principles of pre and post operative care of infants and children</li> <li><input type="checkbox"/> Child health nursing procedures.</li> </ul>	<b>15 Hours</b>
<b>Unit-2:</b>	<b>The healthy child</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principles of growth and development</li> <li><input type="checkbox"/> Factors affecting growth &amp; development</li> </ul>	<b>20 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Growth and development from birth to adolescence</li> <li><input type="checkbox"/> The needs of normal children through the stages of developmental and parental guidance</li> <li><input type="checkbox"/> Nutritional needs of children &amp; infants; breast feeding, exclusive breast supplementary/artificial feeding and weaning ,</li> <li><input type="checkbox"/> Baby friendly hospital concept</li> <li><input type="checkbox"/> Accidents : causes and prevention</li> <li><input type="checkbox"/> Value of play and selection of play material</li> <li><input type="checkbox"/> Preventive immunization, immunization programme and cold chain</li> <li><input type="checkbox"/> Preventive pediatrics</li> <li><input type="checkbox"/> Care of under five&amp; under five clinics/well baby clinics</li> </ul>	
<b>Unit-3:</b>	<p><b>Nursing care of neonate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing care of a normal newborn /Essential newborn care</li> <li><input type="checkbox"/> Neonatal resuscitation</li> <li><input type="checkbox"/> Nursing management of a low birth weight baby.</li> <li><input type="checkbox"/> Kangaroo mother care</li> <li><input type="checkbox"/> Nursing management of common neonatal disorders</li> <li>Organization of neonatal Unit.</li> <li><input type="checkbox"/> Identification &amp; nursing management of common congenital malformation</li> </ul>	<b>15 Hours</b>
<b>Unit-4:</b>	<p><b>Integrated management of neonatal and childhood illnesses (IMNCI)</b></p>	<b>10 Hours</b>
<b>Unit-5:</b>	<p><b>Nursing management in common childhood disease</b></p> <ol style="list-style-type: none"> <li>2. Nutritional deficiency disorders</li> <li>3. Respiratory disorder and infections</li> <li>4. Gastrointestinal infections, infestations and congenital disorders</li> <li>5. Cardio vascular problem: congenital defects and rheumatic fever, rheumatic heart disease</li> <li>6. Gentic-urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms’ tumor, infection and congenital disorder.</li> <li>7. Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus spina-bifida.</li> <li>8. Hematological disorders: Anemias, thalassemia, ITP, Leukemia, hemophilia</li> <li>9. Endocrine disorders: juvenile Diabetes Mellitus</li> <li>10. Orthopedic disorder: club feet, hip dislocation and fracture</li> <li>11. Disorders of skin, eye, and ears</li> <li>12. Common communicable diseases in children their identification in hospital and home and prevention.</li> <li>13. Child health emergencies: poisoning foreign bodies, hemorrhage, burns and drowning</li> <li>14. Nursing care of infant children with HIV/AIDS.</li> </ol>	<b>20 Hours</b>

<b>Unit-6:</b>	<b>Management of behavioral &amp; social problems in children</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Management of common behavioral disorders</li> <li><input type="checkbox"/> Management of common psychiatric problems</li> <li><input type="checkbox"/> Management of challenged children: Mentally, Physically, &amp; Socially challenged</li> <li><input type="checkbox"/> Welfare services for challenged children in India.</li> <li><input type="checkbox"/> Child guidance clinics</li> </ul>	<b>10 Hours</b>
<b>Text book</b>	Parul Datta “Pediatric Nursing” Jee Pee Publication	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Kumar, Sanjay. &amp; Pushp Lata. “<i>Communication Skills</i>” New Delhi: Oxford University Press.</li> <li>• Carnegie Dale. “<i>How to win Friends and Influence People</i>” New York: Simon &amp; Schuster.</li> <li>• Harris, Thomas. A. “<i>I am ok, You are ok</i>” New York: Harper and Row.</li> <li>• Goleman, Daniel. “<i>Emotional Intelligence</i>” Bantam Book.</li> </ul> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	

<b>Course Code:</b> BBN303	<b>Discipline Specific Course-6</b>	<b>L-5</b> <b>T-0</b> <b>P-0</b> <b>C-5</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>III Year</b>	
	<b>Mental Health Nursing</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understand the concepts of psychopathology and mental disorders	
<b>CO2.</b>	Applying concepts, principles and theories of mental health nursing in clinical and community settings.	
<b>CO3.</b>	Demonstrating the skills of mental status assessments, therapeutic communications and modalities as a psychiatric nurse.	
<b>CO4.</b>	Analyzing the mental health needs and scope of development in providing comprehensive care in mental health sector.	
<b>CO5.</b>	Evaluating professional competency in providing holistic mental health nursing care	
<b>CO6.</b>	Creating various modules for care of clients, groups and family with mental health issues.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perspectives of Mental Health and Mental Health nursing: evolution of mental Health services, treatments and nursing practices.</li> <li><input type="checkbox"/> Prevalence and incidence of mental health problems and disorders.</li> <li><input type="checkbox"/> Mental Health Act</li> <li><input type="checkbox"/> National mental health policy vis a vis national health policy</li> <li><input type="checkbox"/> National Mental Health programme</li> <li><input type="checkbox"/> Mental health team</li> <li><input type="checkbox"/> Nature and scope of mental health nursing</li> <li><input type="checkbox"/> Role and functions of mental health nurse in various settings and factor affecting the level of nursing practice</li> <li><input type="checkbox"/> Concepts of normal and abnormal behavior</li> </ul>	<b>5 Hours</b>
<b>Unit-2:</b>	<b>Principles and Concepts of Mental Health Nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition : mental health nursing and terminology used</li> <li><input type="checkbox"/> Classification of mental disorders : ICD</li> </ul>	<b>5 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of personality development, defense mechanisms</li> <li><input type="checkbox"/> Maladaptive behavior of individuals and group: stress, crisis and disaster (s)</li> <li><input type="checkbox"/> Etiology: bio-psycho-social factors</li> <li><input type="checkbox"/> Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission</li> <li><input type="checkbox"/> Principles of Mental health Nursing</li> <li><input type="checkbox"/> Standard of Mental health Nursing practice</li> <li><input type="checkbox"/> Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>• Existential Model</li> <li>• Psycho-analytical models</li> <li>• Behavioral model</li> <li>• Interpersonal model</li> </ul> </li> </ul>	
<b>Unit-3:</b>	<p><b>Assessment of mental health status</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History taking</li> <li><input type="checkbox"/> Mental status examination</li> <li><input type="checkbox"/> Mini mental status examination</li> <li><input type="checkbox"/> Neurological examination: Review</li> <li><input type="checkbox"/> Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li><input type="checkbox"/> Psychological tests Role and responsibilities of nurse</li> <li><input type="checkbox"/></li> </ul>	<b>8 Hours</b>
<b>Unit-4:</b>	<p><b>Therapeutic communication and nurse-patient relationship</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutic communication: Types, techniques, characteristics</li> <li><input type="checkbox"/> Types of relationship,</li> <li><input type="checkbox"/> Ethics and responsibilities</li> <li><input type="checkbox"/> Elements of nurse patient contract</li> <li><input type="checkbox"/> Review of technique of IPR- Johari Window</li> <li><input type="checkbox"/> Goals, phases, tasks, therapeutic techniques</li> <li><input type="checkbox"/> Therapeutic impasse and its intervention</li> </ul>	<b>6 Hours</b>
<b>Unit-5:</b>	<p><b>Treatment modalities and therapies used in mental disorders</b></p> <p>15. Psycho Pharmacology</p> <p>16. Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive and supportive, family, Group, Behavioral, Play, Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies: Yoga, Meditation, bio feedback</p> <p>17. Alternative system of medicine</p> <p>18. Occupational therapy</p> <p>19. Physical Therapy : electro convulsive therapy</p> <p>20. Geriatric considerations</p> <p>21. Role of nurse in above therapies</p> <p>22.</p>	<b>14 Hours</b>

<b>Unit-6:</b>	<b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification: ICD</li> <li><input type="checkbox"/> Etiology, psycho-pathology, types, clinical manifestations, diagnosis</li> <li><input type="checkbox"/> Nursing Assessment-History, physical and mental assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of patients with schizophrenia and other psychotic disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow-up and home care and rehabilitation</li> </ul>	<b>5 Hours</b>
<b>Unit-7;</b>	<b>Nursing management of patient with mood disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mood disorders: Bipolar affective disorder, Mania depression and dysthymiaetc</li> <li><input type="checkbox"/> Etiology, psycho-pathology, clinical manifestations, diagnosis,</li> <li><input type="checkbox"/> Nursing Assessment –History, Physical and mental assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of patients with mood disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow up and home care and rehabilitation</li> </ul>	<b>5 Hours</b>
<b>Unit-8;</b>	<b>Nursing management of patient with neurotic, stress related and somatization disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anxiety disorder, Phobias, Dissociation and Conversion disorder Obsessive , compulsive disorder, somatoform disorders, Post traumatic stress disorder</li> <li><input type="checkbox"/> Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li><input type="checkbox"/> Nursing Assessment-History, Physical and mental assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow up and home care and rehabilitation</li> </ul>	<b>8 Hours</b>
<b>Unit-9:</b>	<b>Nursing management of patient with Substance use disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Commonly used psychotropic substance: Classification forms, routes, action intoxication and with drawal</li> <li><input type="checkbox"/> Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</li> <li><input type="checkbox"/> Nursing Assessment –History, Physical, mental assessment and drug assay</li> <li><input type="checkbox"/> Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction ) and nursing management of patients with substance use disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow-up and home care and rehabilitation</li> </ul>	<b>5 Hours</b>

<b>Unit-10:</b>	<b>Nursing management of patient with personality, Sexual and Eating disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification of disorders</li> <li><input type="checkbox"/> Etiology, psycho-pathology, characteristics, diagnosis,</li> <li><input type="checkbox"/> Nursing Assessment –History, Physical and mental assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of patients with personality, Sexual and Eating disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow up and home care and rehabilitation</li> </ul>	<b>4 Hours</b>
<b>Unit-11:</b>	<b>Nursing management of childhood and adolescent disorders including mental deficiency</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Etiology, psycho-pathology, characteristics , diagnosis, Nursing Assessment –History, Physical and mental and IQ assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of childhood disorder including mental deficiency</li> <li><input type="checkbox"/> Follow-up and home care and rehabilitation</li> </ul>	<b>6 Hours</b>
<b>Unit-12:</b>	<b>Nursing management of organic brain disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification of mental disorders: ICD</li> <li><input type="checkbox"/> Etiology, psycho-pathology, clinical features diagnosis, and Differential diagnosis (parkinsons and alzheimers )</li> <li><input type="checkbox"/> Nursing Assessment –History, Physical and neurological assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of organic brain disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow up and home care and rehabilitation</li> </ul>	<b>5 Hours</b>
<b>Unit-13</b>	<b>Psychiatric Emergencies and Carry out crisis intervention</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of psychiatric emergencies and their management</li> <li><input type="checkbox"/> Stress adaptation Model: stress and stressor, coping, resources and mechanism</li> <li><input type="checkbox"/> Grief: Theories of grieving process, principles techniques of counseling</li> <li><input type="checkbox"/> Types of crisis</li> <li><input type="checkbox"/> Crisis Intervention: principles, Techniques and process</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Role and responsibilities of nurse</li> </ul>	<b>6 Hours</b>
<b>Unit-14:</b>	<b>Legal issues in Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987: Act, Sections, Articles and their implications etc.</li> <li>• Indian Lunacy Act. 1912</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> </ul>	<b>4 Hours</b>

	<ul style="list-style-type: none"> <li>• Admission and discharge procedures</li> <li>• Role and responsibilities of nurse</li> </ul>	
<b>Unit-15</b>	<p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>□ Development of Community Mental Services:</li> <li>□ National Mental Health Programme</li> <li>□ Institutionalization Versus Deinstitutionalization</li> <li>□ Model of preventive psychiatry: Levels of prevention</li> <li>□ Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse</li> <li>□ Model of Preventive Psychiatry Levels of prevention</li> <li>□ Mental Health Agencies: Government and voluntary, National and International</li> <li>□ Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>	<b>4 Hours</b>
<b>Text book</b>	1. Brown R. T. Feldman G. R., <i>Epilepsy -Diagnosis and Management</i> , Little Brown And Co., Toronto.	
<b>Reference Books:</b>	2. Brown R. T. Feldman G. R., <i>Epilepsy -Diagnosis and Management</i> , Little Brown And Co., Toronto. 3. Beck M. C. Rawtins P. R. & et al, <i>Mental Health–Psychiatric Nursing</i> . The C.V. Mosby Co., Ltd. Toronto. 4. Coleman C. J, <i>Abnormal Psychology and Modern Life</i> . P. B. Tara and Sons Co. Pvt Ltd 5. Kaplan H. Saddock B, <i>Synopsis of Psychiatry</i> , William sand Wilkins, Bathmov. 6. Stuart W. G. Sundeen J. S, <i>Principles and Practice of Psychiatric Nursing</i> , Mosby Year Book, London. 7. Taylor C.M., <i>Essentials of Psychiatric Nursing</i> , CV Mosby Co., London. 8. Bimlakapoor CV, <i>A Text Book of Psychiatric Nursing</i> , Mosby Co., Delhi. 9. Shivas, <i>Basic Concept of Psychiatric Mental Health Nursing</i> , B.I Publications.  * Latest editions of all the suggested books are recommended.	

<b>Course Code:</b> <b>BBN304</b>	<b>Core Course -8</b>	<b>L-3</b> <b>T-0</b> <b>P-0</b> <b>C-3</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>III Year</b>	
	<b>Nursing Research and Statistics</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the concepts of terminology, nursing research process and steps of Scientific methods.	
<b>CO2.</b>	Applying the concepts in identifying the nursing research problems and carrying out the nursing research.	
<b>CO3.</b>	Demonstrating the steps of review of literature, research methodology and data collection.	
<b>CO4.</b>	Analyzing the health needs and problems in nursing profession, hospital or community.	
<b>CO5.</b>	Evaluating the principles applied in research process for assigning research project to students.	
<b>CO6.</b>	Creating evidence based practice by utilization of nursing research.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Research and research process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction and need for nursing research</li> <li><input type="checkbox"/> Definition of Research &amp; nursing research</li> <li><input type="checkbox"/> Step of scientific method</li> <li><input type="checkbox"/> Characteristics of good research</li> <li><input type="checkbox"/> Step of Research process-overview</li> </ul>	<b>6 Hours</b>
<b>Unit-2:</b>	<b>Research Problem/Question</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of problem area</li> <li><input type="checkbox"/> Problem statement</li> <li><input type="checkbox"/> Criteria of a good research problem</li> <li><input type="checkbox"/> Writing objective</li> </ul>	<b>12 Hours</b>
<b>Unit-3:</b>	<b>Review of Literature</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Sources</li> <li><input type="checkbox"/> On line search;</li> <li><input type="checkbox"/> CINHAI, COCHARNE etc</li> <li><input type="checkbox"/> Purposes</li> <li><input type="checkbox"/> Method of review</li> </ul>	<b>10 Hours</b>

<b>Unit-4:</b>	<b>Research approaches and designs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical, survey and experimental</li> <li><input type="checkbox"/> Qualitative and Quantitative designs</li> </ul>	<b>8 Hours</b>
<b>Unit-5:</b>	<b>Sampling and Data Collection</b> <p>23. Definition of Population, Sample, factors influencing sampling process, types of sampling techniques.</p> <p>24. Data-why, what, from whom, when and where to collect</p> <p>25. Data collection methods and instruments:</p> <ul style="list-style-type: none"> <li>• Methods of data collection</li> <li>• Question interviewing</li> <li>• Observations, record analysis and measurement</li> <li>• Types of instruments</li> <li>• Validity &amp; variability of the Instrument</li> <li>• Pilot study</li> </ul> <p>26. Data collection procedure.</p>	<b>4 Hours</b>
<b>Unit-6:</b>	<b>Analysis of data:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li> </ul>	
<b>Unit-7;</b>	<b>Unit VII</b> <b>Introduction to statistics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, use of statistics, scales of measurement.</li> <li><input type="checkbox"/> Frequency distribution and graphical presentation of data</li> <li><input type="checkbox"/> Mean, Median, Mode, Standard deviation</li> <li><input type="checkbox"/> Normal Probability and tests of significance</li> <li><input type="checkbox"/> Co-efficient of correlation.</li> <li><input type="checkbox"/> Statistical packages and its applications</li> </ul>	
<b>Unit-8;</b>	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication of research : <ul style="list-style-type: none"> <li>• Verbal findings</li> <li>• Writing research</li> <li>• Writing report scientific article/paper</li> <li>• Critical review of published research</li> <li>• Utilization of research finding</li> </ul> </li> </ul>	
<b>Text book</b>	1. Basavanthappa, B.T, <i>Nursing Research</i> , Jaypee Brothers, 2003, New Delhi.	
<b>Reference Books:</b>	2. Mahajan, B.K, <i>Methods in Biostatistics</i> , Jayppe Brothers, 1999, New Delhi. 3. Rose Hott&Budin. Notter’s, <i>Essentials of Nursing Research</i> , Spinger Publisher, 1999, New York. 4. PatriciaNunhall. <i>Nursing Research</i> , James & Bar, 2001, Canada.	

	<p>5. Caroly M.H, <i>Research Methods for Clinical Therapists Applied Project Design and Analysis</i>, 1999, Churchill Livingstone.</p> <p>6. Indrani P.K., T.K, <i>Research Methods for Nurses</i>. Jaypee Brothers, 2005 New Delhi.</p> <p>* Latest editions of all the suggested books are recommended.</p>	
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<b>Course Code:</b> <b>BBN354</b>	<b>Research Project Report -1</b>	<b>L-0</b> <b>T-0</b> <b>P-2</b> <b>C-1</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>III Year</b>	
	<b>Nursing Research and Statistics</b>	

## GUIDELINES FOR RESEARCH PROJECT ON NURSING

### Objectives:

During the training the students is expected to learn about research problem, research methodology, statistical methods, research plan and implementation. The knowledge will be utilized for improving the quality of nursing practice and education.

### Guidelines:

<b>1</b>	During the clinical training a student is supposed to write a research project work related to the profession of nursing, based on his/her interest.
<b>2</b>	Project work would be under the supervision of internal faculty located for the project guiding appointed by the Principal/Director of college of nursing.
<b>3</b>	The research project would be completed and submitted before the completion of fourth year of the course (i.e. teaching work).
<b>4</b>	Before the submission of project the student will be require to make a presentation before the research committee through power point presentation.
<b>5</b>	The assessment of performance of student will be totally internal and the research committee will assess the student on the basis of his performance.
<b>6</b>	There would be mid-term review of the progress of the project before three members of the research committee appointed by the Principal/Director of college of nursing.
<b>7</b>	The research project work should cover the following area. <ul style="list-style-type: none"> <li>• Review of literature on the selected topic and reporting</li> <li>• Formulation of problem statement, objective and hypotheses</li> <li>• Development of theoretical/conceptual framework.</li> <li>• Research methodology conducted during the training period</li> <li>• Analysis and interpretation</li> <li>• Summary &amp; Conclusion.</li> </ul>

### Evaluation Scheme

Thesis			Quality Assignment/ Timely Submission	Contribution for research project	Attendance	Viva	Total
Problem Statement	Pilot Study	Main Study					
10	15	25	10	10	5	25	100

<b>Course Code:</b> BBN305	<b>Ability Enhancement Compulsory Course -4</b>	<b>L-2 T-0 P-0 C-2</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>III Year</b>	
	<b>Advance English Communication</b>	
<b>Course Outcomes :</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the importance of English Language.	
<b>CO2.</b>	Applying correct format and principles of written communication to prepare letters, reports, Minutes of The Meeting and Inter-Office Memo.	
<b>CO3.</b>	Applying the Presentation Skills & its techniques	
<b>CO4.</b>	Applying rules of grammar in conversational English and expressing itself.	
<b>CO5.</b>	Developing positive attitude and ability to speak others.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>English Grammar &amp; Vocabulary</b> <ul style="list-style-type: none"> <li>• Correction of Common Errors (with recap of English Grammar with its usage in practical context.)</li> <li>• Synthesis : Simple , complex and compound sentence</li> <li>• Commonly used Idioms &amp; phrases (Progressive learning whole semester)</li> </ul>	<b>14 Hours</b>
<b>Unit-2:</b>	<b>Speaking Skills</b> <ul style="list-style-type: none"> <li>• Art of public speaking</li> <li>• Common conversation</li> <li>• Extempore</li> <li>• Power Point Presentation (PPT) Skills: Nuances of presenting PPTs</li> </ul>	<b>10 Hours</b>
<b>Unit-3:</b>	<b>Comprehension Skills</b> <ul style="list-style-type: none"> <li>• Strategies of Reading comprehension: Four S's</li> <li>• How to solve a Comprehension (Short unseen passage: 150-200 words)</li> </ul>	<b>6 Hours</b>
<b>Unit-4:</b>	<b>Professional writing</b> <ul style="list-style-type: none"> <li>• Preparing Notice, Agenda &amp; Minutes of the Meeting</li> </ul>	<b>3 Hours</b>
<b>Unit-5:</b>	<b>Value based text reading: Short story</b> <ul style="list-style-type: none"> <li>• The Barber's Trade Union – Mulk Raj Anand</li> </ul>	<b>7 Hours</b>
<b>Testbook:</b>	4 Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Allen, W. "Living English Structure" Pearson Education, New Delhi.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Joseph, Dr C.J. &amp; Myall E.G. “A <i>Comprehensive Grammar of Current English</i>” Inter University Press, Delhi</li> <li>• Wren &amp; Martin “<i>High School English Grammar and Composition</i>” S. Chand &amp; Co. Ltd., New Delhi.</li> <li>• Norman Lewis “<i>Word Power Made Easy</i>” Goyal Publications &amp; Distributers, New Delhi.</li> <li>• Chaudhary, Sarla “Basic Concept of Professional Communication” Dhanpat Rai Publication, New Delhi.</li> <li>• Kumar Sanjay &amp; Pushplata “<i>Communication Skills</i>” Oxford University Press, New Delhi.</li> <li>• Agrawal, Malti “<i>Professional Communication</i>” Krishana Prakashan Media (P) Ltd. Meerut.</li> </ul>	
<b>Methodologies:</b>	<ol style="list-style-type: none"> <li>1. Idiom &amp; Phrases and exercises, usage in sentences.</li> <li>2. Language Lab software.</li> <li>3. <b><i>Power Point presentation.</i></b></li> <li>4. Newspaper reading, short articles from newspaper to comprehend and short movies.</li> <li>5. Modern Teaching tools (PPT Presentation &amp; Motivational videos with sub-titles) will be utilized.</li> <li>6. <b><i>Text reading : discussion in detail, Critical appreciation by reading the text to develop students’ reading habits with voice modulation.</i></b></li> </ol> <p><b><u>Note:</u></b></p> <ul style="list-style-type: none"> <li>• Class (above 30 students) will be divided into two groups for effective teaching.</li> <li>• <b><i>For effective conversation practice, groups will be changed weekly.</i></b></li> </ul>	

### Evaluation Scheme

Internal Evaluation						Written Exam	Total Marks
CT-1	CT-2	*CT-3	Assignment	Activities	Attendance	50	100
10	10	10	15	10	5		

**\*Best two CTs will be considered out of three.**

<b>Course Code:</b> TMUGS-303	<b>Value Added Course -1</b>		<b>L-2 T-1 P-0 C-0</b>
	<b>Basic B.Sc. Nursing</b>		
	<b>III Year</b>		
	<b>Managing Self</b>		
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>		
<b>CO1.</b>	Utilizing effective verbal and non-verbal communication techniques in formal and informal settings		
<b>CO2.</b>	Understanding and analyzing self and devising a strategy for self growth and development.		
<b>CO3.</b>	Adapting a positive mindset conducive for growth through optimism and constructive thinking.		
<b>CO4.</b>	Utilizing time in the most effective manner and avoiding procrastination.		
<b>CO5.</b>	Making appropriate and responsible decisions through various techniques like SWOT, Simulation and Decision Tree.		
<b>CO.6.</b>	Formulating strategies of avoiding time wasters and preparing to-do list to manage priorities and achieve SMART goals.		
<b>Course Content:</b>			
<b>Unit-1:</b>	<b>Personal Development</b> <ul style="list-style-type: none"> <li>• Personal growth and improvement in personality</li> <li>• Perception</li> <li>• Positive attitude</li> <li>• Values and Morals</li> <li>• High self motivation and confidence</li> <li>• Grooming</li> </ul>		<b>10 Hours</b>
<b>Unit-2:</b>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Goal setting and action planning</li> <li>• Effective and assertive communication</li> <li>• Decision making</li> <li>• Time management</li> <li>• Presentation Skills</li> <li>• Happiness, risk taking and facing unknown</li> </ul>		<b>8Hours</b>
<b>Unit-3:</b>	<b>Career Development</b> <ul style="list-style-type: none"> <li>• Resume Building</li> <li>• Occupational Research</li> </ul>		<b>12 Hours</b>

	<ul style="list-style-type: none"> <li>• Group discussion (GD) and Personal Interviews</li> </ul>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18<sup>th</sup> ed., Pearson Education</li> <li>• Tracy, Brian, Time Management (2018), Manjul Publishing House</li> <li>• Hill, Napoleon, Think and grow rich (2014), Amazing Reads</li> <li>• Scott, S.J., SMART goals made simple (2014), Createspace Independent Pub</li> <li>• <a href="https://www.hloom.com/resumes/creative-templates/">https://www.hloom.com/resumes/creative-templates/</a></li> <li>• <a href="https://www.mbauniverse.com/group-discussion/topic.php">https://www.mbauniverse.com/group-discussion/topic.php</a></li> <li>• Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan</li> <li>• Burne, Eric, Games People Play (2010), Penguin UK</li> <li>• <a href="https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression">https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression</a></li> </ul>	

### Evaluation Scheme: Faculty led Continuous Evaluation

- Students will be evaluated on the score of 100 in every course.
- Evaluation of soft skill will follow continuous evaluation method.

Details are as follows:

- 1) Total Marks for each semester 100
  - a) **Internal:** 40 marks for Class Performance (Every class activity will carry 8 marks; each students can participate in maximum of 5 activities).
  - b) **External:** 50 marks for External evaluation at the time of external exams (Based on GD and Pis).
  - c) **Attendance:** 10 marks for Attendance in the training sessions

S No	% Attendance <	Marks
1.	30	0
2.	30-40	2
3.	40-50	4
4.	50-60	5
5.	60-70	6
6.	70-80	7
7.	80-90	8
8.	90-100	10

In a summary,

**100 marks = 40(Class performance) + 50(External) + 10(Attendance)**

<b>Course Code:</b> <b>BBN351</b>	<b>Skill Enhancement Course-3</b>		<b>L-0</b> <b>T-0</b> <b>P-14</b> <b>C-4</b>
	<b>Basic B.Sc. Nursing</b>		
<b>III Year</b>			
<b>Medical Surgical Nursing- II (Practical)</b> <b>(Adult Including Geriatrics)</b>			
<b>Course Content:</b>			
<b>ENT</b>	<input type="checkbox"/> Perform examination of ear, nose and throat <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Instillation of drops <input type="checkbox"/> Perform/assist with irrigations. <input type="checkbox"/> Apply ear bandage <input type="checkbox"/> Perform tracheotomy care <input type="checkbox"/> Teach patients and families		
<b>OPHTHALMOLOGY</b>	<input type="checkbox"/> Perform examination of eye <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Perform/assist with irrigations. <input type="checkbox"/> Apply eye bandage <input type="checkbox"/> Apply eye drops/ointments <input type="checkbox"/> Assist with foreign body removal. <input type="checkbox"/> Teach patients and families		
<b>NEUROLOGY</b>	<input type="checkbox"/> Perform Neurological Examination <input type="checkbox"/> Use Glasgow coma scale <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Teach patients & families <input type="checkbox"/> Participate in rehabilitation program		
<b>GYNECOLOGY</b>	<input type="checkbox"/> Assist with gynecological Examination <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Teach patients families <input type="checkbox"/> Teaching self Breast Examination <input type="checkbox"/> Assist with PAP smear collection		
<b>BURNS</b>	<input type="checkbox"/> Assessment of the burns patient <input type="checkbox"/> Percentage of burns <input type="checkbox"/> Degree of burns <input type="checkbox"/> Fluid & electrolyte replacement therapy <ul style="list-style-type: none"> <li>• Assess</li> <li>Calculate</li> <li>• Replace</li> <li>• Record intake/out put</li> </ul>		

	<input type="checkbox"/> Care of Burn wounds <input type="checkbox"/> Bathing <input type="checkbox"/> Dressing <input type="checkbox"/> Perform active & passive examination <input type="checkbox"/> Practice medical & surgical asepsis <input type="checkbox"/> Counsel and families <input type="checkbox"/> Participate in rehabilitation program
<b>ONCOLOGY</b>	<input type="checkbox"/> Screen for common cancers-TNM Classification <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Biopsies <input type="checkbox"/> Pep smear <input type="checkbox"/> Bone-marrow aspiration <input type="checkbox"/> Breast examination <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Participates in various modalities of treatment <input type="checkbox"/> Chemotherapy <input type="checkbox"/> Radiotherapy <input type="checkbox"/> Pain management <input type="checkbox"/> Stomalththerapy <input type="checkbox"/> Hormonal therapy <input type="checkbox"/> Immuno therapy <input type="checkbox"/> Gene therapy <input type="checkbox"/> Alternative therapy <input type="checkbox"/> Participate in palliative in care <input type="checkbox"/> Counsel and teach patients families
<b>CRITICAL CARE</b>	<input type="checkbox"/> Self Breast Examination <input type="checkbox"/> Warning signs <input type="checkbox"/> Participate in rehabilitation program <input type="checkbox"/> Monitoring of patients in ICU <input type="checkbox"/> Maintain flow sheet <input type="checkbox"/> Care of patient on ventilators <input type="checkbox"/> Perform End tracheal suction <input type="checkbox"/> Demonstrates use of ventilators, cardiac monitors etc, <input type="checkbox"/> Collect specimens and interprets ABG analysis <input type="checkbox"/> Assist with arterial Puncture <input type="checkbox"/> Maintain CVP line <input type="checkbox"/> Pulse oximetry <input type="checkbox"/> CPR-ALS <input type="checkbox"/> Defibrillators <input type="checkbox"/> Pace makers <input type="checkbox"/> Bag-mask ventilation <input type="checkbox"/> Emergency tray/trolley-Crash Cart <input type="checkbox"/> Administration of drugs <input type="checkbox"/> Infusion pump <input type="checkbox"/> Epidural <input type="checkbox"/> Intra thecal <input type="checkbox"/> Intracardiac

	<input type="checkbox"/> Total parenteral therapy <input type="checkbox"/> Chest physiotherapy <input type="checkbox"/> Perform active & passive exercise <input type="checkbox"/> Counsel the patient and family in dealing with grieving and bereavement
<b>CASUALTY/EMERGENCY</b>	<input type="checkbox"/> Practice ‘triage’ <input type="checkbox"/> Assist with assessment, examination , investigations & their interpretations, in emergency and disaster situations <input type="checkbox"/> Assist in documentations <input type="checkbox"/> Assist in legal procedures in emergency, Unit <input type="checkbox"/> Participate in managing crowd <input type="checkbox"/> Counsel patient and families in grief and bereavement.

<b>Course Code:</b> <b>BBN352</b>	<b>Skill Enhancement Course-4</b>		<b>L-0</b> <b>T-0</b> <b>P-14</b> <b>C-4</b>
	<b>Basic B.Sc. Nursing</b>		
	<b>III Year</b>		
	<b>Child Health Nursing (Practical)</b>		
<b>Course Content:</b>			
<b>PEDIATRIC MEDICINE WARD</b>	<input type="checkbox"/> Taking pediatric History <input type="checkbox"/> Physical examination and assessment of children <input type="checkbox"/> Administer of oral, I/M & IV medicine./fluid <input type="checkbox"/> Calculation of fluid requirements <input type="checkbox"/> Prepare different strength of I.V. fluids <input type="checkbox"/> Apply restraints <input type="checkbox"/> Administer O <sub>2</sub> inhalation by different methods <input type="checkbox"/> Give baby bath <input type="checkbox"/> Feed children by Katori spoon, etc. <input type="checkbox"/> Collect specimens for common investigations <input type="checkbox"/> Assist with common diagnostic procedures <input type="checkbox"/> Teach mothers/parents <ul style="list-style-type: none"> <li>• Malnutrition</li> <li>• Oral rehydration therapy</li> <li>• Feeding &amp; Weaning</li> <li>• Immunization schedule</li> <li>• Play therapy</li> </ul> <input type="checkbox"/> Specific Disease conditions		
<b>PEDIATRIC SURGERY WARD</b>	<input type="checkbox"/> Calculate prepare and administer I/V fluids <input type="checkbox"/> Bowel wash <input type="checkbox"/> Care for ostomies: <ul style="list-style-type: none"> <li>• Colostomy Irrigation</li> <li>• Ureterostomy</li> <li>• Gastrostomy</li> <li>• Enterostomy</li> </ul> <input type="checkbox"/> Urinary catheterization and drainage <input type="checkbox"/> Feeding <ul style="list-style-type: none"> <li>• Naso-gastric</li> <li>• Jejunostomy</li> </ul> <input type="checkbox"/> Care of surgical wounds <ul style="list-style-type: none"> <li>• Dressing</li> <li>• Suture removal</li> </ul>		
<b>PEDIATRIC OPD / IMMUNIZATION ROOM</b>	<input type="checkbox"/> Assessment of children <input type="checkbox"/> Health assessment <input type="checkbox"/> Developmental assessment <input type="checkbox"/> Anthropometric assessment <input type="checkbox"/> Immunization <input type="checkbox"/> Health/Nutritional Education		
<b>PEDIATRIC MEDICINE AND SURGERY ICU</b>	<input type="checkbox"/> Care of a baby Incubator/warmer <input type="checkbox"/> Care of a child on ventilator <input type="checkbox"/> End tracheal suction <input type="checkbox"/> Chest physiotherapy		

	<ul style="list-style-type: none"><li><input type="checkbox"/> Administer fluids with infusion pump</li><li><input type="checkbox"/> Total parenteral nutrition</li><li><input type="checkbox"/> Phototherapy</li><li><input type="checkbox"/> Monitoring of babies</li><li><input type="checkbox"/> Cardio Pulmonary resuscitation</li></ul>
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<b>Course Code:</b> <b>BBN353</b>	<b>Skill Enhancement Course- 5</b>	<b>L-0</b> <b>T-0</b> <b>P-14</b> <b>C-4</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>III Year</b>	
	<b>Mental Health Nursing (Practical)</b>	
<b>Course Content:</b>		
<b>PSYCHITRIC OPD</b>	<input type="checkbox"/> History taking <input type="checkbox"/> Perform mental status examination (MSE) <input type="checkbox"/> Assist in Psychometric assessment <input type="checkbox"/> Perform Neurological examination <input type="checkbox"/> Observe and assist in therapies <input type="checkbox"/> Teach patients and family members	
<b>CHILD GUIDANCE CLINIC</b>	<input type="checkbox"/> History taking <input type="checkbox"/> Assist in Psychometric assessment <input type="checkbox"/> Perform Neurological examination <input type="checkbox"/> Observe and assist in therapies <input type="checkbox"/> Teach patients and family members	
<b>IN-PATIENT WARD</b>	<input type="checkbox"/> History taking <input type="checkbox"/> Perform mental status examination (MSE) <input type="checkbox"/> Perform Neurological examination <input type="checkbox"/> Assist in psychometric assessment <input type="checkbox"/> Record therapeutic communication <input type="checkbox"/> Administer medications <input type="checkbox"/> Assist in Electroconvulsive Therapy (ECT) <input type="checkbox"/> Participate in all therapies <input type="checkbox"/> Prepare patients for Activities of Daily living (ADL) <input type="checkbox"/> Conduct admission and discharge counseling <input type="checkbox"/> Counsel and teach patients and families	
<b>COMMUNITY PSYCHIATRY</b>	<input type="checkbox"/> Conduct case work <input type="checkbox"/> Identify individuals with mental health problems <input type="checkbox"/> Assists in mental health camps and clinics <input type="checkbox"/> Counsel and Teach family members, patients and community	

<b>Course Code:</b> <b>BBN401</b>	<b>Discipline Specific Course -7</b> <b>Basic B.Sc. Nursing</b> <b>IV Year</b> <b>Midwifery and Obstetric Nursing</b>	<b>L-5</b> <b>T-0</b> <b>P-0</b> <b>C-5</b>
<b>Course Outcomes:</b>	<b>At the end of the semester, the learners will be able to-</b>	
<b>CO1.</b>	Understanding the concept and principles of Midwifery and Obstetric Nursing.	
<b>CO2.</b>	Applying knowledge and skills in providing nursing care to normal and high risk pregnant women during antenatal, natal, and post natal period in hospital and community setting	
<b>CO3.</b>	Demonstrating the skills in assessing normal and high risk obstetrics and providing basic emergency obstetric and neonatal care.	
<b>CO4.</b>	Analyzing the health needs and providing maternal, neonatal, family planning and other reproductive health services in the hospital and community.	
<b>CO5.</b>	Evaluating professional competency in handling normal and high risk conditions of women in pregnancy ,labour, postnatal and use of various equipments in Obstetrics.	
<b>CO6.</b>	Creating evidence based nursing practice in the field of Obstetrical Nursing and function as independent Midwifery Nurse Practitioner.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction to midwifery and obstetrical Nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to concepts of midwifery and obstetrical Nursing</li> <li><input type="checkbox"/> Trends in midwifery and obstetrical nursing</li>   <li><input type="checkbox"/> Historical perspectives and current trends</li> <li><input type="checkbox"/> Legal and ethical aspects</li> <li><input type="checkbox"/> Pre –conception care and preparing for parenthood</li> <li><input type="checkbox"/> Role of nurse in midwifery &amp; obstetrical care.</li>   <li><input type="checkbox"/> National policy and legislation in relation to maternal health and welfare</li> <li><input type="checkbox"/> Maternal morbidity, mortality and fertility rates</li> <li><input type="checkbox"/> Perinatal, morbidity and mortality rates</li> </ul>	<b>3 Hours</b>

<p><b>Unit-2:</b></p>	<p><b>Review of anatomy and physiology of female reproductive system and foetal development</b></p> <ul style="list-style-type: none"> <li>□ Female pelvis-general description of the bones, joints, ligament, planes of the pelvis diameters of the true pelvis, important landmarks, variations in pelvis shape,</li> <li>□ Female organs of reproductions-external genitalia, internal genital organs and their anatomical Relations, musculature – blood supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum.</li> <li>□ Physiology of menstrual cycle</li> <li>□ Human sexuality</li> <li>□ Foetal development <ul style="list-style-type: none"> <li>• Conception</li> <li>• Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term functions, abnormalities, the foetal sac, amniotic fluid, the umbilical cord,</li> <li>• Foetal circulation, foetal skull, bones, sutures and measurements</li> </ul> </li> <li>□ Review of Genetics</li> </ul>	<p><b>8 Hours</b></p>
<p><b>Unit-3:</b></p>	<p><b>Assessment and management of pregnancy (ante-natal)</b></p> <p>Normal Pregnancy</p> <p>Physiological Changes during pregnancy</p> <ul style="list-style-type: none"> <li>• Normal pregnancy</li> <li>• Physiological changes during pregnancy</li> <li>• Reproductive system</li> <li>• Urinary system</li> <li>• Cardio vascular system</li> <li>• Respiratory system</li> <li>• Gastro intestinal system</li> <li>• Metabolic changes</li> <li>• Skeletal changes</li> <li>• Skin changes</li> <li>• Endocrine system</li> <li>• Psychological changes</li> <li>• Discomforts of pregnancy</li> <li>□ Diagnosis of pregnancy <ul style="list-style-type: none"> <li>• Signs</li> <li>• Different diagnosis</li> <li>• Confirmatory tests</li> <li>• Confirmatory tests</li> </ul> </li> <li>□ Ante-natal care <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Assessment</li> <li>• History and physical examination</li> <li>• Antenatal Examination</li> <li>• Signs of previous child-birth</li> <li>• Relationship of fetus to uterus and pelvis: lie, Attitude, presentation Position</li> <li>• Per vaginal examination.</li> </ul> </li> </ul>	<p><b>8 Hours</b></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Screening and assessment for high risk;</li> <li><input type="checkbox"/> Risk approach</li> <li><input type="checkbox"/> History and physical Examination</li> <li><input type="checkbox"/> Modalities of diagnosis, Invasive &amp; Non-Invasive, ultrasonics, cardio tomography, NST, CST,</li> <li><input type="checkbox"/> Antenatal preparation <ul style="list-style-type: none"> <li>• Antenatal counseling</li> <li>• Antenatal exercises</li> <li>• Diet</li> <li>• Substance use</li> <li>• Education for child-birth</li> <li>• Husband and families</li> <li>• Preparation for safe-confinement</li> <li>• Prevention from radiation</li> </ul> </li> <li><input type="checkbox"/> Psycho-social and cultural aspects of pregnancy <ul style="list-style-type: none"> <li>• Adjustment to pregnancy</li> <li>• Unwed mother</li> <li>• Single parent</li> <li>• Teenage pregnancy</li> <li>• Sexual violence</li> </ul> </li> <li><input type="checkbox"/> Adoption</li> </ul>	
<p style="text-align: center;"><b>Unit-4:</b></p>	<p><b>Assessment and management of intra-natal period.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physiology of labour ,</li> <li><input type="checkbox"/> Management of labour. <ul style="list-style-type: none"> <li>• First stage</li> <li>• Signs and symptoms of onset of labour, normal and abnormal –</li> <li>• Duration</li> <li>• Preparation of Labour room and Women</li> <li>• Assessment and observation of women in labour, partogram-maternal and foetal monitoring</li> <li>• Active management of labour,</li> <li>• Induction of labour</li> <li>• Pain relief and comfort in labour</li> </ul> </li> <li><input type="checkbox"/> Second stage <ul style="list-style-type: none"> <li>• Signs and symptoms; normal and abnormal</li> <li>• Duration</li> <li>• Conduct of delivery; Principles and techniques</li> <li>• Episiotomy (only if required)</li> <li>• Receiving the new born</li> <li>• Neonatal resuscitation; initial steps and subsequent resuscitation</li> <li>• Care of umbilical cord</li> <li>• Immediate assessment including screening for congenital anomalies</li> <li>• Identification</li> <li>• Bonding</li> <li>• Initiate feeding</li> </ul> </li> </ul>	<p style="text-align: center;"><b>12 Hours</b></p>

	<ul style="list-style-type: none"> <li>• Screening and transportation of the neonate</li> <li><input type="checkbox"/> Third stage <ul style="list-style-type: none"> <li>• Signs and symptoms; normal and abnormal</li> <li>• Duration</li> <li>• Method of placental expulsion</li> <li>• Management; Principles and techniques</li> <li>• Examination of the placenta</li> <li>• Examination of perineum</li> <li>• Maintaining records and reports</li> </ul> </li> <li><input type="checkbox"/> Fourth Stage</li> </ul>	
<b>Unit-5:</b>	<p><b>Assessment and management of women during natal period</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal puerperium; Physiology Duration</li> <li><input type="checkbox"/> Postnatal assessment and management <ul style="list-style-type: none"> <li>Promoting physical and emotional well-being</li> <li>Lactation management</li> <li>Immunization Family dynamics after child-birth.</li> </ul> </li> <li><input type="checkbox"/> Family welfare services; method counseling</li> <li><input type="checkbox"/> Follow-up</li> <li><input type="checkbox"/> Records and reports</li> </ul>	<b>5 Hours</b>
<b>Unit-6:</b>	<p><b>Assessment and management of normal neonates</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal Neonate;</li> <li><input type="checkbox"/> Physiological adaptation, <ul style="list-style-type: none"> <li>• Initial &amp; Daily assessment</li> <li>• Essential newborn care; Thermal control,</li> <li>• Breast feeding , prevention of infections</li> </ul> </li> <li><input type="checkbox"/> Immunization</li> <li><input type="checkbox"/> Minor disorder of newborn and its management</li> <li><input type="checkbox"/> Level of Neonatal care (level, II, &amp; III)</li> <li><input type="checkbox"/> At primary, secondary and tertiary levels</li> <li><input type="checkbox"/> Maintenance of Reports and Records</li> </ul>	<b>6 Hours</b>
<b>Unit-7:</b>	<p><b>Abnormalities during Postnatal periods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment and management of woman of with postnatal complications <ul style="list-style-type: none"> <li>• Puerperal infections, breast engorgement &amp; infections, UTI, thrombo-Embolic disorders, postpartum hemorrhage, Eclampsia and sub involution,</li> <li>• Psychological complications: <ul style="list-style-type: none"> <li>• Post partum Blues</li> <li>• Post partum Depression</li> <li>• Post partum psychosis</li> </ul> </li> </ul> </li> </ul>	<b>10 Hours</b>
<b>Unit-8:</b>	<p><b>Pharmaco –therapeutics in obstetrics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indication, dosage, action, contra indication and side effects of drugs</li> <li><input type="checkbox"/> Effect of drugs on pregnancy labour&amp; puerperium</li> <li><input type="checkbox"/> Nursing responsibilities in the administration of drug in Obstetrics –oxytocins, antihypertensive, diuretics, troglodytic agents, anti –consultants;</li> <li><input type="checkbox"/> Analgesics and anesthetics in obstetrics</li> <li><input type="checkbox"/> Effects of maternal medication on foetus and neonate</li> </ul>	<b>10 Hours</b>

<p><b>Unit-9:</b></p>	<p><b>Family welfare programme</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Population trends and problems in India</li> <li><input type="checkbox"/> Concepts, aims, importance and history of family welfare programme</li> <li><input type="checkbox"/> National Population: dynamics, policy and education</li> <li><input type="checkbox"/> National family welfare programme; RCH, ICDS, MCH. Safe motherhood</li> <li><input type="checkbox"/> Organization and administration; at national, state, district, block and village levels</li> <li><input type="checkbox"/> Methods of contraception; spacing, temporary and permanent, Emergency contraception</li> <li><input type="checkbox"/> Infertility and its management</li> <li><input type="checkbox"/> Counseling for family welfare</li> <li><input type="checkbox"/> Latest research in contraception</li> <li><input type="checkbox"/> Maintenance of vital statistics</li> <li><input type="checkbox"/> Role of a nurse in family welfare programme</li> <li><input type="checkbox"/> Training/Supervision/Collaboration with other functionaries in community like ANMs. LHVs, Anganwadi workers, TBAs(Traditional birth attendant-Dais)</li> </ul>	<p><b>4 Hours</b></p>
<p><b>Unit-10:</b></p>	<p><b>High-risk pregnancy –assessment &amp; management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening and assessment <ul style="list-style-type: none"> <li>• Ultrasonics, cardio tomography, NST, CST, non-invasive</li> <li>• Newer modalities of diagnosis</li> </ul> </li> <li><input type="checkbox"/> High-risk approach</li> <li><input type="checkbox"/> Levels of care; primary, secondary and tertiary levels</li> <li><input type="checkbox"/> Disorders of pregnancy, <ul style="list-style-type: none"> <li>• Hyper-emesis gravid arum, bleeding in early pregnancy, abortion, ectopic</li> <li>• Pregnancy, vesicular mole,</li> <li>• Ante-partum hemorrhage</li> </ul> </li> <li><input type="checkbox"/> Uterine abnormality and displacement.</li> <li><input type="checkbox"/> Diseases complicating pregnancy</li> <li><input type="checkbox"/> Medical and surgical conditions</li> <li><input type="checkbox"/> Infections, RTI (STD), UTI, HIV, TORCH <ul style="list-style-type: none"> <li>• Gynecological diseases complicating pregnancy</li> <li>• Pregnancy induced hypertension &amp; diabetes, Toxemia of pregnancy ,hydraminors,</li> <li>• Rh incompatibility</li> <li>• Mental disorders</li> </ul> </li> <li><input type="checkbox"/> Adolescent Pregnancy, Elderly Primi and Grant Multipara</li> <li><input type="checkbox"/> Multiple pregnancy</li> <li><input type="checkbox"/> Abnormalities of placenta &amp; cord</li> <li><input type="checkbox"/> Intra-uterine growth-retadation</li> <li><input type="checkbox"/> Nursing management of mothers with high-risk pregnancy</li> <li><input type="checkbox"/> Maintenance of Records and Report</li> </ul>	<p><b>10 Hours</b></p>
<p><b>Unit-11:</b></p>	<p><b>Abnormal Labour–assessment and management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disorder in labour <ul style="list-style-type: none"> <li>• CPD and contracted pelvis</li> <li>• Malposititions and malpresentations</li> </ul> </li> </ul>	<p><b>4 Hours</b></p>

	<ul style="list-style-type: none"> <li>• Premature labour, disorders of uterine actions – precipitate labour, prolonged labour</li> <li>• Complications of third stage: injuries to birth canal</li> <li>□ Obstetrical emergencies and their management; <ul style="list-style-type: none"> <li>• Presentations and prolepses of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus shoulder dissociation, obstetrical shock</li> </ul> </li> <li>□ Obstetrical procedures and operations; <ul style="list-style-type: none"> <li>• Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations</li> </ul> </li> <li>□ Nursing management of women undergoing</li> <li>□ Obstetrical operations and procedures</li> </ul>	
<b>Unit-12:</b>	<p><b>Assessment and management of High risk new born</b></p> <ul style="list-style-type: none"> <li>□ Admission of neonates in the neonatal intensive care Units-protocols</li> <li>□ Nursing management of <ul style="list-style-type: none"> <li>• Low birth weight babies</li> <li>• Infections</li> <li>• Respiratory problems</li> <li>• hemolytic disorders</li> <li>• Birth injuries</li> <li>• Malformations</li> </ul> </li> <li>□ Monitoring of high risk neonates</li> <li>□ Feeding of high risk neonates</li> <li>□ Organization and management of neonatal intensive care Units</li> <li>□ Infection control in neonatal intensive care Units</li> <li>□ Maintenance of Records and Reports</li> </ul>	<b>10 Hours</b>
<b>Text book</b>	1. Dutta D.C, <i>Text Book of Obstetrics</i> , New Central Agency, Calcutta.	
<b>Reference Books:</b>	2. Bennet V Ruth & Brown K Linda, <i>Myles Text Book for Midwives</i> , ELBS, Churchill Livingstone. 3. Calander, R & Miller A, <i>Obstetrics Illustrated</i> , Churchill & Livingstone, 1993, New York. 4. Dawn C.S, <i>Text Book of Obstetrics and Neonatology</i> , Dawn Books, Calcutta. 5. Dawn C.S, <i>Text Book of Gynecology and Contraception</i> , Dawn Books, Calcutta. 6. Dutta D.C, <i>Text Book of Gynaecology</i> , New Central Agency, Calcutta. 7. Daftary Shrish, <i>Holland and Brews Manual of Obstetrics</i> , B Churchill Livingstone Ltd, New Delhi.  * Latest editions of all the suggested books are recommended.	

<b>Course Code:</b> <b>BBN402</b>	<b>Discipline Specific Course -8</b> <b>Basic B.Sc. Nursing</b> <b>IV Year</b> <b>Community Health Nursing-II</b>	<b>L-5</b> <b>T-0</b> <b>P-0</b> <b>C-5</b>
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the concepts, theories, principles of community health Nursing and National health programmes and policy.	
<b>CO2.</b>	Applying the theories and principles in preventing and promoting health by family centered nursing approach in providing care to individuals, families, and community.	
<b>CO3.</b>	Demonstrating skills in health assessment and nursing care procedures of individuals, families and community as community nursing nurse at different levels of health care delivery system.	
<b>CO4.</b>	Analyzing the health needs and scope of development in providing comprehensive care in rural and urban health sector.	
<b>CO5.</b>	Evaluating professional competency in survey projects and evidence based nursing practice in community setting.	
<b>CO6.</b>	Creating leadership qualities and then illustrate the role & functions effectively as community health Nurse at different levels of health care settings and health agencies.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, concept &amp; scope of Community Health and Community Health Nursing</li> <li><input type="checkbox"/> Historical development of <ul style="list-style-type: none"> <li>• Community Health and</li> <li>• Community Health Nursing</li> <li>• Pre-independence</li> <li>• Post- independence</li> </ul> </li> </ul>	<b>4 Hours</b>
<b>Unit-2:</b>	<b>Unit II</b> <b>Health planning and policies and problems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> National health planning in India- Five Year Plans</li> <li><input type="checkbox"/> Various committees and commissions on health and family welfare</li> </ul>	<b>6 Hours</b>

	<ul style="list-style-type: none"> <li>• Central Council for health and family welfare (CCH and FW)</li> <li>• National health polices (1983, 2002)</li> </ul> <input type="checkbox"/> Health problems in India	
<b>Unit-3:</b>	<p><b>Delivery of community health services</b></p> <input type="checkbox"/> Planning, budgeting and material management of SCs, PHC and CHC	<b>15 Hours</b>
	<input type="checkbox"/> Rural: Organization, staffing and functions of rural health services provided by government at: <ul style="list-style-type: none"> <li>• Village</li> <li>• Sub centre</li> <li>• Primary health centre</li> <li>• Community Health centre/sub divisional</li> <li>• Hospital</li> <li>• District</li> <li>• State</li> <li>• Centre</li> </ul> <input type="checkbox"/> <b>Urban:</b> Organization, staffing and function of urban health services provided by government at: <ul style="list-style-type: none"> <li>• Slums</li> <li>• Dispensaries</li> <li>• Maternal and child health centers</li> <li>• Special Clinics</li> <li>• Hospitals</li> <li>• Corporation /Municipality/Board</li> </ul> <input type="checkbox"/> <b>Components of health services</b> <ul style="list-style-type: none"> <li>• Environmental sanitation</li> <li>• Health education</li> <li>• Vital statistics</li> <li>• M.C.H. –antenatal, natal, postnatal, MTP Act, female foeticide act, child adoption act</li> <li>• Family welfare</li> <li>• National health programmes</li> <li>• School health service</li> <li>• Occupational health</li> <li>• Defense services</li> <li>• Institutional services</li> </ul> <input type="checkbox"/> <b>Systems of medicine and health care</b> <ul style="list-style-type: none"> <li>• Allopathic</li> <li>• Indian System o f Medicine and Homeopathy</li> <li>• Alternative health care systems like yoga, meditation, social and spiritual healing etc</li> </ul> <input type="checkbox"/> Referral system	
<b>Unit-4:</b>	<p><b>Community health nursing approaches, concepts and roles and responsibilities of nursing personal</b></p> <input type="checkbox"/> <b>Approaches</b>	<b>25 Hours</b>

	<ul style="list-style-type: none"> <li>• Nursing theories And Nursing process</li> <li>• Epidemiological approach</li> <li>• Problem solving approach</li> <li>• Evidence based approach</li> <li>• Empowering people to care for themselves</li> <li><input type="checkbox"/> <b>Concepts of Primary Health Care:</b> <ul style="list-style-type: none"> <li>• Equitable distribution</li> <li>• Community participation</li> <li>• Focus on prevention</li> <li>• Use of appropriate technology</li> <li>• Multi-sect oral approach</li> </ul> </li> <li><input type="checkbox"/> <b>Roles and responsibilities of Community health nursing personnel in</b> <ul style="list-style-type: none"> <li>• Family health services</li> <li>• Information Education Communication (IEC)</li> <li>• Management Information system (MIS): Maintenance of Records &amp; reports</li> <li>• Training and supervision of various categories of health workers</li> <li>• National Health Programmes</li> <li>• Environment sanitation</li> <li>• Maternal and child health and family welfare</li> <li>• Treatment of Minor ailments</li> <li>• School Health Services</li> <li>• Occupational Health</li> <li>• Organization of clinics, camps; Types, Preparation, planning conduct and evaluation</li> <li>• Waste management in the center clinic etc.</li> </ul> </li> <li><input type="checkbox"/> Home visit: Concept, Principles, Process, Techniques: Bag technique home visit</li> <li><input type="checkbox"/> Qualities of Community Health Nurse</li> <li><input type="checkbox"/> Job Description of Community health nursing personal</li> </ul>	
<b>Unit-5:</b>	<p><b>Assisting individuals and groups to promote and maintain their health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Empowerment for self care of individuals, families and groups in-</li> <li><b>A. Assessment of self and family</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring growth and development <ul style="list-style-type: none"> <li>• Mile stones</li> <li>• Weight measurement</li> <li>• Social development</li> </ul> </li> <li><input type="checkbox"/> Temperature and Blood pressure monitoring</li> <li><input type="checkbox"/> Menstrual cycle</li> <li><input type="checkbox"/> Breast self examination and testicle examination</li> <li><input type="checkbox"/> Warning Signs of various diseases</li> <li><input type="checkbox"/> Tests; Urine for sugar and albumin, blood sugar</li> </ul> </li> <li><b>B. Seek health services for</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Routine checkup</li> </ul> </li> </ul>	<b>15 Hours</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immunization</li> <li><input type="checkbox"/> Counseling</li> <li><input type="checkbox"/> Diagnosis</li> <li><input type="checkbox"/> Treatment</li> <li><input type="checkbox"/> Follow up</li> <li><b>C. Maintenance of health records for self and family</b></li> <li><b>D. Continue medical care and follow up In community for various disease and disabilities</b></li> <li><b>E. Carryout therapeutic procedures as prescribed /required for self and family</b></li> <li><b>F. Waste Management</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collection and disposal of waste at home and community</li> </ul> </li> <li><b>G. Sensitize and handle social issue affecting health and development self and family</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Women Empowerment</li> <li><input type="checkbox"/> Women and child abuse</li> <li><input type="checkbox"/> Abuse of elders</li> <li><input type="checkbox"/> Female Foeticide</li> <li><input type="checkbox"/> Commercial sex workers</li> <li><input type="checkbox"/> Food adulteration</li> <li><input type="checkbox"/> Substance abuse</li> </ul> </li> <li><b>H. Utilize community resources for self and family</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trauma services</li> <li><input type="checkbox"/> Old age homes</li> <li><input type="checkbox"/> Orphanage</li> <li><input type="checkbox"/> Home for physically and mentally challenged individuals</li> <li><input type="checkbox"/> Homes for destitute</li> </ul> </li> </ul>	
<b>Unit-6:</b>	<p><b>National health and family welfare programmes and the role of a nurse</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> National ARI programme</li> <li><input type="checkbox"/> Revised National Tuberculosis Control Programme (RNTCP)</li> <li><input type="checkbox"/> National Anti-Malaria programme</li> <li><input type="checkbox"/> National Filaria control programme</li> <li><input type="checkbox"/> National Guinea worm eradication programme</li> <li><input type="checkbox"/> National Leprosy eradication programme</li> <li><input type="checkbox"/> National AIDS control programme</li> <li><input type="checkbox"/> STD control programme</li> <li><input type="checkbox"/> National programme for control blindness</li> <li><input type="checkbox"/> Iodine deficiency disorder programme</li> <li><input type="checkbox"/> Expanded programme on immunization</li> <li><input type="checkbox"/> National : family Welfare Programme–RCH Programme historical development, Organization, administration, research, constraints</li> <li><input type="checkbox"/> National water supply and sanitation programme</li> <li><input type="checkbox"/> Minimum Need programme</li> <li><input type="checkbox"/> National Diabetics control programme</li> <li><input type="checkbox"/> Polio Eradication: Pulse Polio programme</li> <li><input type="checkbox"/> National Cancer Control programme</li> </ul>	<b>20 Hours</b>

	<input type="checkbox"/> Yaws Eradication programme <input type="checkbox"/> National Nutritional Anemia Prophylaxis programme <input type="checkbox"/> 20 pointprogramme <input type="checkbox"/> ICDS programme <input type="checkbox"/> Mid-day meal applied nutritional programme <input type="checkbox"/> National mental health programme <input type="checkbox"/> Health schemes <input type="checkbox"/> ESI <input type="checkbox"/> CGHS <input type="checkbox"/> Health insurance	
<b>Unit-7:</b>	<input type="checkbox"/> <b>Health Agencies</b> <b>International</b> –WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission(EC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc.  <b>National-</b> Indian Red Cross, Indian Council for child Welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu KushtNivaran Sangh, Central Social Welfare Board , All India women’s conference , Blind Association of India etc.	<b>5 Hours</b>

#### MHPL Topics

1. Roles and responsibilities of Mid-Level Health care providers.
2. New national health programmes.
3. AYUSHMAN BHARAT- The up gradation of sub centers into of health and wellness centers, concept of comprehensive primary health care and key elements of CPHC, service and continuum of care and roles of mid- Level health care providers .
4. Diagnosing and treatment skills essentials at sub-centre level using standard treatment protocol as per national health programmes.
5. Introduction to Rashtriya Bal SurekshaKaryakaram (RBSK)
6. Social mobilization skills.
7. Drug dispensing.
8. Programme management including supervision and monitoring.
9. Investigation of an outbreak.
10. Behavioral change communication and soft skills.
11. Integrated disease surveillance project.
12. Mother and child tracking system.
13. Chikugunya.
14. Organization of labour room.

15. Safe child birth check list.
16. Post partum visit by health worker.
17. Family planning 2020.
18. Nation family planning programmes.
19. Food born diseases.

**Topic to be reviewed**

- Health planning and health care delivery system in India (IPHS guidelines)
- Health management information system (HMIS)
- Electronic Medical Records(EMR)
- Micro birth planning.
- Adolescence counseling.
- Source of vital statistics.
- Financial management, accounts and computing at sub-centre
- Mental health act, drug de-addiction programmes.
- Time trends in disease occurrence in epidemiology.
- Infant and young child feeding and counseling.
- Nutrition across life cycle and update on national nutrition programmes.
- Use of equipment.
- Throat problems and febrile in seizure in children.
- Transportation of baby and common accidents and mishaps in labour room.
- Counseling – GATHER Approach.
- Update biomedical waste management by specifying biomedical waste management rules 2016.
- Suturing of superficial wounds.
- Postpartum intra uterine contraceptive device (PPIUCD)
- All the national health programmes on Communicable, non communicable.

<b>Text book</b>	1. Park J. E, Text Book of Preventive and Social Medicine, MsBanarsidasBhanot CO., Jabalpur.	
<b>Reference Books:</b>	2. Clark, June & Jill Handerson, Community Health, Churchill Livingstone, 1993, New York. 3. Freeman B. Ruth, Public Health Practices, W. W. Saunders CO., 1990, Philadelphia.	

	<ol style="list-style-type: none"> <li>4. Fromer Joan Margot, Community Health Care and the Nursing Process, C.V Mosby CO., Toronto.</li> <li>5. Rao S. Kasthi, An Introduction to Community Health Nursing, B. I. Publishers, Madras.</li> <li>6. Stan hope &amp; Lancaster Janette, Community Health Process and Practice for Promoting Health, C.V Mosby &amp; CO. London.</li> <li>7. Werner David, Where There is no Doctor: A Village Heath Care Hand Book, The Herperian Foundation, California.</li> </ol> <p>* Latest editions of all the suggested books are recommended.</p>	
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<b>Course Code:</b> <b>BBN403</b>	<b>Core Course -9</b>	<b>L-5</b> <b>T-0</b> <b>P-0</b> <b>C-5</b>
	<b>Basic B.Sc. Nursing</b> <b>IV Year</b> <b>Management of Nursing Services and Education</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the aims, concepts, principles, philosophies and trends in management of nursing services and education.	
<b>CO2.</b>	Applying the principles of administration and management in nursing services and education.	
<b>CO3.</b>	Demonstrating leadership in nursing at various levels of health care and education services.	
<b>CO4.</b>	Analyzing the legal and ethical issues in nursing management and services.	
<b>CO5.</b>	Evaluating the various collaborative models in nursing education and nursing services to improve the quality of nursing care.	
<b>CO6.</b>	Creating new methods to conduct staff development and welfare services.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, concepts and theories</li> <li><input type="checkbox"/> Functions of management</li> <li><input type="checkbox"/> Principles of Management</li> <li><input type="checkbox"/> Role of a Nurse as a manager</li> </ul>	<b>4 Hours</b>
<b>Unit-2:</b>	<b>Management process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning; mission, philosophy, objectives, operational plan</li> <li><input type="checkbox"/> Staffing: philosophy, staffing study, norms, activities, patient classification system, scheduling</li> <li><input type="checkbox"/> Human resource management; recruiting, selecting, deployment, retaining, promoting, super annuationetc</li> <li><input type="checkbox"/> Budgeting: concept, principles, types, cost benefit analysis, audit</li> <li><input type="checkbox"/> Material management: equipment and supplies</li> <li><input type="checkbox"/> Directing process (Leading )</li> <li><input type="checkbox"/> Controlling: Quality management</li> <li><input type="checkbox"/> Program Evaluation Review Technique (PERT), (Bench)</li> </ul>	<b>5 Hours</b>

	<ul style="list-style-type: none"> <li>□ marking, Activity Plan</li> <li>□ (Gant Chart)</li> </ul>	
<b>Unit-3:</b>	<p><b>Management of nursing services in the hospital and Community</b></p> <ul style="list-style-type: none"> <li>□ Planning: <ul style="list-style-type: none"> <li>• Hospital and patient care Units including ward management</li> <li>• Emergency and disaster management</li> </ul> </li> <li>□ Human resource management: <ul style="list-style-type: none"> <li>• Recruiting, selecting, development, retaining promoting, superannuation etc</li> <li>• Categories of nursing personnel maturing job description of all levels</li> <li>• Patient/ population classification systems</li> <li>• Patients/population assignment and Nursing care responsibilities</li> <li>• Staff development and welfare</li> </ul> </li> <li>□ Budgeting: proposal projecting, requirement for staff, equipments and supplies for <ul style="list-style-type: none"> <li>• Hospital and patient care Units.</li> <li>• Emergency &amp; disaster management.</li> </ul> </li> <li>□ Material Management Procurement inventory control, auditing Maintenance in Hospital &amp; Patient Care Unit. Emergency &amp; Disaster Management.</li> <li>□ Directing &amp; Leading. Delegation Participatory Management Assignments, Rotations Delegations, Supervision n &amp; guidance, implement Standards Policies, Processors &amp; Practices.</li> <li>□ Staff Development &amp; welfare, Maintenance of Discipline.</li> <li>□ Controlling Evaluation Nursing Rounds, Visits, Nursing Protocols Manuals.</li> <li>□ Records and reports Performance appraisal</li> <li>□ Quality Assurance Model, documentation.</li> </ul>	<b>28 Hours</b>
<b>Unit-4:</b>	<p><b>Organizational behavior and human relations</b></p> <ul style="list-style-type: none"> <li>□ Concepts and theories of organizational behaviors</li> <li>□ Review of Channels of communication</li> <li>□ Leadership styles</li> <li>□ Review of Motivation; concepts and theories</li> <li>□ Group dynamics</li> <li>□ Techniques of; <ul style="list-style-type: none"> <li>• Communication; and</li> <li>• Interpersonal relationships</li> <li>• Human relations;</li> <li>• Public relation in context of Nursing</li> </ul> </li> <li>□ Public relations with profession and employee union and Collective bargaining</li> </ul>	<b>5 Hours</b>
<b>Unit-5:</b>	<p><b>In service education</b></p> <ul style="list-style-type: none"> <li>□ Nature &amp; scope of in-service education program</li> <li>□ Organization of in service education</li> </ul>	<b>10 Hours</b>

	<input type="checkbox"/> Principles of adult learning, <input type="checkbox"/> Planning for in-service education program, techniques, methods & evaluation of staff education program <input type="checkbox"/> Preparation of report	
<b>Unit-6:</b>	<p><b>Management of nursing educational institutions</b></p> <input type="checkbox"/> Establishment of Nursing educational institutional-INC norms and guidelines <input type="checkbox"/> Co-ordination with- <ul style="list-style-type: none"> <li>• Regulatory bodies</li> <li>• Accreditation</li> <li>• Affiliation</li> <li>• Philosophy/objective</li> <li>• Organization</li> <li>• Structure</li> <li>• Committees</li> <li>• physical facilities</li> <li>• College/School</li> <li>• Hostel</li> <li>• Students</li> <li>• Selection</li> <li>• Admission</li> <li>• Guidance and Counseling</li> <li>• Maintaining discipline</li> <li>• Faculty and staff</li> <li>• Selection</li> <li>• Requirement</li> <li>• Job discussion</li> <li>• Placement</li> <li>• Performance appraisal</li> <li>• Development and welfare</li> </ul> <input type="checkbox"/> Budgeting <input type="checkbox"/> Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc  <input type="checkbox"/> Curriculum; Planning implementation and evaluation, <input type="checkbox"/> Clinical facilities <input type="checkbox"/> Transport facilities <input type="checkbox"/> Institutional Records and reports- administrative, faculty, staff and students	<b>10 Hours</b>
<b>Unit-7:</b>	<p><b>Nursing as a profession</b></p> <input type="checkbox"/> Nursing as a profession <ul style="list-style-type: none"> <li>• Philosophy; nursing practice</li> <li>• Aims and objectives</li> <li>• Characteristics of a professional nurse</li> <li>• Regulatory bodies; INC, SNC Acts:- constitution, functions</li> <li>• Current trends and issues in Nursing</li> </ul> <input type="checkbox"/> Professional ethics <input type="checkbox"/> Code of ethics; INC, ICN	<b>10 Hours</b>

	<input type="checkbox"/> Code of professional conduct; INC, ICN <input type="checkbox"/> Practice standards for Nursing; INC <input type="checkbox"/> Consumer protection act <input type="checkbox"/> Legal aspects in Nursing <input type="checkbox"/> Legal terms related to practice; registration and licensing <input type="checkbox"/> Laws related to nursing practice; Breach and penalties <input type="checkbox"/> Malpractice and negligence	
<b>Unit-8:</b>	<b>Professional Advancement:</b> <input type="checkbox"/> Continuing education <input type="checkbox"/> Career Opportunities <input type="checkbox"/> Collective bargaining <input type="checkbox"/> Membership with Professional organizations; National and International <input type="checkbox"/> Participation in research activities <input type="checkbox"/> Publications; Journals, newspapers etc.	<b>3 Hours</b>
<b>Text Book</b>	1. Hedgerken Loretta E, <i>Teaching and Learning in School of Nursing</i> , J.B. Lippincott Co., 1987, New Delhi.	
<b>Reference Books:</b>	2. Tomyay de Rheba, Thompson, <i>Strategies for Teaching Nursing</i> , Willey Medical Publisher, 1982, New York. 3. Brown Amy W.B, <i>Curricular Development</i> , Saunders Co., Phildelphia. 4. Tyler Ralph.W, <i>Basic Principles of Curriculum and Instruction</i> , University of Chicago, Phildelphia. 5. Gillbert, J.J, <i>Educational Hand Book for Health Personnel WHO</i> , 1981, Geneva. • Latest editions of all the suggested books are recommended.	

<b>Course Code:</b> <b>BBN405</b>	<b>Ability Enhance Compulsory Course -5</b>	<b>L-3 T-0 P-0 C-3</b>
	<b>Basic B.Sc. Nursing</b> <b>IV Year</b> <b>Environmental Studies</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the scope and importance of environmental studies and the need of public awareness	
<b>CO2.</b>	Applying the role of information technology in environment and human health.	
<b>CO3.</b>	Demonstrating biomedical waste management and hence controlling prevention of pollution.	
<b>CO4.</b>	Analyzing the conservation of biodiversity and to consider the threats to biodiversity.	
<b>CO5.</b>	Evaluating the issues involved in enforcement of environment and to find out the possible solutions.	
<b>CO6.</b>	Creating the awareness about the importance of protection and conservation of earth to promote environmental health.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES</b> <ul style="list-style-type: none"> <li>• Definition, Scope &amp; importance</li> <li>• Need for public awareness</li> </ul>	<b>2 Hours</b>
<b>Unit-2:</b>	<b>NATURAL RESOURCES</b> <b>Renewable &amp; non-renewable resources:</b> Natural resources & associated problems <ul style="list-style-type: none"> <li>a) Forest resources: use &amp; over-exploitation, deforestation, case studies .Timber extraction, mining, dams &amp; their effects on forest and tribal people.</li> <li>b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</li> </ul>	<b>8 Hours</b>

	<p>c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</p> <p>e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.</p> <p>f) Land resources: Land as a resource, land degradation, man included landslides, soil erosion and desertification.</p> <ul style="list-style-type: none"> <li>• Role of an individual in conservation of natural resources.</li> <li>• Equitable use of resources for sustainable lifestyles</li> </ul>	
<b>Unit-3:</b>	<p><b>ECOSYSTEM</b></p> <ul style="list-style-type: none"> <li>• Concept of an ecosystem</li> <li>• Structure and function of an ecosystem</li> <li>• Producers, consumers, and decomposers</li> <li>• Energy flow in the ecosystem</li> <li>• Ecological succession</li> <li>• Food chains, food webs and ecological pyramids</li> <li>• Introduction, types, characteristic features, structure and function of the following ecosystem :- <ul style="list-style-type: none"> <li>a. Forest ecosystem</li> <li>b. Grassland ecosystem</li> <li>c. Desert ecosystem</li> <li>d. Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries)</li> </ul> </li> </ul>	<b>8 Hours</b>
<b>Unit-4:</b>	<p><b>BIODIVERSITY AND ITS CONSERVATION</b></p> <ul style="list-style-type: none"> <li>• Introduction – Definition: genetic, species and ecosystem diversity.</li> <li>• Bio geographical classification of India</li> <li>• Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values</li> <li>• Biodiversity at global, National and local levels.</li> <li>• India as a mega-diversity nation</li> <li>• Hot-spots of Biodiversity</li> <li>• Threats to biodiversity : habitat loss, poaching of wildlife,</li> </ul>	<b>6 Hours</b>

	<p>man-wildlife conflicts</p> <ul style="list-style-type: none"> <li>• Endangered and endemic species of India</li> <li>• Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity</li> </ul>	
<b>Unit-5:</b>	<p><b>ENVIRONMENTAL POLLUTIONS</b></p> <p>Definition</p> <ul style="list-style-type: none"> <li>• Cause, effects and control measures of :- <ul style="list-style-type: none"> <li>a. Air pollution</li> <li>b. Water pollution</li> <li>c. Soil pollution</li> <li>d. Marine pollution</li> <li>e. Noise pollution</li> <li>f. Thermal pollution</li> <li>g. Nuclear pollution</li> </ul> </li> <li>• Solid waste management: Causes, effects and control measures of urban and industrial wastes.</li> <li>• Role of an individual in prevention of pollution.</li> <li>• Pollution case studies.</li> <li>• Disaster management: Floods, Earthquake, cyclones and landslides.</li> </ul>	<b>6 Hours</b>
<b>Unit-6:</b>	<p><b>SOCIAL ISSUES AND THE ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• From unsustainable to sustainable development</li> <li>• Urban problem related to energy</li> <li>• Water conservation, rain water harvesting, watershed management.</li> <li>• Resettlement and rehabilitation of people, its problems and concerns. Case studies.</li> <li>• Environmental ethics: issues and possible solutions.</li> <li>• Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</li> <li>• Wasteland reclamation.</li> <li>• Consumerism and waste products.</li> <li>• Environment Protection Act.</li> <li>• Air (prevention and control of pollution) act.</li> <li>• Water (prevention and control of pollution) act.</li> <li>• Wildlife Protection Act.</li> <li>• Forest conservation Act.</li> <li>• Issues involved in enforcement of environmental legislation</li> </ul>	<b>9 Hours</b>

	<ul style="list-style-type: none"> <li>• Public awareness.</li> </ul>	
<b>Unit-7:</b>	<p><b>HUMAN POPULATION AND THE ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Population growth, variation among nations.</li> <li>• Population explosion- Family Welfare Programme.</li> <li>• Environment and human health.</li> <li>• Human Rights</li> <li>• Value Education.</li> <li>• HIV/AIDS</li> <li>• Women and Child Welfare.</li> <li>• Role of information technology in environment and human health.</li> <li>• Case studies.</li> </ul>	<b>6 Hours</b>
<b>Unit-8:</b>	<p><b>FIELD WORK</b></p> <p>Visit to a local area to document environmental assets- rivers/forests/hills/mountains.</p> <ul style="list-style-type: none"> <li>• Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.</li> <li>• Study of common plants, insects, birds.</li> <li>• Study of simple ecosystems- ponds, rivers, hills, slopes, etc.</li> </ul>	
<b>Text book</b>	1. Agarwal, K.C.2001 Environmental Biology, Nidi Publ.Ltd. Bikaner	
<b>Reference Books:</b>	2. BharuchaErach, The BIODIVERSITY OF India, Mapin Publishing Pvt .Ltd, Ahmedabad- 380 013, India, Email:mapin@icenet.net(R) 3. Brunner R.C.,1989, Hazardous Waste Incineration, McGraw Hill Inc 480p 4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB) 5. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p 6. De A.K., Environmental Chemistry, Wiley Eastern Ltd. 7. Down to earth, Centre for Science and Environment(R) 8. GliECK. H.P. 1993 Water in crisis, Pacific Institute for Studies in Dev, Environment & Security. Stockholm Env. Institute Oxford Univ . Press.473p 9. Hawkins R.E., Encyclopedia of Indian Natural History,	

	<p>Bombay Natural History , Bombay Natural History Society , Bombay (R)</p> <ol style="list-style-type: none"> <li>10. Heywood. V.H &amp; Watson, R.T. 1995. Global Biodiversity Assessment Cambridge Univ.Press 1140p.</li> <li>11. Jadhav, 11 &amp; Bhosale, V.M. 1995. Environmental Protection and Laws. HimalyaPub.House, Delhi 284 p.</li> <li>12. Mckinney, M.L. &amp; School, R.M. 1996. Environmental Science system &amp; Solutions, Web enhanced edition 639p.</li> <li>13. Mhaskar A.K., MATTER Hazaedous , Techno-Science Publication (TB)</li> <li>14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)</li> <li>15. Odum,E.P. 1971 . Fundamentals of Ecology , W.B. Saunders Co. U.S.A., 574p</li> <li>16. Rao M.N. &amp; Datta, A.K. 1987 Waste treatment Oxford &amp; IBH Publ.Co.Pvt.Ltd. 345p.</li> <li>17. Sharma b.k., 2001. Environmental Chemistry. Goel Publ.House, Meerut.</li> <li>18. Survey of the Environment, The Hindu (M)</li> <li>19. Townsend C.,Harper j, and MichealBegon, Essentials of Ecology, Blackwell Science (TB)</li> <li>20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidlines, Compliances and Stadards, Vol I and II, Eviro Media (R)</li> <li>21. Trivedi R.K. and P.K.Goel, Introduction to air pollution, Techno-Science Publication (TB)</li> <li>22. Wanger Kk.D., 1998 Environmental Management . W.B. Saunders. Co. Philadelphia,USA 499p</li> </ol>	
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<b>Course Code:</b> BBN406	<b>Ability Enhance Compulsory Course -6</b> <b>Basic B.Sc. Nursing</b>	<b>L-2</b> <b>T-0</b> <b>P-0</b> <b>C-2</b>
	<b>IV Year</b> <b>Applied Professional English</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Refine their usage of English grammar in day to day context.	
<b>CO2.</b>	Acquire adequate knowledge of grammar and vocabulary to address competitive exams.	
<b>CO3.</b>	Improve their listening to understand the basic content.	
<b>CO4.</b>	Enhance writing and comprehensive skills in English.	
<b>CO5.</b>	Proactively participate in activities in situational context (like Impromptu).	
<b>CO6.</b>	Write a simple proposal and report.	
<b>CO7.</b>	Formulate their CVs along with cover letter in Job oriented perspective.	
<b>CO8.</b>	Proactively participate in Job Oriented activities.	
<b>CO9.</b>	Be aware of the skills required in corporate world.	
<b>CO10.</b>	Comprehend, analyse and enrich their vocabulary through prescribed text.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Vocabulary &amp; Grammar</b> <ul style="list-style-type: none"> <li>• Homophones and Homonyms</li> <li>• Correction of Common Errors (with recap of English Grammar with its usage in practical context.)</li> <li>• Transformation of sentences</li> </ul>	<b>12 Hours</b>
<b>Unit-2:</b>	<b>Essence of Effective listening &amp; speaking</b> <ul style="list-style-type: none"> <li>• Listening short conversation/ recording (TED talks / Speeches by eminent personalities)</li> </ul>	<b>5 Hours</b>

	<ul style="list-style-type: none"> <li>▪ <i>Critical Review of these above mentioned</i></li> <li>▪ Impromptu</li> </ul>	
<b>Unit-3:</b>	<p><b>Professional Writing</b></p> <ul style="list-style-type: none"> <li>▪ Proposal: Significance, Types, Structure &amp; AIDA</li> <li>▪ Report Writing: Significance, Types, Structure &amp; Steps towards Report writing</li> </ul>	<b>8 Hours</b>
<b>Unit-4:</b>	<p><b>Job Oriented Skills</b></p> <ul style="list-style-type: none"> <li>• Cover Letter</li> <li>• Preparing Resumè and Curriculum-Vitae</li> <li>• Interview: Types of Interview, Tips for preparing for Interview and Mock Interview</li> <li>• Corporate Expectation &amp; Professional ethics: Skills expected in corporate world</li> </ul>	<b>10 Hours</b>
<b>Unit-5:</b>	<p><b>Value based text reading:</b> Short story</p> <ul style="list-style-type: none"> <li>• A Bookish Topic – R.K.Narayan</li> </ul>	<b>5 Hours</b>
<b>Testbook:</b>	1. Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Raman Meenakshi &amp; Sharma Sangeeta, “<i>Technical Communication-Principles &amp; Practice</i>” Oxford University Press, New Delhi.</li> <li>• Mohan K. &amp; Sharma R.C., “<i>Business Correspondence of Report Writing</i>”, TMH, New Delhi.</li> <li>• Chaudhary, Sarla “Basic Concept of Professional Communication” Dhanpat Rai Publication, New Delhi.</li> <li>• Kumar Sanjay &amp; Pushplata “<i>Communication Skills</i>” Oxford University Press, New Delhi.</li> <li>• Agrawal, Malti “<i>Professional Communication</i>” Krishana Prakashan Media (P) Ltd. Meerut.</li> <li>•</li> </ul>	
<b>Methodologies:</b>	<ol style="list-style-type: none"> <li>1. The content will be conveyed through Real life situations, Pair Conversation, Group Talk and Class Discussion.</li> <li>2. Language Lab software.</li> <li>3. Sentence transformation on daily activities and conversations.</li> <li>4. Conversational Practice will be effectively carried out by Face to Face &amp; Via Media (Audio-Video Clips)</li> <li>5. Modern Teaching tools (PPT Presentation &amp; Motivational videos with sub-titles) will be utilized.</li> </ol> <p><b>Note:</b></p>	

	<ul style="list-style-type: none"> <li>▪ Class (above 30 students) will be divided in to two groups for effectiveteaching.</li> <li>▪ <i>For effective conversation practice, groups will be changedweekly.</i></li> </ul>	
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### Evaluation Scheme

Internal Evaluation						Written Exam	Total Marks
CT-1	CT-2	*CT-3	Assignment	Activities	Attendance	50	100
10	10	10	15	10	5		

**\*Best two CTs will be considered out of three.**

<b>Course Code:</b> <b>BBN451</b>	<b>Skill Enhancement Course- 6</b>		<b>L-0</b> <b>T-0</b> <b>P-8</b> <b>C-2</b>
	<b>Basic B.Sc. Nursing</b>		
	<b>IV Year</b>		
	<b>Community Health Nursing- II (Practical)</b>		
<b>Course Content:</b>			
<b>COMMUNITY HEALTH NURSING</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community health survey</li> <li><input type="checkbox"/> Community diagnosis</li> <li><input type="checkbox"/> Family care: Home adaptation of common procedures</li> <li><input type="checkbox"/> Home visit: Bag technique</li> <li><input type="checkbox"/> Organize and conduct clinics-antenatal, post natal, well baby clinic, camps etc</li> <li><input type="checkbox"/> Screen manage and referrals for: <ul style="list-style-type: none"> <li>• High risk mothers and neonates</li> <li>• Accidents and emergencies</li> <li>• Illness: Physical and mental</li> <li>• Disabilities</li> </ul> </li> <li><input type="checkbox"/> Conduct delivery at centre/home: episiotomy and suturing</li> <li><input type="checkbox"/> Resuscitate newborn</li> <li><input type="checkbox"/> School Health programme <ul style="list-style-type: none"> <li>• Screen , manage , refer children</li> </ul> </li> <li><input type="checkbox"/> Collaborate with health and allied agencies.</li> <li><input type="checkbox"/> Train and Supervise health workers</li> <li><input type="checkbox"/> Provide family welfare services: insertion of IUD</li> <li><input type="checkbox"/> Provide family welfare services: insertion of IUD</li> <li><input type="checkbox"/> Counsel and teach individual, family and community about: HIV, TB, Diabetes, hypertension, mental health adolescent elderly's health physically and mentally challenged individuals etc.</li> <li><input type="checkbox"/> Collect and Calculate Vital health Statistics</li> <li><input type="checkbox"/> Document and maintain <ul style="list-style-type: none"> <li>• Individuals, family and administrative records.</li> </ul> </li> <li><input type="checkbox"/> Write reports-center, disease, national health programme /projects</li> </ul> <p style="text-align: center;"><b>* Public Health and Primary Health Care Skills, each activity must refer the practical manual</b></p>		
<b>MHLP LOG BOOK AS PER INC</b>			

<b>Course Code:</b> <b>BBN452</b>	<b>Skill Enhancement Course-7</b>		<b>L-0</b> <b>T-0</b> <b>P-10</b> <b>C-3</b>
	<b>Basic B.Sc. Nursing</b>		
	<b>IV Year</b>		
<b>Midwifery and Obstetrics Nursing (Practical)</b>			
<b>Course Content:</b>			
<b>ANTENATAL CLINIC/OPD</b>	<input type="checkbox"/> Antenatal taking Physical examination <input type="checkbox"/> Recording of Weight & B.P <input type="checkbox"/> Hb & Urine testing for sugar and albumin <input type="checkbox"/> Antenatal examination-abdomen and breast <input type="checkbox"/> Immunization <input type="checkbox"/> Assessment of risk status <input type="checkbox"/> Teaching antenatal mothers <input type="checkbox"/> Maintenance of Antenatal records		
<b>LABOUR ROOM OT</b>	<input type="checkbox"/> Assessment of Women in labour <input type="checkbox"/> Pervaginal examinations and interpretation <input type="checkbox"/> Monitoring and caring of woman in labour <input type="checkbox"/> Maintenance of partograph <input type="checkbox"/> Conduct normal delivery <input type="checkbox"/> Newborn assessment and immediate care <input type="checkbox"/> Resuscitation of newborns <input type="checkbox"/> Assessment of risk status of newborn <input type="checkbox"/> Episiotomy and suturing <input type="checkbox"/> Maintenance of labour and birth records <input type="checkbox"/> Arrange for and assist with Caesarean section and care for woman & baby during Caesarean <input type="checkbox"/> Arrange for and assist with <b>MTP</b> and other surgical procedures		
<b>POST NATAL WARD</b>	<input type="checkbox"/> Examination and assessment of mother and Baby <input type="checkbox"/> Indemnification of deviations <input type="checkbox"/> Care of postnatal mother and baby <input type="checkbox"/> Perineal management <input type="checkbox"/> Breast feeding <input type="checkbox"/> Baby bath <input type="checkbox"/> Immunization , <input type="checkbox"/> Teaching postnatal mother : <ul style="list-style-type: none"> <li>• Mother craft</li> <li>• Post natal care &amp;</li> <li>• Exercises</li> <li>• Immunization</li> </ul>		
<b>NEW BORN NURSERY</b>	<input type="checkbox"/> Newborn assessment <input type="checkbox"/> Assessment of neonates <input type="checkbox"/> Feeding of high risk neonates <ul style="list-style-type: none"> <li>• Katori spoon, paladin, tube feeding, total parenteral nutrition</li> </ul> <input type="checkbox"/> Thermal management of neonates-Kangaroo mother care, care of baby in incubator		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring and care of neonates</li> <li><input type="checkbox"/> Administering medications</li> <li><input type="checkbox"/> Intravenous therapy</li> <li><input type="checkbox"/> Assisting with diagnostic procedure</li> <li><input type="checkbox"/> Assisting with exchange transfusion</li> <li><input type="checkbox"/> Care of baby on ventilator</li> <li><input type="checkbox"/> Phototherapy</li> <li><input type="checkbox"/> Infection control protocols in the nursery</li> <li><input type="checkbox"/> Teaching and counseling of parents</li> <li><input type="checkbox"/> Maintenance of neonatal records</li> </ul>
<b>FAMILY PLANNING CLINIC</b>	<p>27. Counseling technique</p> <p>28. Insertion of IUD</p> <p>29. Teaching on use of family planning methods</p> <p>30. Arrange for and Assist with family</p> <p>31. Maintenance of records and reports</p>
<b>Essential requirements for registration as midwife</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Antenatal examination - 30</li> <li><input type="checkbox"/> Conducting normal deliveries in hospital /home /health centre -20</li> <li><input type="checkbox"/> Vaginal examination - 05</li> <li><input type="checkbox"/> Episiotomy and suturing - 05</li> <li><input type="checkbox"/> Neonatal resuscitation – 05</li> <li><input type="checkbox"/> Assist with Caesarean section - 02</li> <li><input type="checkbox"/> Witness / Assist abnormal deliveries - 05</li> <li><input type="checkbox"/> Postnatal cases nursed in hospital /home/health centre -20</li> <li><input type="checkbox"/> Insertion of IUD – 20</li> </ul> <p><b>Note:</b> All casebooks must be certified by teacher on completion of essential requirements.</p>

<b>Course Code:</b> BBN453	<b>Skill Enhancement Course- 8</b>			<b>L-0 T-0 P-30 C-15</b>
	<b>Basic B.Sc. Nursing</b>			
<b>IV Year</b>				
<b>Internship (Practical)</b>				
<b>Course Content:</b>				
<b>Sr. No.</b>	<b>Subject</b>	<b>Practical in Hours</b>	<b>In Weeks</b>	<b>Internal assessment</b>
1	Midwifery and Obstetrical nursing	240	5	20
2	*Community Health Nursing – II	195	4	20
3	Medical Surgical Nursing (Adult and geriatric)	430	9	20
4	Child Health Nursing	145	3	20
5	Mental Health Nursing	95	2	20
<b>URBAN</b>				
<input type="checkbox"/> Integrated Practice and group project -1 in each rural and urban.				
<b>Note: During the rural posting they should stay in health center under the supervision of tea.</b>				
<b>Internship Internal Evaluation Marks (100)</b>				
<b>Sr. No.</b>	<b>Content</b>	<b>Evaluation Criteria</b>		<b>Total Marks</b>
		<b>Patient Care with Presentation</b>	<b>Viva</b>	
1	Midwifery and Obstetrical Nursing	10	10	20
2	Community Health Nursing	10	10	20
3	Medical Surgical Nursing	10	10	20
4	Child Health Nursing	10	10	20
5	Mental Health Nursing	10	10	20
<b>Total Internal Marks</b>				<b>100</b>

<b>Course Code:</b> TMUGS-403	<b>VALUE ADDED COURSE-2</b>	<b>L-2 T-1 P-0 C-0</b>
	<b>Basic B.Sc. Nursing</b>	
	<b>IV Year</b>	
	<b>Managing Work and Others</b>	
<b>Course Outcomes:</b>	<b>At the end of the course, the students will be:</b>	
<b>CO1.</b>	Communicating effectively in a variety of public and interpersonal settings.	
<b>CO2.</b>	Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.	
<b>CO3.</b>	Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.	
<b>CO4.</b>	Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.	
<b>CO5.</b>	Handling difficult situations with grace, style, and professionalism.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Intrapersonal Skills</b> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Understanding self and others (Johari window)</li> <li>• Stress Management</li> <li>• Managing Change for competitive success</li> <li>• Handling feedback and criticism</li> </ul>	<b>8Hours</b>
<b>Unit-2:</b>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Conflict management</li> <li>• Development of cordial interpersonal relations at all levels</li> <li>• Negotiation</li> <li>• Importance of working in teams in modern organisations</li> <li>• Manners, etiquette and net etiquette</li> </ul>	<b>12 Hours</b>
<b>Unit-3:</b>	<b>Interview Techniques</b> <ul style="list-style-type: none"> <li>• Job Seeking</li> <li>• Group discussion (GD)</li> <li>• Personal Interview</li> </ul>	<b>10 Hours</b>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18<sup>th</sup> ed., Pearson Education</li> </ul>	

	<ul style="list-style-type: none"> <li>• Burne, Eric, Games People Play (2010), Penguin UK</li> <li>• Carnegie, Dale, How to win friends and influence people (2004), RHUK</li> <li>• Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan</li> <li>• Steinburg, Scott, Nettiquette Essentials (2013), Lulu.com</li> <li>• <a href="https://www.hloom.com/resumes/creative-templates/">https://www.hloom.com/resumes/creative-templates/</a></li> <li>• <a href="https://www.mbauniverse.com/group-discussion/topic.php">https://www.mbauniverse.com/group-discussion/topic.php</a></li> <li>• <a href="https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression">https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression</a></li> </ul>	
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**Evaluation Scheme: Faculty led Continuous Evaluation**

- Students will be evaluated on the score of 100 in every course.
- Evaluation of soft skill will follow continuous evaluation method.

Details are as follows:

2) Total Marks for each year 100

- d) **Internal:** 40 marks for Class Performance (Every class activity will carry 8 marks; each students can participate in maximum of 5 activities).
- e) **External:** 50 marks for External evaluation at the time of external exams (Based on GD and PIs).
- f) **Attendance:** 10 marks for Attendance in the training sessions

S No	% Attendance <	Marks
1.	30	0
2.	30-40	2
3.	40-50	4
4.	50-60	5
5.	60-70	6
6.	70-80	7
7.	80-90	8
8.	90-100	10



In a summary,

**100 marks = 40(Class performance) + 50(External) + 10(Attendance)**