



*Where talent meets opportunity*

# **SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**

**VISION, MISSION, PROGRAMME  
OUTCOMES, PROGRAMME SPECIFIC  
OUTCOMES & COURSE OUTCOMES**

[www.sssutms.co.in](http://www.sssutms.co.in)

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**SCHOOL OF NURSING**  
**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &**  
**MEDICAL SCIENCES, SEHORE**  
**SH 18, BHOPAL INDORE ROAD, SEHORE (M.P.)**

## *Vision & Mission*

### **Vision**

" To emerge as World's one of the finest Universities in the field of Higher, Technical and Medical Education to develop Professionals who are Technically competent, ethically sensitive and environment friendly, for the betterment of society."

### **Mission**

"Accomplish stimulating learning environment for students through quality teaching, research and outreach activity by providing state of the art facilities, industry exposure and guidance of dedicated faculty."

### VISION

- ❖ To be the pre eminent leader in advancing global health nursing.
- ❖ To become force for innovation, leaning and discovery in preparing Culturally proficient nurse for leadership for health for the global society.
- ❖ To provide assemble,affotable high quality education to deserve students for the development of nurse practice nurse at all entries of practice.

### MISSION

- ❖ The primary S mission of school of nursing,SSSUTMS is to develop through education and training, compassionate, professional excellent and ethically sound nurses who will go out as servant – leader of health team
- ❖ To develop a center of excellence in nursing through quality education programs
- ❖ To aspire to be a model in Nursing education in the country through dynamic programs, innovative practices and research
- ❖ To promote high quality education to develop to professionalism with a global perspective.

  
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# Program outcome and Course outcome analysis

## Introduction:

Quality assurance is a key factor in education. This requires analysis of Program Outcome (PO) and Course Outcome (CO) mapping. This analysis is an important step in outcome based education. As nursing education is moving from traditional teaching learning process to innovative method of teaching and learning, this need to be incorporated into the evaluation system. Besides analysing the mapping, to make it more objective a score need to be obtained for mapping and attainment score need to be calculated for each course and program. All these analysis help to monitor not only the performance of the program but also the individual students. This type of analysis is not routine in health care education.

## Terminologies

### *Program educational objective (PEO)*

Program educational objectives are broad statements that describe what graduates are expected to attain within few years of completing their program. These are based on the needs of the society as analysed and outlined by the regulatory bodies.

### *Program Outcome (PO):*

Program outcomes represent broad statements that incorporate many areas of inter-related knowledge and skills developed over the duration of the program through a wide range of courses and experiences. They represent the big picture, describe broad aspects of knowledge, skill and attitude development, and encompass multiple learning experiences.

### *Course Outcomes (CO):*


Course outcomes describe the learning that will take place across the curriculum through concise statements, made in specific and measurable terms, of what students will know and/or be able to do as the result of having successfully completed a course.

### *Mapping of PEO, PO and the CO:*

Mapping (program mapping) facilitates the alignment of course-level outcomes with program outcomes. It allows faculty to create a visual map of a program. It is also used to explore how students are meeting program-level outcomes at the course level. Outcomes mapping focuses on student learning also.

### *Attainment score or level :*

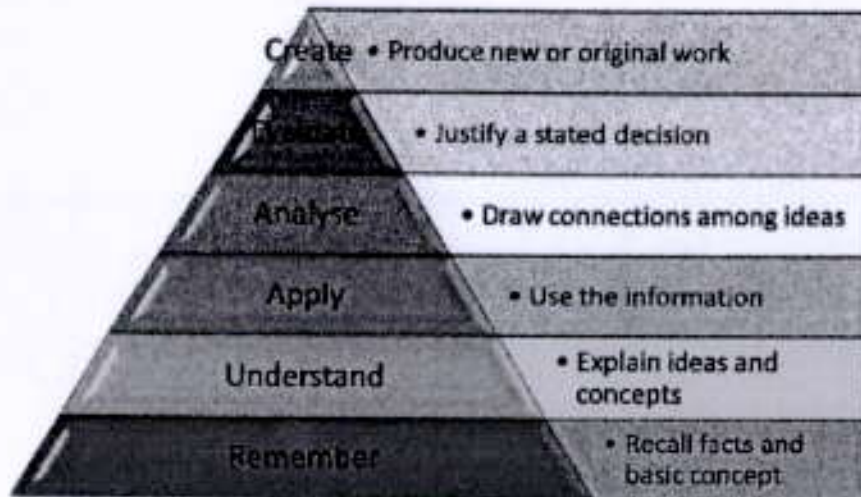
Attainment score or level is defined as a measure of a student's achievement in school which compares every child to a standardised expectation for their level, regardless of individual starting points.

  
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### ***Bloom's Taxonomy:***

Bloom's Taxonomy of Learning Domains was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher order of thinking in education. It is most often used when designing educational, training, and learning processes. The three Domains of Learning are (1) Cognitive: Mental Skills (Knowledge), (2) Affective: growth in feelings or emotional areas (attitude or self) and (3) Psychomotor: manual or physical skills (skills). (Figure 1)



**Figure. 1** Bloom's taxonomy

Shri Sathya Sai College of Nursing is affiliated to Sir Balaji Vidyapeeth, a health sciences university of Puducherry. It has provided the syllabus for various health care courses, where all courses have its own objectives and methodology to achieve the course outcomes. To attain the course outcomes and program outcome, the institutes use course wise marks of students and the pass percentage of the summative assessment.

  
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## **A.UNDER GRADUATE**

### **1. Bachelor of Nursing Sciences (B.Sc Nursing)**

#### **Program Educational Objectives (PEO)**


Program educational objectives for under graduate program are as follows:

- **PEO1:** Nurse who provides preventive, promotive, curative and rehabilitative aspects of care with safety and compassion.
- **PEO 2:** Lifelong learner committed to recent advancements in health care delivery system to provide quality patient care.
- **PEO 3:** Good listener and communicator with the patients, family members, health team members and society.
- **PEO 4:** Educator who teaches and counsels patients and family members.
- **PEO 5:** Professional who provides high standards of care and maintains professional integrity.

#### **Program outcome (PO)**

At the end of the 4 year of training nursing graduates of SSSCON Should be able to

- **PO 1.** Apply the preclinical, para clinical and basic sciences knowledge in all health care settings.
- **PO 2.** Perform history collection and physical examination to identify the needs and problems of the patient in all health care settings.
- **PO3.** Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
- **PO4.** Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- **PO 5.** Provide promotive, preventive and restorative health services in line with the national health policies and programmes.
- **PO 6.** Practice within the framework of code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.

  
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- **PO 7.** Participate and Communicate effectively with individuals and groups and members of the health team in order to promote effective interpersonal relationships and teamwork.
- **PO 8.** Prepare the patients for various investigations and identify the abnormal findings pertaining to invasive and noninvasive diagnostic and therapeutic procedures.
- **PO 9.** Demonstrate skills in teaching individuals and groups and able to incorporate the latest trends and technology in providing health care in all settings.
- **PO 10.** Demonstrate leadership and managerial skills in clinical/community health settings.
- **PO 11.** Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
- **PO 12.** Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

### Course(Cs)

B.Sc Nursing program consists of following course. 1<sup>st</sup> Year B.Sc Nursing consists of anatomy, physiology, Nutrition, Biochemistry, Nursing Foundation, Psychology, Microbiology, English & Introduction to Computer Science; 2<sup>nd</sup> Year B.Sc Nursing consists of Sociology, Medical Surgical Nursing I, Pharmacology, Pathology, Genetics and Community Health Nursing I; 3<sup>rd</sup> Year B.Sc Nursing consist of Medical Surgical Nursing II, Child Health Nursing, Mental Health Nursing & Introduction to Nursing Research and Statistics; 4<sup>th</sup> Year B.Sc Nursing consists of Midwifery and Obstetrical Nursing, Community Health Nursing II, Introduction to Nursing Services and Education and Communication and Educational Technology. Each course has its well defined course outcome mentioned in individual course book.

### Mapping and analysis of Cs, POs and PEOs

The process of attainment of Cs, POs and PEOs starts from writing appropriate COs for each course in the four year degree program, which include 730 hrs of internship. As Undergraduate Nursing program is regulated by the Indian Nursing Council, COs and POs are defined by it. Based on this, course outcomes are refined by the respective faculty members of the course using action verbs of learning levels as suggested by Bloom Taxonomy. Then, a correlation is established between Cs and POs and Cs and PEOs on the scale of 0 to 3 ('0' being no correlation, 1 being the low correlation, 2 being medium correlation and 3 being high correlation) based on their perception. The average score is calculated and is


  
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correlated with the courses as a whole not individually. A 23x12 mapping matrix of COs-PEOs (Table.1) and 23x5 mapping matrix of Cs-POs (Table.2) is prepared at the institute level in this regard for all courses in the program. Radar graph was plotted to find out the level of correlation between PEO-Cs (Fig.2) and PO-Cs (Fig.3).

**Table 1. CO-PEO Mapping matrix**

SL. NO	COURSE	PEO1	PEO2	PEO3	PEO4	PEO5
1.	Anatomy(AN)	3	1	0	1	1
2.	Physiology(PY)	3	1	0	1	1
3.	Nutrition(NT)	3	2	2	2	1
4.	Biochemistry(BI)	3	3	2	3	2
5.	Nursing foundation(NF)	3	3	3	3	2
6.	Psychology(PSY)	3	2	3	3	2
7.	Microbiology(MI)	3	3	2	3	2
8.	English(EN)	3	2	1	3	1
9.	Introduction to Computer(IC)	3	3	1	3	3
10.	Sociology(SO)	3	2	2	3	3
11.	Medical surgical nursing I(MSN)	3	3	3	3	3
12.	Pharmacology(PH)	3	2	3	3	3
13.	Pathology(PA)	3	2	3	3	3
14.	Genetics(GE)	3	2	3	3	3
15.	Community health Nursing(COM N)	3	3	3	3	3
16.	Medical surgical nursing II(MSN)	3	3	3	3	3
17.	Child health nursing(CHN)	3	3	3	3	3
18.	Mental health nursing(MHN)	3	3	3	3	3
19.	Introduction to Research & Statistics(RES)	3	3	3	3	3
20.	Midwifery & Obstetrical Nursing(OBG N)	3	3	3	3	3
21.	Community health nursing(COM N)	3	3	3	3	3
22.	Management of Nursing Services and Education (MGT)	3	3	3	3	3
23.	Communication and Education Technology(ED)	3	3	3	3	3
	<b>Average Score</b>	<b>3</b>	<b>2.52</b>	<b>2.39</b>	<b>2.78</b>	<b>2.48</b>

  
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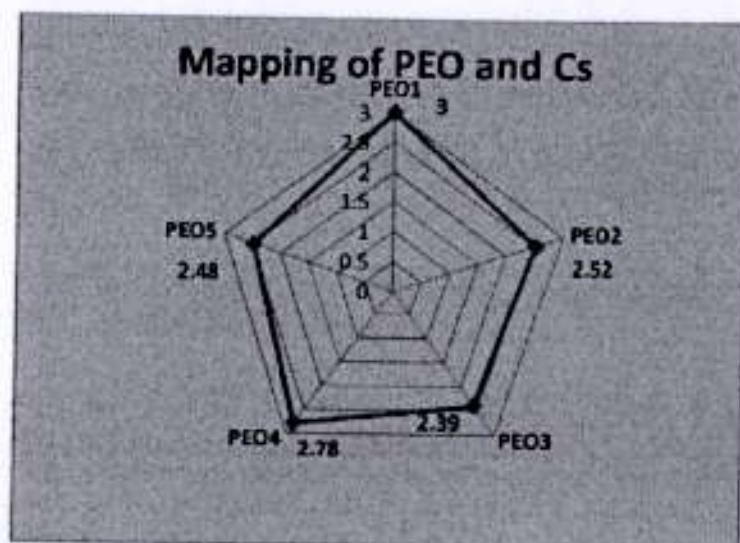


Figure 2. Mapping of Program educational objectives & course  
(0 - no correlation; 1 - Low correlation; 2 - Medium correlation ;3 - High correlation)

Table 2. Cs-PO Mapping matrix

Sl. No	Course	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
1.	Anatomy(AN)	3	3	3	1	3	3	1	3	1	1	1	3
2.	Physiology(PY)	3	3	3	1	3	3	1	3	1	1	1	3
3.	Nutrition(NT)	3	3	3	2	3	2	3	2	3	3	3	3
4.	Biochemistry(BI)	3	3	3	2	3	3	3	3	2	2	2	3
5.	Nursing foundation(NF)	3	3	3	2	3	3	3	2	2	2	2	3
6.	Psychology(PSY)	3	3	3	2	3	3	3	2	2	2	1	3
7.	Microbiology(MI)	3	3	3	2	3	3	2	3	2	2	2	3
8.	English(EN)	3	3	2	3	2	3	3	2	3	1	1	3
9.	Introduction to Computer(IC)	3	2	2	3	1	3	3	2	3	2	2	3
10.	Sociology(SO)	3	3	3	3	3	2	3	2	3	3	2	3
11.	Medical surgical nursing I(MSN)	3	3	3	3	3	3	3	3	3	2	3	2
12.	Pharmacology(PH)	3	3	3	3	3	3	3	3	3	3	1	3
13.	Pathology(PA)	3	3	3	3	3	3	3	3	2	3	2	3
14.	Genetics(GE)	3	3	3	3	3	3	3	2	3	1	2	3
15.	Community health Nursing(COM N)	3	3	3	3	3	3	3	3	3	3	3	3
16.	Medical surgical	3	3	3	3	3	3	3	3	3	3	3	3

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	nursing II(MSN)												
17.	Child health nursing(CHN)	2	3	3	3	3	3	3	2	3	2	3	3
18.	Mental health nursing(MHN)	3	3	3	3	3	3	3	2	3	3	3	2
19.	Introduction to Research & Statistics(RES)	3	2	2	3	3	3	2	3	3	3	3	3
20.	Midwifery & Obstetrical Nursing(OBG N)	3	3	3	3	3	3	3	3	3	3	3	3
21.	Community health nursing(COM N)	3	3	3	3	3	3	3	3	3	3	3	3
22.	Management of Nursing Services and Education (MGT)	3	3	2	3	3	3	2	2	2	3	3	3
23.	Communication and Education Technology(ED)	2	2	2	2	2	2	3	0	3	3	2	2
Average Score		2.91	2.86	2.78	2.56	2.82	2.86	2.69	2.43	2.56	2.34	2.21	2.91

(0 - No correlation; 1 - Low correlation; 2 - Medium correlation ;3 - High correlation).

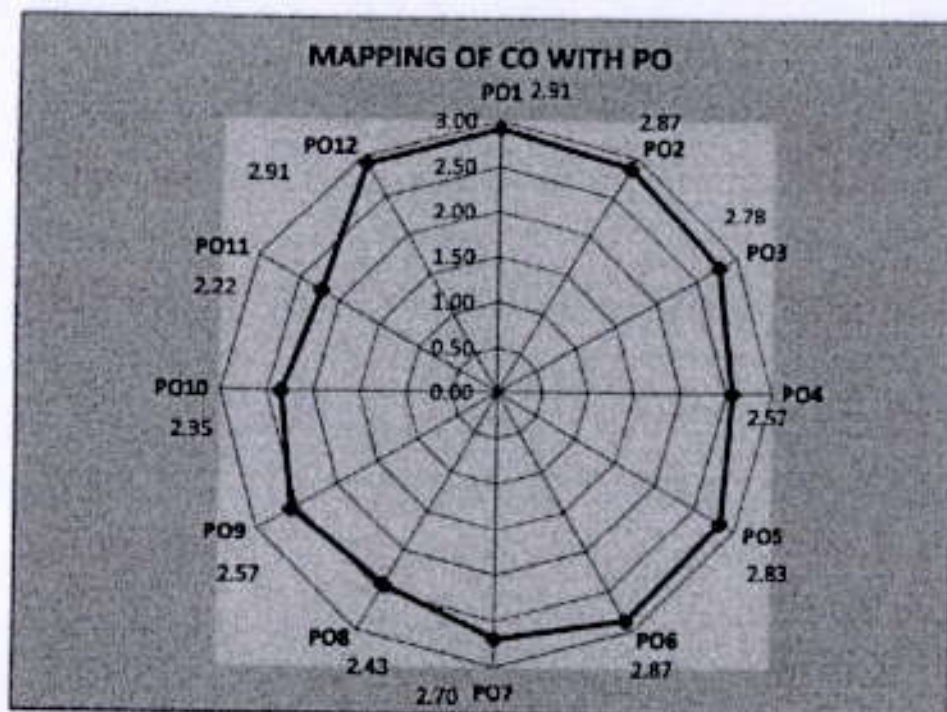


Figure 3. Mapping of Program outcome & course

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(0 - No correlation; 1 - Low correlation; 2 - Medium correlation ;3 - High correlation)

***Analysis of Cs, POs and PEOs:***

On analysing, the average score of individual program outcome ranges from 2.21 to 2.91. It shows, there exist a strong correlation of all Cs with that of PO1 & PO12, whereas medium correlation between Cs and PO2 to PO 11. Similarly, on analysing, the average score of individual program educational objectives ranges from 2.39 to 3. It shows, there exist a strong correlation of all Cs with that of PEO1, whereas medium correlation between Cs and PEO 2 to PEO 5.

**Conclusion:**

Going by the mapping analysis of program educational objectives, program outcomes, course outcomes and attainment scores of them, we can conclude that, it is achieved to a satisfactory level.

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## BSc Nursing Ist Year

Name of The Course	Anatomy & Physiology
Couse code	BSC1956013
Prerequisite	10+2 with PCB 55%
Corequisite	Anatomy & Physiology lab with models, charts, logbook, Group projects, Video film, Anatomy & physiology Atlas.

### Course objectives:

1. To enable students to acquire knowledge of normal structure of human body system
2. To enable students to acquire knowledge of normal functions of each body system
3. To identify any deviations from normal to abnormal
4. To apply knowledge of anatomy and physiology to treat disease conditions in hospital settings.

### Course Outcomes

CO1	Describe anatomical terminology ,organization of human body , structure of cell & tissue and its implication in nursing.
CO2	Explain and demonstrate normal structure (Anatomy) of various human body systems
CO3	Explain and demonstrate normal function (Phusiology) of various human body systems
CO4	Identify and demonstrate the alterations in anatomical structures in disease and practice of nursing
CO5	Identify and demonstrate the alterations in physiological parameters in disease and practice of nursing

#### Text Book (s)

1. Cohen - Memmler's Structure & Function of Human Body' 2009' LWW
2. Waugh - Ross & Wilson Anatomy & Physiology, 2008' Elsevier'
3. Tortora - Anatomy & Physiology, 2007, Wiley

#### Reference Book (s)

1. Chaurasia - Human Anatomy, 2005. CBS Publishers
2. Standring - Cray's Anatomy, 2006. Elsevier
3. Snell - Clinical Anatomy by Regions.

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IX.	<p>The Excretory System (Urinary)</p> <ul style="list-style-type: none"> <li>● Structure of organs of urinary System: Kidney, ureters, urinary bladder, urethra Alterations in disease</li> </ul> <p>Applications and implications in nursing</p>
X.	<p>The Endocrine System</p> <ul style="list-style-type: none"> <li>● Structure of Pituitary, Pancreas, thyroid, Parathyroid, thymus and adrenal glands Alterations in disease</li> </ul> <p>Applications and implications in nursing</p>
XI.	<p>The Reproductive system</p> <ul style="list-style-type: none"> <li>● Structure of female reproductive organs.</li> <li>● Structure of male reproductive organs.</li> <li>● Structure of breast Alteration in disease</li> </ul> <p>Applications and implications in nursing</p>

  
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# Physiology

Placements : First year

Time : Theory - 60hrs.

Course Description : The Course is designed to assist the students to acquire knowledge of the normal physiology of various human body systems and understand the alterations in physiology in disease and practice in nursing.

Unit	Content
I.	<p>Cell Physiology</p> <ul style="list-style-type: none"><li>● Tissue-formation-repair</li><li>● Membranes &amp; glands – functions Alterations in disease</li></ul> <p>Applications and implications in nursing</p>
II.	<p>Skeletal System</p> <ul style="list-style-type: none"><li>● Bone formation &amp; Growth</li><li>● Bones – Functions and movements of axial and appendicular skeleton, bone healing</li><li>● Joints and joint movement Alterations in disease</li></ul> <p>Applications and implications in nursing</p>
III.	<p>Muscular System</p> <ul style="list-style-type: none"><li>● Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li></ul> <p>Alterations in disease</p> <p>Applications and implications in nursing</p>

  
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IV.	<p>Nervous System</p> <ul style="list-style-type: none"> <li>● Functions of Neurologia &amp; neurons</li> <li>● Stimulus &amp; nerve-impulse-definitions and mechanism</li> <li>● Functions of brain, spinal cord, renal 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> </ul> </li> </ul>
V.	<p>Circulatory System</p> <ul style="list-style-type: none"> <li>● Blood formation, composition, blood groups, blood coagulation</li> <li>● Hemoglobin: Structure, synthesis and breakdown, Variation of molecules, estimation</li> <li>● Functions of Heart, Conduction, Cardiac cycle, circulation - Principles, Control, factors influencing BP and Pulse</li> </ul> <p>Alternations in disease Applications and implications in nursing</p>
VI.	<p>The Respiratory System</p> <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> <li>● Exchange of gases in tissues</li> <li>● Regulation of respiration Alternations in disease</li> </ul> <p>Applications and implications in nursing</p>
VII	<p>The Digestive system</p> <ul style="list-style-type: none"> <li>● Functions of organs of digestive tract. Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas</li> <li>● Metabolism of carbohydrates. Protein and fat</li> </ul>

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VIII.	<p>The Excretory System</p> <ul style="list-style-type: none"> <li>● Functions of kidneys, ureters, urinary bladder &amp; urethra</li> <li>● Composition of urine</li> <li>● Mechanism of urine formation</li> <li>● Functions of skin as excretory organ</li> <li>● Regulation of body temperature</li> <li>● Fluid and electrolyte balance.</li> </ul>
IX	<p>The Sensory Organs</p> <ul style="list-style-type: none"> <li>● Functions of skin, eye, ear, nose, tongue. Alternations in disease</li> </ul> <p>Applications and implications in nursing</p>
X.	<p>The Endocrine System</p> <ul style="list-style-type: none"> <li>● Functions of Pituitary, pineal body, thymus, Thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries &amp; Testes</li> </ul> <p>Alternations in disease Applications and implications in nursing</p>
XI.	<p>The Reproductive System</p> <ul style="list-style-type: none"> <li>● Reproduction of cells–DNA, Mitosis, Meiosis, spermatogenesis, oogenesis.</li> <li>● Functions of female reproductive organs; Functions of breast, female sexual cycle.</li> <li>● Functions of male reproductive organs, male functions in reproduction, male fertility system.</li> </ul> <p>Alternations in disease Applications and implications in nursing</p>
XII.	<p>Lymphatic and Immunological System</p> <ul style="list-style-type: none"> <li>● Circulation of lymph</li> <li>● Immunity <ul style="list-style-type: none"> <li><input type="checkbox"/> Formation of T-cells and B cells</li> <li><input type="checkbox"/> Types of immune response</li> <li><input type="checkbox"/> Antigens</li> <li><input type="checkbox"/> Cytokines</li> <li><input type="checkbox"/> Antibodies</li> </ul> </li> </ul>

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Unit	Content
I. 1 hrs.	Introduction: <ul style="list-style-type: none"> <li>● Definition of Sociology</li> <li>● Nature and Scope of the discipline</li> <li>● Importance and application of Sociology in Nursing</li> </ul>
II. 3 hrs.	Individual & Society <ul style="list-style-type: none"> <li>● Social and community</li> <li>● Nature of Society</li> <li>● Difference between Society and community</li> <li>● Process of Socialization and individualization</li> <li>● Personal disorganization</li> </ul>
III. 3 hrs.	Culture <ul style="list-style-type: none"> <li>● Nature of culture</li> <li>● Evolution of culture</li> <li>● Diversity and uniformity of culture</li> <li>● Biodiversity and its conservation               <ul style="list-style-type: none"> <li>□ Definition-definition, species and ecosystem diversity</li> <li>□ Biogeographical classification of India</li> <li>□ Value of biodiversity: consumptive use, productive use, social ethical, aesthetic and option values                   <ul style="list-style-type: none"> <li>□ Biodiversity at global, National and local levels, hotspots</li> <li>□ Threats : habitat loss, poaching of wildlife, man-wildlife conflicts</li> <li>□ Endangered and endemic species of India</li> </ul> </li> <li>□ Conservation of Biodiversity: In-situ and ex-situ conservation of biodiversity.</li> </ul> </li> <li>● Culture and socialization</li> <li>● Transcultural society</li> <li>●</li> </ul>

  
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	<ul style="list-style-type: none"> <li>•</li> </ul>
IV. 4 hrs.	<p>Social groups and Processes</p> <ul style="list-style-type: none"> <li>• The meaning and classification of groups</li> <li>• Primary &amp; Secondary group</li> <li>• In-group V/s. Out-group, class Tribe, Caste</li> <li>• Economic, Political, Religious groups, Mob, Crowd, Public and audience</li> </ul> <p>Interaction &amp; Social Processes</p> <ul style="list-style-type: none"> <li>• Co-Operation, Competition, Conflict</li> <li>• Accommodation, Assimilation &amp; Isolation</li> </ul>
V. 6 hrs	<p>Population</p> <ul style="list-style-type: none"> <li>• Society and population</li> <li>• Population distribution in India. Demographic Characteristics</li> <li>• Malthusian theory of Populations</li> <li>• Population explosion in India and its impact on health status</li> <li>• Family welfare programme</li> </ul>
VI. 5 hrs.	<p>Family and Marriage</p> <ul style="list-style-type: none"> <li>• Family –functions</li> <li>• Types-joint, Nuclear, Blended and extended family:</li> <li>• The modern Family-Changes, Problems-Dowry etc., Welfare Services</li> <li>• Changes &amp; legislations on family and marriage in India-marriage acts</li> <li>• Marriage: Forms and functions of marriage,</li> <li>• Marriage and family problems in India</li> <li>• Family, marriage and their influence on health and health practices</li> </ul>
VII. 7 hrs	<p>Social Stratification</p> <ul style="list-style-type: none"> <li>• Meaning &amp; types of social stratification</li> <li>• The Indian Caste System-origin &amp; features</li> <li>• Features of Caste in India today</li> <li>• Social Class system and status</li> <li>• Social Mobility-Meaning &amp; Types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of Primary races-Racism</li> <li>• Influence of Class, Caste and Race on health and health practices</li> </ul>
VIII	Types of Communities in India (Rural, Urban and Regional)

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6 hrs	<ul style="list-style-type: none"> <li>● Features of village community &amp; Characteristics of Indian villages-Panchayat system, social dynamics</li> <li>● Community Development project &amp; Planning</li> <li>● Changes in Indian Rural life</li> <li>● Availability of health facilities in rural and its impact on health and health practice</li> <li>● Urban-Community – features</li> <li>● The growth of cities: Urbanization and its impact on health and health practices</li> <li>● Major Urban problems – Urban slums, Energy problem, water problem</li> <li>● Environmental pollution: cause effect, control and prevention.</li> <li>● Region: Problems and impact on Health</li> </ul>
IX 4 hrs	<p>Social Change</p> <ul style="list-style-type: none"> <li>● Nature and process of social change <ul style="list-style-type: none"> <li>● Factors influencing social change: cultural change, cultural lag.</li> <li>● Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional</li> <li>● Resentment and rehabilitation of people, its problems and concern</li> </ul> </li> <li>● Role of nurse-Change agents</li> </ul>
X 4 hrs	<p>Social organization and social system</p> <ul style="list-style-type: none"> <li>● Social organization: elements, types</li> <li>● Democratic and authoritarian modes of participation</li> <li>● Voluntary associations</li> <li>● Social system: definition and Types of social system</li> <li>● Role and status as structural elements of social system</li> <li>● Inter-relationship of institution</li> </ul>
XI 2 hrs	<p>Social Control</p> <ul style="list-style-type: none"> <li>● Nature and process of social control</li> <li>● Political, legal, Religious, Educational, Economic, Industrial and technological systems, Norms &amp; Values-folkways &amp; Mores customs, Laws and fashion</li> <li>● Role of nurse</li> </ul>
XII 15 hrs	<p>Social Problem</p> <ul style="list-style-type: none"> <li>● Social disorganization</li> <li>● 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.</li> </ul>

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substance abuse, HIV/AIDS.

- Social welfare programmers in India Role of nurse

<b>Name of The Course</b>	Child health Nursing
Course Code	BSC
Prerequisite	Anatomy And Physiology, Medical surgical nursing
Corequisite	Maternal and child health nursing lab with models dummy log book
Antirequisite	NA

## BSc Nursing Third year

### Course Objectives:

This course is designed for developing skills in assessment of growth and development of children and learns identify various medical' surgical and malformations in children which will aid in performing independent nursing care of children and educate their families.

### Course Outcomes

<b>CO1</b>	Develop skill provide nursing care to pediatrics patients with medical and surgical condition concerning all the system of human body and prepare parents and families for home care
<b>CO2</b>	Perform assessment examination and assist with therapeutic procedures in children with all medical and surgical condition
<b>CO3</b>	Demonstrate and develop skills in basic and advanced pediatric nursing procedures to handle all medical and surgical condition including emergencies
<b>CO4</b>	Develop skills in infection control practices and biomedical waste management to prevent nosocomial infection in children during their stay in the hospital

### **Text Book (s)**

- Parul - Pediatric Nursing, 2014, Jaypee  
Marlow - Textbook of Pediatric Nursing' 1996' Elsevier  
Unit-I Pediatric Medica I ward

### **Reference Book (s)**

1. Padmaja - Pediatric Procedure Manual' 2014' Jaypee
2. Ghai - Essentials of Pediatrics, 2009' CBS
3. Lakshmana's - Clinical Pediatrics' Lakshmana Publications
4. Hockenberry - Wong's Nursing Care of the Infants & Children' 2007' Elsevier

  
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# Child Health Nursing

**Placements:** Third year

**Time :** Theory-90 hrs.  
Practical-270 hrs.  
Internship – 145 hrs

**Course Description:** This course is designed for developing an understanding of the modern approach to child care ,identification,prevention and nursing management of coomon helth problems of neonatal and children.

Unit	Content
I 15 hrs.	<b>Introduction</b> <b>Modern concepts of childcare</b> <ul style="list-style-type: none"><li>• Internationally accepted rights of the child</li><li>• National policy and legislations in relation to child health and welfare</li><li>• National programmes related to child health and welfare</li><li>• Agencies related to welfare services to the children</li><li>• Changing trends in hospital care, preventive, promotive and curative aspects of child health</li><li>• Child morbidity and mortality rates.</li><li>• Differences between an adult and child</li><li>• Hospital environment for a sick child</li><li>• Impact of hospitalisation on the child and family.</li><li>• Grief and bereavement</li><li>• The role of a child health nurse in caring for a hospitalized child</li><li>• Principles of pre and post operative care of infants and children</li><li>• Child health nursing procedures</li></ul>

  
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# BSc Nursing Second year

Name of The Course	Sociology
Course Code	BSC1956013
Prerequisite	10+2 with PCB 55%
Corequisite	Sociology Books
Antirequisite	NA

## Course Objectives:

This course is designed to introduce the concepts of sociology related to community and social institution and its relationship with health, illness and nursing.

## Course Outcomes

CO1	Describe the concept and interrelationship of individuals in the society
CO2	Explain influence of culture on health and diseases
CO3	Identify social group and their interaction among each other
CO4	Describe the growth of population in India and its impact on health
CO5	Describe institution of family Marriage and their influence on health and health practices
CO6	Describe the role of nurse in social stratification, rural urban community, social change, social organization, social system control and social problems in India

Placements : Second year

Time : Theory – 60Hrs.

### Course Description:

This course is designed to introduce the concepts of sociology related to community and social institution in India and relationship with health, illness and nursing.

### Text Book (s)

1. KP Neeraja "Text book of Sociology for nursing students "I" edition 20014 Jaypee Publishers
2. TK Indrani "Text book of Sociology for nurses 2<sup>nd</sup> edition 2012 Jaypee publishers
3. Jyoti Shriwaastwa "Textbook of sociology for nursing students 2<sup>nd</sup> edition 2016 Kumar Publishing House

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<p>II 20 hrs.</p>	<p><b>The healthy child</b></p> <ul style="list-style-type: none"> <li>• Principles of growth and development</li> <li>• Factors affecting growth &amp; development</li> <li>• Growth and development from birth to adolescence</li> <li>• The needs of normal children through the stages of developmental and parental guidance</li> <li>• Nutritional needs of children &amp; infants: breast feeding exclusive breast feeding supplementary/artificial feeding and weaning.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Baby friendly hospital concept</b></li> <li>• <b>Accidents causes and prevention</b></li> <li>• <b>Value of play and selection of play material</b></li> <li>• <b>Preventive immunization, immunization programme and cold chain</b></li> <li>• <b>Preventive paediatrics</b></li> <li>• <b>Care of under five &amp; under five clinics/well baby clinics</b></li> </ul>
<p>III 15 hrs.</p>	<p><b>Nursing care of a neonate</b></p> <ul style="list-style-type: none"> <li>• <b>Nursing care of a normal newborn/Essential newborn care</b></li> <li>• <b>Neonatal resuscitation</b></li> <li>• <b>Nursing management of a low birth weight baby.</b></li> <li>• <b>Kangaroo mother care</b></li> <li>• <b>Nursing management of common neonatal disorders</b></li> <li>• <b>Organization of neonatal unit</b></li> <li>• <b>Identification &amp; nursing management of common congenital malformations.</b></li> </ul>
<p>IV 10hrs.</p>	<p><b>Integrated management of neonatal and childhood illnesses (IMNCI)</b></p>
<p>V 20 hrs.</p>	<p><b>Nursing management in common childhood diseases</b></p> <ul style="list-style-type: none"> <li>• <b>Nutritional deficiency disorders</b></li> <li>• <b>Respiratory disorders and infections</b></li> <li>• <b>Gastrointestinal infections, infestations and congenital disorders</b></li> <li>• <b>Cardio vascular problem : congenital defects and rheumatic fever, rheumatic heart disease</b></li> <li>• <b>Genito-urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms' tumor, infection and congenital disorders.</b></li> <li>• <b>Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus, spina-bifida.</b></li> </ul>

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- **Hematological disorders: Anemias, thalassemia, ITP, Leukemia, hemophilia**
- **Endocrine disorders : Juvenile Diabetes Mellitus**
- **Orthopedic disorders: club feet, hip dislocation and fracture.**
- **Disorders of skin, eye, and ears**
- **Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.**

- **Child health emergencies: poisoning, foreign bodies, hemorrhage, burns and drowning.**
- **Nursing care of infant and children with HIV/AIDS.**

VI  
10  
hrs.

**Management of behavioural & social problems in children**

- **Management of common behavioural disorders**
- **Management of common psychiatric problems**
- **Management of challenged children: Mentally, Physically, & Socially challenged**
- **Welfare services for challenged children in India.**
- **Child guidance clinics**

  
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# Child Health Nursing Practical

Placements: Third year

Time : Practical -270 hrs.

(3 Weeks)

**Clinical Areas :** Paediatric Medicine ward, Paediatric surgery ward, Paediatric OPD/Imunization room, Paediatric medicine and surgery ICU, Nursery.

Unit	Skill to be developed
	<ul style="list-style-type: none"><li>● Taking Paediatric History</li><li>● Physical examination and assessment of children</li><li>● Administer of oral, I/M &amp; IV medicine/fluids</li><li>● Calculation of fluid requirements</li><li>● Prepare different strengths of I.V. fluids</li><li>● Apply restraints</li><li>● Administer O<sub>2</sub> inhalation by different methods</li><li>● Give baby bath feed children by katori spoon, etc</li><li>● Collect specimens for common investigations</li><li>● Assist with common diagnostic procedures</li><li>● Teach mothers/parents<ul style="list-style-type: none"><li><input type="checkbox"/> Malnutrition</li><li><input type="checkbox"/> Oral rehydration therapy</li><li><input type="checkbox"/> Feeding &amp; Weaning</li><li><input type="checkbox"/> Immunization schedule</li><li><input type="checkbox"/> Play therapy</li><li><input type="checkbox"/> Specific Disease conditions</li></ul></li><li>● Calculate, prepare and administer I/V fluids</li><li>● Do bowel wash</li><li>● Care for ostomies<ul style="list-style-type: none"><li><input type="checkbox"/> Colostomy Irrigation</li><li><input type="checkbox"/> Ureterostomy</li><li><input type="checkbox"/> Gastrostomy</li><li><input type="checkbox"/> Enterostomy</li></ul></li></ul>

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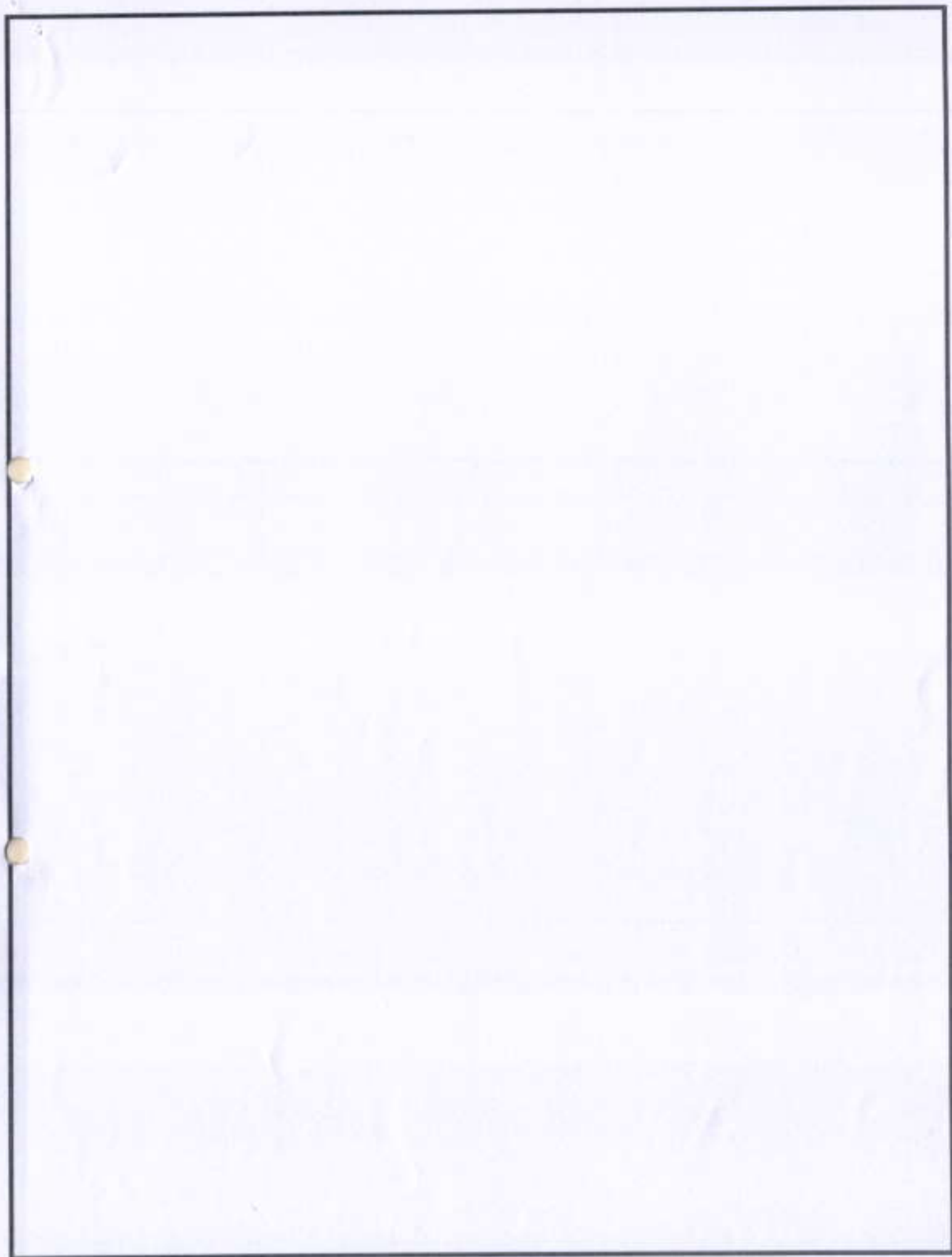


	<ul style="list-style-type: none"> <li>● Urinary catheterization and drainage</li> <li>● Feeding <ul style="list-style-type: none"> <li><input type="checkbox"/> Naso-gastric</li> <li><input type="checkbox"/> Gastrostomy</li> <li><input type="checkbox"/> Jejunostomy</li> </ul> </li> <li>● Care of surgical wounds <ul style="list-style-type: none"> <li><input type="checkbox"/> Dressing</li> <li><input type="checkbox"/> Suture removal</li> </ul> </li> </ul>
II	<ul style="list-style-type: none"> <li>● Assessment of children <ul style="list-style-type: none"> <li><input type="checkbox"/> Health assessment</li> <li><input type="checkbox"/> Developmental assessment</li> <li><input type="checkbox"/> Immunization</li> <li><input type="checkbox"/> Health/ Nutritional Education</li> </ul> </li> </ul>
III	<ul style="list-style-type: none"> <li>● Care of a baby in incubator/warmer</li> <li>● Care of a child on ventilator</li> <li>● Endotracheal suction</li> <li>● Chest physiotherapy</li> <li>● Administer fluids with infusion pump</li> <li>● Total parenteral nutrition</li> <li>● Photo therapy</li> <li>● Monitoring of babies</li> <li>● Cardio Pulmonary resuscitation</li> </ul>

Area	Duration (in weeks)	Objective	Skill to be develop	Assessment
Paediatric medicine ward/ICU	1	<ul style="list-style-type: none"> <li>● Provide comprehensive care to children with medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>● Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Assess clinical performance with rating scale</li> </ul>
Paediatric surgery ward/ICU	1	<ul style="list-style-type: none"> <li>● Provide comprehensive care to children with surgical conditions</li> </ul>	<ul style="list-style-type: none"> <li>● Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Assess clinical performance with rating scale</li> </ul>
NICU	1	<ul style="list-style-type: none"> <li>● Provide intensive care to neonates</li> </ul>	<ul style="list-style-type: none"> <li>● Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Assess clinical performance with rating scale</li> </ul>

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Time 1 Hour

Roll No.....

**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**

Class-B.Sc.(Hons.)Agriculture 2<sup>nd</sup> year IV<sup>th</sup> SEM Regular/EX

Examination -midterm Exam April-2023

**Subject- Production Technology for Ornamental Crops, MAPs and Landscaping  
(AG-402)**

**M.M.30 Marks**

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**Q.No.1 Fill in the blanks.**

**(20marks)**

1. The art of making animal shapes in plant is.....
2. Seed viability test is otherwise called.....
3. The plant part used for tissue culture is?
4. Thomson Seedless is the variety of...
5. King of flower is called ...
6. Leading flower producing state is...
7. Wonder tree is....
8. Family of rose is ...
9. Which among the city is **Garden city of India**...?
10. BP Pal is the variety of ...
11. Floating Garden is seen in.
12. Inarching is the propagation method of...fruit crop....
13. Which hedge is suitable for fencing....
14. Which is the most suitable grass for the lawn?
15. Seedling is the example of which type of propagation methods.
16. Queen of flower is called ...
17. Write the botanical name Rose
18. Write the botanical name Marigold
19. Write the botanical name gladiolus
20. Father of Pomology is.

**Q.No.2 writes the short notes**

**(10marks)**

- I. Write the importance of scope of ornamental horticulture in India
- II. What is plant propagation and write the sexual and asexual plant propagation methods in shortly.

**Name of the Academic Program: POST BASIC. B.SC NURSING I YEAR**

**Title of the Course: NURSING FOUNDATION**

**L- 45 hours -P 0**

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**Credits- 3**

### **COURSE OUTCOMES (COs)**

After completing this Course, the students should be able

to... CO-1. Identify professional aspects of nursing

CO-2. Explain theories of nursing

CO-3. Identify ethical aspects of nursing profession

CO-4. Utilise steps of nursing process

CO-5. Identify the role of the nurse in various levels of health services

CO-6. Appreciate the significance or quality assurance in nursing.

CO-7. Explain current trends in health and nursing

### **Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)**

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

  
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Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level mapping.

**Mapping with POs COs, where applicable.**

**Detailed Syllabus:**

<b>UNIT NO</b>	<b>COURSE CONTENTS</b>
Unit I	<b>Development of Nursing as a profession</b> <ul style="list-style-type: none"><li>* Its philosophy</li><li>* Objectives and responsibilities of a graduate nurse</li><li>* Trends influencing nursing practice</li><li>* Expanded role of the nurse</li><li>* Development of nursing education in India and trends in nursing education</li><li>* Professional organizations, career Planning</li><li>* Code of ethics &amp; Professional conduct for nurse.</li></ul>
Unit II	<b>Ethical, legal and other issues in nursing</b> <ul style="list-style-type: none"><li>* Concepts of health and illness, effects on the person</li><li>* Stress and adaptation</li><li>* Health care concept and nursing care concept</li><li>* Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.</li></ul>
Unit III	<b>Theory of nursing practice</b> <ul style="list-style-type: none"><li>* Meta paradigm of nursing – characterized by four central concepts i.e. nurse, person (client/patient), health and environment.</li></ul>

  
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Unit **Nursing process.**

IV

- \* Assessment: Tools for assessment, methods, recording.
- \* Planning: Techniques for planning care, types of care plans.
- \* Implementation of care, recording.
  
- \* Evaluation: Tools for evaluation, process of evaluation.

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Unit V **Quality assurance:**

- \* nursing standards, nursing audit, total quality management.
- \* Role of council and professional bodies in maintenance of standards.

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Unit **Primary health care concept:**

VI

- \* Community oriented nursing
- \* Holistic nursing, Primary nursing
- \* Family oriented nursing concept, Problem oriented nursing
- \* Progressive patient care
- \* Team nursing



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2. Perry, A.G. & Potter, P.A.: Basic nursing essentials of practice; 5th ed. St. Louis, Mosby, 2003
3. Potter, P.A. & Perry, A.G.: Fundamentals of nursing; 5th ed. Mosby Harcott(India) Pvt. Ltd.
4. Beverly Witley Dugas : Introduction to patient care ; 4th ed., Saunders, 2002
5. White, Lois: Foundations of nursing caring for the whole person; U.S.A.
6. Delmer Thompson Learning, Luckmann, J & Sorensen, K.C.: Basic nursing: a psychophysiologic approach; 3<sup>rd</sup> ed., W. B. Saunders, 2002
7. Park, J.E. :Text book of preventive and social medicine ; 17th ed., Banarasidas Bhanot, 2003

### Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

### Assessment methods and weightages in brief (nursing foundation)

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks) are computed together for 15 marks. Annual exam is of 35 marks.

Total Marks are 50 for the subject (Internal Assessment: 15 Marks and End semester examination: 35 Marks) .

  
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**Name of the Academic Program: POST BASIC. B.SC NURSING I YEAR**

**Title of the Course: NUTRITION AND DIETETICS**

**L- 30 P: 15**

**Credits: 3**

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE OUTCOMES (COs)**

After completing this Course, the students should be able to:

CO1. Explain the principles and practices of nutrition and dietetics.

CO2. Plan therapeutic diets in different settings.

CO3. Identify nutritional needs of different age groups and plan diet

accordingly CO4. Prepare meals using different methods utilizing cookery rules.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)**

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

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping. **Mapping with POs COs, where applicable.**

**Detailed Syllabus**

UNIT I • Hours : 5hrs

Introduction to nutrition and dietetics. • Balanced diet, factors on which it depends. • Factors to be considered in planning. • Guidelines available for planning. • Food hygiene, preparation and preservation. • Review of nutrients – micro & macro. UNIT II •Hours : 10hrs

Introduction to diet therapy. • Routine hospital diets. • Therapeutic diet under each unit i.e. Cardiovascular diseases, gastrointestinal diseases, renal disorders, endocrine and metabolic disorders, allergy, infections and fevers, pre and post operative stages, deficiency diseases and malnutrition, overweight and underweight.

Unit III

Hours :10hrs

  
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• Infant and child nutrition. • Feeding of normal infants: factors to be considered in planning nutritional requirements. • Feeding of premature infants: factors to be considered in planning nutritional requirements. • Supplementary feeding of infants: Advantage and method of introduction. • Weaning, effects on mother and child. • Psychology of infant and child feeding. • Feeding the sick child. Diet in diseases of infancy and childhood. • Deficiency states – Malnutrition and under nutrition. • Feeding pre-school child: Nutritional needs, factors to be considered in planning diets. Problems in feeding. • School lunch programme: Advantage, need in India.

Unit IV •Hours : 15 hrs

Community nutrition: need for community nutrition programme. • Nutritional needs for special groups: Infant, child, adolescent, pregnant woman, lactating mother and old people. • Substitutes for non-vegetarian foods. • Selection of cheap and nutritious foods. Nutrition education needs and methods. • Methods of assessing nutritional status of individual / group / community. • Current nutritional problems and national programmes.

### **PRACTICUM**

**HOURS: 15hrs**

Methods of cooking and cookery rules. 1. Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat. 2. Menu plans. II. Preparation of supplementary food for infants.

1. Foods for toddlers. 2. Low cost nutritious dishes for vulnerable groups. 3. Dietary case study of patient on special diet planning of low cost dietary instructions for home adaptations. 4. Planning of therapeutic diets

#### **Teaching-Learning Strategies in brief**

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

#### **Assessment methods and weightages in brief**

There are two components of assessment: Internal assessment and annual examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams. The average marks of two Sessional exams are computed for internal assessment.

Annual exam is of 35 marks. Total Marks are 50 for the subject (Internal Assessment: 15 Marks and Annual exam: 35 Marks).

  
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**Name of the Academic Program: POST BASIC, B.SC NURSING I YEAR**

**Course Code:**

**Title of the Course: BIOCHEMISTRY AND BIOPHYSICS**

**L-T-P: 60-0-0**

**Credits: 4**

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Placement: First Year

**COURSE OUTCOMES (COs)**

**(5 to 8 in case 3 or 4 credit courses)**

After completing this Course, the students should be able to .....

CO-1 Identify the basic principles of Biochemistry and Biophysics.

CO-2 Synthesize the knowledge of these principles in various Nursing situations.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)  
and Program Specific Outcomes (PSOs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	3	2	1	1	1	1	1	1	1	1

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

**Mapping with POs COs, where applicable.**

  
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## Detailed Syllabus:

Section A (Biochemistry)-Theory 30 hrs

Section B (Biophysics) -Theory 30 hrs

Section A (Biochemistry)

Unit 1: .....Introduction

- Importance of bio-chemistry in nursing.
- Study of cell and its various components.....

Unit 2: ... Water and Electrolytes: Water- Sources, property & function in human body.  
Water and fluid balance.

Electrolytes of human body, function, sources

Unit 3: ...Enzymes

- -Mechanism of action
  - Factors affecting enzyme activity -Diagnostic application
  - Precaution for handling specimens for enzyme estimation.
- Digestion and absorption of carbohydrates, protein and fat.
- Various factors influencing the digestion and absorption, mal-absorption syndrome.....

Unit 4: Carbohydrate :-catabolism of carbohydrate for energy purpose.

- Mitochondrial oxidation and oxidation phosphorylation.
- Fat of glucose in body, storage of glucose in body, glycogenesis and glycogenolysis and neoglucogenesis, blood glucose and its regulation.
- Glucose tolerance test, hyperglycemia hypoglycemia, glycemia. Unit 5: Protein : amino acid ,hormones
- Essential amino acid. Biosynthesis of protein in the cell.
- Role of nucleic acid in protein synthesis.
- Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.
- Plasma protein and their function.

UNIT-6

- Fat: Biosynthesis of fat and storage of fat in the body.
- Role of liver in fat metabolism.
- Biological importance of important lipids and their function
- Cholesterol and lipoprotein
- -sources, occurrence and distribution - blood level and metabolism

  
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### Reference Books:

- Manjula Shantaram. Applied Biochemistry for B.Sc. Nursing (2<sup>nd</sup> Edition), Jaypee Brothers Medical Publishers, Ansari Road Daryaganj.
- S.K. Sharma. Textbook of Biochemistry And Biophysics For Nurses, Jaypee Brothers Medical Publishers, Ansari Road Daryaganj.

### Teaching-Learning Strategies in brief (4 to 5 sentences)

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning

### Assessment methods and weightages in brief (4 to 5 sentences)

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks).

### Detailed Syllabus: BIOPHYSICS

UNIT I • Introduction: Concepts of unit and measurements. • Fundamental and derived units. • Units of length, weight, mass, time.

UNIT II • Vector and scalar motion, speed, velocity and acceleration.

UNIT III • Gravity: Specific gravity, centre of gravity, principles of gravity. • Effect of gravitational forces on human body. • Application of principles of gravity in Nursing.

UNIT IV • Force, work, energy: their units of measurement. • Type and transformation of energy, forces of the body, static forces. • Principles of machines, friction and body mechanics. • Simple mechanics – lever and body mechanics, pulley and traction, incline plane, screw. • Application of these principles in Nursing.

UNIT V • Heat: Nature, measurement, transfer of heat. • Effects of heat on matter. • Relative humidity, specific heat. • Temperature scales. • Regulation of body temperature. • Use of heat for sterilization. • Application of these principles in Nursing.

UNIT VI • Light: Laws of reflection. • Focusing elements of the eye, defective vision and correction, use of lenses. • Relationship between energy, frequency and wavelength of light. • Biological effects of light. • Use of light in therapy. • Application of these principles in Nursing

  
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UNIT VII • Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure. • Measurements of pressures in the body • Arterial and venous blood pressures • Ocular pressure • Intracranial pressure • Application of these principles in Nursing.

UNIT VIII • Sound: Frequency, velocity and intensity. • Vocalization and hearing. • Use of ultrasound. Noise pollution and its prevention. • Application of these principles in Nursing.

UNIT IX • Electricity and electromagnetism: Nature of electricity, voltage, current, resistance and their units. • Flow of electricity in solids, electrolytes, gases and vacuum. • Electricity and human body. • ECG, EEG, EMG, ECT. • Pace makers and defibrillation. • Magnetism and electricity. • M.R.I. Scanning, C.A.T scan.

UNIT X • Atomic energy: Structure of atom, isotopes and isobars. • Radioactivity: Use of radioactive isotopes. • Radiation protection units and limits, instruments used for detection of ionizing radiation. X Rays.

UNIT XI • Principles of electronics: Common electronic equipments used in patient care.

**PRACTICUM** • Experiments and tests should be demonstrated wherever applicable

#### REFERENCES :

1. Flitter, H.H. An introduction to physics in nursing; 7th edition Delhi, All India Traveller Book seller. (Original American ed. Pub. by C.V.Mosby, St.Louis). 1989
2. Sackheim, S.M. Practical Physics for nurses; 2nd ed. Philadelphia, W.B. Saunders Co. 1962
3. Stearns, H.O. Fundamentals of physics and Applications; 2nd ed. New York, Macmillan Co. 1962
4. T.N.A.I. Physics and Chemistry; Laboratory Manual for Student Nurses; 3rd ed. New Delhi, T.N.A.I. 1966
5. Waters, M. Elementary physics for Nurses; 6th ed London, Faber and fabor. 1958
6. Kigour, O.F.G. An Introduction to the physical aspects of Nursing Sciences; 3rd ed. London, William Heinemann Medical Books Ltd. 1978
7. Nordmark, M.t and Rahweder, A.W. Science Principles in Nursing; Philadelphia, J.B. Lippincott. 1959

  
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Registrar  
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### **Teaching-Learning Strategies in brief**

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

### **Assessment methods and weightages in brief (Biochemistry & Biophysics)**

There are two components of assessment: Internal assessment and Annual examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). Annual examination is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and Annual examination: 75 Marks) .



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Name of the Academic Program: POST BASIC. B.SC NURSING I YEAR

Course Code:BSNPB104

Title of the Course: PSYCHOLOGY

L-T-P: 60-0-15

Credits: 4

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE OUTCOMES(Cos)-**

CO1.Apply psychological principles while performing Nursing duties.

CO2. Distinguish the psychological processes during health and sickness.

CO3. Analyze own behaviour patterns.

CO4. Tabulate the psychological needs of the patients for planning Nursing care.

CO5. Participate in psychometric assessment of the client.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)  
and Program Specific Outcomes (PSOs)**

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

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed syllabus-

**UNIT I**

- Introduction: Definition of psychology, scope and methods of psychology.
- Relationship with other subject.

**UNIT II**

- Sensation, Attention and Perception: Definitions.

  
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- Sensory processes: Normal and abnormal.
- Attention and distraction: Contributory factors.
- Characteristics of perception, Perception: normal and abnormal.

### UNIT III

- Motivation: Definition and nature of motivation.
- Biological and social motives.
- Frustration and conflicts.
- Self- actualization.

### UNIT IV

- Emotions: Definition of emotions, Expression and perception.
- Emotions in sickness.

### UNIT V

- Personality: Definition, constituents of personality.
- Personality in sickness and Nursing.

### UNIT VI

- Psychological aspects of Nursing.
- Behaviour and sickness. Psychological needs of:
  - Child and adolescents
  - Adult
  - Aged
  - Attendants
  - Chronically ill individual.

### UNIT VII

- Individual differences.
- Significance of individual differences.

  
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- Heredity and environment.
- Role of individual differences both in health and sickness.
- Implications of individual differences in Nursing.

### Unit VIII

- Intelligence and abilities: Definition.
- Intelligence and abilities during sickness.
- Measurement of intelligence and abilities.

### UNIT IX

- Learning: Definition, Conditions of learning.
- Laws of learning.
- Learning during health and sickness.

### UNIT X

- Memory and forgetting: Definition and nature of memory.
- Memory during health and sickness.
- Forgetting during health and sickness.

### UNIT XI

- Attitudes: Definition, development and modification.
- Role of attitudes in health and sickness.

### UNIT XII

- Concept of mental hygiene & mental health.
- Characteristics of a mentally healthy person.
- Defence mechanisms.

### References-

- R. Sreevani , psychology for nurses 3<sup>rd</sup> edition .  
 Rajesh G Konnur, Psychology for graduate Nurses, jaypee publication.  
 Bhatia and Craigs , Elements of Psychology and Mental Hygiene, 3<sup>rd</sup> edition.



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### **Teaching-Learning Strategies in brief**

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

### **Assessment methods and weightages in brief**

There are two components of assessment: Internal assessment and annual examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). Annual examination is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and Annual examination: 75 Marks) .

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Name of the Academic Program: POST BASIC. B.SC NURSING (I YEAR)

Title of the Course: ...MICROBIOLOGY

L-T-P 60 Hours [Theory Hours]...30 Hrs (practical)

Credits: 4

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

### COURSE OUTCOMES (COs)

At the end of course the student will:

CO 1. Identify common disease producing micro- organisms.

CO 2. Explain the basic principles of microbiology and their significance in health and disease.

CO 3. Demonstrate skill in handling specimens.

CO 4. Explain various methods of dis-infection and sterilization.

### Mapping of Course Outcomes (COs) with Program Outcomes (POs) And Program Specific Outcomes (PSOs)

	PO1	PO2	PO3	PO4	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	1	1	1	3	1
CO2	3	3	3	1	1	1	1	3	1
CO3	3	3	3	1	1	1	1	3	1
CO4	3	3	3	1	1	1	1	3	1
CO5	3	3	3	1	1	1	1	3	3

CO 5. Identify the role of the Nurse in hospital infection control system

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level mapping.

  
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## Mapping with POs and COs where applicable.

### References-

1. Sastry Apurba Shankar, Essentials of Medical Microbiology, 1<sup>st</sup> edition, New Delhi, Jaypee Medical Publishers Ltd.
2. Tortora Gerard J., Funke Berdell R., Case Christine L., Weber Derek, Bair Warner; Microbiology: An Introduction, Fourth Edition, Pearson Publications
3. Baveja CP, Textbook of Microbiology, 6<sup>th</sup> edition, Arya Publications
4. Arora D.R., Arora Brijbala, Textbook of Microbiology, 5<sup>th</sup> edition, 2017, CBS publishers.

### Teaching-Learning Strategies in brief

The teaching learning strategies, followed are chalk board, white board, LCD projector teaching, Learning through discussion among the peer group, classroom interaction, lab visits, quiz, presentations, Q & A session and reflective learning.

### Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and Annual examination. Internal assessment consists of continuous mode and sessional exams. There is one Sessional exam and class tests. Sessional exam and class test is evaluated from 15 marks and Attendance (5marks), Academic activities (Average of any 3 activities e.g., assignment, test, and group discussion) (5 marks) and these are computed together for 25 marks. End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and Annual examination examination: 75 Marks).

  
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**Name of the Academic Program: Post Basic B.Sc. Nursing**

**Title of the Course: MATERNAL NURSING**

**Theory: 60 Hours Practical: 240 Hours**

**L-T-P: 4-0-8**

**Credits: 4**

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

### **PROGRAMME OUTCOME**

On completion of B.Sc. Nursing (Post-Basic) degree programme the graduates will be able to:

PO.1 Assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to health of individuals, families and communities.

PO.2 Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.

PO.3 Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.

PO.4 Demonstrate skills in communication an interpersonal relationship.

PO.5 Demonstrate leadership qualities and decision-making abilities in various situations.

PO.6 Demonstrate skills I teaching to individuals and groups in community health settings.

PO.7 Demonstrate managerial skills in community health settings.

PO.8 Practice ethical values in their personal and professional life.

PO.9 Participate in research activities and utilize research findings in improving nursing practice.

PO.10 Recognize the need for continued learning for their personal and professional development.

  
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### COURSE OUTCOMES(COs)-

- CO 1. Describe the Physiology of pregnancy, labour and puerperium.
- CO 2. Manage normal pregnancy, labour and puerperium.
- CO 3. Explain the Physiology of lactation and advice on management of breast feeding.
- CO 4. Be skilled in providing pre and post operative Nursing care in obstetric conditions.
- CO 5. Identify and manage high risk pregnancy including appropriate referrals.
- CO 6. Propagate the concept and motivate acceptance of family planning methods.
- CO 7. Teach, guide and supervise auxiliary midwifery personnel.

### Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

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

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

  
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## Detailed syllabus-

UNIT I • Introduction and historical review. • Planned Parenthood. • Maternal morbidity and mortality rates. • Legislations related to maternity benefits, MTP acts, incentives for family planning etc.

UNIT II • Review of the Anatomy and Physiology of female reproductive system. • Female pelvis (normal and contracted). • Review of Foetal development.

UNIT III • Physiology and management of pregnancy, labour and puerperium. • Signs and symptoms and diagnosis of pregnancy. • Antenatal care. • Pregnant woman with HIV/ AIDS. • Management of common Gynaecological problems.

UNIT IV • The new born body. • Care of the baby at birth including resuscitation. • Essential newborn care: • Feeding • Jaundice and infection • Small & large for date babies. • Intensive care of the new born • Trauma and hemorrhage.

UNIT V • Management of abnormal pregnancy, labour and puerperium. • Abortion, ectopic pregnancy and vesicular mole. • Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease. • Urinary infection, Antepartum haemorrhage. • Abnormal labour (malposition & malpresentation): • Uterine inertia • Disorders of puerperium • Management of engorged breast, cracked nipples, breast abscess and mastitis • Puerperal sepsis • Post partum haemorrhage • Inversion and prolapsed of uterus, obstetrical emergencies • Obstetrical operation i.e. forceps, vacuum, episiotomy, caesarean section.

UNIT VI • Drugs in obstetrics. • Effects of drugs during pregnancy, labour and puerperium on mother & baby.

UNIT VII • National Welfare Programmes for Women. • National Family Welfare Programme. • Infertile Family. • Problems associated with unwanted pregnancy • Unwed mothers.

## PRACTICUM

1. The student will: a. Be posted in antenatal Clinic, MCH clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room. b. Visit welfare agencies for woman and write observation report. c. Follow Nursing process in providing care to 3-6 patients. d. Write at least two Nursing care studies and do a presentation. e. Give at least one planned health teaching to a group of mothers.

2. Practices following Nursing procedures a. Antenatal & Post natal examination, per vaginal exam. b. Conduct normal delivery, stitching of episiotomy, (for male candidate minimum conduct of 5 deliveries) c. Motivation of family for adopting family planning methods. d. Motivate family for Planned Parenthood. e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal,

## References-

- Jacob Annamma; A Comprehensive Textbook Of Midwifery and Gynecological Nursing; edition-3<sup>rd</sup> 2012; jaypee publisher; Pp- 614-615.
- Bobak, Lowdermilk, Jensen, Maternity Nursing (4th Edition), Mosby, 1983, pp 123-167.
- Shirish S Sheth, Essential of Obstetrics (1st Edition), Jaypee Brothers Medical Publishers, New Delhi, 2004, pp 102 - 107.
- Dutta D.C (2004), Textbook of Obstetrics (sixth edition), New Central Book Agency (P) LTD, Calcutta, Pp136-142,442.

## Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

## Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). Annual examination is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and Annual examination examination: 75 Marks) .

  
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Name of the Academic Program: Post Basic B.Sc. Nursing

Title of the Course: CHILD HEALTH NURSING

**COURSE OUTCOMES (COs)**

After completing this Course, the students should be able to:

CO-1: Explain the modern concept of child care and the principles of Paediatric Nursing.

CO-2: Describe the normal growth and development of children at different ages.

CO-3: Manage sick as well as healthy neonates and children. CO- 4: Identity various aspects of preventive Paediatric Nursing and apply them in providing Nursing care to children in hospital and community.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)**

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

**COURSEOUTLINE**

**CHILD HEALTH NURSING**

**COURSE CONTENT**

**UNIT I**

- Introduction.
- Modern concept of child care.
- Internationally accepted rights of the child.

  
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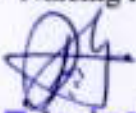
- National policy and legislations in relation to child health and welfare
- National programmes related to child health and welfare.
- Changing trends in hospital care, preventive, promotive and curative aspects of child health.
- Child morbidity and mortality rates.
- Differences between an adult and child.
- Hospital environment for a sick child.
- The role of a Paediatric Nurse in caring for a hospitalized child.
- Principles of Pre and Post operative care of infants and children.
- Paediatric Nursing procedures.

## UNIT II

- The healthy child.
- Growth and development from birth to adolescence.
- The needs of normal children through the stages of development and parental guidance.
- Nutritional needs of children & infants breast- feeding, supplementary/ artificial feeding and weaning.
- Accidents, causes and prevention.
- Value of play selection of play material.
- Preventive immunization.

## UNIT III

- Nursing care of a neonate.
- Nursing care of a normal newborn.
- Neonatal resuscitation.
- Nursing management of a low birth weight baby.

  
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- Nursing management of common neonatal disorders.
- Organization of neonatal unit. Preventive of infections in the nursery.

#### UNIT IV

- Nursing management in common childhood diseases.
- Nutritional deficiency disorders.
- Respiratory disorders and infections.
- Gastrointestinal infections, infestations and congenital disorders.
- Cardio vascular problem-congenital defects and rheumatic fever.
- Genito-urinary disorder – Nephrotic syndrome, Wilms' tumor, infection and congenital disorders.
- Neurological infections and disorders- convulsions, epilepsy, meningitis, hydrocephalus, spinabifida.
- Hematological disorders – Anemias, Thalassemia, ITP, Leukemia, hemophilia.
- Endocrine disorders – Juvenile Diabetes Mellitus.
- Orthopedic disorders – club foot, hip dislocation and fracture.
- Disorders of skin eye and ears.
- Common Communicable Diseases in children, their identification, Nursing management in hospital and home and prevention.
- Paediatric emergencies – poisoning, foreign bodies, haemorrhage, burns and drowning.

#### UNIT V

- Management of behavioural disorders in children.
- Management of challenged children:
  - Mentally challenged
  - Physically challenged

  
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- Socially challenged.

## Theory

### Teaching-Learning Strategies :

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer

group, classroom interaction, quiz, presentations, Q & A; session. There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. Attendance and academic activities are computed for internal assessment. Sessional exam is conducted for 40 marks. Continuous mode evaluation comprising of Attendance, Academic activities (e.g., Quiz, assignment, class test, group discussion and seminar)). End semester exams is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75Marks) .

## Practical

### Teaching- Learning Strategies

The teaching learning strategies followed are learning by doing.

For practical, the internal practical evaluation, a practice practical exam, Continuous mode evaluation, Attendance, Practical Records, Regular viva voce, etc. and clinical assignments ( health talk, case studies, case presentations, drug study, reports etc ) are included. End semester exams is of 100 marks. Total Marks are 200 for the subject (Internal Assessment: 100Marks and End Semester Examination: 100 Marks).

### Assessment Criteria

Theory	Internal Assessment: 25 Marks Final examination: 75Marks Total 100 marks
Practical	Internal Assessment: 50 Marks Final Examination: 50 Marks Total 100 marks

  
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**Reference Books:**

- A. Parthasarathy, IAP Textbook of Pediatrics, 5<sup>th</sup> edition.
- Parul Datta, Pediatric Nursing, 2<sup>nd</sup> edition, 2009, Jaypee brothers medical publications, New Delhi.
- Marlow Text book of pediatric Nursing, 6<sup>th</sup> edition.
- Marilyn J. Hockenberry, Wong's Nursing Care of Infants and Children - Binder Ready, 11th Edition

  
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**Course Code:**

**Title of the Course: MEDICAL SURGICAL NURSING**

**L- 90 hours -P 270 hours**

**Credits: 15 (6+9=15)**

**COURSE OUTCOMES (COs)**

After completing this Course, the students should be able to:

CO1. Explain relevant Anatomy and Physiology of various systems of the body.

CO2. Explain pathophysiology of various disorders.

CO3. Explain the actions, side effects and nursing implications in administering drugs for various disorders.

CO4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.

CO5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.

CO6. Assist the patients and their families in identifying and meeting their own health Needs.

CO7. Appreciate the role of the nurse in the medical surgical health team.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)**

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

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**Detailed Syllabus:**

  
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Registrar  
Sri Satya Sai University of Technology  
& Medical Sciences Sehore (M.P.)

**Unit 1:** \* Introduction to medical surgical nursing. \* Review of concepts of comprehensive nursing care in medical surgical conditions. \* Nurse, patient and his/her family. \* Functions of nurse in the outpatient department. \* Intensive care unit.

**Unit 2:** \* Nursing management of patient with specific problems. \* Fluid and electrolyte imbalance. \* Dyspnea and cough, respiratory obstruction \* Fever \* Shock \* Unconsciousness \* Pain Acute illness \* Incontinence

**Unit 3:** Nursing management of patient with neurological and neurosurgical conditions. Review of anatomy and physiology of the nervous system. Pathophysiology, diagnostic procedures and management of: \* Cerebrovascular accident. \* Cranial, spinal and peripheral neuropathies. \* Head-ache and intractable pain \* Epilepsy \* Infectious and inflammatory diseases and trauma of the nervous system. \* Common disorders of the system. \* Recent advances in diagnostic and treatment modalities. \* Drugs used in these disorders. \* Tumors of brain and spinal cord, congenital malformations, degenerative diseases.

**Unit 4:** Nursing management of patient with cardiovascular problems. Review of relevant anatomy and physiology of cardio vascular system. Pathophysiology, diagnostic procedures and management of \* Ischemic heart diseases. \* Cardiac arrhythmias. \* Congestive heart failure. \* Rheumatic and other valvular heart diseases. \* Endocarditis, cardiomyopathies, congenital heart, diseases, hypertension, heart block. \* Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripheral vascular disorders, recent advancement in cardiology.

**Unit 5:** Nursing management of patient with respiratory problems. Review of anatomy and physiology of respiratory system, pathophysiology, diagnostic procedures and management of upper respiratory tract infections. \* Bronchitis \* Asthma \* Emphysema, empyema, Atelectasis, COPD \* Bronchiectasis \* Pneumonia \* Pulmonary tuberculosis \* Lung abscess \* Pleural effusion \* Tumours and Cysts \* Chest injuries \* Respiratory arrest and insufficiency \* Pulmonary embolism \* Drugs used in the management of these patients. \* Special respiratory therapies.

**Unit 6:** Nursing management of patient with genitor-urinary problems. Review of anatomy and physiology of the genitor-urinary system \* Nephritis \* Renal Calculus \* Acute renal failure \* Chronic renal failure \* End stage renal disease Special procedures, dialysis, renal transplant Drugs used in management of these patients Congenital disorders, urinary infections, Benign prostate hypertrophy.

**Unit 7:** Nursing management of patients with problems of the digestive systems. Review of anatomy and physiology of gastrointestinal system and accessory organs. Pathophysiology, diagnostic procedures and management of \* G.I. Bleeding \* Peptic ulcer \* Infections \* Acute abdomen \* Colitis, diarrhea, dysentery and mal-absorption syndrome. \* Cholecystitis \* Hepatitis, hepatic coma and cirrhosis of liver. \* Portal hypertension \* Pancreatitis \* Tumors, hernias, fistulas, fissures, hemorrhoids. Drugs used in the management of these patients.

**Unit 8:** Nursing management of patients with endocrine problems Review of anatomy and physiology and patho-physiology of patients with \* Thyroid disorders \* Diabetes mellitus \*

  
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Diabetes insipidus \* Adrenal tumour \* Pituitary disorders \* Diagnostic procedures  
Nursing management of patient with above problems. Drugs used in endocrine problems.

**Unit 9:** Nursing management of patients with musculoskeletal problems. Review of anatomy and physiology and pathophysiology \* Arthritis, osteomyelitis, bursitis, \* Fractures, dislocation and trauma \* Prolapsed disc \* Osteomalacia and osteoporosis \* Tumor \* Amputation  
Diagnostic procedures Nursing management of patients with above problems. Prosthesis and rehabilitation. Transplant and replacement surgeries.

**Unit 10:** \* Nursing management of patients with disorders of female reproductive tract. \* Disorder of menstruation \* Infections of the genital tract \* Benign and malignant tumors of the genital tract \* R.V.F., V.V.F \* Climateric changes and associated problems.

**Unit 11:** \* Nursing management of patients with oncological disorders. \* Types of neoplasms and related pathophysiology \* Diagnostic procedures \* Modalities of treatment and nurse's role \* Special therapies – Chemotherapy and radiotherapy \* Preventive measures, other therapies. **Unit 12:** \* Nursing management of patient with burns. \* Nursing management of patient with reconstructive surgeries.

**Unit 13:** Nursing management of patients with common communicable diseases and STD'S  
Nursing management of patient with immunological disorders including HIV/AIDS. **Unit**


**14:** Nursing management of patients with diseases of eye, ear, nose, throat and skin. **Unit**

**15:** Nursing management of patients with blood disorders Review of anatomy and physiology of blood and blood products. Patho-physiology, diagnostic procedures and management of blood disorders \* Anemia \* Leukemia \* Bleeding disorders \* Hemophilia \* Purpura etc. Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion, reaction, records for blood transfusion. 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.

**Unit 16:** \* Nursing in emergencies. \* Cardiac emergencies \* Trauma \* Poisoning \* Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis.

#### Reference Books:

1. Long Phipps. Casseyer. Medical Surgical Nursing. A Nursing process approach. Pub. Mosby co. 1993
2. Lewis, Collier, Heitemper. Medical Surgical Assessment & management of clinical problems.
3. Brunner & Suddharth. Medical Surgical Nursing Pub. J.B. Lippincott co.
4. Luckmann & Sorensen. Medical Surgical Nursing Apathophysiological approach. Pub. W.B. Saunders co.
5. Joyce M. Black, E.M. Jacobs; Medical, Surgical Nursing, Clinical Management for continuity of care; 5th ed.; 1997; by W.B. Saunders company. (part I & II).

  
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**Teaching-Learning Strategies in brief (4 to 5 sentences)**

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

**Assessment methods and weightages in brief (4 to 5 sentences)**

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks).

  
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Regular  
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Medical Sciences School, (M.P.)

**Title of the Course: ENGLISH**

**L-T-P: 60-0-0, Credits: 4**

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE OUTCOMES (COs)  
(5 to 8 in case 3 or 4 credit courses)**

After completing this Course, the students should be able to .....

CO-1 to speak and write grammatically correct English.

CO-2 effectively read and understand the English language

CO-3 skilfully write report.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)  
and Program Specific Outcomes (PSOs)**

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

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**Mapping with PSOs, where applicable.**

**Detailed Syllabus:**


UNIT I • Remedial study of Grammar. • Review of grammar, vocabulary and effective use of dictionary. • Prepare task oriented seminars. • Symposia and panel discussion.

UNIT II • The ability to understand selected passage and express meaning in one's own words. • Reading and comprehension of the prescribed books.

UNIT III • The study of various forms of composition: • Note taking • Diary • Nurse notes, Anecdotal records • Writing of summary • Nurses' reports on health problems. The student will submit one sample of each item from his/her own practical experience.

UNIT IV • Verbal communication. • Oral reports. • Summarizing of the discussion. • Debate. • Listening comprehension- film, cassette and radio.

PRACTICUM 1. The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language. 2. Assignment on writing and conversation through participation in Discussion, Debates, Seminars and Symposia. The students will gain further skill in task oriented communication

  
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**Registrar**  
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Medical Science School (M.P.)

### Reference Books:

1. Shama Lohumi. Rakesh Lohumi. English for Nurses. 2<sup>nd</sup> ed. Elsevier publication. 2015
2. Liza Sharma. English 4 Nurses For BSc (N) And BSc (N) Post Basic. CBS publisher and distributor. Delhi 2021
3. Liza Sharma. Communicative English 4 Nurses, 3<sup>rd</sup> ed, ed CBS publisher and distributor. Delhi 2022

### Teaching-Learning Strategies in brief (4 to 5 sentences)

Primarily Lecture cum discussion. Small group discussions. Role play interview technique etc

### Assessment methods and weightages in brief (4 to 5 sentences)

Its a qulaifying exam. It involves two sessional exams and final university exam. A total of 25 internal and 75 external examination marks is allotted. Internal marks is given based upon performance of the student in class tests, assignments, quiz and sessional examinations.

  
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