

No EDN-HE(3)A(1)-16/2025-NTF
Directorate of Higher Education
Himachal Pradesh
E-Mail: genbrhedu@gmail.com

शिक्षा निदेशालय उच्चतर हि0प्र0

24 DEC 2025

the Shimla, 24 Dec, 2025

To

Dated: Shimla 171001

1. The Registrar, HPU Shimla-5
2. The Registrar, SPU Mandi, District Mandi, HP.
3. The Registrars, all the Govt./Pvt. Universities in HP
4. All the Principal(s) of Govt./Skt./Pvt. Colleges, in Himachal Pradesh.
5. The Secretary, H.P. Private Educational Institutions Regulatory Commission, Shimla HP.
6. The Director, Directorate of Medical Education & Research, Himachal Pradesh, SDA Complex, Kasumpti, Shimla-171009
7. The Director, Directorate of Technical Education, Vocational and Industrial Training, HP.
8. The Director, Directorate of Tourism & Civil Aviation, H.P. Shimla.

Subject:

Mandatory compliance with Hon'ble Supreme Court directions on student mental health, suicide prevention and participation in National Task Force (NTF) survey – reg.

In pursuance of the judgments dated 24.03.2025 and 25.07.2025 passed by the Hon'ble Supreme Court of India in Amit Kumar & Ors. vs Union of India & Ors. and Sukdeb Saha vs State of Andhra Pradesh & Ors., the undersigned, being the State-level Nodal and Coordinating Authority, is directed to issue the following instructions for uniform and immediate compliance by all educational authorities and institutions addressed above.

The Hon'ble Supreme Court has held that mental health is an integral component of the right to life under Article 21 of the Constitution of India and has issued binding interim directions under Article 141, mandating educational institutions to put in place enforceable safeguards for prevention of student suicides, protection of student well-being, and institutional accountability.

The Hon'ble Court has further directed the constitution and operationalization of a National Task Force (NTF) on Mental Health Concerns of Students and Prevention of Suicides, and the Ministry of Education has launched a national digital survey and stakeholder consultation platform (<https://ntf.education.gov.in>) for collection of institutional data and evidence-based inputs.

Accordingly, all authorities and institutions addressed herein are hereby jointly and severally directed to ensure the following:

- (a) Strict implementation of the mandatory institutional safeguards, preventive measures, grievance redressal systems and reporting protocols as detailed in Enclosure-I;
- (b) Compulsory participation in the National Task Force (NTF) institutional survey, including timely submission of accurate and authenticated information through the official NTF portal, as detailed in Enclosure-II;

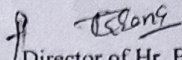
(c) Nomination of a Nodal Officer at the institutional level for coordination on student mental health and NTF-related matters; and

(d) Internal coordination and supervision to ensure that all constituent colleges, departments, hostels and affiliated units under their administrative or regulatory control comply fully and uniformly.

The directions contained in this Office Circular and its Enclosures shall be treated as mandatory and shall come into force with immediate effect. Any failure, delay or non-compliance shall be viewed seriously and may invite administrative, regulatory and legal consequences, as per applicable rules and law.

This Office Circular is issued in compliance with the directions of the Hon'ble Supreme Court of India and shall be accorded highest priority by all concerned.

Encl.: As below


Director of Hr. Education
Himachal Pradesh

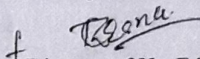
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Dated: Shimla-171001

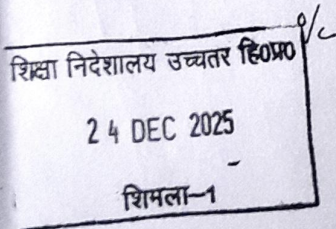
the December, 2025

Copy for information and further necessary action to: -

1. The Secretary, Education Govt. of Himachal Pradesh HP Shimla - 2
2. The Director of School Education HP, Shimla-1 for information and further necessary action in the matter accordingly.
3. In charge, IT Cell Directorate of Higher Education HP Shimla-1 to upload the same on department website.
4. Guard file.


Director of Hr. Education
Himachal Pradesh

Tel. No.: 0177-2656621, 2653120 Extn.: 220 Fax. No. 0177-2811247, 2812882 e-mail: dhe-sml-hp@gov.in



ENCLOSURE – I

Mandatory Institutional Directions on Student Mental Health & Suicide Prevention

All institutions shall ensure the following without exception:

- Adoption and notification of a Mental Health & Student Well-Being Policy, aligned with national initiatives such as MANODARPAN, UMMEED Guidelines and the National Suicide Prevention Strategy.
- Constitution of a Student Mental Health & Well-Being Cell with clearly defined roles and confidentiality safeguards.
- Engagement of qualified mental health professionals or establishment of formal referral mechanisms.
- Implementation of early-warning and preventive mechanisms to identify students at risk.
- Ensuring campus and hostel safety measures, including restriction of access to high-risk areas.
- Prominent display of suicide prevention helpline numbers, including Tele-MANAS, on campus and institutional websites.
- Mandatory training and sensitization of teaching and non-teaching staff.
- Maintenance of an inclusive and non-discriminatory environment, with special sensitivity to vulnerable groups.
- Functional SC/ST Cells, ICCs (Internal Complaints Committee), Anti-Ragging Committees, Equal Opportunity Cells and Student Grievance Redressal Mechanisms.
- Immediate reporting of any suicide attempt, unnatural death or serious mental health crisis to local police and district administration.

ENCLOSURE – II

- National Task Force (NTF) Survey – Mandatory Institutional Participation
- Every institution shall submit its institutional response on the NTF portal (<https://ntf.education.gov.in>) within prescribed timelines.
- Information furnished shall be accurate, complete and institutionally authenticated.
- Non-participation or submission of misleading information shall be treated as non-compliance.

No. 4-19/2016-HPU (Acad.)
(NAAC Accredited 'A' Grade University)
Himachal Pradesh University,
Summer Hill, Shimla-5,
Academic Branch

Dated:- **19 JUL 2019**

To

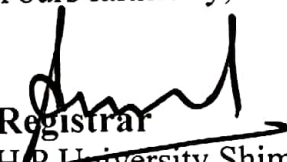
All the Principals of Government/Non-Govt. Private Colleges affiliated with
Himachal Pradesh University.

Subject: Regarding compliance of UGC Regulations 2019 in the universities and
colleges.

Sir/Madam,

Please find enclosed herewith a copy of letter D.O.F.No.14-4/2012 (CPP-II)
dated 07.05.2019 received from the Secretary, University Grants Commission, New
Delhi-110002 alongwith its enclosures on the subject cited above for taking further
necessary action in your respective institutions. The copy of above referred letter and its
enclosures may kindly be downloaded from the University website i.e. www.hpuniv.ac.in.

Yours faithfully,


Registrar
H.P. University, Shimla-5.

Dated: **19 JUL 2019**

Encls: - as above

Endst. No: - even

Copy forwarded for kind information and further necessary action to:-

1. The Secretary, University Grants Commission, Bahadur Shah Zafar Marg New Delhi-110002 w.r.t. his letter D.O.F.No.14-4/2012 (CPP-II) dated 07.05.2019.
2. The Principal Secretary (Education) to the Government of Himachal Pradesh, Shimla-02 w.r.t. his letter dated 27.05.2019.
3. The Dean of Studies, Himachal Pradesh University, Shimla-5 for taking further necessary action at your end.
4. The SPS to the Registrar with the request to upload the above referred letter alongwith its enclosures on the University Website.
5. Guard file.


Registrar



ज्ञान-विज्ञान विमुक्तये

प्रो. रजनीश जैन
सचिव

Prof. Rajnish Jain
Secretary

5469 2320
13/5/19
19/5/19



सत्यमेव जयते

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विश्वविद्यालय अनुदान आयोग
University Grants Commission

(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

बहादुरशाह जफर मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002

Ph.: 011-23236288/23239337

Fax: 011-2323 8858

E-mail: secy.ugc@nic.in

By Speed Post

D.O. F. No. 14-4/2012(CPP-II)

7th May, 2019

7 MAY 2019

Dear Sir/Madam,

In exercise of the powers conferred under clause (g) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956 (3 of 1956), and in supersession of the University Grants Commission (Grievance Redressal) Regulations, 2012, the UGC has notified the **University Grants Commission (Redress of Grievances of Students) Regulations, 2019** in the Official Gazette on 6th May 2019. A copy of the Regulations is attached herewith. As per para 8(i) of the Regulations, you are requested to ensure that all the universities in your State shall, within a period of three months from the date of issue of these Regulations, have an online portal where any aggrieved student may submit an application seeking Redressal of the grievance.

I request your personal indulgence in ensuring compliance of these Regulations in the universities and colleges in your State.

With kind regards,

Yours sincerely,

(Rajnish Jain)

Encl. : As stated above.

The Secretary
Higher Education
Government of Himachal Pradesh
Secretariat, Shimla-171002
Himachal Pradesh

14/5

Spl. Secy (Edn-A)
13/5/19

DS (Edn) 13/05

1. Send to DHE, HPU & HPERC for compliance in all the Universities in the state.
2. Action reqd. at our end for appt of Ombudsman.

- (ग) "महाविद्यालय" से अभिप्राय अधिनियम की धारा 12क की उपधारा (1) के खंड (ख) में इस प्रकार से परिभाषित किसी संस्थान से है।
- (घ) "महाविद्यालयी छात्र शिकायत निवारण समिति" (सीएसजीआरसी) से अभिप्राय इन विनियमों के तहत किसी संस्थान के स्तर पर, जोकि महाविद्यालय हो, गठित किसी समिति से है।
- (ङ) "आयोग" से अभिप्राय विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 की धारा 4 के तहत स्थापित आयोग से है।
- (च) "घोषित प्रवेश नीति" का अभिप्राय संस्थान द्वारा प्रेशकश किए जा रहे किसी पाठ्यक्रम या अध्ययन कार्यक्रम में प्रवेश के लिए संस्थान की-विवरणिका-में प्रकाशित की गई किसी ऐसी नीति से है, जिसमें उसके अंतर्गत आने वाली प्रक्रियाएं भी शामिल हैं।
- (छ) "विभागीय छात्र शिकायत निवारण समिति" (डीएसजीआरसी) से अभिप्राय इन विनियमों के तहत किसी विश्वविद्यालय के किसी विभाग, विद्यालय या केंद्र के स्तर पर गठित किसी समिति से है।
- (ज) "शिकायत" का अभिप्राय, और इसमें निम्नवत् के संबंध में किसी पीड़ित छात्र द्वारा की गई शिकायत(तें) शामिल हैं, नामतः:
- i. संस्थान की घोषित प्रवेश नीति के अनुरूप निर्धारित की गई योग्यता के विपरीत प्रवेश दिया जाना;
 - ii. संस्थान की घोषित प्रवेश नीति के तहत प्रक्रिया में अनियमितताएं;
 - iii. संस्थान की घोषित प्रवेश नीति के अनुरूप प्रवेश देने से इंकार किया जाना;
 - iv. इन विनियमों के उपबंधों के अनुरूप, संस्था द्वारा विवरणिका का प्रकाशन न किया जाना;
 - v. संस्थान द्वारा विवरणिका में ऐसी कोई जानकारी देना जोकि झूठी या भ्रामक हो, और तथ्यों पर आधारित नहीं हो;
 - vi. किसी छात्र द्वारा ऐसे संस्थान में प्रवेश लेने के प्रयोजन से जमा किए गए किसी दस्तावेज जोकि उपाधि, डिप्लोमा या किसी अन्य पुरस्कार के रूप में हो, को अपने पास रख लेना या वापस करने से इंकार करना ताकि ऐसे किसी पाठ्यक्रम या अध्ययन कार्यक्रम के संबंध में छात्र को किसी शुल्क अथवा शुल्कों, का भुगतान करने हेतु तैयार किया जा सके अथवा मजबूर किया जा सके जिसमें छात्र अध्ययन नहीं करना चाहता हो;
 - vii. संस्था की घोषित प्रवेश नीति में निर्धारित राशि से अधिक धनराशि की मांग करना;
 - viii. छात्रों की विभिन्न श्रेणियों के लिए प्रवेश में सीटों के आरक्षण के संबंध में वर्तमान में लागू किसी कानून का संस्थान द्वारा उल्लंघन किया जाए;
 - ix. ऐसे किसी संस्थान की घोषित प्रवेश नीति के तहत, अथवा आयोग द्वारा विहित किन्हीं शर्तों, यदि कोई हों तो, के तहत किसी भी छात्र हेतु ग्राह्य छात्रवृत्ति या वित्तीय सहायता का भुगतान नहीं किया जाना अथवा विलम्ब से भुगतान किया जाना;
 - x. संस्थान के शैक्षणिक कैलेंडर में, अथवा आयोग द्वारा विहित ऐसे किसी कैलेंडर में विनिर्दिष्ट अनुसूची से इतर परीक्षाओं के आयोजन में, अथवा परीक्षा के परिणामों की घोषणा में विलम्ब करना;
 - xi. विवरणिका में यथा उल्लिखित, अथवा संस्थान द्वारा लागू किसी कानून के किसी उपबंध के तहत यथा अपेक्षित छात्रों की सुविधा प्रदान करने में संस्थान द्वारा विफल रहना;
 - xii. छात्रों के मूल्यांकन के लिए संस्थान द्वारा अपनाई गई गैर- पारदर्शी अथवा अनुचित पद्धतियां;
 - xiii. ऐसे किसी छात्र को शुल्क के प्रतिदाय में विलंब करना, अथवा इंकार करना जोकि विवरणिका में उल्लिखित समय के भीतर, अथवा जैसा की आयोग द्वारा अधिसूचित किया जाए, के भीतर प्रवेश त्याग देता है;
 - xiv. अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग, महिला, अल्पसंख्यक अथवा निशक्त श्रेणियों के छात्रों के कथित भेदभाव की शिकायत;
 - xv. प्रवेश दिए जाने के समय जैसा भरोसा दिलाया गया था अथवा प्रदान किए जाना अपेक्षित था के अनुरूप गुणवत्तापूर्ण शिक्षा प्रदान नहीं किया जाना; तथा



भारत का राजपत्र The Gazette of India

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
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नई दिल्ली, सोमवार, मई 6, 2019/वैशाख 16, 1941

No. 146]

NEW DELHI, MONDAY, MAY 6, 2019/VAISAKHA 16, 1941

विश्वविद्यालय अनुदान आयोग

अधिसूचना

नई दिल्ली, 6 मई, 2019

फा. सं. 14-4/2012 (सीपीपी-II).—विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 (1956 का 3) की धारा 26 की उप-धारा (1) के खंड (छ) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और विश्वविद्यालय अनुदान आयोग (शिकायत निवारण) विनियम, 2012 का अधिक्रमण करते हुए विश्वविद्यालय अनुदान आयोग एतद्वारा निम्नलिखित विनियम बनाता है, नामतः—

1. संक्षिप्त नाम, विनियोग और प्रारंभ :

- (क) इन विनियमों को विश्वविद्यालय अनुदान आयोग (छात्रों की शिकायतों का निवारण) विनियम, 2019 कहा जाएगा।
- (ख) वे ऐसे सभी उच्चतर शिक्षा संस्थानों पर लागू होंगे, जिन्हें किसी केन्द्रीय अधिनियम अथवा राज्य अधिनियम के तहत स्थापित अथवा निगमित किया गया हो, और विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 की धारा 2 के खंड (च) के तहत मान्यता प्राप्त सभी संस्थानों तथा ऐसे सभी सम विश्वविद्यालय संस्थानों पर लागू होंगे जिन्हें तत्संबंध की धारा 3 के तहत विश्वविद्यालय घोषित किया गया हो।
- (ग) यह विनियम, भासकीय राजपत्र में प्रकाशित होने की तिथि से प्रभावी होंगे।

2. उद्देश्य:

किसी संस्थान में पहले से नामांकित छात्रों और साथ ही ऐसे संस्थानों में प्रवेश चाहने वाले छात्रों की कतिपय शिकायतों के निवारण के लिए अवसर प्रदान करना और इस संबंध में एक तंत्र स्थापित करना।

3. परिभाषा: जब तक कि इन विनियमों के संदर्भ में अन्यथा अपेक्षित न हो:

- (क) "अधिनियम" का अभिप्राय विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 (1956 का 3) से है;
- (ख) "पीड़ित छात्र" से अभिप्राय किसी ऐसे छात्र से है जिसे इन विनियमों के तहत परिभाषित शिकायतों के संबंध में किसी मामले अथवा तत्संबंध किसी मामले में कोई शिकायत हो।

xvi. छात्र के उत्पीड़न के अन्य मामले के अलावा जिन पर वर्तमान में लागू किसी कानून के दंडात्मक उपबंधों के तहत कार्रवाई की जानी हो, छात्र का उत्पीड़न किया जाना अथवा उसे निशाना बनाया जाना।

- (झ) "संस्थान" से अभिप्राय है, जैसा कि संदर्भ हो, अधिनियम के तहत किसी विश्वविद्यालय अथवा महाविद्यालय अथवा किसी सम विश्वविद्यालय संस्थान से है, अथवा किसी विशिष्ट विधा अथवा क्रियाकलाप हेतु किसी विश्वविद्यालय के तहत स्थापित किए गए किसी संस्थान से है।
- (ञ) "संस्थागत छात्र शिकायत निवारण समिति" (आईएसजीआरसी) का अभिप्राय इन विनियमों के तहत किसी विश्वविद्यालय के स्तर पर, ऐसी शिकायतों पर कार्यवाही करने के लिए गठित की गई समिति से है जो विश्वविद्यालय के किसी भी विभाग से संबंधित नहीं हो, उदाहरण के लिए छात्रावास और सामान्य सुविधाएं।
- (ट) "लोकपाल" का अभिप्राय इन विनियमों के तहत नियुक्त लोकपाल से है;
- (ठ) "विवरणिका" का अभिप्राय और इसमें ऐसा कोई भी प्रकाशन शामिल है, चाहे वह मुद्रित स्वरूप में अथवा अन्यथा हो, जिसे जनसाधारण (जिसमें ऐसे संस्थान में प्रवेश पाने के इच्छुकों सहित) को एक संस्था से संबंधित निष्पक्ष और पारदर्शी जानकारी प्रदान करने के लिए ऐसे संस्थान अथवा किसी प्राधिकरण अथवा ऐसे संस्थान द्वारा ऐसा करने के लिए प्राधिकृत किए गए किसी व्यक्ति द्वारा जारी किया गया हो;
- (ड) "क्षेत्र" का अभिप्राय एक भौगोलिक क्षेत्र, जिसमें राज्य शामिल हैं, जिन्हें इन विनियमों को लागू करने हेतु सुकर बनाने के प्रयोजनार्थ ऐसा निर्धारित किया गया हो: नामतः, दक्षिण-पूर्वी क्षेत्र जिसमें आंध्र प्रदेश, तेलंगाना, पुडुचेरी, अंडमान और निकोबार और तमिलनाडु शामिल हैं; दक्षिण-पश्चिम क्षेत्र में केरल, कर्नाटक और लक्षद्वीप शामिल हैं; पश्चिमी क्षेत्र में महाराष्ट्र, गुजरात, गोवा, दादर और नगर हवेली, दमन और दीव शामिल हैं; मध्य क्षेत्र में छत्तीसगढ़, मध्य प्रदेश और राजस्थान शामिल हैं; उत्तरी क्षेत्र में जम्मू और कश्मीर, दिल्ली, हिमाचल प्रदेश, पंजाब, हरियाणा, दिल्ली, उत्तराखंड, उत्तर प्रदेश, उत्तराखंड और चंडीगढ़ शामिल हैं; पूर्वोत्तर क्षेत्र में असम, मेघालय, मिजोरम, मणिपुर, त्रिपुरा, अरुणाचल प्रदेश, सिक्किम और नागालैंड शामिल हैं; और पूर्वी क्षेत्र में पश्चिम बंगाल, बिहार, झारखंड और ओडिशा शामिल हैं।
- (ढ) "राज्य" का अभिप्राय संविधान की प्रथम अनुसूची में विनिर्दिष्ट किसी राज्य से है जिसमें संघ राज्य क्षेत्र भी शामिल है;
- (ण) "छात्र" से अभिप्राय किसी ऐसे संस्थान, जिसमें यह विनियम लागू होते हैं, में नामांकित किसी व्यक्ति, अथवा नामांकित होने के लिए प्रवेश प्राप्त के इच्छुक व्यक्ति से है;
- (त) "विश्वविद्यालय" से अभिप्राय अधिनियम की धारा 2 की खंड (च) में यथा परिभाषित किसी विश्वविद्यालय से है, अथवा जहां संदर्भ के अनुसार, तत्संबंध की धारा 3 के तहत इस प्रकार घोषित किए जाने वाला कोई सम विश्वविद्यालय संस्थान हो।
- (थ) "विश्वविद्यालय छात्र शिकायत निवारण समिति" (यूएसजीआरसी) से अभिप्राय विश्वविद्यालय के स्तर पर डीएसजीआरसी, आईएसजीआरसी अथवा सीएसजीआरसी के निर्णय के परिणामस्वरूप उपजी शिकायतों पर कार्रवाई करने के लिए इन विनियमों के तहत गठित किसी समिति से है।

4. विवरणिका का अनिवार्य प्रकाशन, इसकी विषयवस्तु तथा मूल्य निर्धारण:

- प्रत्येक संस्थान, अपने पाठ्यक्रम या अध्ययन के किसी भी कार्यक्रम में प्रवेश आरंभ करने की तिथि से कम से कम साठ दिन की समाप्ति से पूर्व अपनी वेबसाइट पर एक विवरणिका प्रकाशित और/अथवा अपलोड करेगा, जिसमें इस तरह के संस्थान में प्रवेश लेने के इच्छुक व्यक्तियों और आम जनता की जानकारी के लिए निम्नवत् जानकारी अंतर्विष्ट होगी, नामतः:
 - प्रत्येक पाठ्यक्रम अथवा अध्ययन के कार्यक्रम के लिए, शिक्षण के घंटों, व्यावहारिक सत्रों और अन्य कार्य के साथ-साथ अध्ययन के कार्यक्रमों और पाठ्यक्रमों की सूची सहित उपयुक्त सांविधिक प्राधिकरण अथवा संस्थान, जैसा मामला हो, द्वारा विनिर्दिष्ट पाठ्यक्रम की व्यापक रूपरेखा;
 - जिस शिक्षा वर्ष हेतु प्रवेश दिए जाने का प्रस्ताव हो, उसके प्रत्येक पाठ्यक्रम अथवा अध्ययन के कार्यक्रम के संबंध में, उपयुक्त सांविधिक प्राधिकरण द्वारा अनुमोदित सीटों की संख्या;
 - संस्थान द्वारा विनिर्दिष्ट किसी विशेष पाठ्यक्रम अथवा अध्ययन कार्यक्रम में छात्र के रूप में प्रवेश के लिए व्यक्तियों की न्यूनतम और अधिकतम आयु सीमा सहित शैक्षिक योग्यता और पात्रता की शर्तें;

- (घ) इस प्रकार के प्रवेश के लिए आवेदन करने वाले योग्य उम्मीदवारों के चयन की प्रक्रिया, जिसमें प्रत्येक पाठ्यक्रम अथवा अध्ययन कार्यक्रम में प्रवेश के लिए ऐसे अभ्यर्थियों के चयन के लिए परीक्षा या इम्तहान के विवरण के संबंध में सभी संगत जानकारी और प्रवेश परीक्षा के लिए निर्धारित शुल्क की राशि शामिल है;
- (ङ) किसी पाठ्यक्रम या अध्ययन कार्यक्रम में अध्ययन करने के लिए ऐसे संस्थान में भर्ती किए गए छात्रों द्वारा देय शुल्क, जमा राशियों और अन्य प्रभारों के प्रत्येक घटक और ऐसे भुगतानों की अन्य निबंधन और शर्तें;
- (च) शास्ति लगाए जाने और संग्रहण किए जाने हेतु नियम/विनियम, विनिर्दिष्ट शीर्ष अथवा श्रेणियां, लगाए जाने वाली शास्ति की न्यूनतम और अधिकतम राशि;
- (छ) ऐसे संस्थानों में दाखिला लेने वाले छात्रों द्वारा यदि पाठ्यक्रम या अध्ययन कार्यक्रम के पूरा होने से पहले अथवा के बाद दाखिला छोड़ दिया जाता है तो छात्रों को प्रतिदाय किए जाने वाले शिक्षण शुल्क और अन्य प्रभारों का प्रतिशत, तथा समय सीमा जिसके भीतर तथा पद्धति जिससे छात्रों को ऐसा प्रतिदाय किया जाएगा;
- (ज) उनकी शैक्षिक योग्यता शिक्षण संकाय का विवरण, उनकी नियुक्ति का स्वरूप (नियमित/अभ्यागत/अतिथि) और उसके प्रत्येक सदस्य के शिक्षण अनुभव के साथ;
- (झ) भौतिक और शैक्षणिक बुनियादी ढांचे और छात्रावास और इसके शुल्क, पुस्तकालय, अस्पताल अथवा उद्योग, जहां छात्रों को व्यावहारिक प्रशिक्षण दिया जाना हो, सहित अन्य सुविधाओं के संबंध में जानकारी और विशेषरूप से छात्रों द्वारा संस्थान में प्रवेश प्राप्त करने पर प्राप्त होने वाली सुविधाओं का ब्योरा अंतर्विष्ट हो;
- (ञ) संस्थान के परिसर के भीतर अथवा बाहर छात्रों द्वारा अनुशासन बनाए रखने के संबंध में सभी संगत निदेश, और, विशेषरूप से किसी छात्र अथवा छात्रों की रैगिंग निषिद्ध करने संबंधी ऐसे अनुशासन को बनाए रखने और उनका उल्लंघन किए जाने के परिणामों और संगत सांविधिक विनियामक प्राधिकरण द्वारा इस संबंध में तैयार किए गए किसी विनियम के उपबंधों का उल्लंघन किए जाने के परिणामों का ब्योरा अंतर्विष्ट होगा; तथा
- (ट) आयोग द्वारा यथा विनिर्दिष्ट कोई अन्य जानकारी:
- बशर्ते कि, प्रत्येक संस्थान इस विनियम के खंड (क) से (ट) में उल्लिखित जानकारी को अपनी वेबसाइट पर प्रकाशित/अपलोड करेगा, और विभिन्न समाचारपत्रों और अन्य मीडिया के माध्यम से प्रमुखता से प्रदर्शित करते हुए विज्ञापनों के माध्यम से इच्छुक छात्रों और आम जनता का ध्यान वेबसाइट पर इस तरह के प्रकाशन की ओर दिलाया जाएगा।
2. प्रत्येक संस्थान अपनी विवरणिका की प्रत्येक मुद्रित प्रति का मूल्य निर्धारित करेगा, जोकि विवरणिका के प्रकाशन और वितरण की उचित लागत से अधिक नहीं होगी और विवरणिका के प्रकाशन, वितरण या बिक्री से कोई लाभ अर्जित नहीं किया जाएगा।

5. छात्र शिकायत निवारण समितियां (एसजीआरसी):

क. महाविद्यालयी छात्र शिकायत निवारण समिति (सीएसजीआरसी)

- (i) किसी भी पीड़ित छात्र की महाविद्यालय से संबंधित किसी भी शिकायत को निम्नलिखित संरचना वाली महाविद्यालयी छात्र शिकायत निवारण समिति (सीएसजीआरसी) को भेजा जाएगा:
- (क) महाविद्यालय का प्राचार्य—सभापति;
- (ख) प्राचार्य द्वारा शिक्षण संकाय से तीन वरिष्ठ सदस्यगणों को नामनिर्दिष्ट किया जाएगा—सदस्यगण;
- (ग) महाविद्यालय के छात्रों में से एक प्रतिनिधि, जिसे प्राचार्य द्वारा शैक्षणिक योग्यता/खेलकूद में उत्कृष्टता/सह-पाठ्य क्रियाकलापों में उसके निष्पादन के आधार पर नामनिर्दिष्ट किया जाएगा—विशेष आमंत्रित।
- (ii) सदस्यगणों तथा विशेष आमंत्रित का कार्यकाल दो वर्षों का होगा।
- (iii) बैठक के लिए गणपूर्ति, सभापति सहित परंतु विशेष आमंत्रित के अलावा, तीन सदस्यगणों की होगी।
- (iv) शिकायतों पर विचार करते हुए सीएसजीआरसी नैसर्गिक न्याय के सिद्धांतों का पालन करेगी।

- (v) सीएसजीआरसी रिपोर्ट को अपनी सिफारिशों, यदि कोई हो तो, के साथ संबद्ध करने वाले विश्वविद्यालय के कुलपति को शिकायत प्राप्ति की तिथि से 15 दिनों की अवधि के भीतर भेजेगा तथा इसकी एक प्रति पीड़ित छात्र को भी भेजी जाएगी।

ख. विभागीय छात्र शिकायत निवारण समिति (डीएसजीआरसी)

- (i) किसी भी पीड़ित छात्र की विश्वविद्यालय के किसी भी विभाग, अथवा विद्यालय, अथवा केन्द्र से संबंधित किसी भी शिकायत को विभाग, विद्यालय अथवा केन्द्र, जैसा भी मामला हो, द्वारा गठित की जाने और निम्नलिखित संरचना वाली विभागीय छात्र शिकायत निवारण समिति (डीएसजीआरसी) को भेजा जाएगा, नामतः:
- (क) विभाग, विद्यालय, अथवा केन्द्र का अध्यक्ष, चाहे उसे किसी भी पदनाम से जाना जाए— सभापति;
- (ख) विभाग/विद्यालय/केन्द्र के बाहर से कुलपति द्वारा नामनिर्दिष्ट किए जाने वाले दो आचार्य— सदस्य;
- (ग) संकाय का सदस्य, जो शिकायत निवारण की प्रणाली से भली— भांति परिचित हो, को सभापति द्वारा नामनिर्दिष्ट किया जाएगा— सदस्य;
- (घ) महाविद्यालय के छात्रों में से एक प्रतिनिधि, जिसे कुलपति द्वारा शैक्षणिक योग्यता/खेलकूद में उत्कृष्टता/सह—पाठ्य क्रियाकलापों में उसके निष्पादन के आधार पर नामनिर्दिष्ट किया जाएगा— विशेष आमंत्रित
- (ii) सभापति, समिति के सदस्यों और विशेष आमंत्रित का कार्यकाल दो वर्षों का होगा।
- (iii) डीएसजीआरसी की बैठक के लिए गणपूर्ति, सभापति सहित परंतु विशेष आमंत्रित के अलावा, तीन सदस्यगणों की होगी।
- (iv) अपने समक्ष प्रस्तुत शिकायतों पर विचार करते हुए डीएसजीआरसी नैसर्गिक न्याय के सिद्धांतों का पालन करेगी।
- (v) डीएसजीआरसी अपनी रिपोर्ट को सिफारिशों, यदि कोई हों तो, के साथ संस्थान के मुखिया/ कुलपति को शिकायत प्राप्ति की तिथि से 15 दिनों की अवधि के भीतर भेजेगा तथा इसकी एक प्रति पीड़ित छात्र को भी भेजी जाएगी।

ग. संस्थागत छात्र शिकायत निवारण समिति (आईएसजीआरसी)

- (i) जब शिकायत किसी विश्वविद्यालय के किसी शैक्षणिक विभाग, विद्यालय अथवा केन्द्र, जैसा भी मामला हो, से संबद्ध नहीं हो तो मामले को कुलपति महोदय द्वारा निम्नवत संरचना के साथ गठित की जाने वाली एक संस्थागत छात्र शिकायत निवारण समिति (आईएसजीआरसी) को भेजा जाएगा; नामतः:
- (क) संस्थान का सम—कुलपति/संकाय अध्यक्ष/वरिष्ठ आचार्य— सभापति;
- (ख) छात्र संकाय अध्यक्ष/संकाय अध्यक्ष, छात्र कल्याण— सदस्य;
- (ग) सभापति के अलावा एक वरिष्ठ शिक्षाविद्— सदस्य;
- (घ) कुलानुशासक/वरिष्ठ शिक्षाविद्— सदस्य
- (ङ) महाविद्यालय के छात्रों में से एक प्रतिनिधि, जिसे कुलपति द्वारा शैक्षणिक योग्यता/खेलकूद में उत्कृष्टता/सह—पाठ्य क्रियाकलापों में उसके निष्पादन के आधार पर नामनिर्दिष्ट किया जाएगा— विशेष आमंत्रित।
- (ii) समिति के सदस्यों का कार्यकाल दो वर्षों का होगा।
- (iii) आईएसजीआरसी की बैठक के लिए गणपूर्ति, सभापति सहित परंतु विशेष आमंत्रित के अलावा, तीन सदस्यगणों की होगी।
- (iv) अपने समक्ष प्रस्तुत शिकायतों पर विचार करते हुए आईएसजीआरसी नैसर्गिक न्याय के सिद्धांतों का पालन करेगी।
- (v) आईएसजीआरसी अपनी रिपोर्ट को सिफारिशों, यदि कोई हों तो, के साथ कुलपति को शिकायत प्राप्ति की तिथि से 15 दिनों की अवधि के भीतर भेजेगा तथा इसकी एक प्रति पीड़ित छात्र को भी भेजी जाएगी।

घ. विश्वविद्यालय छात्र शिकायत निवारण समिति (यूएसजीआरसी)

- (i) एक संबद्ध विश्वविद्यालय के कुलपति, उतनी संख्या में विश्वविद्यालय छात्र शिकायत निवारण समितियों (यूएसजीआरसी) का गठन करेंगे, जैसा कि एक या एक से अधिक सीएसजीआरसी या डीएसजीआरसी या आईएसजीआरसी द्वारा अनसुलझी शिकायतों पर विचार करने के लिए आवश्यक हो और प्रत्येक यूएसजीआरसी, महाविद्यालयों/विभागों/संस्थानों से उत्पन्न होने वाली शिकायतों पर, कुलपति द्वारा उसे प्रदत्त किए गए क्षेत्राधिकार क्षेत्र के आधार पर कार्यवाही कर सकता है।
 - क) विश्वविद्यालय का एक वरिष्ठ आचार्य— सभापति;
 - ख) संकाय अध्यक्ष, छात्र कल्याण अथवा समकक्ष — सदस्य;
 - ग) संबद्ध महाविद्यालयों से लिए गए दो प्राचार्य, जो कि समीक्षाधीन सीएसजीआरसी की रिपोर्टों से न जुड़े हों, कुलपति द्वारा नामित किए जाने वाले हैं— सदस्य;
 - घ) विश्वविद्यालय का एक आचार्य — सदस्य;
 - ङ) महाविद्यालय के छात्रों में से एक प्रतिनिधि, जिसे कुलपति द्वारा शैक्षणिक योग्यता/खेलकूद में उत्कृष्टता/सह-पाठ्य क्रियाकलापों में उसके निष्पादन के आधार पर नामनिर्दिष्ट किया जाएगा— विशेष आमंत्रित।
- (ii) सभापति तथा समिति के सदस्यों और विशेष आमंत्रित का कार्यकाल दो वर्षों का होगा।
- (iii) बैठक के लिए गणपूर्ति, सभापति सहित परंतु विशेष आमंत्रित के अलावा, तीन सदस्यगणों की होगी।
- (iv) अपने समक्ष शिकायतों पर विचार करते हुए यूएसजीआरसी नैसर्गिक न्याय के सिद्धांतों का पालन करेगी।
- (v) यूएसजीआरसी अपनी रिपोर्ट और सिफारिशें, यदि कोई हों तो, के साथ शिकायत से संबंधित महाविद्यालय के प्राचार्य/विभागाध्यक्ष/विद्यालय/संस्थान को शिकायत प्राप्ति की तिथि से 15 दिनों की अवधि के भीतर भेजेगी तथा इसकी एक प्रति पीड़ित छात्र को भी भेजी जाएगी।
- (vi) विश्वविद्यालय छात्र शिकायत निवारण समिति के निर्णय से व्यथित कोई भी छात्र, इस तरह के निर्णय की प्राप्ति की तिथि से पंद्रह दिनों की अवधि के भीतर, लोकपाल के समक्ष अपील कर सकता है।

6. लोकपाल की नियुक्ति, सेवाकाल, उसे पद से हटाया जाना और सेवा की शर्तें:

- (i) यूएसजीआरसी के निर्णयों के विरुद्ध सुनवाई करने और निर्णय देने और अपील करने के लिए एक या एक से अधिक अंशकालिक पदाधिकारियों को लोकपाल के रूप में नामित किया जाएगा;

बशर्ते कि, उस राज्य में स्थित सभी राज्य विश्वविद्यालयों (सार्वजनिक के साथ— साथ निजी विश्वविद्यालयों) के संबंध में एक राज्य के लिए एक से अधिक लोकपाल नहीं होंगे, जिन्हें राज्य सरकार द्वारा नियुक्त किया जाएगा;

बशर्ते आगे कि, एक क्षेत्र में स्थित केंद्रीय विश्वविद्यालयों और सम विश्वविद्यालय संस्थानों के लिए एक से अधिक लोकपाल नहीं होंगे, जिन्हें केंद्र सरकार द्वारा नियुक्त किया जाएगा।
- (ii) लोकपाल, शिक्षा अथवा अनुसंधान के क्षेत्र में प्रख्यात व्यक्ति होंगे, जो किसी विश्वविद्यालय के कुलपति रह चुके हों।
- (iii) किसी राज्य में राज्य विश्वविद्यालयों के लिए लोकपाल, उस राज्य के किसी भी विश्वविद्यालय के साथ हितों के टकराव में नहीं होगा; और उस क्षेत्र में स्थित केंद्रीय विश्वविद्यालयों और सम विश्वविद्यालयों हेतु लोकपाल, इस तरह की नियुक्ति से पहले अथवा उसके पश्चात्, उस क्षेत्र में स्थित विश्वविद्यालय अथवा सम विश्वविद्यालय संस्थान के साथ किसी भी तरह के हितों के टकराव में नहीं होंगे।
- (iv) एक राज्य सरकार इस प्रयोजनार्थ गठित एक खोज समिति द्वारा सुझाए गए तीन नामों के पैनल में से लोकपाल की नियुक्ति करेगी, जिसमें निम्नलिखित शामिल होंगे, नामतः:
 - (क) राज्यपाल या उपराज्यपाल का एक नामित, जैसा भी मामला हो, जो उच्चतर शिक्षा के क्षेत्र में प्रतिष्ठित व्यक्ति हो— सभापति;
 - (ख) राज्य के राज्यपाल/संघ भासित राज्य के उपराज्यपाल द्वारा नामित किया जाने वाला राज्य सार्वजनिक विश्वविद्यालय का कुलपति— सदस्य;

- (ग) राज्य सरकार द्वारा नामित किया जाने वाला एक राज्य निजी विश्वविद्यालय का कुलपति— सदस्य;
- (घ) राज्य उच्चतर शिक्षा परिषद् का अध्यक्ष अथवा परिषद् के शैक्षणिक सदस्यों में से उनका नामिति— सदस्य;
- (ङ) उच्चतर शिक्षा के लिए उत्तरदायी राज्य सरकार के प्रधान सचिव/सचिव— सदस्य सचिव;
- (v) केंद्र सरकार इस प्रयोजनार्थ गठित एक खोज समिति द्वारा सुझाए गए तीन नामों के पैनल में से लोकपाल की नियुक्ति करेगी, जिसमें निम्नलिखित शामिल होंगे, नामतः:
 - (क) विश्वविद्यालय अनुदान आयोग के अध्यक्ष महोदय अथवा उनके नामिति— सभापति;
 - (ख) किसी केन्द्रीय विश्वविद्यालय का कुलपति जिसे केंद्र सरकार द्वारा नामनिर्दिष्ट किया जाएगा— सदस्य;
 - (ग) किसी सम विश्वविद्यालय संस्थान का कुलपति जिसे केंद्र सरकार द्वारा नामनिर्दिष्ट किया जाए— सदस्य;
 - (घ) केंद्र सरकार का नामिति जोकि संयुक्त सचिव के पद से नीचे न हो— सदस्य;
 - (ङ) विश्वविद्यालय अनुदान आयोग के सचिव महोदय— सदस्य सचिव;
- (vi) लोकपाल को पद ग्रहण करने की तिथि से तीन वर्ष की अवधि अथवा सत्तर वर्ष की आयु होने तक, इनमें से जो भी पहले हो, के लिए नियुक्त किया जाएगा, और वह समान राज्य या क्षेत्र के लिए, जैसा कि मामला हो, एक और कार्यकाल के लिए पुनर्नियुक्ति होने के लिए पात्र होगा।
- (vii) सुनवाई का संचालन करने के लिए, लोकपाल को, यात्रा पर हुए किए गए व्यय की प्रतिपूर्ति सहित विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित किए गए मानदंडों के अनुसार, प्रति दिन, प्रति बैठक के आधार पर शुल्क का भुगतान किया जाएगा।
- (viii) राज्य के लोकपाल के मामले में राज्य सरकार द्वारा और किसी क्षेत्र के लोकपाल के मामले में केंद्र सरकार द्वारा लोकपाल को इन विनियमों के तहत यथा परिभाषित कदाचार या दुर्व्यवहार के आरोप सिद्ध होने पर पद से हटाया जा सकता है।
- (ix) कम से कम उच्च न्यायालय के न्यायाधीश के पद पर आसीन न्यायमूर्ति द्वारा की गई जांच के अलावा लोकपाल को पदच्युत करने हेतु कोई आदेश जारी नहीं किया जाएगा, और इस प्रकार की गई जांच में लोकपाल को सुनवाई का एक उचित अवसर भी प्रदान किया जाएगा।

7. लोकपाल के कार्यकरण :

- (i) लोकपाल, छात्र द्वारा इन विनियमों के तहत उपबंधित सभी विकल्पों को अपनाने के पश्चात् ही पीड़ित छात्र की अपील की सुनवाई करेंगे।
- (ii) यद्यपि, परीक्षा के संचालन में अथवा मूल्यांकन की प्रक्रिया में गड़बड़ी के मुद्दों को लोकपाल के संदर्भित किया जा सकता है, तथापि, लोकपाल द्वारा उत्तर पुस्तिकाओं के पुनर्मूल्यांकन अथवा अंकों को पुनः योग करने हेतु कोई अपील अथवा आवेदन पर लोकपाल द्वारा सुनवाई नहीं की जाएगी, जब तक कि भेदभाव की किसी विशिष्ट घटना के परिणामों को प्रभावित करने वाली किसी विशिष्ट अनियमितता को इंगित नहीं किया जाता है।
- (iii) लोकपाल, कथित रूप से किए गए भेदभाव की शिकायतों की सुनवाई करने के लिए, न्याय— मित्र के रूप में किसी भी व्यक्ति की सहायता प्राप्त कर सकता है।
- (iv) लोकपाल पीड़ित छात्र(त्रों) से अपील प्राप्त होने के 30 दिनों के भीतर शिकायतों का समाधान के लिए सभी प्रयास करेगा।

8. लोकपाल तथा छात्र शिकायत निवारण समितियों द्वारा शिकायतों के निवारण हेतु प्रक्रिया:

- (i) प्रत्येक संस्थान, इस अधिसूचना के जारी होने की तिथि से तीन माह की अवधि के भीतर एक ऑनलाइन पोर्टल तैयार करेगा, जहां कोई भी पीड़ित छात्र अपनी शिकायत के निवारण के लिए आवेदन कर सकता है।
- (ii) ऑनलाइन शिकायत प्राप्त होने पर संस्थान, ऑनलाइन शिकायत की प्राप्ति के 15 दिनों के भीतर अपनी टिप्पणियों सहित शिकायत को उपर्युक्त छात्र शिकायत निवारण समिति को भेजेगा।

- (iii) छात्र शिकायत निवारण समिति, जैसा भी मामला हो, शिकायत की सुनवाई के लिए एक तिथि निर्धारित करेगी जिसकी जानकारी संस्थान और पीड़ित छात्र को दी जाएगी।
- (iv) पीड़ित छात्र या तो व्यक्तिगत रूप से पेश हो सकता है अथवा अपना पक्ष रखने के लिए अपने किसी प्रतिनिधि को अधिकृत कर सकता है।
- (v) विश्वविद्यालय छात्र शिकायत निवारण समिति द्वारा समाधान नहीं की गई शिकायतों, को इन विनियमों में उपबंधित समयावधि के भीतर लोकपाल को भेजा जाएगा।
- (vi) संस्थान, शिकायतों के शीघ्र निपटान हेतु, लोकपाल अथवा छात्र शिकायत निवारण समिति(यों), जैसा भी मामला हो, सहयोग करेंगे; और ऐसा नहीं किए जाने पर लोकपाल द्वारा आयोग को जानकारी दी जा सकती है जो इन विनियमों के उपबंधों के अनुरूप कार्रवाई करेगा।
- (vii) लोकपाल, दोनों पक्षों को सुने जाने का एक उचित अवसर प्रदान करने के बाद, कार्यवाहियां समाप्त होने पर तत्संबंधी कारणों सहित, इस प्रकार का आदेश पारित करेगा, जैसा वह उपयुक्त समझे, ताकि शिकायत का समाधान हो सके और पीड़ित छात्र को जैसा उपयुक्त हो, राहत प्रदान की जा सके।
- (viii) संस्थान के साथ ही साथ पीड़ित छात्र को लोकपाल के हस्ताक्षर के तहत जारी की गई आदेश की प्रतियां उपलब्ध कराई जाएंगी और संस्थान, आदेश की प्रति को सामान्य जानकारी के लिए इसे अपनी वेबसाइट पर भी डालेगा।
- (ix) संस्थान, लोकपाल की सिफारिशों का अनुपालन करेगा और संस्थान द्वारा सिफारिशों का अनुपालन नहीं किए जाने के संबंध में लोकपाल, आयोग को जानकारी प्रदान करेगा।
- (x) जहां शिकायत झूठी या तुच्छ पाई जाती है उस स्थिति में लोकपाल शिकायतकर्ता के विरुद्ध उपर्युक्त कार्रवाई किए जाने की सिफारिश कर सकता है।

9. लोकपाल और छात्र शिकायत निवारण समितियों के संबंध में जानकारी:

संस्थान अपनी वेबसाइट और अपनी विवरणिका में स्पष्टरूप से इसके क्षेत्राधिकार में आने वाली छात्र शिकायत निवारण समिति(यों) तथा अपील किए जाने के प्रयोजनार्थ लोकपाल के संबंध में सभी संगत जानकारियां उपलब्ध कराएगा।

10. अनुपालन नहीं किए जाने के परिणाम:

आयोग, किसी भी संस्थान के संबंध में, जो जानबूझकर इन विनियमों का उल्लंघन करते हैं अथवा बार-बार लोकपाल अथवा शिकायत निवारण समिति(यों), जैसा भी मामला हो, की सिफारिशों को अनुपालन नहीं करते हैं, उनके विरुद्ध निम्नवत् एक अथवा एक से अधिक कार्यवाहियां कर सकते हैं, नामतः:

- (क) अधिनियम की धारा 12ख के तहत अनुदान प्राप्त करने के लिए उपयुक्तता की घोषणा को वापस लेना;
- (ख) संस्थान को आवंटित किसी भी अनुदान को रोका जा सकता है;
- (ग) आयोग के किसी भी सामान्य अथवा विशेष सहायता कार्यक्रम के तहत किसी भी सहायता को प्राप्त करने हेतु विचार किए जाने के लिए संस्थान को अयोग्य घोषित करना;
- (घ) उपयुक्त मीडिया में प्रमुखता से प्रदर्शित कर और आयोग की वेबसाइट पर पोस्ट कर संभावित अभ्यर्थियों सहित जनसाधारण को सूचित करना, तथा इस बाबत घोषणा करना की संस्थान में शिकायतों के निवारण के लिए न्यूनतम मानक मौजूद नहीं हैं;
- (ङ) महाविद्यालय के मामले में, संबद्धता को वापस लेने के लिए संबद्ध विश्वविद्यालय को सिफारिश करना;
- (च) सम विश्वविद्यालय संस्थान के मामले में इस प्रकार की कार्रवाई करना, जो आवश्यक, उपयुक्त और सटीक प्रतीत हो;
- (छ) सम विश्वविद्यालय संस्थान के मामले में सम विश्वविद्यालय संस्थान के रूप में घोषणा को वापस लिया जाने के लिए, यदि आवश्यक हो तो, केंद्र सरकार को सिफारिश करना;
- (ज) राज्य अधिनियम के तहत स्थापित अथवा निगमित विश्वविद्यालय के मामले में राज्य सरकार को आवश्यक और उचित कार्रवाई करने की सिफारिश करना;
- (झ) गैर-अनुपालन के लिए संस्थान के विरुद्ध ऐसी अन्य कार्रवाई करना जो आवश्यक और उचित समझी जाए।

बशर्ते कि, इस विनियमों के तहत आयोग द्वारा कोई कार्रवाई नहीं की जाएगी, जब तक कि संस्थान को अपनी स्थिति स्पष्ट करने के लिए अवसर नहीं दिया गया हो और उसे सुने जाने का अवसर प्रदान नहीं किया गया हो।

11. इन विनियमों में उल्लिखित कोई भी शर्त, विश्वविद्यालय अनुदान आयोग (शिकायत निवारण) विनियम, 2012 के उपबंधों के तहत नियुक्त किसी पदधारी लोकपाल के कार्यकाल की अवधि के दौरान उसके पद पर बने रहने को प्रतिकूल रूप से प्रभावित नहीं करेगी; कार्यकाल समाप्त होने के पश्चात् लोकपाल, की नियुक्ति विश्वविद्यालय अनुदान आयोग (छात्रों की शिकायतों का निवारण) संबंधी विनियम, 2019 के अनुरूप की जाएगी।

प्रो. रजनीश जैन, सचिव

[विज्ञापन-III/4/असा./30/19]

UNIVERSITY GRANTS COMMISSION

NOTIFICATION

New Delhi, the 6th May, 2019

F.No. 14-4/2012(CPP-II).—In exercise of the powers conferred under clause (g) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956 (3 of 1956), and in supersession of the University Grants Commission (Grievance Redressal) Regulations, 2012, the University Grants Commission hereby makes the following regulations, namely -

1. SHORT TITLE, APPLICATION AND COMMENCEMENT:

- These regulations shall be called as the University Grants Commission (Redress of Grievances of Students) Regulations, 2019.
- They shall apply to all higher education institutions, whether established or incorporated by or under a Central Act or a State Act, and every institution recognized by the University Grants Commission under clause (f) of Section 2 of the University Grants Commission Act, 1956 and to all institutions deemed to be a University declared as such under Section 3 therein.
- They shall come into force from the date of their publication in the Official Gazette.

2. OBJECTIVE:

To provide opportunities for redress of certain grievances of students already enrolled in any institution, as well as those seeking admission to such institutions, and a mechanism thereto.

3. DEFINITION: IN THESE REGULATIONS, UNLESS THE CONTEXT OTHERWISE REQUIRES:

- "Act" means the University Grants Commission Act, 1956 (3 of 1956);
- "aggrieved student" means a student, who has any complaint in the matters relating to or connected with the grievances defined under these regulations.
- "college" means any institution, so defined in clause (b) of sub-section (1) of section 12A of the Act.
- "Collegiate Student Grievance Redressal Committee" (CSGRC) means a committee constituted under these regulations, at the level of an institution, being a college.
- "Commission" means the University Grants Commission established under section 4 of the UGC Act, 1956.
- "declared admission policy" means such policy, including the process there under, for admission to a course or program of study as may be offered by the institution by publication in the prospectus of the institution.
- "Departmental Student Grievance Redressal Committee" (DSGRC) means a committee constituted under these regulations, at the level of a Department, School or Centre of a University.
- "grievance" means, and includes, complaint(s) made by an aggrieved student in respect of the following, namely:

- i. admission contrary to merit determined in accordance with the declared admission policy of the institution;
 - ii. irregularity in the process under the declared admission policy of the institution;
 - iii. refusal to admit in accordance with the declared admission policy of the institution;
 - iv. non-publication of prospectus by the institution, in accordance with the provisions of these regulations;
 - v. publication by the institution of any information in the prospectus, which is false or misleading, and not based on facts;
 - vi. withholding of, or refusal to return, any document in the form of certificates of degree, diploma or any other award or other document deposited by a student for the purpose of seeking admission in such institution, with a view to induce or compel such student to pay any fee or fees in respect of any course or program of study which such student does not intend to pursue;
 - vii. demand of money in excess of that specified to be charged in the declared admission policy of the institution;
 - viii. violation, by the institution, of any law for the time being in force in regard to reservation of seats in admission to different category of students;
 - ix. nonpayment or delay in payment of scholarships or financial aid admissible to any student under the declared admission policy of such institution, or under the conditions, if any, prescribed by the Commission;
 - x. delay by the institution in the conduct of examinations, or declaration of results, beyond the schedule specified in the academic calendar of the institution, or in such calendar prescribed by the Commission;
 - xi. failure by the institution to provide student amenities as set out in the prospectus, or is required to be extended by the institution under any provisions of law for the time being in force;
 - xii. non-transparent or unfair practices adopted by the institution for the evaluation of students;
 - xiii. delay in, or denial of, the refund of fees due to a student who withdraws admission within the time mentioned in the prospectus, or as may be notified by the Commission;
 - xiv. complaints of alleged discrimination of students from the Scheduled Castes, the Scheduled Tribes, Other Backward Classes, Women, Minority or persons with disabilities categories;
 - xv. denial of quality education as promised at the time of admission or required to be provided; and
 - xvi. harassment or victimization of a student, other than cases of harassment, which are to be proceeded against under the penal provisions of any law for the time being in force.
- (i) "Institution" means, as the context may be, a University or a college, or an institution declared a deemed to be a University under the Act or an institution established within a University for a particular discipline or activity;
- (j) Institutional Student Grievance Redressal Committee" (ISGRC) means a committee constituted under these regulations at the level of the University, for dealing with grievances which do not belong to a department of the University e.g. hostels and common facilities.
- (k) "Ombudsperson" means the Ombudsperson appointed under these regulations;
- (l) "Prospectus" means and includes any publication, whether in print or otherwise, issued for providing fair and transparent information, relating to an institution, to the general public (including to those seeking admission in such institution) by such institution or any authority or person authorized by such institution to do so;

- (m) "Region" means a geographical territory, comprising of States, so determined, for the purpose of facilitating enforcement of these regulations; namely, South-Eastern Region comprising Andhra Pradesh, Telengana, Puducherry, Andaman and Nicobar, and Tamil Nadu; South-Western Region comprising Kerala, Karnataka, and Lakshadweep; Western Region comprising Maharashtra, Gujarat, Goa, Dadar and Nagar Haveli, Daman and Diu; Central Region comprising Chhattisgarh, Madhya Pradesh and Rajasthan; Northern Region comprising Jammu and Kashmir, Delhi, Himachal Pradesh, Punjab, Haryana, Uttar Pradesh, Uttarakhand and Chandigarh; North-Eastern Region comprising Assam, Meghalaya, Mizoram, Manipur, Tripura, Arunachal Pradesh, Sikkim and Nagaland; and Eastern Region comprising West Bengal, Bihar, Jharkhand and Odisha.
- (n) "State" means a State specified in the First Schedule to the Constitution and includes a Union territory;
- (o) "Student" means a person enrolled, or seeking admission to be enrolled, in any institution to which these regulations apply;
- (p) "University" means a University so defined in clause (f) of section 2 of the Act or, where the context may be, an institution deemed to be University declared as such under Section 3 thereof.
- (q) University Student Grievance Redressal Committee" (USGRC) means a committee constituted under these regulations, at the level of the university, for dealing with grievances arising out of decisions of the DSGRC, ISGRC or CSGRC.

4. MANDATORY PUBLICATION OF PROSPECTUS, ITS CONTENTS AND PRICING:

- (1) Every institution, shall publish and/or upload on its website, before expiry of at least sixty days prior to the date of the commencement of the admission to any of its courses or programs of study, a prospectus containing the following for the information of persons intending to seek admission to such institution and the general public, namely:
 - (a) the list of programs of study and courses offered along with the broad outlines of the syllabus specified by the appropriate statutory authority or by the institution, as the case may be, for every course or program of study, including teaching hours, practical sessions and other assignments;
 - (b) the number of seats approved by the appropriate statutory authority in respect of each course or program of study for the academic year for which admission is proposed to be made;
 - (c) the conditions of educational qualifications and eligibility including the minimum and maximum age limit of persons for admission as a student in a particular course or program of study, specified by the institution;
 - (d) the process of selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each course or program of study and the amount of fee prescribed for the admission test;
 - (e) each component of the fee, deposits and other charges payable by the students admitted to such institution for pursuing a course or program of study, and the other terms and conditions of such payment;
 - (f) rules/regulations for imposition and collection of any fines in specified heads or categories, minimum and maximum fine may be imposed.
 - (g) the percentage of tuition fee and other charges refundable to a student admitted in such institution in case such student withdraws from such institution before or after completion of course or program of study and the time within and the manner in which such refund shall be made to that student;
 - (h) details of the teaching faculty, including their educational qualifications, along with their type of appointment (Regular/visiting/guest) and teaching experience of every member thereof.
 - (i) information with regard to physical and academic infrastructure and other facilities including hostel accommodation and its fee, library, hospital or industry wherein the practical training is

to be imparted to the students and in particular the amenities accessible by students on being admitted to the institution;

- (j) all relevant instructions in regard to maintaining the discipline by students within or outside the campus of the institution, and, in particular such discipline relating to the prohibition of ragging of any student or students and the consequences thereof and for violating the provisions of any regulation in this behalf made by the relevant statutory regulatory authority; and

- (k) Any other information as may be specified by the Commission:

Provided that an institution shall publish/upload information referred to in clauses (a) to (k) of this regulation, on its website, and the attention of prospective students and the general public shall be drawn to such publication being on the website through advertisements displayed prominently in different newspapers and through other media:

- (2) Every institution shall fix the price of each printed copy of the prospectus, being not more than the reasonable cost of its publication and distribution and no profit be made out of the publication, distribution or sale of prospectus.

5. **STUDENT GRIEVANCE REDRESSAL COMMITTEES (SGRC):**

A. Collegiate Student Grievance Redressal Committee (CSGRC)

- (i) A complaint from an aggrieved student relating to a college shall be addressed to the Collegiate Student Grievance Redressal Committee (CSGRC), with the following composition, namely:
 - a) Principal of the college – Chairperson;
 - b) Three senior members of the teaching faculty to be nominated by the Principal – Members;
 - c) A representative from among students of the college to be nominated by the Principal based on academic merit/excellence in sports/performance in co-curricular activities – Special Invitee.
- (ii) The term of the members and the special invitee shall be two years.
- (iii) The quorum for the meeting including the Chairperson, but excluding the special invitee, shall be three.
- (iv) In considering the grievances before it, the CSGRC shall follow principles of natural justice.
- (v) The CSGRC shall send its report with recommendations, if any, to the Vice-Chancellor of the affiliating University and a copy thereof to the aggrieved student, within a period of 15 days from the date of receipt of the complaint.

B. Departmental Student Grievance Redressal Committee (DSGRC)

- (i) A complaint by an aggrieved student relating to a Department, or School, or Centre of a University shall be addressed to the Departmental Student Grievance Redressal Committee (DSGRC) to be constituted at the level of the Department, School, or Centre, as the case may be, and with the following composition, namely:
 - a) Head of the Department, School, or the Centre, by whatever designation known – Chairperson;
 - b) Two Professors, from outside the Department/School/Centre to be nominated by the Vice Chancellor – Members;
 - c) A member of the faculty, well-versed with the mechanism of grievance redressal to be nominated by the Chairperson – Member;
 - d) A representative from among students of the college to be nominated by the Vice Chancellor based on academic merit/excellence in sports/performance in co-curricular activities – Special Invitee.

- (ii) The term of the Chairperson, members of the Committee, and the special invitee shall be of two years.
- (iii) The quorum for the meeting of DSGRC, including the Chairperson, but excluding the special invitee, shall be three.
- (iv) In considering the grievances before it, the DSGRC shall follow principles of natural justice.
- (v) The DSGRC shall submit its report with recommendations, if any, to the Head of the Institution/ Vice Chancellor, with a copy thereof to the aggrieved student, within a period of 15 days from the date of receipt of the complaint.

C. Institutional Student Grievance Redressal Committee (ISGRC)

- (i) Where a complaint does not relate to any academic Department, School or Centre of a University, as the case may be, the matter shall be referred to the Institutional Student Grievance Redressal Committee (ISGRC) to be constituted by the Vice Chancellor, with the following composition, namely:
 - (a) Pro-Vice Chancellor/Dean/Senior Professor of institution – Chairperson;
 - (b) Dean of students/Dean, Students Welfare – Member;
 - (c) One senior academic, other than the Chairperson – Member;
 - (d) Proctor/Senior academic – Member;
 - (e) A representative from among students of the college to be nominated by the Vice Chancellor based on academic merit/excellence in sports/performance in co-curricular activities – Special Invitee.
- (ii) The term of the members of the committee shall be of two years.
- (iii) The quorum for the meetings of the ISGRC, including the Chairperson, but excluding the special invitee, shall be three.
- (iv) In considering the grievances before it, the ISGRC shall follow principles of natural justice.
- (v) The ISGRC shall send its report with recommendations, if any, to the Vice Chancellor, along with a copy thereof to the aggrieved student, within a period of 15 working days from the date of receipt of the grievance.

D. University Student Grievance Redressal Committee (USGRC)

- (i) The Vice Chancellor of an affiliating University shall constitute such number of University Student Grievance Redressal Committees (USGRC), as may be required to consider grievances unresolved by one or more CSGRC or DSGRC or ISGRC and each USGRC may take up grievances arising from colleges/departments/ Institutions, on the basis of the jurisdiction assigned to it by the Vice Chancellor.
 - a) A senior Professor of the University – Chairperson;
 - b) Dean, Student Welfare or equivalent – Member;
 - c) Two Principals drawn from the affiliating colleges, other than those connected with reports of CSGRC under review, to be nominated by the Vice-Chancellor – Members;
 - d) One Professor of the University - Member;
 - e) A representative from among students of the college to be nominated by the Vice Chancellor based on academic merit/excellence in sports/performance in co-curricular activities – Special Invitee.
- (ii) The Chairperson, members and the special invitee shall have a term of two years.
- (iii) The quorum for the meeting, including the Chairperson, but excluding the special invitee, shall be three.

- (iv) In considering the grievances before it, the USGRC shall follow principles of natural justice.
- (v) The USGRC shall send its report and recommendations, if any, to the Principal of the College relating to the grievance/Head of the department/School/Institution with a copy thereof to the aggrieved student, within 15 days of the receipt of the grievance.
- (vi) Any student aggrieved by the decision of the University Student Grievance Redressal Committee may prefer an appeal to the Ombudsperson, within in a period of fifteen days from the date of receipt of such decision.

6. APPOINTMENT, TENURE, REMOVAL AND CONDITIONS OF SERVICES OF OMBUDSPERSON:

- (i) There shall be one or more part-time functionaries designated as Ombudspersons to hear, and decide on, appeals preferred against the decisions of the USGRCs.

Provided that, there shall not be more than one ombudsperson for a State, in respect of all the State universities (Public as well as Private) in that State, who shall be appointed by the State Government;

Provided further that, there shall not be more than one Ombudsperson for a region, in respect of the Central universities and institutions deemed to be universities in that region, who shall be appointed by the Central Government.

- (ii) The Ombudsperson shall be a person of eminence in academics or research, who had been Vice-Chancellor of a University.
- (iii) The Ombudsperson for the State universities in a State, shall not be in any conflict of interest with any University in that State; and the Ombudsperson for the Central universities and institutions deemed to be universities in a region, shall not be in any conflict of interest with any University or institution deemed to be University in that region, either before or after such appointment.
- (iv) A State Government shall appoint the Ombudsperson from a panel of three names recommended by a search committee constituted for that purpose and consisting of the following, namely:
 - (a) A nominee of the Governor or Lt. Governor, as the case may be, who is a person of eminence in the field of higher education— Chairperson;
 - (b) A Vice Chancellor from a State Public University to be nominated by the Governor/LG of the State/UT - Member;
 - (c) A Vice Chancellor from a State Private University to be nominated by the State Government – Member;
 - (d) Chairperson of the State Council of Higher Education or his/her nominee from among the academic members of the Council— Member;
 - (e) Principal Secretary/Secretary to the State Government responsible for Higher Education— Member Secretary.
- (v) The Central Government shall appoint the Ombudsperson for a region from a panel of three names recommended by a search committee to be constituted for that purpose, and consisting of the following, namely:
 - (a) Chairperson, University Grants Commission or his/her nominee – Chairperson
 - (b) A Vice Chancellor of a Central University to be nominated by the Central Government – Member
 - (c) A Vice Chancellor of an institution deemed to be University to be nominated by the Central Government – Member
 - (d) A nominee of the Central Government, not below the rank of the Joint Secretary – Member
 - (e) Secretary, University Grants Commission – Member Secretary

- (vi) The Ombudsperson shall be appointed for a period of three years or until he attains the age of 70 years, whichever is earlier, from the date of assuming office, and shall be eligible for reappointment for another one term for the same State or region, as the case may be.
- (vii) For conducting the hearings, the Ombudsperson shall be paid a sitting fee, per diem, in accordance with the norms fixed by the University Grants Commission, and shall, in addition, be eligible for reimbursement of the expenditure incurred on conveyance.
- (viii) The State Government, in the case of an Ombudsperson of a State, and the Central Government, in the case of an Ombudsperson of a region, may remove the Ombudsperson from office, on charges of proven misconduct or misbehavior as defined under these regulations.
- (ix) No order of removal of Ombudsperson shall be made except after an inquiry made in this regard by a person not below the rank of judge of the High Court in which a reasonable opportunity of being heard is given to the Ombudsperson.

7. FUNCTIONS OF OMBUDSPERSON:

- (i) The Ombudsperson shall hear appeals from an aggrieved student, only after the student has availed all other remedies provided under these regulations.
- (ii) While issues of malpractices in the conduct of examination or in the process of evaluation may be referred to the Ombudsperson, no appeal or application for revaluation or re-totalling of answer sheets from an examination, shall be entertained by the Ombudsperson unless specific irregularity materially affecting the outcome of specific instance of discrimination is indicated.
- (iii) The Ombudsperson may avail assistance of any person, as amicus curiae, for hearing complaints of alleged discrimination.
- (iv) The Ombudsperson shall make all efforts to resolve the grievances within a period of 30 days of receiving the appeal from the aggrieved student(s).

8. PROCEDURE FOR REDRESSAL OF GRIEVANCES BY OMBUDSPERSONS AND STUDENT GRIEVANCE REDRESSAL COMMITTEES:

- (i) Each institution shall, within a period of three months from the date of issue of this notification, have an online portal where any aggrieved student may submit an application seeking redressal of grievance.
- (ii) On receipt of an online complaint, the institution shall refer the complaint to the appropriate Student Grievance Redressal Committee, along with its comments within 15 days of receipt of complaint on the online portal.
- (iii) The Student Grievance Redressal Committee, as the case may be, shall fix a date for hearing the complaint which shall be communicated to the institution and the aggrieved student.
- (iv) An aggrieved student may appear either in person or authorize a representative to present the case.
- (v) Grievances not resolved by the University Student Grievance Redressal Committee shall be referred to the Ombudsperson, within the time period provided in these regulations.
- (vi) Institutions shall extend co-operation to the Ombudsperson or the Student Grievance Redressal Committee(s), as the case may be, in early redressal of grievances; and failure to do so may be reported by the Ombudsperson to the Commission, which shall take action in accordance with the provisions of these regulations.
- (vii) The Ombudsperson shall, after giving reasonable opportunities of being heard to both parties, on the conclusion of proceedings, pass such order, with reasons there for, as may be deemed fit to redress the grievance and provide such relief as may be appropriate to the aggrieved student.
- (viii) The institution, as well as the aggrieved student, shall be provided with copies of the order under the signature of the Ombudsperson, and the institution shall place it for general information on its website.

- (ix) The institution shall comply with the recommendations of the Ombudsperson; and the Ombudsperson shall report to the Commission any failure on the part of the institution to comply with the recommendations.
- (x) The Ombudsperson may recommend appropriate action against the complainant, where a complaint is found to be false or frivolous.

9. INFORMATION REGARDING OMBUDSPERSONS AND STUDENT GRIEVANCE REDRESSAL COMMITTEES:

An institution shall furnish, prominently, on its website and in its prospectus, all relevant information in respect of the Student Grievance Redressal Committee(s) coming in its purview, and the Ombudsperson for the purpose of appeals.

10. CONSEQUENCES OF NON-COMPLIANCE:

The Commission shall in respect of any institution, which willfully contravenes these regulations or repeatedly fails to comply with the recommendation of the Ombudsperson or the Grievance Redressal Committee(s), as the case may be, proceed to take one or more of the following actions, namely:

- (a) withdrawal of declaration of fitness to receive grants under section 12B of the Act;
- (b) withholding any grant allocated to the Institution;
- (c) declaring the institution ineligible for consideration for any assistance under any of the general or special assistance programs of the Commission;
- (d) informing the general public, including potential candidates for admission, through a notice displayed prominently in suitable media and posted on the website of the Commission, declaring that the institution does not possess the minimum standards for redressal of grievances;
- (e) recommend to the affiliating University for withdrawal of affiliation, in case of a college;
- (f) take such action as it may deem necessary, appropriate and fit, in case of an institution deemed to be University;
- (g) recommend to the Central Government, if required, for withdrawal of declaration as institution deemed to be a University, in case of an institution deemed to be University;
- (h) recommend to the State Government to take necessary and appropriate action, in case of a University established or incorporated under a State Act;
- (i) such other action as may be deemed necessary and appropriate against an institution for non-compliance.

Provided that no action shall be taken by the Commission under this regulation, unless the institution has been given an opportunity to explain its position and an opportunity of being heard has been provided to it.

- 11.** Nothing mentioned hereinabove in these regulations shall affect the continuance in office, during the currency of the term, of an incumbent Ombudsperson appointed under the provisions of the UGC (Grievance Redressal) Regulations, 2012; where after, the appointment of Ombudsperson shall be made as per University Grants Commission (Redress of Grievances of Students) Regulations, 2019.

Prof. RAJNISH JAIN, Secy.

[ADVT.-III/4/Exty./30/19]

INDIAN NURSING COUNCIL**NOTIFICATION**

New Delhi, the 5th July, 2021

[INDIAN NURSING COUNCIL {REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAM), REGULATIONS, 2020}]

F.No. 11-1/2019-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations namely:—

SHORT TITLE AND COMMENCEMENT

- i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020.
- ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

DEFINITIONS

In these Regulations, unless the context otherwise requires,

- i. 'the Act' means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. 'the Council' means the Indian Nursing Council constituted under the Act of 1947;
- iii. 'SNRC' means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;
- iv. 'B.Sc. (Nursing)' means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;
- v. 'Authority' means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;
- vi. 'School of Nursing' means a recognized training institution for the purpose of teaching of the GNM course;
- vii. 'College' means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;
- viii. 'CNE' means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

I. INTRODUCTION OF THE PROGRAM

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. 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 is mandatory.

The program prepares nurses and midwives for generalist nursing including midwifery 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 skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council 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.

II. PHILOSOPHY

The Council believes that:

Health and wellness are two fundamental concepts that are integrated throughout the program. Health is a state of well-being that encompasses physical, psychological, social, economic and spiritual dimensions. Wellness is the individual's perception of wellness and is influenced by the presence of disease and individual's ability to adapt. Health is a right of all people. Individuals have a right to be active participants in achieving health as they perceive it. Society consists of dynamic and interactive systems involving individuals, families, groups and communities. Cultural diversity, race, caste, creed, socio economic levels, religion, lifestyles, changes in environment and political factors influence it. Nurses and midwives recognize and respect human differences and diversity of population within society and provide ethical care with respect and dignity and protect their rights.

Nursing as a profession and a discipline utilizes knowledge derived from arts, sciences (physical, biological and behavioral), humanities and human experience. Nursing science incorporates clinical competence, critical thinking, communication, teaching learning, professionalism, and caring and cultural competency. Nurses collaborate with other health disciplines to solve individual and community health problems. Nursing facilitates evidence-based practice, compassionate caring among its practitioners in response to emerging issues in healthcare and new discoveries and technologies in profession. Nursing practice requires personal commitment to professional development and life-long learning.

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council's curricular and practice standards. The competencies in which the students are trained will guide them in performing their scope of practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning is also inbuilt. The teaching learning process encourages mastery learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The program prepares its graduates to become exemplary citizens by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

The faculty has the responsibility to be role models and create learning environment that facilitates cultivation of critical thinking, curiosity, creativity and inquiry driven self-directed learning and attitude of life-long learning in students. Learners and educators interact in a process whereby students gain competencies required to function within their scope of practice.

III. AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.
2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.
3. Prepare nurses and midwives who can make 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.
4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

OBJECTIVES

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.

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

IV. CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE

{Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in **figure 1**}

The B.Sc. Graduate nurse will be able to:

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

**CORE COMPETENCIES REQUIRED FOR PROFESSIONAL NURSING AND
MIDWIFERY PRACTICE IN ALL PRACTICE SETTINGS**

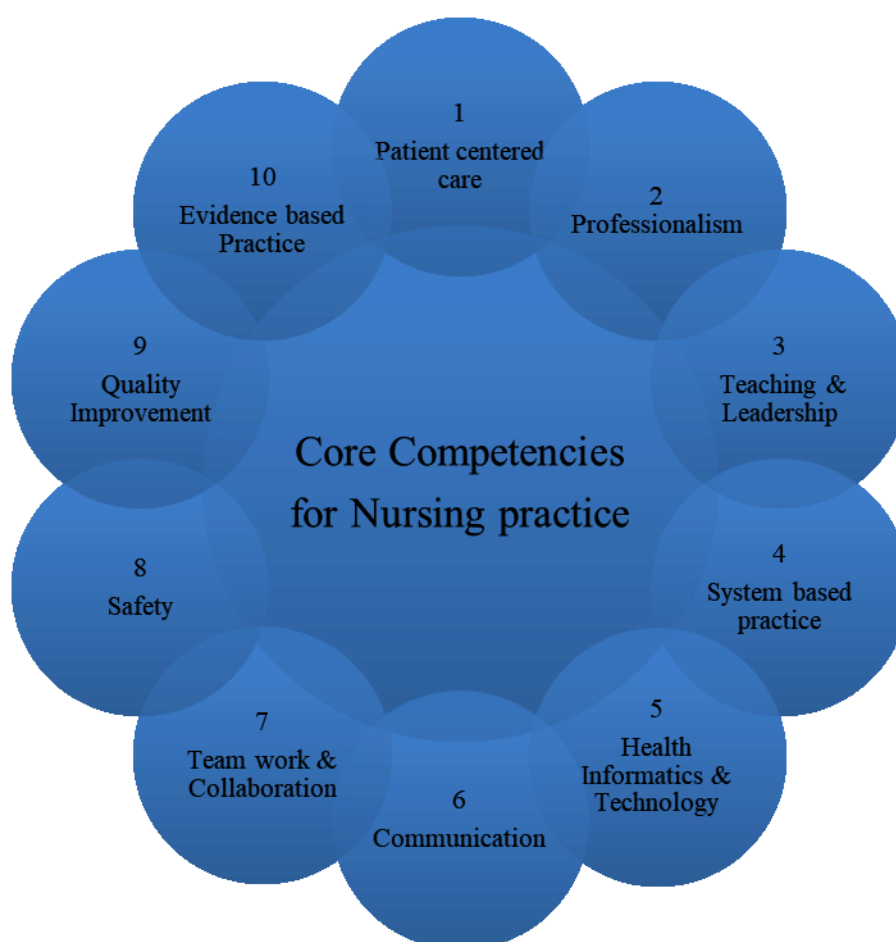


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

V. GUIDELINES REGARDING MINIMUM PRE-REQUISITES FOR GRANTING SUITABILITY FOR B.Sc. (NURSING) COLLEGE OF NURSING

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. (Nursing) College of Nursing:
 - a) Central Government/State Government/Local Body;
 - b) Registered Private or Public Trust;
 - c) Organizations Registered under Societies Registration Act including Missionary Organizations;
 - d) Companies incorporated under Section 8 of Company's Act.
2. The eligible Organizations/Establishments should have their own 100 bedded Parent Hospital.
Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
 - a) Tribal Area – Scheduled notified area [*Areas as the President of India may by order declare to be Scheduled Areas*];
 - b) Hilly Area – UTs of Jammu & Kashmir and Ladakh, North Eastern States, Himachal Pradesh and Uttarakhand.
3. The eligible Organizations/Establishments should obtain Essentiality Certificate/No Objection Certificate from the concerned State Government where the B.Sc. (Nursing) College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.

4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. (Nursing) program for the particular academic year, which is a mandatory requirement.
5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

***Provided that training institutions shall apply for statutory inspection, under Section 13 of the Act, to the Council within 6 months from obtaining recognition from the SNRC.**

1. Parent Hospital (Unitary/Single Hospital)

College of Nursing should have 100 bedded parent/own hospital which is compulsory requirement.

Parent Hospital for a nursing institution having the same Trust/Society/Company which has established the nursing institution and has also established the hospital.

OR

For a nursing institution (managed by Trust/Society/Company under Section 8), a 'Parent Hospital' would be a hospital either owned and controlled by the Trust/Society/Company or managed and controlled by a trustee/member/director of the Trust/Society/Company. In case the owner of the hospital is a trustee/ member/director of the Trust/Society/Company, then the hospital would continue to function as a 'Parent Hospital' till the life of the nursing institution.

The Undertaking would also be to the effect that the trustee/member/director of the Trust/Society/ Company would not allow the hospital to be treated 'Parent/Affiliated Hospital' to any other nursing institution and will be for minimum 30 years [i.e., signed by all trustees/members/directors of Trust/Society/ Company] to the Undertaking to be submitted from the trustee/member/director of the Trust/Society/ Company.

The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.

- a) It is to be noted that once a particular hospital is shown as "Parent Hospital" and permission given to the nursing institution to conduct nursing courses, then, the permission/suitability granted would last as long as the said hospital is attached as a "Parent Hospital".
- b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

2. Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased/taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed).
- No two Institutions will have same name in same city/town.

3. Change of Address

SNRC shall issue a certificate, certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly complete address. The certificate issued should indicate clearly the total covered area of the nursing institution, owner of the nursing institution, and detailed physical facilities like laboratories, classrooms etc. along with area specification, provision of adequate washroom facilities, lighting, ventilation etc. of the new building.

4. Change of Location (District/Town/City/Village) shall be considered under new proposal, i.e. fresh Essentiality Certificate from the State Government and recognition from the SNRC is mandatory.

5. Strict Compliance of the Syllabus prescribed by the Council

No Institutions/SNRC/University will modify the syllabi prescribed by the Council for a course/ program. However they can add units/subjects if need be.

6. Close/Re-start of the Nursing Programs

If Institutions have not admitted the students for 2 consecutive years, it shall be considered as closed. Institute may apply for suitability to the Council under Section 13 & 14 of the Act through online within 5 years of the closure. While conducting the inspection they will not be covered under the new guidelines with regard to Parent Hospital. However, the above relaxation will be applicable only for five years. In case the proposal is submitted after 5 years from the year of closure, it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC. In such cases the new guidelines with regards to parent hospital and calendar of events shall be applicable.

7. Change of Name of the Institution

If the Trust/Society/Company proposes to change the name of the institute, a valid reason has to be submitted. If SNRC/University have accepted the change of name of institute it may be accepted by the Council provided the Trust/Society/Company is same and does not come under para no. 2 above.

8. Re-Inspection

Re-inspection application shall be considered only two times. If the institution is found deficient even after that, then the institution shall have to submit a proposal for Suitability under Section 13 & 14 of the Act online within 5 years. However in case the proposal is submitted after 5 years it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC.

9. Number of Sanctioned Seats

- Maximum of 100 seats will be sanctioned for the B.Sc. (Nursing) program for which institute must have parent Medical College or parent hospital having 300 beds or above subject to teaching and physical facilities available for B.Sc. (Nursing) program.
- Maximum of 60 seats will be sanctioned for the institution with parent hospital having less than 300 beds on the basis of teaching and physical facilities for B.Sc. (Nursing) program.

10. Enhancement of Seats

Inspection for Enhancement of seats under Section 13 of the Act shall be conducted only once in an academic year i.e., only one application/proposal shall be accepted, in one academic year. Further, SNRC approval is mandatory for enhancement of seats.

11. Bond System

Taking service bonds from students and forcefully retaining their Original Certificates is viewed as an Unethical Practice by the Council. If any such practice comes to the notice of the Council, appropriate action under Section 14 of the Act will be taken against the erring institution.

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

- (i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However they should have equipments and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.
- (ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.

- (iii) The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.
- (iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.
- (v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.
- (vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.
- (vii) It is mandatory that institution shall have its own building within two years of its establishment.
- (viii) Own Building/Lease/Rented Building:

- a) If one of the trustee/member/director of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/ director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/ Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.

- b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be “own building”.

Further it is clarified that if the lease of the building is between any government authority and the Trust/Society/Company/nursing institution and the lease is for 30 years or more, it will also be considered as own building.

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as “Rented Building” only.

- c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.

- d) **Penalty for not having own building:** Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. (Nursing) Program for 6 consecutive years. Even after 6 years if the institution does not have own building then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

A. TEACHING BLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of **60** students, the constructed area of the college should be **23200** square feet.

The details of the constructed area are given below for admission capacity of **60** students.

S.No.	Teaching Block	Area (in sq.ft.)
1	Lecture Hall	4 @ 900 = 3600
2	Skill Lab/Simulation Laboratory	
	i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab	1600
	ii. Community Health Nursing & Nutrition Lab	1200
	iii. Obstetrics and Gynaecology Nursing Lab	900
	iv. Child Health Nursing Lab	900
	v. Pre-Clinical Science Lab	900
3	Computer Lab*	1500
4	A.V. Aids Room	600

5	Multipurpose Hall	3000
6	Common Room (Male and Female)	1000
7	Staff Room	800
8	Principal Room	300
9	Vice Principal Room	200
10	Library	2300
11	One Room for each Head of Departments	5 @ 200 = 1000
12	Faculty Room	2400
13	Provisions for Toilets	1000
	Total Constructed Area	23200 sq.ft.

***Note:** 1:5 computer student ratio as per student intake.

Note:

- i. Nursing educational institution should be in institutional area only and not in residential area.
- ii. If the institute has non-nursing program in the same building, nursing program should have separate teaching block.
- iii. Shift-wise management with other educational institutions will not be accepted.
- iv. Separate teaching block shall be available if it is in hospital premises.
- v. Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.
- vi. The distance between two nursing colleges shall be more than 10 kilometres.

1. Class Rooms

There should be at least four classrooms with the capacity of accommodating the number of students admitted each year. The rooms should be well ventilated with proper lighting. The seating arrangements for students should provide adequate space and comfortable desk/chairs with tables. There should be built-in white/green/black boards and provision for projection facilities. Also, there should be a desk/dais/big table and a chair for teacher and racks/cupboards for storing teaching aids or other equipment needed for the conduct of class.

2. Laboratories

As listed above. One large skill lab/simulation lab can be constructed consisting of the labs specified with a total of 5500 sq.ft. size or can have five separate labs in the college.

- a) *Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab:* The lab should have adequate demonstration beds with dummies/ mannequins/simulators in proportion to the number of students practicing a nursing skill at a given point of time. (Desired ratio being 1 bed : 6 practicing students)

It should be fully equipped with built-in-cupboards and racks, wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers footstaps etc. Sufficient necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students. The laboratory equipment and articles mentioned in the 'Laboratory Equipment and Articles' published by the Council should be available.

There should be simulators used to teach, practice & learn advance skills e.g., administration of tube feeding, tracheostomy, gastrostomy, I/V injection, BLS, newborn resuscitation model, etc. The laboratory should have computers, internet connection, monitors and ventilator models/manikins/ simulators for use in Critical Care Units.

- b) *Community Health Nursing Practice Laboratory & Nutrition Laboratory:* It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put on display & cupboards. The laboratory equipment and articles mentioned in the "Laboratory Equipment and Articles" published by the Council should be available.

The Nutrition Laboratory should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and

plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixie and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the “Laboratory Equipment and Articles” published by the Council should be available.

- c) *Obstetrics and Gynaecology Laboratory*: The laboratory should have equipment and articles as mentioned in “Laboratory Equipment and Articles” published by the Council.
- d) *Paediatrics Nursing Laboratory*: The laboratory should have equipment and articles as mentioned in “Laboratory Equipment and Articles” published by the Council.
- e) *Pre-Clinical Sciences Laboratory*: It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the “Laboratory Equipment & Articles” published by the Council should be available.
- f) *Computer Laboratory*: It shall have minimum computers in the ratio of 1 : 5 (computer : students) i.e., 12 computers for 60 students’ intake. The laboratory equipment and articles mentioned in the “Laboratory Equipment and Articles” published by the Council should be available.

3. Multipurpose Hall

The College of Nursing should have a multipurpose hall, which can be utilized for hosting functions of the college, educational conferences/workshops, Continuing Nursing Education (CNEs), examinations etc. It should have proper stage with green room facilities. It should be well-ventilated and should have proper lighting facilities. Arrangements should be there in place for the use of all kinds of basic and advanced audio-visual aids.

4. Library

There should be a separate library for the College of Nursing. It should be easily accessible to the teaching faculty and the students, during college hours and extended hours also.

It should have comfortable seating arrangements for half of the total strength of the students and teachers in the college.

There should be separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue cabinets, racks for student’s bags etc., book display racks, bulletin boards and stationery items like index cards, borrower’s cards, labels and registers. Current books, magazines, journals, newspapers and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

There should be a separate record room with steel racks, built-in shelves and racks, cupboards and filing cabinets for proper storage of records and other important papers/documents belonging to the college.

5. Audio-Visual Aids Room & Store Room

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The college should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

It should be provided to accommodate the equipment and other inventory articles which are required in the laboratories of the college. This room should have the facilities for proper and safe storage of these articles and equipment like cupboards, built-in-shelves, racks, cabinets, furniture items like tables and chairs. This room should be properly lighted and well-ventilated.

6. Other Facilities

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college. Toilet facility to the students should be there along with hand washing facility.

7. Garage

Garage should accommodate a 50 seater vehicle.

8. Fire Extinguisher

Adequate provision for extinguishing fire should be available as per the local bye-laws.

9. Playground

Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

B. HOSTEL BLOCK

Adequate hostel/residential accommodation for students and staff should be available in addition to the mentioned built-up area of the Nursing College respectively.

Hostel Block (60 Students)

S.No.	Hostel Block	Area (in sq.ft.)
1.	Single Room	12000 (50 sq.ft. for each student)
	Double Room	
2.	Sanitary	One Latrine & One Bath Room (for 5 students) – $600 \times 4 = 2400$
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
9.	Warden's room	450
Total		21100 sq.ft.

Grand Total of Constructed Area

Teaching Block 23200 sq.ft.

Hostel Block 21100 sq.ft.

Grand Total 44300 sq.ft.

{**Note:** Minimum provision of hostel accommodation for 30% of the total student's intake is compulsory for the institution and accordingly the staff for hostel shall be provided as prescribed in the syllabi.}

Hostel Facilities

There should be a separate hostel for the male and female students. It should have the following facilities:

1. Pantry

One pantry on each floor should be provided. It should have water cooler and heating arrangements.

2. Washing & Ironing Space

Facility for drying and ironing clothes should be provided on each floor.

3. Warden's Room

Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with College & hospital shall be provided.

4. Telephone

Telephone facility accessible to students in emergency situation shall be made available.

5. Canteen

There should be provision for a canteen for the students, their guests, and all other staff members.

6. Transport

College should have separate transport facility under the control of the Principal. 25 and 50 seater bus is preferable and number of vehicles shall be as per strength of the students.

Staff for the Hostel

1. Warden (Female) – 3: *Qualification:* B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.
2. Cook – 1: For every 20 students for each shift.
3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.
4. Sweeper – 3
5. Gardener – 2
6. Security Guard/Chowkidar – 3

CLINICAL FACILITIES for 60 students**1. Parent hospital**

College of Nursing should have a 100 bedded Parent/Own Hospital.

2. Additional Affiliation of Hospital

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical experience/specialities to students as laid down in the B.Sc. (Nursing) syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.

a. Criteria for Affiliation

The types of experience for which a nursing college can affiliate are:

- Community Health Nursing
- Mental Health (Psychiatric) Nursing
- Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopaedics, communicable/ infectious disease etc.
- Obstetrics, Gynaecology, Paediatrics etc.

b. The size of the Hospital for Affiliation

- Should not be less than 50 beds apart from having own hospital
- Bed occupancy of the hospital should be minimum 75%

3. Clinical requirements for Nursing program are as given below:

S.No.	Areas of Clinical Experience	Number of Beds
1	Medicine	50
2	Surgery including OT	50
3	Obstetrics & Gynaecology	50

4	Paediatrics	30
5	Orthopaedics	15
6	Emergency medicine	10
7	Psychiatry	20

4. Additional/Other Specialties/Facilities for clinical experience required are as follows:

- Community Health Nursing – own/affiliated rural and urban community health centre
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/CCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements

Note:

- i. Educational visits will also be conducted as per the B.Sc. (Nursing) syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organisation etc.).
- ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.
- iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.
- iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.
- v. For Hilly & Tribal the maximum distance can be 50 kms.
- vi. 1:3 student patient ratio to be maintained.
- vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than 1/6th of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

5. Community Health Nursing Field Practice Area

The students should be sent for community health nursing experience in urban as well as rural field area. The institution can be attached to primary health centre. A well set up field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each College of Nursing should have its own transport facility and it must be under the control of the principal. The security of staff and students should be ensured.

ANTI-RAGGING

Anti-ragging guidelines as per gazette notification shall be followed.

BUDGET

In the overall budget of the institution, there should be provision for college budget under a separate head. Principal of the College of Nursing should be the drawing and disbursing authority.

TEACHING FACULTY

The principal should be the administrative head of the College. He/She should hold qualifications as laid down by the Council. The principal should be the controlling authority for the budget of the College and also be the drawing and disbursing officer. The Principal and Vice-Principal should be gazetted officers in Government Colleges and of equal status (though non-Gazetted) in non-government Colleges.

A. Qualifications & Experience of Teachers of College of Nursing

S.No.	Post, Qualification & Experience
1	Principal cum Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) having total 15 years' experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable
2	Vice-Principal cum Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing) Ph.D. (Nursing) is desirable
3	Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable
4	Associate Professor - Essential Qualification: M.Sc. (Nursing) Experience: Total 8 years' experience with M.Sc. (Nursing) including 5 years teaching experience Ph.D. (Nursing) desirable
5	Assistant Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) with total 3 years teaching experience Ph.D. (Nursing) desirable
6	Tutor - M.Sc. (Nursing) preferable Experience: B.Sc. (Nursing)/P.B.B.Sc. (Nursing) with 1 year experience.

B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at www.indiannursingcouncil.org**C. Departments**

Number of Nursing departments = 6 (Six)

- i. Nursing Foundation
- ii. Adult Health Nursing
- iii. Community Health Nursing
- iv. Midwifery/Obstetrics & Gynaecology Nursing
- v. Child Health Nursing
- vi. Mental Health Nursing

Note: Professor shall be head of the department.

S.No.	Designation	B.Sc. (Nursing) 40-60	B.Sc. (Nursing) 61-100
1	Principal	1	1
2	Vice-Principal	1	1
3	Professor	1	1-2
4	Associate Professor	2	2-4
5	Assistant Professor	3	3-8
6	Tutor	8-16	16-24
	Total	16-24	24-40

(For example for 40 students intake minimum number of teachers required is 16 including Principal, i.e., 1 – Principal, 1 – Vice Principal, 1 – Professor, 2 – Associate Professor, 3 – Assistant Professor, and 8 tutors)

To start the program, minimum 3 M.Sc. (Nursing) shall be appointed.

	I st year	II nd Year	III rd year	IV th year
40 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 2 Tutors	5 M.Sc. (Nursing) (2 – Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 3 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 5 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 8 Tutors
60 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 3 Tutors	5 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 7 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 11 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 16 Tutors
100 Students	5 M.Sc. (Nursing) (3 - Med Surg., 2 - Pediatrics) + 5 Tutors	8 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors	12 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors	16 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors

D. Teachers for non-nursing courses (Part-time/external faculty)**

Sl.No.	Courses/Subjects
1	English
2	Anatomy
3	Physiology
4	Sociology
5	Psychology
6	Biochemistry
7	Nutrition & Dietetics
8	Health Nursing Informatics and Technology
9	Microbiology
10	Pharmacology
11	Pathology & Genetics
12	Forensic Nursing
13	Any other Clinical Discipline
14	Physical Education
15	Elective Courses

****The above teachers should have postgraduate qualification with teaching experience in respective discipline.**

Note:

- i. 1:10 teacher student ratio.
- ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.
- iii. One of the tutors need to stay at the community health field by rotation.
- iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.
- v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.
- vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.
- vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.
- viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

E. Additional Staff for College of Nursing

•	Ministerial
a) Administrative Officer	1
b) Office Superintendent	1
c) PA to Principal	1
d) Accountant/Cashier	1

• Upper Division Clerk	2
• Lower Division Clerk	2
• Store Keeper	1
• Classroom Attendants	2
• Sanitary Staff - As per the physical space	
• Security Staff - As per the requirement	
• Peons/Office Attendants	4
• Library	
a) Librarian	2
b) Library Attendants - As per the requirement	
• Hostel	
a) Wardens	3
o Cooks, Bearers - As per the requirement	
o Gardeners and Dhobi (Desirable)	

Note: Provision should be made to have leave reserve staff in addition to the regular staff according to rules.

F. College Management Committee

Following members should constitute the Board of Management of the College:

Principal	Chairperson
Vice-Principal	Member
Professor/Associate Professor/Assistant Professor	Member
Chief Nursing Officer/Nursing Superintendent	Member
Representative of Medical Superintendent	Member

ADMISSION TERMS AND CONDITIONS

- The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
- Minimum Educational Qualification**
 - Candidate with Science who have passed the qualifying 12th Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
 - Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
 - English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).
- Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
- Candidate shall be medically fit.
- Married candidates are also eligible for admission.
- Students shall be admitted once in a year.
- Selection of candidates should be based on the merit of the **entrance examination**. Entrance test** shall comprise of:
 - Aptitude for Nursing 20 marks
 - Physics 20 marks
 - Chemistry 20 marks
 - Biology 20 marks

- e) English 20 marks

Minimum qualifying marks for entrance test shall be 50% marks.

**Entrance test shall be conducted by University/State Government.

8. Reservation Policy

- **Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWS/PH**

Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWS prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.

In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 core subjects shall be 40% instead of 45% for General category candidates.

- **Reservation for disability**

5% Disability reservation to be considered for disabled candidates with a **disability of loco-motor** to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to qualification will be same as prescribed for General category candidates. The upper age limit shall be relaxed by 5 years for disabled candidates.

Note: *A committee to be formed consisting of medical officer authorized by medical board of State government and a nursing expert in the panel which may decide whether the candidates have the disability of loco-motor to the tune of 40% to 50%.*

Note:

- Reservations shall be applicable within the sanctioned number of the seats.*
- The start of the semester shall be 1st August every year.*
- No admission after the cut-off date i.e. 30th September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30th September.*
- The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.*

9. Foreign Nationals:

The entry qualification equivalency i.e., 12th standard will be obtained by Association of Indian Universities, New Delhi. Institution, SNRC and University will be responsible to ensure that the qualification and eligibility will be equivalent to what has been prescribed by the Council.

10. Admission/Selection Committee

This committee should comprise of:

- Principal (Chairperson)
- Vice-Principal
- Professor
- Chief Nursing Officer or Nursing Superintendent

11. Admission Strength

Maximum intake of students shall be sixty if the institution has a 100 bedded unitary parent hospital and 61-100 if the institution has 300 or more bedded unitary parent hospital.

12. Health Services

There should be provisions for the following health services for the students.

- An annual medical examination.
- Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
- Free medical care during illness.
- A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness, will be decided by the individual College.

13. Records

Following are the minimum records which needs to be/should be maintained in the College:

a) For Students

- i. Admission record
- ii. Health record
- iii. Class attendance record
- iv. Clinical and Field Experience record
- v. Internal assessment record for both theory and practical
- vi. Mark Lists (University Results)
- vii. Record of extracurricular activities of student (both in the College as well as outside)
- viii. Leave record
- ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.

b) For each academic year, for each class/batch

- i. Course contents record (for each course/subjects)
- ii. The record of the academic performance
- iii. Rotation plans for each academic year
- iv. Record of committee meetings
- v. Record of the stock of the College
- vi. Affiliation record
- vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)
- viii. Cumulative record.

c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.

d) Annual reports (Record) of the achievement of the College prepared annually.

e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

14. Transcript

All institutions to issue the transcript upon completion of the program and to **submit only one single copy of transcript** per batch to respective SNRC.

VI. CURRICULUM

Curricular Framework

The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure.

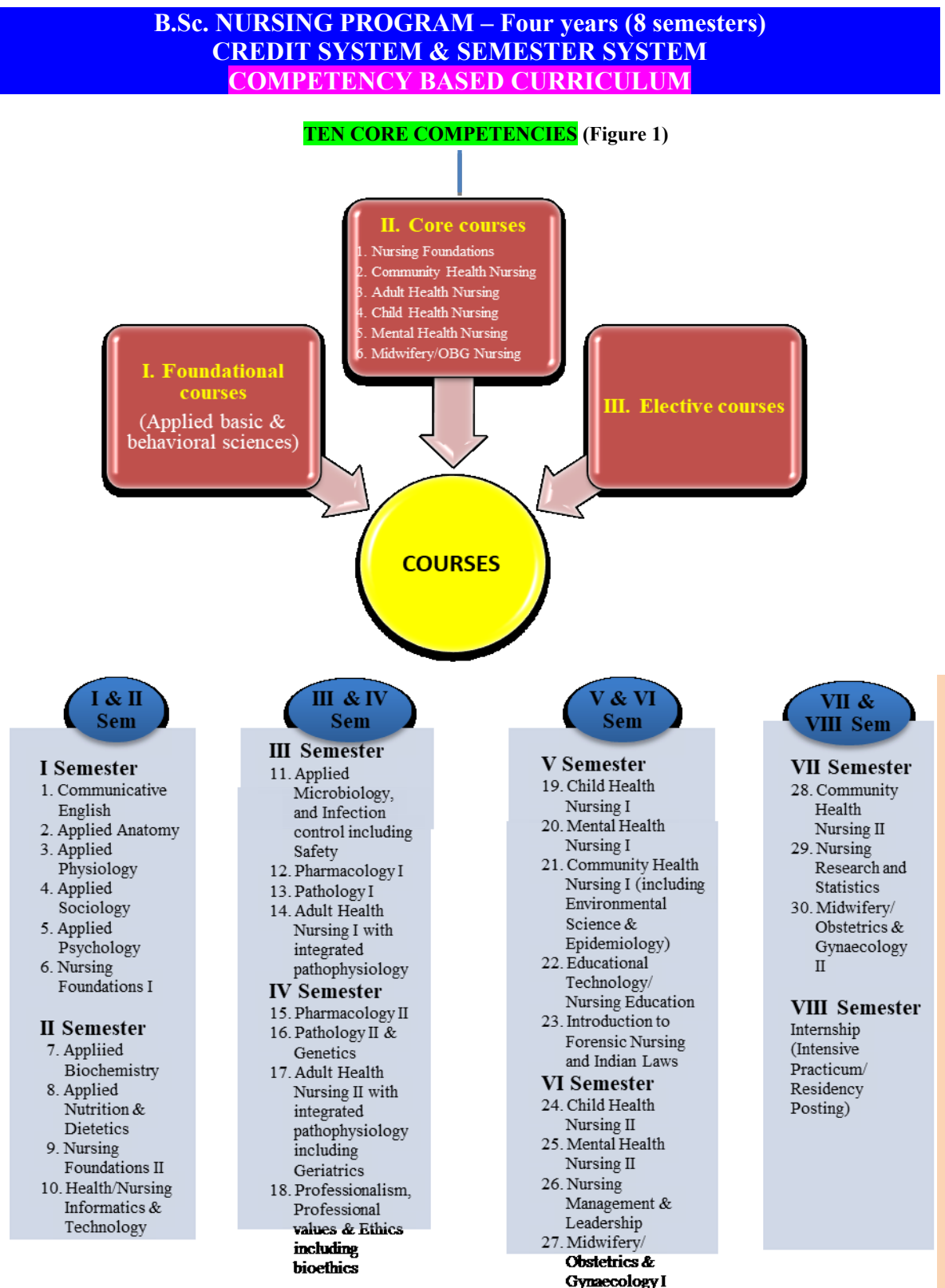


Figure 2. Curricular Framework

1. PROGRAM STRUCTURE

B.Sc. Nursing Program Structure			
I Semester 1. Communicative English 2. Applied Anatomy 3. Applied Physiology 4. Applied Sociology 5. Applied Psychology 6. *Nursing Foundations I Mandatory Module *First Aid as part of Nursing Foundation I Course	III Semester 1. Applied Microbiology and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology Mandatory Module *BCLS as part of Adult Health Nursing I	V Semester 1. *Child Health Nursing I 2. Mental Health Nursing I 3. Community Health Nursing I (including Environmental Science & Epidemiology) 4. Educational Technology/Nursing Education 5. Introduction to Forensic Nursing and Indian Laws Mandatory Modules *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing	VII Semester 1. Community Health Nursing II 2. Nursing Research & Statistics 3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II Mandatory Modules *Safe delivery app under OBG Nursing I/II (VI/VII Semester)
II Semester 1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundations II 4. Health/Nursing Informatics & Technology Mandatory Module *Health Assessment as part of Nursing Foundation II Course	IV Semester 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics Mandatory Module *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II	VI Semester 1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I Mandatory Module * SBA Module under OBG Nursing I/II (VI/VII Semester)	VIII Semester Internship (Intensive Practicum/Residency Posting)

Note: No institute/University will modify the curriculum. However they can add units/subject in the syllabus as deemed necessary.

#Modules both mandatory and elective shall be certified by the institution/external agency.

MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS – Standard national/international modules can be used.

ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

III & IV Semesters: To complete any **one** elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care
- Soft skills

V & VI Semesters: To complete any **one** of the following before end of 6th semester

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

VII & VIII Semesters: To complete any **one** of the following before end of 8th semester

- Scientific writing skills
- Lactation management
- Sexuality & Health
- Stress management
- Job readiness and employability in health care setting

2. CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters**One Semester Plan for the first 7 Semesters**

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40						40
		ANAT 105	Applied Anatomy	3	60						60
		PHYS 110	Applied Physiology	3	60						60
		SOCI 115	Applied Sociology	3	60						60
		PSYC 120	Applied Psychology	3	60						60
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+2= 24	640+80 = 720
2	Second	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60						60
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC(II) 130	Self-study/Co-curricular								40+20
			TOTAL	13	260	4	160	4	320	13+4+4=21	740+60 = 800
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20						20
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular								20
			TOTAL	11	220	2	80	6	480	11+2+6=19	780+20 =800
4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH (II) 210	Pathology II and Genetics	1	20						20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	12	240	1	40	6	480	12+1+6=19	760+40=800
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160		260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20						20
		SSCC(I) 325	Self-study/Co-curricular								20+20
			TOTAL	14	280	2	80	5	400	14+2+5=21	760+40=800
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40			1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160		200
		NMLE 330	Nursing Management & Leadership	3	60			1	80		140
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular								-
			TOTAL	10	200	1	40	7	560	10+1+7=18	800
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80 (Project-40)				120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320		420

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
			Self-study/Co-curricular								-
			TOTAL	10	200	3	120	6	480	10+3+6=19	800
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks								
		INTE 420	Adult Health Nursing – 6 weeks								
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
			TOTAL = 22 weeks					12 (1 credit = 4 hours per week per semester)			1056 {4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours} (48 hours per week × 22 weeks)

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056

3	Electives				3	60
	TOTAL				156	6396
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12	240
					35	700
					47	940

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

S.No.	Theory & Practicum (Skill Lab & Clinical)	Credits	Hours	Percentage
1	Theory	90	1800	28
2	Lab/Skill Lab	15	600	10
3	Clinical	36	3936	62
	Total	141	6336 hours	100

Practicum (7 semesters) excluding internship

Lab/skill lab/simulation lab – 600 (17%)

Clinical – 2880 (83%)

Total – 3480

Lab/skill lab/simulation lab = 17% of the total practicum planned

Note: Besides the stipulated lab and clinical hours, a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab/skill lab for skill lab/simulation learning and not to exceed 30% of total hours.

4. SCHEME OF EXAMINATION

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

I SEMESTER

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

***Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same)**

Example:

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

II SEMESTER

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

III SEMESTER

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

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

IV SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of		75	3	100

		both)				
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	Practical					
4	Adult Health Nursing II	50		50		100

V SEMESTER

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

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

VI SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100

3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

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

VII SEMESTER

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

VIII SEMESTER

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

5. EXAMINATION REGULATIONS

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
20. All practical examinations must be held in the respective clinical areas.

21. One internal and one external examiner should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

VII. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10 point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	100%
A+ (Excellent)	9	90-99.99%
A (Very Good)	8	80-89.99%
B+ (Good)	7	70-79.99%
B (Above Average)	6	60-69.99%
C (Average)	5	50-59.99%
P (Pass)	4	40-49.99%
F (Fail)	0	

For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above

For English and electives – Pass is at P Grade (4 grade point) 40% and above

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

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

Ex. SGPA Computation

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

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

$$= \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

Computation of CGPA

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

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

Semester 1	Semester 2	Semester 3	Semester 4
Credit – Cr Cr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$\text{Cr} \times \text{SGPA} = 20 \times 6.5$			

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

$$= \frac{577.5}{93} = 6.2$$

Transcript Format

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

2. Internal Assessment and Guidelines

The marks distribution of internal assessment is shown in Appendix 1 and the specific guidelines in Appendix 2.

3. University Theory and Practical Examination Pattern

The theory question paper pattern and practical exam pattern are shown in Appendix 3.

SYLLABUS**COMMUNICATIVE ENGLISH****PLACEMENT: I SEMESTER**

THEORY: 2 Credits (40 hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

COMPETENCIES: On completion of the course, the students will be able to

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication - What is communication? - What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	- Definitions with examples, illustrations and explanations - Identifying competencies/ communicative strategies in LSRW - Reading excerpts on the above and interpreting them through tasks	Checking for understanding through tasks
II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW - L – Listening: Different types of listening - S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation - R – Reading: Medical vocabulary, - Gr – Grammar: Understanding tenses, linkers - W – Writing simple sentences and short paragraphs – emphasis on correct grammar	- Exercises on listening to news, announcements, telephone conversations and instructions from others - Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts - Reading a medical dictionary/ glossary of medical terms with matching exercises - Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	Through 'check your understanding' exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening - Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations - Reproducing Verbatim - Listening to academic talks/ lectures - Listening to presentation	- Listening to announcements, news, documentaries with tasks based on listening - With multiple choice, Yes/No and fill in the blank activities	- Checking individually against correct answers - Listening for specific information - Listening for overall meaning and instructions - Listening to attitudes and opinions - Listening to audio, video and identify key points
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	Speaking – Effective Conversation - Conversation situations – informal, formal and neutral - Factors influencing way of speaking – setting, topic, social relationship, attitude and language - Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations - Asking for information, giving instructions and directions - Agreeing and disagreeing, giving opinions - Describing people, places, events and things, narrating, reporting & reaching conclusions - Evaluating and comparing - Complaints and suggestions - Telephone conversations - Delivering presentations	- Different types of speaking activities related to the content - Guided with prompts and free discussions - Presentation techniques - Talking to peers and other adults. - Talking to patients and Patient attenders - Talking to other healthcare professionals - Classroom conversation - Scenario based learning tasks	- Individual and group/peer assessment through live speaking tests - Presentation of situation in emergency and routine - Handoff - Reporting in doctors/nurses' rounds - Case presentation - Face to face oral communication - Speaking individually (Nurse to nurse/patient/doctor) and to others in the group - Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	Reading - Reading strategies, reading notes and messages - Reading relevant articles and news items - Vocabulary for everyday activities, abbreviations and medical vocabulary - Understanding visuals, graphs, figures and notes on instructions	- Detailed tasks and exercises on reading for information, inference and evaluation - Vocabulary games and puzzles for medical lexis	- Reading/ summarizing/ justifying answers orally - Patient document - Doctor's prescription of care - Journal/news

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar	• Grammar activities	• reading and interpretation • Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	Writing Skills • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing	• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks	• Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW	• Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports	• Consolidated assessment orally and through written tasks/exercises

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assist student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE**T – Theory**

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

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

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

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assist student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology – Basic concepts - Cell physiology including transportation across cell membrane - Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis - Cell cycle - Tissue – formation, repair - Membranes and glands – functions - Application and implication in nursing	- Review – discussion - Lecture cum Discussion - Video demonstrations	- Quiz - MCQ - Short answer
II	6 (T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	Respiratory system - Functions of respiratory organs - Physiology of respiration - Pulmonary circulation – functional features - Pulmonary ventilation, exchange of gases - Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue - Regulation of respiration - Hypoxia, cyanosis, dyspnea, periodic breathing - Respiratory changes during exercise - Application and implication in nursing	- Lecture - Video slides	- Essay - Short answer - MCQ
III	8 (T)	Describe the functions of digestive system	Digestive system - Functions of the organs of digestive tract - Saliva – composition, regulation of secretion and functions of saliva - Composition and function of gastric juice, mechanism and regulation of gastric secretion - Composition of pancreatic juice, function, regulation of pancreatic secretion - Functions of liver, gall bladder and pancreas - Composition of bile and function - Secretion and function of small and large intestine - Movements of alimentary tract - Digestion in mouth, stomach, small intestine, large intestine, absorption of food - Application and implications in nursing	- Lecture cum Discussion - Video slides	- Essay - Short answer - MCQ
IV	6 (T)	Explain the functions of the	Circulatory and Lymphatic system Functions of heart, conduction system,	Lecture	Short answer

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

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

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

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	Introduction • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse	• Lecture cum Discussion	• Essay • Short answer • Objective type

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

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

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	Introduction • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum Discussion	• Essay • Short answer
II	4 (T)	Describe biology of human behaviour	Biological basis of behavior –Introduction • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal	• Lecture • Discussion	• Essay • Short answer
III	5 (T)	Describe mentally healthy person and defense mechanisms	Mental health and mental hygiene • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego	• Lecture • Case discussion • Role play	• Essay • Short answer • Objective type
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	Developmental psychology • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of	• Lecture • Group • discussion	• Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality	• Lecture • Discussion • Demonstration	• Essay and short answer • Objective type
VI	16 (T)	Explain cognitive process and their applications	Cognitive process • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes	• Lecture • Discussion	• Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	Motivation and emotional processes • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping	• Lecture • Group discussion	• Essay and short answer • Objective type

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

NURSING FOUNDATION - I (including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

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

***Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

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

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

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

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

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

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

*Mandatory module

CLINICAL PRACTICUM

Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

SKILL LAB**Use of Mannequins and Simulators**

S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

CLINICAL POSTINGS – General Medical/Surgical Wards**10 weeks × 16 hours/week = 160 Hours**

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	Communication and Nurse patient relationship • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting ○ Documenting patient care and procedures ○ Verbal report ○ Written report		• OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	<i>Vital signs</i> • Monitor/measure and document vital signs in a graphic sheet ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter <i>Infection control in Clinical settings</i> • Hand hygiene • Use of PPE	• Care of patients with alterations in vital signs- 1	• Assessment of clinical skills using checklist • OSCE
	3	Demonstrate skill in meeting the comfort needs of the patients	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment <i>Comfort, Rest & Sleep</i> • Bed making- ○ Open ○ Closed ○ Occupied ○ Post-operative		• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Provide safe and clean environment	○ Cardiac bed ○ Fracture bed ● Comfort devices ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle ● Therapeutic Positions ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <i>Pain</i> ● Pain assessment and provision for comfort <i>Promoting Safety in Health Care Environment</i> ● Care of Patient's Unit ● Use of Safety devices: ○ Side Rails ● Restraints (Physical) ● Fall risk assessment and Post Fall Assessment	● Fall risk assessment-1	
	2	Demonstrate skill in admission, transfer, and discharge of a patient	Hospital Admission and discharge, Mobility and Immobility and Patient education <i>Hospital Admission and discharge</i> Perform & Document: ● Admission ● Transfer ● Planned Discharge		● Assessment of clinical skills using checklist ● OSCE
		Demonstrate skill in caring for patients with restricted mobility	<i>Mobility and Immobility</i> ● Range of Motion Exercises ● Assist patient in: ○ Moving	● Individual teaching-1	● Assessment of clinical skills using checklist ● OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Plan and provide appropriate health teaching following the principles	○ Turning ○ Logrolling ● Changing position of helpless patient ● Transferring (Bed to and from chair/wheelchair/ stretcher) <i>Patient education</i>		
	1	Demonstrate skills in assessing and performing First Aid during emergencies	First aid and Emergencies ● Bandaging Techniques ○ Basic Bandages: ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/ Sling (Head & limbs) ▪ Binders	● Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	● Assessment of clinical skills using checklist ● OSCE (first aid competencies)

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

THEORY: 2 credits (40 hours) (includes lab hours also)

DESCRIPTION: The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

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

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

Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately).

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)

Theory : 45 hours

Lab : 15 hours

DESCRIPTION: The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	Introduction to Nutrition <i>Concepts</i> • Definition of Nutrition & Health • Malnutrition – Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition <i>Nutrients</i> • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding <i>Food</i> • Classification – Food groups • Origin	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	Carbohydrates • Composition – Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions Energy • Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
III	3 (T)	Describe the classification, Functions, sources	Proteins • Composition	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short

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

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

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

Food born diseases and food poisoning are dealt in Community Health Nursing I.

NURSING FOUNDATION - II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

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

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

***Mandatory Module used in Teaching/Learning:**

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

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

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

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

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

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

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

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

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

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

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

PRACTICE COMPETENCIES: On completion of the course, the student will be able to

1. Perform health assessment of each body system
2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
3. Identify and meet the Nutritional needs of patients
4. Implement basic nursing techniques in meeting hygienic needs of patients
5. Plan and Implement care to meet the elimination needs of patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

SKILL LAB**Use of Mannequins and Simulators**

S.No.	Competencies	Mode of Teaching
1.	Health Assessment	Standardized Patient
2.	Nutritional Assessment	Standardized Patient
3.	Sponge bath, oral hygiene, perineal care	Mannequin
4.	Nasogastric tube feeding	Trainer/ Simulator
5.	Providing bed pan & urinal	Mannequin
6.	Catheter care	Catheterization Trainer
7.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
8.	Oxygen administration – face mask, venture mask, nasal prongs	Mannequin
9.	Administration of medication through Parenteral route – IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
10.	Last Office	Mannequin

CLINICAL POSTINGS – General Medical/Surgical Wards

(16 weeks × 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	Health Assessment • Nursing/Health history taking • Perform physical examination: ○ General	• History Taking – 2 • Physical examination – 2	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			○ Body systems ● Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction ● Identification of system wise deviations ● Documentation of findings		
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process ● Prepare Nursing care plan for the patient based on the given case scenario	● Nursing process – 1	● Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients	Nutritional needs, Elimination needs & Diagnostic testing <i>Nutritional needs</i> ● Nutritional Assessment ● Preparation of Nasogastric tube feed ● Nasogastric tube feeding <i>Hygiene</i> ● Care of Skin & Hair: – Sponge Bath/ Bed bath – Care of pressure points & back massage ● Pressure sore risk assessment using Braden/Norton scale – Hair wash – Pediculosis treatment ● Oral Hygiene ● Perineal Hygiene ● Catheter care	● Nutritional Assessment and Clinical Presentation – 1 ● Pressure sore assessment – 1	● Assessment of clinical skills using checklist ● OSCE
	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation.	Elimination needs ● Providing – Urinal – Bedpan ● Insertion of Suppository ● Enema ● Urinary Catheter care ● Care of urinary drainage Diagnostic testing	● Clinical Presentation on Care of patient with Constipation – 1 ● Lab values – inter-pretation	● Assessment of clinical skills using checklist ● OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Perform simple lab tests and analyze & interpret common diagnostic values	- Specimen Collection - Urine routine and culture - Stool routine - Sputum Culture - Perform simple Lab Tests using reagent strips - Urine – Glucose, Albumin, Acetone, pH, Specific gravity - Blood – GRBS Monitoring		
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances	Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances <i>Oxygenation needs</i> - Oxygen administration methods - Nasal Prongs - Face Mask/Venturi Mask - Steam inhalation - Chest Physiotherapy - Deep Breathing & Coughing Exercises - Oral Suctioning <i>Fluid, Electrolyte, and Acid – Base Balances</i> - Maintaining intake output chart - Identify & report complications of IV therapy - Observe Blood & Blood Component therapy - Identify & Report Complications of Blood & Blood Component therapy		- Assessment of clinical skills using checklist - OSCE - Assessment of clinical skills using checklist - OSCE
	3	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of Measurements Administer drugs by the following routes- Oral, Intradermal,	Administration of Medications - Calculate Drug Dosages - Preparation of lotions & solutions - Administer Medications - Oral - Topical - Inhalations - Parenteral - Intradermal - Subcutaneous		- Assessment of clinical skills using checklist - OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	▪ -Intramuscular ▪ Instillations ○ Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations		
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying <i>Sensory Needs and Care of Unconscious patients</i> • Assessment of Level of Consciousness using Glasgow Coma Scale <i>Terminally ill, death and dying</i> • Death Care	• Nursing rounds on care of patient with altered sensorium	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

DESCRIPTION: This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory, P/L – Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	Introduction to computer applications for patient care delivery system and nursing practice • Use of computers in teaching, learning, research and nursing practice	• Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician	(T) • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	• Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	• Visit to hospitals with different hospital management systems	(P) • Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	Principles of Health Informatics • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	• Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) • Essay • Short answer • Objective type questions • Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	Information Systems in Healthcare • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS)	• Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system	(T) • Essay • Short answer • Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	Shared Care & Electronic Health Records • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	• Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice	(T) • Essay • Short answer • Objective type (P) • Assessment of skills using checklist

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

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

SKILLS

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data in professional development and efficient patient care.
- Use information system in providing quality patient care.
- Use the information system to extract nursing data.
- Develop skill in conducting literature review.

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY**PLACEMENT:** III SEMESTER**THEORY:** 2 Credits (40 hours)**PRACTICAL:** 1 Credit (40 hours) (Lab/Experiential Learning – L/E)**SECTION A: APPLIED MICROBIOLOGY****THEORY:** 20 hours**PRACTICAL:** 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

COMPETENCIES: On completion of the course, the students will be able to:

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

COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	Introduction: • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology	• Lecture cum Discussion	• Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria	• Lecture cum Discussion • Demonstration • Experiential Learning through visual	• Short answer • Objective type
III	4	6 (L/E)	Describe the different disease producing organisms	Pathogenic organisms • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	• Lecture cum Discussion • Demonstration • Experiential learning through visual	• Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of	Immunity	• Lecture	• Short answer • Objective

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

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

PRACTICAL/LAB: 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.

COMPETENCIES: The students will be able to:

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

COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	HAI (Hospital acquired Infection) • Hospital acquired infection • Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator	• Lecture & Discussion • Experiential learning	• Knowledge assessment • MCQ • Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) • Surveillance of HAI – Infection control team & Infection control committee		
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE	• Lecture • Demonstration & Re-demonstration	• Performance assessment • OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion	• Lecture • Demonstration & Re-demonstration	• Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	Disinfection and sterilization • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle	• Lecture • Discussion • Experiential learning through visit	• Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens	• Discussion	• Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i>	• Discussion • Demonstration • Experiential learning through	• Knowledge assessment by short answers, objective type • Performance

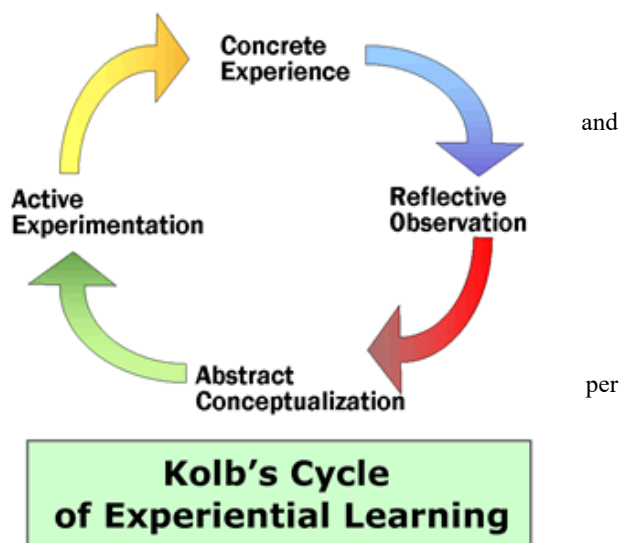
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				- Waste management process and infection prevention - Staff precautions - Laundry management - Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	visit	assessment
VII	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention	Antibiotic stewardship - Importance of Antibiotic Stewardship - Anti-Microbial Resistance - Prevention of MRSA, MDRO in healthcare setting	- Lecture - Discussion - Written assignment –Recent AMR (Antimicrobial resistance) guidelines	- Short answer - Objective type - Assessment of assignment
VIII	3	5 (L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process Captures and analyzes incidents and events for quality improvement	Patient Safety Indicators - Care of Vulnerable patients - Prevention of Iatrogenic injury - Care of lines, drains and tubing's - Restrain policy and care – Physical and Chemical - Blood & blood transfusion policy - Prevention of IV Complication - Prevention of Fall - Prevention of DVT - Shifting and transporting of patients - Surgical safety - Care coordination event related to medication reconciliation and administration - Prevention of communication errors - Prevention of HAI - Documentation Incidents and adverse Events - Capturing of incidents - RCA (Root Cause Analysis) - CAPA (Corrective and Preventive Action) - Report writing	- Lecture - Demonstration - Experiential learning - Lecture	- Knowledge assessment - Performance assessment - Checklist/ OSCE - Knowledge assessment - Short answer

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

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

*Experiential Learning:

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly any order as the learning progresses. As the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.



PHARMACOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	Introduction to Pharmacology • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization ○ Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics	• Lecture cum Discussion • Guided reading and written assignment on schedule K drugs	• Short answer • Objective type • Assessment of assignments
II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	Pharmacology of commonly used antiseptics and disinfectants • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	Drugs acting on G.I. system • Pharmacology of commonly used drugs ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

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

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

PATHOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours) (includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.

4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

COURSE OUTLINE

T – Theory

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

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

ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)**PLACEMENT:** III SEMESTER**THEORY:** 7 Credits (140 hours)**PRACTICUM:** Lab/Skill Lab (SL) – 1 Credit (40 hours) Clinical – 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.

COMPETENCIES: On completion of Medical Surgical Nursing I course, students will be able to

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

COURSE CONTENT**T – Theory, L/SL – Lab/Skill Lab**

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

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

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

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

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

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

CLINICAL PRACTICUM**CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks × 27 hours**

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

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

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS**A. Skill Lab****Use of manikins and simulators**

- Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- Chest physiotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	• Intravenous therapy ○ IV cannulation ○ IV maintenance and monitoring ○ Administration of IV medication	• Care Study – 1 • Health education • Clinical presentation/ Care	• Clinical evaluation • OSCE • Care Study

		Assist with diagnostic procedures Develop skill in the management of patients with Respiratory problems Develop skill in managing patients with metabolic abnormality	• Care of patient with Central line • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis <i>Management patients with respiratory problems</i> • Administration of oxygen through mask, nasal prongs, venturi mask • Pulse oximetry • Nebulization • Chest physiotherapy • Postural drainage • Oropharyngeal suctioning • Care of patient with chest drainage • Diet Planning ○ High Protein diet ○ Diabetic diet • Insulin administration • Monitoring GRBS	note) – 1	evaluation • Care Note/ Clinical presentation
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II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	Develop skill in caring for patients during pre- and post- operative period Assist with diagnostic procedures Develop skill in managing patient with Gastro-intestinal Problems	• Pre-Operative care • Immediate Post-operative care • Post-operative exercise • Pain assessment • Pain Management • Assisting diagnostic procedure and after care of patients undergoing ○ Colonoscopy ○ ERCP ○ Endoscopy ○ Liver Biopsy	• Care study – 1 • Health teaching	• Clinical evaluation, OSCE • Care study • Care note/ Clinical presentation

		Develop skill in wound management	• Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain		
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III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Cardiovascular assessment
- Interpreting ECG
- BLS/BCLS
- CPR
- ABG analysis
- Taking blood sample
- Arterial blood gas analysis – interpretation

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems Develop skill in management of patients with disorders of Blood	• Cardiac monitoring • Recording and interpreting ECG • Arterial blood gas analysis – interpretation • Administer cardiac drugs • Preparation and after care of patients for cardiac catheterization • CPR • Collection of blood sample for: ○ Blood grouping/cross matching ○ Blood sugar ○ Serum electrolytes • Assisting with blood transfusion • Assisting for bone marrow aspiration • Application of anti-embolism stockings (TED hose) • Application/maintenance of sequential Compression device	• Cardiac assessment – 1 • Drug presentation – 1	• Clinical evaluation • Drug presentation

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM**A. Skill Lab**

Use of manikins and simulators

Application of topical medication

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	- Intradermal injection-Skin allergy testing - Application of topical medication - Medicated bath		Clinical evaluation

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES**A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	- Barrier Nursing - Reverse barrier nursing - Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	Care Note – 1	- Clinical evaluation - Care note

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS**A. Skill Lab**

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	- Preparation of patient with Myelogram/CT/MRI - Assisting with application & removal of POP/Cast - Preparation, assisting and after care of patient with Skin	Care Note – 1	- Clinical evaluation, - Care note

			traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation		
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VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

- Scrubbing, gowning and gloving
- Orient to instruments for common surgeries
- Orient to suture materials
- Positioning

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Develop skill in caring for intraoperative patients	• Position and draping • Preparation of operation table • Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment • Scrubbing procedures – Gowning, masking and gloving • Intra operative monitoring	• Assist as circulatory nurse – 4 • Positioning & draping – 5 • Assist as scrub nurse in major surgeries – 4 • Assist as scrub nurse in minor surgeries – 4	• Clinical evaluation • OSCE

PHARMACOLOGY - II

including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.

COMPETENCIES: On completion of the course, the students will be able to

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.

COURSE OUTLINE

T – Theory

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

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

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

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours) (Includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	Special Pathology: Pathological changes in disease conditions of selected systems 1. Kidneys and Urinary tract - Glomerulonephritis - Pyelonephritis - Renal calculi - Cystitis - Renal Cell Carcinoma - Renal Failure (Acute and Chronic) 2. Male genital systems - Cryptorchidism - Testicular atrophy - Prostatic hyperplasia - Carcinoma penis and Prostate. 3. Female genital system - Carcinoma cervix - Carcinoma of endometrium - Uterine fibroids - Vesicular mole and Choriocarcinoma - Ovarian cyst and tumors 4. Breast - Fibrocystic changes - Fibroadenoma - Carcinoma of the Breast 5. Central nervous system - Meningitis. - Encephalitis - Stroke - Tumors of CNS	- Lecture - Discussion - Explain using slides, X-rays and scans - Visit to pathology lab, endoscopy unit and OT	- Short answer - Objective type
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	Clinical Pathology - Examination of body cavity fluids: - Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests	- Lecture - Discussion - Visit to clinical lab and biochemistry lab	- Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Analysis of semen: ○ Sperm count, motility and morphology and their importance in infertility • Urine: ○ Physical characteristics, Analysis, Culture and Sensitivity • Faeces: ○ Characteristics ○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. ○ Methods and collection of urine and faeces for various tests		

GENETICS

COURSE OUTLINE

T – Theory

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

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

ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing AND PALLIATIVE CARE MODULE

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

PRACTICUM: Lab/Skill Lab (SL): 1 Credit (40 hours) Clinical: 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

COMPETENCIES: On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions.

At the completion of Adult Health Nursing II course, students will

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

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

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

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

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

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

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

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 Hours) – 20 weeks × 24 hours

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

- Utilize the nursing process in providing care to the sick adults in the hospital
 - Perform complete health assessment to establish a data base for providing quality patient care.
 - Integrate the knowledge of diagnostic tests in patient assignment.
 - Identify nursing diagnoses and list them according to priority.
 - Formulate nursing care plan, using problem solving approach.
 - Apply scientific principles while giving nursing care to patients.
 - Develop skill in performing nursing procedures applying scientific principle.
 - Establish/develop interpersonal relationship with patients and family members.
 - Evaluate the expected outcomes and modify the plan according to the patient needs.
- Provide comfort and safety to adult patients in the hospital.
- Maintain safe environment for patients during hospitalization.
- Explain nursing actions appropriately to the patients and family members.
- Ensure patient safety while providing nursing procedures.
- Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.

7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	• Examination of ear, nose, throat and History taking • Applying bandages to Ear, Nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures ○ Auditory screening tests ○ Audiometric tests • Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing • Preparation and after care of patients undergoing ENT surgical procedures • Instillation of drops/medication	• ENT assessment –1 • Case study/ Clinical presentation – 1	• Clinical evaluation • OSCE • Case report study/ Clinical presentation

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders Educate the patients and	• History taking, Examination of eyes and interpretation • Assisting procedures ○ Visual acuity ○ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, ○ Refraction tests	• Eye assessment – 1 • Health teaching • Case study/ Clinical Presentation– 1	• Clinical evaluation • OSCE • Clinical presentation

		their families	• Pre and post-operative care • Instillation of drops/ medication • Eye irrigation • Application of eye bandage • Assisting with foreign body removal		
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III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators

- Assessment: kidney & urinary system
- Preparation: dialysis
- Catheterization and care

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	• Assessment of kidney and urinary system ○ History taking ○ Physical examination ○ Testicular self-examination ○ digital rectal exam • Preparation and assisting with diagnostic and therapeutic procedures ○ Cystoscopy, Cystometrogram, ○ Contrast studies: IVP etc. ○ Peritoneal dialysis ○ Hemodialysis, ○ Lithotripsy ○ Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc. • Catheterization: care • Bladder irrigation • I/O recording and monitoring • Ambulation and exercise	• Assessment – 1 • Drug presentation – 1 • Care study/ Clinical presentation – 1 • Preparing and assisting in hemodialysis	• Clinical evaluation • Care plan • OSCE • Quiz • Drug presentation

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	- Assessment of burns - First aid of burns - Fluid & electrolyte replacement therapy - Skin care - Care of Burn wounds - Bathing - Dressing - Pre-operative and post-operative care of patients - Caring of skin graft and post cosmetic surgery - Rehabilitation	- burn wound assessment – 1 - care study/case presentation – 1	- Clinical evaluation, - Care study/case report

V. Nursing Management of Patients with neurological disorders**A. Skill Lab****Use of manikins and simulators**

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	- History taking; Neurological Examination - Patient monitoring - Prepare and assist for various invasive and non-invasive diagnostic procedures - Range of motion exercises, muscle strengthening - Care of medical, surgical and rehabilitative patients	- Neuro- assessment –1 - Case study/ case presentation – 1 - Drug presentation – 1	- Clinical evaluation - Neuro assessment - OSCE - Case report/ presentations

VI. Nursing Management of Patients with Immunological Disorders**A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	- History taking - Immunological status assessment (e.g. HIV) and Interpretation of specific tests - Caring of patients with low immunity - Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	- Assessment of immune status - Teaching of isolation to patient and family care givers - Nutritional management - Care Note – 1	- Care note - Quiz - Health Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions**A. Skill Lab****Use of manikins and simulators**

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	- History taking & physical examination of cancer patients - Screening for common cancers: TNM classification - Preparation, assisting and after care patients undergoing diagnostic procedures - Biopsies/FNAC - Pap smear - Bone-marrow aspiration - Various modalities of treatment - Chemotherapy - Radiotherapy - Pain management - Stoma therapy - Hormonal therapy - Immuno therapy - Gene therapy - Alternative therapy - Stoma care and feeding - Caring of patients treated with nuclear medicine - Rehabilitation	- Assessment – 1 - Care study/ clinical presentation – 1 - Pre and post-operative care of patient with various modes of cancer treatment - Teaching on BSE to family members - Visit to palliative care unit	- Clinical evaluation - Care study - Quiz - Drug book

VIII. Nursing Management of Patients in emergency conditions**A. Skill Lab****Use of manikins and simulators**

- Assessment: primary and secondary survey
- Trauma care: bandaging, wound care, splinting, positions

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	• Practicing 'triage' • Primary and secondary survey in emergency • Examination, investigations & their interpretations, in emergency & disaster situations • Emergency care of medical and traumatic injury patients • Documentations, assisting in legal procedures in emergency unit • Managing crowd • Counseling the patient and family in dealing with grieving & bereavement	• Triage • Immediate care • Use of emergency trolley	• Clinical evaluation • Quiz

IX. Nursing Management of geriatric patients**A. Skill Lab****Use of manikins and simulators**

- Use of assistive safety devices

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	• History taking and assessment of Geriatric patient	• Geriatric assessment – 1 • Care of normal and geriatric patient with illness • Fall risk assessment – 1 • Functional status assessment – 1	• Clinical evaluation • Care plan

X. Nursing Management of Patients in critical care units**A. Skill Lab****Use of manikins and simulators**

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation

- Central & Peripheral line
- Pacemaker

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	• Assessment of critically ill patients • Assisting in arterial puncture, ET tube intubation & extubation • ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis • Setting up of Ventilator modes and settings and care of patient on a ventilator • Set up of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration-infusion, intracardiac, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU	• Hemodynamic monitoring • Different scales used in ICU • Communicating with critically ill patients	• Clinical evaluation • OSCE • RASS scale assessment • Use of VAE bundle VAP, CAUTI, BSI • Case Presentation

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS**PLACEMENT: IV SEMESTER****THEORY: 1 Credit (20 hours)**

DESCRIPTION: This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

COMPETENCIES: On completion of this course, the students will be able to

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

COURSE OUTLINE

T – Theory

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

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

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

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

CHILD HEALTH NURSING - I**PLACEMENT:** V SEMESTER**THEORY:** 3 Credits (60 hours)**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)**DESCRIPTION:** This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.**COMPETENCIES:** On completion of the course, the students will be able to

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

COURSE OUTLINE**T – Theory, L/SL – Lab/Skill Lab**

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

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

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

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

CHILD HEALTH NURSING - I & II CLINICAL (3 Credits – 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours)

VI SEMESTER – 1 Credit (80 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to

1. Perform assessment of children: health, developmental & anthropometric.
2. Provide nursing care to children with various medical disorders.
3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation.
4. Perform immunization as per NIS.
5. Provide nursing care to critically ill children.
6. Give health education/nutritional education to parents.
7. Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

Pediatric Nursing Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

CLINICAL POSTINGS**8 weeks × 30 hours per week (5 weeks + 3 weeks)**

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem – 2 weeks VI Sem – 1 week	• Provide nursing care to children with various medical disorders	• Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/ parents ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule • Play therapy	• Nursing care plan – 1 • Case study presentation – 1 • Health talk – 1	• Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record
Pediatric Surgical Ward	V Sem – 2 weeks VI Sem – 1 week	• Recognize different pediatric surgical conditions/ malformations • Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation • Counsel & educate parents	• Calculation, preparation & administration of I/V fluids • Bowel wash, insertion of suppositories • Care for ostomies: ○ Colostomy Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy • Urinary catheterization & drainage • Feeding ○ Naso-gastric ○ Gastrostomy	• Nursing care plan – 1 • Case study/ presentation – 1	• Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation • Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			○ Jejunostomy ● Care of surgical wounds ○ Dressing ○ Suture removal		
Pediatric OPD/ Immunization room	V Sem – 1 week	● Perform assessment of children: health, developmental & anthropometric ● Perform immunization ● Give health education/ nutritional education	● Assessment of children ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment ● Immunization ● Health/Nutritional education	● Growth and developmental study: - Infant – 1 - Toddler – 1 - Preschooler – 1 - Schooler – 1 - Adolescent – 1	● Assess performance with rating scale ● Completion of activity record.
NICU & PICU	VI Sem – 1 week	● Provide nursing care to critically ill children	● Care of a baby in incubator/warmer ● Care of a child on ventilator, CPAP ● Endotracheal Suction ● Chest Physiotherapy ● Administration of fluids with infusion pumps ● Total Parenteral Nutrition ● Phototherapy ● Monitoring of babies ● Recording & reporting ● Cardiopulmonary Resuscitation (PLS)	● Newborn assessment – 1 ● Nursing Care Plan – 1	● Assess performance with rating scale ● Evaluation of observation report ● Completion of activity record

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders.

COMPETENCIES: On completion of the course, the students will be competent to

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.

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

COURSE OUTLINE

T – Theory

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

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

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

CLINICAL PRACTICUM
MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psychoeducation
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.

CLINICAL POSTINGS

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	- Assess patients with mental health problems - Observe and assist in therapies - Counsel and educate patients, and families	- History taking - Perform mental status examination (MSE) - Observe/practice Psychometric assessment - Perform Neurological examination - Observing and assisting in therapies - Individual and group psycho-education - Mental hygiene practice education - Family psycho-education	- History taking and Mental status examination – 2 - Health education – 1 - Observation report of OPD	- Assess performance with rating scale - Assess each skill with checklist - Evaluation of health education - Assessment of observation report - Completion of activity record
Child Guidance clinic	1	- Assess children with various mental health problems - Counsel and educate children, families and significant others	- History & mental status examination - Observe/practice psychometric assessment - Observe and assist in various therapies - Parental teaching for child with mental deficiency	- Case work – 1 - Observation report of different therapies – 1	- Assess performance with rating scale - Assess each skill with checklist - Evaluation of the observation report
Inpatient ward	4	- Assess patients with mental health problems - Provide nursing care for patients with various	- History taking - Mental status examination (MSE) - Neurological examination - Assisting in psychometric	- Give care to 2-3 patients with various mental disorders - Case study – 1	- Assess performance with rating scale - Assess each skill with checklist

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others	assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families	• Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book	• Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	• Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre	• Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care	• Case work – 1 • Observation report on field visits • Visit to deaddiction centre	• Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

COMMUNITY HEALTH NURSING - I
including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

THEORY: 5 Credits (100 hours) includes Lab hours also

PRACTICUM: Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

COMPETENCIES: On completion of the course, the students will be able to

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level
18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

COURSE OUTLINE

T – Theory

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

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

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

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

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

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

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

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

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

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

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

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

Note: Lab hours less than 1 Credit is not specified separately.

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

CLINICAL POSTINGS: (4 weeks × 40 hours per week)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	• Interviewing skills using communication and	• Community needs assessment/ Survey	• Evaluation of survey report

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Rural	2 Weeks	Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community Observe the functioning and document significant observations Perform nutritional assessment and plan diet plan for adult Educate individuals/family/community on - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion Perform health assessment for clients of various age groups Maintain records and reports	interpersonal relationship • Conducting community needs assessment/survey to identify health determinants of a community • Observation skills • Nutritional assessment skills • Skill in teaching individual/family on: ○ Nutrition, including food hygiene and safety ○ Healthy lifestyle ○ Health promotion • Health assessment including nutritional assessment for clients of different age groups • Documentation skills	– Rural/urban – 1 Field visits: • SC/HWC, PHC, CHC • Water resources & purification site – water quality standards • Rain water harvesting • Sewage disposal Observation of • milk diary • slaughterhouse – meat hygiene • Observation of nutrition programs • Visit to market • Nutritional assessment of an individual (adult) – 1 • Health teaching (Adult) – 1 • Use of audio-visual aids ○ Flash cards ○ Posters ○ Flannel graph ○ Flip charts • Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1 Document and maintain: • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1	• Evaluation of field visit and observation reports • Health talk evaluation • Assessment of clinical performance • Evaluations of reports &

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Investigate epidemic of communicable disease Identify prevalent communicable and non-communicable diseases Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols Participate in implementation of national health programs Participate in school health program	- Investigating an epidemic – Community health survey - Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs - Conduct home visit - Participation in implementation of national health programs - Participation in school health program	Screening, diagnosing and primary management and referral: - Communicable disease – 1 - Non- communicable diseases – 1 - Home visits – 2 - Participation in any two national health programs - Participation in school health program – 1	records - Clinical performance assessment - OSCE - Final clinical examination - Evaluation of home visit

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Practical: 1 Credit (40 hours)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

COMPETENCIES: On completion of the course, the students will be competent to

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles

8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

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

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning	Group exercise: ● Create/discuss scenario-based exercise	Assessment of Assignment: ● Learning theories – analysis of any one
II	6	6	Identify essential qualities/attributes of a teacher Describe the teaching styles of faculty Explain the determinants of learning and initiates self-assessment to identify own learning style Identify the factors that motivate the learner Define curriculum and classify types Identify the factors influencing curriculum development Develop skill in writing learning outcomes, and lesson plan	Assessment and Planning <i>Assessment of teacher</i> ● Essential qualities of a teacher ● Teaching styles – Formal authority, demonstrator, facilitator, delegator <i>Assessment of learner</i> ● Types of learners ● Determinants of learning – learning needs, readiness to learn, learning styles ● Today's generation of learners and their skills and attributes ● Emotional intelligence of the learner ● Motivational factors – personal factors, environmental factors and support system Curriculum Planning ● Curriculum – definition, types ● Curriculum design – components, approaches ● Curriculum development – factors influencing curriculum development, facilitators and barriers ● Writing learning outcomes/ behavioral objectives ● Basic principles of writing course plan, unit plan and lesson plan	● Lecture cum discussion Self-assessment exercise: ● Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) ● Lecture cum discussion Individual/group exercise: ● Writing learning outcomes ● Preparation of a lesson plan	● Short answer ● Objective type Assessment of Assignment: ● Individual/ Group
III	8	15	Explain the principles and strategies of classroom management	Implementation <i>Teaching in Classroom and Skill lab – Teaching Methods</i> ● Classroom management-principles and strategies ● Classroom communication ○ Facilitators and Barriers to classroom communication	● Lecture cum Discussion	● Short answer ● Objective type

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

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

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

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	- Issues for counseling nursing students <i>Discipline and grievance in students</i> - Managing disciplinary/grievance problems – preventive guidance & counseling - Role of students' grievance redressal cell/committee		
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	Ethics and Evidence Based Teaching (EBT) in Nursing Education <i>Ethics – Review</i> - Definition of terms - Value based education in nursing - Value development strategies - Ethical decision making - Ethical standards for students - Student-faculty relationship <i>Evidence based teaching – Introduction</i> - Evidence based education process and its application to nursing education	- Value clarification exercise - Case study analysis (student encountered scenarios) and suggest ethical decision-making steps - Lecture cum discussion	- Short answer - Evaluation of case study analysis - Quiz – MCQ

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination		
IV	3 (T)	Describe fundamental rights and human rights commission	Introduction of Indian Constitution Fundamental Rights • Rights of victim • Rights of accused Human Rights Commission	• Lecture cum discussion • Written Assignment • Visit to prison	• Short answer • Assessment of written assignment • Write visit report
V	5 (T)	Explain Indian judicial system and laws Discuss the importance of POSCO Act	Sources of laws and law-making powers Overview of Indian Judicial System • JMFC (Judicial Magistrate First Class) • District • State • Apex Civil and Criminal Case Procedures • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) Overview of POSCO Act	• Lecture cum discussion • Guided reading • Lecture cum discussion	• Quiz • Short answer

CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

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

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

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

CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)

Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

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

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

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

CLINICAL PRACTICUM – 2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing - I & II are given under Mental Health Nursing - I Clinical Practicum
NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

THEORY: 3 Credits (60 hours) includes Lab/Skill Lab hours also

PRACTICUM: Clinical: 1 Credits (80 hours)

DESCRIPTION: This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.

COMPETENCIES: On completion of the course, the students will be able to

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	Health Care and Development of Nursing Services in India • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management	• Lecture cum discussion • Directed reading and written assignment	• Short answer • Assessment of assignment
II	2 (T)	Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process	Management Basics Applied to Nursing • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager Introduction to Management Process • Planning • Organizing • Staffing • Directing/Leading • Controlling	• Lecture and discussion	• MCQ • Short answer
			MANAGEMENT OF NURSING SERVICES		
III	4 (T)	Describe the essential elements of planning	Planning Nursing Services • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning	• Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting	• Formulate Mission & Vision Statement for the nursing department/ unit • Assessment

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

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

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

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

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

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

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching

6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I **including SBA module**

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

COMPETENCIES: On completion of the program, the students will be able to

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence.

COURSE OUTLINE

T – Theory, SL/L – Skill Lab/Lab, C – Clinical

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	• Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs II Trimester • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health III Trimester • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes	booklet • Lab tests – performance and interpretation • Demonstration • Roleplay • Demonstration of antenatal assessment	

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

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

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

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

PRACTICUM**PLACEMENT: VI & VII SEMESTER****VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I****SKILL LAB & CLINICAL:** Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)**PRACTICE COMPETENCIES:** On completion of the course, the students will be able to:

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newborn assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborn care
17. Perform PPIUCD insertion and removal
18. Counsel women on family planning and participate in family welfare services
19. Provide youth friendly health services
20. Identify, assess, care and refer women affected with gender based violence

SKILL LAB: Procedures/Skills for demonstration and return demonstration:

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Antenatal assessment
4. Counseling antenatal mothers
5. Micro birth planning
6. PV examination
7. Monitoring during first stage of labour – Plotting and interpretation of partograph
8. Preparation for delivery – setting up labour room, articles, equipment
9. Mechanism of labour – normal
10. Conduction of normal childbirth with essential newborn care
11. Active management of third stage of labour
12. Placental examination
13. Newborn resuscitation
14. Monitoring during fourth stage of labour
15. Postnatal assessment

16. Newborn assessment
17. Kangaroo mother care
18. Family planning counseling
19. PPIUCD insertion and removal

CLINICAL POSTINGS (6 weeks × 40 hours per week = 240 hours)

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	- History collection - Physical examination - Obstetric examination - Pregnancy confirmation test - Urine testing - Blood testing for Hemoglobin, grouping & typing - Blood test for malaria - KICK chart - USG/NST - Antenatal counseling - Preparation for childbirth - Birth preparedness and complication readiness	- Antenatal palpation - Health talk - Case study	- OSCE - Case presentation
Labour room	3 weeks	Monitor labour using partograph Provide care to women during labour Conduct normal childbirth, provide care to mother and immediate care of newborn	- Assessment of woman in labour - Partograph - Per vaginal examination when indicated - Care during first stage of labour - Pain management techniques - Upright and alternative positions in labour - Preparation for labour – articles, physical, psychological - Conduction of normal childbirth - Essential newborn care - Newborn resuscitation - Active management of third stage of labour - Monitoring and care during fourth stage of labour	- Partograph recording - PV examination - Assisting/Conduction of normal childbirth - Case study - Case presentation - Episiotomy and suturing if indicated - Newborn resuscitation	- Assignment - case study - Case presentation - OSCE
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	Perform postnatal assessment Provide care to normal postnatal mothers and newborn	- Postnatal assessment - Care of postnatal mothers – normal - Care of normal newborn - Lactation management	- Postnatal assessment - Newborn assessment - Case study	- Assignment - Case study - Case presentation

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide postnatal counseling Provide family welfare services	• Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling	• Case presentation • PPIUCD insertion & removal	

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - II

PRACTICUM

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 4 Credits (320 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care& counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

SKILL LAB: Procedures/Skills for demonstration and return demonstration:

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

CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward	2 weeks	Perform/assist in selected advanced antenatal diagnostic procedures Provide antenatal care for women with complications of pregnancy Counsel antenatal mothers Provide post abortion care and postnatal counselling Provide counselling and support to infertile couples	• Kick chart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness • Post abortion care • Post abortion counselling • Counselling infertile couples	• Antenatal palpation • Health talk • Case study	• Simulation • Case presentation • OSCE
Labour room	2 weeks	Conduction of normal childbirth Conduct/assist in abnormal deliveries Monitor labour using partograph Identify and manage complications during labour	• Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of	• Partograph recording • Pain management during labour • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation	• Assignment • Case study • Case presentation • Simulation • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia • Assist in cervical encircage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony • Management of obstetric shock		
Postnatal Ward	1 week	Perform postnatal assessment and identify postnatal complications Provide postnatal care Provide family welfare services	• Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling	• Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal	• Role play • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE
Neonatal Intensive Care Unit	1week	Perform assessment of newborn and identify complications/congenital anomalies Perform neonatal resuscitation Care of high risk newborn Provide care for newborns in ventilator, incubator etc Assist/perform special neonatal procedures	• Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation	• Case study • Case presentation • Assignments • Simulated practice	• Case presentation • Care study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynae operation theatre & Gynecology	2weeks	Assist in gynecological and obstetric surgeries	• Observe/Assist in caesarean section • Management of retained placenta	• Assisting in obstetric and gynecological surgery • Tray set-up for	• Assignment • Tray set-up for obstetric and gynecological surgeries

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ward		Care for women with gynecological disorders	- Gynecological surgeries - Hysterectomy - Uterine rupture - Care of women with gynecological conditions - Health education	caesarean section Care plan	- Case presentation - Simulation - Vignettes

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

THEORY: 5 Credits (100 hours) – includes lab hours also

PRACTICUM: Clinical: 2 Credit (160 hours)

DESCRIPTION: This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.

COMPETENCIES: On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	Management of common conditions and emergencies including first aid • Standing orders: Definition, uses Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers Respiratory System ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain Heart & Blood ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders Eye & ENT conditions • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness Urinary System • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children First aid in common emergency conditions – Review • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answer • Essay • Field visit reports • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) • Present situation of reproductive, maternal and child health in India Antenatal care • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports Intra natal care • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room Postpartum care • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider	• Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health	• Short answer • Essay • OSCE assessment

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

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

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

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

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

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

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Screen, diagnose, manage and refer clients with common conditions/ emergencies	• Screening, diagnosing, management and referral of clients with common conditions/ emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives	• Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW • Minor ailments – 2 • Emergencies – 1 • Dental problems – 1 • Eye problems – 1 • Ear, nose, and throat problems – 1 • High risk pregnant woman – 1 • High risk neonate – 1 • Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 • Conduction of normal delivery at health center and documentation – 2 • Immediate newborn care and documentation – 1 • Adolescent counseling – 1 • Family planning counselling –	• Clinical performance assessment • OSCE during posting • Final clinical examination (University) • Clinical performance assessment • OSCE
Rural	2 Weeks	Assess and provide antenatal, intrapartum, postnatal and new- born care Promote adolescent health			

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide family welfare services Screen, diagnose, manage and refer clients with occupational health problem Screen, assess and manage elderly with health problems and refer appropriately Screen, diagnose, manage and refer clients who are mentally unhealthy Participate in community diagnosis – data management Participate in health centre activities Organize and conduct clinics/health camps in the community Prepare for disaster preparedness and management Recognize the importance and observe the biomedical waste management process	- Screening, diagnosing, management and referral of clients with occupational health problems - Health assessment of elderly - Mental health screening - Participation in Community diagnosis – data management - Writing health center activity report - Organizing and conducting clinics/camp - Participation in disaster mock drills	1 - Family case study – 1 (Rural/Urban) - Screening, diagnosing, management and referral of clients with occupational health problems – 1 - Health assessment (Physical & nutritional) of elderly – 1 - Mental health screening survey – 1 Group project: Community diagnosis – data management - Write report on health center activities – 1 - Organizing and conducting Antenatal/under-five clinic/Health camp – 1 - Participation in disaster mock drills - Field visit to bio-medical waste management site - Visit to AYUSH clinic	- Family Case study evaluation - Clinical performance evaluation - OSCE - Project evaluation

NURSING RESEARCH AND STATISTICS**PLACEMENT:** VII SEMESTER**THEORY:** 2 Credits (40 hours)**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 40 hours

DESCRIPTION: The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

COMPETENCIES: On completion of the course, students will be competent to

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

COURSE OUTLINE**T – Theory, P – Practicum**

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

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
III	2	6	Review the related literature	Review of Literature • Location • Sources • On line search; CINHAL, COCHRANE etc. • Purposes • Method of review	• Lecture cum Discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography	• Short answer • Objective type • Assessment of review of literature on given topic presented
IV	4	1	Describe the Research approaches and designs	Research Approaches and Designs • Historical, survey and experimental • Qualitative and Quantitative designs	• Lecture cum Discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale	• Short answer • Objective type
V	6	6	Explain the Sampling process Describe the methods of data collection	Sampling and data Collection • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments ○ Methods of data collection ○ Questioning, interviewing ○ Observations, record analysis and measurement ○ Types of instruments, Validity & Reliability of the Instrument • Research ethics • Pilot study • Data collection procedure	• Lecture cum Discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project	• Short answer • Objective type • Developing questionnaire/ Interview Schedule/ Checklist
VI	4	6	Analyze, Interpret and summarize the research data	Analysis of data • Compilation, Tabulation, classification, summarization, presentation, interpretation of data	• Lecture cum Discussion • Preparation of sample tables	• Short answer • Objective type • Analyze and interpret given data
VII	12	8	Explain the use of statistics, scales of measurement	Introduction to Statistics • Definition, use of statistics, scales of measurement.	• Lecture cum Discussion • Practice on	• Short answer • Objective type • Computation of

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

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II including Safe Delivery App Module

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 Hours) Clinical: 4 Credits (320 Hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

COMPETENCIES: On completion of the course, the students will be able to:

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.

10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

COURSE OUTLINE

T – Theory, SL/L – Skill Lab, C – Clinical

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome	Recognition and Management of problems during Pregnancy - Assessment of high-risk pregnancy Problems/Complications of Pregnancy - Hyper-emesis gravidarum, - Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole - Unintended or mistimed pregnancy - Post abortion care & counseling - Bleeding in late pregnancy placenta previa, abruption placenta, trauma - Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility - Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy - Surgical conditions complicating pregnancy – appendicitis, acute abdomen - COVID-19 & pregnancy and children - Hydramnios - Multiple pregnancy - Abnormalities of placenta and cord - Intra uterine growth restriction - Intra uterine fetal death - Gynaecological conditions complicating pregnancy - Mental health issues during pregnancy - Adolescent pregnancy - Elderly primi, grand multiparity - Management and care of conditions as per the GoI protocol - Policy for the referral services	- Lecture - Discussion - Demonstration - Video & films - Scan reports - Case discussion - Case presentation - Drug presentation - Health talk - Simulation - Role play - Supervised Clinical practice - WHO midwifery toolkit - GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM	- Essay - Short answer - Objective type - Assessment of skills with check list - OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			- Drugs used in management of high-risk pregnancies - Maintenance of records and reports		
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	Recognition and management of abnormal labour - Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) - Premature rupture of membranes - Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) - Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) - Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour - Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) - Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism - Episiotomy and suturing - Obstetric procedures – Forceps delivery, Vacuum delivery, Version - Induction of labour – Medical & surgical - Caesarean section – indications and preparation - Nursing management of women undergoing - Obstetric operations and procedures - Drugs used in management of abnormal labour - Anesthesia and analgesia in obstetrics	- Lecture - Discussion - Demonstration - Case discussion/ presentation - Simulation - Role play - Drug presentation - Supervised clinical practice - WHO midwifery toolkit - GoI guidelines – use of uterotonics during labour, antenatal corticosteroids - GoI guidance note on prevention and management of PPH	- Essay - Short answer - Objective type - Assessment of skills with check list - OSCE
III	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	Recognition and Management of postnatal problems - Physical examination, identification of deviation from normal - Puerperal complications and its management - Puerperal pyrexia - Puerperal sepsis	- Lecture - Demonstration - Case discussion/ presentation - Drug presentation - Supervised clinical practice	- Quiz - Simulation - Short answer - OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Urinary complications ○ Secondary Postpartum hemorrhage ○ Vulval hematoma ○ Breast engorgement including mastitis/breast abscess, feeding problem ○ Thrombophlebitis ○ DVT ○ Uterine sub involution ○ Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) ○ Postpartum depression/psychosis ● Drugs used in abnormal puerperium ● Policy about referral		
IV	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	Assessment and management of High-risk newborn (Review) ● Models of newborn care in India – NBCC; SNCUs ● Screening of high-risk newborn ● Protocols, levels of neonatal care, infection control ● Prematurity, Post-maturity ● Low birth weight ● Kangaroo Mother Care ● Birth asphyxia/Hypoxic encephalopathy ● Neonatal sepsis ● Hypothermia ● Respiratory distress ● Jaundice ● Neonatal infections ● High fever ● Convulsions ● Neonatal tetanus ● Congenital anomalies ● Baby of HIV positive mothers ● Baby of Rh negative mothers ● Birth injuries ● SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care ● Calculation of fluid requirements, EBM/formula feeds/tube feeding ● Home based newborn care program -	● Lecture ● Discussion ● Demonstration ● Simulation ● Case discussion/ presentation ● Drug presentation ● Supervised Clinical practice ● Integrated Management of Neonatal Childhood Illnesses (IMNCI)	● Short answer ● Objective type ● Assessment of skills with check list ● OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			community facility integration in newborn care • Decision making about management and referral • Bereavement counseling • Drugs used for high risk newborns • Maintenance of records and reports		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	Assessment and management of women with gynecological disorders • Gynecological assessment – History and Physical assessment • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with ○ Menstrual abnormalities ○ Abnormal uterine bleed ○ Pelvic inflammatory disease ○ Infections of the reproductive tract ○ Uterine displacement ○ Endometriosis ○ Uterine and cervical fibroids and polyps ○ Tumors – uterine, cervical, ovarian, vaginal, vulval ○ Cysts – ovarian, vulval ○ Cystocele, urethrocele, rectocele ○ Genitor-urinary fistulas ○ Breast disorders – infections, deformities, cysts, tumors ○ HPV vaccination ○ Disorders of Puberty and menopause ○ Hormonal replacement therapy • Assessment and management of couples with infertility ○ Infertility – definition, causes ○ Counseling the infertile couple ○ Investigations – male and female ○ Artificial reproductive technology ○ Surrogacy, sperm and ovum donation, cryopreservation	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Adoption – counseling, procedures • Injuries and Trauma; Sexual violence • Drugs used in treatment of gynaecological disorders		

Note: Complete safe delivery app during VII Semester.

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING – I

LIST OF APPENDICES

1. Internal Assessment: Distribution of marks
2. Internal Assessment guidelines
3. University Theory paper Question pattern and Practical examination

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

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

II SEMESTER

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

III SEMESTER

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

IV SEMESTER

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

V SEMESTER

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

VI SEMESTER

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

VII SEMESTER

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

VIII SEMESTER (Internship)

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

APPENDIX 2
INTERNAL ASSESSMENT GUIDELINES
THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Written assignments (Two) – **10 marks**
3. Seminar/microteaching/individual presentation (Two) – **12 marks**
4. Group project/work/report – **6 marks**

Total = 30/3 = 10

If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – $4 \times 1 = 4$

Essay – $1 \times 10 = 10$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

30 marks $\times$ 2 = 60/4 = 15

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments – **10 marks**
(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
3. Continuous evaluation of clinical performance – **10 marks**
4. End of posting OSCE – **5 marks**
5. Completion of procedures and clinical requirements – **3 marks**

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15 marks

Exam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCY ASSESSMENT: (VIII SEMESTER)**Internal assessment**

Clinical performance evaluation – 10×5 specialty = 50 marks

OSCE = 10×5 specialty = 50 marks

Total = 5 specialty $\times$ 20 marks = 100

APPENDIX 3**I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)****1. Section A – 37 marks and Section B – 38 marks**

- a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,
- b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B
- c. **Applied Microbiology & Infection Control including Safety:** Applied Microbiology – Section A and Infection Control including Safety – Section B

Section A (37 marks)

MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section B (38 marks)

MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

2. Section A – 25 marks and Section B – 50 marks

Applied Biochemistry & Nutrition & Dietetics: Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

Section A (25 marks)

MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section B (50 marks)

MCQ – $8 \times 1 = 8$

Essay/situation type – $1 \times 10 = 10$

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

3. Section A – 38 marks, Section B – 25 marks and Section C – 12 marks

Pharmacology, Pathology and Genetics: Pharmacology – Section A, Pathology – Section B and Genetics – Section C

Section A (38 marks)

MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section B (25 marks)

MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section C (12 marks)

MCQ – $3 \times 1 = 3$

Short – $1 \times 5 = 5$

Very Short – $2 \times 2 = 4$

4. Section A – 55 marks and Section B – 20 marks

Research and Statistics: Research – Section A and Statistics – Section B

Section A (55 marks)

MCQ – $9 \times 1 = 9$

Essay/situation type – $2 \times 15 = 30$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

Section B (20 marks)

MCQ – $4 \times 1 = 4$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

5. Marks 75 (For all other university exams with 75 marks)

MCQ – $12 \times 1 = 12$

Essay/situation type – $2 \times 15 = 30$

Short – $5 \times 5 = 25$

Very Short – $4 \times 2 = 8$

6. College Exam (End of Semester) – 50 marks (50/2 = 25 marks)

MCQ – $8 \times 1 = 8$

Essay/situation type – $1 \times 10 = 10$

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks

OSCE – 15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = $5 \text{ specialty} \times 20 = 100 \text{ marks}$

Total of 5 Examiners: external – 2 and internal – 3 (One from each specialty)

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

Clinical Logbook for B.Sc. Nursing Program
(Procedural Competencies/Skills)

I & II SEMESTER

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I SEMESTER						
I	Communication and Documentation					
1	Maintaining Communication and interpersonal relationship with patient and families					
2	Verbal Report					
3	Recording/Documentation of patient care (Written Report)					
II	Monitoring Vital Signs					
	Temperature					
4	Oral					
5	Axillary					
6	Rectal					
7	Tympanic					
	Pulse					
8	Radial					
9	Apical					
10	Respiration					
11	Blood Pressure					
III	Hot & Cold Application					
12	Cold Compress					
13	Hot Compress					
14	Ice Cap					
15	Tepid sponge					
IV	Health Assessment (Basic – First year level)					
16	Health History					
17	Physical Assessment – General & system wise					
18	Documentation of findings					
V	Infection Control in Clinical Settings					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
19	Hand hygiene (Hand washing & Hand rub)					
20	Use of personal and protective equipment					
VI	Comfort					
21	Open Bed					
22	Occupied Bed					
23	Post-operative Bed					
24	Supine Position					
25	Fowler's Position					
26	Lateral Position					
27	Prone Position					
28	Semi Prone Position					
29	Trendelenburg Position					
30	Lithotomy Position					
31	Changing Position of helpless patient (Moving/Turning/Logrolling)					
32	Cardiac table/Over-bed table					
33	Back Rest					
34	Bed Cradle					
35	Pain Assessment (Initial & Reassessment)					
VII	Safety					
36	Side rail					
37	Restraint (Physical)					
38	Fall risk assessment & post fall assessment					
VIII	Admission & Discharge					
39	Admission					
40	Discharge					
41	Transfer (within hospital)					
IX	Mobility					
42	Ambulation					
43	Transferring patient from & to					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
	bed & wheelchair					
44	Transferring patient from & to bed & stretcher					
45	Range of Motion Exercises (ROM)					
X	Patient Education					
46	Individual Patient Teaching					
II SEMESTER						
XI	Hygiene					
47	Sponge bath/Bed bath					
48	Pressure Injury Assessment					
49	Skin care and care of pressure points					
50	Oral hygiene					
51	Hair wash					
52	Pediculosis treatment					
53	Perineal Care/Meatal care					
54	Urinary Catheter care					
XII	Nursing Process-Basic level					
55	Assessment and formulating nursing diagnosis					
56	Planning the nursing Care					
57	Implementation of Care					
58	Evaluation of Care (Reassessment & Modification)					
XIII	Nutrition & Fluid Balance					
59	24 Hours Dietary Recall					
60	Planning Well balanced diet					
61	Making fluid plan					
62	Preparation of nasogastric tube feed					
63	Nasogastric tube feeding					
64	Maintaining intake & output chart					
65	Intra Venous Infusion Plan					
XIV	Elimination					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
66	Providing Bedpan					
67	Providing Urinal					
68	Enema					
69	Bowel Wash					
XV	Diagnostic Tests-Specimen collection					
70	Urine Specimen for Routine Analysis					
71	Urine Specimen for Culture					
72	Timed urine specimen collection					
73	Feces specimen for routine					
74	Sputum Culture					
	Urine Testing					
75	Ketone					
76	Albumin					
77	Reaction					
78	Specific Gravity					
XVI	Oxygenation Needs/Promoting Respiration					
79	Deep Breathing & Coughing Exercises					
80	Steam inhalation					
81	Oxygen administration using face mask					
82	Oxygen administration using nasal prongs					
XVII	Medication Administration					
83	Oral Medications					
84	Intramuscular					
85	Subcutaneous					
86	Rectal Suppositories					
XVIII	Death and Dying					
87	Death care/Last Office					
XIX	First Aid and Emergencies					
	Bandages & Binders					
88	Circular					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
89	Spiral					
90	Reverse Spiral					
91	Recurrent					
92	Spica					
93	Figure of eight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	Arm Sling					
99	Abdominal Binder					
100	Basic CPR (first aid module)					

III & IV SEMESTER

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
III SEMESTER						
I	MEDICAL					
	Intravenous therapy					
1	IV cannulation					
2	IV maintenance & monitoring					
3	Administration of IV medication					
4	Care of patient with Central Line					
	Preparation, assisting, and after care of patients undergoing diagnostic procedures					
5	Thoracentesis					
6	Abdominal paracentesis					
	Respiratory therapies and monitoring					
7	Administration of oxygen using venturi mask					
8	Nebulization					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
9	Chest physiotherapy					
10	Postural drainage					
11	Oropharyngeal suctioning					
12	Care of patient with chest drainage					
	<i>Planning therapeutic diet</i>					
13	High protein diet					
14	Diabetic diet					
15	Performing and monitoring GRBS					
16	Insulin administration					
II	SURGICAL					
17	Pre-Operative care					
18	Immediate Post-operative care					
19	Post-operative exercise					
20	Pain assessment and management					
	<i>Assisting diagnostic procedures and after care of patients undergoing</i>					
21	Colonoscopy					
22	ERCP					
23	Endoscopy					
24	Liver Biopsy					
25	Nasogastric aspiration					
26	Gastrostomy/Jejunostomy feeds					
27	Ileostomy/Colostomy care					
28	Surgical dressing					
29	Suture removal					
30	Surgical soak					
31	Sitz bath					
32	Care of drain					
III	CARDIOLOGY					
33	Cardiac monitoring					
34	Recording and interpreting ECG					
35	Arterial blood gas analysis –					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	interpretation					
36	Administration of cardiac drugs					
37	Preparation and after care of patients undergoing cardiac Catheterization					
38	Performing BCLS					
	<i>Collection of blood sample for</i>					
39	Blood grouping/cross matching					
40	Blood sugar					
41	Serum electrolytes					
42	Assisting with blood transfusion					
43	Assisting for bone marrow aspiration					
44	Application of antiembolism stockings (TED hose)					
45	Application/maintenance of sequential Compression Device					
IV	DERMATOLOGY					
46	Application of topical medication					
47	Intradermal injection-Skin allergy testing					
48	Medicated bath					
V	COMMUNICABLE					
49	Intradermal injection-BCG and Tuberculin skin Test or Mantoux test					
50	Barrier nursing & Reverse barrier nursing					
51	Standard precautions-Hand hygiene, use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices					
VI	MUSCULOSKELETAL					
52	Preparation of patient with Myelogram/CT/MRI					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Assisting with application & removal of POP/Cast					
54	Preparation, assisting and after care of patient with Skin traction/skeletal traction					
55	Care of orthotics					
56	Muscle strengthening exercises					
57	Crutch walking					
58	Rehabilitation					
VII	OR					
59	Position and draping					
60	Preparation of operation table					
61	Set up of trolley with instrument					
62	Assisting in major and minor operation					
63	Disinfection and sterilization of equipment					
64	Scrubbing procedures – Gowning, masking and gloving					
65	Intra operative monitoring					
IV SEMESTER						
I	ENT					
1	History taking and examination of ear, nose & throat					
2	Application of bandages to Ear & Nose					
3	Tracheostomy care					
	<i>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures</i>					
4	Auditory screening tests					
5	Audiometric tests					
6	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing					
7	Preparation and after care of patients undergoing ENT surgical procedures					
8	Instillation of ear/nasal					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	medication					
II	EYE					
9	History taking and examination of eyes and interpretation					
	<i>Assisting procedures</i>					
10	Visual acuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refraction tests					
13	Pre and postoperative care of patient undergoing eye surgery					
14	Instillation of eye drops/medication					
15	Eye irrigation					
16	Application of eye bandage					
17	Assisting with foreign body removal					
III	NEPHROLOGY & UROLOGY					
18	Assessment of kidney and urinary system • History taking and physical examination • Testicular self-examination • Digital rectal exam					
	<i>Preparation and assisting with diagnostic and therapeutic procedures</i>					
19	Cystoscopy, Cystometrogram					
20	Contrast studies – IVP					
21	Peritoneal dialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/Prostate Biopsy					
25	Specific tests – Semen analysis, gonorrhea test					
26	Catheterization care					
27	Bladder irrigation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Intake and output recording and monitoring					
29	Ambulation and exercise					
IV	BURNS & RECONSTRUCTIVE SURGERY					
30	Assessment of burns wound – area/degree/percentage of wound using appropriate scales					
31	First aid of burns					
32	Fluid & electrolyte replacement therapy					
33	Skin care					
34	Care of Burn wounds ○ Bathing ○ Dressing					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and post cosmetic surgery					
37	Rehabilitation					
V	NEUROLOGY					
38	History taking, neurological Examination – Use of Glasgow coma scale					
39	Continuous monitoring the patients					
40	Preparation and assisting for various invasive and non-invasive diagnostic procedures					
41	Care of patient undergoing neurosurgery including rehabilitation					
VI	IMMUNOLOGY					
42	History taking and Physical examination					
43	Immunological status assessment and interpretation of specific test (e.g. HIV)					
44	Care of patient with low immunity					
VII	ONCOLOGY					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
45	History taking & physical examination of cancer patients					
46	Screening for common cancers – TNM classification					
	<i>Preparation, assisting and after care patients undergoing diagnostic procedures</i>					
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
	<i>Preparation of patients and assisting with various modalities of treatment</i>					
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy					
52	Gene therapy/any other					
53	Care of patients treated with nuclear medicine					
54	Rehabilitation					
VIII	EMERGENCY					
55	Practicing 'triage'					
56	Primary and secondary survey in emergency					
57	Examination, investigations & their interpretations, in emergency & disaster situations					
58	Emergency care of medical and traumatic injury patients					
59	Documentation, and assisting in legal procedures in emergency unit					
60	Managing crowd					
61	Counseling the patient and family in dealing with grieving & bereavement					
IX	CRITICAL CARE					
62	Assessment of critically ill patients					
63	Assisting with arterial puncture					
64	Assisting with ET tube intubation & extubation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
65	ABG analysis and interpretation – respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis					
66	Setting up of ventilator modes and settings and care of patient on ventilator					
67	Setting up of trolley with instruments					
68	Monitoring and maintenance of Chest drainage system					
69	Bag and mask ventilation					
70	Assisting with starting and maintenance of Central and peripheral lines invasive					
71	Setting up of infusion pump, and defibrillator					
72	Administration of drugs via infusion, intracardiac, intrathecal, epidural					
73	Monitoring and maintenance of pacemaker					
74	ICU care bundle					
75	Management of the dying patient in the ICU					
X	Geriatric					
76	History taking and Assessment of Geriatric patient					
77	Geriatric counseling					
78	Comprehensive Health assessment (adult) after module completion					
V & VI SEMESTER – CHILD HEALTH NURSING I & II						
I	PEDIATRIC MEDICAL & SURGICAL					
	<i>Health assessment – Taking history & Physical examination and nutritional assessment of</i>					
1	Neonate					
2	Infant					
3	Toddler					
4	Preschooler					
5	Schooler					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Adolescent					
	<i>Administration of medication/fluids – Calculation, preparation and administration of medication</i>					
7	Oral					
8	I/M					
9	I/V					
10	Intradermal					
11	Subcutaneous					
12	Calculation of fluid requirements					
13	Preparation of different strengths of I/V fluids					
14	Administration of IV fluids					
15	Application of restraints					
	<i>Administration of O₂ inhalation by different methods</i>					
16	Nasal Catheter/Nasal Prong					
17	Mask					
18	Oxygen hood					
19	Baby bath/sponge bath					
20	Feeding children by Katori & spoon/paladai, cup					
	<i>Collection of specimens for common investigations</i>					
21	Urine					
22	Stool					
23	Blood					
24	Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)					
	<i>Health education to mothers/parents – Topics</i>					
25	Prevention and management of Malnutrition					
26	Prevention and management of diarrhea (Oral rehydration therapy)					
27	Feeding & Complementary feeding					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Immunization schedule					
29	Play therapy					
30	Conduct individual and group play therapy sessions					
31	Prevention of accidents					
32	Bowel wash					
33	Administration of suppositories					
	<i>Care for ostomies:</i>					
34	Colostomy Irrigation					
35	Ureterostomy					
36	Gastrostomy					
37	Enterostomy					
38	Urinary catheterization & drainage					
	<i>Feeding</i>					
39	Naso-gastric					
40	Gastrostomy					
41	Jejunostomy					
	<i>Care of surgical wounds</i>					
42	Dressing					
43	Suture removal					
II	PEDIATRIC OPD/IMMUNIZATION ROOM					
	<i>Growth and Developmental assessment of children</i>					
44	Infant					
45	Toddler					
46	Preschooler					
47	Schooler					
48	Adolescent					
49	Administration of vaccination					
50	Health/Nutritional education					
III	NICCU/PICU					
51	Assessment of newborn					
52	Care of preterm/LBW newborn					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Kangaroo care					
54	Neonatal resuscitation					
55	Assisting in neonatal diagnostic procedures					
56	Feeding of high risk newborn – EBM (spoon/paladai)					
57	Insertion/removal/feeding – Naso/oro-gastric tube					
58	Administration of medication – oral/parenteral					
59	Neonatal drug calculation					
60	Assisting in exchange transfusion					
61	Organizing different levels of neonatal care					
62	Care of a child on ventilator/ CPAP					
63	Endotracheal Suction					
64	Chest Physiotherapy					
65	Administration of fluids with infusion pumps					
66	Total Parenteral Nutrition					
67	Recording & reporting					
68	Cardiopulmonary Resuscitation – PLS					
V & VI SEMESTER – MENTAL HEALTH NURSING I & II						
	PSCHIATRY OPD					
1	History taking					
2	Mental status examination (MSE)					
3	Psychometric assessment (Observe/practice)					
4	Neurological examination					
5	Observing & assisting in therapies					
	<i>Individual and group psycho education</i>					
6	Mental hygiene practice education					
7	Family psycho-education					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	CHILD GUIDANCE CLINIC					
8	History Taking & mental status examination					
9	Psychometric assessment (Observe/practice)					
10	Observing and assisting in various therapies					
11	Parental teaching for child with mental deficiency					
	IN-PATIENT WARD					
12	History taking					
13	Mental status examination (MSE)					
14	Neurological examination					
15	Assisting in psychometric assessment					
16	Recording therapeutic communication					
17	Administration of medications					
18	Assisting in Electro-convulsive Therapy (ECT)					
19	Participation in all therapies					
20	Preparation of patients for Activities of Daily living (ADL)					
21	Conducting admission and discharge counseling					
22	Counseling and teaching patients and families					
	COMMUNITY PSYCHIATRY & DEADDICTION CENTRE					
23	Conducting home visit and case work					
24	Identification of individuals with mental health problems					
25	Assisting in organizations of Mental Health camp					
26	Conducting awareness meetings for mental health & mental illness					
27	Counseling and Teaching family members, patients and community					
28	Observation of deaddiction care					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY						
1	Interviewing skills (using communication and interpersonal skills)					
2	Conducting community needs assessment/survey					
3	Observation skills					
4	Nutritional assessment skills					
5	Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion					
6	BCC (Behaviour change communication) skills					
7	Health assessment including nutritional assessment-different age groups • Children under five • Adolescent • Woman					
8	Investigating an epidemic – Community health survey					
9	Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc.					
10	Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable & NCD)					
11	Documentation skills					
12	Home visit					
13	Participation in national health programs					
14	Participation in school health programs					
V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION						
1	Writing learning outcomes					
2	Preparation of lesson plan					
3	Practice Teaching/ Microteaching					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
4	Preparation of teaching aids/ media					
	<i>Preparation of assessment tools</i>					
5	Construction of MCQ tests					
6	Preparation of observation checklist					
VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP						
	Hospital and Nursing Service Department					
1	Preparation of organogram (hospital/nursing department)					
2	Calculation of staffing requirements for a nursing unit/ward					
3	Formulation of Job description of nursing officer (staff nurse)					
4	Preparation of Patient assignment plan					
5	Preparation of duty roster for staff/students at different levels					
6	Preparation of logbook/MMF for specific equipment/ materials					
7	Participation in Inventory control and daily record keeping					
8	Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports					
9	Participation in performance appraisal/evaluation of nursing staff					
10	Participate in conducting in-service education for the staff					
	College & Hostel					
11	Preparation of organogram of college					
12	Formulation of job description for tutor					
13	Participation in performance appraisal of tutor					
14	Preparation of Master plan, time-table and clinical rotation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
15	Preparation of student anecdotes					
16	Participation in clinical evaluation of students					
17	Participation in planning and conducting practical examination OSCE – end of posting					
VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II						
I	ANTENATAL CARE					
	Health assessment of antenatal woman					
1	History Taking including obstetrical score, Calculation of EDD, gestational age					
2	Physical examination: head to foot					
3	Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler)					
	Diagnostic tests					
4	Urine pregnancy test/card test					
5	Estimation of hemoglobin using Sahle's hemoglobinometer					
6	Advice/assist in HIV/HBsAg/ VDRL testing					
7	Preparation of peripheral smear for malaria					
8	Urine testing for albumin and sugar					
9	Preparation of mother for USG					
10	Kick chart/DFMC (Daily Fetal and Maternal Chart)					
11	Preparation and recording of CTG/NST					
12	Antenatal counseling for each trimester including birth preparedness and complication readiness					
13	Childbirth preparation classes for couples/family					
14	Administration of Td/TT					
15	Prescription of iron & folic acid and calcium tablets					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
II	INTRANATAL CARE					
16	Identification and assessment of woman in labour					
17	Admission of woman in labour					
18	Performing/assisting CTG					
19	Vaginal examination during labour including Clinical pelvimetry					
20	Plotting and interpretation of partograph					
21	Preparation for birthing/delivery – physical and psychological					
22	Setting up of the birthing room/delivery unit and newborn corner/care area					
23	Pain management during labour-non-pharmacological					
24	Supporting normal births/conduct normal childbirth in upright positions/evidence based					
25	Essential newborn care					
26	Basic newborn resuscitation					
27	Management of third stage of labour – Physiologic management/active management (AMTSL)					
28	Examination of placenta					
29	Care during fourth stage of labour					
30	Initiation of breast feeding and lactation management					
31	Infection prevention during labour and newborn care					
III	POSTNATAL CARE					
32	Postnatal assessment and care					
33	Perineal/episiotomy care					
34	Breast care					
35	Postnatal counseling-diet, exercise & breast feeding					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
36	Preparation for discharge					
IV	NEWBORN CARE					
37	Assessment of newborn					
38	Weighing of newborn					
39	Administration of Vitamin K					
40	Neonatal immunization – Administration of BCG, Hepatitis B vaccine					
41	Identification of minor disorders of newborn and their management					
V	CARE OF WOMEN WITH ANTENATAL, INTRANATAL & POSTNATAL COMPLICATIONS					
42	High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartum hemorrhage etc.					
43	Post abortion care & counseling					
44	Glucose challenge test/Glucose Tolerance test					
45	Identification of fetal distress and its management					
46	Administration of MgSo ₄					
47	Administration of antenatal corticosteroids for preterm labour					
48	Assisting with Medical induction of labour					
49	Assist in Surgical induction – stripping and artificial rupture of membranes					
50	Episiotomy (only if required) and repair					
51	Preparation for emergency/ elective caesarean section					
52	Assisting in caesarean section					
53	Preparation of mother and assist in vacuum delivery					
54	Identification and assisting in management of malpresentation and malposition during labour					
55	Preparation and assisting in low					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	forceps operation					
56	Preparation and assisting in emergency obstetric surgeries					
57	Prescription/administration of fluids and electrolytes through intravenous route					
	Assisting in procedures					
58	Assisting in Manual removal of the placenta					
59	Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus					
60	Assisting in Aortic compression for PPH					
61	Identification and first aid management of PPH & obstetric shock					
62	Assisting in management of obstetric shock					
63	Identification and assisting in management of puerperal sepsis and administration of antibiotics					
64	Management of breast engorgement and infections					
65	Management of thrombophlebitis					
	HIGH RISK NEWBORN (Some aspects of high risk newborn care are included in Child Health Nursing)					
66	Identification of high-risk newborn					
67	Care of neonate under radiant warmer					
68	Care of neonate on phototherapy					
69	Referral and transportation of high risk newborn					
70	Parental counselling – sick neonate and neonatal loss					
	FAMILY WELFARE					
71	Postpartum Family planning counseling					
72	Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
73	Counselling of the woman for Postpartum sterilization					
74	Preparation and assisting in tubectomy					
OTHER PROCEDURES						
75	Preparation and assisting for D&C/D&E operations					
76	Observation/Assisting in Manual Vacuum Aspiration					
77	Assessment of women with gynaecological disorders					
78	Assisting/performing Pap smear					
79	Performing Visual inspection of cervix with acetic acid					
80	Assisting/observation of cervical punch biopsy/ Cystoscopy/Cryosurgery					
81	Assisting in gynecological surgeries					
82	Postoperative care of woman with gynecological surgeries					
83	Counsel on Breast self-examination					
84	Counseling couples with infertility					
85	Completion of safe delivery app with certification					
VII SEMESTER – COMMUNITY HEALTH NURSING II						
1	Screening, diagnosing, management and referral of clients with common conditions/emergencies					
2	Antenatal and postnatal care at home and health centre					
3	Conduction of normal childbirth & newborn care at health centre					
4	Tracking every pregnancy and filling up MCP card					
5	Maintenance of records/ registers/reports					
6	Adolescent counseling & participation in youth friendly					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	services					
7	Counseling for safe abortion services					
8	Family planning counseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA					
10	Insertion of interval IUCD					
11	Removal of IUCD					
12	Participation in conducting vasectomy/tubectomy camp					
13	Screening, diagnosis, primary management and referral of clients with occupational health problems					
14	Health assessment of elderly					
15	Mental Health screening					
16	Participation in community diagnosis – data management					
17	Writing health centre activity report					
18	Participation in organizing and conducting clinic/health camp					
19	Participation in disaster mock drills					
20	Co-ordinating with ASHAs and other community health workers					
VII SEMESTER – NURSING RESEARCH & STATISTICS						
	<i>Research Process Exercise</i>					
1	Statement of the problem					
2	Formulation of Objectives & Hypotheses					
3	Literature review of research report/article					
4	Annotated bibliography					
5	Preparation of sample research tool					
	<i>Analysis & Interpretation of data – Descriptive statistics</i>					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Organization of data					
7	Tabulation of data					
8	Graphic representation of data					
9	Tabular presentation of data					
10	Research Project (Group/Individual) Title:					
VIII SEMESTER (INTERNSHIP)						

Note: Maximum of 30% of all skills/procedures can be performed by students in skill lab/simulation lab for all clinical nursing Courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%

* – When the student is found competent to perform the skill, it will be signed by the faculty/tutor.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

Preceptors/faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision
- Level 2 Competency denotes that the student is able to perform each competency with supervision
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision

Signature of the Faculty Coordinator

Signature of the HOD/Principal

CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty
I & II SEMESTER			
	NURSING FOUNDATION I & II		
1	History Taking – 2 1. 2.		
2	Physical Examination – 2 1. 2.		
3	Fall risk assessment – 2		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	1. 2.		
4	Pressure Sore Assessment – 2 1. 2.		
5	Nursing Process – 2 1. 2.		
6	Completion of first aid module		
7	Completion of Health assessment module		
III SEMESTER – ADULT HEALTH NURSING I			
	Medical		
1	Care Study – 1		
2	Health education – 1		
3	Clinical presentation/care note – 1		
	Surgical		
4	Care study – 1		
5	Health education – 1		
6	Clinical Presentation/Care note – 1		
	Cardiac		
7	Cardiac assessment – 1		
8	Drug presentation – 1		
	Communicable		
9	Clinical presentation/Care note – 1		
	Musculoskeletal		
10	Clinical presentation/Care note – 1		
	OR		
11	Assist as circulatory nurse – 5 i. ii. iii. iv. v.		
12	Assist as scrub nurse in minor surgeries – 5 i. ii.		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	iii. iv. v.		
13	Positioning & draping – 5 i. ii. iii. iv. v.		
14	Assist as scrub nurse in major surgeries – 5 i. ii. iii. iv. v.		
15	Completion of BCLS module		
IV SEMESTER – ADULT HEALTH NURSING II			
	ENT		
1	ENT assessment of an adult – 2 i. ii.		
2	Observation and activity report of OPD		
3	Clinical presentation – 1		
4	Drug Book		
	EYE		
5	Eye assessment i. Adult – 1 ii. Geriatric – 1		
6	Patient-teaching – 1		
7	Clinical Presentation– 1		
	NEPHROLOGY & UROLOGY		
8	Assessment of adult – 1 Assessment of Geriatric – 1		
9	Drug presentation – 1		
10	Care study/Clinical presentation – 1		
	BURNS AND RECONSTRUCTIVE SURGERY		

S.No.	Clinical Requirement	Date	Signature of the Faculty
11	Burn wound assessment – 1		
12	Clinical presentation – 1		
13	Observation report of Burns unit		
14	Observe cosmetic/reconstructive procedures		
	NEUROLOGY		
15	Neuro-assessment –2 i. ii.		
16	Unconscious patient – 1		
17	Care study/case presentation – 1		
18	Drug presentation – 1		
	IMMUNOLOGY		
19	Assessment of immune status		
20	Teaching of isolation to patient and family care givers		
21	Nutritional management		
22	Care Note – 1		
	ONCOLOGY		
23	Observation report of cancer unit		
24	Assessment of each system cancer patients – 2		
25	Care study/clinical presentation – 1		
26	Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. –3(at least) i. ii. ii.		
27	Teaching on BSE to family members		
	EMERGENCY		
28	Primary assessment of adult– 1		
29	Immediate care (IV access establishment, assisting in intubation, suction, etc.)		
30	Use of emergency trolley		
	CRITICAL CARE		
31	Assessment of critically ill i. Adult ii. Geriatric		

S.No.	Clinical Requirement	Date	Signature of the Faculty
32	Care note/Clinical presentation – 1		
	GERIATRIC		
33	Geriatric assessment – 1		
34	Care note/clinical presentation – 1		
35	Fall risk assessment 1		
36	Functional status assessment – 1		
37	Completion of Fundamentals of Prescribing module		
38	Completion of Palliative care module		
V & VI SEMESTER – CHILD HEALTH NURSING I & II			
	Pediatric medical		
1	Nursing care plan – 1		
2	Case presentation – 1		
3	Health talk – 1		
	Surgical		
4	Nursing care plan – 1		
5	Case study/presentation – 1		
	OPD/Immunization Room		
6	Growth and Developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1		
	NICCU/PICU		
7	Newborn assessment – 1		
8	Nursing Care Plan – 1		
9	Kangaroo mother care – 2		
10	Nursing care plan of high risk newborn – 1		
11	Completion of ENBC module		
12	Completion of FNBC module		
13	Completion of IMNCI module		
14	Completion of PLS module		
V & VI SEMESTER – MENTAL HEALTH NURSING I & II			
	Psychiatry OPD		
1	History taking and Mental status examination – 2 i.		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	ii.		
2	Health education – 1		
3	Observation report of OPD		
	Child guidance clinic		
4	Case work – 1		
	Inpatient Ward		
5	Case study – 1		
6	Care plan – 2		
7	Clinical presentation 1		
8	Process recording 2		
9	Maintain drug book		
	Community psychiatry & Deaddiction centre		
10	Case work – 1		
11	Observation report on field visits		
12	Visit to deaddiction centre		
V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY			
1	Community needs assessment/survey (Rural/Urban) – 1		
2	Visits to – SC/HWC – PHC – CHC		
3	Observation of nutritional programs Anganwadi		
4	Observation visits		
	i. Water purification site and Water quality tests		
	ii. Milk diary		
	iii. Slaughter-house		
	iv. Market		
	v. Sewage disposal site		
	vi. Rain water harvesting		
	vii. Slaughter-house		
5	Nutritional assessment – Adult 1		
6	Individual health teaching – Adult 1		

S.No.	Clinical Requirement	Date	Signature of the Faculty
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (Any Two) i. ii.		
8	Health assessment of i. Woman – 1 ii. Infant/under five child – 1 iii. Adolescent – 1 iv. Adult – 1		
9	Growth monitoring of children under five – 1		
10	Documentation i. Individual records – 1 ii. Family records – 1		
11	Investigation of an epidemic – 1		
12	Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1		
13	Home visits – 2		
14	Participation in national health programs – 2		
15	Participation in school health program – 1		
V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION			
1	Microteaching – 2 i. Theory – 1 ii. Practical/lab – 1		
2	Field Visit to nursing educational institution – regional/national organization		
VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP			
1	Field visit to Hospital – regional/national organization		
VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II			
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5	Observing normal childbirths/deliveries – 10		
6	Assisting in conduction of normal childbirth – 10		
7	Conduction of normal deliveries – 10		

S.No.	Clinical Requirement	Date	Signature of the Faculty
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)– 3		
11	Assist/observe Insertion of PPIUCD–2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
15	Kangaroo mother care – 2		
Nursing Care Plan/Clinical presentation with Drug Study			
16	<i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1		
17	<i>Intrapartum care</i> High risk (Clinical presentation) – 1		
18	<i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1		
19	<i>Newborn care</i> Normal (care plan) – 1		
20	Gynecological condition Care plan – 1		
21	Health talk – individual/group – 2		
22	Counseling mothers and family members		
23	Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)		
24	Completion of SBA module		
25	Completion of safe delivery app		
VII SEMESTER – COMMUNITY HEALTH NURSING II			
1	Screening and primary management of of i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1		
2	Primary management and care based on protocols approved by MOH&FW (Home/health centre)		

S.No.	Clinical Requirement	Date	Signature of the Faculty
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation – 1		
7	Family planning counseling – 1		
8	Group health education (Rural/urban) – 1		
9	Adolescent counseling – 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (physical & nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	Group project – Community diagnosis (data management)		
15	Writing report on health centre activity – 1		
16	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
18	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
19	Report on interaction with MPHW/HV/ASHA/AWWs (Any 2) 1. 2.		
VII SEMESTER – NURSING RESEARCH			
1	Research Project – Group/Individual Title:		

Signature of the Faculty coordinator

Signature of the HOD/Principal

[illegible]

Signature of the HOD/Principal

Dr. T. DILEEP KUMAR, President
[ADVT.-III/4/Exty./140/2021-22]



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राजपत्र, हिमाचल प्रदेश

हिमाचल प्रदेश राज्य शासन द्वारा प्रकाशित

वीरवार, 06 सितम्बर, 2018 / 15 भाद्रपद, 1940

हिमाचल प्रदेश सरकार

हिमाचल प्रदेश विधान सभा सचिवालय

अधिसूचना

शिमला-4, 29 अगस्त, 2018

संख्या: वि०स०-विधायन-विधेयक/1-52/2018.-हिमाचल प्रदेश विधान सभा की प्रक्रिया एवं कार्य संचालन नियमावली, 1973 के नियम 140 के अन्तर्गत हिमाचल प्रदेश भूमि अन्तरण (विनियमन) संशोधन

विधेयक, 2018 जो आज दिनांक 29 अगस्त, 2018 को हिमाचल प्रदेश विधान सभा में पुरःस्थापित हो चुका है, सर्वसाधारण की सूचनार्थ राजपत्र में अधिसूचित करने हेतु प्रेषित किया जाता है।

हस्ताक्षरित /—
(यशपाल),
सचिव,
हि0 प्र0 विधान सभा।

2018 का विधेयक संख्यांक 9

हिमाचल प्रदेश भूमि अन्तरण (विनियमन) संशोधन विधेयक, 2018

(विधान सभा में पुरःस्थापित रूप में)

हिमाचल प्रदेश भूमि अन्तरण (विनियमन) अधिनियम, 1968 (1969 का अधिनियम संख्यांक 15) का और संशोधन करने के लिए विधेयक।

भारत गणराज्य के उनहत्तरवें वर्ष में हिमाचल प्रदेश विधान सभा द्वारा निम्नलिखित रूप में यह अधिनियमित हो :—

1. **संक्षिप्त नाम.**—इस अधिनियम का संक्षिप्त नाम हिमाचल प्रदेश भूमि अन्तरण (विनियमन) संशोधन अधिनियम, 2018 है।

2. **धारा 3 का संशोधन.**—हिमाचल प्रदेश भूमि अन्तरण (विनियमन) अधिनियम, 1968 की धारा 3 की उपधारा (1) में,—

- (क) द्वितीय परन्तुक के खण्ड (ख) में, “ऋण प्राप्त करने के लिए, किसी” शब्दों और चिन्ह के पश्चात् “अधिसूचित वाणिज्यिक बैंक या किसी सहकारी बैंक जिसका मुख्यालय राज्य में हो या किसी” शब्द और चिन्ह अन्तःस्थापित किए जाएंगे; और
- (ख) तृतीय परन्तुक में, “भूमि अर्जन अधिनियम, 1894” शब्दों, चिन्ह और अंकों के स्थान पर “भूमि अर्जन, पुनर्वासन और पुनर्व्यवस्थापन में उचित प्रतिकर और पारदर्शिता अधिकार अधिनियम, 2013” शब्द, चिन्ह और अंक रखे जाएंगे।

उद्देश्यों और कारणों का कथन

हिमाचल प्रदेश राज्य में, हिमाचल प्रदेश भूमि अन्तरण (विनियमन) अधिनियम, 1968 अनुसूचित जनजाति से सम्बन्धित व्यक्तियों के हित में भूमि के अन्तरण को विनियमित करता है। इसके अतिरिक्त, अधिनियम की धारा 3 की उपधारा (1) का द्वितीय परन्तुक ऐसे व्यक्तियों द्वारा सहकारी भूमि बन्धक बैंक या किसी सहकारी सोसाइटी, जिसके समस्त सदस्य अनुसूचित जनजाति से सम्बन्धित हैं, से ऋण प्राप्त करने के लिए भूमि का बन्धक रखा जाना अनुज्ञात करता है, किन्तु ऐसे समुदाय से सम्बन्धित व्यक्ति किसी अधिसूचित वाणिज्यिक बैंक या राज्य के सहकारी बैंक से ऋण प्राप्त करने के लिए अपनी भूमि को बन्धक नहीं रख सकते हैं। यदि ऐसा व्यक्ति किसी अधिसूचित वाणिज्यिक बैंक से या राज्य के सहकारी बैंक से ऋण प्राप्त करना चाहता है तो ऐसे व्यक्ति को अधिनियम की धारा 3 की उपधारा (1) की अपेक्षा को पूर्ण करना पड़ता

है। धारा 3 की उपधारा (1) के अधीन राज्य सरकार का अनुमोदन अभिप्राप्त करने के लिए अनुसूचित जनजातियों से सम्बन्धित व्यक्ति को पूर्वोक्त अधिनियम और तदधीन बनाए गए नियमों के अधीन अधिकथित प्रक्रिया का अनुसरण करना पड़ता है जो अधिक समय लेने वाली प्रक्रिया है और जिससे अत्यधिक असुविधा होती है। यहां तक कि अनुसूचित बैंकों को भी इस उपबन्ध के कारण राज्य में ऐसे समुदाय के सदस्यों को ऋण सुविधाएं प्रदान करने में अत्यन्त कठिनाई का सामना करना पड़ रहा है। इसलिए, इस कठिनाई को दूर करने के आशय से, पूर्वोक्त अधिनियम में उपयुक्त संशोधन करने का विनिश्चय किया गया है ताकि अनुसूचित जनजाति समुदाय के सदस्य, किसी सहकारी भूमि बन्धक बैंक या किसी सहकारी सोसाइटी के अतिरिक्त अधिसूचित वाणिज्यिक बैंकों और राज्य में सहकारी बैंकों से, बन्धकस्वरूप ऋण प्राप्त करने में समर्थ हो सकें। इस प्रभाव का 2016 का संशोधन विधेयक संख्यांक 22, विधान सभा में पुरःस्थापित किया गया था और जिसे उस द्वारा तारीख 23-12-2016 को पारित किया गया था। यह विधेयक राज्यपाल द्वारा राष्ट्रपति की सहमति के लिए आरक्षित रखा गया था। तथापि, भारत सरकार ने वर्ष 2016 में पारित विधेयक में कुछ संशोधनों का सुझाव दिया है। अतः उक्त विधेयक को वापस लिया गया था और भारत सरकार द्वारा दिए गए सुझाव प्रस्तावित विधान में समाविष्ट किए गए हैं। इसलिए पूर्वोक्त अधिनियम की धारा 3 में संशोधन करना आवश्यक हो गया है।

यह विधेयक उपर्युक्त उद्देश्यों की पूर्ति के लिए है।

(डॉ० राम लाल मारकण्डा)
प्रभारी मन्त्री।

शिमला :

तारीख : , 2018

~~AUTHORITATIVE ENGLISH TEXT~~

~~BILL No. 9 OF 2018~~

~~THE HIMACHAL PRADESH TRANSFER OF LAND (REGULATION) AMENDMENT
BILL, 2018~~

~~(AS INTRODUCED IN THE LEGISLATIVE ASSEMBLY)~~

~~A~~

~~BILL~~

~~further to amend the Himachal Pradesh Transfer of Land (Regulation) Act, 1968 (Act No. 15 of 1969).~~

~~BE it enacted by the Legislative Assembly of Himachal Pradesh in the Sixty-ninth Year of the Republic of India as follows:~~

~~1. Short title. This Act may be called the Himachal Pradesh Transfer of Land (Regulation) Amendment Act, 2018.~~

~~2. Amendment of section 3. In section 3 of the Himachal Pradesh Transfer of Land (Regulation) Act, 1968, in sub-section (1),~~

~~(a) in second proviso, in clause (b), after the words and sign "for securing loan, to any", the words and signs "Scheduled Commercial Bank or to any Co-operative Bank, having its headquarter within the State or to any," shall be inserted; and~~

(b) in third proviso, for the words, sign and figures “Land Acquisition Act, 1894”, the words, signs and figures “the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013,” shall be substituted.

STATEMENT OF OBJECTS AND REASONS

The Himachal Pradesh Transfer of Land (Regulation) Act, 1968 regulates the transfer of land in the State of Himachal Pradesh, in the interest of persons belonging to Scheduled Tribe. Further second proviso to sub-section (1) of section 3 of the Act allows mortgage of land by such persons for securing loan from Co-operative Land Mortgage Bank or any Co-operative Societies, all members of which are Scheduled Tribes but persons belonging to such community cannot mortgage their land for securing loan from any Scheduled Commercial Bank or Co-operative Bank of the State. In case, such person intends to secure loan from any Scheduled Commercial Bank or Co-operative Bank of the State, such person will have to meet the requirement of sub-section (1) of section 3 of the Act. For obtaining approval of the State Government under sub-section (1) of section 3, a person belonging to Scheduled Tribes has to follow the procedure laid down under the Act *ibid.* and the rules made thereunder which is a time consuming process and causes great inconvenience. Even Scheduled Banks are also facing great hurdle in extending credit facilities to the members of such community in the State due to this provision. Thus, in order to overcome this difficulty, it has been decided to make suitable amendments in the Act *ibid.* So that the members of the Scheduled Tribe community may be able to secure loan from the Scheduled Commercial Banks and Co-operative Banks in the State, in addition to any Co-operative Land Mortgage Bank or any Co-operative Society, by way of mortgage. An amendment Bill No. 22 of 2016 to this effect was introduced and passed by the Legislative Assembly on 23-12-2016. This Bill was reserved for Presidential assent by the Governor. However, the Government of India has suggested some amendments in the Bill passed in the year, 2016. Hence, the said Bill was withdrawn and the suggestions given by the Government of India have been incorporated in the proposed legislation. This has necessitated amendments in section 3 of the Act *ibid.*

This Bill seeks to achieve the aforesaid objectives.

(DR. RAM LAL MARKANDA)
Minister-in-Charge.

SHIMLA :
The , 2018

MEDICAL EDUCATION DEPARTMENT

NOTIFICATION

Shimla-171009, the 31st August, 2018

No. HFW-B(A)2-8/2018.—In exercise of the powers conferred by section-23 of the Himachal Pradesh Nurses Registration Act, 1977, the Governor of Himachal Pradesh is pleased to publish the following Bye-Laws in the e-gazette of the Himachal Pradesh Government:—

B.L 1. Short Title.—These Bye-Laws shall be called the Himachal Pradesh Nurses Registration Council Bye-Laws 2018.

B.L Training Courses:—

2.1 Name of Course:— [M.Sc in Nursing (M.Sc (N))]

2.1.1 Duration:— 2 Years.

2.1.2 Age:— No age limit.

2.1.3 Qualification:—Minimum educational requirement shall be the passing of:—

B.Sc Nursing/B.Sc. Hons. Nursing/Post Basic B.Sc. Nursing with minimum of 50% aggregate marks.

2.1.4 Admission Criteria:—The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.

The candidate should have undergone in B.Sc Nursing/ B.Sc Hons. Nursing/Post Basic B.Sc Nursing in an institution which is recognized by Indian Nursing Council.

Minimum one year of work experience after B.Sc. Nursing.

Minimum one year of work experience prior or after Post Basic B.Sc Nursing.

5% relaxation of marks for SC/ST candidates may be given.

2.1.5 Physical Fitness:—Candidate shall be medically fit.

2.1.6 Selection Criteria:—Selection of the candidates should be based on the merit of the entrance examination conduct by University or competent authority.

2.1.7 Syllabus:—The syllabus for the course will be in accordance with the instructions issued by the Indian Nursing Council (INC) from time to time.

2.2 Name of course:— Basic B.Sc in Nursing [(B.Sc (N))]

2.2.1 Duration:—Duration of the course shall be **four** years including internship.

2.2.2 Age:—The minimum age for admission shall be 17 years on or 31st Dec. of the year of admission and maximum 35 years. The 5 years age relaxation is given to the SC/ST candidates.

2.2.3 Qualification:—Minimum educational qualification shall be the passing of:—

Higher secondary school certificate examination (10+2) with science (Physics, Chemistry, Biology) and English with minimum of 50% aggregate marks (PCBE).

or

Senior secondary school certificate examination (10+2) with science (Physics, Chemistry, Biology) and English with minimum of 50% aggregate marks (PCBE).

or

An equivalent with 12 years schooling from a recognized Board or University with science (Physics, Chemistry, Biology) and English with minimum of 50% aggregate marks (PCBE) or as per direction of H.P Government from time to time.

2.2.4 Physical fitness:—The candidate shall be medically fit.

2.2.5 Selection Criteria:—Selection of the candidates should be based on entrance examination merit Conducted by H.P. University or competent authority.

2.2.6 Syllabus:—The syllabus for the course will be in accordance with the instructions issued by the Indian Nursing Council (INC) from time to time.

2.3 Name of course:—**Post Basic B.Sc. (Nursing) [(P.B.B.Sc (N))]**

2.3.1. Duration of course:—The duration of the course shall be **Two years**.

2.3.2 Age:—In-Service Quota:—The candidates should not have attained maximum of 50 years of age as on 31st December proceeding year.

Direct Quota:—The age of candidates should be between 17 to 35 years as on 31st December proceeding year. However, upper age can be relaxable by 5 years in the case of SC/ST candidates. The candidates will ensure that they must fulfill the above condition. Age as recorded in the matriculation certificate will be entertained.

2.3.3 Qualification:—To be eligible for admission to this course, a candidate shall have:—

2.3.3.1 Passed the Higher Secondary **or** Senior Secondary or Intermediate **or** 10+2 or an equivalent Examination recognized by the university for this purpose. Those who have done 10+1 on or before 1986, will be eligible for admission.

2.3.3.2 Obtained a diploma in General Nursing & Midwifery (GNM) and registered as R.N.R.M (Registered Nurse, Registered Midwife) with the State Nurses Registration Council.

2.3.4. Physical Fitness:—The candidate shall be medically fit.

2.3.5 Selection criteria:—The selection shall be based on entrance examination merit conducted by University/competent authority.

2.3.6. Syllabus:—The syllabus for the course will be in accordance with the instructions issued by the Indian Nursing Council (INC) from time to time.

2.4 Name of Course:— **General Nurse & Midwifery (GNM)**

2.4.1 Duration:—Duration of the course shall be 3 Years for fresh candidates including Internship.

2.4.1.2 For GNM:—3 Years including internship.

2.4.1.2 For FHW/ANM:—2 Years**2.4.2 Age:—**

2.4.2.1 For fresh candidates age for training shall be 17 years to 35 years.

2.4.2.2 Provided that there shall be no age bar/age limit for the departmental candidates who fulfill the required qualification of respective course and desirous to under go the respective Training.

2.4.3 Qualifications:—

2.4.3.1 Minimum qualification shall be 10+2 passed or its equivalent preferably Science with (Physics, Chemistry and Biology) subject with aggregate of 45% Marks or as per direction of H.P Government from time to time.

2.4.3.2 Those that have cleared 10+2 vocational ANM course from the school recognized by Indian Nursing Council.

2.4.4 Physical Fitness:—The candidate shall be medically fit.

2.4.4.1 The candidate should be physically fit with normal limbs, spine, normal standard of hearing, vision and mental acuity.

2.4.5 Selection Criteria:—

2.4.5.1 Selection of the candidates shall be made purely on merit basis. The category wise merit shall be drawn by the Director of Medical Education & Research, HP purely on the basis of total marks obtained by the eligible candidates in 10+2 qualifying examination. The first preference shall be given to candidates of 10+2 (Medical Stream) and in the eventuality of non-availability of eligible candidates of medical stream the second preference shall be given to the candidates of 10+2 (Non Medical Stream) and lastly to the 10+2 (Commerce and Arts stream). However, for determining the eligibility of candidates for final selection, the candidates in order of merit (category-wise) will be called for counselling in the ratio of 1:2 e.g. for filling-up 1 seat, Counselling of 2 candidates will be conducted and when total seats are filled-in on the basis of merit of the candidates, the waiting list in each category out of the left out candidates in order of merit shall be drawn. Further, candidates in order of their merit will be afforded with an opportunity to offer their choice in various training institutions depending upon the availability of seats in respective categories. In case of a tie in order of merit, the inter-se ranking of the candidates shall be decided on the basis of total marks obtained in PCB (Physics, Chemistry & Biology) and thereafter in order of merit in Biology, Chemistry, Physics and English in 10+2 examination. Even if, there remains a tie after adopting the above procedure then the candidates older in age will be given preference. Reservation of the seats will be according the policy of the Govt.

2.4.5.2 Selection of the departmental candidates shall be done by the Director, Health and Family Welfare Services/Director, Medical Education & Research, Himachal Pradesh after 5 years of experience on their respective post.

2.4.6. Syllabus:—The syllabus for the course will be in accordance with the instructions issued by the Indian Nursing Council (INC) from time to time.

2.5 Name of course:—Female Health Supervisor/Female Health Assistant:—

This training is only for the Female Health workers who are already in service for further promotion as F.H.S.

2.5.1 Duration:—6 months but at present 2 weeks

2.5.2. Age:—No age limit.

2.5.3 Qualification:—After completion of MPW (F) training course with 5 years of experience as MPW (F).

2.5.4. Selection criteria:—Candidates shall be sponsored by the Director of Health Services/Director Medical Education from amongst the in-service ANM's or MPW (F).

2.5.5 Syllabus:—As prescribed by the Indian Nursing Council

2.6 Name of the course:—Multipurpose Health Worker (female) or Auxiliary Nurse Midwife training course.

2.6.1 Duration:—2 Years.

2.6.2 Age:—The minimum age for admission shall be 17 to 35 years.

2.6.3 Qualification:—Minimum qualification for admission shall be 10+2 with 35% marks in aggregate (Rattan qualification will not be considered).

2.6.4 Physical fitness:—The candidate shall be medically fit.

2.6.4.1 One should be with normal **limbs, spine and normal hearing, vision and mental acuity.**

2.6.5. Selection Criteria:—Selection of the candidates shall be made purely on merit basis. The category wise merit shall be drawn by the Director of Medical Education & Research, HP purely on the basis of total marks obtained by the eligible candidates in 10+2 qualifying examination. However, for determining the eligibility of candidates for final selection, the candidates in order of merit (category-wise) will be called for counselling in the ratio of 1:2 e.g. for filling up 1 seat, Counselling of 2 candidates will be conducted and when total seats are filled-in on the basis of merit of the candidates, the waiting list in each category out of the left out candidates in order of merit shall be drawn. Further, candidates in order of their merit will be afforded with an opportunity to offer their choice in various training institutions depending upon the availability of seats in respective categories. In case of a tie in order of merit, the inter-se ranking of the candidates shall be decided on the basis of candidate's age & the preference will be given to candidate(s) older in age.

2.6.6. Syllabus:—The syllabus for this training course will be in accordance with the Instructions issued by the Indian Nursing Council.

2.7. Name of the course:—Dai Training.

This training programme shall be as per Govt. instructions from time to time. The training shall be imparted at District level hospital.

2.7.1 Duration:—6 months

2.7.2 Age:—The age limit is on the direction of the State Govt.

2.7.3 Qualification:—10th class pass

2.7.4 Syllabus:—As per the direction of the State Government.

B.L.3 Examination:—

3.1 Examination of M.Sc. (N), B.Sc(N) and P.B.B.Sc (N):—The examination of the M.Sc. (N), Basic B.Sc (N) and P.B.B.Sc(N) shall be conducted by the University according the Indian Nursing Council examination Scheme. Yearly examination shall be conducted with in each professional year. A candidate must have 100% attendance in each of the practical areas before award of degree.

3.1.1 A Candidate has to pass in theory and practical exam separately in each of the paper.

3.1.2. If candidate fails in either theory or practical paper he/she has to re-appear for both the papers (theory and practical)

3.1.3 Maximum number of attempts permitted for each paper is 3 including first attempt.

3.1.4 A candidate fails in more than two subject will not be promoted to the next year.

3.1.5 Candidate shall not be admitted to the subsequent higher examination unless the candidate has passed the previous examination.

3.1.6. The maximum period to complete the course successfully should not **exceed 8 years**.

3.1.7 Maximum number of candidates for practical examination should not be exceeding 20 per day.

3.1.8 All practical examination must be conducted in the respective clinical areas.

3.1.9 One internal and one external examiner should conduct practical examination for each student.

3.2 Eligibility for admission for examination:—

3.2.1 Attendance:—A candidate must have minimum of 80% attendance in theory and practical in each subject for appearing for examination.

3.2.2 Internal Assessment:—The internal assessment shall be based on day-to-day performance of the student. The pass marks is 50% of total marks. The candidate must pass in internal assessment to appear in final examination.

3.2.2.1 For first and second year the internal assessment shall be out of 25 marks for each subject theory paper and 100 marks for practical & viva voce.

3.2.2.2 For second and third year the internal assessment shall be out of 25 marks for each subject theory paper and 50 marks practical and Viva Voice examination.

3.2 COUNCIL EXAMINATION FOR GNM:—

The council will conduct examination for Diploma courses.

For these courses examination, Council will adopt the Indian Nursing Council examination scheme. The examination of each year shall be conducted during the same year. The examination forms with examination fee shall reach to the Registrar HPNRC office before 45 days of scheduled examination date. The late fee shall be charged for next 10 days. There after no forms shall be entertained. Each category of nursing shall pay examination fees.

3.2.1 Examination fees:—

3.2.2.1 The examination fees of M.Sc. (N), B.Sc (N) and P.B.B.Sc (N) will be accordance of University examination fees.

3.2.2 For GNM, first year Rs.600/-, 2nd year Rs.700/-3rd year Rs.850/-including mark sheet

3.2.3 For ANM/F.H.S, first year Rs.500/-, 2nd year Rs. 600 including marks sheet.

3.2.4 For Dai ----- Rs. 200/- each

3.2.5 For duplicate mark sheet-----Rs. 500/- for all categories.

3.2.6 Late fee for examination for next 10 days Rs. -----20/- per student

3.2.2 Eligibility for admission to GNM examination:— The candidate shall be eligible for admission to the Council Examination if Principal of the training Institution certifies that.—

3.2.2.1 Attendance:—She has completed not less than eleven months of the course.

3.2.2.2 She has attended 75% of the formal instructions given on each Subjects, 75% of clinical and field experience in each area during the academic year. However the prescribed clinical and field experience must be completed before Council examination.

3.2.2.3 The overall performance of the student and her conduct during the entire academic year has been satisfactory.

3.2.2.2 Internal Assessment :

- (a) For theory of each paper out of 25 marks.
- (b) For each Practical out of 50 marks.

3.2.2.2.1 It shall be based on day-to-day assessment evaluation of student's assignments on following:—

- (i) Preparation of nursing care plan
- (ii) Preparation of case study
- (iii) Preparation of health talk
- (iv) Case presentation

3.2.2.2.2 The student must secure at least 50% marks of total marks fixed for internal assessment in a particular subject theory paper and practical in order to be eligible to appear in final Council examination.

3.2.2.2.3 The record of practical experience and day-to-day record should be given importance during internal assessment.

3.2.2.2.4 Regular unit wise examination shall be conducted throughout the course by institute.

3.2.3. Exemption of six month to ANM/MPW (F):—The exemption of 6 months in the duration of training of GNM for in-service ANM according to INC syllabus or as per the direction of the Government time to time

3.2.4 Supplementary examination:—For B.Sc (N) and P.B.B.Sc (N) will be accordance of University examination scheme.

3.2.5 Supplementary Examination for GNM:—The Council shall conduct supplementary examination after every Six month of annual Council examination. The candidate shall appear in supplementary examination in failed subject.

3.2.5.1 If the student fails in one theory paper/practical she may be promoted to next year of study. She/He shall sit for the supplementary examination held subsequently in failed subject/practical. If she fails to clear supplementary examination she shall be allowed to sit again along with her/ his next annual examination.

3.2.5.2 If a student fails in two or more papers/practical, she /he will not be allowed to proceed to next year study. She/ He shall repeat the whole year.

3.2.5.3 A student shall be allowed to sit in only one annual and two supplementary examination in each year of her training.

3.3 Council examination for ANM/FHW: The council shall conduct annual examination every year.

Note:— Eligibility criteria for council annual examination will be same as for GNM training course.

3.3.1 Supplementary examination:—According to the INC syllabus.

3.4 Council Examination for MPW (F):—One examination shall be conducted by the Council at the end of period of training course.

3.4.1 Eligibility for examination:—The student shall be eligible for final examination, if Head of the training Institution Certifies that;

3.4.1.1 She has attended 75% classes in theory, practical and field work.

3.4.1.2 Has a record of practical experience complete signed by the Head of Institution.

3.4.1.3 Pass in internal assessment by securing 50% marks in theory and practical each.

3.4.1.4 Has attended course for at least 2 years.

3.4.2 Supplementary examination of MPW (F):—The supplementary examination shall be conducted after 6 month of annual examination. If candidate is failed in One subject, she shall be given 3 chances to appear in the supplementary examinations, after which she has to appear in all subjects. Maximum 5 attempts shall be given to pass the examination.

3.5 Examination of dais:—The final examination of dais shall be conducted at institution by the Head of the Institution *i.e* (CMO/BMO).

3.6 The Head of the Institution conduct the final examination of dais.

3.7 Question paper:—The question paper will be prepared by the Head of the Institution for practical examination scheduled by HOD.

B.L.4. Declaration of result:—

4.1 The Head of the Department declared the result of the dais.

4.2 Pass Marks:—For passing the GNM, ANM, MPW (F) training course, the candidate must secure 50% marks in each subjects of theory and practical examination. (*i.e.* 50% in theory and 50% in practical).

4.2.1 For Female Health Worker the candidate must secure 50% marks in theory and 50% marks in practical in examination.

B.L. 5 Grading in examination:—

5.1 Grading for M.Sc. (N), B.Sc (N) and P.B B.Sc (N) shall be accordance of University grading system.

5.2 For GNM.

Distinction-----80% and above

1st Division -----70% to 79.9%

2nd Division-----60% to 69.9%

Pass -----50% to 59.9%

5.3 For MPW (F) and Female Health Worker

Distinction-----75% and above

1st Division-----70% to 74.9%

2nd Division-----60% to 69.9%

Pass-----50% to 59.9%

5.4 Grace Marks—The Registrar can give 5 marks as grace marks.

B.L 6. Appointments of Examiners:—There shall be one examiner for 20 students. The examiners for the Practical examination of all nursing categories shall be a nurse and from the Nursing Teaching Cadre. All the formalities regarding conduction of examination shall be completed by the Registrar of the Council.

6.1 Qualification of Examiner:—

6.1.1 For B.Sc (N):—An examiner should be a lecturer or above in a college of nursing with M.Sc (N) in concerned subject and minimum of 3 years of teaching experience.

6.1.2 For GNM:—Examiner should have at least 5 years experience in teaching in the subject for which she is appointed as an examiner and must be in teaching profession at the time of her appointment as Examiner. However, in exceptional circumstances, if any nursing personnel, who possess the required teaching experience of 3 years can be appointed as Examiner.

6.2 Examination Superintendent:—Examination Superintendent shall be the Principal of the Institution where examination is to be conducted.

6.3 Examination Invigilator and Practical Examiner:—Examination Invigilator and Practical Examiner shall be appointed other than the host institution's faculty.

6.3.1 The practical examiner shall take practical of not more than 15 students in a day.

6.4 The Council will pay Travelling Allowance and Daily Allowance (T.A.D.A) by Taxi or Private vehicle is allowed as per the rate Rs. 12 per kilometer as per decision of General Body Meeting time to time.

6.5 Question paper moderator:—The moderation of question paper shall be done by Registrar or Registrar can appoint any expert of the related subject.

B.L 7 Unfair Means:—

7.1 There shall be three member sub-committee may be constituted to deal with unfair means. In the committee the following shall be members (1) Registrar, (2) Council member nursing Tutor (3) Council member Nsg. supdt. /Matron.

The unfair means are:—

7.1.1. Talking to any other candidate during examination hour.

7.1.2 Talking to a person inside or outside the examination hall during examination hour without prior permission of Invigilator or Examination Superintendent.

7.1.3 Copying from answer book of other candidate

7.1.4 Copying from some paper/book/note or any other method

7.1.5 Any other undesirable

If during an examination candidate adopts any the above unfair means, the Superintendent or Invigilator will note on answer book of the candidate when it is sent to the Registrar. The Registrar will submit such answer books alongwith comments of Superintendent/Invigilator to the Sub-committee constituted by the Council to deal with unfair means. The sub-committee will conduct enquiry and recommend punishment which will be approved by the President of the Council.

7.2 Punishment:—

7.2.1 It may be canceling of paper of the candidate either whole or particular paper.

7.2.2 Expulsion from the nursing school for a period specified or forever according to granting of punishment.

B.L. 8 Remuneration:—

The remuneration will be enhanced when necessary with the prior sanction of General Body of Council members.

8.1 For Examiners:—

8.1.1 Question paper setting----- Rs.300/- per Paper

8.1.2 Moderation of Question paper----- Rs.200/- per paper

8.1.3 Evaluation of Answer Book-----Rs. 12/- each answer book

8.1.4 Practical examination-----Rs. 10/- per student per subject

8.1.5 Examination Superintendent-----Rs. 150/- per day. (Only for written examination)

8.1.6 Examination Invigilator-----Rs. 150/- per day. (Only for written examination)

8.1.7 Traveling Allowance for examiners-----Rs. 12/- per kilometer (Taxi or private vehicle as per the decision of the General Body Meeting from time to time).

8.1.8 Cooliage Charges to carry examination material to Examiners-----Rs. 100/- Maximum

8.1.9 For Class-IV (during Examination) -----Rs.30/-per day

8.2 Daily Allowance (D.A.)

8.2.1 To Examiners----- Rs.200/- per day.

8.2.2 Daily Allowance (D.A) to President---- Rs.400/- per day with Expenditure of Taxi or personal vehicle (According the Govt. Rate) When he/she will be on council tour.

8.2.3 D.A. to Registrar—Rs.400/-per day with the expenditure of Taxi or personal vehicle (according the Govt. Rate) When She will be on Council tour.

8.2.4 D.A. to Asstt. Director Nursing—Rs.400/-per day with the expenditure of Taxi or personal vehicle (according the Govt. Rate) When She will be on Council tour.

8.2.5 D.A. to Council Member to attend Meeting—Rs. 200/-

8.2.6 D.A. to the Members of council outside the Shimla for Council Meeting—Rs. 200/-per day and actual bus fare.

8.2.7 D.A. to deputed person for Council Work—Rs. 200/-per day with actual bus fare

8.2.7 D.A. to inspectors—Rs. 200/-per day with shared Taxi from same town and single taxi from separate Town & lodging.

B.L. 9 Registrations:—

Each candidate M.Sc, B.Sc (N), PB.B.Sc. (N), General Nurses, Midwife, (GNM) ANM/Multipurpose Health Worker(F) (MPW(F), Female Health Supervisor (FHS) or Health Assistant and dais on successful completion of the INC prescribed course of training shall be registered by this council.

9.1 Registration Fees:—

9.1.1 Value of application form for Registration-----Rs.50/-

9.1.2 For General Nurse & Midwife----- Rs.1000/- (For Himachali)
Rs. 1050/- (trained outside H.P.)

9.1.3 For Female Health Supervisors or Health Assistants-----Rs. 500/-

9.1.4 For MPW (F) or ANM or Female Health Worker----- Rs.1000/- (For Himachali) Rs. 1050/- (trained outside H.P.)

9.1.5 For Reciprocal Registration of GNM, FHS and ANM or MPW(F) -----Rs. 1050/-

9.1.6 For Dais-----Rs. 500/-

9.1.7 For Reciprocal registration of Dais-----Rs. 550/-

9.1.8 For Duplicate Registration Certificate of all categories-----Rs. 500/-

9.1.9 For B.Sc (Nurse) -----Rs. 1050/-

9.1.10 For Post Basic. B.Sc (Nurse) ----- Rs. 500/-

9.1.11 For M.Sc Nursing-----Rs. 500/-

B.L. 10 ISSUE OF DEGREE AND DIPLOMA:—

10.1 The University will award degree to the candidates who will successfully complete the M.Sc (N) B.Sc Nursing and PB B.Sc Nursing courses.

10.2 Issue of Diploma:—Himachal Pradesh Nurses Registration Council shall issue Diploma to the successful candidates of General Nurse & Midwifery and Multipurpose Health Workers MPW (F) or Auxiliary Nurse Midwife (ANM) Course.

10.1 Fees for Diploma.—For all above categories-----Rs.500/- each

10.2 For duplicate Diploma----- Rs.500/-

B.L 11 Re-Checking of answer book:—

A candidate shall be entitled to have answer book re-checked with in 30 days of declaration of result. Re-checking will be done only after clarify whether marks awarded to various answer have been correctly added, and if all answers have been assorted by the examiners.

Re-evaluation of answer books can be allowed under some special specific circumstances with the permission of the President of the Council.

11.1 Re-evaluation fee.—Rs. 500/-per answer book

B.L 12 Migrations:—

12.1 Migration from one nursing training institution to other is not a right of the student. However, migration of student from one nursing institute to another nursing training institution in State may be considered by the Director of Medical Education, H.P. only in exceptional cases on extreme compassionate grounds such as;

(i) Death of a supporting guardian

(ii) Illness of the candidate causing disability

(iii) Disturbed conditions as declared by Government in the nursing institution:

Provided following criteria are fulfilled. Routine migration on other ground shall not be allowed.

12.2 Both the nursing trg. Institutions *i.e.* one at which the student is studying at present and one to which migration is sought are recognized by the Indian Nursing Council.

12.3 The applicant candidate should have passed first year GNM and first semester of MPW (F) training examination.

12.4 The applicant candidate should seek permission from both Principals *i.e.* Principal of the present trg. Institution where he/she is studying and one to which migration sought.

12.5 The applicant candidate submit his/her application for migration complete in all respect, to all authorities concerned within a period of one month of passing (declaration of result) the first year/ first semester examination.

12.6 Migration fee -----Rs. 1000/-

B.L.13 DRESS CODE FOR GNM, LADY HEALTH VISITOR/OR FEMALE HEALTH SUPERVISOR, ANM OR MPW(F) OR FEMALE HEALTH WORKER, NURSE DAI, TRAINED DAI OR DAI UNDER SECTION 23 OF CLUASE (b) OF HPNRC ACT, 1977.

13.1 For B.Sc (Nursing) The uniform will be as in the **National Institute of Nursing Education of PGI Chandigarh.**

13.2 FOR GNM OR STAFF NURSE:—**13.2.1 During Training:—**

- (i) First three months white Salwar and kameez with white dupatta, Brown leather close flat soft sole shoes, skin colour socks and Navy colour sweater and caps for winter season with designation plate.
- (ii) After three months white frock and apron with two pockets and white cap, skin colour stocking above knee. Rest of the dress will be same as above. There will be green colour belt for first year, brown colour for 2nd year, blue colour for 3rd year and red colour for 4th year of training.

13.2.2 During Service:—

For Staff Nurse:—“C” “sari” Green Salwar kameez with same colour dupatta or same Colour white overall full sleeve coat, close black or brown leather flat soft sole shoes, skin colour socks, grey colour cardigan and designation plate for winter season they can wear Navy colour caps.

13.3 For Ward Sister/Nursing Sister:—“Camel” colour suit or sari and white overall full sleeve coat Black or White close flat soft sole leather shoes, skin colour socks, red colour cardigan and designation plate.

13.4 For Sister Tutor/Nursing Tutor:—Any colour suit or sari with White overall full sleeve coat. Designation plate. Black or white close flat soft sole leather shoes with skin colour socks during clinical teaching and sandal and socks of same colour during classroom teaching.

13.5 For Assistant Nursing Supdt. or Matron:—“Steel grey” colour suit or sari, white overall full sleeve coat and designation plate. Close white colour soft sole flat leather shoes with skin colour socks and any colour cardigan for winter season.

13.6 For P.N.O. and Nursing Superintendent:—Any colour suit or sari with full sleeve white coat, designation plate, any colour close flat soft sole leather shoes with skin colour socks during clinical supervision and same colour sandal during office time.

13.7 FOR FEMALE HEALTH SUPERVISOR (F.H.S.):—

“Sky Blue” Suit or Sari, Brown colour soft sole close leather shoes, skin colour socks and any colour Cardigan for winter season with designation plate during Sub-Centre or PHC duty.

13.8 FOR MPW(F) OR FEMALE HEALTH WORKER:—

13.8.1 During Training:—White Salwar kameez and “Pink” colour dupatta. Black colour flat soft sole close leather shoes skin colour socks. Black Cardigan shawl for winter season.

13.8.2 During Service:—“Sky Blue” colour Suit or sari, Black colour Cardigan for winter season. Black close flat soft sole leather shoe with skin colour socks. designation plate during Sub-Centre duty.

13.9 FOR MIDWIFE, NURSE DAI, TRAINED DAI OR DAI:—

During training and during service they should wear white Salwar Kameez with same dupatta and designation plate. Black colour close flat soft sole leather shoes and skin colour socks. Navy Blue colour Cardigan for winter season.

If the above officials will not follow the dress code of the Council, the administrator can take strict action against them.

B.L.14 OPENING OF NEW NURSING TRAINING SCHOOLS/ COLLEGE IN HIMACHAL PRADESH—**14.1 TERMS AND CONDITION OF GOVERNMENT OF HIMACHAL PRADESH:—**

14.1.1 The Institution/Society should have 3 acres own land if the institute have not their own land then they can run the institute in rented building upto 2 years and after 2 years they have to builtup their own building to run the nursing courses. If the Institute does not construct the building within 2 years then penalty can be imposed accordingly to Indian Nursing Council norms. They should have following constructed area for different nursing courses for 40 to 60 seats:—

	Teaching Block	Hostel	Total Constructed area	Remarks
ANM	10060	15625	25685 Sq.ft.	
GNM	20000	17500	37500 Sq.ft.	
B.Sc	23720	30750	54470 Sq.ft.	
PB B.Sc	23720	30750	54470 Sq.ft.	Additional 2 lecture halls 1080*2= 2160 Sq.ft. in teaching block and 50 sq.ft. carpet area for each student in hostel block.
M.Sc	23720	30750	54470 Sq.ft.	Additional 2 lecture halls 1080*2= 2160 Sq.ft. in teaching block and 50 sq.ft. carpet area for each student in hostel block.

Other criteria will be followed as per the Indian Nursing Council norms.

14.1.2 No financial assistance/ grant will be given to the institute by the State Government

14.1.3 50% seats will be reserved for State Govt. Quota

14.1.4 The College of Nursing shall get affiliation with the concerned University and School of Nursing with State Council before making admission.

14.1.5 All Nursing institutions of ANM, GNM, Basic B.Sc (N) and Post Basic B.Sc (N) and M.Sc(N) will submit the No objection certificate/Essentiality/Feasibility Certificate issued by the State Government to the State Nursing Council to obtain recognition from State Nursing Council.

14.2 RECOGNITION OF NURSING INSTITUTION BY THE REGISTRAR, H.P. NURSES REGISTRATION COUNCIL:—

- 14.2.1** Any organization under the Central Govt., State Govt., Local body, or private or Public Trust, Mission, Voluntary Body registered under Society Registration Act or a Company's Act Intends to open a School/ College of Nursing shall submit the proposal to the State Government for No Objection (N.O.C.) and Essentiality Certificate from the State Government.
- 14.2.2** The organization shall submit the proposal and No Objection Certificate (N.O.C.)/Essentiality Certificate of State Government to the State Nursing Council alongwith Rs. 25,000/- as first inspection fee in the shape of Bank draft in favour of Registrar, H.P. Nurses Registration Council.
- 14.2.3** The H.P. Nurses Registration Council will conduct first inspection to assess suitability with regard to physical infrastructure, clinical facility and teaching faculty according the Indian Nursing Council Norms in order to give permission to start the Nursing training programme.
- 14.2.4** The Registrar, HPNRC will appoint inspectors having more than 10 years teaching experience in nursing field to conduct inspection of the Nursing Institution.
- 14.2.5** The Registrar, State Nursing Council will permit to start the nursing programme after first inspection on the basis of inspection report or if institution fulfills the required physical infrastructure, clinical and field training facility and Teaching Faculty etc. as per the Indian Nursing Council norms.
- 14.2.6** If the organization fails to fulfill the required infrastructure *i.e.* physical infrastructure, Clinical and field training facilities and teaching faculty then the organization **shall not be given permission** to start nursing programme.
- 14.2.7** The State Council will conduct inspection every year till the first batch completes the training programme. Permission will be given year by year till the first batch completes the nursing programme.
- 14.2.8** There will be inspection of institutions for recognition after every 5 year. In between surprise inspection will be conducted by the HPNRC, Shimla, if the institution fails to fulfill the required criteria then the Registrar, HPNRC will direct the institution to rectify the deficiencies pointed by the inspection committee within year, if the institute fails to rectify the same then the intake capacity of the seats will be reduced for the next year. During the next year inspection if the Institute does not fulfill the criteria/deficiencies already pointed out then the permission will not be granted for the next year to admit the students for the said course. If the institute will not rectify the deficiencies upto 5 years then the **recognition of the said institution will be withdrawn.**
- 14.2.9** The State Council will conduct examination of all Diploma courses by adopting the Indian Nursing Council's (INC) Examination Scheme.

B.L 15 Inspection Criteria:—

- 15.1 For new Institutions:—**The State council shall conduct inspection every year till first batch completes the training programme. Permission shall be given year by year till the first batch completes the nursing programme.

- 15.2 For existing Institutions:—**The State Council shall conduct the inspection of the existing Nursing Institutions after every five years.
- 15.3** No admission for new course shall be made without the prior approval of H.P. Govt. for which the institution will request the State Govt.
- 15.4** The reservation of the seats shall be as per H.P. Govt. instructions issued from time to time.
- 15.5** The pay scale and emolument for their staff shall not be less than the scale of the employees of same categories under contractual and regular scale of H.P. Government and the Salary of the employees working in the HPNRC shall be enhanced according to the decision of the General Body Meeting of HPNRC after obtaining the approval of the Government.
- 15.6** The inspection of the institution shall be carried out on yearly basis up to the completion of the study of first batch of the students. Therefore the inspection shall be periodical after five years.
- 15.7** The H.P. Govt. will have right to withdraw the N.O.C. if the society/Applicant fails to meet any of the condition of N.O.C.
- 15.8** The construction work shall be completed within 2 years and admission shall be made within 2 years of the condition of N.O.C.
- 15.9** Permission accorded by the Nursing Council will be got renewed by management from time to time.
- 15.10** Admission of all seats will be regulated by the concerned Board/ University of H.P. Govt.
- 15.11** Fee structure for the institution will be approved by the Govt. which will be in consonance with Govt. of India/Indian Nursing Council.
- 15.12** A minimum 75% staff will be employed from H.P. In case it is not possible to employee 75% of the staff from H.P. approval of H.P. Govt. will have to be obtained.
- 15.13** All staff of Class-III and Class-IV will be recruited from amongst the Himachal bonafide candidates after obtaining proper sanction/approval from the Government.
- 15.14** The institution will include a local person and One Govt. nominee in the Society as a permanent trustee or in governing body as the case may be.
- 15.15** Institute shall fulfill the condition of clinical facilities and field training.
- 15.16** The permission/recognition will be issued after obtaining Essentiality/Feasibility Certificate/No objection certificate from Government. The HPNRC will conduct the inspection of concerned institution for granting permission/recognition to start all nursing courses.
- 15.17 Institution wise Inspection fees and Affiliation fees:—**
- 15.17.1 FIRST INSPECTION FEES:—**
- 15.17.1.1** First inspection fees of Rs.25,000/- for M.Sc (N), B.Sc(N) P.B.B.Sc (N), ANM & GNM training courses to be deposited with **H.P. Nurses Registration Council.**

15.17.1.2 The HPNRC Shimla will be examining body of Diploma courses and a sum of Rs. 50,000/- has to be deposited in the shape of Demand Draft in favour of Registrar, HPNRC Shimla on account of first examination fees for single time.

15.17.2 Annual affiliation fees- INSPECTION FEES:—

15.17.2.1 Annual affiliation fees of Rs. 10,000/- for per course *i.e.* ANM, GNM, B.Sc(N), P.B.B.Sc(N) and M.Sc Nursing to be deposited with **H.P. Nurses Registration Council for renewal validity.**

15.17.3 Remuneration to inspector-----Rs. 500/- per institution to be paid to Inspectors for inspection of nursing institutions.

B.L 16 PUBLICATION PRICE OF THE COUNCIL:—

It will be according to the market rate/ Government press rate

B.L 17 Regulate the conduct of registered person or Power to prohibit un-registered person from practicing.

17.1 All the trained General Nurse & Midwife (GNM), Lady Health Visitor (LHV) or Female Health Supervisor (F.H.S.) Midwife, Auxiliary Nurse Midwife (ANM) or MPW(F) or Female Health Worker (FHW), Nurse Dai and Trained Dai or Dai are not allowed to practice without registration in the State. Any person practicing in contravention of such bye-laws, or every person committing or abetting the commitment of a breach of any such bye-laws shall on conviction by a **Magistrate of first Class** be liable to a fine not exceeding Rupees, **25,000** for first offence and to a fine not exceeding Rupees **50,000/- second and for each subsequent offence.**

17.2 If the local authority fails to make bye-laws under sub-section (1) within six month from the date of commencement of this Act, the State Govt. may by notification in the Official Gazette, prohibit un- registered person from practicing as a General Nurse, Lady Health Visitor or Female Health Supervisor, Midwife, Auxiliary Nurse Midwife (ANM) or MPW (F) or Female Health Worker (FHW), Nurse Dai and Trained Dai or Dai in the **State.** Any Un-registered person practicing in contravention of such notification, shall be liable on conviction by a **Magistrate of first Class,** to a fine not exceeding **Rupees 25,000/=** for first offence and to a fine not exceeding **rupees 50,000/= for second** and for each subsequent offence.

17.3 No person other than a registered General Nurse, registered Health visitor or Female Health Supervisor (FHS), Midwife, Auxiliary Nurse Midwife (ANM) or MPW (F) or Female Health Worker (FHW), a registered nurse dai and registered trained dai or dai shall be competent to hold any appointment or be employed as such in any **hospital, asylum, infirmary, dispensary, nursing home, maternity home, health centre or other such institution, private or public, whether supported by voluntary contribution or not.**

Note.— The fee structure, remuneration, T.A.D.A shall be enhanced after prior sanction from General Body of Council according the money inflation in the market.

Keys:—

B.L -----Bye-Laws.

M.Sc (Nsg) ----- Master Degree in Nursing

B.Sc (Nsg) ----- Bachelor Degree in Nursing

GNM-----Diploma in General Nurse & Midwifery

ANM-----Diploma in Auxiliary Nurse Midwife

FHS -----Female Health Supervisor

MPW ----- Multipurpose Health Worker

By order,

Sd/-

Addl. Chief Secretary (Health).
