

**Krishna Institute of Medical Sciences Deemed University**



**Krishna Institute of Nursing Sciences**

**Syllabus**

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**Post Basic B. Sc. Nursing - Program code: 4201**

## KIMSDU,KINS –PBBSsc.N.Syllabus

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### **PHILOSOPHY**

Krishna institute of medical sciences Deemed to be university's, Krishna Institute of Nursing Sciences believes that, believes in proper systematic teaching, training and research in Modern Medical Sciences and uniformity in various courses in medical and allied health sciences. The philosophy of the P. B. B. Sc.(N) is incorporated by KINS at par of Indian Nursing Council. Indian Nursing Council believes that, Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Nursing contributes to the health services in vital and significant way in the health care delivery system. It organizes national health goals and is committed to participate in the implementation of National Health policies and programmes. It aims at identifying health needs of the people, planning and providing quality care in collaboration with other health professionals and community groups. Scope of nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. Practice of Nursing is based upon application of basic concepts and principles derived from the physical, biological, behavioral sciences. Undergraduate nursing program at the post basic level is a broad based education within an academic framework, which builds upon the skills and competencies acquired at the diploma level. It is specifically directed to the upgrading of critical thinking skills,

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competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002. The teachers have the responsibility to be role models and create learning environment that enables students to acquire inquiry driven, self directed learning and foster attitude of lifelong learning. Under graduate nursing education program at the post basic level prepares its graduates to become exemplary citizen 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.

### **AIMS :**

The aim of undergraduate nursing program at the post basic level is to upgrade the diploma (GNM) nurses to:

- Assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive curative and rehabilitative services.
- Make independent decisions in nursing situations protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, manager in a clinical /public health settings.

### **Objectives:**

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

1. Assess health states. Identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to health of individuals, families and communities.
2. Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
3. Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.
4. Demonstrate skills in communication and interpersonal relationship.
5. Demonstrate leadership qualities and decision-making abilities in various situations.
6. Demonstrate skills in teaching to individuals and groups in community health settings.
7. Demonstrate managerial skills in community health setting.
8. Practice ethical values in their personal and professional life.
9. Participate in research activities and utilize research findings in improving nursing practice.
10. Recognize the need for continued learning for their personal and professional development

**COURSE OF STUDY :**

<b>Sr. No.</b>	<b>Subject</b>	<b>Theory Hours</b>	<b>Practical Hours</b>	<b>Total Hours</b>
<b>1st Year</b>				
1.	Nursing Foundation	45	030	075
2.	Nutrition & Dietetics	30	015	045
3.	Biochemistry & Biophysics	60	-	060
4.	Psychology	60	015	075
5.	Maternal Nursing	60	240	300
6.	Child Health Nursing	60	240	300
7.	Microbiology	60	030	090
8.	Medical & Surgical Nursing	90	270	270
9.	English (Qualifying)	60	-	060
<b>Total</b>		<b>525</b>	<b>840</b>	<b>1215</b>

Note: Hindi/local language as per the need of the institution.

**2nd Year**

10.	Sociology	60	-	060
11.	Community Health Nursing	60	240	300
12.	Mental Health Nursing	60	240	300
1.	Introduction to Nursing Education	60	075	135
2.	Introduction to Nursing Administration	60	180	240
3.	Introduction to Nursing Research & Statistics	45	120	165
<b>Total</b>		<b>345</b>	<b>855</b>	<b>1200</b>

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### **SCHEME OF EXAMINATION:**

#### **1<sup>st</sup> Year**

<b>Paper</b>	<b>Subject</b>	<b>Duration</b>	<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total Marks</b>
<b>Theory</b>					
1.	Nursing Foundation	2	15	35	050
2.	Nutrition & Dietetics	2	15	35	050
3.	Biochemistry & Biophysics	3	25	75	100
4.	Psychology	3	25	75	100
5.	Microbiology	3	25	75	100
6.	Maternal Nursing	3	25	75	100
7.	Child Health Nursing	3	25	75	100
8.	Medical & Surgical Nursing	3	25	75	100
9.	* English (Qualifying)	--	100 College level qualifying exam, minimum passing Marks 33%.		100
<b>Practicals</b>					
1.	Medical & Surgical Nursing		50	50	100
2.	Child Health Nursing		50	50	100
3.	Maternal Nursing		50	50	100

Note: \* College level qualifying exam to appear in University Examination, minimum passing Marks 33%



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### 2nd Year

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
<b>Theory</b>					
1	Sociology	3	25	75	100
2	Community Health Nursing	3	25	75	100
3	Mental Health Nursing	3	25	75	100
4	Introduction to Nursing Education	3	25	75	100
5	Introduction to Nursing Service Administration	3	25	75	100
6	** Introduction to Nursing Research Statistics	2	50	50	100
<b>Practical</b>					
1	Community Health Nursing		50	50	100
2	Mental Health Nursing		50	50	100
3	** Introduction to Nursing Research Statistics		Research Project		050

**Note: \*\* College level qualifying exam changed to University Examination.**

**KIMSDU. KINS**

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-11**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject: Nursing Foundation**

**Time Allotted: - 45 Hrs**

**COURSE DESCRIPTION**

This course will help student develop and understanding of the philosophy, objectives and responsibility of nursing as a profession .The purpose of the course is to orient to the current concept involved in the practice of the nursing and developments in the Nursing Profession.

**OBJECTIVES**

At the end of the course the student will,

- Identify professional accept of nursing.
- Explain theories of nursing.
- Identify ethical aspect of nursing profession.
- Utilize steps of nursing process.
- Identify the role of the Nurse in various levels of health services.
- Appreciate the significance of quality assurance in Nursing.
- Explain current trends in health and Nursing

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Unit No. & Total Hrs	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (6hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and explain philosophy, objectives and responsibilities of graduate nurse. Describe professional organization and summarize career planning. <b>Skill:</b> Prepare philosophy and objectives of nursing programme. <b>Attitude:</b> Incorporate this knowledge in nursing practice	<b>Development Of Nursing As a Profession:</b> <ul style="list-style-type: none"> <li>It's Philosophy Objectives (1hr)</li> <li>Responsibilities of a graduate nurse &amp; Expanded role of the nurse (1hr)</li> <li>Code of ethics professional conduct for nurses. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Development of nursing education in India and trends in nursing education (1hr)</li> <li>Professional organizations, career planning. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Trends influencing nursing practice. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II (12 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe ethical legal and other issues in	<ul style="list-style-type: none"> <li>Ethical, legal and other issues in Nursing. (1hr)</li> <li>Concepts of health and illness, effects on the person (1hr)</li> </ul>	Developmental Concepts, Needs, Roles And Problems Of The Developmental Stages Of Individual:	<ul style="list-style-type: none"> <li>Health care concepts and nursing care concept. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>-Lecture</li> <li>-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>•Short answers</li> <li>•Objective type</li> </ul>

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	<p>Nursing and explain the concepts of health and illness.</p> <p><b>Skill:</b> Use this knowledge in professional practice.</p> <p><b>Attitude:</b> Incorporate this knowledge for providing optimum care to the client.</p>	<p>Developmental Concepts, Needs, Roles And Problems Of The Developmental Stages Of Individual:</p> <ul style="list-style-type: none"> <li>• Newborn(1hr)</li> <li>• Infant(1hr)</li> <li>• Toddler(1hr)</li> <li>• Stress and adaptation (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre Adolescent(1hr)</li> <li>• Adolescent(1hr)</li> <li>• Adulthood, Middle-Age(1hr)</li> <li>• Old Age. (1hr)</li> </ul>			
III (5 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand concepts, purposes, types, importance and paradigm of nursing theories.</p> <p><b>Skill:</b> Write nursing process by applying nursing theories and provide care to the client.</p> <p><b>Attitude:</b> Read different theories of nursing and implement in nursing process</p>	<ul style="list-style-type: none"> <li>• <b>Theory of Nursing practices:</b></li> <li>• Meta paradigm of nursing – characterized by four central concepts i.e. Nurse, Person (client/patient). Health and Environment(1hr)</li> <li>• Nursing theories:</li> <li>• Florence Nightingale(1hr), Virginia Henderson(1hr)</li> </ul>	<p>Nursing theories:</p> <ul style="list-style-type: none"> <li>• Betty Newman, Martha Rogers,(1hr)</li> <li>• Dorothea Orem, (1hr)</li> </ul>		-Workshop	-Essay type •Short answers •Objective type
IV (10)	<p>At the end of unit students are able to</p>	<ul style="list-style-type: none"> <li>• <b>Nursing process: Definition, Purpose, (1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Implementation: different</li> </ul>	<ul style="list-style-type: none"> <li>• Types of care plans, planning</li> </ul>	Demonstration Bed side clinic	Essay type •Short

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hours)	<p><b>Knowledge:</b> Define nursing process. and Understand &amp; describe importance of nursing process.</p> <p><b>Skill:</b> Apply nursing process in day today's work.</p> <p><b>Attitude:</b> Recognizes importance of evaluation of nursing care.</p>	<p><b>hr)</b></p> <ul style="list-style-type: none"> <li>• Assessment; tools for assessment, methods, recording.(1hr)</li> <li>• Nursing Diagnosis: Definitions, concepts, statements, types, interpretation (2 hrs)</li> <li>• Planning: Teaching for planning care (1hr)</li> </ul>	<p>approaches to care, organizations and Implementation of care, recording. (1 hr)</p> <ul style="list-style-type: none"> <li>• Evaluation: Tools for evaluation, process of evaluation, types of evaluation.(2hrs)</li> </ul>	Process (1 hr)		<p>answers</p> <ul style="list-style-type: none"> <li>•Objective type</li> </ul>
V (6 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe important of quality assurance in nursing and role of a statutory bodies.</p> <p><b>Attitude:</b> Maintains quality standards and contributing improving quality care.</p>	<ul style="list-style-type: none"> <li>• <b>Quality assurance: Definition, concept, Purposes, Approaches and principles.(1hr)</b></li> <li>• Nursing standards (1hr)</li> <li>• Nursing audit (1hr)</li> <li>• Total quality Management (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Role of council and professional bodies in maintenance of standards.(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Models of Quality assurance(1hr )</li> </ul>	<p>-Lecture</p> <p>-Discussion</p>	<p>-Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> </ul>

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VI (6hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various methods and approaches to nursing care. <b>Skill:</b> Apply this knowledge in selecting appropriate care to the client. <b>Attitude:</b> Incorporate this knowledge in professional practice	<b>Primary health care concept and Community oriented Nursing (1hr)</b> • Primary Nursing.(1hr) • Problem oriented Nursing and Team Nursing.(1hr)	<ul style="list-style-type: none"> <li>• Holistic Nursing(1hr)</li> <li>• Progressive patient care(1hr)</li> </ul>	Family oriented Nursing concept(1hr)	-Lecture -Discussion	-Essay type •Short answers •Objective type
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<b>Formative And Summative Evaluation:</b>		
<b>Internal Assessment: (Theory Exams) Maximum Marks: 15marks.</b>		
<b>Midterm Examination</b>	<b>35marks</b>	
<b>Pre Final Examination</b>	<b>35 Marks</b>	
<b>Total</b>	<b>70 Marks.</b>	
<b>(70 Marks To Be Converted In To 15 Marks For Internal Assessment (Theory)).</b>		
<b>External Assessment: (Theory) -University Examination: 35 Marks</b>		
<b>Midterm 35</b>	<b>Prefinal 35</b>	<b>University Examination 35</b>

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MCQ- 5X1=5	MCQ- 5X1=5	MCQ- 5X1=5
BAQ- 6X2=12	BAQ- 6X2=12	BAQ- 6X2=12
SAQ- 4X2=8	SAQ- 4X2=8	SAQ- 4X2=8
LAQ- 10X1=10	LAQ- 10X1=10	LAQ- 10X1=10

### Reference:-

1. Craven – Fundamentals of Nursing ,2010,LWW
2. Potter – Fundamentals of Nursing ,2009,Elsevier's
3. St John's Ambulance – First AID, 2007,St John's Ambulance Association.
4. LWW – Lippincott's Nursing Procedure, 2008, LWW.
5. Jacob – Clinical Nursing Skills & Procedures ,2008,Jaypee
6. Carpenito – Understanding Nursing Process,2007,LWW

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**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-12**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject:Nutrition &Dietetics**

**Time Allotted: Theory – 30 Hrs.  
Practical - 15 Hrs.**

**COURSE DESCRIPTION:-**

- This course is designed to provide the student with a wide knowledge of dietetics in Indian setting. That the practice of teaching optimum and realistic dietary planning can become an integral part of nursing practice.

**OBJECTIVES: -** At the end of the course, the Student

- Explain The Principles And Practices Of Nutrition And Dietetics
- Plan Therapeutic Diets In Different Setting
- Identify Nutritional Needs Of Different Age Group And Plan Diet Accordingly
- Prepare Meals Using Different Methods Utilizing Cookery Rules.



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Unit No. & Total Hrs.	Objectives	Contents			T/L Methods	Methods Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (08 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand and describe various types of diets and important of nutrition. <b>Psychomotor:</b> Plan the diet in a various disease conditions. <b>Affective:</b> Dietary hobbies of the clients.	<ul style="list-style-type: none"> <li>• <b>Introduction to Nutrition and dietetics</b></li> <li>• Balanced diet, (1 hour)</li> <li>• Factors on Which It Depends. (1 hour) <i>Food pyramid</i></li> <li>• Review of nutrients – (1 hour)</li> <li>• Micro Nutrients(1 Hour)</li> <li>• Macronutrients(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>-Factors to be considered in planning. (1 hour)</li> <li>-Food Hygiene, preparation and preservation (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>-Guides available for planning. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>•Demonstrations</li> <li>•Case discussions</li> <li>•Seminars</li> <li>•Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>•Short answers</li> <li>•Objective type</li> <li>•Skill assessment with check list</li> <li>•Clinical WorkBAQ</li> </ul>
II (08 hours)	At the end of unit students are able to <b>Cognitive:</b> Know the important of therapeutic diet. <b>Psychomotor:</b> Prepare therapeutic diet. <b>Affective:</b> Appreciate	<b>Introduction: - to diet therapy</b> <ul style="list-style-type: none"> <li>• Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Routine hospital diets.(1 hour)</li> <li>• Pre and post-operative stage deficiency disease (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Allergy, Infections and fevers, (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>•Demonstrations</li> <li>•cookery</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>•Short answers</li> <li>•Objective type of question Assessment of s kill</li> </ul>

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	cultural values.	<ul style="list-style-type: none"> <li>• Renal disorders, (1 hour)</li> <li>• Endocrine and metabolic disorders(1 hour)</li> <li>• malnutrition, overweight(1 hour)</li> <li>• and underweight (1 hour)</li> </ul> <p>Role of nurse in diet therapy</p>				assessment with check list <i>BAQ</i>
III (08 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand and describe nutritional requirements of children and feed them.</p> <p><b>Psychomotor:</b> Prepare various types of foods for children.</p> <p><b>Affective:</b> Appreciates likings and disliking of children</p>	<p><b>Infant and child nutrition</b></p> <ul style="list-style-type: none"> <li>• Feeding of normal infants: factors to be considered in planning,(1 hour)</li> <li>• Nutritional requirements. (1 hour)</li> <li>• Supplementary feeding of infants: Advantage and method of introduction(1 hour)</li> <li>• Weaning effects on mother and child. (1 hour)</li> <li>• Feeding the sick child. Diet in diseases of</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology of infant and child feeding.</li> <li>• Feeding pre-school child: nutritional needs, factors to be considered in planning diets. (1 hour)</li> </ul> <p>Problems in feeding School Lunch Programme, Advantages, Need in India (1 hour)</p>	<ul style="list-style-type: none"> <li>• Feeding of premature infants, Factors to be considered in planning and nutritional requirement(1 hr)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Demonstrations</li> <li>• Practice sessions</li> </ul> <p>Seminar</p> <ul style="list-style-type: none"> <li>• Clinical Practice</li> </ul> <p>.case discussion</p>	<p>Essay type</p> <p>Short answers</p> <ul style="list-style-type: none"> <li>• Objective type of questions</li> </ul> <p>Assessment of skills with assessment of Patients with diet. <i>BAQ</i></p>

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		<p>infancy and childhood. Deficiency states – malnutrition, under nutrition, other nutrients deficiency. (1 hour)</p>				
<p>IV (06 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand and describe national feeding programmes and nutritional needs of special groups.</p> <p><b>Psychomotor:</b> Develop ability to teach individuals and families to prepare low cost nutritive foods.</p> <p><b>Affective:</b> Appreciates socio cultural and economic background of individual and families.</p>	<ul style="list-style-type: none"> <li>• <b>Community Nutrition:</b></li> <li>• Need for community nutrition programme.</li> <li>• Nutritional needs for special groups: infant, child, adolescent (1 hour)</li> <li>• Pregnant and lactating mother and old people. (1 hour)</li> <li>• Current nutritional problems and national programmes (mid day meal etc.) (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Methods of assessing nutritional status of individual / group / community. (1 hour)</li> <li>• Selection of cheap and nutritious foods.</li> <li>• Nutrition education needs and methods. (1 hour)</li> <li>• Substitutes for non-vegetarian foods (1 hour)</li> <li>• Dietary needs of Immunocompromised patients (1 hour)</li> </ul>	-	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions</li> <li>• Seminars</li> <li>• Clinical practice Procedures.</li> <li>• Health Education</li> <li>• Supervised Clinical practice</li> <li>• Presentation</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with check list</li> <li>• Clinical work assessment of patient management</li> </ul> <p>BA Q</p>

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<b>Formative And Summative Evaluation:</b>		
<b>Internal Assessment: (Theory Exams) Maximum Marks: 15marks.+10 (cookery Practical) = 25 Marks</b>		
<b>Midterm Examination</b>	<b>35marks</b>	
<b>Pre Final Examination</b>	<b>35 Marks</b>	
<b>Total</b>	<b>70 Marks.</b>	
<b>(70 Marks To Be Converted In To 15 Marks For Internal Assessment (Theory) .</b>		
<b>Cookery practical -25 MarksTo Be Converted In To 10 Marks For Internal Assessment</b>		
<b>External Assessment: (Theory) -University Examination: 35 Marks</b>		
<b>Midterm 35</b>	<b>Prefinal 35</b>	<b>University Examination 35</b>
MCQ- 5X1=5 BAQ- 6X2=12 SAQ- 4X2=8 LAQ- 10X1=10	MCQ- 5X1=5 BAQ- 6X2=12 SAQ- 4X2=8 LAQ- 10X1=10	MCQ- 5X1=5 BAQ- 6X2=12 SAQ- 4X2=8 LAQ- 10X1=10

**References:-**

1. Clinical Dietetics and Nutrition, Anita 4<sup>th</sup> Ed.
2. Nutritive Value Of Indian Foods , Gopalan , 1<sup>st</sup> Ed
3. Uses Foods, Nutrition And Diet Therapy, Darshan Sohi, 11<sup>th</sup> Ed.
4. Nutrition a Diet Therapy , Williams
5. Clinical Dietics And Nutrition, Philip

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**Post Basic B. SC. Nursing Program code: 4201 Course code: 4201-13**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject: Biochemistry**

**Theory – 30 hours**

**AIM:**

The broad goal of teaching biochemistry to nursing students is to enable them to understand, the chemical processes taking place in the human body in health and disease and this knowledge will help them to increase the quality of patient care.

**OBJECTIVES:**

At the end of the course, the students are able to:

1. Identify the basic principles of biochemistry.
2. Understand and grasp the basic outline of chemistry and the properties of important biomolecules like glucose, urea etc.
3. Summarize the working of enzymes and their importance as diagnostic tools for the clinician.
4. Describe the mechanisms involved in the maintenance of body fluids along with the electrolytes.

5. Be able to understand the concepts of laboratory medicine, which involves learning about physiological levels of important bio molecules and the underlying cause of change in disease states.

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### SECTION ‘A’ - BIOCHEMISTRY

Unit No. with total hours	Objectives	Contents with distributed hours		
		Must know	Desirable to know	Nice to know
I (02 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand importance of biochemistry in. <b>Skill:</b> Draw the structure of cells. <b>Attitude:</b> Incorporate its knowledge in nursing care.	<ul style="list-style-type: none"> <li>• <b>Introduction: Importance of Biochemistry in Nursing. (1 hour)</b></li> </ul>	Study of cell and its various components (1 hr)	
II (02 Hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand the distribution, functions and requirement of fluids and electrolytes in our body. <b>Skill:</b> Identify the signs and symptoms of dehydration. <b>Attitude:</b> Incorporate this knowledge in nursing practice.	<p><b>Water and Electrolyte</b></p> <p>Distribution of water and its functions in human body (ECF &amp; ICF) Electrolyte Distribution and its functions ,in body (1 hour)</p>	<ul style="list-style-type: none"> <li>• Dehydration causes and consequences</li> <li>• Water &amp; Fluid balance</li> <li>• <i>Dehydration, Renal regulation of PH—(1hr)</i></li> </ul>	
III (05 Hrs)	At the end of unit students are able to <b>Knowledge:</b> Understands actions of enzymes, factors influencing the digestion and absorption. <b>Skill:</b> Able to handle the enzymes specimens. <b>Attitude:</b> Incorporate this knowledge in nursing practice.	<p><b>Enzymes</b></p> <ul style="list-style-type: none"> <li>• Definition and Mechanism of action.</li> <li>• Factors affecting enzyme activities (1 hour)</li> <li>• Precautions for handling specimens for enzymes estimation (1 hour)</li> <li>• Digestion and Absorption of carbohydrates, proteins and lipids.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Enzymes in clinical diagnosis and its applications.</li> <li>• Mal absorption syndrome (1 hr) Factors influencing the digestion and absorption.</li> <li>• (1hour)</li> </ul>	
IV (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe ECT, oxidation, gluconeogenesis, glycogenesis, glycolysis, and glycogenolysis.	<p><b>Carbohydrate</b></p> <ul style="list-style-type: none"> <li>• Elementary outline of Electron transport chain (ETC) and Biological, Oxidation (1 hour)</li> <li>• Fate of glucose in the body including-gluconeogenesis,</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary consideration of Mono, disaccharides and polysaccharides.</li> <li>• <i>Glucose tolerance test (1 hour)</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Hyperglycemia (1 hour)</li> </ul>



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		<p>glycogenesis, glycolysis, glycogenolysis. Storage of glucose.</p> <ul style="list-style-type: none"> <li>• Outline and Importance of TCA Cycle (Kreb's cycle) . (1 hour)</li> <li>• Regulation of blood glucose levels. Glucose Tolerance test (GTT) (1 hour)</li> </ul>		
V (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe essentials, properties, functions and importance of amino acids.	<p><b>Protein</b></p> <ul style="list-style-type: none"> <li>• Protein Chemistry</li> <li>• Essential amino acids, properties and functions</li> <li>• Important polypeptides (1 hour)</li> <li>• Plasma Proteins and their functions</li> <li>• Nucleic acids- DNA, RNA (1 hours)</li> <li>• Biosynthesis of proteins in the cells and Role of nucleic acids in protein synthesis</li> <li>• <i>Liver function test (1 hour)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Nitrogenous constituents of Urine, blood their origin Urea cycle (1 hr)</li> <li>• Nitrogen balance. Uric Acid formation, gout. (1 hr)</li> </ul>	
VI (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe importance and functions of lipids.	<p><b>Fat</b></p> <ul style="list-style-type: none"> <li>• Biological Importance of lipids and their functions</li> <li>• Cholesterol and Lipoproteins</li> <li>• Sources occurrence and distribution (2 hours)</li> <li>• Blood levels and Metabolism</li> <li>• Biosynthesis of fats and storage of fats (B-oxidation) (1 hour)</li> <li>• Goal of lipid metabolism in Atherosclerosis and Heart diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Role of liver in fat metabolism Fatty liver, its causes and Prevention.(1 hr)</li> <li>• Ketone body formation and its utilization. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Causes and detection of ketosis.(1 hour)</li> </ul>
VII 05 Hours	At the end of unit students are able to <b>Knowledge:</b> Understand and describe metabolism of carbohydrate, protein and fats.	<ul style="list-style-type: none"> <li>• Minerals metabolism. (1 hours)</li> <li>• Nutrition calorie value of food, BMR, SDA, Balance diet. (2 hours)</li> </ul>		<ul style="list-style-type: none"> <li>• Carbohydrates, (1 hour)</li> </ul>

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		• Lipids, proteins (1 hour)		
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<b>Formative And Summative Evaluation:</b>		
<b>Internal Assessment: =            Marks</b>		
<b>Midterm Examination</b>	<b>37marks</b>	
<b>Pre Final Examination</b>	<b>37 Marks</b>	
<b>Total</b>	<b>74 Marks.</b>	
<b>(74 Marks To Be Converted In To 14 Marks For Internal Assessment (Theory) .</b>		
<b>practical -</b>		
<b>External Assessment: (Theory) -University Examination: 37 Marks</b>		

Midterm 37	Prefinal    37	University Examination 37
MCQ- 5X1=5	MCQ- 5X1=5	MCQ- 5X1=5
BAQ- 5X2=10	BAQ- 5X2=10	BAQ- 5X2=10
SAQ- 4X3=12	SAQ- 4X3=12	SAQ- 4X3=12
LAQ- 10X1=10	LAQ- 10X1=10	LAQ- 10X1=10

**References:**

## KIMSDU,KINS –PBBSsc.N.Syllabus

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1. Anthikad Jacob, Biochemistry for nurses, 2 edition, 2004, Jaypee Brothers Medical Publishers (P)Ltd.
2. Champe Pamela C., Lippincott's illustrated reviews: Biochemistry, 2 edition, 2005, Lippincott, Williams & Wilkins
3. Raju S.M. Biochemistry for nurses, edition 1, 2004. Jaypee Brothers Medical Publishers (P)Ltd.
4. Reddy K.R. Medical biochemistry for nurses, edition 1, 2001, Jaypee Brothers Medical Publishers (P)Ltd.
5. Deb A.C., Fundamentals of biochemistry. Edition 6, 1996, New Central Book Agency (P) Ltd.,
6. Satyanarayan U., Essentials of biochemistry, edition 2, Books and Allied (P) Ltd.

# KIMSDU,KINS –PBBSsc.N.Syllabus

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## KIMSDU. KINS.

Post Basic B. Sc. Nursing Program code: 4201 Course code: 4201-13

1<sup>st</sup> Year Post Basic B. Sc. Nursing

Subject : Biophysics

Time Allotted Theory: 30 Hrs

### Course description:

The broad goal of teaching Biophysics to Nursing students is to enable them to understand, the application of physics principles while providing nursing care to the patients

### Section B -Biophysics

Unit No. & total hours	Objectives	Contents			T/I methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
I (02 hours)	At the end of unit students are able to <b>Knowledge:</b>	<b>Introduction:</b> Concepts of unit and measurements			<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Demonstration</li></ul>	Essay type Short answer Objective type Assessment of

## KIMSDU,KINS –PBBS.N.Syllabus

	<p>Understand and describe the concepts of unit and measurements.  <b>Skill:</b> Able to use measurements in nursing practice.  <b>Attitude:</b> Recognizes the importance of units.</p>	<p>(1 hour)</p> <ul style="list-style-type: none"> <li>• Fundamental and derived units Unit length, weight, mass, time. (1 hour)</li> <li>-</li> <li>-</li> </ul>			<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar presentation</li> </ul>	<p>skills with check list  Assessment of Patients management Problem  Essay type  Short answer  Objective type  Assessment of skills with check list  Assessme of Patients management Problem</p>
<p>II (02 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Understands and describes vector, speed, velocity and accelerations.  <b>Skill:</b> Able to apply law of motion while proving care to the patients.  <b>Attitude:</b> Incorporate knowledge into practice</p>	<p><b>Vector and scalar motion,</b></p> <ul style="list-style-type: none"> <li>• Vector and scalar motion, speed, velocity and acceleration (1hour)</li> <li>• Newton’s law of motion (1 hour)</li> <li>• Application of these principles in nursing (1 hour)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar presentation</li> </ul>	<p>Essay type  Short answer  Objective type  Assessment of skills with check list  Assessment of Patients management Problem</p>

## KIMSDU,KINS –PBBSsc.N.Syllabus

III (03 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe various aspects of gravity.</p> <p><b>Skill:</b> Apply principles of gravity in nursing</p>	<p><b>Must know Gravity</b></p> <ul style="list-style-type: none"> <li>• Application of principles of gravity in nursing. (1 hour)</li> </ul>	<p><b>Desirable to know</b></p> <p>Gravity: Specific gravity, centre of gravity, principles of gravity (1 hour)</p> <p>.Effect of gravitational forces on human body. (1 hour)</p>	- -	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar Presentation.</li> </ul>	
IV (03 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand describe concept of force, work, and energy.</p> <p><b>Skill:</b> Apply principles of mechanics while providing tractions to the patients.</p> <p><b>Attitude:</b> Recognizes</p>	<p><b>Force, Work and Energy</b></p> <ul style="list-style-type: none"> <li>• Type and transformation of energy, forces of the body, Static forces (1 hour)</li> <li>• Principles of machines, friction and body mechanics. (1 hour)</li> <li>• Simple mechanics – lever and body mechanics, pulley and traction,</li> </ul>	<ul style="list-style-type: none"> <li>• Force, work, Energy: Their units of measurement. (1 hour)</li> </ul>	- -	<ul style="list-style-type: none"> <li>• . Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar presentation</li> </ul>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of Patients management</p> <p>Problem</p>

## KIMSDU,KINS –PBBSsc.N.Syllabus

	the importance of body mechanics in nursing practice.	incline plane, screw. Application of these principles in nursing. (1 hours)				
V (03 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe nature and effects of heat, relative humidity, and regulation of body temperature. <b>Skill:</b> Regulate temperature and humidity while providing care to patients. <b>Attitude:</b> Identify deviations in body temperature.	<b>Heat</b> <ul style="list-style-type: none"> <li>• Heat : Nature, measurement, transfer of heat , Effects of heat on matter</li> <li>• Relative humidity, specific heat (1 hour)</li> <li>• Temperature scales</li> <li>• Regulation of body temperature</li> <li>• Application of these principles in nursing (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of heat for sterilization (1 hour)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar Presentation.</li> </ul>	Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem
VI (03 hours)	At the end of unit students are able to	<b>Light</b>	<b>Light:</b> Laws of reflection Biological		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	Essay type Short answer Objective type

## KIMSDU,KINS –PBBS.N.Syllabus

	<p><b>Knowledge:</b> Understand and describe laws of reflection, elements of the eye, and use of light in therapy. <b>Skill:</b> Uses light in therapies. <b>Attitude:</b> Recognizes the importance of light in patient care.</p>	<ul style="list-style-type: none"> <li>• Focusing elements of the eye, defective vision and its correction, use of lenses</li> <li>• Relationship between energy, frequency and wavelength of light. (1 hour)</li> <li>• Use of light in therapy.</li> <li>• Application of these principles in nursing. (1 hour)</li> </ul>	<p>effects of light (1 hour)</p>		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar Presentation.</li> </ul>	<p>Assessment of skills with check list Assessment of Patients management Problem</p>
<p>VII (03 hours)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> Understand and describe various principles of osmotic pressure. <b>Skill:</b> Able to apply the principles of osmotic pressure</p>	<p><b>Pressures:</b>  Atmospheric pressure, hydrostatic pressure, osmotic pressure(1 hour)</p> <ul style="list-style-type: none"> <li>• Measurements of pressures in the body. (1 hour)</li> <li>• Arterial and venous blood pressures, Ocular pressure</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar Presentation.</li> </ul>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem</p>



## KIMSDU,KINS –PBBSsc.N.Syllabus

	<p>providing nursing care.  <b>Attitude:</b>                      Recognizes the importance of osmotic pressure.</p>	<ul style="list-style-type: none"> <li>• Intracranial pressure-</li> <li>• Applications of these principles in nursing.                              (1 hour)</li> </ul>				
VIII (02 hours)	<p>At the end of unit students are able to  <b>Knowledge:</b>                      Understand and describe various aspects of sound.  <b>Skill:</b> Able to apply the principles of sound in providing nursing care.  <b>Attitude:</b>                      Appreciates socio cultural and economic background of individual and families.</p>	<ul style="list-style-type: none"> <li>• <b>Sound :</b></li> <li>• Frequency, Velocity and Intensity</li> <li>• Vocalization and hearing</li> <li>• Use of ultrasound.                              (1 hour)</li> <li>• Noise pollution and its prevention</li> <li>• Application of these principles in nursing                              (1 hour)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar presentation</li> </ul>	Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem
IX (05 hours)	<p>At the end of unit students are able to  <b>Knowledge:</b></p>	<p><b>Electricity and Electromagnetism:</b>                      Nature of Electricity, Voltage, Current,</p>	Flow of electricity in solids, electrolytes,		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	Essay type Short answer Objective type Assessment of

## KIMSDU,KINS –PBBSsc.N.Syllabus

	<p>Understand and describe Electricity and Electromagnetism.</p> <p><b>Skill:</b> Assist in the procedures such as ECG, EEG, EMG, and ECT.</p> <p><b>Attitude:</b> Recognizes the importance of principles of electricity.</p>	<p>Resistance and their Units. ( <b>1 hour</b>)</p> <ul style="list-style-type: none"> <li>• Electricity and human body</li> <li>• ECG, EEG, EMG, ECT</li> <li>• Pace makers and defibrillators. ( <b>1 hr</b>)</li> <li>• M.R.I. Scanning, CAT Scan ( <b>1 hr</b>)</li> <li>• Application of these principles in nursing (1 hour)</li> </ul> <p>M.R.I. Scanning, CAT Scan role of nurse (1 hour)</p>	<p>gases and vacuum. ( <b>1 hour</b>)</p> <ul style="list-style-type: none"> <li>• Magnetism and electricity. ( <b>1 hour</b>)</li> </ul>		<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar presentation</li> </ul>	<p>skills with check list</p> <p>Assessment of Patients management Problem</p>
<p>X (02 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the principles of radioactivity.</p> <p><b>Skill:</b> Apply principles of radioactivity in nursing care.</p>	<ul style="list-style-type: none"> <li>• <b>Atomic Energy:</b></li> <li>• Structure of Atom, Isotopes and Isobars.</li> <li>• Radiation protection units and limits, instruments used for detection of ionizing radiation. X-rays.</li> <li>• Application of these principles in nursing (1 hour)</li> </ul>	<p>Radioactivity : Use of radioactive isotopes (1 hour)</p>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar Presentation.</li> </ul>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of Patients management Problem</p>

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XI (02 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand s and describe the principles of electronics.	<ul style="list-style-type: none"> <li>• Principles of Electronics: Common electronic equipments used in patient care. (2 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar presentation</li> </ul>	Essay type Short answer Objective type Assessment of skills with check list Assesme of Patients management Problem
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### Practicum:-

Experiments and tests should be demonstrated wherever applicable

Evaluation

Internal assessment: - 25 marks (**Biophysics = 12 Marks** +Biochemistry = 13 Marks)

### Out of 12 Marks to be send to the University

76 Marks from Biophysics (midterm & prelim) to be converted into 12 Marks

External assessment (Theory): 38 Marks

(University Examination)

**Section –B: Biophysics**

**38 Marks**

## KIMSDU,KINS –PBBSsc.N.Syllabus

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### References:

1. Sharma Suresh kumar, Biophysics in nursing,1<sup>st</sup> edition, 2011, Jaypee Brothers Medical Publishers (P)Ltd.

<b>Midterm 38</b>	<b>Prefinal 38</b>	<b>University examination 38</b>
SECTION A- MCQ-1 X6=6 MARKS	SECTION A- MCQ-1 X6=6 MARKS	SECTION A- MCQ-1 X6=6 MARKS
SECTION B – BAQ- 2 X 5 =10 MARKS SAQ- 4 X3 = 12 MARKS	SECTION B – BAQ- 2 X 5 =10 MARKS SAQ- 4 X3 = 12 MARKS	SECTION B – BAQ- 2 X 5 =10 MARKS SAQ- 4 X3 = 12 MARKS
SECTION C – 1X10=10 TOTAL = 10MARKS	SECTION C – 1X10=10 TOTAL = 10MARKS	SECTION C – 1X10=10 TOTAL = 10MARKS
Theory examination: Midterm: 38 Marks		Prefinal: 38marks
External Assessment : University Examination: Theory: 38 Marks		

2. Randhawa S.S., Text book of biochemistry & biophysics,1<sup>st</sup> edition,2013, S. Vikas & Co., Publishing House
3. Randhawa S.S., Text book of biochemistry & biophysics,1<sup>st</sup> edition,2011, S. Vikas & Co., Publishing House
4. Sharma Suresh kumar, Text book of biochemistry & biophysics for nurses,1 edition,2014, Jaypee Brothers Medical Publishers (P)Ltd.

**KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201    Course code: 4201-14**

**1<sup>st</sup> Year Post Basic B. Sc. Nursing**

**Subject : Psychology**

**Theory: 60hr  
Practical: 15  
hrs.**

**Course description:**

This course is designed to orient students with regards to psychological principles, and widen their knowledge of the fundamentals of psychology. The course offers Students and opportunity to understand the psychodynamics of patient behavior and to apply theoretical concepts in practical settings.

**Objectives:** The course aims towards the developing students skills in –

- Understanding herself and others
- Analyzing her own thought and behavior patterns
- Using psychological principles to improve her efficiency in nursing care
- Applying psychological principles while performing nursing duties
- Distinguishing psychological processes during health and sickness
- Planning nursing care with regards to psychological needs and concerns
- Participating in psychological assessment of patient

## KIMSDU,KINS –PBBSsc.N.Syllabus

Unit No. & Total Hrs.	Objectives	Contents			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
Unit :1 (5hrs)  Added Hrs.2  =07	At the end of unit students are able to: <b>Cognitive:</b> Define psychology <b>Psychomotor:</b> Explain the ranches of psychology. <b>Affective:</b> Describe nursing implicationin psychology.	<b>Introduction to psychology-</b> -Definition, history and scope -Branches and methods(1hr) -relationship with other subjects(1hr) <i>-Terminology used in Psychology 1Hrs</i>	-Psychology and the student nurse -Habits and skill(1hr)	• <i>-Relationship between psychology &amp; sociology 1Hrs</i>	Lecture cum Discussion Ppt presentation. Group discussion Experiments	MCQ, Short answers, long answers.
Unit :ii (5hrs)	At the end of unit students are able to: <b>Cognitive:</b> Definition attention, &Factors affecting on attention <b>Psychomotor:</b>	<b>ISensation, attention and perception</b> Process in sensation (1hr) Problems in sensation (1hr). <b>Attention-</b> Definition, characteristics and typesfactors affecting	<b>-Perception</b> – definition and characteristics of Perception form, depth and movement.(1hr). Problems and nursing care. (1hr)	<i>-Types and difficulties in perception 1 hr</i> -Distraction and sustaining attention. (1hr).	Lecture cum Discussion Ppt presentation. Group discussion Experiments	-MCQ, -Short answers, long answers Seminar. Assignments

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	<p>Explain types &amp; difficulties and problems in perceptions.</p> <p><b>Affective:</b> Utilize knowledge of perception in clinical field.</p>	attention(1hr)				
<b>Unit iii</b> (5hrs)	<p>At the end of unit students are able to understand :</p> <p><b>Cognitive</b> Define motivation.</p> <p><b>Psychomotor:</b> recognize the emotional reactions of the individuals.</p> <p><b>Affective:</b> Application of this knowledge in nursing care.</p>	<p><b>1 Motivation.</b> Definition, nature and needs and motives – biological and social(2hrs)</p>	<p>-Frustration and conflicts(1hr) -Types of conflicts -Self actualization -Application in nursingcare(1hr)</p>	-Theories of motivation.(1hr)	<p>-Lecture cum -Discussion. -Ppt presentation. -Group discussion.</p>	<p>MCQ, Short answers, long answers Seminar. Assignments.</p>
<b>Unit iv</b> (4hrs)	<p>At the end of unit students are able to understand :</p> <p><b>Cognitive:</b> Define emotion.</p> <p><b>Psychomotor:</b> Positive attitude towards patient care</p>	<p><b>-Emotion:</b> definition and meaning, expressions and perceptions.(1hrs)</p>	<p>-Emotions in sickness, nursing care.(1hr)</p>	-Theories of emotion.(2hrs)	<p>-Lecture cum -Discussion. Ppt presentation. -Group discussion.</p>	<p>-MCQ, -Short answers, long answers Seminar. Assignments Unit test</p>

## KIMSDU,KINS –PBBSsc.N.Syllabus

	<b>Affective:</b> application of this knowledge in nursing care.					
<b>Unit v</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive</b> define personalities explain its nature & factors affecting on personality <b>Psychomotor:</b> Differentiate personality disorder. <b>Affective:</b> Implication of this knowledge during clinical area.	<b>-Personality:</b> definition, nature, factors influencing personality.(1hr)	- 2defense mechanism(1hr) - psychological problems(1hr) - personality disorders and nursing.(1hr)	-Theories of personality development.(1hr)	-Case discussion -Lecture cum -Discussion. -Ppt presentation. -Group discussion. Practical session.	-MCQ, -Short answers, long answers Seminar. Assignments.
<b>Unit VI</b> (4hrs)	At the end of unit students are able to understand : <b>Cognitive.</b> Define psychological aspects in nursing <b>Psychomotor:</b> Acquire knowledge for	<b>1Psychological aspects of nursing.</b> Psychological needs of child, adolescent, adult, aged chronically ill and attendants.(2hrs)	Behaviour during sickness - understanding the client - psychological approach in nursing care (2hrs)	-	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• Ppt presentation.</li> <li>• Group discussion.</li> </ul> Practical session.	MCQ, Short answers, long answers Seminar. Assignments.



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	different kinds of personality. <b>Affective:</b> Implication of good nursing care in clinical practice.					
<b>Unit vii:</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive</b> define individual differences its significance <b>Psychomotor:</b> implication of different role of nurse in health and sickness. <b>Affective:</b> Develops positive attitude towards different types of personality while giving care to the client.	<b>1 Individual difference:</b> - definition and significance - heredity and environment - role in health and sickness - Implications in nursing.	2 Explain individual differences, effects on health.		-Case discussion -Lecture cum -Discussion. -Ppt presentation. -Group discussion. Practical session.	MCQ, Short answers, Long answers Seminar. Assignments. Unit test.
<b>Unit viii:</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive:</b> Define	<b>1 Intelligence and abilities:</b> • Definitions and nature, • Mental retardation	▪ 2 Theories of intelligence and abilities.	• 3 Psychological testing and measurement Intelligence and abilities during sickness.	• Case discussion • Lecture cum • Discussion. • Ppt presentation.	MCQ, Short answers, Long answers

## KIMSDU,KINS –PBBSsc.N.Syllabus

	<p>intelligence.</p> <p><b>Psychomotor:</b> Demonstrate psychological testing &amp; measurement.</p> <p><b>Affective:</b> develops positive attitude towards patients in clinical area.</p>	and iq.			<ul style="list-style-type: none"> <li>• Group discussion.</li> </ul>	<p>Seminar. Assignments.</p> <p>Unit test</p>
<p><b>Unit ix:</b> (5hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Cognitive:</b></p> <p>Explain definition, nature, of learning.</p> <p><b>Psychomotor:</b></p> <p>Explain laws and types of learning.</p> <p><b>Affective:</b></p> <p>Application of this knowledge in learning</p>	<p><b>1 Learning:</b> Definition, nature and (1hr) Conditioning: learning (1hr) Process, Laws and types and factors affecting on learning(1hr)</p>	<ul style="list-style-type: none"> <li>• 2 Learning during health and sickness(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Learning theories. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• Ppt presentation.</li> <li>• Group discussion.</li> </ul> <p>Practical session.</p>	<p>MCQ, Short answers, Long answers Seminar. Assignments.</p>

## KIMSDU,KINS –PBBS.N.Syllabus

<p><b>Unit x:</b> (5hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Cognitive:</b> explain memory, Definition, its nature, its factors.</p> <p><b>Psychomotor:</b> Students will acquire the different ways for to retain memory.</p> <p><b>Affective:</b> Student will utilize this knowledge in clinical area. &amp;memory during illness</p>	<p><b>1 Memory and forgetting.</b> Memory – definition and nature</p> <ul style="list-style-type: none"> <li>○ Memory models - and factors affecting(1hr)</li> </ul> <p>Memory methods to improve memory. (1hr)</p> <ul style="list-style-type: none"> <li>● Forgetting – definition, explanation of forgetting. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>● 2 Memory during health and sickness(1hr). Forgetting during health and sickness (1hr) .</li> </ul>		<ul style="list-style-type: none"> <li>● Case discussion</li> <li>● Lecture cum</li> <li>● Discussion.</li> <li>● Ppt presentation.</li> <li>● Group discussion.</li> </ul> <p>Practical session.</p>	<p>MCQ, Short answers, Long answers Seminar. Assignments.</p> <p>Unit test</p>
<p><b>Unit xi:</b> (5hrs)</p>	<p>At the end of unit students are able to understand :</p> <p><b>Cognitive:</b> Define attitude.</p>	<p><b>1 Attitudes:</b> Definition and nature, (1hr)</p>	<p>2 Development and modification of attitude(1hr)</p> <p>Role of attitudes in health and sickness (1hr)</p>	<p>3 Theories of attitude.(2hrs)</p>	<ul style="list-style-type: none"> <li>● Case discussion</li> <li>● Lecture cum</li> <li>● Discussion.</li> <li>● Ppt presentation.</li> <li>● Group discussion.</li> </ul> <p>Practical session.</p>	<p>MCQ, Short answers, Long answers Seminar. Assignments.</p>

## KIMSDU,KINS –PBBS.N.Syllabus

<b>Unit xii:</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive</b> Define good mental health. <b>Psychomotor:</b> Acquired knowledge regarding good mental health.	1 Mental hygiene: concepts and meaning of mental hygiene factors influencing mental health.3Hrs.	2 Characteristics of a mentally healthy person. 2hrs.	-	unit test <ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• Ppt presentation.</li> <li>• Group discussion.</li> </ul> Practical session.	MCQ, Short answers, Long answers Seminar. Assignments.
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### Internal Assessment Evaluation Scheme

#### A. Theory

Sr.No.	Examination	Marks (Maximum)	Total Theory Marks Sent To University [A]
1.	Midterm Examination	75	
2.	Pre-Final Examination	75	
	Total	150	15

#### B. Practical

Sr.No.	Activity	Marks	Total Marks	Total Practical Marks Sent To University [B]
1.	Assignment	1x 10	10	
	Total		10	10

## KIMSDU,KINS –PBBS.N.Syllabus

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Internal Assessment Marks Sent To University =	A + B	=	15 +10
=	25		

<b>EXTERNAL ASSESSMENT: (Theory) -University examination: 75 Marks</b>		
<b>MIDTERM 75</b>	<b>PREFINAL 75</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ-1X15=15Marks	MCQ-1X15=15Marks	MCQ-1X15=15Marks
BAQ -2X10=20Marks	BAQ -2X10=20Marks	BAQ -2X10=20Marks
SAQ -4X5=20Marks	SAQ -4X5=20Marks	SAQ -4X5=20Marks
LAQ -10X2=20Marks	LAQ -10X2=20Marks	LAQ -10X2=20Marks

### References:

1. Bhatia, b.d. and craig, m: elements of psychology and mental hygiene for nurses; chennai : orient longman pvt. Ltd
2. Dandekar, w.n. : fundamentals of experimental psychology ; kolhapur : moghe prakashan
3. Hurlock, e. : developmental psychology ; singapore :tata mcgraw hill book co.,
4. Mcghee, a : psychology as applied to nursing ; london : churchill livingstone

## KIMSDU,KINS –PBBSN.Syllabus

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5. Morgan, c.t. and king, r.a.: introduction to psychology ; singapore : mcgraw hill book co.,

### **KIMSDU. KINS.**

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-15**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject:Microbiology**

Time allotted: theory 60 Hrs

Practical -30 hrs

## KIMSDU,KINS –PBBS.N.Syllabus

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### **COURSE DESCRIPTION**

This course is reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling materials containing harmful bacteria and methods of destroying microorganisms.

### **OBJECTIVES:**

At the end of the course, the student will

1. Identify common disease producing micro-organisms.
2. Explain the basic principles of microbiology and their significance in health and disease.
3. Demonstrate skill in handling specimens
4. Explain various methods of dis-infection and sterilization
5. Identify the role of the nurse in hospital infection control system

<b>Unit no and total Hrs.</b>	<b>Objectives</b>	<b>Contents</b>			<b>T/L Method</b>	<b>Evaluation</b>
		Must know	Desire to know	Nice to know		

## KIMSDU,KINS –PBBS.N.Syllabus

I (03 hrs)	At the end of unit students are able to Knowledge: Understand and describe the basic concepts of microbiology.	<b>Structure and classification of Microbes:</b> <ul style="list-style-type: none"> <li>• Morphological types, .(1Hr)</li> <li>• Size and form of bacteria.(1Hr)</li> </ul>	-Motility -classification of microorganism (1Hr)	--	Lecture Discussion
II (03hrs)	At the end of unit students are able to Knowledge: Know the identification of microorganisms	<b>Identification of micro-organism:</b> (1hrs) <ul style="list-style-type: none"> <li>• Discussion of laboratory methods (1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis of bacterial diseases (1 hour)---</li> </ul>	--	Lecture Discussion
III (04 hrs)	At the end of unit students are able to Knowledge: Understand and describe growth and nutrition of microorganisms.	<ul style="list-style-type: none"> <li>• Growth and nutrition of Microbes: . (1 hrs )</li> <li>• Temperature, .( (1 hrs )</li> <li>• Blood .( (1 hrs )</li> </ul>	<ul style="list-style-type: none"> <li>• Moisture. (1 hrs )</li> </ul>	--	Lecture Discussion
IV (07hrs)	At the end of unit students are able to Knowledge: Understand describe disinfection and sterilization. Skill: Perform disinfection of the care giving areas. Attitude: Recognizes the importance of disinfection in nursing practice.	<b>Destruction of micro-organism:</b> <ul style="list-style-type: none"> <li>• Chemotherapy(1hr)</li> <li>• Hospital infection control procedure, (1hr)</li> <li>• role of nurses.(1hr)</li> </ul> <i>CSSD &amp; BMW Educational visit(1hr)</i>	<ul style="list-style-type: none"> <li>• Sterilization and disinfections. (1 hr)</li> <li>• Effect of heat and cold.(1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Antibiotics (1 hr)</li> </ul>	Lecture Discussion <i>CSSD &amp; BMW Educational visit</i>



## KIMSDU,KINS –PBBS.N.Syllabus

V (10hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various disease producing microorganisms.	<b>Disease producing micro-organisms: introduction:</b> <ul style="list-style-type: none"> <li>• Gram positive Bacilli (1 hr).</li> <li>• Description Anaerobes(1 hr)</li> <li>• Cocci, Description Cocci. (1 hr)</li> </ul> <i>Preparation of models of microorganisms &amp; presentation(1hrs)</i>	<ul style="list-style-type: none"> <li>• Spirochetes (1 hour).</li> <li>• Rickettsia,Leprosy (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Tuberculosis(1hr)</li> </ul>	Lecture Discussion	
VI (06 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various disease producing fungi.	<b>Pathogenic fungi:</b> <ul style="list-style-type: none"> <li>• Dermatophytes, Systemic Mycotic infection, Cont. Description. Systemic Mycotic infection (1 hr)</li> </ul> <i>Microbiology Department visit(1hrs)</i>	<ul style="list-style-type: none"> <li>• Antigen reaction, (1HR)</li> <li>• Anti-body reaction (1HR)</li> </ul>	<ul style="list-style-type: none"> <li>• Laboratory diagnosis of Mycotic infection. (1 hour)</li> </ul>	LECTUR E DISCUSS ION <i>Microbiol ogy Departme nt visit</i>	
VII (03hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe immunity, hypersensitivity, and antigen antibody reactions. <b>Attitude:</b> Recognizes the importance of immunity.	<b>Immunity:</b> <ul style="list-style-type: none"> <li>• Immunity(1HR)</li> <li>• Immunization schedule(1HR)</li> </ul>	<ul style="list-style-type: none"> <li>• hypersensitivity – Skin test(1HR)</li> </ul>	----	LECTUR E DISCUSS ION	

## KIMSDU,KINS –PBBSsc.N.Syllabus

VIII (9 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various parasites and vectors.	<b>Parasites and vectors:</b> <ul style="list-style-type: none"> <li>• Characteristics (1 hr )</li> <li>• Classification of parasites. (1 hrs)</li> <li>• Protozoal infection (1 hr)</li> <li>• Amoebiasis(1hr)</li> <li>• Helminthes infection (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis of parasitic infection(1hr)</li> <li>• parasitic infection(1hr)</li> <li>• Diseases transmitted by Vector(1HR)</li> </ul>	<ul style="list-style-type: none"> <li>• Vector(1HR)</li> </ul>	LECTUR E DISCUSS ION	
IX (9hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe classification and characteristics of viruses.	<b>Viruses:</b> <ul style="list-style-type: none"> <li>• Diseases caused by viruses in men (1hr)</li> <li>• Their control (1hr)</li> </ul> <i>Morphology of Zika virus, Characteristics, (1hr)</i> <i>Source, portal of entry(1hr)</i> <i>Transmission of infection, Identification of disease control of spread of infection(1HR)</i>	<ul style="list-style-type: none"> <li>• characteristics of viruses (1 hours)</li> <li>• Classification(1 hours)</li> <li>• general Preventive measures (1hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont... Diseases caused by viruses in animal( 1 hr )</li> </ul>	Lecture Discussion	
X (06 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the microorganisms transmitted through food.	<b>Micro-organisms transmitted through foods:</b> <ul style="list-style-type: none"> <li>• Introduction Food poisoning, (1hr) Classification Food poisoning. (1hr)</li> <li>• Nursing responsibility Food poisoning. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Classification Food borne infections.(1hr)</li> <li>• Prevention of Food borne infections.(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Food borne infections. (1hr)</li> </ul>	LECTUR E/ DISCUSS ION	

### INTERNAL ASSESSMENT:

#### B. Theory

Sr.No.	Examination	Marks (Maximum)	Total Theory Marks Sent To University [A]

## KIMSDU,KINS –PBBSsc.N.Syllabus

1.	Midterm Examination	75	
2.	Pre-Final Examination	75	
	Total	150	15

Theory: 15 Marks

Journal Assignment: 10 Marks

Total: 25 Marks

(Out of 25 Marks to be send to the University)

### PRACTICUM

Each Student will practice in the laboratory as indicated in each unit of the courses outline. While giving nursing care in the wards they will practice collection and processing of sterilization, immunization, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, posting in CSSD and infection control department.

SR.NO	PRACTICAL	30 marks
1)	Use and care of microscope, Common examination: smear, Blood, Modules, and Yeasts.	6marks
2)	Staining techniques-gram staining, acid fast staining. Hanging drop preparation.	6marks
3)	Preparation of Media and culture techniques. -Collection handling and transportation of various specimens	6marks
4)	Sterilization methods- Physical, Chemical and Mechanical	4marks
5)	Identification and study of the following bacteria: Strepto cocci, pneumococci and Staphylococci, Corynebacteria Spirochetes and gonococci. Enteric bacteria. Posting in infection control department.	3marks
6)	Demonstration of serological methods	3marks
7)	Identification of Parasites and Vectors.	2marks

**EXTERNAL ASSESSMENT: (Theory) -University examination: 75 Marks**

<b>MIDTERM 75</b>	<b>PREFINAL 75</b>	<b>UNIVERSITY EXAMINATION</b>
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## KIMSDU,KINS –PBBS.N.Syllabus

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MCQ-1X15=15Marks	MCQ-1X15=15Marks	MCQ-1X15=15Marks
BAQ -2X10=20Marks	BAQ -2X10=20Marks	BAQ -2X10=20Marks
SAQ -4X5=20Marks	SAQ -4X5=20Marks	SAQ -4X5=20Marks
LAQ -10X2=20Marks	LAQ -10X2=20Marks	LAQ -10X2=20Marks

### References:

1. Alice Corraine Smith, " Microbiology and pathology" 9th ed., Mosby Co.
2. Bernard D. Davis, RentapDalbecco Herman N. Eisen& Harold S. Ginsberg, " Microbiology", 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) "Clinical microbiology", 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), "Medical microbiology" 13th ed., Printed.
5. P. Ananthanarayan and C. K. JayarmPanikar, "Textbook of microbiology", 8<sup>th</sup> ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjratan Text Book of Microbiology in nursing, New central Book agency Calcutta 2002.

**KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201      Course code: 4201-16**

**1<sup>st</sup> Year Post Basic B. Sc. Nursing**

**Subject : Maternal Nursing**

**Time Allotted Theory : 60 Hrs**

**Practical : 240**

**COURSE DESCRIPTION ;**

The course is designed to widen the student's knowledge of obstetrics during pregnancy, labour and puerperium. It also helps to acquire knowledge and to develop skill in rendering optimum nursing care to a child bearing mother in a hospital or in community and help in the management of common gynaecological problems.

**OBJECTIVES:** At the end of the course, the student will be able to:

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

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### MATERNAL NURSING

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe trans cultural maternity nursing, role of nurse in family welfare programmes. <b>Skill:</b> To apply legislation related to maternal benefits, MTP act and family planning. <b>Attitude:</b> Describe expanded role of midwife in maternity care.	<b>INTRODUCTION AND HISTORICAL REVIEW</b> <b>Must know</b> Maternity care and practices in various cultures across the world. (1 hr) Expanded role of the midwife in maternity. (1 hr) Safe motherhood initiative. Maternal mortality, morbidity and perinatal mortality. (1 hr)	<b>Desirable to know</b> Early history of midwifery and evolution of obstetrics. Legislation related to maternal benefits, MTP acts, Family planning (1 hr)	<b>Nice to know</b> Family welfare programme (1 hr)	Lecture Discussion	MCQs BAQs SAQs
II (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Review anatomy and physiology of female reproductive system. Explain fertilization, fetal growth and fetal circulation. <b>Skill:</b> Demonstrate fetal skull and female pelvis. <b>Attitude:</b> Recognizes placenta, liquor amnii,	<b>ANATOMY AND PHYSIOLOGY OF FEMALE REPRODUCTIVE SYSTEM</b> Review of anatomy and physiology of female reproductive system. (1 hr) Female pelvis and foetal skull. (1 hr) Human reproduction, gametogenesis, fertilization, embryo. (1 hr) Placenta, liquor amnii, umbilical cord (1 hr) The foetus: foetal growth, foetal circulation. (1 hr)	<b>Desirable to know</b> Menstrual cycle. <i>Abnormalities of placenta, umbilical cord, liquor amnii and membranes (1 hour)</i>		Lecture Discussion	MCQs BAQs SAQs

## KIMSDU, KINS – PBBS Sc.N. Syllabus

	umbilical cord.					
III (14 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understands and describe physiological changes during pregnancy, physiology of lactation, diagnosis of pregnancy and antenatal care.</p> <p><b>Skill:</b> Demonstrate mechanism of normal labor.</p> <p><b>Attitude:</b> Perform antenatal assessment of fetal well being.</p>	<p><b>NORMAL PREGNANCY</b></p> <p><b>Must know</b></p> <p>Physiological changes during pregnancy. (1 hour)</p> <p>Diagnosis of pregnancy and antenatal care. (1 hour) Antenatal assessment of fetal well being. (1 hour) Physiology of normal labour. (1 hour) Mechanism of normal labour. (1 hour) Management of I, II, and III stages of labour. Physiology of normal puerperium. (1 hour) Management of normal puerperium. (1 hour)</p> <p>Pregnancy with STD, HIV / AIDS (1hr). Common Gynecological Problems. Fibroids, Uterine and Cervical Prolapse. (1hour) USG, NST, CTG Radiography. ( 2 hour)</p> <p><i>Healthy birth practices (1 hour) and Non pharmacological pain relief methods (1 hour)</i></p> <p><i>Obstetrics shock (1 hour)</i></p>	<p><b>Desirable to know</b></p> <p>Physiology of lactation and breast feeding. (1 hour)</p> <p>Cervical erosions, Carcinoma. Uterine Inversion etc. (1 hour)</p>	Ovarian tumor during pregnancy (1 hour)	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul> <p><i>CBL</i></p> <p><i>Videos</i></p> <p><i>Demonstration</i></p>	MCQs BAQs SAQs
IV (06 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe asphyxia neonatrum, respiratory distress, neonatal jaundice, birth injuries and newborn infections.</p>	<p><b>NEWBORN BABY</b></p> <p><b>Must know</b></p> <p>Immediate care of newborn, including SGA &amp; LGA. (1 hr)</p> <p>Normal characteristics and essential care of newborn. (1 hr)</p> <p>Newborn Resuscitation. Asphyxia</p>	<p><b>Desirable to know</b></p> <p>Organization of NICU (1 hr)</p>	<b>Nice to know</b> Still birth – incidence, causes and prevention. (1 hr)	<p>Lecture Discussion</p> <ul style="list-style-type: none"> <li>Demonstration</li> </ul>	MCQs BAQs SAQs

## KIMSDU,KINS –PBBSsc.N.Syllabus

	<p><b>Skill:</b> Demonstrate newborn assessment and newborn resuscitation.</p> <p><b>Attitude:</b> Practice immediate care of newborn. Identify the organization of NICU.</p>	<p>Neonatum, respiratory distress. Jaundice in newborn. (1 hr)</p> <p>Birth injuries, infection in newborn. (1 hour)</p> <p>congenital anomalies, and vomiting in newborn. Care of low birth weight babies in labour room and nursery/NICU</p>				
V (24 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explains various medical and gynecological disorders during pregnancy.</p> <p><b>Skill:</b> Perform antenatal and post natal assessment for high risk cases.</p> <p><b>Attitude:</b> Identify various factors responsible for high risk pregnancy.</p>	<p><b>MEDICAL DISORDERS IN PREGNANCY</b></p> <p><b>Must know</b></p> <p>Toxemias' during Pregnancy: Pre-eclampsia, Eclampsia. (1 hour)</p> <p>Anemia in pregnancy.</p> <p>Diabetes mellitus in pregnancy. (1 hr)</p> <p>Heart diseases during pregnancy. (1hr)</p> <p>Abortions. (1 hour)</p> <p>Hydatidiform mole. Ectopic pregnancy. (1 hour) Ante partum hemorrhage – Placenta praevia, Abruptio placenta. (1 hour) Hyper emesis Gravidarum.</p> <p>Multiple pregnancies. Hydramnios: (1 hour) Oligohydramnios. ,Polyhydramnios. Preterm labour, (1 hour) Postdatism. Premature rupture of membrane. (1 hour) IUGR.</p> <p>Uterine Fibroid during pregnancy. (1 hour)</p> <p>Medical termination of pregnancy.</p> <p>Abnormal presentation – Unstable lie, Occipito posterior, face, brow, Breech, compound presentation. (1 hour)</p> <p>Abnormal uterine action. Contracted pelvis and CPD. (1 hour) Obstructed</p>	<p><b>Desirable to know</b></p> <p>Renal disorders in pregnancy (1 hour)</p> <p>Pregnancy in Rh negative women. (1 hour)</p> <p>Pregnancy with previous caesarean section. (1 hour)</p> <p>Puerperal pyrexia and puerperal sepsis.(1hour)</p> <p>Psychiatric disorders in puerperium.(1 hour)</p>	<p>Jaundice in pregnancy</p> <p>.Pulmonary TB. (1 hour)</p>	<p><i>PBL</i></p> <p><i>Role play</i></p>	<p>MCQs</p> <p>BAQs</p> <p>SAQs</p>



## KIMSDU,KINS –PBBSsc.N.Syllabus

		<p>labour, rupture of uterus, injuries of maternal birth canal, cord Prolapsed. (1 hour)</p> <p>Post partum hemorrhage (1 hour) Breast complications – Breast engorgement, breast abscess, acute mastitis. (1 hour)</p> <p>Uterine rupture, cervical tear(2 hour) D &amp; E , S &amp; E</p> <p>Use of instruments – Forceps, Vacuum. (1 hour) Caesarean section</p> <p><i>Nursing management of perinatal loss (1 hour)</i></p>				
VI (02 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the management of high risk pregnancy.</p> <p><b>Skill:</b> Perform abdominal palpation on high risk patients.</p> <p><b>Attitude:</b> Recognizes various factors responsible for high risk pregnancy.</p>	<p><b>PHARMACOTHERAPEUTICS</b></p> <p><b>Must know</b></p> <p>Oxytocin, Prostaglandins – use in obstetrics. (1 hour)</p> <p>Anesthesia and analgesics used in obstetrics. (1 hour)</p>	<p><b>Desirable to know</b></p> <p><i>Nursing responsibilities related to anaesthesia (1 hr)</i></p>	<b>Nice to know</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> </ul>	<p>MCQs</p> <p>BAQs</p> <p>SAQs</p>
VII (03 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe puerperal pyrexia, puerperal sepsis, PPH.</p> <p><b>Skill:</b> Demonstrate skill in nursing management of postnatal complications.</p> <p><b>Attitude:</b> Identify various patients with breast</p>	<p><b>Current Trends in Reproductive health (RCH)</b></p> <p><b>- Must know</b></p> <p>National welfare Programmes for women</p> <p>National family welfare programme. (1 Hr)</p> <p>Infertility, genetic counseling. (1 hour)</p>	<p><b>Desirable to know</b></p> <p>Advances in maternity care.(1 hour)</p>	Unwed mothers.		<p>MCQs</p> <p>BAQs</p> <p>SAQs</p>

## KIMSDU, KINS – PBBS Sc.N. Syllabus

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complications.			
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### INTERNAL ASSESSMENT EVALUATION SCHEME

#### Theory

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University
1.	Midterm examination	75	
2.	Pre-final examination	75	
	<b>TOTAL</b>	<b>150</b>	<b>25</b>

#### Practical - A

Sr.No.	Practical Examination	Marks (maximum)	Total Practical marks sent to University [A]
1.	Midterm examination	50	
2.	Pre-final examination	50	
	<b>TOTAL</b>	<b>100</b>	

#### B . Clinical Evaluation & clinical Assignment

Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [B]
1.	Case study: Two (50 marks each)	2x50	100	
2.	Case Presentation :One	50	50	
3.	Clinical Evaluation 3 (100 Marks each)	3x100	300	
4.	Group Health teaching (one)	25	25	

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5.	Nursing Care plan (Gyanae :One )	25	25	
	TOTAL		500	

<b>SUMMATIVE</b>		
<b>MID-TERM : 75M</b>	<b>PREFINAL 75M</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

**Internal assessment marks sent to University = A + B = 100 +500 =600**  
**600 MARKS FROM PRACTICAL TO BE CONVERTED INTO 50 MARKS SEND TO**  
**UNIVERSITY**

### References:

1. Littleton, Engebretson J C. Maternity Nursing Care. 2005: Thompson Canada 2005.
2. Myles M. Text book for midwives,9th ed.Edinburgh: Churchill Livingstone; 1981.
3. Jacob Annamma, A Comprehensive text book of midwifery, 2<sup>nd</sup> ed., Jaypee Brothers Medial Publishers, New Delhi 2008.
4. Basavanthappa BT. Textbook of Midwifery and Reproductive Health Nursing. 1st Ed. B-3EMCA house, 23/23 B Ansari Road,Daryaganji: Jaypee Brothers:2006.
5. Lowdermilk Perry Cashion; Maternity Nursing; 8<sup>th</sup> ed.; Elsevier publications; Canada; 2010.
6. Bobak. Maternity nursing. 4<sup>th</sup> ed. 2009

**KIMSDU. KINS.**

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-17**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject : Child Health Nursing**

## KIMSDU, KINS – PBBS Sc.N. Syllabus

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**Practical :- 240 hrs**

**Time allotted :- 60hrs**

### **COURSE DESCRIPTION:-**

This Course is aimed at developing an understanding of the modern approach to child care, the principles of child health nursing and the common problems of neonates and children in health and sickness.

**OBJECTIVES:** - At the end of the course, the students will be able to :-

1. Explain the modern concept of child care and the principles of child health nursing
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

Unit No. with total hours	Objectives	Contents with distributed hours			T/L METHODS	METHODS OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (07 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the basic care of child health nursing	<b>4hrs</b> <b>Must know</b> • Modern concept of child care, internationally accepted rights of the child. Changing trends in hospital care, <b>(1hr)</b> • preventive, promotive and	<b>2hrs</b> National policy and legislation's in relation to child health and welfare. <b>(1hr)</b> • - Differences between adult and	<b>1hr</b> National programmes related to child health and welfare. <b>(1hr)</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul> Assessment of skills with check

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	<p><b>Skill:</b> Organize the principles of pre and post operative care of child health nursing.</p>	<p>curative aspects of child health Child morbidity and mortality rates <b>(1 hr)</b></p> <ul style="list-style-type: none"> <li>• Hospital environment for a sick child and role of a pediatric nurse in caring for the hospitalized child. <b>(1hr)</b></li> <li>• Principles of pre and post operative care of infants and children. <b>(1hr)</b></li> <li>• Pediatric nursing procedures Collection of specimen,calculation&amp;administration of drugs ,adm of oxygen, nebulization, exchange transfusion</li> </ul>	<p>child care. <b>(1 hr)</b></p>		<p>session</p> <ul style="list-style-type: none"> <li>• PBL</li> <li>• Case discussion</li> <li>• Seminar</li> <li>• Drug book/ presentation</li> <li>• Health Education</li> </ul>	<p>list</p> <ul style="list-style-type: none"> <li>• Assessme of Patients management problem</li> </ul>
<p>II (12 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Know the normal growth and development of the child.</p> <p><b>Skill:</b> Develop the nursing care regarding the nutritional needs.</p> <p><b>Attitude:</b> Have a positive attitude regarding the preventive humanization.</p>	<p><b>(7hrs)</b></p> <p><b>Must know</b></p> <p><b>Growth &amp; development:</b></p> <ul style="list-style-type: none"> <li>• Principles &amp; factors affecting growth &amp; development.<b>(1 hr)</b></li> <li>• Assessment of growth and development.<b>(1hr)</b></li> <li>• Growth &amp; development from birth to adolescence, needs of normal children through stages of development and parental guidance.<b>(1hr)</b></li> <li>• Infancy, <b>1hr)</b></li> <li>• toddler, pre-schoolar, <b>1hr)</b></li> <li>• school age child and adolescents. <b>(1 hr)</b></li> <li>• Preventive immunization.<b>(1hr)</b></li> </ul>	<p><b>(4hrs)</b></p> <ul style="list-style-type: none"> <li>• Nutritional needs of infants and children <b>(1hr)</b></li> <li>• principles of pediatric nutrition. <b>(1hr)</b></li> <li>• Breast feeding, Artificial feeding &amp; Weaning<b>(1 hrs)</b></li> <li>• Growth chart <b>(1hr)</b></li> </ul>	<p><b>(1hr)</b></p> <p>Role of play in children - Need, importance and value of play, selection of play material and nurse's role. <b>(1 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type Assessment of skills with check list</li> <li>• Assessment of Patients management problem</li> </ul>
	<p>At the end of unit</p>	<p><b>(5hr)</b></p>			<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> </ul>

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III (08 hours)	<p>students are able to</p> <p><b>Knowledge:</b> Know the comprehensive nursing care of neonatal problems.</p> <p><b>Skill:</b> Develop the skill of prevention of neonatal problems.</p> <p><b>Attitude:</b> Predict and explain the critical care concept in child health.</p>	<p><b>Must know</b></p> <ul style="list-style-type: none"> <li>• Characteristics and care of a newborn. (1hr)</li> <li>• Asphyxia neonatorum. Low birth weight infants. (1hr)</li> <li>• Nursing management of common neonatal disorders. (1hr)</li> <li>• Neonatal jaundice &amp; photo therapy. Neonatal sepsis &amp; hypoglycemia. (1hrs)</li> <li>• Neonatal resuscitation (1 hr)</li> </ul>	(2hr)	<ul style="list-style-type: none"> <li>• Prevention &amp; Control of infection. (1hr)</li> <li>• Critical care concept in child health (1hr)</li> </ul>	(1hr)	<p>Organization of Neonatal units, (1hr)</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> <li>• Assessment of Patients management problem</li> </ul>
IV (29 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Know the different types of diseases in all the body systems.</p> <p><b>Skill:</b> Develop nursing care according to disease aspect.</p> <p><b>Attitude:</b> Identify the children who are in vulnerable group.</p>	(17hrs)	(9hrs)	(3hrs)	<ul style="list-style-type: none"> <li>• Vitamin deficiency disorders (Rickets, scurvy, Vit. A deficiency disorders) (2hr)</li> <li>• Fractures. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> <li>• Assessment of Patients management problem</li> </ul>
		<p style="text-align: center;"><b>(17hrs)</b></p> <p><b>Must know</b></p> <p>a) <b>Nutritional deficiency disorders.</b></p> <ul style="list-style-type: none"> <li>• Protein energy malnutrition(1hr)</li> </ul> <p><i>Severe acute malnutrition &amp; moderate acute malnutrition(1hr)</i></p> <p>b) <b>Respiratory diseases &amp; disorders:</b></p> <ul style="list-style-type: none"> <li>• Acute bronchitis &amp; Bronchiolitis</li> <li>• Pneumonia(1hr)</li> <li>• Bronchial Asthma (1 hrs)</li> </ul> <p>c) <b>Disorders of the gastrointestinal system:</b></p> <ul style="list-style-type: none"> <li>• Acute gastroenteritis</li> <li>• Tracheo esophageal fistula</li> <li>• Cleft lip and palate(1hr)</li> <li>• Hypertrophic Pyloric Stenosis</li> </ul>	<p style="text-align: center;"><b>(9hrs)</b></p> <p><b>Disorders of Skin, Eye &amp; ENT</b></p> <p>a) <b>Skin</b> :Eczema, urticaria, scabies, pediculosis, worm infestations(1hr)</p> <p>b) <b>Eye &amp; ENT</b> : Tonsillitis, Deafness, Otorrhoea, Otitis Media, (1hr)</p> <p>Congenital Cataract, hypertelorism(1hr)</p> <p>a) <b>Paediatric Emergencies:</b></p> <ul style="list-style-type: none"> <li>• Accidents, Poisoning ,Stings &amp;Bites(1hr)</li> <li>• Foreign</li> </ul>				

## KIMSDU,KINS –PBBSsc.N.Syllabus

		<ul style="list-style-type: none"> <li>• Hirschsprung's disease &amp; Intestinal Obstruction</li> <li>• Anorectal anomalies (1hr)</li> <li><b>d) Cardiovascular system:</b> <ul style="list-style-type: none"> <li>• Rheumatic fever(1hr)</li> <li>• Congenital heart diseases(1hr)</li> <li>• Congestive cardiac failure. (1hr)</li> </ul> </li> <li><b>e) Disorders of Genito urinary System:</b> <ul style="list-style-type: none"> <li>• Acute glomerulo nephritis</li> <li>• Nephrotic Syndrome(1hr)</li> <li>• Wilm's tumour &amp; Congenital disorders (1hrs)</li> </ul> </li> <li><b>f) Neurological disorders:</b> <ul style="list-style-type: none"> <li>• Convulsions in children &amp; Epilepsy</li> <li>• Meningitis &amp; Encephalitis(1hr)</li> <li>• Hydrocephalus, Meningocele and meningocele (1hr)</li> </ul> </li> <li><b>g) Haematological disorders:</b> <ul style="list-style-type: none"> <li>• Anaemia &amp; Thalassemia</li> <li>• Idiopathic thrombocytic Purpura(1hr)</li> <li>• Leukaemia, hemophilia (1hrs)</li> </ul> </li> </ul> <p><b>Endocrine Disorders:</b></p> <ul style="list-style-type: none"> <li>• Juvenile Diabetes Mellitus (1hr)</li> </ul> <p>- PALS (Pediatric advance life support (1hr theory + 3hrs practical )</p>	<p>bodies, Haemorrhage &amp; Drowning, Burns (1hr)</p> <p><b>h) Communicable Diseases in Children:</b></p> <ul style="list-style-type: none"> <li>• Measles/rubella, Chicken pox. Diphtheria,(1hr)</li> <li>• whooping cough. Tetanus, Poliomyelitis AIDS Tuberculosis (1hr)</li> </ul> <p><b>Orthopedic Disorders</b></p> <ul style="list-style-type: none"> <li>• CTEV (Club foot), Congenital hip dislocation (1hr)</li> </ul> <p>IMNCI(Integrated management of infants &amp; children )</p> <p>Integrated management of infants &amp; children</p> <p>Concept</p> <p>Principles</p> <p>Purposes &amp;</p> <p>Nurses' role:</p> <p>IMNCI.(1hr)</p>			
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## KIMSDU, KINS – PBBS Sc.N. Syllabus

V (04 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Know the health deviation of children.</p> <p><b>Skill:</b> Describe the health problems of children when it is deviated.</p>	<p style="text-align: center;"><b>(3hrs)</b></p> <p><i>Must know</i> <b>Management of challenged children:</b></p> <ul style="list-style-type: none"> <li>• Enuresis, Encopresis, temper tantrums somnambulism, juvenile delinquency, speech defects, tics, pica, antisocial behavior.</li> </ul> <p style="text-align: center;"><b>(1 hr)</b></p> <p>Socially challenged – Child abuse &amp; child labour<b>(1hr)</b></p> <ul style="list-style-type: none"> <li>• Mental retardation</li> <li>• Physically challenged</li> <li>• Cerebral palsy. <b>(1hr)</b></li> </ul> <p style="text-align: center;">-</p>	<p style="text-align: center;"><b>(1hr)</b></p> <p>Need for early diagnosis, treatment and rehabilitation of Mentally challenged <b>(1 hr)</b></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> <li>• Assessment of Patients management problem</li> </ul>
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### Internal Assessment:

#### A. Theory

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University [A]

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1.	Midterm examination	75	25
2.	Pre-final examination	75	
	<b>TOTAL</b>	<b>150</b>	

### B. Practical

Sr.No.	Practical Examination	Marks (maximum)	Total Practical marks sent to University [A]
1.	Midterm examination	50	
2.	Pre-final examination	50	
	<b>TOTAL</b>	<b>100</b>	

### Clinical Evaluation & clinical Assignment

Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [B]
	Case study: Two (50 marks each) Paediatric Medical-1 Paediatric Medical-1	2x50	100	
	Case Presentation :One	50	50	
	Clinical Evaluation 3 (100 Marks each) (One Paediatric medical, One Paediatric surgical & One NICU-100 Marks each)	3x100	300	
	Group Health teaching (one)	25	25	
	Assessment of growth and development (Preterm baby, Infant, Toddler,	20x5	100 Marks	

## KIMSDU, KINS – PBBS Sc.N. Syllabus

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	Preschoolar, and scholar (Marks 20 each).			
	TOTAL		675	

**Internal assessment marks sent to University = A + B = 100 + 675 = 50**

<b>SUMMATIVE</b>		
<b>MID-TERM : 75M</b>	<b>PREFINAL 75M</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

## KIMSDU,KINS –PBBSN.Syllabus

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### References:

1. Ghai.P. Et Al. (2000) Ghai's Essentials Of Paediatrics. 1<sup>st</sup>edn. Mehta Offset Works. New Delhi.
2. Marlow Dorothy& Redding. (2001) Textbook Of paed. Nsg. 6<sup>th</sup>edn. Harbarcourtindia Ltd. New Delhi.
3. Parthasarathy Et Al. (2000) Iap Textbook Of Paediatricnsg. Jaypee Bros., 2<sup>nd</sup> Ed. New Delhi.
4. Vishwanathan& Desai. (1999) Achar's Textbook Of Paediatrics. 3<sup>rd</sup> Ed. Orient Longman. Chennai.
5. Wong Dona Et Al. Whaley & Wong's Nursing Care Of Infants & Children.6<sup>th</sup>edn. Mosby Co., Philadelphia.
6. Dr. C.S. Waghale, Principles And Practice Of Clinical Pediatrics, Vora Publication 1996

**KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201 Course code: 4201-18**

**1<sup>st</sup> Year Post Basic B. Sc. Nursing**

**Subject: Medical –Surgical Nursing**

**Allotted theory: 90hrs.**

**Practical: 270hrs.**

**Course description:**

The purpose of this course is to widen the students' knowledge and develop proficiency in caring for patients with medical surgical problems. This course includes review of relevant anatomy & physiology, pathophysiology in medical surgical disorders & the nursing management of these conditions.

**Objectives:**

At the end of the course, the f.y.p.b.sc. Nursing students will-

1. Explain relevant anatomy & physiology of various systems of the body.
2. Explain etiology, pathophysiology& manifestations of various disorders.
3. Explain the actions, side-effects & nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the investigations, treatment & care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients & their families in identifying & meeting their own health needs.
7. Provide planned& incidental health education on various aspects related to disorder & relevant care.
8. Appreciate the role of the nurse in the medical surgical health team.

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Unit no. & Total hrs.	Objectives	Contents			T/I methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
I (2 hrs)	At the end of unit students are able to <b>Knowledge:</b> understand concept of comprehensive nursing care. <b>Attitude:</b> render effective care to the client.	<b>Introduction to Medical Surgical Nursing</b>  Review of concepts of comprehensive nursing care in medical surgical conditions. Nurse, patient and his/her family.  Functions of nurse in the outpatient department.  Clients' needs and nursing care in intensive care unit. (1 hour)	Introduction to medical surgical nursing.  -intensive care unit. Staff requirements. (1 hour)		<ul style="list-style-type: none"> <li>•lectures &amp; discussion</li> <li>-films and slides</li> <li>•demonstrations</li> <li>•practicesessions</li> <li>•casediscussions</li> <li>•seminars</li> <li>•clinicalpractice</li> <li>• exposure to related Procedures</li> <li>-drug book</li> </ul>	<ul style="list-style-type: none"> <li>•essay type</li> <li>•short answers</li> <li>•objective type</li> <li>•skill assessment</li> <li>With check list</li> <li>•clinical work</li> </ul>
II (9 hrs)	At the end of unit students are able to <b>Knowledge:</b> understand and describe nursing management of patient with specific problems like pain, shock etc. <b>Skill:</b> acquire	<b>Nursing management of patients with specific problems:</b> Fluid and electrolyte imbalance. (1 hour) Dyspnea, cough (1 hour) Respiratory. Fever.shock.(1 hour) Pain. Acute illness, (1 hour) chronic pain(1 hour)	Patient undergoing surgery.(1 hour) Incontinence. (1hour) Illness, terminal illness. (1 hour)	Age and related illness (1 hour)	<ul style="list-style-type: none"> <li>Lectures &amp; discussion</li> <li>•demonstrations</li> <li>•practicesessions</li> <li>•casediscussions</li> <li>/Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>•short answers</li> <li>•objective type of</li> <li>Question</li> <li>Assessment of skill</li> <li>Assessment</li> <li>With check list</li> </ul>

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	<p>proficiency in providing comprehensive care to patients with specific problems.</p> <p><b>Attitude:</b> integrate this knowledge in practice.</p>					<p>•clinical work</p>
<p>III (10 hrs)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> understand and explain the nursing management of patient with neurological conditions.</p> <p><b>Skill:</b> identify the nursing care needs of client and provide quality care.</p> <p><b>Attitude:</b> maintain respect and dignity of patient with neurological disorders.</p>	<p><b>Nursing management of patients with neurological and neuro-surgical conditions:</b></p> <p>-pathophysiology and management of: - cerebro vascular accident. Cranial (1 hour)</p> <p>-spinal and peripheral neuropathies. Headache and intractable pain. (1 hour)</p> <p>-epilepsy. (1 hour)</p> <p>-infectious &amp; inflammatory diseases (1 hour)</p> <p>- trauma of the nervous system (1 hour)</p> <p>- Common disorders of the system (1 hour)</p>	<p>-review of anatomy and physiology of nervous system. (1 hr)</p> <p>recent advances in diagnostic and treatment modalities. (1 hr)</p> <p>-drugs used in these disorders (1 hr)</p>	<p>- diagnostic procedures. Tumors of brain and spinal cord, - congenital malformations, degenerative diseases. (1 hour)</p>	<p>•lectures&amp; discussion</p> <p>•demonstrations</p> <p>•practicesessions</p> <p>•casediscussions / Seminar</p> <p>•clinicalpractice</p> <p>•drug book</p> <p>• exposure to Procedure- xray - MRI ,endoscopy</p>	<p>•essay type</p> <p>Short answers</p> <p>•objective</p> <p>Type of Questions</p> <p>Assessment</p> <p>Of skills with</p> <p>Assessment of</p> <p>Patients with</p> <p>Clinical work</p> <p>Management</p> <p>Problem</p>

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IV (10 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> understand and describe nursing management of patient with cardiovascular disorders.</p> <p><b>Skill:</b> identify the health needs of the patients with cardiovascular problems and tries to fulfill them.</p> <p><b>Attitude:</b> learns to appreciate importance of time management and working under stress while rendering care to such patients.</p>	<p><b>Nursing management of patients with cardiovascular problems</b></p> <p>Pathophysiology, diagnostic procedures and management of:-</p> <p>ischemic Heart disease. Congestive heart failure. Rheumatic and other valvular diseases. Endocarditis.(1 hour)</p> <p>Congenital heart diseases, hypertension, heart block. Cardiac emergency-cardiac arrest'(1 hour)</p> <p>- acute pulmonary edema.(1 hour)</p> <p>-cardiogenic shock(1 hour)</p> <p>-peripheral vascular disorders(1 hour)</p> <p>- cardiac tamponade</p> <p>-aneurysm. (1 hour)</p>	<p>-review of anatomy and physiology of cardiovascular system. (1 hour)</p> <p>-cardiac arrhythmias (1 hour)</p> <p>-cardiomyopathies,(1 hour)</p>	Recent advancement in cardiology(1 hour)	<ul style="list-style-type: none"> <li>•lectures&amp; discussion</li> <li>Charts, graphs</li> <li>Models, films and slides</li> <li>•demonstrations</li> <li>•practice sessions</li> <li>•case discussions</li> <li>•seminars</li> <li>•clinical practice</li> <li>•drug book</li> <li>•exposure to related Procedures.</li> <li>• Health Education supervised Clinical practice</li> <li>• Drug book / Presentation</li> </ul>	<ul style="list-style-type: none"> <li>•essay type</li> <li>•short answers</li> <li>•objective type</li> <li>•skill assessment</li> <li>With check list</li> <li>•clinical work</li> <li>Assessment of patient Management</li> </ul>
V (6 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> understand and describe nursing management of</p>	<p><b>Nursing management of patients with respiratory problems</b></p> <p>-Upper respiratory tract infection</p> <p>-Bronchitis</p> <p>-Asthma</p> <p>-Emphysema, empyema, COPD(1</p>	<p>-Review of anatomy and physiology of respiratory system</p> <p>-Patho-physiology, diagnostic procedures.</p> <p>Drugs used in</p>		<ul style="list-style-type: none"> <li>lectures &amp; Discussion</li> <li>• explaincharts, Graphsmodels, Films andslides</li> <li>•demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>•essay type</li> <li>•short answers</li> <li>•objective type</li> <li>•skill assessment</li> <li>With check</li> </ul>



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	<p>patient with respiratory problems. <b>Skill:</b> identify the health needs of the patients with respiratory problems and tries to fulfill them. <b>Attitude:</b> incorporate this knowledge in rendering care to the patient.</p>	<p>hour)                      -Bronchiectasis                      -Pneumonia                      -Pulmonary tuberculosis                      -Pleural effusion                      -Chest injuries(1 hour)                      -Respiratory arrest and insufficiency (1 hour)                      -Pulmonary embolism (1 hour)</p>	<p>management of these patients.(1 hour)management of:-  <input type="checkbox"/>atelectasis,  <input type="checkbox"/>lung abscess  <input type="checkbox"/>tumors and cysts  <input type="checkbox"/>special respiratory therapies.(1 hour)</p>		<ul style="list-style-type: none"> <li>•practicesessions</li> <li>•casediscussions /seminars</li> <li>•clinicalpractice</li> <li>•drug book</li> <li>•exposuretoprocedurevisit to Blood bankparticipation in blood Bank, counseling</li> <li>Visit to RNTCP center (7hours )</li> </ul>	<ul style="list-style-type: none"> <li>list</li> <li>•clinical work</li> </ul>
<p>VI (5 hrs)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> understand and describe nursing management of patient with genitor urinary problem. <b>Skill:</b> perform nursing activities with competency while working in genito-urinary unit. <b>Attitude:</b> appreciate the professional</p>	<p><b>Must know</b>  <b>Nursing management of patients with genito-urinary problems</b>                      -nephritis                      -renal calculus                      -Acute renal failure                      -Chronic renal failure .(1 hours)                      -End stage renal disease                      -Congenital disorders, urinary tract infections (1 hours)                      -Benign prostate hypertrophy                      -Drugs used in the management of these patients(1 hours)</p>	<p>Review of anatomy and physiology patho-physiology, diagnostic procedures.(1 hours)                      -special procedures, dialysis, renal transplant. (1 hours)</p>		<ul style="list-style-type: none"> <li>•lectures &amp; Discussion</li> <li>• explainusingcharts,graphsmodels,filmsandslides</li> <li>•demonstrations</li> <li>•practicesessions</li> <li>•casediscussions / Seminars</li> <li>•supervised Clinicalpractice</li> <li>•drug book/</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>•short answers</li> <li>•objective type</li> <li>•skill assessment</li> <li>With check list</li> <li>•clinical work</li> <li>Assessment of Patient management</li> <li>Problem</li> </ul>

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	role of nurse.				presentation •exposure to procedure	
VII (10 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> understand and describe nursing management of patient with digestive problem.</p> <p><b>Skill:</b> provide quality care to such patients.</p> <p><b>Attitude:</b> appreciate special needs of patients with digestive problems.</p>	<p><b>Nursing management of patients with digestive problems:</b></p> <p>-G.I bleeding, peptic ulcer (1 hr)</p> <p>-Infections. Colitis. Diarrhea dysentery.(1 hr)</p> <p>-Cholecystitis hepatitis .Hepatic coma (1 hr)</p> <p>-cirrhosis of liver. Portal hypertension. (1 hr)</p> <p>-pancreatitis. Tumors, hernias, (1 hr)</p> <p>- fistulas, fissures, hemorrhoids (1 hr)</p>	<p>-acute abdomen.(1 hr)</p> <p>-Mal- absorption syndrome.(1 hr)</p> <p>- diagnostic procedures , drugs used in the management of such patients.(1 hours)</p>	<p>-Review of anatomy and pathophysiology, (1 hr.)</p>	<p>Lecture</p> <p>Discussion</p> <p>Practice session</p> <p>Case discussion / seminar health Education supervise clinical practice</p> <p>•drug book /presentation</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills</p> <p>With check list</p> <p>Assessment of Patients management Problem</p>

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VIII (4 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge</b> :understand nursing management of patient with endocrine problem</p> <p><b>Skill:</b> contribute in special diagnostic test and educating the patients.</p> <p><b>Attitude:</b> consider specific needs of patients.</p>	<p><b>Must know</b></p> <p><b>Nursing management of patients with endocrine problems</b></p> <p>Thyroid disorders -diabetes mellitus . Pituitary disorders .(1 hours) -patho-physiology, diagnostic procedures. -Diabetes insipidus Adrenal tumor (1 hrs)</p>	<p><b>Desirable to know</b></p> <p>-drugs used in endocrine problems. (1 hr)</p>	<p>-review of anatomy and physiology of endocrine system. (1 hr)</p>	<p>Explain using Charts, graphs Models ,films ,slides Demonstration Practice session Case discussion /seminar Health education Supervised Clinical practice Drug book/ presentation</p>	<p>•essay type Short Answer Objective Type Assessment of Skills with Check list •assessment Of patients Management Problem</p>
IX (4 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> know the management of patient with musculoskeletal disorders.</p> <p><b>Skill:</b> develop competency in caring patients with musculoskeletal disorders.</p> <p><b>Attitude:</b> appreciate specific skill and</p>	<p><b>Nursing management of patients with musculoskeletal problems</b></p> <p>-arthritis, osteomyelitis, fractures, dislocation and trauma (1 hr) -Osteomalacia and osteoporosis -Amputation ,Rehabilitation. (1hr)</p>	<p>-prolapsed disc, diagnostic procedures. -prosthesis.(1 hr) -bursitis. -tumor -transplant and replacement surgeries(1 hour)</p>	<p>review of anatomy and physiology and patho-physiology (1 hour)</p>	<p>Lecture Discussion Demonstration Practice session Case discussion Seminar Drug book/ presentation</p>	<p>Essay type Short Answer Objective Type Assessment Of skills With check List •assessment Of patients Management Problem</p>

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	knowledge required for caring such patients.					
X (3 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> understand and explain nursing management of female patients with reproductive disorders.</p> <p><b>Skill :</b> communicate properly with patients to understand the problems</p> <p><b>Attitude:</b> considerate socio cultural values and beliefs in caring such patients.</p>	<p><b>Must know</b></p> <p><b>Nursing management of patients with disorders of the female reproductive tract(1 hr)</b></p> <p>-disorders of menstruation.</p> <p>- infection of the genital tract</p> <p>-benign and malignant tumors of the genital tract</p> <p>R.V.F.,V.V.F(1 hr)</p>	<p>Climacteric changes and associated problems.</p> <p>(1 hours)</p>		<p>Lecture</p> <p>Discussion</p> <p>Explain using Charts, graphs Models, films, Slide</p> <p>Demonstration</p> <p>Practice session</p> <p>Case discussion /seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book/ presentation presentation</p>	<p>Essay</p> <p>Type</p> <p>Short</p> <p>Answers</p> <p>Objective</p> <p>Type</p> <p>Assessment of skill</p> <p>With</p> <p>Check list</p> <p>Check list</p> <p>Assessment of Patients</p> <p>Management Problem</p>

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<p>XI (5 hrs)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> acquire knowledge of nursing management of a patient with oncological disorders. <b>Skill:</b> contribute in special diagnostic procedure. <b>Attitude:</b> maintain patient's dignity and respect.</p>	<p><b>Nursing management of patients with oncological disorders</b> Types of neoplasms Modalities of treatment and nurses role Preventive measures and other therapies (1 hr) -patho physiology(1hr) -diagnostic procedures(1 hr)</p>	<p>-special therapies.(1 hour) -chemotherapies and radiotherapies. (1 hour)</p>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul> <p>Practice session Case discussion /seminar</p> <ul style="list-style-type: none"> <li>• Health education</li> </ul> <p>Supervised clinical practice Drug book/ presentation <i>Visit to radiotherapy center(2 hours )</i></p>	<p>Essay type Short Answer Objective Type Assessment Of skills with Check list Assessment Of patient Management Problem</p>
<p>XII (3 hrs)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> understand and describe nursing management patients with burns. <b>Skill:</b> maintain the asepsis and prevent infections. <b>Attitude:</b> develops learning attitude while caring for such</p>	<p><b>Nursing management of patients with burns. (2 hours)</b></p>	<p>nursing management of patient with reconstructive surgeries.(1hr)</p>		<p>Lecture Discussion Demonstration Practice session</p>	<p>Essay type Short Answer Objective Type Assessment of Skills With Check list •assessment of patients Management problem</p>

## KIMSDU, KINS – PBBS Sc.N. Syllabus

	patients.					
XIII (5 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> understand and describe the nursing management of a patient with common communicable diseases and stds.</p> <p><b>Skill:</b> acquire skill required for caring immunologically compromised patients.</p> <p><b>Attitude:</b> maintain confidentiality.</p>	<p><b>Nursing management of patients with -common communicable diseases(1 hours)</b></p> <p><b>-STDS-(1 hours)</b></p> <p><b>HIV&amp;AIDS. (1 hours)</b></p>	<p>Nursing management of patients with immunological disorders (2 hours)</p>	-----	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practicesession</p> <p>Case discussion /seminar</p> <p>Health education</p> <p>Supervisedclinical practice</p> <p>Drug book/presentation</p>	<p>Essay type</p> <p>Short Answer</p> <p>Objective type</p> <p>Assessment of Skills</p> <p>With checklist</p>

## KIMSDU, KINS – PBBS Sc. N. Syllabus

<p>XIV (5 hrs)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> acquire knowledge of nursing management.  <b>Skill:</b> assist in performing diagnostic test.  <b>Attitude:</b> maintain dignity and respect of patient.</p>	<p><b>Nursing management of patients with diseases of eye,(1 hrs)</b>  <b>-ear,(1 hr)</b>  <b>-nose,(1 hr)</b></p>	<p>- throat(1hr)          - skin.(1 hr)</p>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul> <p>Practisesession          Case discussion /seminar</p> <ul style="list-style-type: none"> <li>• Health education</li> </ul> <p>Supervisedclinical practice          Drug book/presentation</p>	<p>Essay type          Short Answer          Objective type          Assessment of Skills          With check list</p>
<p>XV (06 hrs)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> understand and describe nursing management of patients with blood disorders.  <b>Skill:</b> maintain asepsis, prevent infection.  <b>Attitude:</b> provide emotional support to</p>	<p><b>Nursing management of patient with blood disorders:</b>          Anemia.          Leukemia.Bleeding disorders.          Purpura etc.(1 hrs)          -Blood transfusion, safety checks, -procedure and requirements, management of adverse transfusion reactionrecords of blood transfusion.          ,          (1 hrs)          -Bio safety and waste management in relation to blood transfusion (1 hrs)</p>	<p>-review of the anatomy and physiology of blood and blood products.          Patho-physiology, diagnostic procedures.(1 hrs)          phlebotomy procedure and post donation management .(1 hrs)</p>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul> <p>Practisesession          Case discussion /seminar</p> <ul style="list-style-type: none"> <li>• Health education</li> </ul> <p>Supervised clinical practice          Drug</p>	<p>Essay type          Short Answer          Objective type          Assessment of Skills          With check list</p>

## KIMSDU,KINS –PBBS.N.Syllabus

	the patients.	- hemophilia Blood bank functioning and hospital transfusion committee. Management and counseling of Blood donors,(1 hrs)			book/presentation	
XVI (03 hrs)	At the end of unit students are able to <b>Knowledge:</b> enlist nursing emergency and describe management of such emergency. <b>Skill:</b> work effectively as a emergency team member. <b>Attitude:</b> appreciate time management devotion.	<b>Nursing in emergencies</b> -Cardiac emergencies. Trauma. Poisoning. (1 hour) -Hypertensive ,crises, adrenal crises (1 hrs)	-Crises management :- thyroid crises, (1 hrs)		Lecture Discussion Demonstration Practicesession Case discussion /seminar Health education Supervisedclinical practice Drug book/presentation	Essay type Short Answer Objective type Assessment of Skills With checklist



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### Formative evaluation

**Theory examination:**

**Midterm: 75 Marks**

**Prefinal: 75 Marks**

**Grand Total: 150 Marks**

**Sent to university: 25**

**Practical:**

Sn	Requirement	Prescribed no.	Marks for each	Total marks	Sent to university
1.	Nursing care plan	<b>05</b> ➤ Medical ward – 01 ➤ Surgical ward – 01 ➤ Orthopedic ward – 01 ➤ Neurology ward-01 ➤ Oncology ward-01	25 marks	125 marks	
2.	Case presentation	<b>02</b> ➤ Medical or surgical ward	50 marks	100 marks	
3.	Case study	<b>02</b> ➤ Medical ward – 01 ➤ Surgical ward – 01	50 marks	100 marks	

## KIMSDU, KINS – PBBS Sc.N. Syllabus

4.	Clinical evaluation	<b>03 (medical, surgical, critical care unit)</b>	100 marks	300 marks	
5.	Practical examinations (midterm & prefinal exam)		100 marks	200 marks	
			<b>Grand total</b>	<b>825 marks</b>	<b>100 marks</b>
<b>Summative evaluation</b>					
<b>Midterm 75</b>		<b>Prefinal 75</b>		<b>University examination 75</b>	
SECTION A-MCQ- 1X15=15MARKS		SECTION A-MCQ- 1X15=15MARKS		SECTION A-MCQ- 1X15=15MARKS	
SECTION B-BAQ- 2X10= 20MARKS		SECTION B- BAQ- 2X10= 20MARKS		SECTION B- BAQ- 2X10= 20MARKS	
SECTION B- SAQ-4X5=20 MARKS		SECTION B- SAQ-4X5=20 MARKS		SECTION B- SAQ-4X5=20 MARKS	
SECTION C- LAQ-2X10=20 MARKS		SECTION C- LAQ-2X10=20 MARKS		SECTION C- LAQ-2X10=20 MARKS	
<b>External Assessment : University Examination: Theory: 75marks Practical: 50 Marks</b>					

### Reference books:

- Joyce m. Black Jane Hokanson Hawks “ medical-surgical nursing” for positive outcomes .volume- i ,7<sup>th</sup> edition.
- Harrison “principal of internal medicine concept, process & practise”, 3rd edition.international edition.
- Basawanthappa BT, nursing administration, jaypee brothers medical publishers (p) ltd 2004, edition 1st .
- Brunner & Siddhart’s, the text book of medical surgical nursing; 10<sup>th</sup> edition.
- Joyce m. Black, medical surgical nursing; saunders harcourt pvt. Ltd.; 6<sup>th</sup> edition.
- Mehta, medicine for nurses, P.J. Mehta; 1<sup>st</sup> edition.
- James, pharmacology of nurses; balliaretindall, 5<sup>th</sup> edition

# KIMSDU,KINS –PBBSN.Syllabus

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## **KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201**

**1<sup>st</sup> Year Post Basic B. Sc. Nursing**

**Subject: English**

**Time Allotted: Theory -60 Hrs**

**Course description:** The course is designed to help the student understand and usage of English language required for their professional work

### **Objectives**

1. Ability to speak and write grammatically correct English
2. Effective skill in reading and understanding the English language
3. Skill in reporting.

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Unit no and total hrs	Objectives	Contents			T/I Methods	Method of evaluation
		Must know	Desire to know	Nice to know		
Unit i 20 hrs	At the end of unit students are able to Knowledge: understand and use the functional aspect of language. Skill: use grammatically corrects english while speaking and writing. Attitude: appreciate the importance of language and vocabulary.	-remedial study of grammar.4 hrs -review of grammar vocabulary 4 hrs effective use of dictionary .2 hrs -prepare task oriented seminar 3 hrs	-symposia3 hrs  Panel discussion . 4 hrs		<ul style="list-style-type: none"> <li>• Demonstrate use of dictionary</li> <li>• Class room</li> <li>• Exercise on use of grammar</li> </ul> Practice in public speaking	
Unit ii 10 hrs	At the end of unit students are able ability to understand selected passage and express meaning in ons's own words .	-the ability to understand selected passage 2 hrs Express meaning in ons's own words . Reading 4 hrs		Comprehension of prescribe books 4 hrs	Exercise on <ul style="list-style-type: none"> <li>• Reading</li> <li>• Summarizing</li> <li>• Comprehension</li> </ul>	

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Unit iii 15 hrs	At the end of unit students are able to Knowledge: understand and recognize variety of skills and methods. Skill : develop writing skills Attitude: use writing skills in day to day activities..	-the study of various forms of composition -- note taking 2 hrs - nurses notes, 3 hrs Anecdotal records 3 hrs -writing of summery 2 marks	3 hrs - nurses reports on health problems diary 2 hrs		Exercise on <ul style="list-style-type: none"> <li>• Letter writing</li> <li>• Nurses notes</li> <li>• Précis</li> <li>• Anecdotal</li> <li>• Health problems etc.</li> <li>• Story writing</li> <li>• Diary writing</li> <li>• Resume/cv</li> </ul> <i>Essay writing on</i> <i>Discussion on</i> <i>written report</i> <i>/documents</i>	
Unit iv 15 hrs	At the end of unit students are able to Knowledge: understand and describe importance of listening and use of teaching material. Skill : develop comprehensive listening abilities Attitude : incorporate good listening habits	-verbal communication 4 hrs Oral reports 3 hrs Summarization of discussion 2 hrs	-listening comprehension -film cassette and radio . 3 hrs	-debates 3 hrs The student will submit one sample of each item from her own practical experience	Exercise on Listening to audios Video tapes Identify the key	

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## Practicum

- The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language
- Assignment on writing and conversation through participation in discussion debates seminars and symposia. The students will gain further skills in task oriented communication.

## Evaluation Scheme

Theory:

Sr. No.	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Tutorial	Two	20	40

Two Tutorials Shall Be Conducted In Each Term.

## Assignments:

Theory:

Sr. No.	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Tutorial	Two	20	40

Two Tutorials Shall Be Conducted In Each Term.

Sr.No	Subject	Hours	Internal	External	Total
01	English	60	25	75	100

**Internal Assessment 25marks**

**(Send To University)**

Midterm : 75  
Prefinal : 75  
Total : 150

**External Assessment :  
College Exam**

**75marks**

**Total 100 Marks**

## KIMSDU,KINS –PBBSsc.N.Syllabus

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### References

- ❖ Living English Grammar & Composition Tickoo M.L. & Subramaniam A.E, Oriental Longman, New Delhi.
- ❖ English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
- ❖ Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
- ❖ English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
- ❖ Selva Rose, Carrier English for Nurses, 1<sup>st</sup> edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

# KIMSDU,KINS –PBBSN.Syllabus

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## **KIMSDU. KINS.**

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-21**

**II<sup>nd</sup> Year Post Basic B. SC. Nursing**

**Subject : Community Health Nursing-II**

**Time: Theory- 60 Hours**

**Practical –240 hours**

**General Objectives:**At the end of the course students will be able to --

- 1) Explain the concept of various factors contributing the health of individual family and community.
- 2) Explain and analyze health need of individual family and community based on factors contributing to health and illness
- 3) Describe national health care delivery system.
- 4) Describes epidemiological methods and principles of prevention and control of illness in the community.
- 5) Study implementation of national programmes and role of CHN in prevention and control of diseases.
- 6) Identify the role of personnel working in the community health setup and appreciate the integrated approach to community health.
- 7) Plan the work of community health nurse and supervise the health workers.
- 8) Study concept of public health administration and role of nurse as manager and supervisor.



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Unit No. & Hours	Learning Objectives	Contents with Distribution of Hours			T/L Method	Method Of Evaluation
		Must Know	Desirable to Know	Nice to Know		
I ( 6Hrs)	At the end of unit students are able to <b>Knowledge:</b> Explain the community health nursing and discuss the principles of primary health care. <b>Attitude:</b> Incorporate the principles of primary care in daily practice.	<b>Introduction to:</b> <ul style="list-style-type: none"> <li>Community health – concepts, principles and elements of primary health care. Introduction to community health nursing. ( 3Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of community health nursing – community nursing process. ( 2Hr)</li> </ul>	Objectives, scope and principles of community health nursing. ( 1Hrs)	Lecture discussion	Short answers Essay type Short answers Objective type
II ( 8Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Differentiate community health nursing practice from hospital nursing practice. <b>Skill:</b> Provide effective nursing care to the individual and families in community settings. <b>Attitude:</b> Develops working relationship with individuals and families for improving health status.	<b>Family health services:</b> <ul style="list-style-type: none"> <li>Concepts, objectives, scope and principles.</li> <li>Individual, family and community as a unit of service. (3 Hr)</li> <li>Principles and techniques of home visiting. ( 1Hr)</li> <li>Care of the sick, physically handicapped and mentally challenged in the home. (1Hrs)</li> <li>Establishing working relationship with family.</li> <li>Working with families with relation to prevention of disease,</li> </ul>	Surveillance and monitoring. ( 2 Hr)	-	Lecture discussion	Short answers Essay type Short answers Objective type

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		promotion of health. (1Hr)				
III ( 10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Discuss the National Health policy, organization and administration of health services in India.</p> <p><b>Skill:</b> Promotes team building activities and develops dedicated team to provide effective health services.</p> <p><b>Attitude:</b> Appreciate the importance of contribution of each team member in achieving the goals.</p>	<p>Organization and administration of health services in India:</p> <ul style="list-style-type: none"> <li>• Health care delivery system in India.(2 Hrs)</li> <li>• Health team concept in – Centre, State, District, Urban health services, rural health services. Role of voluntary health organizations and international health agencies. Role of health personnel in the community. ( 2 Hr)</li> </ul> <p style="margin-left: 20px;">1. <i>NRHM &amp; NUHM (1Hrs)</i></p> <p style="margin-left: 20px;">2. <i>Universal Health Coverage</i></p> <p><i>All recent Government health schemes for universal health coverage (1 hrs)</i></p>	<p>System of medicines. ( 1Hr)</p> <ul style="list-style-type: none"> <li>• Centrally sponsored health schemes. ( 1 Hr)</li> </ul> <p>National health policy. ( 1Hr)</p>	Public health legislations. (1Hr)	Lecture discussion	<p>Short answers</p> <p>Essay type</p> <p>Short answers</p> <p>Objective type</p>
IV (4 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and discuss the importance and principles of health education.</p> <p><b>Skill:</b> Plan and provide effective health education to the individuals, families and</p>	<p><b>Health Education:</b></p> <ul style="list-style-type: none"> <li>• Aims, Concepts and scope of health education. ( 1Hrs)</li> <li>• Methods and media for health education</li> </ul>	Communication techniques. ( 1Hr)	National plan for health education. (1Hr)		<p>Short answers</p> <p>Essay type</p> <p>Short answers</p> <p>Objective type</p>

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	community. <b>Attitude:</b> Recognize and acknowledge the importance of culture, traditions and habits while providing health education.	programme. Planning for health education and role of nurse. ( 1Hr)				
V ( 17 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Elaborate the role of various categories of nursing personnel in implementing national health programmes. <b>Skill:</b> Participate effectively in implementation on national health programmes. <b>Attitude:</b> Appreciate the importance of inter sectoral coordination in effective implementation of national health programmes.	Role of the community health nurse National health programmes : <ul style="list-style-type: none"> <li>• Maternal and child health programmes. ( 3Hrs)</li> <li>• Family welfare and school health services. (2Hrs)</li> <li>• Occupational health services. ( 2 Hrs)</li> </ul> <b>Disaster Management:</b> <b>Introduction:</b> Concept, Definition. Types and phases of disaster (1 hour) <b>Disaster management:</b> Disaster response, disaster preparedness, and disaster mitigation. (1 hours) Team approach, Intersectoral approach: Vaccination, nutrition, and rehabilitation. Role of State and central Govt.(1 hour)	Mahatma PhuleJeevendaiYojana . PM AyushmanYojana (1 hrs) PM SurakshitaMatrav VandanYojana (1 hrs) Adolescents reproductive sexual health programme( ARSH), and other (1 hrs) Adolescent Empowerment Programme such as BalikaShaktiYojana, etc. (1 hrs) Epidemiologic al surveillance and	<ul style="list-style-type: none"> <li>• Training and supervision of health care workers. As a member of the health team. (1 Hrs)</li> </ul> Role of NGO. International assistance and collaboration. (1 hour)	Lecture discussion	Short answers Essay type Short answers Objective type

## KIMSDU,KINS –PBBSsc.N.Syllabus

			disease control.(1 Hrs)			
VI ( 9Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the concept of epidemiology and its uses in community health nursing practice. <b>Skill:</b> Apply the knowledge of epidemiology while practicing community health nursing. <b>Attitude:</b> Contribute in research & epidemiological studies.	<b>Epidemiology:</b> <ul style="list-style-type: none"> <li>• Definition, concepts, aims, objectives, methods and principles. ( 5Hrs)</li> <li>• Epidemiology theories and models. ( 1Hr)</li> </ul>	Application of epidemiology, principles and concepts in community health. ( 3Hr)	-	Lecture discussion	
VII ( 6Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the meaning and uses of biostatistics and vital statistics. <b>Skill:</b> Maintain the records and reports correctly. <b>Attitude:</b> Appreciate the importance of biostatistics and vital statistics.	<b>Biostatistics and vital statistics.</b> <ul style="list-style-type: none"> <li>• Introduction, definition and scope, legislation. ( 2Hrs)</li> <li>• Methods of presenting data. ( 1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Report, recording and compiling of vital statistics at the local level.(1Hrs)</li> <li>• Management information services. (1 Hr)</li> </ul>	Definition and methods of computing vital statistics ( 1Hr)	Lecture discussion	Short answers Essay type Short answers Objective type

## KIMSDU, KINS – PBBS Sc.N. Syllabus

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### INTERNAL ASSESSMENT EVALUATION SCHEME

#### A) Theory: 60 Hrs.

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University  [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	25

#### B) Practical

Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [B]
1.	Clinical Assignment	325	325	
	Mid term	50	50	
	Pre final	50	50	
	TOTAL		425	50

<b>Internal assessment marks sent to University =</b>	<b>A + B = 25 + 50 = 75</b>
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External Assessment: **125 Marks**(University Examination)**THEORY-75 Marks, PRACTICAL-50 Mark**

### References :

1. Basvanthappa B. T. – Community Health Nursing 2002.
2. Park J. E. - Preventive and social Medicine 17 edition 2003
3. Stanhope - Community Nursing and promoting Health of the aggregate families and Individuals - IInd edition 1988
4. Stanhope - Community Health Nursing process and practice for practitioner IVth Edition 1962
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7. Mahajan B. K. – Textbook of Preventive and Social Medicine, IInd edition 1995.
8. NajooKotwal – Revised by TN Ai“ Public Health Manual “ 1989

**KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201    Course code: 4201-22**

**II<sup>nd</sup>Year Post Basic B. Sc. Nursing**

**Subject : Introduction To Nursing Education**

**Theory -60 hrs**

**Practical-75 hrs**

**COURSE DESCRIPTION:**

This course introduces the students to the principles and concepts of education, curriculum development, and methods and media of teaching. It also describes the steps in curriculum development and implementation of education programmes in Nursing.

**OBJECTIVES:**

**At the end of the course, the students will:**

1. Describe the philosophy and principles of education.
2. Explain the teaching – learning process.
3. Develop the ability to teach using various methods and media.
4. Describe the process of assessment.
5. Describe the administrative aspects of school of Nursing.
6. Participate in planning and organizing an in-service education programme.
7. Develop basic skill of counselling and guidance.

## KIMSDU, KINS – PBBS Sc.N. Syllabus

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (5 Hrs)	At the end of unit students will able to: <b>Knowledge:</b> Understand and explain meaning of education, aims, functions and principles of education <b>Skill:</b> Practice principles of education and write aims and objectives for different learning experiences. <b>Attitude:</b> Develop awareness of factors influencing education.	<b>Introduction to education:</b> <ul style="list-style-type: none"> <li>• Concept, Meaning and definition of education. Aims, function and principles of education. (2 hrs)</li> <li>• Philosophy of education (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Factors influencing development of philosophy of nursing education.(1 hr)</li> <li>• <i>Current trends and issues in nursing education. (1 hr)</i></li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
II (5 Hrs)	At the end of unit students will able to: <b>Knowledge:</b> Understand and explain Nature and characteristics of learning. <b>Skill:</b> Prepare systematic lesson plans. <b>Attitude:</b> Incorporate maxims of learning while organizing learning experiences.	<b>Teaching learning process:</b> <ul style="list-style-type: none"> <li>• Nature and characteristics of learning. (1hr)</li> <li>• Principles and maxims of teaching. (1 hr)</li> <li>• Lesson planning. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating objectives Definition, importance and meaning, types, Blooms taxonomy (2hrs)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>



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III ( 12 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain various methods of teaching.</p> <p><b>Skill:</b> Practice teaching using different methods of teaching.</p> <p><b>Attitude:</b> Recognize the need for a specific method of teaching for given topic.</p>	<p><b>Methods of teaching:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching methods</b></li> <li>• Lecturer (1hr)</li> <li>• Discussion(1hr)</li> <li>• Demonstration</li> <li>• Group discussion(1hr)</li> <li>• Role play</li> <li>• Panel discussion(1hr)</li> <li>• Seminar</li> <li>• Workshop(1hr)</li> <li>• <b>Clinical teaching methods:</b></li> <li>• Case methods</li> <li>• Case presentation(1hr)</li> <li>• Nursing rounds and reports</li> <li>• Bedside clinic(1hr)</li> </ul>	<p><b>Teaching methods:</b></p> <ul style="list-style-type: none"> <li>• Symposium</li> <li>• Programmed instruction(1hr)</li> <li>• Computer assisted learning.</li> <li>• Exhibition(1hr)</li> <li>• Field trip</li> <li>• Project(1hr)</li> <li>• <b>Clinical teaching methods:</b></li> <li>• <i>Ward teaching</i></li> <li>• <i>Problem solving method(1hr)</i></li> </ul>	<p><b>Clinical teaching methods:</b></p> <ul style="list-style-type: none"> <li>• Conference (individual and group)</li> <li>• Recording of interaction process. (1hr)</li> </ul>	<p>-Lecture -Discussion</p>	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> </ul>
IV (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Describe different educational media and their use in nursing education.</p> <p><b>Skill:</b> Develop skills in preparing and using different educational media.</p> <p><b>Attitude:</b> Appreciate the effect of educational media on learning.</p>	<p><b>Educational media.</b></p> <ul style="list-style-type: none"> <li>• Communication Process: Factors Affecting Communication. (1hr)</li> <li>• Purpose and Types of Audio-Visual Aids. (1hr)</li> <li><i>Principles, characteristics and sources of Audio-Visual Aids. (1hr)</i></li> <li>• Graphics aids: Chalk-board, Charts, Graphs, Poster, Flash Cards,</li> </ul>	<ul style="list-style-type: none"> <li>• Printed Aids: Pamphlets and Leaflets. (1hr)</li> <li>• Audio Aids: Tape Recorder, Public address system, Computer. (1hr)</li> <li>• <i>Role of teacher in preparing audio-visual aids. (1hr)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three Dimensional Aids: Objects, Specimen, Models, Puppets. (1hr)</li> </ul>	<p>Workshop</p>	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> </ul>

## KIMSDU, KINS – PBBS Sc.N. Syllabus

		Flannel graph / Khadigraph, Bulletin, Cartoon, (2 hr) • Projected Aids: Slides, Films and Television, VCR, VCP, Overhead Projector, Camera, Microscope. (1hr)				
V ( 10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand various methods of assessment. <b>Skill:</b> Demonstrate competence in assessment with different measures. <b>Attitude:</b> Be objective in assessment.	<b>Methods of assessment.</b> • Purpose and Scope of evaluation and assessment. (2 hr) • Criteria for selection of assessment techniques and methods. (1hr) • Assessment of knowledge: essay type question, (1hr) SAQ (short answer questions). (1hr) • MCQ (multiple choice questions). (1hr)	• Assessment of skills: observation, check list. (1hr) <i>Practical examination Viva, (1hr)</i> • <i>objective Structured clinical examination. (1hr)</i>	• Assessment of attitude: Attitude scale. (1hr)	Workshop	Essay type • Short answers • Objective type
VI (8Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain various areas of management of a school of nursing. <b>Skill:</b> Participate in recruitment and budget	<b>Management of School of Nursing.</b> • Planning of school of Nursing, organization. (1hr) • Recruitment of teaching staff, (1hr) budget, facilities for the	preparation of annual reports, (1hr) INC Guidelines for schools of Nursing. (1hr)	Administrative planning of students, welfare services for students, (1hr)	-Lecture -Discussion	Essay type • Short answers • Objective type

## KIMSDU, KINS – PBBS Sc.N. Syllabus

	for a school of nursing. <b>Attitude:</b> Incorporate INC guidelines for managing school of nursing.	school, (1hr) student selection and admission procedure, (1hr) maintenance of schools records, (1hr)				
VII (5 Hrs.)	At the end of unit students are able to: <b>Knowledge:</b> Understand the process of guidance and counseling. <b>Skill:</b> Identify the counseling needs of students. <b>Attitude:</b> Develop counseling skills.	<b>Guidance and counselling:</b> Definition. • Basic principles of guidance and counselling. (1 hrs) • Organization of guidance and counselling services. (1hr) • Counselling process. (1hr)	• Managing disciplinary problems. (1hr) • Management of crisis. (1hr)		-Lecture -Discussion	Essay type •Short answers •Objective type
VIII (5 Hrs.)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the need for in-service education in nursing. <b>Skill:</b> Plan and organize in-service education. <b>Attitude:</b> Learn various technique and methods of staff education.	<b>In-service education.</b> • Introduction to nature and scope of in-service education programme. (1hr) • Principles of adult learning. (1hr) • Planning for in-service programme. (1hr)	• Techniques, and methods of staff education programme (1hr) • Evaluation of in-service programme. (1hr)		-Lecture -Discussion	Essay type •Short answers •Objective type

**Placement: - Second Year P.B.B.sc. Nursing  
Practical-75 hr**

**Time Allotted Theory -60 hrs**

**Evaluation scheme: Internal Assessment**

**A) Theory: 15 Marks**

i) Mid-term Examination: 75 Marks

ii) Pre-final Examination: 75 Marks

Total: 150 Marks

(150 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

**B} Assignment 10 Marks**

Total IA marks to sent to University 15+10 = 25 Marks

**EXTERNAL ASSESSMENT: (Theory)**

University examination: 75 Marks

**Anecdotal Record**

Total 3 =10 M ark each = **30 Marks**

Evaluating Teaching Plan

Total 4 =25 Mark Each = **100 Marks**

A.V Aids 50 Marks

Assessment of tool 15 marks

Question Paper 15 marks

## KIMSDU,KINS –PBBSsc.N.Syllabus

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Check List                      15 marks

Attitude Scale                15 marks

<b>Mid Term :75 Marks</b>	<b>Prefinal:75 Marks</b>	<b>University Examination 75 Marks</b>
MCQ-15X1=15 Marks	MCQ-15X1=15 Marks	MCQ – 15 X 1 = 15 Marks
BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks
SAQ-4X5=20 Marks	SAQ-4X5=20 Marks	SAQ-4X5=20 Marks
LAQ-2X10=20 Marks	LAQ-2X10=20 Marks	LAQ-2X10=20 Marks

### References:

- Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
- Neeraja, Nursing Education, New Delhi, Jaypee Brother, 2004.
- Safaya, Raghunath & Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons, 1974.
- Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

**KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201    Course code: 4201-23**

**II<sup>nd</sup> Year Post Basic B. Sc. Nursing**

**Subject : Introduction To Nursing Administration**

**Theory: 60 hours**

**Practical: 180 hours**

**COURSE CONTENTS:**

This course is designed to give an opportunity to the student to gain an understanding of the principles of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of professional leadership need.

**OBJECTIVES:**

At the end of the course, the student will

1. Identify the principles of administration.
2. Describe the principles and techniques of supervision
3. Explain the principles and methods of personnel management.
4. Explain the principles of budgeting.
5. Organize and manage a nursing unit effectively.
6. Identify dynamics of organizational behavior, styles and functions of effective leadership

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Unit No. & total hours	Objectives	Contents with distributed hours			T/L Method	A/V Aids	F/S Evaluation
		Must know	Desirable to know	Nice to know			
I (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the principles of administration. <b>Skill:</b> Practice the principles of administration. <b>Attitude:</b> Adapt as per the roles and take responsibilities appropriate to the role while working in clinical settings.	<b>Principles and practice of administration:</b> <ul style="list-style-type: none"> <li>• Significance, elements (1 hrs)</li> <li>• Principles of administration. (1hrs)</li> <li>• Policies of hospital, (1hrs)</li> <li>• different departments with special emphasis to department of nursing(1 hr)</li> <li>• <i>Office management.</i> (1 hrs)</li> <li>• Responsibilities of nursing personnel especially of ward sister,(1 hrs)</li> <li>• Medico legal</li> </ul>	Organization of hospital – definition, aims, functions, classification (1hrs) Health team. (1hrs) <ul style="list-style-type: none"> <li>• Concept of cost effectiveness. (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Office management. (1 hrs)</li> </ul>	Lecture, discussion	Observe the functioning of Nursing administration at various levels i.e., Institutions, departments and units.	Essay type Short answers  Assignment

## KIMSDU, KINS – PBBS Sc.N. Syllabus

		<p>aspects, (1 hrs)</p> <ul style="list-style-type: none"> <li>• Concept of cost effectiveness. (1 hrs)</li> </ul>					
II (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand the factors that influence the quality of nursing care.</p> <p><b>Skill:</b> Assign patients on priority of needs and demand of degree of care.</p> <p><b>Attitude:</b> Maintain accurate records and reports promptly to appropriate authorities. Strive to maintain therapeutic environment.</p>	<p><b>Nursing unit management:</b></p> <ul style="list-style-type: none"> <li>• Factors affecting the quality of nursing care. (1 hr)</li> <li>• Maintenance of therapeutic environment (1hr)</li> <li>• Administration of unit – management of patient care. (1 hr)</li> <li>• nursing audit (1 hrs)</li> <li>• Maintenance of physical environment. Assignment of duties and time plan (1hr.)</li> <li>• Patient assignment, safety measures. Prevention of</li> </ul>	<ul style="list-style-type: none"> <li>• Physical layout of nursing unit and necessary facilities (1hr.)</li> <li>• Maintenance of quality of nursing care (1hr.)</li> <li>• <i>Patient assignment, safety measures. Prevention of accidents and infections (1 hrs)</i></li> </ul>		Lecture, discussion	Power point Presentation	Essay type Short answers



## KIMSDU,KINS –PBBSsc.N.Syllabus

		<p>accidents and infections (1 hrs)</p> <ul style="list-style-type: none"> <li>• Maintenance of patient records and reports,(1hr.)</li> <li>• Legal responsibilities. (1 hrs)</li> </ul>					
III (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand the staff recruitment, selection procedures and explain the staffing norms.</p> <p><b>Skill:</b> Demonstrate innovative ideas while preparing rotation plans and assigning duties.</p> <p><b>Attitude:</b> Develop self for managing discipline problems.</p>	<p><b>Personnel management:</b></p> <ul style="list-style-type: none"> <li>• Staff recruitment and selection, (1 hr)</li> <li>• appointment, promotions, (1 hr)</li> <li>• Personnel policies and job description, (1 hr)</li> <li>• Job analysis. (1 hrs)</li> <li>• Staffing the unit, (1 hr)</li> <li>• staffing norms, (1 hr)</li> <li>• <i>Rotation plan, (1hr)</i></li> <li>• leave planning, performance appraisal(1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff welfare and management of discipline problems. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rotation plan, (1hr)</i></li> </ul>	Lecture, discussion	Power point Presentation	<p>Essay type</p> <p>Short answers</p> <p>Assignment</p>

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IV (9 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain nature of supervision and different tools used for supervision.</p> <p><b>Skill:</b> Practices principles of supervision and encourages staff develop skills.</p> <p><b>Attitude:</b> Participate and strive to organize staff development programmes.</p>	<p><b>Supervision:</b></p> <ul style="list-style-type: none"> <li>• Principles of supervision, (1hrs)</li> <li>• nature and objectives(1hrs)</li> <li>• Tools and technique of supervision. Evaluation. (1 hrs)</li> <li>• Nursing audit.(1 hrs)</li> <li>• Staff development orientation programme. (1 hrs)</li> <li>• Skill training. (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership (1hrs)</li> <li>• Leadership development(1hrs)</li> </ul>	<p>Problem solving process.(1 hrs)</p>	<p>Lecture, discussion</p>	<p>Power point Presentation</p>	<p>Essay type Short answers</p>
V (9 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain the principles of material management.</p> <p><b>Skill:</b> Manage materials effectively.</p>	<p><b>Material management(1hr)</b></p> <ul style="list-style-type: none"> <li>•Principles of material management. (1 hrs)</li> <li>•Quality assurance. (1 hrs)</li> <li>•Role of nursing personnel in material</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory, (1 hrs)</li> <li>• <i>Inventory methods (1 hrs)</i></li> <li>• Inventory methods (1 hrs)</li> <li>• care of equipments, (1hr.)</li> <li>• safe keeping(1hr.)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inventory methods(1 hrs)</i></li> </ul>	<p>Lecture, discussion</p>	<p>Power point Presentation</p>	<p>Essay type Short answers</p>

## KIMSDU,KINS –PBBSsc.N.Syllabus

	<p><b>Attitude:</b> Demand quality material and manage them efficiently.</p>	management. (1hrs)					
VI (3 Hrs)	<p>At the end of unit students are able to: <b>Knowledge:</b> Understand the principles and process of budgeting. <b>Skill:</b> Practice principles of budgeting while participating in budgeting process in different settings. <b>Attitude:</b> Demonstrate skill in budgeting for the unit.</p>	<p><b>Financial management:</b> (1 hrs)</p> <ul style="list-style-type: none"> <li>• Budgeting, (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• principles of budgeting (1 hrs)</li> </ul>	--	Lecture, discussion	Power point Presentation	Essay type Short answers
VII (9 Hrs)	<p>At the end of unit students are able to: <b>Knowledge:</b> Understand and</p>	<p><b>Organizational behavior,</b></p> <ul style="list-style-type: none"> <li>• Group dynamics (1 hrs)</li> <li>• human relations,</li> </ul>	<ul style="list-style-type: none"> <li>• Public relations, (1 hrs)</li> <li>• Leadership(1hrs)</li> <li>• Leadership Style and functions.</li> </ul>		Lecture, discussion	Power point Presentation	Essay type Short answers

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	<p>explain group dynamics and methods of records and reports.  <b>Skill:</b> Enhance public relations through quality care and empathetic approach towards patients.  <b>Attitude:</b> Maintain accurate and comprehensive records and reports appropriately.</p>	<p>(1 hrs)  <ul style="list-style-type: none"> <li>• Organizational communication. (1 hrs)</li> <li>• Methods of reporting. (1 hr)</li> <li>• Maintaining record(1 hrs) Reports. (1hrs)</li> </ul> </p>	<p>(1 hrs)                  Reports. (1hrs)</p>				
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## KIMSDU,KINS –PBBSsc.N.Syllabus

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**Theory : 60 hours**

**Practical: 180 hours**

### **Internal Assessment:**

Internal Assessment (Theory): 15 Marks

(Out of 15 Marks to be send to the University)

Mid-Term: 75 Marks

Prelim: 75 Marks

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Total: 150 Mark

**(150 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)**

**Clinical Assignment: 10 Marks**

Practicum: Posting of ward management: 100 Marks

(100 Marks from Clinical Assignment to be converted into 10 Marks) External Assessment (Theory): 75 Marks

## KIMSDU,KINS –PBBSsc.N.Syllabus

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<b>Mid Term :75 Marks</b>	<b>Prefinal:75 Marks</b>	<b>University Examination 75 Marks</b>
MCQ-15X1=15 Marks	MCQ-15X1=15 Marks	MCQ – 15 X 1 = 15 Marks
BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks
SAQ-4X5=20 Marks	SAQ-4X5=20 Marks	SAQ-4X5=20 Marks
LAQ-2X10=20 Marks	LAQ-2X10=20 Marks	LAQ-2X10=20 Marks

(University Examination)

### REFERENCES:

- 1.TNAI. Nursing Administration and Management, 1st edn, Academic Press: New Delhi, 2000.
- 2.Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers:Banglore, 1998.
- 3.Pai, Pragna. Effective Hospital Management, 1st edn,The National Book Depot: Mumbai,2002.
- 4.Srinivasan, A V.Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
- 5.Basavanthappa, B T. Nursing Administration, 1st edn, J P Brothers Medical Publishers: NewDelhi, 2000.
- 6.Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and DeepPublications: New Delhi, 2000.
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- 9.Francis, E M & Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers MedicalPublishers: New Delhi, 2000.
- 10.Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva,1966.
- 11.Hersey, P. ,Blanchard, H K & Johnson, E D. Management of Organizational Behavior,Pearson Education Indian Branch: New Delhi, 2002.
- 12.Barret, Jean. Ward Management andTeaching,2nd edn, English Book Society: New Delh

**KIMSDU. KINS.**

**Post Basic B. Sc. Nursing Program code: 4201    Course code: 4201-24**

**II<sup>nd</sup> Year Post Basic B. Sc. Nursing**

**Subject : Mental Health Nursing**

**Time Allotted Theory    : 60 hrs.**

**Practical: 240 hrs.**

**COURSE DESCRIPTION**

This course enables the students to recognize and appreciate the causes, symptoms and process of abnormal human behavior. It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behavior. This course helps the student to learn principles of mental health and psychiatric nursing and to develop skills in the management of the mentally ill in hospital and community.

**OBJECTIVES:**

At the end of course, the student will

1. Identify and describe the philosophy and principles of mental health nursing.
2. Describe the historical development of mental health and psychiatric nursing.
3. Classify mental disorders.
4. Develop skills in history taking and performing mental status examination.
5. Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various mental disorders.
7. Communicate therapeutically with patients and their families.
8. Identify role of the nurse in preventive psychiatry.
9. Identify the legal aspects in practice of mental health and psychiatric nursing.

## KIMSDU, KINS – PBBS Sc.N. Syllabus

Unit No & Total Hours	Changed Hrs.	Objectives	CONTENT			T/L Methods	F/S Evaluation
			Must Know	Desirable to know	Nice to know		
I (5 Hrs)		At the end of unit students are able to: <b>Knowledge:</b> Understand the historical development of mental health nursing. <b>Skill:</b> Apply this knowledge in patient care. <b>Attitude:</b> Incorporate this knowledge for better patient care.	<b>Introduction and historical development:</b> <ul style="list-style-type: none"> <li>Principles of mental health and psychiatric nursing.(1hr)</li> <li>Role and qualities of mental health and psychiatric nurse. Mental health team and functions of team members (1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of normal and abnormal behavior</li> <li>Legal aspects in psychiatry and mental health services. (1hr)</li> <li>Introduction and Historical development.</li> <li>History of psychiatry</li> <li>Historical development of mental health nursing. (1 hr) -</li> </ul>	-----	Lecture Discussion	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> </ul>
II		<b>Knowledge:</b> Understand and	<b>Classification and</b>	<ul style="list-style-type: none"> <li>Classificatio</li> </ul>	<ul style="list-style-type: none"> <li>Terminolo</li> </ul>		



## KIMSDU, KINS – PBBS Sc.N. Syllabus

(5Hrs.)		describe classification and terminology used in mental health nursing and Know the etiology & pathophysiology of mental disorders. <b>Skill:</b> Apply this knowledge in clinical practice. <b>Attitude:</b> Incorporate with care.	<b>Assessment of mental disorders:</b> <ul style="list-style-type: none"> <li>Etiological factors and psychopathology of mental disorders.</li> <li>History taking and assessment methods for mental disorders (3 hrs)</li> </ul>	n of mental disorders. (1hr)	gy used in psychiatry. (1 hr)	Lecture Discussion	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> </ul>
III (4 Hrs.)		<b>Knowledge:</b> Understand the process of therapeutic communication. <b>Skill:</b> Conduct interview of patient and family members effectively. <b>Attitude:</b> Incorporate this knowledge in nursing practice.	<b>Must know Therapeutic communication:</b> <ul style="list-style-type: none"> <li>Therapeutic communication technique, nurse patient relationship. (1hr)</li> <li>Therapeutic impasses and its management (1hr)</li> <li>Process recording and Communication process.(1 Hr)</li> </ul>	Interview skills. (1hr)	-----	Lecture Discussion	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> </ul>
IV 20 Hrs.		<b>Knowledge:</b> Understand and describe etiology, treatment and nursing management of various mental disorders. <b>Skill:</b> Prepare nursing care plan as per disease condition. <b>Attitude:</b> Incorporate this	<b>Management of mental disorders:</b> <ul style="list-style-type: none"> <li>Etiological factors, psychopathology, types.(1hr)</li> <li>Clinical features, diagnostic criteria,</li> </ul>	<ul style="list-style-type: none"> <li><b>Disorders of childhood and adolescence.</b> ADHD(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Psychosomatic disorders. (1hr)</li> <li>Personality disorders. (1 hr)</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective</li> </ul>

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		<p>knowledge in various types of setting.</p>	<p>treatment and nursing management. (1hr)</p> <p><b>Nursing management of patient with following disorders:</b></p> <ul style="list-style-type: none"> <li>• <b>Neurotic Disorders:</b> Anxiety neurosis (1hr)</li> <li>• Depressive neurosis. (1hr)</li> <li>• Obsessive Compulsive Neurosis and</li> <li>• Phobic disorders (1hr)</li> <li>• Somatoform disorders. (1 hr)</li> <li>• <b>Psychotic Disorders:</b> Schizophrenic form, affective (1hr)</li> <li>• Organic psychosis- Organic brain syndrome (1hr)</li> </ul> <p>Nursing management of Geriatric Patient Epidemiology Bio Psycho Sociological aspects of aging. (1hr) Etiology,</p>	<p>Autism (1hr) Conduct disorder and Juvenile delinquency (1hr) Separation anxiety disorder &amp; Enuresis and encopresis (1hr)</p> <p>Nursing Assessment- History, Physical, mental and neurological assessment of Geriatric Psychiatric condition (1hr) psycho-pathology, clinical features, diagnosis and Differential diagnosis of Geriatric Psychiatric disorders (1hr)</p>		<p>Lecture Discussion</p>	<p>e Types</p> <ul style="list-style-type: none"> <li>• Clinical work</li> <li>• Essay type</li> <li>• Short Answers</li> <li>• Objective Types</li> <li>• Clinical work</li> <li>• Case study</li> </ul>
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KIMSDU, KINS – PBBSc.N.Syllabus

			<p>Treatment modalities (1hr) Nursing management of Geriatric Psychiatric disorders Follow-up and home care and rehabilitation.(1hr)</p>				
V (3 Hrs.)		<p><b>Knowledge:</b> Understand and explain the substance use disorder. <b>Skill:</b> Differentiate substance use disorders from other mental health disorders. <b>Attitude:</b> Contribute effectively in management of substance abuse disorder.</p>	<p><b>Management of patient with substance use disorders:</b></p> <ul style="list-style-type: none"> <li>Substance use and misuses. Dependence, intoxication and withdrawal. (1hr)</li> <li>Psychopathology – clinical features, diagnostic criteria. Treatment and nursing management of patient with substance abuse disorders. Preventive and rehabilitative aspect of substance abuse (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Classification of psychoactive substances. Etiology and contributory factors(1hr)</li> </ul>	-----	<p>Lecture Discussion</p>          <p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> </ul>
VI (2 Hrs.)		<p><b>Knowledge:</b> Know and explain the classification, etiology, psychopathology and management of mental sub</p>	<p><b>Management of mental sub normality:</b></p> <ul style="list-style-type: none"> <li>Classification of mental sub</li> </ul>	<ul style="list-style-type: none"> <li>Psychometric assessment, diagnostic</li> </ul>		<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short</li> </ul>

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		normality. <b>Skill:</b> Identify the mental sub normality. <b>Attitude:</b> Provide effective nursing care	normality. <ul style="list-style-type: none"> <li>Etiological factors, psychopathology. (1hr)</li> </ul>	criteria and management of sub normality. (1hr)	-----		Answers <ul style="list-style-type: none"> <li>Objective Types</li> <li>Clinical work</li> </ul>
VII (4 Hrs.)	6Hrs	<b>Knowledge:</b> Understand and explain the psychiatric emergencies and its management. <b>Skill:</b> Manage psychiatric emergencies effectively. <b>Attitude:</b> Motivate community to cooperate in dealing with psychiatric emergencies.	<b>Psychiatric emergencies:</b> <ul style="list-style-type: none"> <li>Types of emergencies, psychopathology clinical features</li> <li>Assessment and diagnosis, treatment and nursing (1hr)</li> <li>Guidance and counseling (2hr)</li> </ul>	<ul style="list-style-type: none"> <li>Management of patient with psychiatric emergencies (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Crisis intervention therapy (1hr)</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> </ul>
VIII 12 Hrs.	10Hrs	<b>Knowledge:</b> Understand and explain different therapeutic modalities in psychiatric nursing. <b>Skill:</b> Practice different therapies. <b>Attitude:</b> Develops positive attitude towards AYUSH.	<b>Therapeutic Modalities</b> <ul style="list-style-type: none"> <li>Principles, indications, contraindications And role of nurse in various treatment methods. ( 1 hr)</li> <li>Psychotherapy. (1hr)</li> <li>Behavior therapy. (1hr)</li> <li>Group therapy and Family therapy. (1hr)</li> <li>Electro convulsive</li> </ul>	<ul style="list-style-type: none"> <li>Therapeutic community (1hr)</li> <li>Milieu therapy. (1hr)</li> <li>Occupational therapy. (1hr)</li> <li>Pharmacotherapy (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Other miscellaneous therapies. ( 1 Hr)</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Objective Types</li> <li>Clinical work</li> </ul>

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			therapy (1hr)				
IX (5 Hrs.)		<p><b>Knowledge:</b> Understand and describe preventive psychiatric measurement.</p> <p><b>Skill:</b> Recognizes early signs and symptoms of mental disorder.</p> <p><b>Attitude:</b> Contribute effectively in National Mental Health Programme.</p>	<p><b>Preventive psychiatry:</b></p> <ul style="list-style-type: none"> <li>• Models of prevention. (1hr)</li> <li>• Role of nurse in preventive psychiatry. &amp;Community mental health nursing.(1hr)</li> <li>• National mental health programmes. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Community mental health agencies. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Psychiatric social work.(1 Hr)</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> <li>• Objective Types</li> <li>• Clinical work</li> </ul>

### INTERNAL ASSESSMENT EVALUATION SCHEME

#### A.THEORY

Sr.No	Examination	Marks (maximum)	Total theory marks sent to University
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	25

#### C. Practical

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Sr.No	Practical Examination	Marks (maximum)	Total Practical marks sent to University[A]
1.	Midterm examination	50	
2.	Pre-final examination	50	
	TOTAL	100	

### D. Clinical Evaluation & Clinical Assignment: 625 Marks

1. History taking:	Two (50 marks each) 100 Marks
2. MSE:	Two (50 marks each) 100 Marks
3. Process Recording: Two (25 marks each)	50Marks
4. Nursing Care Plan: Two (50 marks each)	100 Marks
5. Clinical performance evaluation	100 Marks
6. Case Study:	One 50 Marks
7. Case Presentation:	One 50 Marks
8. Drugs study	50 Marks
9. Health Education:	One 25 Marks
<b>Total:-625 marks</b>	

Practical exam 100 Marks A + Clinical Evaluation & Clinical Assignment 625 Marks B = 725 (725 MARKS FROM PRACTICAL TO BE CONVERTED INTO 50 MARKS SEND TO UNIVERSITY)

SUMMATIVE		
MID-TERM : 75M	PREFINAL 75M	UNIVERSITY EXAMINATION
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

### References :

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**KIMSDU. KINS.**

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-25**

**II<sup>nd</sup> Year Post Basic B. SC. Nursing**

**Subject : Introduction To Nursing Research & Statistics**

**Theory-45Hrs**

**Practical-120Hrs**

**Course Description:-**

The course is designed to assist the students to develop an understanding of basic concepts of research and statistics, use the findings of nursing research in nursing practice, apply the knowledge in conducting projects and solve problems related to nursing using scientific method.

**Objectives:-**

At the end of the course, the students will:-

1. Define the terms and concepts of nursing research.
2. Identify needs and scope of nursing research.
3. Identify and define a research problem.
4. Locate and list sources of literature for a specific study.
5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method.
6. Develop tool for data collection.
7. Enumerate steps of data analysis and present data summary in tabular form.



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8. Use descriptive and co-relational statistics in data analysis.
9. Conduct a group of research project.

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	EVALUATION
		Must know	Desirable to know	Nice to know		
<b>A) INTRODUCTION TO RESEARCH METHODOLOGY</b>						
I (03 hours) 1 hrs. shifted from unit IV 3+1=4	At the end of unit students are able to <b>Cognitive:</b> Understand concept of nursing research, its need etc. <b>Psychomotor:</b> Apply principles of research to research project <b>Affective:</b> Contribute in improving the quality of nursing practice.	Steps of scientific methods Definition of research (1 hour) Need for nursing research (1 hour)	4) Characteristics of good research. Research process. (1 hour)  5) Evidence based practice. (1 Hr.)		-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist
II (05 hours) 2 hrs. shifted	At the end of unit students are able to <b>Cognitive:</b> Understand research	1)Statement of research problem (1 hour) 2) Statement of purpose and objectives.	4) Definition of research terms. (1 hour) 5)Preparation of 10 research	6)Searching of review of literature on internet.(01 Hr.)	-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill

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<p>from unit III 5+2=7</p>	<p>problem, purpose and objectives <b>Psychomotor:</b> Apply for effective research work. <b>Affective:</b> Incorporate Cognitive into practice.</p>	<p>(1 hour) 3) Review of literature. (2 hours)</p>	<p>problem statement(1Hr.)</p>			<p>-Assessment with checklist</p>
<p>III (07Hr.) 2 Hrs. shifted to unit II Total hr. 7-2=5</p>	<p>At the end of unit students are able to <b>Cognitive:</b> Understand concept of research approaches. <b>Psychomotor:</b>  <b>Affective:</b> Incorporate Cognitive into practice.</p>	<p>1)Research approaches: 2)Historical Historical research methods (1 hour) Source hour) 3)Survey- (1 hour) 4)Experimental Characteristics (1 hour) Advantages &amp; Disadvantages (1 hour) Classification of research design. (1 hour) Qualitative design. (1 hour) Quantitative design. (1 hour) Non experimental</p>			<p>-Lecture -Discussion</p>	<p>-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist</p>

## KIMSDU, KINS – PBBS Sc.N. Syllabus

		research (1 hour)				
IV (05 hours)  1 Hrs. shifted to unit I Total hr. 5-1=4	At the end of unit students are able to <b>Cognitive:</b> Understand concept of sampling techniques and methods of data collection. <b>Psychomotor:</b> Apply the methods of data collection in nursing practice. <b>Affective:</b> Incorporate Cognitive into practice.	1) Sampling techniques and methods of data collection (1 hour) 2) Sampling (1 hour)	3) Instruments- questionnaire. Interview (1 hour) 4) Observation schedule, records, measurements (1 hour)	5) Reliability and validity of instruments (1 hour)	-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist
V (04 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of data analysis <b>Psychomotor:</b> Apply cognitive	1) Analysis of data: (1 hour) Tabulation 2) Classification and summarization (1 hour) 3) Presentation (1 hour) 4) Interpretation of			-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist

## KIMSDU, KINS – PBBS Sc.N. Syllabus

	for interpretation of data. <b>Affective:</b> Recognizing the different data.	data (1 hour)				
VI (04 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of communication of research findings. <b>Psychomotor:</b> Prepare reports related to patient care effectively. <b>Affective:</b> Contribute in improving the quality of nursing practice.	1) Communication of research findings (2 hours) 2) Writing report (2 hours)			-Lecture -Discussion -Practice session	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist
<b>B) INTRODUCTION TO STATISTICS</b>						
VII (06 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of different	1) Frequency distribution:- (1 hour) Types of measure- - Frequencies - Class interval - Graphic method of	3) Introduction to normal probability (1 hour)	4) Descriptive statistics (1 hour)	-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment

## KIMSDU,KINS –PBBSsc.N.Syllabus

	<p>statistical measures such as mean, mode and median</p> <p><b>Psychomotor:</b> Apply it to different statistical data.</p> <p><b>Affective:</b> Incorporate Cognitive into practice.</p>	<p>describing frequency (1 hour)</p> <p>2) Measures of central tendency:-</p> <ul style="list-style-type: none"> <li>- Mode</li> <li>- Median</li> <li>- Mean (1 hour)</li> </ul> <p>• Measures of variability:-</p> <ul style="list-style-type: none"> <li>- Range</li> <li>- Standard deviation (1 hour)</li> </ul>				with checklist
VIII (03 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand concept of correlation</p> <p><b>Psychomotor:</b> Apply correlation in different data analysis.</p> <p><b>Affective:</b> Simplify the statistical problems</p>	<p>1) Correlation. (1 hour)</p> <p>2) Computation by rank difference methods. (1 hour)</p>	3) Uses of correlation coefficient (1 hour)		-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist
IX	At the end of	1) Biostatistics:			-Lecture	-Essay Type

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(02 hours)	<p>unit students are able to</p> <p><b>Cognitive:</b> Understand concept of crude rates and standardized rates.</p> <p><b>Psychomotor:</b> Apply it for the estimation of trends etc.</p> <p><b>Affective:</b> Incorporate Cognitive into practice.</p>	<ul style="list-style-type: none"> <li>- Crude rates and standardized rates. (1 hour)</li> <li>2) Ratio and estimation of the trends. (1 hour)</li> </ul>			-Discussion	<p>Short Answers</p> <ul style="list-style-type: none"> <li>-Objective Type</li> <li>-Of Questions</li> <li>-Assessment of skill</li> <li>-Assessment with checklist</li> </ul>
X (04 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand use of computers in different practices.</p> <p><b>Psychomotor:</b> Apply it for ease in presenting the data effectively for nursing practices.</p> <p><b>Affective:</b> Contribute in improving the</p>	<ol style="list-style-type: none"> <li>1)Introduction to computers in nursing</li> <li>2)Introduction to computers and disk operating system</li> <li>3)Introduction to word processing.</li> <li>4)Introduction to data base (1 hour)</li> <li>5)Windows application:-             <ul style="list-style-type: none"> <li>- Word</li> <li>- Excel</li> <li>- Power-point</li> <li>- Multimedia (1 hour)</li> </ul> </li> </ol>	7)Use of statistical packages 8)Computer aided teaching and testing (1 hour)		<ul style="list-style-type: none"> <li>-Lecture</li> <li>-Discussion</li> <li>- Demonstration</li> <li>-Practice session</li> </ul>	<ul style="list-style-type: none"> <li>-Essay Type</li> <li>Short Answers</li> <li>-Objective Type</li> <li>-Of Questions</li> <li>-Assessment of skill</li> <li>-Assessment with checklist</li> </ul>

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	quality of nursing practice.	6)Introduction to Internet and use of electronic mail. (1 hour)				
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### Internal Assessment:

Internal Assessment (Theory):

- i) Mid-term Examination: 50 Marks
  - ii) Pre-final Examination: 50 Marks
- Total: 100 Marks  
(100 Marks to be converted in to 25 Marks for Internal Assessment (Theory))

## KIMSDU, KINS – PBBS Sc.N. Syllabus

<b>FORMATIVE EVALUATION</b>			
<b>RESEARCH PROJECT 50 MARKS</b>			
<b>SUMMATIVE EVALUATION</b>			
<b>A) INTRODUCTION TO RESEARCH METHODOLOGY</b>			
<b>MIDTERM 50</b>	<b>PREFINAL 50</b>	<b>University Examination</b>	
MCQ- 1x09=09Marks	MCQ- 1x09=09Marks	MCQ- 1x09=09Marks	
BAQ- 2x4= 08Marks	BAQ- 2x4= 08Marks	BAQ- 2x4= 08Marks	
SAQ- 4x2= 08 Marks	SAQ- 4x2= 08 Marks	SAQ- 4x2= 08 Marks	
LAQ- 1x10=10Marks	LAQ-1x10=10Marks	LAQ-1x10=10Marks	
<b>B) INTRODUCTION TO STATISTICS</b>			
MCQ- 1x01=01Marks	MCQ- 1x01=01Marks	MCQ- 1x01=01Marks	
BAQ- 2x3= 06Marks	BAQ- 2x3= 06Marks	BAQ- 2x3= 06Marks	
SAQ- 4x2= 08Marks	SAQ- 4x2= 08Marks	SAQ- 4x2= 08Marks	
<b>THEORY EXAMINATION: MIDTERM: 50 Marks</b>	<b>PREFINAL: 50 Marks</b>	<b>GRAND TOTAL:</b>	<b>100 Marks</b>
			<b>25 Marks</b>



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**EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 50 Marks    RESEARCH PROJECT:-  
50 MARKS**

## KIMSDU,KINS –PBBSsc.N.Syllabus

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### References:

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- Ruby L. Weslye, “Nursing Theories Models”, Spring House Publication Pennsylvania, 2<sup>nd</sup> Edition, 1995.

# KIMSDU,KINS –PBBSN.Syllabus

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**Post Basic B. Sc. Nursing Program code: 4201    Course code: 4201-26**

**II<sup>nd</sup> Year Post Basic B. Sc. Nursing**

**Subject : Sociology**

**Time Allotted: Theory: 60 Hrs**

## **COURSE DESCRIPTION:**

This course is to reorient students to sociology related to community of social institutions in India and its relationship with health, illness and nursing.

## **OBJECTIVES:**

At the end of the course, the student will be able to----

- Describe sociological concepts applicable to nursing.
- Determine role of sociology in nursing as related to social institutes in India.
- Develop positive attitudes towards individual family and community.

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Unit No & Total Hr.	Objectives	Content With Distributed Hours			T/L Method	Method Of Evaluation
		Must to know	Desirable to know	Nice to know		
I (2 Hrs)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand the importance of sociology in nursing.</p> <p><b>Psychomotor:</b> Identify the impact of society and its relationship with others.</p> <p><b>Affective:</b> Develop understanding for societal theories in sociology and its implication in community</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Importance of Study of Sociology In Nursing (1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Relationship of Anthropology Sociology etc. (1hrs)</li> </ul>	--	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs Seminars.</li> <li>.Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>•BAQ</li> </ul>
II (8 Hrs)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Explain fundamental concept and interdependence of individual and the society.</p> <p><b>Psychomotor:</b> Identify the areas of interdependence of society and its relation with. With others.</p> <p><b>Affective:</b> Appreciate</p>	<ul style="list-style-type: none"> <li><b>Individual And The Society</b> (2 hrs)</li> <li>Socialization: Importance's of sociology elements of socialization (1hrs)</li> <li>Characteristic of socialization( 1 hrs)</li> <li><i>Natural Resources.</i></li> <li><i>Landslides, soilerosion and desertification.</i></li> </ul>	<ul style="list-style-type: none"> <li>Interdependence of the individual and society</li> <li><b>Theories of man and society</b> ( 1 hrs)</li> <li><i>Equitable use of resources</i></li> </ul>	<p>Personal Disorganization (1hrs)</p> <p><b>Total _ 1 hrs</b></p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs Seminars.</li> <li>.Group Discussion</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>Short answers</li> <li>•BAQ</li> </ul> <p><i>Assignment</i></p>

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	societal norms for socialization. And for social stratification.	<ul style="list-style-type: none"> <li>• <i>Role of an individual in conservation of natural resources. (1hrs)</i></li> </ul>	<i>for sustainable lifestyles.</i> <ul style="list-style-type: none"> <li>• (1 hrs)</li> </ul>			
III (8 Hrs)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Explain fundamental concept of culture</p> <p><b>Psychomotor:</b> Recognize the cultural behavior in disease conditions</p> <p>.</p> <p><b>Affective:</b> Application of this while working with community</p>	<p><b>CULTURE</b></p> <p>Culture :</p> <ul style="list-style-type: none"> <li>• Definition and meaning of culture and civilization</li> <li>• purpose of culture (1hr)</li> <li>• Culture: Characteristic of culture &amp; types of culture (2 hrs)</li> <li>• Nature Of Culture (1 hrs)</li> <li>• function Of Culture (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity And Uniformity of Culture</li> <li>• Culture affects health and disease (1 hrs)</li> <li>• Civilization and culture (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Evolution of Culture (1 hrs)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts, graphs Seminars.</li> <li>• Group Discussion</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective Assignments</li> <li>• <i>BAQ</i></li> </ul>

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<p>IV (14 Hrs)</p>	<p>At the end of unit students are able to  <b>Cognitive:</b> Understand and explain various social groups, social institutions, and their role in health and disease.  <b>Psychomotor:</b> Identify the roles and functions of different social groups and institutions and support them for the enhancement of health of people.  <b>Affective:</b> Articulates the help to different social groups and institutions</p>	<p><b>Social Organization</b> (1 hrs)</p> <ul style="list-style-type: none"> <li>• Social groups, Crowds And Public Groups, Nations , Race (2 hrs)</li> <li>• Social Institutions : The Family , Marriage Education , Religion ,Arts, (1 hrs)</li> <li>• Economic Organization, Political Organization (2 hrs)</li> <li>• The Urban And Rural Community In India : Ecology (1 hrs)</li> </ul> <p>Biodiversity and its conservation.          Biodiversity at global, National and local levels.          • India as a mega-diversity nation. (1 hrs)</p>	<ul style="list-style-type: none"> <li>• Characteristics Of The Town And City (2 hrs)</li> <li>• Social Stratification :Class And Caste (2 hrs)</li> </ul>	<p>.Characteristics Of The Village (2 hrs)</p>	<p>Lectures &amp; Discussion          ○ Charts, graphs          Seminars.          • Group Discussion          • Roll Plays          .Community awareness programme.          .panel discussion</p>	<p>Essay type          •Short answers          •Objective Assignments          .BAQ</p>
<p>V (8 Hrs)</p>	<p>At the end of unit students are able to  <b>Cognitive:</b> Describe social process and its aspects.  <b>Psychomotor:</b> Identify</p>	<p><b>Social Process:</b> definition, meaning ,(1 hrs)          -Process Of Social Interaction: definition, meaning , factors, influencing interaction, Importance (1 hrs)</p>	<p>-Accommodation(1 hrs)          -Assimilation(1 hrs)          -War (1 hrs)</p>	<p>-</p>	<p>Lectures &amp; Discussion          -Charts, graphs</p>	<p>Essay type          •Short answers          •Objective Assignments</p>

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	<p>social process in nurse patient relationship and establish therapeutic N-P R.</p> <p><b>Affective:</b> Use social interaction for dissemination of health information and during social interaction..</p>	<p>-Competition (1 hrs) -Conflict- (1 hrs) -Cooperation (1 hrs)</p>			<p>Seminars. -Group Discussion -Roll Plays Community awareness programme. . Quiz competition . Debate</p>	<p>. BAQ</p>
VI (10 Hrs)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Describe social change and its implication to health sector.</p> <p><b>Psychomotor:</b> Provide need based service to the society.</p> <p><b>Affective:</b> Appreciate impact of science and technology on social change.</p>	<p><b>-Social Change (2hrs)</b> -Nature And Process Of Social Change: (2hrs) -Factors Influencing Cultural Lag (1 hrs) <b>-Social Issues and the Environment.</b> Environment Protection Act. • Air (Prevention and Control of Pollution) Act. (1hrs) • Wildlife Protection Act • Forest Conservation Act • Issues involved in enforcement of environmental legislation.</p>	<p>-Factors Influencing Cultural Change. (1hrs) -Factors affecting social change: .Demographic .Technological .Agricultural development (2 hrs)</p>	<p>-Water (Prevention and control of Pollution) Act(1hrs)</p>	<p>Lectures &amp; Discussion -Charts, graphs Seminars. -Group Discussion -Roll Plays -Debate</p>	<p>Essay type •Short answers •Objective Assignments .BAQ</p>

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		• Public awareness(1hrs)				
VII (10 Hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand the reasons for social problems and their nature. <b>Skill:</b> Identify social problems and intervene promptly. <b>Attitude:</b> Strive to prevent social problems.	<b>Social Problems</b> (1 hrs) -Social Disorganization, :- Meaning and definition of organization and disorganization, causes of disorganization, (1 hrs) -Control And Planning (2 hrs) -Poverty , Population (2 hrs)	-Growth Of Urbanization, -Prostitution, (1 hrs) -Minority Groups, Rights Of Women And Children, Child Labour, Child Abuse, (1 hrs) - Delinquency And Crime, Substance Abuse. (1hrs)	*Housing , Illiteracy, Food Supplies(1hrs)	Lectures & Discussion -Charts, graphs Seminar s. -Group Discussion -Roll Plays Community awareness programme. <i>.Mass media</i> <i>. Quiz competition</i> <i>panel discussion</i> <i>. Debate</i>	Essay type •Short answers •Objective Assignments <i>BAQ</i>



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**Time Allotted: Theory: 60 Hrs**

**Internal Assessment: Theory**

Mid-Term :- 75 Marks  
Prefinal : - 75 Marks  
Total :- 150 Marks

150 Marks from mid-term & prefinal to be converted into 15 Marks + **Clinical Assignment 10 Marks = 25**

Out of 25 Marks to be send to the University

<b>Subject Sociology</b>	<b>Internal assessment</b>	<b>University examination</b>	<b>Total</b>
Theory	25	75	100

<b>SUMMATIVE</b>		
<b>MID-TERM : 75M</b>	<b>PREFINAL 75M</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

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