



**KMCT**  
COLLEGE OF NURSING

Recognized by Indian Nursing Council & Kerala Nurses and  
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# Outcome Based Education (OBE) MANUAL

Prepared by Curriculum Committee and IQAC  
KMCT College of Nursing



## Introduction

Outcome Based Education (OBE) is an educational model that forms the base of a quality education system. There is no single specified style of teaching or assessment in OBE. All educational activities carried out in OBE should help the students to achieve the set goals. The faculty may adapt the role of instructor, trainer, facilitator, and/or mentor, based on the outcomes targeted.

OBE enhances the traditional methods and focuses on what the Institute provides to students. It shows the success by making or demonstrating outcomes using statements "able to do" in favor of students. OBE provides clear standards for observable and measurable outcomes.

The University Grants Commission (UGC) has introduced a Learning Outcomes-based Curriculum Framework for Undergraduate Education in India .The framework is based on the premise that higher education qualifications such as Bachelor's Degree programs are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes, and values) and academic standards expected of graduates of a program of study .

The National Education Policy (NEP) 2023 has also emphasized the importance of outcome-based education in India. A strong focus on outcome-based education is crucial to achieving the goal of elevating the quality of education in India to global standards .

## Benefits of OBE

### Clarity

The focus on outcome creates a clear expectation of what needs to be accomplished by the end of the course.

### Flexibility

With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the students' needs.

### Comparison

OBE can be compared across the individual, class, batch, program and institute levels.

### Involvement

Students are expected to do their own learning. Increased student involvement allows them to feel responsible for their own learning, and they should learn more through this individual learning.



### Higher Education Quality

OBE delivers a higher quality of education since it focuses on learning outcomes and guarantees that students master the subject matter. This technique assists students in developing critical thinking abilities, problem-solving skills, and practical skills that are useful in the workplace.

### Self-Directed Learning

OBE promotes self-directed learning, in which students are in charge of their own education and growth. In their future employment, students will benefit from having a sense of freedom and autonomy, which is fostered by this method.

### Better Career Opportunities

OBE aids students in acquiring the knowledge and skills that employers value. This can increase their employment possibilities and assist them in achieving their career objectives.

### Bloom's Taxonomy: A Framework for Learning Objectives

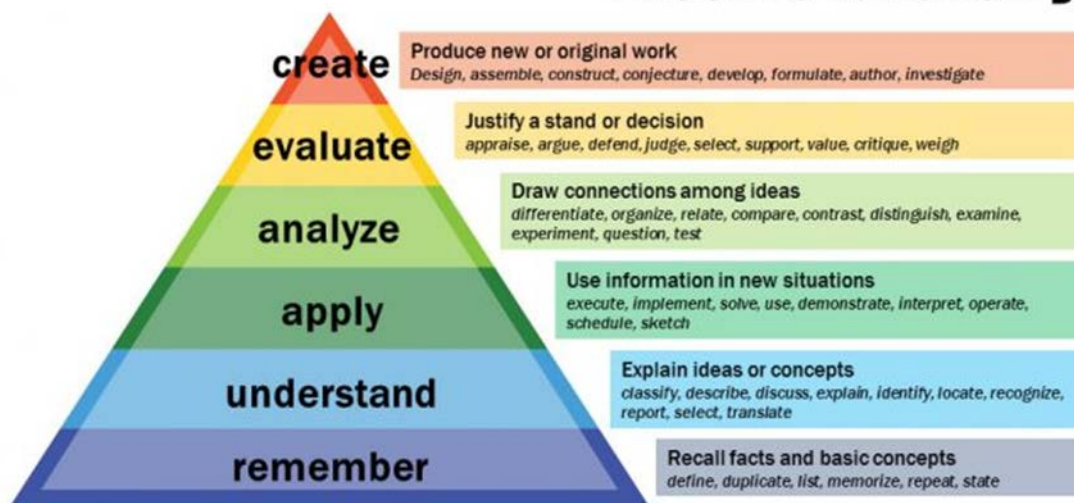
Bloom's Taxonomy, originally published in 1956, is a hierarchical framework that categorizes educational learning objectives into six levels of cognitive complexity. These levels range from lower-order thinking skills like remembering and understanding to higher-order thinking skills like analyzing, evaluating, and creating. Here's an overview of the six levels:

1. **Remembering:** This level focuses on recalling factual information. Examples include identifying, listing, defining, and describing.
2. **Understanding:** This level requires grasp of the meaning and implications of information. Examples include interpreting, explaining, summarizing, and paraphrasing.
3. **Applying:** This level involves using knowledge and skills in new situations. Examples include demonstrating, calculating, illustrating, and implementing.
4. **Analysing:** This level requires breaking down information into its component parts and seeing how they relate. Examples include comparing, contrasting, differentiating, and classifying.
5. **Evaluating:** This level involves making judgments based on criteria and justifying those judgments. Examples include critiquing, judging, assessing, and recommending.



6. **Creating:** This level requires generating new ideas or products. Examples include designing, developing, composing, and constructing.

## Bloom's Taxonomy



### Revised Bloom's Taxonomy:

In 2001, a revised version of Bloom's Taxonomy was published, focusing on action verbs and gerunds rather than nouns. This revision emphasizes deeper and more active learning experiences.

The Revised Bloom's Taxonomy, published in 2001, offers an updated framework for classifying educational learning objectives. It builds upon the original 1956 version by shifting the focus from nouns to action verbs and gerunds, thereby emphasizing active learning and cognitive processes.

Here's a breakdown of the Revised Bloom's Taxonomy and its six levels:

#### 1. Remembering (Knowing & Recalling):

Key words: Recognizing, recalling, retrieving, listing, defining, describing

Focus: Retrieving and recalling factual information.

#### 2. Understanding (Comprehending & Interpreting):

Key words: Interpreting, explaining, summarizing, paraphrasing, classifying, comparing, contrasting

Focus: Grasping the meaning and implications of information, making connections.



### **3. Applying (Using & Implementing):**

Key words: Executing, demonstrating, implementing, calculating, illustrating, solving

Focus: Applying knowledge and skills in new situations, solving problems with known procedures.

### **4. Analyzing (Breaking Down & Examining):**

Key words: Differentiating, organizing, attributing, analyzing, investigating, experimenting

Focus: Breaking down information into parts, examining relationships, drawing connections.

### **5. Evaluating (Judging & Critiquing):**

Key words: Checking, critiquing, judging, assessing, recommending, valuing

Focus: Making judgments based on criteria, evaluating quality and effectiveness.

### **6. Creating (Generating & Designing):**

Key words: Generating, hypothesizing, planning, designing, constructing, composing

Focus: Producing new ideas or products, designing solutions, contributing original work.

### **Applications of Bloom's Taxonomy:**

Bloom's Taxonomy can be used for various educational purposes, including:

**Designing learning objectives:** Clearly define what students should be able to do at the end of a lesson, unit, or course.

**Creating assessments:** Align assessments with the desired learning objectives and the appropriate level of Bloom's Taxonomy.

**Planning instruction:** Design activities and experiences that help students achieve the learning objectives at different levels.

**Providing feedback:** Offer feedback that helps students move towards mastery of the intended learning objectives.

Overall, Bloom's Taxonomy is a valuable tool for educators who want to encourage deeper learning and critical thinking in their students.



### VISION AND MISSION

#### VISION

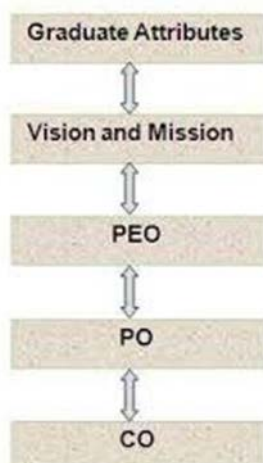
- To mould competent health care professionals with leadership qualities through comprehensive nursing education, practice and research.

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#### MISSION

- Provide educational programs that empower nursing professionals with the knowledge and skills.
- Promote a collaborative environment to engage in research and evidence-based practice

### EDUCATIONAL PROGRAM OUTCOMES:



#### 1. Program Educational Objective (PEO):

Definition: Broad statements that describe the long-term career and professional aspirations for graduates of a program several years after graduation.

Focus: Overall vision for the program's contribution to graduates' professional development in the long term.

Example: Our Nursing graduates will be recognized as leaders in improving patient care.



## **2. Program Outcome (PO):**

Definition: Statements outlining the broader knowledge, skills, and attributes that graduates of a specific program are expected to possess by the time of graduation.

Focus: Program-level learning outcomes encompassing the entire curriculum.

Example: Graduates will be able to apply their knowledge and skill to develop safe and effective care for patients.

## **3. Program Specific Outcome (PSO):**

Definition: Statements describing the unique knowledge, skills, and professional attributes that graduates from a particular specialization within a program are expected to attain.

Focus: Outcomes specific to a program specialization, differentiating it from other specializations within the same program.

Example: Graduates will be particularly skilled in identifying human values therapy in patient care.

## **4. Course Outcome (CO):**

Definition: Specific statements describing the knowledge, skills, and attitudes students should be able to demonstrate after completing a particular course.

Focus: Learning outcomes specific to an individual course within a program.

Example: By the end of the "Nursing" course, students will be able to identify the different diseases of patient and their specific care.

# **PROCESS OF ESTABLISHING PO, PEO AND PSO**

The POs, PEOs and PSOs are established through the following process steps:

Step 1: Vision and Mission of the Institute and BSc nursing programme along with the Program Outcomes defined by NBA are taken as a basis to interact with various stake holders of the program.

Step 2:

Program Coordinator consults the stakeholders and collects their views.

Step 3: After various meetings, Benchmarking with other colleges and correlating alignment with curriculum contents the Program Coordinator submits the views to Program Assessment Committee



Step 4: Program Assessment Committee reviews and summarizes the collected views and expresses its opinion and forwards the same to Department Advisory Committee who defines the PEO, PO and PSO statements.

Step 5:

Academic Advisory Committee finalizes, formulates and establishes the PEO, PO and PSO statements.

Step 6

After approval dissemination is carried out through appropriate channels.

### **PROGRAM EDUCATIONAL OBJECTIVES (PEOs)**

1. Nursing graduates will have high technical and professional expertise in various fields of nursing to solve complex problems in the area of nursing.
2. Nursing graduates will have ethical attitude, human values, team spirit, strong communication skills, and attitude of lifelong learning to serve the needs of society.
3. Nursing graduates will have an attitude for patient-centered and community-based research to improve patient healthcare outcomes.





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# BSC NURSING

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## **PROGRAM OUTCOME (PO)**

- 1. Knowledge and skill:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
- 2. Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
- 3. Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
- 4. System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
- 5. Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
- 6. Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
- 7. Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared



decision making, team learning and development.

**8. Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

**9. Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.

**10. Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

### **BSC NURSING PROGRAM SPECIFIC OUTCOME (PSO)**

**Human values:** Students will demonstrate human values like compassion, empathy, and respect for the dignity, worth, and uniqueness of each individual, providing care that is sensitive to the physical, emotional, and spiritual needs of patients and families. Nursing students will develop and demonstrate improved coping skills to manage stress, adversity, and challenges encountered during their academic and clinical experiences.

### **GRADUATE ATTRIBUTES**

#### **1. Professionalism:**

- Demonstrate professionalism in all aspects of nursing practice, including ethical standards, accountability, and commitment to lifelong learning.

#### **2. Clinical Competence:**

- Possess advanced clinical skills and knowledge to provide safe and effective nursing care across various healthcare settings.

#### **3. Critical Thinking and Problem Solving:**



- Apply critical thinking skills to analyze complex healthcare situations, make informed decisions, and solve problems effectively.
- 4. Communication Skills:**
- Communicate effectively with patients, families, and healthcare team members to ensure the delivery of high-quality care.
- 5. Collaboration and Teamwork:**
- Collaborate with interdisciplinary teams to promote patient-centered care and positive health outcomes.
- 6. Leadership and Management:**
- Demonstrate leadership and management skills to facilitate change, promote innovation, and improve healthcare delivery.
- 7. Ethical and Legal Principles:**
- Adhere to ethical and legal standards in nursing practice, ensuring patient confidentiality, autonomy, and dignity.
- 8. Research and Evidence-Based Practice:**
- Apply research findings and evidence-based practices to improve nursing care and patient outcomes.
- 9. Professional Development:**
- Engage in continuous professional development to stay abreast of advancements in nursing practice and contribute to the profession.
- 10. Health Promotion and Education:**
- Promote health and prevent illness through education, advocacy, and community engagement.

## COURSE OUTCOME DESIGN PROCESS

### 1. Define the Context:

- Understand the course's specific context, including its level, subject matter, and fit into the larger program or student journey.
- Identify institutional regulations or accreditation standards that might influence the outcomes.

### 2. Identify Learning Objectives:

- Brainstorm the key knowledge, skills, and abilities you want students to gain by the



end of the course.

- Consider Bloom's Taxonomy to ensure diverse learning levels.
- Articulate these objectives as clear, concise statements.

### 3. Translate into Course Outcomes:

- Shift focus from instructor activities to student achievements.
- Use action verbs that describe what students will be able to do (e.g., analyze, design, interpret, solve).
- Ensure outcomes are measurable through assessments and exams.

### 4. Align with Program Goals and Learning Objectives:

- Ensure course outcomes contribute to the broader program's learning objectives.
- Create a cohesive learning experience and help students see the bigger picture.

### 5. Consider Different Course Types:

- Adapt the process for different course types, such as foundational subjects versus advanced courses.

### 6. Draft and Refine:

- Start with a draft and seek feedback from colleagues, students, and stakeholders.
- Iteratively refine and revise outcomes based on feedback.

### 7. Share and Utilize:

- Communicate course outcomes clearly to students at the beginning of the course.
- Use outcomes to guide teaching, assessment, and feedback strategies.
- Regularly review and update outcomes to ensure they remain relevant and effective.

### Sample Action Verbs:

- Analyze
- Design
- Interpret
- Solve
- Create

Lower Order of Thinking (LOT)			Higher Order of Thinking (HOT)		
Remember	Understand	Apply	Analyse	Evaluate	Create
Define	Explain	Solve	Analyse	Reframe	Design
Describe	Describe	Apply	Compare	Criticize	Create
List	Interpret	Illustrate	Classify	Judge	Plan
State	Summarise	Calculate	Distinguish	Recommend	Formulate



Match	Compare	Sketch	Explain	Grade	Invent
Tabulate	Discuss	Prepare	Differentiate	Measure	Develop
Record	Estimate	Chart	Appraise	Test	Organize
Label	Express	Choose	Conclude	Evaluate	Produce

**Note:** If Laboratory is given as a separate course (with course code), then there should be separate course outcomes for Laboratory.

### CHECKLIST FOR COs

<b>Number of CO's</b>	<b>2 to 8</b>
<b>CO essentials</b>	<b>Action Verb, Subject Content, Level of Achievement, Modes of Performing task (If Applicable)</b>
<b>Based on BTL</b>	<b>Understand, Remember, Apply, Analyse, Evaluate, Create</b>
<b>Number of BTL Considered in one course</b>	<b>Minimum 2</b>
<b>Technical Content/ point of curriculum</b>	<b>All curriculum contents are covered</b>

### GUIDELINES FOR USING KEYWORDS IN CO-PO MAPPING

1. Develop a Keyword List: Collaboratively establish a core list of keywords associated with your Nursing Program Outcomes (POs). Consider:
  - o Action Verbs (Bloom's Taxonomy): explain, formulate, dispense, counsel, assess, monitor, evaluate, optimize, manage
  - o Technical Terms: pharmacokinetics, pharmacodynamics, dosage forms, drug interactions, compounding, clinical trials
  - o Soft Skills: communication, patient counseling, interprofessional collaboration, critical thinking, ethical decision-making



2. Identify Keywords in COs and POs: Carefully examine your Course Outcomes (COs) and Program Outcomes (POs), highlighting core keywords.
3. Establish Correlations: Look for direct matches or semantic similarities between the keywords in COs and POs to indicate correlations. For example:
  - CO: " Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.."
  - PO: " Communication: Interact effectively with patients, families and colleagues."
  - Keyword Match: "Effective communication" suggest a strong correlation.
4. Cautions:
  - Nuance: Keywords might not fully represent every aspect of COs and POs. Ensure you understand the deeper context of intended learning outcomes.
  - False Positives: Avoid superficial matches. Ensure keywords align in the depth of knowledge and skill required.

Most of the times, appropriate keyword is sufficient for mapping.

Level	Keywords Used in writing COs
No mapping (-)	Key words related with LOT and not related with course or any outcomes
Low (1)	Part of PO is reflected through keywords/action verbs
Medium (2)	Major part of PO is reflected through keywords/action verbs.
High (3)	Exact action verb of PO



### CURRYCULUM

<p><b>I &amp; II Sem</b></p> <p><b>I Semester</b></p> <ol style="list-style-type: none"> <li>1. Communicative English</li> <li>2. Applied Anatomy</li> <li>3. Applied Physiology</li> <li>4. Applied Sociology</li> <li>5. Applied Psychology</li> <li>6. Nursing Foundations I</li> </ol> <p><b>II Semester</b></p> <ol style="list-style-type: none"> <li>7. Applied Biochemistry</li> <li>8. Applied Nutrition &amp; Dietetics</li> <li>9. Nursing Foundations II</li> <li>10. Health/Nursing Informatics &amp; Technology</li> </ol>	<p><b>III &amp; IV Sem</b></p> <p><b>III Semester</b></p> <ol style="list-style-type: none"> <li>11. Applied Microbiology, and Infection control including Safety</li> <li>12. Pharmacology I</li> <li>13. Pathology I</li> <li>14. Adult Health Nursing I with integrated pathophysiology</li> </ol> <p><b>IV Semester</b></p> <ol style="list-style-type: none"> <li>15. Pharmacology II</li> <li>16. Pathology II &amp; Genetics</li> <li>17. Adult Health Nursing II with integrated pathophysiology including Geriatrics</li> <li>18. Professionalism, Professional values &amp; Ethics including bioethics</li> </ol>	<p><b>V &amp; VI Sem</b></p> <p><b>V Semester</b></p> <ol style="list-style-type: none"> <li>19. Child Health Nursing I</li> <li>20. Mental Health Nursing I</li> <li>21. Community Health Nursing I (including Environmental Science &amp; Epidemiology)</li> <li>22. Educational Technology/ Nursing Education</li> <li>23. Introduction to Forensic Nursing and Indian Laws</li> </ol> <p><b>VI Semester</b></p> <ol style="list-style-type: none"> <li>24. Child Health Nursing II</li> <li>25. Mental Health Nursing II</li> <li>26. Nursing Management &amp; Leadership</li> <li>27. Midwifery/ Obstetrics &amp; Gynaecology I</li> </ol>	<p><b>VII &amp; VIII Sem</b></p> <p><b>VII Semester</b></p> <ol style="list-style-type: none"> <li>28. Community Health Nursing II</li> <li>29. Nursing Research and Statistics</li> <li>30. Midwifery/ Obstetrics &amp; Gynaecology II</li> </ol> <p><b>VIII Semester</b></p> <p>Internship (Intensive Practicum/ Residency Posting)</p>
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<b>FIRST SEMESTER</b>		
SL NO	COURSE CODE	COURSE
1	ANAT105	APPLIED ANATOMY
2	PHYS 110	APPLIED PHYSIOLOGY
3	SOCI 115	APPLIED SOCIOLOGY
4	PSYC 120	APPLIED PSYCHOLOGY
5	N-NF-1 125	NURSING FOUNDATION I
6	ENGL101	COMMUNICATIVE ENGLISH





<b>SECOND SEMESTER</b>		
<b>SL NO</b>	<b>COURSE CODE</b>	<b>COURSE</b>
7	BIOC 135	APPLIED BIOCHEMISTRY
8	NUTR 140	APPLIED NUTRITION AND DIETETICS
9	N-NF-II-125	NURSING FOUNDATION II
10	HNIT 145	HEALTH/ NURSING INFORMATICS &TECHNOLOGY
<b>THIRD SEMESTER</b>		
<b>SL NO</b>	<b>COURSE CODE</b>	<b>COURSE</b>
11	MICR 201	APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY
12	PHAR-I 205	PHARMACOLOGY I
13	PATH-I 210	PATHOLOGY I
14	N-AHN-I-215	ADULT HEALTH NURSING I
<b>FOURTH SEMESTER</b>		
<b>SL NO</b>	<b>COURSE CODE</b>	<b>COURSE</b>
15	PHAR-II-205	PHARMACOLOGY II
16	PATH-II-210	PATHOLOGY II AND GENETICS



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17	N-AHNN-II-225	ADULT HEALTH NURSING II
18	PROF 230	PROFESSIONALISM
<b>FIFTH SEMESTER</b>		
<b>SL NO</b>	<b>COURSE CODE</b>	<b>COURSE</b>
19	N-CHN-I-301	CHILD HEALTH NURSING I
20	N-MHN-I-305	MENTAL HEALTH NURSING I
21	N-COMH-I-310	COMMUNITY HEALTH NURSING
22	EDUC 315	NURSING EDUCATION
23	N-FORN 320	FORENSIC NURSING
<b>SIXTH SEMESTER</b>		
<b>SL NO</b>	<b>COURSE CODE</b>	<b>COURSE</b>
24	N-CHN-II-301	CHILD HEALTH NURSING - II
25	N-MHN-II-305	MENTAL HEALTH NURSING - II
26	NMLE-330	NURSING MANAGEMENT AND LEADERSHIP
27	N-MIDW-I/OBGN-335	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

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<b>SEVENTH SEMESTER</b>		
<b>SL NO</b>	<b>COURSE CODE</b>	<b>COURSE</b>
28	<b>N-COMH-II-401</b>	<b>COMMUNITY HEALTH NURSING – II</b>
29	<b>NRST-405</b>	<b>NURSING RESEARCH AND STATISTICS</b>
30	<b>N-MIDW-II /OBGN-410</b>	<b>MIDWIFERY/ OBSTETRICS AND GYNECOLOGY NURSING - II</b>



<b>COURSE OUTCOMES</b>		
<b>BACHELOR OF NURSING</b>		
<b>FIRST SEMESTER</b>		
<b>ANAT105</b>	<b>APPLIED ANATOMY</b>	
	CO1	Describe anatomical terms.
	CO2	Explain the general and microscopic structure of each system of the body
	CO3	Identify relative positions of the major body organs as well as their general anatomic locations.
	CO4	Explore the effect of alterations in structure.
	CO5	Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

#### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO 1	3	-	-	-	-	-	-	-	-	2
CO 2	3	-	-	-	-	-	-	-	-	2
CO 3	3	-	-	-	-	-	-	-	-	2
CO 4	3	-	-	-	-	-	-	-	-	2
CO 5	3	-	-	-	-	-	-	-	-	3
AVG	3	-	-	-	-	-	-	-	-	2.2



PHYS 110	APPLIED PHYSIOLOGY	
	CO1	Develop understanding of the normal functioning of various organ systems of the body
	CO2	Identify the relative contribution of each organ system towards maintenance of homeostasis.
	CO3	Describe the effect of alterations in functions
	CO4	Apply knowledge of physiological basis to analyze clinical situations and therapeutic application

### CO-PO MAPPING

PHYSIOLOGY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO 1	3	-	-	2	-	-	2	-	2	2
CO 2	-	2	-	2	-	-	-	-	2	-
CO 3	2	-	-	-	-	2	-	-	-	2
CO 4	2	2	2	2	-	2	3	-	2	-
Average	2.3	2	2	2	-	2	2.5	-	2	2



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<b>SOCI 115</b>	<b>APPLIED SOCIOLOGY</b>	
	CO1	Identify the scope and significance of sociology in nursing. And Integrate the knowledge of clinical sociology and its uses in crisis intervention.
	CO2	Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients
	CO3	Identify the impact of culture on health and illness.
	CO4	Develop understanding about types of family, marriage and its legislation.
	CO5	Identify different types of caste, class, social change and its influence on health and health practices and Develop understanding about social organization and disorganization and social problems in India.

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
SOCIO LOGY										
CO 1	3	-	-	-	-	2	-	-	-	
CO 2	3	-	-	-	-	2	-	-	-	2
CO 3	-	-	-	-	-	3	-	-	-	2
CO 4	-	-	-	-	-	-	-	-	-	-
CO 5	-	-	-	-	-	-	-	-	-	-
AVRG	3	-	-	-	-	2.3	-	-	-	2



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PSYC 120	APPLIED PSYCHOLOGY	
	CO1	Identify the importance of psychology in individual and professional life.
	CO2	Develop understanding of the biological and psychological basis of human behavior
	CO3	Identify the role of nurse in promoting mental health and dealing with altered personality and Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client
	CO4	Perform the role of nurses applicable to the psychology of different age groups and identify the cognitive and affective needs of clients.
	CO5	Demonstrate basic understanding of psychological assessment and nurse's role
	CO6	Apply the knowledge of soft skills and self empowerment in workplace , society and personal life

	PO1-	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P-10
<b>CO1-</b>	2	-	-	-	-	-	-	-	-	-
<b>CO2</b>	3	-	-	-	-	-	-	2	-	2
<b>CO3</b>	3	3	-	-	-	3	-	2	2	2
<b>CO4</b>	3	-	2	-	-	3	2	-	2	
<b>CO5</b>	2	-	-	-	-	-	-	-	-	2
<b>CO6</b>	2	2	2	-	-	-	2	-	2	-
<b>AVG</b>	2.5	2.5	2	-	-	3	2	2	2	2

### CO PO MAPPING

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N-NF-1 125		NURSING FOUNDATION I	
	CO1	Develop understanding about the concept of health, illness and scope of nursing within health care services. Apply values, code of ethics and professional conduct in professional life.	
	CO2	Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members. Develop skill in recording and reporting	
	CO3	Demonstrate competency in monitoring and documenting vital signs. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge	
	CO4	Describe the fundamental principles and techniques of infection control and biomedical waste management. Identify the educational needs of patients and demonstrate basic skills of patient education	
	CO5	Perform first aid measures during emergencies	

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
FON										
CO 1	3	-	-	-	-	-	-	-	-	3
CO 2	-	-	-	-	-	3	3	-	-	-
CO 3	2	-	-	-	-	-	2	-	-	-
CO 4	-	-	-	-	2	-	-	-	-	-
CO 5	2	-	3	3	-	-	-	3	-	-
CO6	-	-	-	2	2	-	-	2	-	-
AVRG	2.3	-	3	2.5	2	3	2.5	2.5	-	3





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ENGL101	COMMUNICATIVE ENGLISH	
	CO1	Identify the significance of Communicative English for healthcare professionals.
	CO2	Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
	CO3	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
	CO4	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
	CO5	Demonstrate attentive listening in different hypothetical situations. Analyse the situation and apply critical thinking strategies
	CO6	Enhance expressions through writing skills.
	CO7	Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach,

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
ENGLIS H										
CO 1	2	3	2	-	-	3	3	-	2	-
CO 2	-	3	2	-	-	2	2	-	2	-
CO 3	2	2	2	-	-	2	2	-	2	-
CO 4	1	-	2	-	-	2	3	-	2	-
CO 5	-	-	-	-	-	-	2	-	2	-
CO 6	-	-	-	-	-	-	2	-	2	-
AVRG	2	3	2	-	-	2	2	-	2	-

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<b>SECOND SEMESTER</b>		
<b>BIOC 135</b>	<b>APPLIED BIOCHEMISTRY</b>	
	CO1	Describe the metabolism of carbohydrates and its alterations
	CO2	Explain the metabolism of lipids and its alterations
	CO3	Explain the metabolism of proteins and amino acids and its alterations
	CO4	Explain clinical enzymology in various disease conditions.
	CO5	Explain acid base balance, imbalance and its clinical significance
	CO6	Explain different function tests and interpret the findings
	CO7	Illustrate the immunochemistry

### CO PO MAPPING

COS BIOCHEMISTRY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	-	-	-	-	-	-	3	3	2
CO 2	3	-	-	-	-	-	-	3	3	2
CO 3	3	-	-	-	-	-	-	3	3	2
CO 4	3	-	-	-	-	-	-	3	3	2
CO 5	3	-	-	-	-	-	-	3	3	2
CO 6	3	-	-	-	-	-	-	3	3	2
CO 7	3	-	-	-	-	-	-	3	3	2
Average	3	-	-	-	-	-	-	3	3	2



<b>NUTR 140</b>	<b>APPLIED NUTRITION AND DIETETICS</b>	
	CO1	Identify the importance of nutrition in health and wellness
	CO2	Apply nutrient and dietary modifications in caring patients.
	CO3	Explain the principles and practices of Nutrition and Dietetics.
	CO4	Identify nutritional needs of different age groups and plan a balanced diet for them.
	CO5	Identify the dietary principles for different disease.
	CO6	Plan therapeutic diet for patients suffering from various disease conditions.
	CO7	Prepare meals using different methods and cookery rules.

### CO- PO MAPPING

COS NUTRITION AND DIETETICS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	-	-	-	2	3	3	2	2	3
CO2	3	-	2	-	2	2	3	-	-	3
CO3	-	2	2	-	-	2	2	-	-	2
CO4	2	-	-	-	-	3	3	-	2	3
CO5	-	-	-	-	3	-	3	-	2	2
CO6	2	-	-	2	2	-	3	-	-	3
CO7	-	-	-	-	-	2	2	-	-	2
AVERAGE	2.25	2	2	2	2.25	2.4	2.7	2	2	2.5



N-NF-II-125	NURSING FOUNDATION II	
	CO1	Perform and develop understanding the fundamentals of health assessment and demonstrate skills of nursing care using nursing process in supervised clinical settings.
	CO2	Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs, unconsciousness, assess and meet the hygienic, elimination and nutritional needs and describe sexual development and sexuality under supervision.
	CO3	Interpret findings of specimen testing applying the knowledge of normal values, review the concept of fluid - electrolyte balance, promote oxygenation based on identified oxygenation needs of patients by integrating the knowledge of applied physiology under supervision
	CO4	Apply the knowledge of the principles, routes, effects of administration of medications, conversions of drugs and dosages within and between systems of measurements.
	CO5	Integrate the knowledge of culture and differences & meeting the spiritual needs, explain the introductory concepts relevant to models of health and illness in patient care and identify stressors and stress adaptation modes, explain loss, death and grief.

### PO-CO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	3	-	-	-	-	-	-
CO2	3	-	-	-	-	3		3	3	3
CO3	-	-	2	-	-	2	3	2	-	-
CO4	-	-	-	3	-	-	-	3	-	-
CO5	3	3	-	-	-	3	-	-	-	3
AVG	3	3	3	3	-	2.6	3	2.6	3	3



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HNT 145	HEALTH/ NURSING INFORMATICS & TECHNOLOGY	
	CO1	Develop and apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
	CO2	Describe the principles of health informatics and its use in developing efficient healthcare
	CO3	Demonstrate the use of information system in healthcare and the knowledge of using Electronic Health Records (EHR) system in clinical practice.
	CO4	Apply the knowledge of interoperability standards and ICT in both clinical setting public health promotions
	CO5	Utilize Nursing Information System (NIS) system functionalities in nursing practice to effectively manage healthcare data and enhance patient care
	CO6	Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
	CO7	Update and utilize evidence-based practices in nursing education, administration, and practice for providing quality patient care

### CO-PO MAPPING

Health/Nursing informatics	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	-	-	3	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	2	-
CO3	2	-	-	3	3	3	2	-	-	-
CO4	2	-	-	3	3	3	2	2	-	-
CO5	-	-	-	3	3	-	2	-	2	2
CO6	-	-	-	-	3	-	-	-	-	2
CO7	-	-	-	2	3	-	-	2	-	3
AVG	2	-	-	2.7	3	3	2	2	2	2.3

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THIRD SEMESTER	
MICR 201	<b>APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY</b>
CO1	Identify the ubiquity and diversity of microorganisms in the human body and the environment
CO2	Classify and explain the morphology and growth of microbes. Identify various types of microorganisms.
CO3	Explore mechanisms by which microorganisms cause disease.
CO4	Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms
CO5	Apply the principles of preparation and use of vaccines in immunization.
CO6	Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

### CO-PO MAPPING

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



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PHAR-I 205	PHARMACOLOGY I	
	CO1	Describe pharmacodynamics and pharmacokinetics
	CO2	Review the principles of drug calculation and administration
	CO3	Explain the commonly used antiseptics and disinfectants
	CO4	Describe the pharmacology of drugs acting on the GI system, Respiratory system, Cardiovascular system and blood, Endocrine system, Drugs acting on skin and drugs used to treat communicable diseases

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
PHARMAC OLOGY										
CO 1	3	-	-	-	-	-	-	-	-	-
CO 2	3	-	-	3	-	-	-	3	-	3
CO 3	3	-	-	-	-	-	-	-	-	-
CO 4	3	-	-	-	-	-	-	-	-	-
Average	3	-	-	3	-	-	-	3	-	3



<b>PATH-I 210</b>	<b>PATHOLOGY I</b>	
	CO1	Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
	CO2	Rationalize the various laboratory investigations in diagnosing pathological disorders
	CO3	Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and faeces for various tests.

### CO-PO MAPPING

COS PATHOLOGY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	2	-
CO3	3	-	-	2	-	-	-	-	-	-
AVG	3	-	-	2	-	-	-	-	2	-





N-AHN-I-215	ADULT HEALTH NURSING I	
	CO1	Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders and Perform complete health assessment to establish a data base for providing quality patient care
	CO2	Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
	CO3	Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
	CO4	Demonstrate skill in assisting/performing diagnostic , therapeutic procedures and competencies/skills to patients undergoing treatment for medical surgical disorders and Identify the drugs used in treating patients with medical surgical conditions.
	CO5	Plan and give relevant individual and group education on significant medical surgical topics and maintain safe environment for patients and the health care personnel in the hospital
	CO6	Integrate evidence-based information while giving nursing care to patients

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
AHN I										
CO 1	3	-	-	-	-	-	-	-	-	-
CO 2	3	-	3	-	-	-	-	-	-	3
CO 3	3	-	-	-	-	-	-	-	-	-
CO 4	3	-	-	3	-	-	-	-	3	-
CO 5	3	-	-	-	-	-	-	3	-	3
CO 6	3	-	-	-	-	-	-	-	-	3
AVRG	3	-	3	3	-	-	-	3	3	3



FOURTH SEMESTER	
<b>PHAR-II-205</b>	<b>PHARMACOLOGY II</b>
	CO1 Explain the drugs used in the treatment of ear, nose, throat and eye disorders, Urinary system disorders, nervous system disorders, emergency conditions and immune disorders.
	CO2 Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
	CO3 Demonstrate understanding about the drugs used in alternative system of medicine
	CO4 Demonstrate understanding about the fundamental principles of prescribing

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
PHARMAC OLOGY										
CO 1	3	-	-	-	-	-	-	-	-	-
CO 2	3	-	-	-	-	-	-	-	-	-
CO 3	3	-	-	-	-	-	-	-	-	3
CO 4	3	-	-	3	-	-	-	3	-	3
Average	3	-	-	3	-	-	-	3		3



<b>PATH-II-210</b>	<b>PATHOLOGY II AND GENETICS</b>	
	CO1	Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
	CO2	Rationalize the various laboratory investigations in diagnosing pathological disorders
	CO3	Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and faeces for various tests.
	CO4	Apply the knowledge of genetics in understanding the various pathological disorders
	CO5	Appreciate the various manifestations in patients with diagnosed genetic abnormalities
	CO6	Rationalize the specific diagnostic tests in the detection of genetic abnormalities
	CO7	Demonstrate the understanding of various services related to genetics

### CO-PO MAPPING

COS PATHOLOGY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	2	-
CO3	3	-	-	2	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	2
CO6	3	-	-	-	-	-	-	-	-	2
CO7	3	-	-	3	-	-	-	-	-	2
AVG	3	-	-	2.5	-	-	-	-	2	2



<b>N-AHNN-II-225</b>	<b>ADULT HEALTH NURSING II</b>	
	CO1	Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders and Perform complete health assessment to establish a data base for providing quality patient care
	CO2	Identify diagnoses, list them according to priority and formulate nursing care plan, Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
	CO3	Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities and demonstrate skill in assisting/performing diagnostic and therapeutic procedures
	CO4	Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders, Identify the drugs used in treating patients with selected medical surgical conditions.
	CO5	Plan and provide relevant individual and group education on significant medical surgical topics.
	CO6	Maintain safe environment for patients and the health care personnel in the hospital

### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	2	2	-	-	-	-	-	-	-
CO2	2	-	-	2	-	-	2	-	-	2
CO3	3	-	-	2	2	2	-	-	-	2
CO4	3	2	-	2	-	-	2	-	2	-
CO5	3	-	-	-	-	3	-	3	-	-
CO6	3	-	2	-	2	-	-	-	2	-
AVRG	2.8	2	2	2	2	3	2	3	2	2



PROF 230		PROFESSIONALISM
	CO1	Describe profession and professionalism and the challenges of professionalism. Maintain respectful communication and relationship with other health team members, patients and society
	CO2	Describe various regulatory bodies and professional organizations related to nursing.
	CO3	Discuss the importance of professional values in patient care and protect, respect patient's rights
	CO4	Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
	CO5	Advocate for patients' well being, professional growth and advancing the profession.
	CO6	Identify ethical and bio ethical concerns, issues and dilemmas in nursing and healthcare. Apply knowledge of ethics and bioethics in ethical decision making along with health team members

### CO PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PROFESSIONALISM										
CO1	3	3	-	-	-	-	-	-	-	-
CO2	2	2	-	-	-	-	-	-	-	-
CO3	2	2	-	-	-	-	-	3	-	-
CO4	2	3	-	-	-	-	-		-	-
CO5	3	2	-	-	-	-	-	-	-	-
CO6	3	3	-	-	-	-	3	-	-	-
Average	2.5	2.5	-	-	-	-	3	3	-	-



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FIFTH SEMESTER	
<b>N-CHN-I-301</b>	<b>CHILD HEALTH NURSING I</b>
CO1	Develop understanding of the history, modern concepts , principles of child health nursing, National programs and legislation related to child health and child-care.
CO2	Describe the role of preventive Pediatrics and participate in national immunization programs
CO3	Describe the developmental needs of children, demonstrate newborn assessment and child health nursing procedures
CO4	Apply the principles and strategies of Integrated management of neonatal and childhood illness(IMNCI).
CO5	. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders and childhood emergencies.

### CO-PO MAPPING

COS	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO 10
CO 1	3	3	-	-	-	-	-	-	-	-
CO 2	-	2	-	-	-	-	-	3	3	-
CO 3	-	-	-	-	-	-	3	-	2	-
CO 4	-	-	-	-	-	3	-	2	-	-
CO 5	-	-	-	-	-	3	-	-	-	-
AVG-	3	2.5	-	-	-	3	3	2.5	2.5	-



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<b>N-MHN-I-305</b>	<b>MENTAL HEALTH NURSING I</b>	
	CO1	Trace the historical development of mental health nursing, discuss its scope and classification of the mental disorders.
	CO2	Develop basic understanding of the principles and concepts of mental health nursing
	CO3	Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings
	CO4	Conduct mental health assessment
	CO5	Identify and maintain therapeutic communication and nurse patient relationship.
	CO6	Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
	CO7	Explain assessment findings, treatment/therapies and nursing process, used in delivering care to patients with mental disorders

### **CO PO MAPPING**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	2	2	-	-	-	-	-	3	-
CO3	3	2	3	3	2	-	-	-	3	-
CO4	3	-	-	-	-	2	-	-	-	2
CO5	-	-	-	-	-	3	2	-	-	-
CO6	3	-	-	-	-	-	-	3	3	-
CO7	3	-	-	-	-	-	3	2	3	2
AVG	3	2	2.5	3	3	2.5	2.5	2.5	3	2



<b>N-COMH-I-310</b>	<b>COMMUNITY HEALTH NURSING</b>	
	CO1	Explore evolution ,concepts and determinants of public health, its levels of prevention and health problems in INDIA
	CO2	Develop basic understanding of present health care delivery system and its significance,policies and its regulations
	CO3	Demonstrate overview of environmental science,health and sanitation and nutritional assessment of an individual and provide health education
	CO4	Describe community health nursing approaches,roles and responsibilities
	CO5	Make a home visit ,use epidemiological approaches in community diagnosis and caring of people with communicable and non communicable diseases
	CO6	Assess ,diagnose ,manage various communicable and non communicable diseases and identify role and responsibilities in implementing various health programme

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CHN										
CO 1	3	3	-	-	-	-	-	-	3	3
CO 2	3	3	-	3	-	-	-	-	3	-
CO 3	3	3	3	-	-	-	-	3	3	-
CO 4	3	3	-	-	-	-	-	-	3	-
CO 5	3	3	3	-	-	3	-	-	3	-
CO 6	3	3	-	-	-	3	3	-	3	-
Average	3	3	3	3	-	3	3	3	3	3





EDUC 315		NURSING EDUCATION	
	CO1	Develop an understanding of the aims, principles, philosophies in nursing education	
	CO2	Identify the latest approaches to education and learning according to evidence based practice	
	CO3	Demonstrate understanding of various teaching styles that can be used, based on the learners readiness and generational needs	
	CO4	Explain the principles of curriculum planning, organizing and evaluation	
	CO5	Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate guidance and counselling.	
	CO6	Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards	

### CO-PO MAPPING

COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
EDUC-315										
CO 1	3	-	2	-	-	-	-	-	-	-
CO 2	3	-	2	-	-	-	-	-	-	3
CO 3	3	-	3	-	-	-	-	-	-	-
CO 4	3	-	2	-	-	-	-	-	-	-
CO 5	3	-	3	2	-	-	-	-	-	-
CO 6	3	-	3	-	-	-	-	-	2	-
AVG	3	-	2.5	2	-	-	-	-	2	3



<b>N-FORN 320</b>	<b>FORENSIC NURSING</b>	
	CO1	Identify forensic nursing as an emerging specialty in healthcare and nursing practice
	CO2	Explore the history and scope of forensic nursing practice
	CO3	Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
	CO5	Develop basic understanding of the Indian judicial system and legal procedures

### CO PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
FORENSIC NSG										
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	-	3	-	-	-
CO4	3	-	-	-	-	-	-	-	-	-
Average	3	-	-	-	-	-	3	-	-	-



### SIXTH SEMESTER

<b>CHILD HEALTH NURSING - II</b>	
CO1	Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases
CO2	Provide care to children with common behavioral, social and psychiatric problems
CO3	Manage challenged children
CO4	Identify the social and welfare services for challenged children

### **C0-PO MAPPING**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO 1	3	-	-	2	-	-	-	3	-	-
CO 2	3	-	-	2	-	-	-	3	-	-
CO 3	2	-	-		-	-	-	3	-	-
CO 4	3	-	-	-	-	-	-	-	-	3
AVG	2.75	-	-	2	-	-	-	3	-	3

### **MENTAL HEALTH NURSING - II**



CO1	Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
CO2	Apply nursing process in providing care to patients with behavioral and emotional disorders occurring during childhood and adolescence ,and with organic brain disorders.
CO3	Identify and respond to psychiatric emergencies and Carry out crisis interventions during emergencies under supervision.
CO4	Perform admission and discharge procedures as per MHCA 2017.
CO5	Explore the roles and responsibilities of community mental health nurse in delivering community mental health services

### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO 1	2	-	-	2	-	-	-	3	-	-
CO 2	3	-	-	2	-	-	-	3	-	-
CO 3	2	-	-		-	-	-	3	-	-
CO 4	3	-	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	3
AVG	2.6	-	-	2	-	-	-	3	-	3

### NURSING MANAGEMENT AND LEADERSHIP

CO1	Analyze the health care trends influencing development of nursing services and
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	education in India. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital. Describe the principles, functions and process of management
CO2	Apply the concept of human resource management and Discuss the principles and methods of staffing identify the job description for all categories of nursing personnel including in service education.
CO3	Develop skill in management of materials and supplies including inventory control, Develop team working and inter professional collaboration competencies, Identify effective leadership styles
CO4	Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities, financial planning in nursing services and education during budgetary process, nursing informatics in maintenance of records and reports
CO5	Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions, competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
CO6	Identify the legal issues and laws relevant to nursing practice and education, Apply the knowledge and utilize the various opportunities for professional advancement.

### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	-	-	2	-	-	-	-	3	-
CO 2	3	-	-	3	-	-	-	-	-	-
CO 3	2	-	-	2	-	-	3	-	-	-
CO 4	2	-	-	-	-	-	-	-	3	-
CO5	3	-	-	-	-	-	-	-	3	3
CO6	2	2	-	-	-	-	-	-	-	-
AVG	2.5	2	-	2.3	-	-	3	-	3	3



<b>MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I</b>	
CO1	Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
CO2	Communicate effectively with individuals, families and professional colleagues ,Recognize the trends and issues in midwifery and obstetrical nursing.
CO3	Review and describe the anatomy and physiology of human reproductive system and conception and apply physiology in the management of normal pregnancy, birth and puerperium.
CO4	Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intra natal and postnatal period,Uphold the fundamental human rights of individuals when providing midwifery care.
CO5	Promote physiologic labour and birth, and conduct normal childbirth,Provide evidence based essential newborn care,Apply nursing process approach in caring for women and their families.
CO6	Describe the methods of contraception and role of nurse/midwife in family welfare services and Recognize the importance of family welfare programs, Provide youth friendly health services and care for women affected by gender-based violence.

### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	-	-	2	-	-	-	-	3	-
CO 2	3	-	-	-	-	3	-	-	-	-
CO 3	3	-	-	-	-	-	-	3	-	-
CO 4	3	-	-	3	-	-	-	-	-	3
CO5	3	-	-	3	-	-	-	2	-	-
CO6	3	-	-	-	-	-	-	3	-	-



AVG	3	-	-	2.6	-	3	-	2.6	3	3
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### SEVENTH SEMESTER

N-COMH-II-401	COMMUNITY HEALTH NURSING – II	
	CO1	Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders
	CO2	Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
	CO3	Describe the methods of collection and interpretation of demographic data, Explain population control and its impact on the society and describe the approaches towards limiting family size, Describe occupational health hazards, occupational diseases and the role of nurses
	CO4	Identify health problems of older adults and provide primary care, counseling and supportive health services, Participate in screening for mental health problems in the community, Discuss the methods of data collection for HMIS, analysis and interpretation of data
	CO5	Discuss about effective management of health information in community diagnosis and intervention, Describe the management system of delivery of community health services in rural and urban areas
	CO6	Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
	CO7	Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs), Identify the roles and responsibilities of health team members
	CO8	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management, Demonstrate skills in proper bio-medical waste management as per protocols, Explain the roles and functions of various national and international health agencies

### C0-PO MAPPING



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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	2	-	-	2	-	-	-	-	-	-
CO 2	2	-	-	-	-	-	-	2	-	-
CO 3	2	-	-	-	-	-	-	2	3	-
CO 4	2	-	-	2	-	-	-	-	3	-
CO 5	2	-	-	-	-	-	-	-	-	3
CO6	2	-	3	-	-	-	-	-	3	-
CO7	2	-	-	-	-	-	3	-	-	-
CO8	2	-	3	-	-	-	-	-	-	-
AVG	2	-	3	2	-	-	3	2	3	3

NRST-405		NURSING RESEARCH AND STATISTICS
	CO1	Identify research priority areas,Formulate research questions/problem statement/hypotheses,Review related literature on selected research problem and prepare annotated bibliography
	CO2	Prepare sample data collection tool ,Analyze and interpret the given

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		data Practice computing, descriptive statistics and correlation
	CO3	Draw figures and types of graphs on given set of data, Develop a research proposal
	CO4	Plan and conduct a group/individual research project

### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	-	-	-	2	-	-	-	2	3
CO 2	3	-	-	-	3	-	-	-	2	3
CO 3	2	-	-	-	3	-	-	-	2	3
CO 4	2	-	-	-	2	-	-	-	2	3
AVG	2.5	-	-	-	2.5	-	-	-	2	3

### MIDWIFERY/ OBSTETRICS AND GYNECOLOGY NURSING - II

CO1	Describe the assessment, management maternity care of women with high risk pregnancy, with high risk labour, with abnormal postnatal conditions.
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CO2	Demonstrate competency in identifying deviation from normal pregnancy, initial management of complications during the postnatal Period, providing care for high risk newborn.
CO3	Apply nursing process in caring for high risk women and their families, assessment and management of women with gynecological disorders, assisting in specific gynecological procedures.
CO4	Describe the drugs used in obstetrics and gynecology. Counsel and care for couples with infertility, Describe artificial reproductive technology.

### CO-PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	-	-	-	-	-	-	3	-	-
CO 2	3	-	-	-	-	-	-	3	-	-
CO 3	3	-	-	3	-	-	-	3	-	-
CO 4	3	-	-	-	-	-	-	3	-	-
AVG	3	-	-	3	-	-	-	3	-	-

### CO-PO MATRIX

SL NO	COURSE	COURSE CODE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1	ANAT105	APPLIED ANATOMY	3	-	-	-	-	-	-	-	-	2.2
2	PHYS	APPLIED PHYSIOLOGY	2.	2	2	2	-	2	2.	-	2	2



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	110		3						5			
3	SOCI 115	APPLIED SOCIOLOGY	3	-	-	-	-	2.3	-	-	-	2
4	PSYC 120	APPLIED PSYCHOLOGY	2.5	2.5	2	-	-	3	2	2	2	2
5	N-NF-1 125	NURSING FOUNDATION I	2.3	-	3	2.5	2	3	2.5	2.5	-	3
6	ENGL10 1	COMMUNICATIVE ENGLISH	2	3	2	-	-	2	2	-	2	-
7	BIOC 135	APPLIED BIOCHEMISTRY	3	-	-	-	-	-	-	3	3	2
8	NUTR 140	APPLIED NUTRITION AND DIETETICS	2.25	2	2	2	2.25	2.4	2.7	2	2	2.5
9	N-NF-II-125	NURSING FOUNDATION II	3	3	3	3	-	2.6	3	2.6	3	3
10	HNIT 145	HEALTH/ NURSING INFORMATICS & TECHNOLOGY	2	-	-	2.7	3	3	2	2	2	2.3
11	MICR 201	APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY	3	-	-	3	-	-	-	-	-	-
12	PHAR-I 205	PHARMACOLOGY I	3	-	-	3	-	-	-	3	-	3
13	PATH-I 210	PATHOLOGY I	3	-	-	2	-	-	-	-	2	-
14	N-AHN-I-215	ADULT HEALTH NURSING I	3	-	3	3	-	-	-	3	3	3
15	PHAR-II-205	PHARMACOLOGY II	3	-	-	3	-	-	-	3		3
16	PATH-II-210	PATHOLOGY II AND GENETICS	3	-	-	2.5	-	-	-	-	2	2
17	N-AHNN-II-225	ADULT HEALTH NURSING II	2.8	2	2	2	2	3	2	3	2	2
18	PROF 230	PROFESSIONALISM	2.5	2.5	-	-	-	-	3	3	-	-
19	N-CHN-I-301	CHILD HEALTH NURSING I	3	2.5	-	-	-	3	3	2.5	2.5	-
20	N-MHN-I-305	MENTAL HEALTH NURSING I	3	2	2.5	3	3	2.5	2.5	2.5	3	2
21	N-COMH-I-310	COMMUNITY HEALTH NURSING	3	3	3	3	-	3	3	3	3	3

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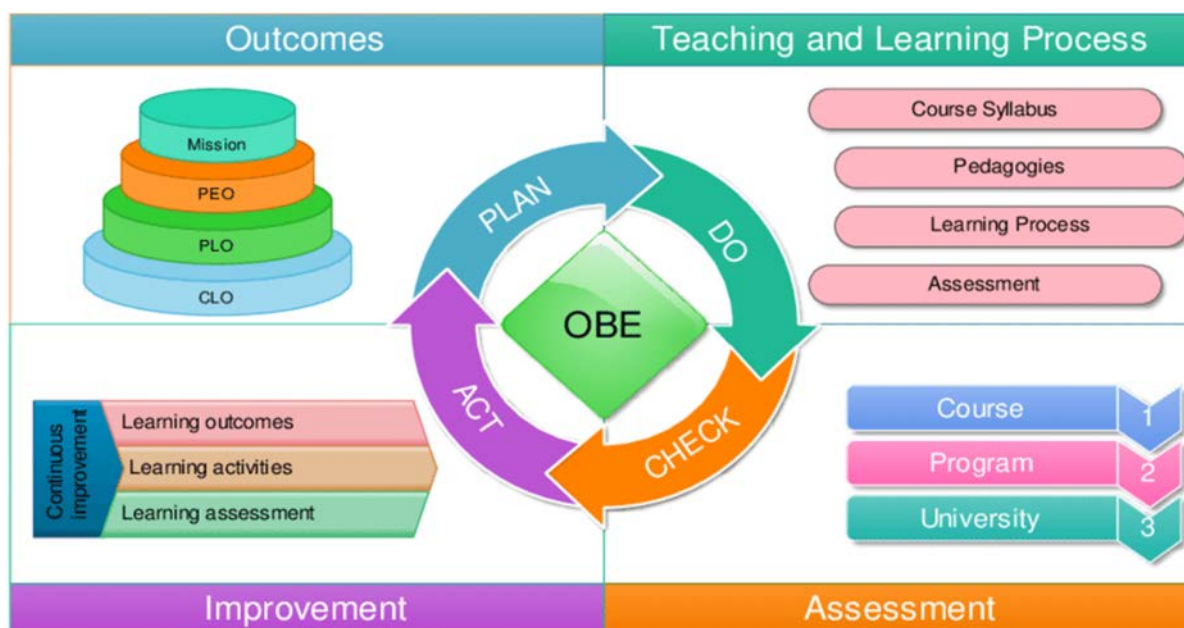
22	EDUC 315	NURSING EDUCATION	3	-	2.5	2	-	-	-		2	3
23	N-FORN 320	FORENSIC NURSING	3	-	-	-	-	-	3	-	-	-
24	N-CHN-II-301	CHILD HEALTH NURSING - II	2.75	-	-	2	-	-	-	3	-	3
25	N-MHN-II-305	MENTAL HEALTH NURSING - II	2.6	-	-	2	-	-	-	3	-	3
26	NMLE-330	NURSING MANAGEMENT AND LEADERSHIP	2.5	2	-	2.3	-	-	3	-	3	3
27	N-MIDW-I/OBGN-335	MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I	3	-	-	2.6	-	3	-	2.6	3	3
28	N-COMH-II-401	COMMUNITY HEALTH NURSING – II	2	-	3	2	-	-	3	2	3	3
29	NRST-405	NURSING RESEARCH AND STATISTICS	2.5	-	-	-	2.5	-	-	-	2	3
30	N-MIDW-II/OBGN-410	MIDWIFERY/OBSTETRICS AND GYNECOLOGY NURSING - II	3	-	-	3	-	-	-	3	-	-
		<b>AVERAGE</b>	2.63	2.4	2.5	2.5	2.45	2.67	2.61	2.66	3.39	2.60

### OBE FRAMEWORK OF INSTITUTION

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## COMPETENCY MATRIX

To guarantee impactful learning experiences, a staff competency matrix should be implemented that evaluates proficiency in critical areas including content knowledge, assessment creation and evaluation, fostering student engagement, cultivating positive learning environments, maintaining professionalism and collaboration, and effectively integrating communication and technology.

## SUBJECT PREFERENCE FORM DEVELOPMENT:

The HOD creates a form capturing faculty preferences for specific subjects, grade levels, and teaching formats. The form may also include sections for self-assessment of relevant skills and experience.

## FORM DISTRIBUTION AND COMPLETION:

The HOD distributes the form to all eligible faculty members with clear instructions and timelines. Faculty members complete the form and submit it to the HOD by the deadline.

## DATA REVIEW AND ANALYSIS:

The HOD reviews the submitted forms, considering: Faculty preferences, Competency data (e.g., qualifications, certifications, past performance), Student evaluations (if available), Course requirements and student needs and availability of faculty members.

## DRAFT SCHEDULE CREATION:



The HOD creates a draft teaching schedule based on the collected data and analysis. The schedule aims to maximize the alignment of faculty competencies with subject requirements while accommodating preferences as much as possible.

### **INDIVIDUAL MEETINGS :**

The HOD may schedule individual meetings with faculty members to discuss potential assignments, address concerns, and ensure transparency.

### **FINAL SCHEDULE AND COMMUNICATION:**

The HOD finalizes the teaching schedule, considering feedback from individual meetings. The final schedule is communicated to all faculty members, highlighting any changes made and justification (if needed).

### **Curriculum Development:**

Faculty member reviews program learning outcomes, course descriptions, and relevant frameworks.

Develops a comprehensive curriculum document outlining the scope, sequence, and organization of the subject's content.

The curriculum aligns with learning outcomes, assessment strategies, and instructional methods.

### **LESSON PLAN CREATION:**

For each unit or topic within the curriculum, faculty member creates detailed lesson plans.

Each lesson plan specifies:

- Learning objectives.
- Instructional activities (e.g., lectures, discussions, group work, assignments).
- Assessment methods (e.g., quizzes, projects, presentations).
- Required resources (e.g., textbooks, articles, technology).
- Estimated time allocation.

### **COURSE FILE PREPARATION:**

Faculty member compiles all relevant materials and documentation into a comprehensive course file.

The course file typically includes:

- Approved curriculum document.
- Detailed lesson plans for all units/topics.
- Syllabi outlining course expectations, grading policies, and academic integrity



guidelines.

- Assessment instruments (e.g., rubrics, quizzes, exams).
- Teaching handouts, slides, or other instructional materials.
- References, readings, and supplementary resources.
- Evidence of alignment with learning outcomes and program standards.

**Submission and Review:** Faculty member submits the completed curriculum, lesson plans, and course file to the Department Chair by the designated deadline.

The Department head reviews the materials for completeness, quality, and adherence to program guidelines. Feedback and suggestions for improvement are provided to the faculty member, if necessary.

### **Approval and Recordkeeping:**

Once approved, the Department Chair signs off on the finalized materials. The Department Chair maintains records of all submitted curriculum, lesson plans, and course files.

Teaching assignments are granted to faculty upon approval by the Head of Department, ensuring alignment with expertise and program needs.

### **STUDENT COMPETENCIES**

Specific competencies of students will be assessed

1. Academic skills: Standardized tests, classroom assessments, portfolios, self-evaluations.
2. Practical skills: Performance-based assessments, simulations, project work, observations.
3. Social-emotional skills: Peer observations, self-evaluations, surveys, interviews, teacher observations.

### **Base Score for student category**

- <50% -Slow Learner
- 50% to 75% - Average Learner
- >75%-Advanced Learner

### **STRATEGIES FOR CATERING TO DIVERSE LEARNING NEEDS: SLOW, AVERAGE, AND ADVANCED LEARNERS**

Educators strive to create inclusive learning environments that cater to the individual needs of all students, regardless of their learning pace or abilities.

### **SLOW LEARNERS:**

- Small Group mentorship



- Prental collaboration
- Interactive learning with Edpuzzle
- Quality learning material
- Individual attention to solve problems
- Peer group teaching

### **ADVANCED LEARNERS:**

- ✓ Attending seminars and work shops
- ✓ Paper and poster presentations
- ✓ Journal presentations award for toppers in academics
- ✓ Participation in short term courses
- ✓ Participation in quiz competitions

*Remember, these are just general strategies, and the most effective approach will vary depending on the specific needs of each student and the learning environment. By creating a flexible and differentiated learning environment, educators can empower all students to reach their full potential.*





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# PBBSC NURSING

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## PROGRAM OUTCOME (PO)

- 1. Knowledge and skill:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
- 2. Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
- 3. Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
- 4. System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
- 5. Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
- 6. Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
- 7. Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
- 8. Safety:** Minimize risk of harm to patients and providers through both system



effectiveness and individual performance.

**9. Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.

**10. Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

### **PBBSC NURSING PROGRAM SPECIFIC OUTCOME (PSO)**

**Human values:** Students will demonstrate human values like compassion, empathy, and respect for the dignity, worth, and uniqueness of each individual, providing care that is sensitive to the physical, emotional, and spiritual needs of patients and families. Nursing students will develop and demonstrate improved coping skills to manage stress, adversity, and challenges encountered during their academic and clinical experiences.

### **GRADUATE ATTRIBUTES**

#### **1. Professionalism:**

- Demonstrate professionalism in all aspects of nursing practice, including ethical standards, accountability, and commitment to lifelong learning.

#### **2. Clinical Competence:**

- Possess advanced clinical skills and knowledge to provide safe and effective nursing care across various healthcare settings.

#### **3. Critical Thinking and Problem Solving:**

Apply critical thinking skills to analyze complex healthcare situations, make informed decisions, and solve problems effectively.

#### **4. Communication Skills:**



Communicate effectively with patients, families, and healthcare team members to ensure the delivery of high-quality care.

### **5. Collaboration and Teamwork:**

Collaborate with interdisciplinary teams to promote patient-centered care and positive health outcomes.

### **6. Leadership and Management:**

Demonstrate leadership and management skills to facilitate change, promote innovation, and improve healthcare delivery.

### **7. Ethical and Legal Principles:**

Adhere to ethical and legal standards in nursing practice, ensuring patient confidentiality, autonomy, and dignity.

### **8. Research and Evidence-Based Practice:**

Apply research findings and evidence-based practices to improve nursing care and patient outcomes.

### **9. Professional Development:**

Engage in continuous professional development to stay abreast of advancements in nursing practice and contribute to the profession.

### **10. Health Promotion and Education:**

Promote health and prevent illness through education, advocacy, and community engagement.

## **COURSE OUTCOME DESIGN PROCESS**

### **1. Define the Context:**

- Understand the course's specific context, including its level, subject matter, and fit into the larger program or student journey.
- Identify institutional regulations or accreditation standards that might influence the outcomes.

### **2. Identify Learning Objectives:**

- Brainstorm the key knowledge, skills, and abilities you want students to gain by the end of the course.



- Consider Bloom's Taxonomy to ensure diverse learning levels.
- Articulate these objectives as clear, concise statements.

### 3. Translate into Course Outcomes:

- Shift focus from instructor activities to student achievements.
- Use action verbs that describe what students will be able to do (e.g., analyze, design, interpret, solve).
- Ensure outcomes are measurable through assessments and exams.

### 4. Align with Program Goals and Learning Objectives:

- Ensure course outcomes contribute to the broader program's learning objectives.
- Create a cohesive learning experience and help students see the bigger picture.

### 5. Consider Different Course Types:

- Adapt the process for different course types, such as foundational subjects versus advanced courses.

### 6. Draft and Refine:

- Start with a draft and seek feedback from colleagues, students, and stakeholders.
- Iteratively refine and revise outcomes based on feedback.

### 7. Share and Utilize:

- Communicate course outcomes clearly to students at the beginning of the course.
- Use outcomes to guide teaching, assessment, and feedback strategies.
- Regularly review and update outcomes to ensure they remain relevant and effective.

### Sample Action Verbs:

- Analyze
- Design
- Interpret
- Solve
- Create

Lower Order of Thinking (LOT)			Higher Order of Thinking (HOT)		
Remember	Understand	Apply	Analyse	Evaluate	Create
Define	Explain	Solve	Analyse	Reframe	Design
Describe	Describe	Apply	Compare	Criticize	Create
List	Interpret	Illustrate	Classify	Judge	Plan
State	Summarise	Calculate	Distinguish	Recommend	Formulate
Match	Compare	Sketch	Explain	Grade	Invent
Tabulate	Discuss	Prepare	Differentiate	Measure	Develop



Record	Estimate	Chart	Appraise	Test	Organize
Label	Express	Choose	Conclude	Evaluate	Produce

**Note:** If Laboratory is given as a separate course (with course code), then there should be separate course outcomes for Laboratory.

### CHECKLIST FOR COs

<b>Number of CO's</b>	<b>2 to 6</b>
<b>CO essentials</b>	<b>Action Verb, Subject Content, Level of Achievement, Modes of Performing task (If Applicable)</b>
<b>Based on BTL</b>	<b>Understand, Remember, Apply, Analyse, Evaluate, Create</b>
<b>Number of BTL Considered in one course</b>	<b>Minimum 2</b>
<b>Technical Content/ point of curriculum</b>	<b>All curriculum contents are covered</b>



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<b>COURSE OUTCOMES</b>		
<b>POST BASIC BACHELOR OF NURSING</b>		
<b>FIRST YEAR</b>		
<b>MICR04</b>	<b>Microbiology</b>	
	CO1	Identify various micro-organisms in the human body and environment
	CO2	Describe the various diseases producing organism
	CO3	Describe the growth and development of microbes
	CO4	Discuss the methods of destruction of microorganisms
	CO5	Explain the concept of human immune system.



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<b>ND01</b>	<b>Nutrition &amp; Dietetics</b>	
	CO1	Explain the principles and practices of nutrition and dietetics
	CO2	Identify nutritional needs of different age groups and plan a balanced diet for them.
	CO3	Plan therapeutic diet for patients suffering from various disease conditions
	CO4	Prepare meals using different methods and cookery rules.





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