

Study & Evaluation Scheme

of

M.Sc. Nursing (Community Health Nursing) [Applicable w.e.f. Academic Session 2020-21]



TEERTHANKER MAHAVEER UNIVERSITY

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

www.tmu.ac.in



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

<i>Study & Evaluation Scheme</i>	
SUMMARY	
Institute Name	TEERTHANKER MAHAVEER College Of Nursing, TMU, Moradabad.
Programme	M.Sc. Nursing in Community Health Nursing
Duration	Two year (Annual System)
Medium	English
Minimum Required Attendance	Theory 80%, Practical 100% (for getting Degree) 80% (For Appearing Examination)
Credits	
Maximum Credits	90
Minimum Credit required for the degree	90

Assessment:			
Evaluation	Internal	External	Total
Theory	25	75	100
Evaluation of Practical/Dissertations & Project Reports	50	50	100

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

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

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

Duration of Examination	External	Internal
	3 Hours.	2 Hours.

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

A candidate failing in any number of subjects will be promoted to next higher class. The candidate shall clear all the subjects of previous years before appearing in the final year examination. If a candidate fails in either theory or practical, he/ she have to reappear in both.

<i>Question Paper Structure</i>	
1	The question paper shall have two sections and examiner shall set questions specific to respective section. Section wise details shall be as mentioned under;
2	Section I: It shall consist of short answer type questions (answer should not exceed 100 words). This section will essentially assess COs related to remembering and understanding. This section will contain four questions and student must attempt any three questions , each question shall have equal weightage of three marks and total weightage of this section shall be 15 Marks.
3	Section II: It shall consist of long answer type questions. This section will also contain five questions and every question should assess the specific COs. Student must attempt any four questions which should be from the entire syllabus, each question shall have equal weightage of fifteen marks and total weightage of this section shall be 60 Marks.
4	There must be at least one question from the entire syllabus to assess the specific element of the higher level of learning (Thinking).
5	The question must be designed in such a way that it assesses the concerned COs in entirety. It means a question could have multiple parts depending upon the requirements of the Specific Course Outcome.

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

Program Structure- M Sc Nursing

A. Introduction

National Health Policy(NHP) 2002 emphasizes the need to prepare nurses to function in super-speciality areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding vis a vis diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India.

Indian Nursing Council believes that: Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India. Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills. The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society. This programme provides the basis for the post Masteral programme in nursing. Further the programme encourages accountability and commitment to lifelong learning which fosters improvement of quality care.

M Sc Nursing 2 Years CBCS Programme			
Basic Structure: Distribution of Courses			
Sr. No.	Type of Course	Credit	Total Credit
1	Core Courses (CC)	4 Course of Total 43 Credit in range of 8 to 13 Credit	43
2	Discipline Specific Courses (DSC)	2 Course of Total 16 Credit each course of 8 credits	16
3	Skill Enhancement Course (SEC)	3 Course of Total 24 Credit in range of 4 to 23 Credit	24
4	Research Project Report (RPR)	1 Courses of 7 Credits	7
5	Value Added Course (VAC)	2 Courses of 0 credit hrs. (Total Credit Hrs. 2X0)	0
Total Credits			90

B. Choice Based Credit System (CBCS)

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

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

Core Courses (CC): Core Courses of M. Sc Nursing Programme will provide the graduates able to Utilize/apply the concepts, theories and principles of nursing science and leadership qualities and function effectively as nurse educator and manager. Post graduates will Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system. Establish collaborative relationship with members of other disciplines. These courses offered in 1st and 2nd Year during the M. Sc Nursing Programme. There will be total 43 credits.

Discipline Specific Elective Courses: Discipline Specific Elective Courses includes five nursing specialty courses. Medical Surgical Nursing Course has seven sub-specialty subjects out of which students are expected to chose one sub specialty subject in second year M. Sc Nursing Programme. These courses will Demonstrate advance competence in practice of nursing in each specialty and also helps the student to Demonstrate interest in continued learning for personal and professional advancement. These courses offered in 1st and 2nd Year during the M. Sc Nursing Programme. There will be total 16 credits.

Value Added Course (VAC): Value Added Audit Course is a non- credit course which is basically meant to enhance general ability of students in areas like soft skills, quantitative aptitude and reasoning ability - required for the overall development of a student and at the same time crucial for industry/corporate demands and requirements. The student possessing these skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life of the corporate world. The aim is to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance, as desired in corporate world. There shall be one course each in 1st year & 2nd years and will carry no credit, however, it will be compulsory for every student to pass these courses with minimum 45% marks to be eligible for the certificate. These marks will not be included in the calculation of CGPI. Students have to specifically be registered in the specific course of the respective years.

Skill Enhancement Course (SEC): These are designed to assist students in developing expertise and in depth skill enhancement Course in the field of respective nursing specialty/ sub-specialty courses and Nursing Education. It should aim at developing students' critical thinking and analysis skills, competence in psychomotor, communication, and time management skills, and to increase self-confidence in their ability to perform as nurses. Skill Enhancement Course to allow nursing students in all the areas of specialty health care setting which helps the hands-on skills experience that is not possible to teach in a classroom setting. Skill Enhancement Course of total 24 credits.

Research Project Report (RPR): In addition to learning Research theory there will be Mandatory Partial Fulfillment of Individual Research project. Make the students to demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research which will provide hands on experience in contrast to theory in Health Care settings. It will be assessed internal and the credits earned will be included for the calculations of the CGPA.

C. Programme Specific Outcome.

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

PSO1:	Understanding the concepts, theories, and principles related to nursing sciences with appropriate application in the practice.
PSO2:	Demonstrating skills in nursing practice, education, administration and research at different levels of health care delivery system.
PSO3:	Analyzing the health needs and scope of development in providing comprehensive care in health sector.
PSO4:	Application of modern communication and educational technologies in nursing academics.
PSO5:	Creating leadership and management skills for working in collaborative teams in the provision of quality health care outcome.
PSO6:	Creating evidence based practice through research in nursing profession.
PSO7:	Applying advanced community health nursing knowledge and skills in prevention, management and promotion of community health.

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

- 1. Case Based Learning:** Case based learning enhances student skills at delineating the critical decision dilemmas faced by organizations, helps in applying concepts, principles and analytical skills to solve the delineated problems and develops effective module for health problem solving. Case method of teaching is used as a critical learning tool for effective learning and we encourage it to the fullest. We make it compulsory to teach case study in every academic year in M. Sc Nursing program.
- 2. Role Play & Simulation:** Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for

active student learning. Therefore, role-play & simulation exercises such as prevention and promotion of disease, awareness and health teaching in community etc. are being promoted for the practical-based experiential learning of our students.

3. ***Video Based Learning (VBL) & Learning through Movies (LTM):*** These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM wherever possible.
4. ***Laboratory Demonstration:*** Laboratory Demonstration is as essential to the learning process as classroom participation. The nursing student will be given an opportunity to apply classroom theory to as many patient situations and stimulate as possible to enhance their skills in nursing care.
5. ***Field Research Projects:*** The students, who take up experiential projects in Health care setting and other area, where senior experts with a stake in teaching guide them, drive the learning. All students are encouraged to do some research project in the field of nursing other their regular classes.
6. ***Industrial Visits:*** Industrial visit are essential to give students hand-on exposure and experience of how things and processes work in industries. Our institute organizes such visits to enhance students' exposure to practical learning and work out for a report of such a visit relating to their specific topic like, Multi Specialty Hospitals, Water Purification plant and Orphans etc.
7. ***Special Guest Lectures (SGL):*** Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the course. We organize Specialty wise lectures, as part of lecture- series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights related to specific Specializations.
8. ***Special assistance programe:*** Special assistance programe for slow learners & fast learners write the note how would you identify slow learners, develop the mechanism to

correcting knowledge gap. Terms of advance topics what learning challenging it will be provided to the fast learners.

- 9. *Orientation program:*** Orientation Program is conducting for fresher students. Organizing 3 Days orientation with the purpose of Orienting with Nursing Programme, Developing Confidence, Understanding the Structure and Organization of University and the topics will be covered “Regarding orientation about Nursing courses and scope, Challenges in reading the Nursing courses and how to overcome it, English communication, Memorization, Remembering, Mnemonics, team building, IPR development in Nursing Courses”.
- 10. *MOOCS:*** Students may earn credits by passing MOOCS as decided by the college from time to time. Graduate level programs may award Honors degree provided students earn pre-requisite credits through MOOCs
- 11. *Mentoring scheme:*** A mentoring relationship is a very personal one, which is often important to the mentee. As a mentor, get to know your student's academic, research, professional, and personal goals, so you can help them in a way that meets their personal best interest. It develops positive student teacher relationship, improve attendance of the students, To identify special abilities and nurture it for development. Mentor Mentee ratio will be 1:25
- 12. *Career, personal counseling & Competitive exam preparation:-*** We provide a safe, confidential place for student to talk with Counseling Members about any concerns or personal problems that might interfere with your personal growth and academic achievement. Also we Counsel about Job opportunity and career Growth by our Placement Cell.
- 13. *Extracurricular & Extramural Activities:*** Organizing participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

M. SC NURSING CURRICULUM

YEAR -I

Sr. No.	Category	Course Code	Course	Periods			Credit	Duration of Exam	Evaluation Scheme		
				L	T	P			Internal	External	Total
1	CC-1	MSN101	Nursing Education	8	0	0	8	3	25	75	100
2	CC-2	MSN102	Advance Nursing Practice	8	0	10	13	3	25	75	100
3	CC-3	MSN103	Nursing Research and Statistics	8	0	4	10	3	25	75	100
4	DSC-1	MSN108	Community Health Nursing-I	8	0	0	8	3	25	75	100
5	SEC-1	MSN155	Community Health Nursing-I (P)	0	0	30	8	-	50	50	100
6	SEC-2	MSN156	Nursing Education (P)	0	0	8	4	-	50	50	100
Total				32	0	52	51	-	200	400	600

YEAR –II

Sr. No.	Category	Course Code	Course	Periods			Credit	Duration of Exam	Evaluation Scheme		
				L	T	P			Internal	External	Total
1	CC-4	MSN 201	Nursing Management	8	0	8	12	3	25	75	100
2	DSC-2	MSN212	Community Health Nursing-II	8	0	0	8	3	25	75	100
3	SEC-3	MSN261	Community Health Nursing-II (P)	0	0	46	12	-	50	50	100
4	RPR-1	MSN262	Dissertation	0	0	14	7	-	50	50	100
Total				16	0	68	39		150	250	400

VALUE ADDED COURSE

Sr. No.	Code	Course	L	T	P	Credit	Duration of Exam	Internal	External	Total
Year-I										
1	TMUPS101	Managing Self	2	1	0	0	-	50	50	100
Year-II										
2	TMUPS201	Managing Work and Others	2	1	0	0	-	50	50	100
Note: Value Added Course is an audit course; it is compulsory to pass with 45% marks and is not considered for CPI.										

Note:		C- Credits, 1C = 1 Hour L or T, 1C = 2 Hour P
Course Code: MSN101	Core Course -1	L-8
	M.Sc. Nursing	T-0
	I Year	P-0
	NURSING EDUCATION	C-8
Course Outcomes:	At the end of the course, the students will be: :	
CO1.	Understanding the concepts, principles, philosophies and trends in nursing education.	
CO2.	Applying various instructional methods, media, tools and techniques in teaching learning process.	
CO3.	Applying the principles and steps of guidance and counseling.	
CO4.	Analyzing the existing nursing educational programs, their problems, issues and future trends and identifying research priorities in nursing education	
CO5.	Evaluating the nursing curriculum design and management of nursing educational institutions.	
CO6.	Designing a plan for improvement in instructional design, delivery and assessment using modern methods and techniques.	
Course Content:		
Unit-1:	<p>Introduction: Education: Definition, aims, concepts, philosophies & their education implications, Impact of Social, economical, political & technological changes on education: □ Current trends and issues in education</p> <p>Educational reforms and National Educational policy, various educational commissions-reports Trends in development of Nursing education in India</p>	10 Hours
Unit-2:	<p>Teaching – Learning Process</p> <ul style="list-style-type: none"> • Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. • Educational aims and Objectives; types, domains, levels, 	20 Hours

	<p>elements and writing of educational Objectives.</p> <ul style="list-style-type: none"> • Competency based education (CBE) and outcome based education (OBE) • Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. • Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role-play (Socio-drama), clinical teaching methods, programmed instruction, self directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL) 	
Unit-3:	<p>Instructional media and methods</p> <p>Key concepts in the selection and use of media in education</p> <p>Developing learning resource material using different media</p> <p>Instructional aides – types, uses, selection, preparation, utilization. □</p> <p>Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc.</p>	10 Hours
Unit-4:	<p>Measurement and evaluation:</p> <p>Concept and -nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement.</p> <p>Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages.</p> <p>Criterion and norm referenced evaluation.</p>	10 Hours
Unit-5:	<p>Standardized and non-standardized tests:</p> <p>Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- □</p> <p>Essay, short answers questions and multiple choice questions.</p> <p>Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination)</p> <p>Differential scales, and summated scales, Socio-metry, anecdotal record, attitude scale, critical incident technique.</p> <p>Question bank-preparation, validation, moderation by panel, utilization</p> <p>Developing a system for maintaining confidentiality</p>	12 Hours

Unit-6:	<p>Administration, Scoring and Reporting</p> <ul style="list-style-type: none"> • Administering a test; scoring, grading versus marks □ • Objective tests, scoring essay test, methods of scoring, Item analysis. 	8 Hours
Unit :7	<p>Standardized Tools</p> <ul style="list-style-type: none"> • Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. 	12 Hours
Unit:8	<p>Nursing Educational programs</p> <ul style="list-style-type: none"> • Perspectives of Nursing education: Global and national. • Patterns of Nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc. programs, M. Phil. and Ph.D.) in Nursing, post basic diploma programs, Nurse practitioner programs. 	5 Hours
Unit:9	<p>Continuing Education in Nursing</p> <ul style="list-style-type: none"> • Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. • Program planning, implementation and evaluation of continuing education programs. • Research in continuing education. • Distacnce education in Nursing. 	12 Hours
Unit:10	<p>Curriculum Development</p> <p>Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</p> <p>Formulation of philosophy, Objectives: selection and organization of learning experiences; master plan, course plan, unit plan.</p> <p>Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</p> <p>Equivalency of courses: Transcripts, credit system.</p>	10 Hours
Unit:11	<p>Teacher preparation</p> <p>Teacher – roles & responsibilities, functions, characteristics,</p>	8 Hours

	<p>competencies, qualities.</p> <p>Preparation of professional teacher.</p> <p>Organizing professional aspects of teacher preparation programs</p> <p>Evaluation: self and peer.</p> <p>Critical analysis of various programs of teacher education in India.</p>	
Unit:12	<p>Guidance and counseling</p> <p>Concept, principles, need, difference between guidance and counseling, trends and issues.</p> <p>Guidance and counseling services: diagnostic and remedial.</p> <p>Coordination and organization of services.</p> <p>Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling.</p> <p>Professional preparation and training for counseling.</p>	10 Hours
Unit:13	<p>Administration of Nursing Curriculum</p> <p>Role of curriculum coordinator – planning, implementation and evaluation.</p> <p>Evaluation of educational programs in Nursing course and program.</p> <p>Factors influencing faculty staff relationship and techniques of working together.</p> <p>Concept of faculty supervisor (dual) position.</p> <p>Different models of collaboration between education and service.</p>	15 Hours
Unit:14	<p>Management of Nursing Educational Institutions</p> <p>Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</p>	10 Hours
Unit:15	<p>Development and maintenance of standards and accreditation in Nursing education programs.</p> <p>Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</p> <p>Role of Professional associations and unions.</p> <p>Methods of Teaching</p>	5 Hours

	<p>Lecture cum discussion</p> <p>Demonstration/Return demonstration</p> <p>Seminar /Presentations</p> <p>Project work</p> <p>Field work</p> <p>Field visits</p> <p>Workshop</p> <p>Methods of evaluation</p> <p>Tests</p> <p>Presentation</p> <p>Project work</p> <p>Written assignment</p>	
<p><u>Reference Books:</u></p>	<ol style="list-style-type: none"> 1. Aggarwal J.C. Principles, Methods & Techniques of Teaching, Vikas Publishing House Basavanthappa B.T. Nursing Education, Jaypee Brothers,2005,New Delhi. 2. Bevis, Em Olivia, Curriculum Building in Nursing a Process, C.V Mosby Co, St. Louis. 3. George Kurian Aleyamma, <i>Principles of Curriculum Development and Evaluation</i>, Vivekanandha Press, 2002. 4. Bhatia B.D. Principles and Methods of Teaching Doabra House, New Delhi. 5. Billing, Diane M & Halstead, Judith A, Teaching in Nursing: A Guide for Faculty, W.B. Saunders. 6. Bloom, Benjamin S Ed, Taxonomy of Educational Objectives: cognitive Domain, David Mckay Co, Inc, 1956, New York. 7. Fuszard, Barbara, Innovating Teaching Strategies in Nursing, Aspen Publishers Inc, 1989, Maryland. 8. Gay L.R, Education and Measurement Competencies for Analysis and Application, Ion, Charles E. Merill Publishers Co., 1985, Columbus. 9. Guilbert J J. Educational Handbook for Health Personnel, World Health Organization,1982,Genva. 10. Guinee. Kathleen k, Teaching and Learning in Nursing, Macmillan, 1987, New York. 11. Joyce.B, Models of Teaching , Prentice Hall Inc, Englewood Cliffs, 1986, New Jersey 12. Keay F.E, A History of Education in India and Pakistan, Oxford University Press, 1964, London. 13. Modley Doris M, Advancing Nursing Education World Wide, Springer Publishing Co,1995,New York. 	

	<p>14. Neeraja K.P, Text Book of Nursing Education, Jaypee Brothers, new Delhi.</p> <p>*Latest editions of all the suggested books are recommended.</p>	
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Practical Internal Evaluation Scheme (50 Marks)

Sr. No.	Content	Marks
1	Practice Teaching (Total 5 Practice Teachings)	15
2	Learning resource material	10
3	Academic Planning	10
4	Tool Preparation	5
5	Conduct Workshop	10

Course Code: MSN102	Core Course -02	L-8 T-0 P-10 C-13
	M.Sc. Nursing	
	I Year	
	ADVANCE NURSING PRACTICE	
Course Description	The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of Nursing and other disciplines.	
Course Outcomes:	At the end of the course, the students will be :	
CO1.	Understanding the health care delivery system and nursing as a profession.	
CO2.	Applying nursing theories, process and epidemiology in patient care.	
CO3.	Demonstrating skills of advance nursing practices in critical care unit.	
CO4.	Analyzing bio-psychosocial aspects of patients.	
CO5.	Evaluating holistic nursing care using Nursing process approach.	
CO6.	Evaluating holistic nursing care using Nursing process approach.	
Course Content:		
Unit-1:	<p>Introduction:</p> <p>Nursing as a Profession History of development of Nursing profession, characteristics, criteria of the profession, perspective of Nursing professional, global Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of Nurses, legal considerations, Role of regulatory bodies Professional organizations and unions-self defense, individual and collective bargaining. Educational preparations, continuing education, career opportunities, professional advancement & role and scope of Nursing Education. Role of research, leadership and management. Quality assurance in Nursing (INC). Futuristic Nursing.</p>	10 Hours
Unit-2:	<p>Health care delivery Health care environment, economics, constraints, planning process, policies, political process vis a Nursing profession. □ Health care delivery system- national, state, district and local level. Major stakeholders in the health care system-Government, non-govt., Industry and other professionals. □</p>	5 Hours

	<p>Patterns of Nursing care delivery in India. Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of nongovernmental agencies. Information, education and communication (IEC). Tele-medicine.</p>	
Unit-3:	<p>Genetics Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era. Basic concepts of Genes, Chromosomes & DNA. Approaches to common genetic disorders. Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. Genetic counseling. Practical application of genetics in Nursing.</p>	10 Hours
Unit-4:	<p>Epidemiology Scope, epidemiological approach and methods, Morbidity, of diseases and their screening, Application of epidemiology in health care delivery, Health surveillance and health informatics Role of Nurse.</p>	10 Hours
Unit-5:	<p>Bio-Psycho social pathology Pathophysiology and Psychodynamics of disease causation. Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style. Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. Treatment aspects: pharmacological and pre- post operative care aspects, Cardio pulmonary resuscitation. END of life Care Infection prevention (including HIV) and standard safety measures, bio-medical waste management Role of Nurse- Evidence based Nursing practice; Best practices Innovations in Nursing.</p>	20 Hours
Unit-6:	<p>Philosophy and Theories of Nursing Values, Conceptual Models, Approaches. Nursing theories: Nightingale's, Hendersons's, Roger's Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's,</p>	20 Hours

	<p>Watson Parsce, etc and their applications.</p> <p>Health belief models, communication and management, etc</p> <p>Concept of Self health.</p> <p>Evidence based practice model.</p>	
Unit :7	<p>Nursing process approach</p> <p>Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health illness problems, health behaviors, signs and symptoms of clients.</p> <p>Methods of collection, analysis and utilization of data relevant to Nursing Process.</p> <p>Formulation of nursing care plans, health goals, implementation modification and evaluation of care.</p>	10 Hours
Unit:8	<p>Psychological aspects and Human relations</p> <p>Human behavior, Life processes & growth and development, personality development, defense mechanisms, Communication, interpersonal relationships, individual and group dynamics, and organizational behavior,</p> <p>Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult)</p> <p>Sexuality and sexual health.</p> <p>Stress and adaptation, crisis and its intervention, Coping with loss, death and grieving, Principles and techniques of Counseling.</p>	30 Hours
Unit:9	<p>Nursing practice</p> <p>Framework, scope and trends.</p> <p>Alternative modalities of care, alternative systems of health and complimentary therapies.</p> <p>Extended and expanded role of the Nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</p> <p>Health promotion and primary health care.</p> <p>Independent practice issues: - Independent Nurse-midwifery practitioner.</p> <p>Collaboration issues and models-within and outside Nursing.</p> <p>Models of Prevention, Family Nursing, Home Nursing, Gender sensitive issues and women empowerment.</p> <p>Disaster Nursing.</p> <p>Geriatric considerations in Nursing.</p> <p>Evidence based Nursing practice- best practices.</p> <p>Trans-cultural Nursing.</p>	10 Hours

Unit:10	<p>Computer applications for patient care delivery system and Nursing Practice</p> <p>□ Use of computers in teaching, learning, research and Nursing practice.</p> <p>Windows, MS office: Word, Excel, Power Point, □ □ Internet, literature search, Statistical packages,</p> <p>Hospital management information system: software. □</p> <p>Practical</p> <p>Clinical posting in the following areas:</p> <p>Specialty area – in – Patient unit- 2 weeks</p> <p>Community health center/PHC- 2 weeks</p> <p>Emergency/ICU - 2 weeks</p> <p>Activities</p> <p>Prepare Case studies with Nursing process approach and theoretical basis Presentation of comparative picture of theories Family case- work using model of prevention Annotated bibliography Report of field visits (5)</p> <p>Methods of Teaching</p> <p>Lecture cum discussion</p> <p>Seminar</p> <p>Panel discussion □</p> <p>Debate</p> <p>Case Presentations</p> <p>Exposure to scientific conferences</p> <p>Field visits</p> <p>Methods of evaluation:</p> <p>Tests □</p> <p>Presentation □</p> <p>Seminar □</p> <p>Written assignments</p> <p>Advance Nursing Procedures</p> <p>Definition, Indication and Nursing implications; CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis, OT techniques, Health assessment, Triage, Pulse oxymetry.</p>	25 Hours
Reference Books:	<ol style="list-style-type: none"> Potter A. P. & Perry A. G, <i>Fundamental of Nursing</i>, C. V. Mosby Co., 2005, St. Louis. Kozier B. et al, <i>Fundamentals of Nursing Concepts, Process</i> 	

	<p><i>and Practice, Pearson Education, Inc, 2004.</i></p> <ol style="list-style-type: none"> 3. Brunner and Suddarth, <i>Text Book of Medical Surgical Nursing</i>, 2002. 4. Zwemer A, <i>Professional Adjustments and Ethics for Nurse in India</i>, BI publications, 1995, Bangalore. 5. Rosdhal, <i>Fundamentals of Nursing</i>, Lippincott Co., 2003. 6. Taylor Carol, et al, <i>Fundamentals of Nursing</i>, Lippincott Co., 2005. 7. Basavanthappa B. T, <i>Nursing Theories</i>, Jaypee Brothers, 2007, New Delhi. 8. Alligood M. R. & Tomey A. M, <i>Nursing Theory Utilization and Application</i>, Mosby, St. Louis. 9. Park J.E., <i>Text Book of Preventive and Social Medicine</i>, Bnarshidas Bhanot, Jabalpur. * <p>Latest editions of all the suggested books are recommended.</p>	
Practical		
	<p>Practical Clinical posting in the following areas:</p> <ul style="list-style-type: none"> • Specialty area- in-patient unit - 2 weeks • Community health center/PHC - 2 weeks • Emergency/ICU - 2 weeks 	
	<p>Activities</p> <ul style="list-style-type: none"> • Prepare Case studies with nursing process approach and theoretical basis • Presentation of comparative picture of theories • Family case- work using model of prevention • Annotated bibliography • Report of field visits 	
	<p>Methods of Teaching</p> <ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Panel discussion • Debate • Case Presentations • Exposure to scientific conferences • Field visits 	
	<p>Methods of evaluation</p> <ul style="list-style-type: none"> • Tests • Presentation 	

	<ul style="list-style-type: none"> • Seminar • Written assignments 	
	<p>Advance nursing Procedures</p> <p>Definition, Indication and nursing implications;</p> <ul style="list-style-type: none"> • CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oxymetry 	

Course Code: MSN103	Core Course -3	L-8 T-0 P-4 C-10
	M.Sc. Nursing	
	I Year	
NURSING RESEARCH AND STATISTICS		
Course Description:	The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of Nursing practice, education and management.	
Course Outcomes:	At the end of the course, the students will be:	
CO1.	Understanding the concepts, terms, approaches, and methods of data collection in nursing research.	
CO2.	Apply appropriate design and sampling technique in nursing research.	
CO3.	Analyzing research data, interpreting and utilizing the findings from health related research.	
CO4.	Evaluating various methods of data collection and tools.	
CO5.	Prepare the research project.	
Course Content:		
Unit-1:	Introduction: <ul style="list-style-type: none"> • Methods of acquiring knowledge – problem solving and scientific method. • Research – Definition, characteristics, purposes, kinds of research Historical Evolution of research in Nursing • Basic research terms • Scope of Nursing research: areas, problems in Nursing, health and social research • Concept of evidence based practice. • Ethics in research. • Overview of Research process 	10 Hours
Unit-2:	Review of Literature <ul style="list-style-type: none"> • Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. 	5 Hours
Unit-3:	Research Approaches and designs <ul style="list-style-type: none"> • Type: Quantitative and Qualitative • Historical, survey and experimental –Characteristics, types 	12 Hours

	<p>advantages and disadvantages</p> <ul style="list-style-type: none"> • Qualitative: Phenomenology, grounded theory, ethnography 	
Unit-4:	<p>Research problem:</p> <ul style="list-style-type: none"> • Identification of research problem • Formulation of problem statement and research Objectives: • Definition of terms • Assumptions and delimitations • Identification of variables • Hypothesis – definition, formulation and types. 	10 Hours
Unit-5:	<p>Developing theoretical/conceptual framework.</p> <ul style="list-style-type: none"> • Theories: Nature, characteristics, Purpose and uses • Using, testing and developing conceptual framework, models and theories. 	5 Hours
Unit-6:	<p>Sampling</p> <ul style="list-style-type: none"> • Population and sample • Factors influencing sampling • Sampling techniques • Sample size • Probability and sampling error • Problems of sampling 	6 Hours
Unit:7	<p>Concepts of data collection</p> <ul style="list-style-type: none"> • Data sources, methods/techniques quantitative and qualitative. • Tools for data collection – types, characteristics and their development • Validity and reliability of tools • Procedure for data collection 	20 Hours
Unit:8	<p>Implementing research plan</p> <ul style="list-style-type: none"> • Pilot Study, review research plan (design), planning for data collection, Administration of tool /interventions, collection of data 	5 Hours
Unit:9	<p>Analysis and interpretation of data</p> <ul style="list-style-type: none"> • Plan for data analysis: quantitative and qualitative • Preparing data for computer analysis and presentation. • Statistical analysis • Interpretation of data • Conclusion and generalizations • Summary and discussion 	10 Hours

Unit:10	Reporting and utilizing research findings: <ul style="list-style-type: none"> • Communication of research results; oral and written • Writing research report purposes, methods and style Vancouver, American Psychological Association (APA), Campbell etc. • Writing scientific articles for publication: purposes & style 	10 Hours
Unit:11	Critical analysis of research reports and articles	3 Hours
Unit:12	Developing and presenting a research proposal	4 Hours
	Activities: <ul style="list-style-type: none"> • Annotated Bibliography of research reports and articles. • Review of literature of selected topic and reporting • Formulation of problem statement, objective and hypothesis • Developing theoretical/conceptual framework. • Preparation of a sample research tool • Analysis and interpretation of given data • Developing and presenting research proposal • Journal club presentation • Journal club presentation • Critical evaluation of selected research studies • Writing a scientific paper. 	
	Method of Teaching <ul style="list-style-type: none"> • Lecture-cum-discussion • Seminar/Presentations • Project • Class room exercises 	
	Methods of Evaluation <ul style="list-style-type: none"> • Quiz, Tests (Term) • Assignments/Term paper • Presentations • Project work 	
	Internal Assessment Techniques Weightage (15marks)	
Part –B: Statistics		
Course Description:	At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in Nursing.	

Course Outcomes:	At the end of the course, the students will be:	
CO1.	Explain the basic concepts related to statistics	
CO2.	Describe the scope of statistics in health and Nursing	
CO3.	Organize tabulate and present data meaningfully.	
CO4.	Use descriptive and inferential statistics to predict results.	
CO5.	Draw conclusions of the study and predict statistical significance of the results.	
CO6.	Describe vital health statistics and their use in health related research.	
CO7.	Use statistical packages for data analysis	
Unit I	Introduction: <ul style="list-style-type: none"> • Concepts, types, significance and scope of statistics, meaning of data, • Sample, parameter • Type and levels of data and their measurement • Organization and presentation of data – Tabulation of data; • Frequency distribution • Graphical and tabular presentations. 	7 Hours
Unit II	Measures of central tendency: <ul style="list-style-type: none"> • Mean, Median, Mode 	4 Hours
Unit III	Measures of variability; <ul style="list-style-type: none"> • Range, Percentiles, average deviation, quartile deviation, standard deviation 	4 Hours
Unit IV	Normal Distribution: <ul style="list-style-type: none"> • Probability, characteristics and application of normal probability curve; sampling error. 	3 Hours
Unit V	Measures of relationship: <ul style="list-style-type: none"> • Correlation – need and meaning • Rank order correlation • Scatter diagram method • Product moment correlation • Simple linear regression analysis and prediction 	6 Hours

Unit VI	Designs and meaning: <ul style="list-style-type: none"> • Experimental designs • Comparison in pairs, randomized block design, Latin squares. 	5 Hours
Unit VII	Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) <ul style="list-style-type: none"> • Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. • Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA 	8 Hours
Unit VIII	Use of statistical methods in psychology and education: <ul style="list-style-type: none"> • Scaling – Z score, Z Scaling • Standard Score and T Score • Reliability of test Scores: test-retest method, parallel forms, split half method. 	5 Hours
Unit IX	Application of statistics in health: <ul style="list-style-type: none"> • Ratios, Rates, Trends • Vital health statistics – Birth and death rates. • Measures related to fertility, morbidity and mortality 	4 Hours
Unit X	Use of Computers for data analysis <ul style="list-style-type: none"> • Use of statistical package. 	4 Hours
	Activities <ul style="list-style-type: none"> • Exercises on organization and tabulation of data • Graphical and tabular presentation of data • Calculation of descriptive and inferential statistics (chi square, t-test, correlation) • Practice in using statistical package • Computing vital health statistics 	
	Methods of Teaching: <ul style="list-style-type: none"> • Lecture-cum-discussion • Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data. • Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package. 	
	Methods of Evaluation <ul style="list-style-type: none"> • Test, Classroom statistical exercises. • Techniques Weightage (10marks) 	
Reference Books:	1. Basavanthappa, B.T, <i>Nursing Research</i> , Jaypee Brothers, 2003, New Delhi. 2. Mahajan, B.K, <i>Methods in Biostatistics</i> , Jaypee Brothers, 1999, New Delhi.	

3. Rose Hott & Budin. Notter's, *Essentials of Nursing Research*, spinger publisher, 1999, New York.
 4. Patricial Nunhall. *Nursing Research*, James & Bar, 2001, Canada.
 5. Caroly M.H, *Research Methods for Clinical Therapists Applied Project Design and Analysis*, 1999, Churchill Livingstone.
 6. P.K. Indrani, T.K, *Research Methods for Nurses*. Jayppe brothers, 2005.
 7. Clifford et al, *Getting Research into Practice*, Churchill Livingstone, 2004, New York.
 8. Freshwater D. & Bishop V, *Nursing Research in Context*, Palgrave Macmillan, 2004, New York.
 9. Macnee C. L, *Understanding Nursing Research: Reading & Using Research in Practice*, Lippincott Williams, Wilinks, 2004, London.
 10. Polit, D.F. & Bleck C.T, *Nursing Research Principles & Methods*, LippincottWilliams Wilkins, 2004, New York.
 11. Polit, Bleck & P. Hungler, *Nursing Research Methods, Appraisal & Utilization*,2001, Lippincott.
 12. Specials & Carpenter, *Qualitative Research in Nursing Advancing the Humanistic Imperative*, Lippincott Williams. 2007
- * Latest editions of all the suggested books are recommended
- Journals:**
1. *Journal of nursing practice and research*.
 2. *Indian journal of medical ethics*
- For this course the distribution of marks in question paper will be
Nursing Research= 50 marks & Statistics =25**

Course code MSN108	Discipline Specific Course-1 M.Sc. Nursing I Year COMMUNITY HEALTH NURSING I	L-8 T-0 P-0 C-8
Course Outcome	At the end of the course, the students will be:	
CO – 1:	Understanding the concepts, theories, and principles of community health Nursing.	
CO – 2:	Applying the theories and principles in promoting health of the Community.	
CO – 3:	Demonstrating skills in health assessment and nursing care procedures in providing care to individuals, families and community.	
CO – 4:	Analyzing the health needs in providing comprehensive care in rural and urban health sector.	
CO – 5:	Evaluating evidence based nursing practice, and identifying the areas of research in community setting.	
CO – 6:	Creating modules for care of community	
Course Content		
Unit I	Introduction <ul style="list-style-type: none"> • Historical development of Community Health and Community Health Nursing- • World and India, various health and family welfare committees • Current status, trends and challenges of Community Health Nursing Health status of the Community-Community diagnosis • Scope of Community Health Nursing practice • Ethical and legal issues • Socio-cultural issues in Community Health Nursing • National Policies, plans and programmes • National health policy <ul style="list-style-type: none"> ✓ National Population policy ✓ National Health and welfare Programmes ✓ National Health goals / indicators / Millennium developmental goals(MDG)/ Strategies ✓ Planning process: Five year plans ✓ National Rural Health Mission ✓ • Panchayat raj institutions 	10 Hours
Unit II	Health <ul style="list-style-type: none"> • Concepts, issues • Determinants • Measurements 	10 Hours

	<ul style="list-style-type: none"> • Alternate systems for health promotion and management of health problems • Health economics • Health technology • Genetics and health • Waste disposal • Eco system 	
Unit III	Population dynamics and control <ul style="list-style-type: none"> • Demography • Transition and theories of population • National population policy • National population programmes • Population control and related programmes • Methods of family limiting and spacing • Research, Census, National Family Health Survey 	15 Hours
Unit IV	Community Health Nursing <ul style="list-style-type: none"> • Philosophy, Aims, Objectives: Concepts, Scope, Principles, Functions • Community health Nursing theories and models • Quality assurance: Community Health Nursing standards, competencies, monitoring community health Nursing, Nursing audits Family Nursing and Family centered Nursing approach Family health Nursing process <ul style="list-style-type: none"> • Family health assessment <ul style="list-style-type: none"> ✓ Diagnosis ✓ Planning ✓ Intervention ✓ Evaluation • Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large • Community nutrition • Concept, role and responsibilities of community health Nurse practitioners/Nurse midwifery practitioners-decision making skills, professionalism, legal issues 	30 Hours
Unit V	Maternal and neonatal care <ul style="list-style-type: none"> • IMNCI (Integrated Management of Neonatal and Childhood Illnesses) module • Skilled Birth Attendant (SBA) module 	45 Hours

Unit VI	<ul style="list-style-type: none"> • Disaster Nursing (INC module on Reaching out: Nursing Care in emergencies) 	15 Hours
Unit VII	<p>Information, education and communication</p> <ul style="list-style-type: none"> • IEC/BCC: Principles and strategies • Communication Skills • Management information and evaluation system: Records and reports • Information technology • Tele-medicine and tele-Nursing • Journalism • Mass media • Folk media 	10 Hours
Unit VIII	<p>Health care delivery system: Urban, rural, tribal and difficult areas</p> <ul style="list-style-type: none"> • Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies, Roles and Responsibilities of DPHNO • Critical review of functioning of various levels, evaluation studies, recommendations and Nursing perspectives • Alternative systems of medicine • Training and supervision of health workers • Health agencies: NGO's, Roles and functions • Inter-sectoral coordination • Public private partnership • Challenges of health care delivery system □ 	15 Hours
Reference Books:	<p>Clark, June & Jill Handerson, Community Health, Churchill Livingstone, 1993, New York.</p> <p>2. Freeman B. Ruth, Public Health Practices, W. W. Saunders CO., 1990, Philadelphia.</p> <p>3. Fromer Joan Margot, Community Health Care and the Nursing Process, C.VMosby CO., Toronto.</p> <p>4. Park J. E, Text Book of Preventive and Social Medicine, Ms Banarsidas Bhanot CO., 1996, Jabalpur.</p> <p>5. Rao S. Kasthi, An Introduction to Community Health Nursing, B. I. Publishers, Madras.</p> <p>*Latest editions of all the suggested books are recommended.</p>	

Course code MSN155	Skill Enhancement Course -01	L-0 T-0 P-30 C-8
	M.Sc. Nursing	
	I Year	
	COMMUNITY HEALTH NURSING I (P)	
CO – 1:	Applying the theories and principles in promoting health of the Community.	
CO – 2:	Demonstrating skills in health assessment and nursing care procedures in providing care to individuals, families and community.	
CO – 3:	Analyzing the health needs in providing comprehensive care in rural and urban health sector.	
CO – 4:	Evaluating evidence based nursing practice, and identifying the areas of research in community setting.	
	<ul style="list-style-type: none"> • Identification of community leaders and resource persons (community mapping) • Community health survey • Community health Nursing process- individual, family and special groups and community • Counseling. • Health education – campaign, exhibition, folk media, preparation of IEC materials. • Organising and participating in special clinics / camps and national health and welfare programmes-Organize atleast one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included) • Estimation of Vital health statistics -Exercise • Drill for disaster preparedness • Organize atleast one in-service education to ANM's/LHV/PHN/HW • Nutrition – Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups • Filling up of Records, reports and registers maintained at SC/PHC/CHC Assist women in self-breast examination • Conduct antenatal examination • Conduct vaginal examination • Conduct deliveries • Post natal visits • Perform Episiotomy and suturing • Prepare Pap smear • Conduct Insertion/Removal of IUD • Blood Slide preparation • During the clinical training a student is supposed to write a research project related to area of his or her specialization. • Field visits • Maintenance of log book for various activities 	

Course code MSN156	Skill Enhancement Course -02	L-0 T-0 P-8 C-4
	M.Sc. Nursing	
	I Year	
	NURSING EDUCATION (P)	
CO1.	Applying various instructional methods, media, tools and techniques in teaching learning process.	
CO2.	Applying the principles and steps in Teaching Learning.	
CO3.	Analyzing the existing nursing educational programs, their problems, issues and future trends and identifying research priorities in nursing education	
CO4.	Evaluating the nursing curriculum design and management of nursing educational institutions.	
	<ul style="list-style-type: none"> ● Framing philosophy, aims and Objectives: ● Lesson Planning. ● Micro teaching ● Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc) ● Preparation and utilization of instructional Aids using different media. ● Develop course plans, unit plans, rotation plans. ● Conduct a continuing education workshop. ● Annotated bibliography. ● Critical evaluation of any nursing education program offered by a selected institution. ● Planning and Organizing field visits. ● Educational visits. ● Field visits (INC/SNRC) to get familiar with recognition/registration process. ● Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc) ● Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Socio-metry, physical & mental disabilities tests.) <p>Maintenance of log book for various activities</p>	

Course Code: TMUPS101	Value Added Course -1	L-2
	M.Sc. Nursing	T-1
	I Year	P-0
	MANAGING SELF	C-0
Course Perspective	In this course, students will be taught to develop and become team player for creativity and innovation in organization they work. Students will be taught methods to develop cordial relation using “Johari Window”, which will help them in managing change in their organizations. Since they would be entering in the world of work, Special emphasis is also given to manners, etiquettes, negotiation, stress and conflict management. Finally, students will be rigorously prepared facing various selection tools like – GD, PI and resume preparation.	
Course Outcomes	At the end of the semester, the learner will be able to:	
CO1.	Communicating effectively in a variety of public and interpersonal settings.	
CO2.	Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.	
CO3.	Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.	
CO4.	Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.	
CO5.	Handling difficult situations with grace, style, and professionalism.	
Course Contents:		
Unit – I	Personal Development <ul style="list-style-type: none"> • Personal growth and improvement in personality • Perception • Positive attitude • Values and Morals • High self motivation and confidence • Grooming 	
Unit – II	Professional Development <ul style="list-style-type: none"> • Goal setting and action planning • Effective and assertive communication • Decision making • Time management • Presentation Skills 	

	<ul style="list-style-type: none"> • Happiness, risk taking and facing unknown 																												
Unit – III	Career Development <ul style="list-style-type: none"> • Resume Building • Occupational Research • Group discussion (GD) and Personal Interviews 																												
Evaluation Scheme:																													
	Faculty led Continuous Evaluation <ul style="list-style-type: none"> • Students will be evaluated on the score of 100 in every course. Evaluation of soft skill will follow continuous evaluation method. 																												
	<u>Details are as follows:</u> <ol style="list-style-type: none"> Total Marks for each semester 100 <ol style="list-style-type: none"> Internal: 40 marks for Class Performance (Every class activity will carry 8 marks; each students can participate in maximum of 8 activities). External: 40 marks for External evaluation at the time of external exams (Based on GD and PIs). Attendance: 10 marks for Attendance in the training sessions <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S No</th> <th>% Attendance <</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>30</td> <td>0</td> </tr> <tr> <td>2.</td> <td>30-40</td> <td>2</td> </tr> <tr> <td>3.</td> <td>40-50</td> <td>4</td> </tr> <tr> <td>4.</td> <td>50-60</td> <td>5</td> </tr> <tr> <td>5.</td> <td>60-70</td> <td>6</td> </tr> <tr> <td>6.</td> <td>70-80</td> <td>7</td> </tr> <tr> <td>7.</td> <td>80-90</td> <td>8</td> </tr> <tr> <td>8.</td> <td>90-100</td> <td>10</td> </tr> </tbody> </table> <p>In a summary, 100 marks = 40(Class performance) + 50(External) + 10(Attendance)</p>		S No	% Attendance <	Marks	1.	30	0	2.	30-40	2	3.	40-50	4	4.	50-60	5	5.	60-70	6	6.	70-80	7	7.	80-90	8	8.	90-100	10
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REFERENCE	<ul style="list-style-type: none"> • Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational 																												

	<p>Behaviour (2018), 18th ed., Pearson Education</p> <ul style="list-style-type: none">• Tracy, Brian, Time Management (2018), Manjul Publishing House• Hill, Napoleon, Think and grow rich (2014), Amazing Reads• Scott, S.J., SMART goals made simple (2014), Createspace Independent Pub• https://www.hloom.com/resumes/creative-templates/• https://www.mbauniverse.com/group-discussion/topic.php• Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan• Burne, Eric, Games People Play (2010), Penguin UK <p>https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression</p>
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Course Code: MSN201	Core Course -4	L-8 T-0 P-8 C-12
	M.Sc. Nursing	
	II Year	
	NURSING MANAGEMENT	
Course Description:	This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to Nursing Management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality Nursing services.	
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the philosophy and objectives of the health care institutions at various levels and principles of administration in nursing.	
CO2.	Applying the public administration, health care administration vis a vis nursing administration and organization of health and nursing services at the various levels/institutions.	
CO3.	Demonstrating the leadership in nursing at various levels.	
CO4.	Analyzing and Identify the legal and ethical issues in nursing administration and trends and issues in nursing.	
CO5.	Evaluate the planning, supervision and management of nursing workforce for various health care settings and the process of quality assurance in nursing services.	
CO6.	Create various collaborative models between nursing education and nursing service to improve the quality of nursing care.	
Course Content:		
Unit-1:	Introduction: Philosophy, purpose, elements, principles and scope of Administration Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local Organization and functions of Nursing services and education at National, State, District and institutions: Hospital and Community Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.	10 Hours
Unit-2:	Management Functions of Administration Planning and control Co-ordination and delegation Decision making – decentralization basic goals of decentralization. Concept of management	10 Hours

	<p>Nursing management: Concept, types, principles and techniques Vision and Mission Statements Philosophy, aims and objective Current trends and issues in Nursing Administration Theories and models Application to nursing service and education</p>	
Unit-3:	<p>Planning: Planning process: Concept, Principles, Institutional policies Mission, philosophy, Objectives: Strategic planning Operational plans Management plans Programme evaluation and review technique (PERT), Gantt chart, Management by Objectives :(MBO). Planning new venture Planning for change Innovations in Nursing Application to Nursing service and education</p>	15 Hours
Unit-4:	<p>Organization: Concept, Principles, Objectives: Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, Organising Nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary Nursing care, Planning and Organising: hospital, unit and ancillary services (specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc) Disaster management: plan, resources, drill, etc Application to Nursing service and Education</p>	15 Hours
Unit-5:	<p>Human Resource for health: Staffing Philosophy Norms: Staff inspection unit (SIU), Bajaj Committee, High power committee, Teerthanker Mahaveer College of Nursing (TMCON) Estimation of Nursing staff requirement- activity analysis Various research studies Recruitment: credentialing, selection, placement, promotion Retention Personnel policies</p>	15 Hours

	Termination Staff development programme Duties and responsibilities of various category of Nursing personnel Applications to Nursing service and education	
Unit-6:	Directing: Roles and functions Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations Delegation; common delegation errors Managing conflict: process, management, negotiation, consensus Collective bargaining: health care labour laws, unions, professional associations, role of Nurse manager Occupational health and safety Application to Nursing service and education	15 Hours
Unit-7:	Material management: Concepts, principles and procedures Planning and procurement procedures: Specifications ABC analysis, VED (very important and essential daily use) analysis Planning equipments and supplies for Nursing care: unit and hospital Inventory control Condemnation Application to Nursing service and education	10 Hours
Unit-8:	Controlling: Quality assurance – Continuous Quality Improvement • Standards • Models • Nursing audit Performance appraisal: Tools, confidential reports, formats, Management, interviews Supervision and management: concepts and principles Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceeding enquiry etc. Self evaluation or peer evaluation, patient satisfaction, utilization review Application to Nursing service and education	15 Hours

Unit-9:	<p>Fiscal planning:</p> <ul style="list-style-type: none"> • Steps • Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue • Budget estimate, revised estimate, performance budget Audit • Cost effectiveness • Cost accounting • Critical pathways • Health care reforms • Health economics • Health insurance • Budgeting for various units and levels. <p>Application to Nursing service and education</p>	15 Hours
Unit-10:	<p>Nursing informatics</p> <p>Trends</p> <p>General purpose</p> <p>Use of computers in hospital and community</p> <p>Patient record system</p> <p>Nursing records and reports</p> <p>Management information and evaluation system (MIES)</p> <p>E- Nursing, Telemedicine, tele – Nursing</p> <p>Electronic medical records</p>	10 Hours
Unit-11:	<p>Leadership:</p> <p>Concepts, Types, Theories</p> <p>Manager behavior</p> <p>Leader behavior</p> <p>Effective leader: Characteristics, skills</p> <p>Group dynamics</p> <p>Power and politics</p> <p>Lobbying</p> <p>Critical thinking and decision making</p> <p>Stress management</p> <p>Applications to Nursing service and education</p>	10 Hours

Unit-12:	Legal and ethical issues Laws and ethics Ethical committee Code of ethics and professional conduct Legal system: Types of law, tort law, and liabilities Legal issues in Nursing: negligence, malpractice, invasion of privacy, defamation of character Patient care issues, management issues, employment issues Medico legal issues Nursing regulatory mechanisms: licensure, renewal, accreditation Patients rights, Consumer protection act (CPA) Rights of special groups: children, women, HIV, handicap, ageing Professional responsibility and accountability Infection control Standard safety measures	10 Hours
PRACTICALS		
1	Prepare prototype personal files for staff Nurses, faculty and cumulative records	
2	1.Preparation of budget estimate, revised estimate and performance budget	
3	Plan and conduct staff development program	
4	Preparation of Organization Chart	
5	Developing Nursing standards/protocols for various units	
6	Design a layout plan for specialty units /hospital, community and educational institutions.	
7	Preparation of job description of various categories of nursing personnel	
8	Prepare a list of equipments and supplies for specialty units.	
9	Assess and prepare staffing requirement for hospitals, community and educational institutions.	
10	Plan of action for recruitment process	
11	Prepare a vision and mission statement for hospital, community and educational institutions	
12	Prepare a plan of action for performance appraisal	
13	3. Identify the problems of the speciality units and develop plan of action by using problem solving approach	
14	Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, Nurses notes, Official letters, curriculum vitae, presentations etc.	

15	Prepare a plan for disaster management	
16	Group work	
17	Field appraisal report	
<u>Reference Books:</u>	<ol style="list-style-type: none"> 1. Goel S.L., Health Care Administration, Seterling, New Delhi. 2. Jean Barrett, Ward Management and Teaching, Himalayan Books, New Delhi. 3. Goyal R.C., Hospital Personal Management, Prentice Hall India, New Delhi. 4. Awasthi, Public Administration, Makeswar, Pub. Laxmi Narayan Agarwal. 1987, Agra. <p>* Latest editions of all the suggested books are recommended.</p>	

Course Code: MSN212	Discipline Specific Course-2	L-8 T-0 P-0 C-8
	M.Sc. Nursing II YEAR COMMUNITY HEALTH NURSING II	
Course Description:	This course is designed to assist students in developing expertise and in depth understanding in the field of community health Nursing. It will help students to develop advanced skills for nursing intervention in various aspects of community health care settings. It will enable the student to function as community health Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of community health Nursing	
Course Outcomes:	At the end of the course, the student will be able to:	
CO-1	Remember the epidemiology and it's concepts.	
CO-2	Understand the various national health and family welfare programs.	
CO-3	Understand and apply school health in community health promotion activities.	
CO-4	Understand international health.	
CO-5	Apply the learned concepts in education and administration and identify the problems in community.	
CO-6	Understand and remember the common problems in geriatric.	
CO-7	Apply skill in conducting rehabilitation services.	
CO-8	Evaluate the community mental health problems.	
CO-9	Apply appropriate methods to maintain occupational health and prevent it's related problems.	
Course Content:		
Unit-1:	Epidemiology <ul style="list-style-type: none"> • Introduction • Concept, scope, definition, trends, History and development of modern Epidemiology • Contribution of epidemiology • Implications • Epidemiological methods • Measurement of health and disease: • Health policies approaches • Study of disease causatives • Health promotion 	20 Hours

	<ul style="list-style-type: none"> • Levels of prevention • Epidemiology of <ul style="list-style-type: none"> • Communicable diseases • Non-communicable diseases • Emerging and re-emerging diseases Epidemics • National Integrated disease Surveillance Programme • Health information system • Epidemiology study and reports • Role of Community health Nurse 	
Unit-2:	<p>National Health and Family Welfare Programmes</p> <ul style="list-style-type: none"> • Objectives: Organisation/manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health Nurse: <ul style="list-style-type: none"> • National Vector Borne Disease Control Program (NVBDCP) • National Filaria Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness • National Iodine Deficiency disorders Control Programme • National Mental Health Programme • National AIDS Control Programme • National Cancer Control Programme • RCH I and II • Non-communicable disease programmes • NRHM • Health Schemes • ESI • CGHS • Health Insurance 	40 Hours
Unit-3:	<p>School Health</p> <ul style="list-style-type: none"> • Introduction: definition, concepts, Objectives: • Health assessment, Screening, identification, referral and follow up, • Safe environment • Services, programmes and plans- first aid, treatment of 	15 Hours

	<p>minor ailments</p> <ul style="list-style-type: none"> • Inter- sectoral coordination • Adolescent health • Disaster, disaster preparedness, and management • Guidance and counseling • School health records - maintenance and its importance • Roles and responsibilities of community health Nurse □ 	
Unit-4:	<p>International health</p> <ul style="list-style-type: none"> • Global burden of disease • Global health rules to halt disease spread • Global health priorities and programmes • International quarantine • Health tourism • International cooperation and assistance • International travel and trade • Health and food legislation, laws, adulteration of food • Disaster management • Migration • International health agencies –World Health organizations, World health assembly, • UNICEF, UNFPA, SIDA, USAID, DANIDA, DFID. etc • International health issues and problems • International Nursing practice standards • International health vis- a vis national health • □International health days and their significance 	15 Hours
Unit-5:	<p>Education and Administration</p> <ul style="list-style-type: none"> • Quality assurance • Standards, Protocols, Policies, Procedures • Infection control; Standard safety measures • Nursing audit • Design of Sub-Centre/Primary Health Centre/ Community health center • Staffing; Supervision and monitoring-Performance appraisal • Budgeting • Material management 	15 Hours

	<ul style="list-style-type: none"> • Role and responsibilities of different categories of personnel in community health • Referral chain- community outreach services • Transportation • Public relations • Planning in-service educational programme and teaching • Training of various categories of health workers • preparation of manuals 	
Unit-6:	<p>Geriatric</p> <ul style="list-style-type: none"> • Concept, trends, problems and issues • Aging process and changes • Theories of ageing • Health problems and needs • Psycho-physiological stressors and disorders • Myths and facts of aging • Health assessment • Home for aged-various agencies • Rehabilitation of elderly • Care of elderly person • Elderly abuse • Training and supervision of care givers • Government welfare measures Programmes for elderly- Role of NGOs • Roles and responsibilities of Geriatric Nurse in the community 	10 Hours
Unit-7:	<p>Rehabilitation</p> <ul style="list-style-type: none"> • Introduction: Concepts, principles, trends, issues, • Rehabilitation team • Models, Methods • Community based rehabilitation • Ethical issues • Rehabilitation Council of India • Disability and rehabilitation- Use of various prosthetic devices • Psychosocial rehabilitation • Rehabilitation of chronic diseases 	10 Hours

	<ul style="list-style-type: none"> • Restorative rehabilitation • Vocational rehabilitation • Role of voluntary organizations • Guidance and counseling • Welfare measures • Role and responsibilities of community health Nurse 	
Unit-8:	<p>Community mental health</p> <ul style="list-style-type: none"> • Magnitude, trends and issues • National Mental Health Program- Community mental health program • The Changing Focus of care • The Public Health Model • Case Management- Collaborative care • Crisis intervention • Welfare agencies • Population at Risk • The community as Client <ul style="list-style-type: none"> • Primary Prevention • Secondary prevention • Tertiary Prevention • Community based rehabilitation • Human rights of mentally ill • Substance use • Mentally challenged groups • Role of community health Nurse 	10 Hours
Unit-9:	<p>Occupational health</p> <ul style="list-style-type: none"> • Introduction: Trends, issues, Definition, Aims, Objectives:, Workplace safety • Ergonomics and Ergonomic solutions • Occupational environment- Physical, social, Decision making, Critical thinking • Occupational hazards for different categories of people physical, chemical, biological, mechanical, Accidents, • Occupational diseases and disorders • Measures for Health promotion of workers; Prevention and control of occupational diseases, disability limitations and 	15 Hours

	<p>rehabilitation</p> <ul style="list-style-type: none"> • Women and occupational health • Occupational education and counseling • Violence at workplace • Child labour • Disaster preparedness and management • Legal issues: Legislation, Labour unions, ILO and WHO recommendations, Factories act, ESI act • Role of Community health Nurse, Occupational health team 	
<p>Reference Books:</p>	<ol style="list-style-type: none"> 1. Clark, June & Jill Handerson, <i>Community Health</i>, Churchill Livingstone, 1993, New York. 2. Freeman B. Ruth, <i>Public Health Practices</i>, W. W. Saunders CO., 1990, Philadelphia. 3. Fromer Joan Margot, <i>Community Health Care and the Nursing Process</i>, C.VMosby CO., Toronto. 4. Park J. E, <i>Text Book of Preventive and Social Medicine</i>, Ms Banarsidas Bhanot CO., 1996, Jabalpur. 5. Rao S. Kasthi, <i>An Introduction to Community Health Nursing</i>, B. I. Publishers, Madras. 6. Stan hope & Lancaster Janette, <i>Community Health Process and Practice for Promoting Health</i>, C.V Mosby & CO. London. 7. Werner David, <i>Where There is no Doctor: A Village Heath Care Hand Book</i>, The Herperian Foundation, California. 	

Course Code: MSN261	Skill Enhancement Course -3	L-0 T-0 P-46 C-12
	M.Sc. Nursing	
	II Year	
	COMMUNITY HEALTH NURSING II (P)	
CO-1	Apply the learned concepts in education and administration and identify the problems in community.	
CO-2	Understand and remember the common problems in geriatric.	
CO-3	Apply skill in conducting rehabilitation services.	
CO-4	Apply appropriate methods to maintain occupational health and prevent it's related problems.	
	<p>Guidelines:</p> <p>Categorization of practical activities Observed</p> <ul style="list-style-type: none"> • MCH office and DPHNO • CHC/ First Referral Unit (FRU) • Child guidance clinic • Institute/Unit for mentally challenged • District TB centre • IDS control society • Filariasis clinic • RCH clinic • STD clinic • Leprosy clinic • Community based rehabilitation unit • Cancer centers • Palliative care • Home of old age • Mental health units • De-addiction centres • School health services • Industry • Selected industrial health centers • ESI unit • Municipality/ corporation office 	
	<p>Assisted</p> <ul style="list-style-type: none"> • Laparoscopic sterilization • Vasectomy 	

	<ul style="list-style-type: none"> • All clinics related to RCH • Monitoring of national health and family welfare programmes 	
	<p>Performed</p> <ul style="list-style-type: none"> • Conduct various clinics • School health assessment. • Health survey. • Health assessment • Drug Administration as per the protocols • Treatment of minor ailments • Investigating outbreak of epidemic. • Screening for leprosy, TB and non-communicable disease • Presumptive and radical treatment for Malaria. • Counseling • Report writing • Referrals • Writing a project proposal • Material management- requisition for indent, condemnation, inventory maintenance, • Training and Supervision of various categories of personnel • Liaison with NGO's 	
	Maintenance of log book for various activities	

Course Code: MSN262	Research Project Report -01	L-0
	M.Sc. Nursing	T-0
	II Year	P-14
	DISSERTATION	C-4
CO-1	Understanding research process and its organization.	
CO-2	Conduct Nursing research Project as used within the Health care setting	
CO-3	Critical evaluate the use of Project conducted.	
S. No	Activities	Scheduled Time
1.	Submission of the research proposal	End of 9th month of I Year
2.	Submission of dissertation Final	End of 9th month of II Year
	Note: - Administrative approval and ethical clearance should be obtained	
Guidelines:	<ul style="list-style-type: none"> • During the clinical training a student is supposed to conduct a research study on the basis of area of specialization and nursing management based on his/her interest. • Project work would be under the supervision of Main guide and a co-guide appointed by the Principal College of Nursing. • There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing. • Before the submission of project the student will be require to make a presentation before the research committee through power point presentation. • The research project work should cover the following area. <ul style="list-style-type: none"> • Introduction of topic and need for the study • Review of literature on the selected topic and reporting • Formulation of problem statement, objective and hypotheses • Development of theoretical/conceptual framework. • Research methodology conducted during the training period • Analysis and interpretation • Discussion • Summary & Conclusion. • Bibliography 	
	Maintenance of log book for various activities	

DISSERTATION INTERNAL EVALUATION SCHEME

Sl. No.	Criteria	Max. Marks 50
Dissertation Work Evaluation Criteria (25)		
1	Problem identified:	1.5
2	Review of literature:	1.5
3	Methodology:	2.5
4	Analysis and interpretation of data:	3.5
5	Summary and discussion:	1.5
6	Abstract, References and Appendices	1
7	Style of Writing Research Report	1
8	Problem statement presentation	1.5
9	Synopsis/Research proposal presentation	3.5
10	Narrative Review presentation.	1.5
11	Research tool presentation	2.5
12	Pilot study presentation	1
13	Analysis of data presentation	2.5
Dissertation Viva Voce - Evaluation Criteria (25)		
1	Presentation of study	10
2	Ability to defend study	5
3	Ability to Critique Study	5
4	Knowledge on Research Methodology	5
Total		50

Course Code: TMUPS201	Value Added Course -2	L-2
	M.Sc. Nursing	T-1
	II Year	P-0
	MANAGING SELF	C-0
Course Perspective	In this course, students will be taught to develop and become team player for creativity and innovation in organization they work. Students will be taught methods to develop cordial relation using “Johari Window”, which will help them in managing change in their organizations. Since they would be entering in the world of work, Special emphasis is also given to manners, etiquettes, negotiation, stress and conflict management. Finally, students will be rigorously prepared facing various selection tools like – GD, PI and resume preparation.	
Course Outcomes	At the end of the semester, the learner will be able to:	
CO1.	Communicating effectively in a variety of public and interpersonal settings.	
CO2.	Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.	
CO3.	Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.	
CO4.	Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.	
CO5.	Handling difficult situations with grace, style, and professionalism.	
Course Contents:		
Unit – I	Intrapersonal Skills <ul style="list-style-type: none"> • Creativity and Innovation • Understanding self and others (Johari window) • Stress Management • Managing Change for competitive success • Handling feedback and criticism 	(8 hours)
Unit – II	Interpersonal Skills <ul style="list-style-type: none"> • Conflict management • Development of cordial interpersonal relations at all levels • Negotiation • Importance of working in teams in modern organisations • Manners, etiquette and net etiquette 	(12 hours)
Unit – III	Interview Techniques <ul style="list-style-type: none"> • Job Seeking • Group discussion (GD) • Personal Interview 	(10 hours)

Evaluation Scheme	Faculty led Continuous Evaluation																												
	<ul style="list-style-type: none"> • Students will be evaluated on the score of 100 in every course. • Evaluation of soft skill will follow continuous evaluation method. <p><u>Details are as follows:</u></p> <p>2) Total Marks for each semester 100</p> <p>d) Internal: 40 marks for Class Performance (Every class activity will carry 8 marks; each students can participate in maximum of 5 activities).</p> <p>e) External: 50 marks for External evaluation at the time of external exams (Based on GD and PIs).</p> <p>f) Attendance: 10 marks for Attendance in the training sessions</p> <table border="1" data-bbox="696 674 1151 1024"> <thead> <tr> <th>S No</th> <th>% Attendance <</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>30</td> <td>0</td> </tr> <tr> <td>2.</td> <td>30-40</td> <td>2</td> </tr> <tr> <td>3.</td> <td>40-50</td> <td>4</td> </tr> <tr> <td>4.</td> <td>50-60</td> <td>5</td> </tr> <tr> <td>5.</td> <td>60-70</td> <td>6</td> </tr> <tr> <td>6.</td> <td>70-80</td> <td>7</td> </tr> <tr> <td>7.</td> <td>80-90</td> <td>8</td> </tr> <tr> <td>8.</td> <td>90-100</td> <td>10</td> </tr> </tbody> </table> <p>In a summary, 100 marks = 40(Class performance) + 50(External) + 10(Attendance)</p>	S No	% Attendance <	Marks	1.	30	0	2.	30-40	2	3.	40-50	4	4.	50-60	5	5.	60-70	6	6.	70-80	7	7.	80-90	8	8.	90-100	10	
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References	<ul style="list-style-type: none"> • Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education • Burne, Eric, Games People Play (2010), Penguin UK • Carnegie, Dale, How to win friends and influence people (2004), RHUK • Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan • Steinburg, Scott, Nettiquette Essentials (2013), Lulu.com • https://www.hloom.com/resumes/creative-templates/ • https://www.mbauniverse.com/group-discussion/topic.php • https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression 																												