

# Study & Evaluation Scheme

of

## M.Sc. Nursing (Pediatric Nursing)

[Applicable w.e.f. Academic Session 2020-21]



**TEERTHANKER MAHAVEER UNIVERSITY**

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

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

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

| <b>Assessment:</b>   |          |          |       |
|--|----------|----------|-------|
| Evaluation   | Internal | External | Total |
| <b>Theory</b>  | 25       | 75       | 100   |
| <b>Evaluation of Practical/Dissertations &amp; Project Reports</b> | 50       | 50       | 100   |

| <b>Theory Internal Evaluation Criteria</b> |              |              |  |            |            |       |
|--|--------------|--------------|--|------------|------------|-------|
| 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    |

| <b>Practical Internal Evaluation Criteria</b> |    |    |    |    |     |    |      |       |        |            |       |
|---|----|----|----|----|-----|----|------|-------|--------|------------|-------|
| 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.

| <b>Duration of Examination</b> | <b>External</b> | <b>Internal</b> |
|--------------------------------|-----------------|-----------------|
|                                | 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.

| <b><i>Question Paper Structure</i></b> |  |
|--|--|
| 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                                      | <b>Section I:</b> 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. <b>This section will contain four questions and student must attempt any three questions</b> , each question shall have equal weightage of three marks and total weightage of this section shall be 15 Marks. |
| 3                                      | <b>Section II:</b> It shall consist of long answer type questions. <b>This section will also contain five questions and every question should assess the specific COs. Student must attempt any four questions which</b> 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.  |

| <b><i>IMPORTANT NOTES:</i></b> |   |
|--------------------------------|---|
| 1                              | <i>The purpose of examination should be to assess the Course Learning Outcome that will ultimately lead to of 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.

| <b>M Sc Nursing 2 Years CBCS Programme</b>      |                                   |  |                     |
|---|-----------------------------------|--|---------------------|
| <b>Basic Structure: Distribution of Courses</b> |                                   |  |                     |
| <b>Sr. No.</b>                                  | <b>Type of Course</b>             | <b>Credit</b>  | <b>Total Credit</b> |
| 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.<br>(Total Credit Hrs. 2X0)  | 0                   |
| <b>Total Credits</b>                            |                                   |  | <b>90</b>           |

### **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 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> year & 2<sup>nd</sup> 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.

|              |  |
|--------------|--|
| <b>PSO1:</b> | Understanding the concepts, theories, and principles related to nursing sciences with appropriate application in the practice.       |
| <b>PSO2:</b> | Demonstrating skills in nursing practice, education, administration and research at different levels of health care delivery system. |
| <b>PSO3:</b> | Analyzing the health needs and scope of development in providing comprehensive care in health sector.                                |
| <b>PSO4:</b> | Application of modern communication and educational technologies in nursing academics.   |
| <b>PSO5:</b> | Creating leadership and management skills for working in collaborative teams in the provision of quality health care outcome.        |
| <b>PSO6:</b> | Creating evidence based practice through research in nursing profession.   |
| <b>PSO7:</b> | Applying Advance Pediatric Nursing Knowledge and Skills in neonates, early and late childhood 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    | MSN106      | Paediatric Nursing-I            | 8         | 0        | 0         | 8         | 3                | 25                | 75         | 100        |
| 5            | SEC-1    | MSN153      | Paediatric Nursing-I (P)        | 0         | 0        | 30        | 8         | -                | 50                | 50         | 100        |
| 6            | SEC-2    | MSN156      | Nursing Education (P)           | 0         | 0        | 8         | 4         | -                | 50                | 50         | 100        |
| <b>Total</b> |          |             |                                 | <b>32</b> | <b>0</b> | <b>52</b> | <b>51</b> | <b>-</b>         | <b>200</b>        | <b>400</b> | <b>600</b> |

**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    | MSN210      | Paediatric Nursing-II     | 8         | 0        | 0         | 8         | 3                | 25                | 75         | 100        |
| 3            | SEC-3    | MSN259      | Paediatric Nursing-II (P) | 0         | 0        | 46        | 12        | -                | 50                | 50         | 100        |
| 4            | RPR-1    | MSN262      | Dissertation              | 0         | 0        | 14        | 7         | -                | 50                | 50         | 100        |
| <b>Total</b> |          |             |                           | <b>16</b> | <b>0</b> | <b>68</b> | <b>39</b> |                  | <b>150</b>        | <b>250</b> | <b>400</b> |

**VALUE ADDED COURSE**

| Sr. No.  | Code     | Course                   | L | T | P | Credit | Duration of Exam | Internal | External | Total |
|--|----------|--------------------------|---|---|---|--------|------------------|----------|----------|-------|
| <b>Year-I</b>  |          |                          |   |   |   |        |                  |          |          |       |
| 1  | TMUPS101 | Managing Self            | 2 | 1 | 0 | 0      | -                | 50       | 50       | 100   |
| <b>Year-II</b>   |          |                          |   |   |   |        |                  |          |          |       |
| 2  | TMUPS201 | Managing Work and Others | 2 | 1 | 0 | 0      | -                | 50       | 50       | 100   |
| <b>Note: Value Added Course</b> 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 |
| <b>Course Code:</b><br><b>MSN101</b> | <b>Core Course -1</b>  | <b>L-8</b>                                    |
|                                      | <b>M.Sc. Nursing</b>   | <b>T-0</b>                                    |
|                                      | <b>I Year</b>  | <b>P-0</b>                                    |
|                                      | <b>NURSING EDUCATION</b>   | <b>C-8</b>                                    |
| <b>Course Outcomes:</b>              | <b>At the end of the course, the students will be: :</b>   |   |
| <b>CO1.</b>                          | Understanding the concepts, principles, philosophies and trends in nursing education.  |   |
| <b>CO2.</b>                          | Applying various instructional methods, media, tools and techniques in teaching learning process.  |   |
| <b>CO3.</b>                          | Applying the principles and steps of guidance and counseling.  |   |
| <b>CO4.</b>                          | Analyzing the existing nursing educational programs, their problems, issues and future trends and identifying research priorities in nursing education   |   |
| <b>CO5.</b>                          | Evaluating the nursing curriculum design and management of nursing educational institutions.   |   |
| <b>CO6.</b>                          | Designing a plan for improvement in instructional design, delivery and assessment using modern methods and techniques.   |   |
| <b>Course Content:</b>               |  |   |
| <b>Unit-1:</b>                       | <p><b>Introduction:</b><br/>Education: Definition, aims, concepts, philosophies &amp; their education implications, Impact of Social, economical, political &amp; technological changes on education: □<br/>Current trends and issues in education</p> <p>Educational reforms and National Educational policy, various educational commissions-reports<br/>Trends in development of Nursing education in India</p> | <b>10 Hours</b>                               |
| <b>Unit-2:</b>                       | <p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>• Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>• Educational aims and Objectives; types, domains, levels,</li> </ul>  | <b>20 Hours</b>                               |

|                |  |                 |
|----------------|--|-----------------|
|                | <p>elements and writing of educational Objectives.</p> <ul style="list-style-type: none"> <li>• Competency based education (CBE) and outcome based education (OBE)</li> <li>• Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.</li> <li>• 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)</li> </ul> |                 |
| <b>Unit-3:</b> | <p><b>Instructional media and methods</b></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>   | <b>10 Hours</b> |
| <b>Unit-4:</b> | <p><b>Measurement and evaluation:</b></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>  | <b>10 Hours</b> |
| <b>Unit-5:</b> | <p><b>Standardized and non-standardized tests:</b></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>  | <b>12 Hours</b> |

|                |   |                 |
|----------------|---|-----------------|
| <b>Unit-6:</b> | <p><b>Administration, Scoring and Reporting</b></p> <ul style="list-style-type: none"> <li>• Administering a test; scoring, grading versus marks □</li> <li>• Objective tests, scoring essay test, methods of scoring, Item analysis.</li> </ul>  | <b>8 Hours</b>  |
| <b>Unit :7</b> | <p><b>Standardized Tools</b></p> <ul style="list-style-type: none"> <li>• Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> </ul>   | <b>12 Hours</b> |
| <b>Unit:8</b>  | <p><b>Nursing Educational programs</b></p> <ul style="list-style-type: none"> <li>• Perspectives of Nursing education: Global and national.</li> <li>• 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.</li> </ul>  | <b>5 Hours</b>  |
| <b>Unit:9</b>  | <p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li>• Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li> <li>• Program planning, implementation and evaluation of continuing education programs.</li> <li>• Research in continuing education.</li> <li>• Distacnce education in Nursing.</li> </ul>   | <b>12 Hours</b> |
| <b>Unit:10</b> | <p><b>Curriculum Development</b></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> | <b>10 Hours</b> |
| <b>Unit:11</b> | <p><b>Teacher preparation</b></p> <p>Teacher – roles &amp; responsibilities, functions, characteristics,</p>  | <b>8 Hours</b>  |

|                |  |                 |
|----------------|--|-----------------|
|                | <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>   |                 |
| <b>Unit:12</b> | <p><b>Guidance and counseling</b></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> | <b>10 Hours</b> |
| <b>Unit:13</b> | <p><b>Administration of Nursing Curriculum</b></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> | <b>15 Hours</b> |
| <b>Unit:14</b> | <p><b>Management of Nursing Educational Institutions</b></p> <p>Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</p>  | <b>10 Hours</b> |
| <b>Unit:15</b> | <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><b>Methods of Teaching</b></p>   | <b>5 Hours</b>  |

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



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|  | <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)**

| <b>Sr. No.</b> | <b>Content</b>                                 | <b>Marks</b> |
|----------------|--|--------------|
| 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           |

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| <b>Course Code:</b><br>MSN102 | <b>Core Course -02</b>  | <b>L-8</b><br><b>T-0</b><br><b>P-10</b><br><b>C-13</b> |
|                               | <b>M.Sc. Nursing</b>  |  |
|                               | <b>I Year</b>   |  |
|                               | <b>ADVANCE NURSING PRACTICE</b>   |  |
| <b>Course Description</b>     | 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.  |  |
| <b>Course Outcomes:</b>       | <b>At the end of the course, the students will be :</b>   |  |
| <b>CO1.</b>                   | Understanding the health care delivery system and nursing as a profession.  |  |
| <b>CO2.</b>                   | Applying nursing theories, process and epidemiology in patient care.  |  |
| <b>CO3.</b>                   | Demonstrating skills of advance nursing practices in critical care unit.  |  |
| <b>CO4.</b>                   | Analyzing bio-psychosocial aspects of patients.   |  |
| <b>CO5.</b>                   | Evaluating holistic nursing care using Nursing process approach.  |  |
| <b>CO6.</b>                   | Evaluating holistic nursing care using Nursing process approach.  |  |
| <b>Course Content:</b>        |   |  |
| <b>Unit-1:</b>                | <p><b>Introduction:</b></p> <p><b>Nursing as a Profession</b><br/>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,<br/>Role of regulatory bodies<br/>Professional organizations and unions-self defense, individual and collective bargaining.<br/>Educational preparations, continuing education, career opportunities, professional advancement &amp; role and scope of Nursing Education.<br/>Role of research, leadership and management.<br/>Quality assurance in Nursing (INC).<br/>Futuristic Nursing.</p> | <b>10</b><br><b>Hours</b>                              |
| <b>Unit-2:</b>                | <p><b>Health care delivery</b><br/>Health care environment, economics, constraints, planning process, policies, political process vis a Nursing profession. □<br/>Health care delivery system- national, state, district and local level.<br/>Major stakeholders in the health care system-Government, non-govt., Industry and other professionals. □</p>   | <b>5</b><br><b>Hours</b>                               |

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|                | <p>Patterns of Nursing care delivery in India.<br/>Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of nongovernmental agencies.<br/>Information, education and communication (IEC). Tele-medicine.</p>  |                 |
| <b>Unit-3:</b> | <p><b>Genetics</b><br/>Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era.<br/>Basic concepts of Genes, Chromosomes &amp; DNA.<br/>Approaches to common genetic disorders.<br/>Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing,<br/>Prenatal diagnosis &amp; screening, Ethical, legal &amp; psychosocial issues in genetic testing.<br/>Genetic counseling.<br/>Practical application of genetics in Nursing.</p>  | <b>10 Hours</b> |
| <b>Unit-4:</b> | <p><b>Epidemiology</b><br/>Scope, epidemiological approach and methods, Morbidity, of diseases and their screening, Application of epidemiology in health care delivery, Health surveillance and health informatics<br/>Role of Nurse.</p>  | <b>10 Hours</b> |
| <b>Unit-5:</b> | <p><b>Bio-Psycho social pathology</b><br/>Pathophysiology and Psychodynamics of disease causation.<br/>Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style.<br/>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.<br/>Treatment aspects: pharmacological and pre- post operative care aspects,<br/>Cardio pulmonary resuscitation. END of life Care<br/>Infection prevention (including HIV) and standard safety measures, bio-medical waste management<br/>Role of Nurse- Evidence based Nursing practice; Best practices<br/>Innovations in Nursing.</p> | <b>20 Hours</b> |
| <b>Unit-6:</b> | <p><b>Philosophy and Theories of Nursing</b><br/>Values, Conceptual Models, Approaches.<br/>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>   | <b>20 Hours</b> |

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|                | <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>  |                 |
| <b>Unit :7</b> | <p><b>Nursing process approach</b></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>  | <b>10 Hours</b> |
| <b>Unit:8</b>  | <p><b>Psychological aspects and Human relations</b></p> <p>Human behavior, Life processes &amp; 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 &amp; 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>   | <b>30 Hours</b> |
| <b>Unit:9</b>  | <p><b>Nursing practice</b></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> | <b>10 Hours</b> |

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| <p style="text-align: center;"><b>Unit:10</b></p> | <p style="text-align: center;"><b>Computer applications for patient care delivery system and Nursing Practice</b></p> <p>□ Use of computers in teaching, learning, research and Nursing practice.<br/>Windows, MS office: Word, Excel, Power Point, □ □ Internet, literature search, Statistical packages,<br/>Hospital management information system: software. □</p> <p style="text-align: center;"><b>Practical</b></p> <p>Clinical posting in the following areas:<br/>Specialty area – in – Patient unit-        2 weeks<br/>Community health center/PHC-        2 weeks<br/>Emergency/ICU -        2 weeks</p> <p><b>Activities</b></p> <p>Prepare Case studies with Nursing process approach and theoretical basis<br/>Presentation of comparative picture of theories<br/>Family case- work using model of prevention<br/>Annotated bibliography<br/>Report of field visits (5)</p> <p style="text-align: center;"><b>Methods of Teaching</b></p> <p>Lecture cum discussion<br/>Seminar<br/>Panel discussion □<br/>Debate<br/>Case Presentations<br/>Exposure to scientific conferences<br/>Field visits</p> <p style="text-align: center;"><b>Methods of evaluation:</b></p> <p>Tests □<br/>Presentation □<br/>Seminar □</p> <p>Written assignments</p> <p style="text-align: center;"><b>Advance Nursing Procedures</b></p> <p>Definition, Indication and Nursing implications; CPR, TPN, Hemodynamic monitoring,<br/>Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis,<br/>Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis, OT techniques, Health assessment, Triage, Pulse oxymetry.</p> | <p style="text-align: center;"><b>25<br/>Hours</b></p> |
| <p><b>Reference Books:</b></p>                    | <ol style="list-style-type: none"> <li>1. Potter A. P. &amp; Perry A. G, <i>Fundamental of Nursing</i>, C. V. Mosby Co., 2005, St. Louis.</li> <li>2. Kozier B. et al, <i>Fundamentals of Nursing Concepts, Process</i></li> </ol>  |  |

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

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|  | <ul style="list-style-type: none"> <li>• Seminar</li> <li>• Written assignments</li> </ul>  |  |
|  | <p>Advance nursing Procedures</p> <p>Definition, Indication and nursing implications;</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> |  |

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



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

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

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

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

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| <b>Course code</b><br>MSN106 | <b>Discipline Specific Course-1</b><br><b>M.Sc. Nursing</b><br><b>I Year</b><br><b>PEDIATRIC NURSING I</b>   | <b>L-8</b><br><b>T-0</b><br><b>P-0</b><br><b>C-8</b> |
| <b>Course Outcome</b>        | At the end of the course, the students will be:  |  |
| <b>CO – 1:</b>               | . Understanding the concepts of growth and development and family centered Pediatric Nursing care.   |  |
| <b>CO – 2:</b>               | Applying the concepts of growth and development in providing care to the children and their families.  |  |
| <b>CO – 3:</b>               | Demonstrating skills of physical, developmental, and nutritional assessment of children  |  |
| <b>CO – 4:</b>               | Analyzing various technologies and treatment modalities in the management of high risk neonates.   |  |
| <b>CO – 5:</b>               | Evaluating professional competencies in evidence based nursing practice and research as pediatric nurse in holistic care.  |  |
| <b>CO – 6:</b>               | Creating modules for nursing care in the management of neonate and children.   |  |
| <b>Course Content</b>        |  | Hours  |
| <b>Unit I</b>                | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Historical development of Paediatrics and Paediatric Nursing in India;</li> <li>• Current status of child health in India;</li> <li>• Trends in Paediatrics and Paediatric Nursing,</li> <li>• Ethical and cultural issues in Paediatric care</li> <li>• Rights of children</li> <li>• National health policy for children, special laws and ordinances relating to children.</li> <li>• National goals,</li> <li>• Five year plan</li> <li>• National health programs related to child health</li> </ul> | 10 Hours   |
| <b>Unit II</b>               | <b>Assessment of Paediatric Clients</b> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Developmental assessment</li> <li>• Physical assessment</li> <li>• Nutritional assessment</li> <li>• Family assessment</li> </ul>   | 10 Hours   |

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| <b>Unit III</b> | <b>Hospitalized Child</b> <ul style="list-style-type: none"> <li>• Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family</li> <li>• Stressors and reactions related to developmental stages, play activities for ill hospitalized child.</li> <li>• Nursing care of hospitalized child and family -principles and practices</li> </ul>  | 10hr     |
| <b>Unit IV</b>  | <b>Pre-natal Paediatrics</b> <ul style="list-style-type: none"> <li>• Embryological and fetal development, Prenatal factors influencing growth and development of fetus,</li> <li>• Genetic patterns of common Paediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of Nurse in genetic counseling,</li> <li>• Importance of prenatal care and role of Paediatric Nurse</li> </ul>   | 15hr     |
| <b>Unit V</b>   | <b>Growth and Development of Children</b> <ul style="list-style-type: none"> <li>• Principles of growth and development,</li> <li>• Concepts and theories of growth and development,</li> <li>• Developmental tasks and special needs from infancy to adolescence, developmental milestones,</li> <li>• Assessment of growth and development of Paediatric clients,</li> <li>• Factors affecting growth and development.</li> </ul>  | 15 Hours |
| <b>Unit VI</b>  | <b>Behavioral Paediatrics and Paediatric Nursing</b> <ul style="list-style-type: none"> <li>• Parent child relationship,</li> <li>• Basic behavioral Pediatric principles and specific behavioral Pediatric concepts / disorders - maternal deprivation, failure to thrive, child abuse, the battered child.</li> <li>• Common behavioral problems and their management,</li> <li>• Child guidance clinic.</li> </ul>  | 15 Hours |
| <b>Unit VII</b> | <b>Concept, aims and scope of preventive Pediatrics’,</b> <ul style="list-style-type: none"> <li>• Maternal health and its influence on child health antenatal aspects of preventive Pediatrics,</li> <li>• Immunization, expanded program on immunization / universal immunization program and cold chain,</li> <li>• Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding,</li> <li>• Health education, nutritional education for children</li> </ul> | 15 Hours |

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|                         | <ul style="list-style-type: none"> <li>• Nutritional programs</li> <li>• National and international organizations related to child health, Role of Pediatric Nurse in the hospital and community.</li> </ul>  |                 |
| <b>Unit VIII</b>        | <b>Neonatal Nursing</b> <ul style="list-style-type: none"> <li>• New born baby- profile and characteristics of the new born,</li> <li>• Assessment of the new born,</li> <li>• Nursing care of the new born at birth, care of the new born and family,</li> <li>• High risk newborn- pre term and term neonate and growth retarded babies,</li> <li>• Identification and classification of neonates with infections, HIV &amp; AIDS, Ophthalmia Neonatorum, congenital syphilis.</li> <li>• High risk new born- Identification, classification and Nursing management</li> <li>• Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.</li> </ul>   | <b>30 Hours</b> |
| <b>Unit IX</b>          | <b>IMNCI</b> <ul style="list-style-type: none"> <li>• (Integrated management of neonatal and childhood illnesses)</li> </ul>  | <b>30 Hours</b> |
| <b>Reference Books:</b> | <p>.</p> <p>Alexander NM, Brown MS, Paediatric Physical Diagnosis for Nurses, 1.McGraw Hill Book Co., New York.</p> <p>2. Ball, Paediatric Nursing Caring for Children, 1999, Prenticehall.</p> <p>3. Behrman, Richard K &amp; Vaughan, Nelson,s, TextBook of Paediatrics, WB Saunders Co.,</p> <p>4. Blake G, Florence &amp; Wright, Essentials of Paediatric Nursing,</p> <p>5. Barbara EW, Guidelines in the Care of the Low Birth Weight, Orient Longman</p> <p>6. Bowden Greenberg, Paediatric Nursing Procedure, Lippincott, Williams&amp; Wilkins</p> <p>7. Cameron, Jelinek et al, Text Book of Emergency Paediatric Medicine,</p> <p>8. Ghai O P, Essential Text Book Of Paediatrics” Jaypee Brothers</p> <p>9. Ghosh Shanti, Nutrition and Child Care, Jaypee Brothers, New Delhi.</p> <p>10. Ghosh Shanti, Know Your Child, Jaypee Brothers, New Delhi.</p> <p>11. Gupte Suraj, Neonatal Emergencies Jaypee Brothers, New Delhi.</p> <p>12. Gupte Suraj, A Short Text Book of Paediatrics, Jaypee Brothers, New Delhi.</p> |                 |



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|  | <p>13. Guha DK, Manual of Practical Newborn Care, Jaypee Brothers, New Delhi.</p> <p>14. Hathfield N, Introductory Paediatric Nursing, Lippincott, 2003.<br/>M.Sc.(Nursing) Revised Syllabus Applicable w.e.f. Academic Session 2016-17(13022016) Page 38 of 144</p> <p>15. Helens CL &amp; Roberts, Paediatric Nursing, CV Mosby &amp; Co.</p> <p><b>* Latest editions of all the suggested books are recommended.</b></p> |  |
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| <b>Course code<br/>MSN153</b> | <b>Skill Enhancement Course -01</b>   | <b>L-0<br/>T-0<br/>P-30<br/>C-8</b> |
|                               | <b>M.Sc. Nursing</b>  |                                     |
|                               | <b>I Year</b>   |                                     |
|                               | <b>PEDIATRIC NURSING I (P)</b>  |                                     |
| <b>CO – 1:</b>                | Applying the concepts of growth and development in providing care to the children and their families.   |                                     |
| <b>CO – 2:</b>                | Demonstrating skills of physical, developmental, and nutritional assessment of children   |                                     |
| <b>CO – 3:</b>                | Analyzing various technologies and treatment modalities in the management of high risk neonates.  |                                     |
|                               | <ul style="list-style-type: none"> <li>• During the clinical training a student is supposed to present the Clinical cases on different disease conditions</li> <li>• Student is supposed to perform Growth &amp; developmental assessment</li> <li>• Student is supposed to perform Assessment &amp; prescription of nursing interventions for sick children</li> <li>• Student is supposed to educate the client as well as family members regarding disease conditions and its prevention</li> <li>• Student is supposed to perform Nutritional assessment</li> <li>• During the clinical training a student is supposed to write a research project related to area of his or her specialization.</li> <li>• Field visits</li> <li>• Maintenance of log book for various activities</li> </ul> |                                     |

| <b>Course Code:</b><br><b>TMUPS101</b> | <b>Value Added Course -1</b>  | <b>L-2</b> |
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|  | <b>M.Sc. Nursing</b>  | <b>T-1</b> |
|  | <b>I Year</b>   | <b>P-0</b> |
|  | <b>MANAGING SELF</b>  | <b>C-0</b> |
| <b>Course Perspective</b>              | 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. |            |
| <b>Course Outcomes</b>                 | At the end of the semester, the learner will be able to:  |            |
| <b>CO1.</b>                            | Communicating effectively in a variety of public and interpersonal settings.  |            |
| <b>CO2.</b>                            | Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.  |            |
| <b>CO3.</b>                            | Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.   |            |
| <b>CO4.</b>                            | Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.  |            |
| <b>CO5.</b>                            | Handling difficult situations with grace, style, and professionalism.   |            |
| <b>Course Contents:</b>                |   |            |
| <b>Unit – I</b>                        | <b>Personal Development</b> <ul style="list-style-type: none"> <li>• Personal growth and improvement in personality</li> <li>• Perception</li> <li>• Positive attitude</li> <li>• Values and Morals</li> <li>• High self motivation and confidence</li> <li>• Grooming</li> </ul>   |            |
| <b>Unit – II</b>                       | <b>Professional Development</b> <ul style="list-style-type: none"> <li>• Goal setting and action planning</li> <li>• Effective and assertive communication</li> <li>• Decision making</li> <li>• Time management</li> <li>• Presentation Skills</li> </ul>  |            |

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

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|  | <p>Behaviour (2018), 18<sup>th</sup> ed., Pearson Education</p> <ul style="list-style-type: none"><li>• Tracy, Brian, Time Management (2018), Manjul Publishing House</li><li>• Hill, Napoleon, Think and grow rich (2014), Amazing Reads</li><li>• Scott, S.J., SMART goals made simple (2014), Createspace Independent Pub</li><li>• <a href="https://www.hloom.com/resumes/creative-templates/">https://www.hloom.com/resumes/creative-templates/</a></li><li>• <a href="https://www.mbauniverse.com/group-discussion/topic.php">https://www.mbauniverse.com/group-discussion/topic.php</a></li><li>• Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan</li><li>• Burne, Eric, Games People Play (2010), Penguin UK</li></ul> <p><a href="https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression">https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression</a></p> |
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| <b>Course Code:</b><br>MSN201 | <b>Core Course -4</b>   | <b>L-8</b><br><b>T-0</b><br><b>P-8</b><br><b>C-12</b> |
|                               | <b>M.Sc. Nursing</b>  |   |
|                               | <b>II Year</b>  |   |
|                               | <b>NURSING MANAGEMENT</b>   |   |
| <b>Course Description:</b>    | 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.   |   |
| <b>Course Outcomes:</b>       | <b>On completion of the course, the students will be :</b>  |   |
| <b>CO1.</b>                   | Understanding the philosophy and objectives of the health care institutions at various levels and principles of administration in nursing.  |   |
| <b>CO2.</b>                   | Applying the public administration, health care administration vis a vis nursing administration and organization of health and nursing services at the various levels/institutions.   |   |
| <b>CO3.</b>                   | Demonstrating the leadership in nursing at various levels.  |   |
| <b>CO4.</b>                   | Analyzing and Identify the legal and ethical issues in nursing administration and trends and issues in nursing.   |   |
| <b>CO5.</b>                   | Evaluate the planning, supervision and management of nursing workforce for various health care settings and the process of quality assurance in nursing services.   |   |
| <b>CO6.</b>                   | Create various collaborative models between nursing education and nursing service to improve the quality of nursing care.   |   |
| <b>Course Content:</b>        |   |   |
| <b>Unit-1:</b>                | <b>Introduction:</b><br>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. | <b>10</b><br><b>Hours</b>                             |
| <b>Unit-2:</b>                | <b>Management</b><br>Functions of Administration<br>Planning and control<br>Co-ordination and delegation<br>Decision making – decentralization basic goals of decentralization. Concept of management   | <b>10</b><br><b>Hours</b>                             |

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

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



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| <b>Unit-9:</b>  | <p><b>Fiscal planning:</b></p> <ul style="list-style-type: none"> <li>• Steps</li> <li>• Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</li> <li>• Budget estimate, revised estimate, performance budget Audit</li> <li>• Cost effectiveness</li> <li>• Cost accounting</li> <li>• Critical pathways</li> <li>• Health care reforms</li> <li>• Health economics</li> <li>• Health insurance</li> <li>• Budgeting for various units and levels.</li> </ul> <p>Application to Nursing service and education</p> | <b>15 Hours</b> |
| <b>Unit-10:</b> | <p><b>Nursing informatics</b></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>   | <b>10 Hours</b> |
| <b>Unit-11:</b> | <p><b>Leadership:</b></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>   | <b>10 Hours</b> |

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

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

|                               |  |                                    |
|-------------------------------|--|------------------------------------|
| <b>Course Code:</b><br>MSN210 | <b>Discipline Specific Course-2</b>  | <b>L-8<br/>T-0<br/>P-0<br/>C-8</b> |
|                               | <b>M.Sc. Nursing<br/>II YEAR<br/>PEDIATRIC NURSING II</b>  |                                    |
| <b>Course Description:</b>    | This course is designed to assist students in developing expertise and in depth understanding in the field of Paediatric Nursing. It will help students to develop advanced skills for nursing intervention in various Paediatric medical and surgical conditions. It will enable the student to function as Paediatric Nurse Practitioner/ specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric Nursing |                                    |
| <b>Course Outcomes:</b>       | <b>At the end of the course, the student will be able to:</b>  |                                    |
| <b>CO-1</b>                   | Understanding the concept of family centered Pediatric Nursing care with related areas such as genetic disorders, congenital malformations and long term illness   |                                    |
| <b>CO-2</b>                   | Applying the nursing process in the care of ill infants to pre adolescents in hospital and community.  |                                    |
| <b>CO-3</b>                   | Demonstrating advanced skills/competence in nursing management of children with medical and surgical problems.   |                                    |
| <b>CO-4</b>                   | Analyzing the various recent technologies and treatment modalities in the management of high risk neonates.  |                                    |
| <b>CO-5</b>                   | Prepare a design for layout and describe standards for management of pediatric units/hospitals.  |                                    |
| <b>CO-6</b>                   | Identify areas of research in the field of pediatric nursing.  |                                    |
| <b>Course Content:</b>        |  |                                    |
| <b>Unit-1:</b>                | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Current principles, practices and trends in Paediatric Nursing</li> <li>• Role of Paediatric Nurse in various settings -Expanded and extended</li> </ul>  | <b>5<br/>Hours</b>                 |
| <b>Unit-2:</b>                | Pathophysiology, assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and Nursing intervention in selected Paediatric medical disorders<br>Child with respiratory disorders: <ul style="list-style-type: none"> <li>• Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration.</li> <li>• Lower respiratory tract: Broncheolitis,</li> </ul>  | <b>35<br/>Hours</b>                |

|                       |   |                            |
|-----------------------|---|----------------------------|
|                       | <p>Bronchopneumonia, Asthma, cystic fibrosis</p> <p>Child with gastro-intestinal disorders:</p> <ul style="list-style-type: none"> <li>• Diarrheal diseases, gastro-esophageal reflux.</li> <li>• Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation.</li> <li>• Malabsorption syndrome, Malnutrition</li> </ul> <p>Child with renal/ urinary tract disorders:</p> <ul style="list-style-type: none"> <li>• Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation</li> </ul> <p>Child with cardio-vascular disorders:</p> <ul style="list-style-type: none"> <li>• Acquired: Rheumatic fever, Rheumatic heart disease,</li> <li>• Congenital: Cyanotic and acyanotic</li> </ul> <p>Child with endocrine/metabolic disorders:</p> <ul style="list-style-type: none"> <li>• Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia</li> </ul> <p>Child with Neurological disorders:</p> <ul style="list-style-type: none"> <li>• Convulsions, Meningitis, encephalitis, guillian- Barre syndrome</li> </ul> <p>Child with oncological disorders:</p> <ul style="list-style-type: none"> <li>• Leukemias, Lymphomas, Wilms’ tumor, neuroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors</li> </ul> <p>Child with blood disorders:</p> <ul style="list-style-type: none"> <li>• Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation</li> </ul> <p>Child with skin disorders</p> <p>Common Eye and ENT disorders</p> <p>Common Communicable diseases</p> |                            |
| <p><b>Unit-3:</b></p> | <p>Assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and Nursing interventions in selected Paediatric surgical problems/ Disorders</p> <ul style="list-style-type: none"> <li>• Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula / atresia, Hirschsprungs’ disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia</li> <li>• Anomalies of the nervous system: Spina bifida,</li> <li>• Meningocele, Myelomeningocele, hydrocephalus</li> </ul>  | <p><b>35<br/>Hours</b></p> |

|                |  |                 |
|----------------|--|-----------------|
|                | <ul style="list-style-type: none"> <li>• Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder</li> <li>• Anomalies of the skeletal system</li> <li>• Eye and ENT disorders</li> </ul> <p>Nursing management of the child with traumatic injuries: General principles of managing Paediatric trauma</p> <ul style="list-style-type: none"> <li>• Head injury, abdominal injury, poisoning, foreign body obstruction, burns &amp; Bites</li> <li>• Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma</li> <li>• Management of stomas, catheters and tubes</li> <li>• Management of wounds and drainages</li> </ul> |                 |
| <b>Unit-4:</b> | <p><b>Intensive care for Paediatric clients</b></p> <ul style="list-style-type: none"> <li>• Resuscitation, stabilization &amp; monitoring of Paediatric patients</li> <li>• Anatomical &amp; physiological basis of critical illness in infancy and childhood</li> <li>• Care of child requiring long-term ventilation</li> <li>• Nutritional needs of critically ill child</li> <li>• Legal and ethical issues in Paediatric intensive care</li> <li>• Intensive care procedures, equipment and techniques</li> <li>• Documentation</li> </ul>   | <b>10 Hours</b> |
| <b>Unit-5:</b> | <p><b>High Risk Newborn</b></p> <p>Concept, goals, assessment, principles, Nursing management of</p> <ul style="list-style-type: none"> <li>• Post-mature infant and baby of diabetic and substance use mothers.</li> <li>• Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum.</li> <li>• Icterus neonatorum.</li> <li>• Birth injuries.</li> <li>• Hypoxic ischaemic encephelopathy</li> <li>• Congenital anomalies.</li> <li>• Neonatal seizures.</li> <li>• Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia.</li> <li>• Neonatal heart diseases.</li> <li>• Neonatal hemolytic diseases</li> </ul>   | <b>20 Hours</b> |

|                 |   |                 |
|-----------------|---|-----------------|
|                 | <ul style="list-style-type: none"> <li>• Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS</li> <li>• Advanced neonatal procedures.</li> <li>• Calculation of fluid requirements.</li> <li>• Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</li> <li>• Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of Nursing services in NICU</li> </ul> |                 |
| <b>Unit-6:</b>  | <b>Developmental disturbances and implications for Nursing</b> <ul style="list-style-type: none"> <li>• Adjustment reaction to school,</li> <li>• Learning disabilities</li> <li>• Habit disorders, speech disorders,</li> <li>• Conduct disorders,</li> <li>• Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and</li> </ul>  | <b>10 Hours</b> |
| <b>Unit-7:</b>  | <b>Challenged child and implications for Nursing</b> <ul style="list-style-type: none"> <li>• Physically challenged, causes, features, early detection &amp; management</li> <li>• Cerebral palsied child,</li> <li>• Mentally challenged child.</li> <li>• Training &amp; rehabilitation of challenged children</li> </ul>   | <b>10 Hours</b> |
| <b>Unit-8:</b>  | <b>Crisis and Nursing intervention</b> <ul style="list-style-type: none"> <li>• The hospitalized child,</li> <li>• Terminal illness &amp; death during childhood</li> <li>• Nursing intervention-counseling</li> </ul>  | <b>5 Hours</b>  |
| <b>Unit-9:</b>  | <b>Drugs used in Paediatrics</b> <ul style="list-style-type: none"> <li>• Criteria for dose calculation</li> <li>• Administration of drugs, oxygen and blood</li> <li>• Drug interactions</li> <li>• Adverse effects and their management</li> </ul>  | <b>5 Hours</b>  |
| <b>Unit-10:</b> | <b>Administration and management of Paediatric care unit</b> <ul style="list-style-type: none"> <li>• Design &amp; layout</li> <li>• Staffing,</li> <li>• Equipment, supplies,</li> <li>• Norms, policies and protocols</li> <li>• Practice standards for Paediatric care unit</li> </ul>   | <b>10 Hours</b> |

|                         |  |                |
|-------------------------|--|----------------|
|                         | <ul style="list-style-type: none"> <li>• Documentation</li> </ul>  |                |
| <b>Unit-11:</b>         | <b>Education and training in Paediatric care</b> <ul style="list-style-type: none"> <li>• Staff orientation, training and development,</li> <li>• In-service education program,</li> <li>• Clinical teaching programs.</li> </ul>  | <b>5 Hours</b> |
| <b>Reference Books:</b> | <ol style="list-style-type: none"> <li>1. Anchor T. Vishwanth, <i>Text Book of Paediatric in Developing Tropical Contries</i>, 5<sup>th</sup> edition, Orient Longman, 1985, India.</li> <li>2. Gupta Suraj, <i>The Short Text Book of Paediatrics</i>, 8<sup>th</sup> edition, Jaypee Brothers, 1998, New Delhi.</li> <li>3. Ghai. O.P., <i>The Short Text Book of Paediatrics</i>, Interprint, 1995, New Delhi.</li> <li>4. Marlow &amp; Redding BA, <i>The Short Text Book of Paediatrics</i>, 6<sup>th</sup> edition, W.B. Saunders &amp; Co., 1998, Philadelphia.</li> <li>5. Singh Maharban, <i>Paediatric Clinical Method</i>, 1<sup>st</sup> edition, Sagar Publication, 1992, New Delhi.</li> <li>6. Wholey F.L &amp; Wong L. D., <i>Essentials of Paediatric Nursing</i>, 5<sup>th</sup> edition, C.V. Mosby &amp; Co., 1985, St. Louis</li> </ol> |                |



| <b>Course Code:</b><br>MSN259 | <b>Skill Enhancement Course -3</b>   | <b>L-0</b><br><b>T-0</b><br><b>P-46</b><br><b>C-12</b> |
|-------------------------------|--|--|
|                               | <b>M.Sc. Nursing</b>   |  |
|                               | <b>II Year</b>   |  |
|                               | <b>PEDIATRIC NURSING (P)</b>   |  |
| <b>CO-1</b>                   | Applying the nursing process in the care of ill infants to pre adolescents in hospital and community.  |  |
| <b>CO-2</b>                   | Demonstrating advanced skills/competence in nursing management of children with medical and surgical problems.   |  |
| <b>CO-3</b>                   | Analyzing the various recent technologies and treatment modalities in the management of high risk neonates.  |  |
| <b>Objectives:</b>            | This course is designed to assist students in developing expertise and in depth understanding in the field of Paediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and Paediatric Nurse Specialist. It will further enable the student to function as educator, manager, care giver and researcher in the field of Paediatric Nursing. Each student is required to maintain the record of following assignment.  |  |
|                               | <b>Guidelines:</b><br><b>Procedures Observed:</b> <ul style="list-style-type: none"> <li>• Echo cardiogram</li> <li>• Ultrasound head</li> <li>• ROP screening (Retinopathy of prematurity)</li> <li>• Any other new advanced procedure.</li> </ul>  |  |
|                               | <b>Procedures Assisted</b> <ul style="list-style-type: none"> <li>• Advanced neonatal life support</li> <li>• Lumbar Puncture</li> <li>• Arterial Blood Gas</li> <li>• ECG Recording</li> <li>• Umbilical catheterization – arterial and venous</li> <li>• Arterial B P monitoring</li> <li>• Blood transfusion- exchange transfusion full and partial</li> <li>• IV cannulation &amp; therapy</li> <li>• Arterial catheterization</li> <li>• Chest tube insertion</li> <li>• Endotracheal intubation</li> <li>• Ventilation</li> <li>• Insertion of long line</li> <li>• Assist in surgery</li> </ul> |  |
|                               | <b>Procedures Performed:</b>   |  |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Airway Management <ul style="list-style-type: none"> <li>• Application of Oro Pharyngeal Airway</li> <li>• Oxygen therapy</li> <li>• CPAP (Continuous Positive Airway Pressure)</li> <li>• Care of Tracheostomy</li> <li>• Endotracheal Intubation</li> </ul> </li> <li>• Neonatal Resuscitation</li> <li>• Monitoring of Neonates – clinically &amp; with monitors, CRT (Capillary Refill Time), assessment of jaundice, E CG Gastric Lavage</li> <li>• Setting of Ventilators</li> <li>• Phototherapy</li> <li>• Assessment of Neonates: Identification &amp; assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,</li> <li>• Admission &amp; discharge of neonates</li> <li>• Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG (Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling</li> <li>• Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation &amp; control</li> <li>• Administration of Drugs: I/M, IV injection, IV Cannulation &amp; fixation infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes, Monitoring fluid therapy, Blood Administration.</li> <li>• Procedures for prevention of infections: Hand washing, disinfections &amp; sterilization, surveillance, fumigation □</li> <li>• Collection of specimens</li> <li>• Setting, Use &amp; maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow</li> </ul> |  |
|  | <p><b>Other Procedures:</b></p> <ul style="list-style-type: none"> <li>• Maintenance of log book for various activities</li> </ul>   |  |

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

## DISSERTATION INTERNAL EVALUATION SCHEME

| Sl. No.  | Criteria                                | Max. Marks 50 |
|--|---|---------------|
| <b>Dissertation Work Evaluation Criteria (25)</b>        |   |               |
| 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           |
| <b>Dissertation Viva Voce - Evaluation Criteria (25)</b> |   |               |
| 1  | Presentation of study                   | 10            |
| 2  | Ability to defend study                 | 5             |
| 3  | Ability to Critique Study               | 5             |
| 4  | Knowledge on Research Methodology       | 5             |
| <b>Total</b>   |   | <b>50</b>     |

| <b>Course Code:</b><br><b>TMUPS201</b> | <b>Value Added Course -2</b>  | <b>L-2</b>        |
|--|---|-------------------|
|  | <b>M.Sc. Nursing</b>  | <b>T-1</b>        |
|  | <b>II Year</b>  | <b>P-0</b>        |
|  | <b>MANAGING SELF</b>  | <b>C-0</b>        |
| <b>Course Perspective</b>              | 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. |                   |
| <b>Course Outcomes</b>                 | At the end of the semester, the learner will be able to:  |                   |
| <b>CO1.</b>                            | Communicating effectively in a variety of public and interpersonal settings.  |                   |
| <b>CO2.</b>                            | Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.  |                   |
| <b>CO3.</b>                            | Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.   |                   |
| <b>CO4.</b>                            | Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.  |                   |
| <b>CO5.</b>                            | Handling difficult situations with grace, style, and professionalism.   |                   |
| <b>Course Contents:</b>                |   |                   |
| <b>Unit – I</b>                        | <b>Intrapersonal Skills</b> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Understanding self and others (Johari window)</li> <li>• Stress Management</li> <li>• Managing Change for competitive success</li> <li>• Handling feedback and criticism</li> </ul>   | <b>(8 hours)</b>  |
| <b>Unit – II</b>                       | <b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Conflict management</li> <li>• Development of cordial interpersonal relations at all levels</li> <li>• Negotiation</li> <li>• Importance of working in teams in modern organisations</li> <li>• Manners, etiquette and net etiquette</li> </ul>  | <b>(12 hours)</b> |
| <b>Unit – III</b>                      | <b>Interview Techniques</b> <ul style="list-style-type: none"> <li>• Job Seeking</li> <li>• Group discussion (GD)</li> <li>• Personal Interview</li> </ul>  | <b>(10 hours)</b> |

| Evaluation Scheme | Faculty led Continuous Evaluation  |       |                |       |    |    |   |    |       |   |    |       |   |    |       |   |    |       |   |    |       |   |    |       |   |    |        |    |  |
|-------------------|--|-------|----------------|-------|----|----|---|----|-------|---|----|-------|---|----|-------|---|----|-------|---|----|-------|---|----|-------|---|----|--------|----|--|
|                   | <ul style="list-style-type: none"> <li>• Students will be evaluated on the score of 100 in every course.</li> <li>• Evaluation of soft skill will follow continuous evaluation method.</li> </ul> <p><u>Details are as follows:</u></p> <p>2) Total Marks for each semester 100</p> <p>d) <b>Internal:</b> 40 marks for Class Performance (Every class activity will carry 8 marks; each students can participate in maximum of 5 activities).</p> <p>e) <b>External:</b> 50 marks for External evaluation at the time of external exams (Based on GD and PIs).</p> <p>f) <b>Attendance:</b> 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 &lt;</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,<br/> <b>100 marks = 40(Class performance) + 50(External) + 10(Attendance)</b></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 |  |
| 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    |                |       |    |    |   |    |       |   |    |       |   |    |       |   |    |       |   |    |       |   |    |       |   |    |        |    |  |
| <b>References</b> | <ul style="list-style-type: none"> <li>• Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18<sup>th</sup> ed., Pearson Education</li> <li>• Burne, Eric, Games People Play (2010), Penguin UK</li> <li>• Carnegie, Dale, How to win friends and influence people (2004), RHUK</li> <li>• Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan</li> <li>• Steinburg, Scott, Nettiquette Essentials (2013), Lulu.com</li> <li>• <a href="https://www.hloom.com/resumes/creative-templates/">https://www.hloom.com/resumes/creative-templates/</a></li> <li>• <a href="https://www.mbauniverse.com/group-discussion/topic.php">https://www.mbauniverse.com/group-discussion/topic.php</a></li> <li>• <a href="https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression">https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression</a></li> </ul>   |       |                |       |    |    |   |    |       |   |    |       |   |    |       |   |    |       |   |    |       |   |    |       |   |    |        |    |  |