

**Subject No.1**  
**NURSING EDUCATION**

Total: 300 hours

Theory: 150 hours

Practical: 150 hours

**AIM:-**

- This course is designed to assist students to develop a broad understanding of fundamental principles, concepts, trends, and issues related to education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programmes.

**OBJECTIVES: -**

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

- Explain the aim of education, philosophies, trends in education and health: its impacts on nursing education.
- Describe the teaching learning process
- Prepare and utilize various instructional media and methods in teaching learning process.
- Demonstrate competency in teaching using various instructional strategies.
- Critically analyze the existing nursing educational programmes, their problems, issues and future trends.
- Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
- Plan and conduct continuing nursing educational programmes.
- Critically analyze the existing teacher preparation program in nursing.
- Demonstrate skill in guidance and counseling.
- Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
- Explain the development of standards and accreditation process in nursing education programs.
- Identify research priorities in nursing education.
- Discuss various models of collaboration in nursing education and services.
- Explain the concept, principles, steps, tools, and techniques of evaluation.
- Construct, administer and evaluate various tools for assessment of knowledge, skills and attitude.

**COURSE CONTENT:**

**Unit I -Introduction:**

- Education: Definition, aims, concepts, philosophies & their education implications.
- Impact of Social, economic, political & technological changes on education:
- Professional education.
- Current trends and issues in education.
- Educational reforms and National Educational policy, various educational commissions-reports.
- Trends in development of nursing education in India.

**Unit II -Teaching-Learning Process:**

- Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.
- Educational aims and objectives; types, domains, levels, elements and writing of educational objectives
- Competency based education (CBE), outcome based education (OBE).
- Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.
- Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play(socio- drama), clinical teaching

methods, programmed instruction, self-directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL) and **Virtual learning**.

### **Unit III -Instructional media and methods:**

- Key concepts in the selection and use of media in education
- Developing learning resource material using different media
- Instructional aids – types, uses, selection, preparation, utilization.
- Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multi- media, video-tele conferencing etc

### **Unit IV -Measurement and evaluation:**

- Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement.
- Principles of assessment, formative and summative assessment – internal assessment external examination, advantages and disadvantages.
- Criterion and norm referenced evaluation.
- **Assessment technique- Miler Pyramid**
- **Evaluation model- Tyler model, stakes model, Roger’s model, Scriven’s model, Kirkpatrick model, CIPP model, Flashlight model, triad model, Bradley’s model, Stufflebean’s model, Scriven’s model and Eisner’s model.**

### **Unit V- Standardized and non-standardized tests:**

- Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of test – Essay, short answer questions and multiple choice questions.
- Rating scales, checklist, OSCE/OSPE (Objective structured clinical / practical examination), **Mini CEX and DOPs.**
- Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique.
- Question bank-preparation, validation, moderation by panel, utilization.
- Developing a system for maintaining confidentiality.

### **Unit VI -Administration, Scoring and Reporting:**

- Administering a test ; scoring, grading versus marks
- Objective tests, scoring essay test, methods of scoring, Item analysis.

### **Unit VII-Standardized Tools:**

- Test of intelligence aptitude, interest, personality, achievement, socio-economic status scale, test for special mental and physical abilities and disabilities.

### **Unit VIII-Nursing Educational programs:**

- Perspectives of nursing education: Global and national.
- Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing. Post Certificate B.Sc. Nursing, M.Sc. (N) programs. M. Phil and Ph. D in Nursing, Post basic diploma programs, nurse practitioner program.

### **Unit IX -Continuing Education in Nursing:**

- Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.
- Program planning, implementation and evaluation of continuing education programs.
- Research in continuing education
- Distance education in nursing.

### **Unit X -Curriculum Development:**

- Definition, curriculum determinants, process and steps of curriculum development, Curriculum models- **TABA, Hilda, Kerr’s model and Saylor and Alexander model**, Types and framework.
- Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.

- Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.
- Equivalency of courses: Transcripts, credit system.

#### **Unit XI -Teacher preparation:**

- Teacher – roles & responsibilities, functions, characteristics, competencies and qualities.
- Preparation of professional teacher.
- Organizing professional aspects of teacher preparation program.
- Evaluation : self and peer
- Critical analysis of various programs of teacher education in India.

#### **Unit XII -Guidance and counseling:**

- Concept, principles, need, difference between guidance and counseling, trends and issues.
- Guidance and counseling services: diagnostic and remedial.
- Coordination and organization of services.
- Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling.
- Professional preparation and training for counseling.

#### **Unit XIII -Administration of Nursing Curriculum:**

- Role of curriculum coordinator – planning, implementation and evaluation.
- Evaluation of educational programs in nursing course and program.
- Factors influencing faculty staff relationship and techniques of working together.
- Concept of faculty supervisor (dual) position.
- Curriculum research in nursing.
- Different models of collaboration between education and service.

#### **Unit XIV -Management of Nursing Educational Institutions:**

- Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library.

#### **Unit XV -Standards and Accreditation:**

- **Meaning ,definition and principles of standards of accreditation**
- Development and maintenance of standards and accreditation in nursing education programs.
- Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University, **NABH and NAAC.**
- Role of Professional associations and unions.



CO-4: Explain Professional education		2	2	2	2	2	2	1	
CO-5: Explain Current trends and issues in education.		2	2	2	2	2	2	1	
CO-6: Describe Educational reforms		2	2	2	2	2	2	1	
CO-7: Explain National Educational policy and various educational commissions-reports.		2	2	2	2	2	2	1	
CO-8: Describe trends in development of nursing education in India.		2	2	2	2	2	2	1	
II (20 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the concept of teaching learning theories, leadership and educational aims and objectives.</p> <p>Know types of domains, computer based education, and outcome based education.</p> <p><b>Skill:</b> Prepare aims and objectives for nursing education.</p> <p><b>Attitude:</b> Incorporate this knowledge with teaching activities.</p>	<ul style="list-style-type: none"> <li>• Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. (3Hrs)</li> <li>• Educational aims and objectives; types, domains, levels, elements and writing of educational objectives. ( 3Hrs)</li> <li>• Competency based education (CBE), outcome based education (OBE). (1Hour)</li> <li>• Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. (3Hrs)</li> <li>• Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play (socio- drama). (5Hrs)</li> <li>• Clinical teaching methods, programmed instruction, self-directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL) and <b>Virtual learning</b>. (5Hrs)</li> </ul>							
<b>Unit II: Teaching- Learning process</b>									
<b>Course Outcome</b>			<b>Program outcome</b>						
			Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher

CO-1: Explain concepts of teaching and learning with reference to definition, theories of teaching and learning, relationship between teaching and learning.	2	2	2	2	2	2	2
CO-2: Explain Educational aims and objectives;	2	2	2	2	2	2	1
CO-3: Describe educational objectives with reference to types, domains, levels, elements and writing of educational objectives.	2	2	2	2	2	2	1
CO-4: Explain Competency based education (CBE), outcome based education (OBE).	2	2	2	2	2	2	1
CO-5: Explain Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.	2	2	2	2	2	2	1
CO-6: Describe instruction strategies – Lectures and demonstration	2	2	2	2	2	2	1
CO-7: Explain discussion, and panel discussion method	2	2	2	2	2	2	1
CO-8: Describe seminar and symposium method of teaching	2	2	2	2	2	2	1
CO-9: Explain simulation and laboratory method	2	2	2	2	2	2	1
CO-10: Describe problem based learning (PBL),	2	2	2	2	2	2	1
CO-11: Explain workshop and project method	2	2	2	2	2	2	1

CO-12: Describe role- play (socio- drama).	2	2	2	2	2	2	1
CO-13: Explain Clinical teaching methods,	2	2	2	2	2	2	1
CO-14: Describe programmed instruction	2	2	2	2	2	2	1
CO-15: Explain self-directed learning (SDL) and adult learning	2	2	2	2	2	2	1
CO-16: Describe micro teaching,	2	2	2	2	2	2	1
CO-17: Explain computer assisted instruction (CAI), computer assisted learning (CAL)	2	2	2	2	2	2	1
CO-18: Describe Virtual learning.	2	2	2	2	2	2	1

III (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the importance of selection of media in education. <b>Skill:</b> Select appropriate media for teaching learning process. <b>Attitude:</b> Incorporate day today's teaching learning activities.	<ul style="list-style-type: none"> <li>• Key concepts in the selection and use of media in education. (2Hrs)</li> <li>• Developing learning resource material using different media. (2Hrs )</li> <li>• Instructional aids – types, uses, selection, preparation, utilization. (2Hrs)</li> <li>• Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multi- media, video-tele conferencing etc. (4Hrs)</li> </ul>
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**Unit III: Instructional media and methods**

Course Outcome	Program outcome						
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
CO 1: Define audio-visual aids.	3	3	2	2	2	2	1
CO 2: Explain the concepts for selection of media in education.	3	3	3	2	2	1	1
CO 3: Enlist the need and purpose of A.V. Aid in teaching.	3	3	2	3	2	1	1
CO 4: State the qualities of good teaching aids.	3	3	3	2	2	1	1
CO 5: Identify the factors influencing the	2	3	2	1	1	1	1

selection of audio-visual aids.							
<b>CO 6:</b> Appreciate the uses of educational media.	3	3	1	2	1	1	1
<b>CO 7:</b> Narrate the principles effective use of educational media.	3	3	2	1	2	1	1
<b>CO 8:</b> Enumerate the advantages and disadvantages of educational media	3	3	3	2	1	1	1
<b>CO 9:</b> Developing learning resource material using different media.	2	2	2	1	1	1	1
<b>CO 10:</b> Classify audio-visual aids.	3	3	3	3	2	1	1
<b>CO 11:</b> Differentiate between projected and non-projected aids	2	3	2	2	2	1	1
<b>CO 12:</b> Utilize any appropriate A.V. aid use in classroom and clinical teaching for nursing students.	2	3	2	1	1	1	1
<b>CO 13:</b> Utilize the teacher's role in procuring and managing instructional Aid for nursing students.	3	2	2	2	1	1	1
<b>CO 14:</b> Identify the purposes, preparation, uses and ways to handle to chalk board, chart, graph, poster, flash card, flannel graph, bulletin, and cartoon.	3	3	3	3	2	2	1
<b>CO 15:</b> Enumerate the three dimensional aids and its uses in teaching.	3	3	2	2	2	1	1
<b>CO 16:</b> Recognize the importance of printed aids pamphlets & leaflets and its uses in teaching.	3	3	2	1	2	1	1
<b>CO 17:</b> Explain the computer assisted teaching.	3	3	3	3	3	3	3

<b>CO 18:</b> Describe video-tele conferencing.		2	2	2	1	1	1	1
IV (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand meaning, process, purpose, and problem, and evaluation and measurement and different types of assessment. <b>Skill:</b> Prepare different types of evaluation Performa. <b>Attitude :</b> Incorporate with the day today activities for better learning	<ul style="list-style-type: none"> <li>• Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. (3Hrs)</li> <li>• Principles of assessment, formative and summative assessment – internal assessment external examination, advantages and disadvantages. (3Hrs)</li> <li>• Criterion and norm referenced evaluation. (1Hour)</li> <li>• <b>Assessment technique- Miler Pyramid (1 Hr)</b></li> <li>• <b>Evaluation model- Tyler model, stakes model, Roger’s model, Scriven’s model, Kirkpatrick model, CIPP model, Flashlight model, triad model, Bradley’s model, Stufflebean’s model, Scriven’s model and Eisner’s model.(2 Hrs)</b></li> </ul>						

**Unit IV: Measurement and evaluation**

Course Outcome	Program outcome						
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
<b>CO 1:</b> State the meaning and definition of measurement and evaluation.	3	3	2	2	2	2	2
<b>CO 2:</b> Recognize concept of measurement in education.	2	2	1	1	1	1	1
<b>CO 3:</b> Determine the purpose of evaluation in nursing education.	2	2	2	2	1	1	1
<b>CO 4:</b> Apply the steps of evaluation in nursing education.	2	3	2	1	1	1	1
<b>CO 5:</b> Explain the types of evaluation.	3	3	2	1	1	1	1
<b>CO 6:</b> Identify the principles of evaluation and interpret the essential of measurement.	2	2	1	1	1	1	1

<b>CO7:</b> Illustrate the function of measurement and evaluation in education.	3	3	2	2	1	2	1
<b>CO 8:</b> Apply evaluation process in nursing education.	2	2	2	1	1	1	1
<b>CO9:</b> Differentiate between measurement and evaluation.	3	3	2	1	1	1	1
<b>CO 10:</b> Explain the criteria for selection of evaluation.	2	2	2	1	1	1	1
<b>CO 11:</b> Determine the principles of assessment.	2	2	1	1	1	1	1
<b>CO 12:</b> Explain internal and external assessment.	3	3	2	1	1	1	1
<b>CO 13:</b> Differentiate between formative and summative assessment.	3	3	2	1	1	1	1
<b>CO 14:</b> Comparison between criterion-reference test and norm-reference test.	2	2	1	1	1	1	1
<b>CO15:</b> Illustrate the assessment technique.							
<b>CO16:</b> Apply Tyler evaluation model in evaluation process.	1	1	1	1	1	1	1
V (12 hours)	At the end of unit students are able to		<ul style="list-style-type: none"> <li>• Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of test – Essay, short answer questions and multiple choice questions. (3Hrs)</li> <li>• Rating scales, checklist, OSCE/OSPE (Objective structured clinical / practical examination). <b>Mini CEX and DOPs</b> (2Hrs)</li> <li>• Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique. (3Hrs)</li> </ul>				
	<b>Knowledge:</b> Understand standardized and non-standardized tests.						
	<b>Skill:</b> Prepare different types of questions and rating scales for day to day teaching and learning process.						
	<b>Attitude:</b> Incorporate with the day today teaching and learning for the benefit of individual learners.						

		<ul style="list-style-type: none"> <li>• Question bank-preparation, validation, moderation by panel, utilization. (2 Hours)</li> <li>• Developing a system for maintaining confidentiality. (2 Hours)</li> </ul>					
<b>Unit V: Standardized and non-standardized tests</b>							
<b>Course Outcome</b>	<b>Program outcome</b>						
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
<b>CO-1:</b> Define Meaning, Identify characteristics, objectivity, validity, reliability, usability and norms Standardized and non-standardized tests. Describe construction of test Essay, short answer questions and multiple choice questions.	3	3	3	3	3	3	3
<b>CO-2:</b> Explain Rating scales, checklist, OSCE/OSPE (Objective structured clinical / practical examination). Mini CEX and DOPs.	3	3	3	3	3	2	2
<b>CO-3:</b> Identify Differential scales, explain summated scales, sociometry, anecdotal record, attitude scale and recognize critical incident technique.	3	3	3	3	3	3	2
<b>CO-4:</b> Explain Question bank-preparation, validation, moderation by panel, utilization.	3	3	3	3	3	3	3
<b>CO-5:</b> Describe developing a system for maintaining confidentiality.	3	3	3	3	3	3	3
VI (08 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand administration scoring and reporting of test. <b>Skill:</b> Prepare a test and scoring and analysis.		<ul style="list-style-type: none"> <li>• Administering a test; scoring, grading versus marks. (4Hrs)</li> <li>• Objective tests, scoring essay test, methods of scoring, Item analysis. (4Hrs)</li> </ul>				

	<b>Attitude:</b> Incorporate with the day today teaching and learning process.							
<b>Unit VI: Administration, Scoring and Reporting</b>								
<b>Course Outcome</b>		<b>Program outcome</b>						
		Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
CO1: Enlist the steps of administering a test. Explain the type of score		3	3	2	1	2	2	1
CO2: Define the grading .Describe the common method of grading.		2	3	3	2	3	3	3
CO3: State the term marking. Explain the marking criteria and standards.		3	3	3	3	2	3	3
CO4: Define the objective test. Describe the categories of objective test.		2	3	2	2	3	2	2
CO5: Enumerate scoring method of essay test. Explain the analytical scoring of essay test		2	2	2	2	2	2	2
CO6: Identify the term item analysis .Elaborate the procedure involve in an item analysis		3	3	3	2	3	3	3
VII (12 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand standardized tools <b>Skill: Prepare</b> for the teaching learning process. <b>Attitude:</b> Incorporate with the day today teaching and learning process.			<ul style="list-style-type: none"> <li>• Test of intelligence aptitude, interest, personality, achievement, socio-economic status scale. (7Hrs)</li> <li>• Test for special mental and physical abilities and disabilities. (5Hrs)</li> </ul>				
<b>Unit VII: Standardized Tools</b>								
<b>Course Outcome</b>		<b>Program outcome</b>						
		Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team	Lifelong learner	Critical thinker	Researcher

				and system			
<b>CO-1:</b> Explain the Test of intelligence, aptitude, interest, personality.	2	2	2	2	2	2	2
<b>CO-2:</b> Describe achievement test and socio-economic status scale.	3	3	3	3	3	3	2
<b>CO-3:</b> Identify test for special mental and physical abilities and disabilities.	3	3	3	3	3	2	3
VIII (05hours)	At the end of unit students are able to <b>Knowledge:</b> Understand different educational programmes in Nursing in India <b>Skill:</b> Prepare proposals for different programmes. <b>Attitude :</b> Incorporate with the day today teaching and learning process			<ul style="list-style-type: none"> <li>Perspectives of nursing education: Global and national. (1Hour)</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. (N) programs. M. Phil and Ph. D in Nursing, Post basic diploma programs, nurse practitioner program. (4Hrs)</li> </ul>			
<b>Unit VIII: Nursing Educational programs</b>							
<b>Course Outcome</b>		<b>Program outcome</b>					
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
CO1: Elaborate the nursing education: Global and national.	3	3	3	3	3	2	2
CO2 List university nursing education programme and explain Post Basic B.sc nursing program.	3	2	3	3	3	2	2
CO3: List Non university nursing programme and Elaborate about GNM course	3	2	3	3	3	2	2
CO4: Enumerate the physical facility and Explain admission terms for Basic B.sc nursing program.	3	3	2	2	3	3	3
CO5: List the levels of nursing programme.	3	1	2	2	3	2	1

Identify the level of nursing personnel								
CO6: Enlist eligibility Criteria for M.sc nursing. Explain guidelines and minimum requirements to establish MSc. Nursing programme		3	3	2	2	3	2	3
CO7: Identify the type of post basic diploma programme. Elaborate guidelines for starting the post basic diploma specialty programmes		3	3	2	2	2	2	2
CO8: Describe the guidelines for starting the nurse practitioner critical care programme.		3	2	2	2	3	3	3
CO9: Elaborate the doctorate programme in nursing.		3	3	2	2	3	3	3
IX (12 hours)	At the end of unit students are able to <b>Knowledge :</b> Understand continuing education in nursing and its different aspects <b>Skill:</b> Prepare programmes in nursing. <b>Attitude:</b> Incorporate with the day today teaching and learning process to improve individual student's knowledge.	<ul style="list-style-type: none"> <li>• Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.(6 hours)</li> <li>• Program planning, implementation and evaluation of continuing education programs. (6 hours).</li> </ul>						
<b>Unit IX: Continuing Education in Nursing</b>								
<b>Course Outcome</b>		<b>Program outcome</b>						
		Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
CO1: Explain the concepts of continuing education in nursing.		03	03	03	03	03	03	03
CO2: Write the needs of continuing education		03	03	03	03	03	03	03

in nursing.							
CO3: Discuss the principles adult learning.		03	03	03	03	03	03
CO4: Explain research in continuing education.		03	03	03	03	03	03
CO5: Explain distance education in nursing		03	03	03	03	03	02
CO6: Explain the aims & objectives of distance education.		03	03	03	03	03	03
CO7: Explain the need assessment of targeted learners.		03	03	03	03	03	03
CO8: Explain the methods of assessment of learning needs.		03	03	03	03	03	03
CO9: Explain the characteristic of self-instructional material.		03	03	03	03	03	02
CO10: Explain the types of nursing education.		03	03	03	03	03	02
CO11: Explain the importance of continuing education programme in nursing.		03	03	03	03	03	02
CO12: Describe the benefits of continuing education in nursing.		03	03	03	03	03	02
X (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand curriculum development and its philosophy evaluation strategy process of curriculum change			<ul style="list-style-type: none"> <li>Definition, curriculum determinants, process and steps of curriculum development, Curriculum models- <b>TABA, Hilda, Kerr's model and Saylor and Alexander model</b>, Types and framework. (4Hrs)</li> </ul>			



	<b>Attitude:</b> Incorporate with the day today nursing education for the benefit of nursing students.	<ul style="list-style-type: none"> <li>• Evaluation: self and peer. (1Hour)</li> <li>• Critical analysis of various programs of teacher education in India. (2Hrs)</li> </ul>
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**Unit XI: Teacher preparation**

Course Outcome	Program outcome						
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
<b>CO-1:</b> Describe the teacher roles & responsibilities and enumerate its functions, characteristics, competencies and qualities	3	3	3	3	3	2	2
<b>CO-2:</b> Explain the preparation of professional teacher.	3	3	2	2	2	2	2
<b>CO-3:</b> Explain organizing professional aspects of teacher preparation program.	3	3	3	2	3	2	2
<b>CO-4:</b> Describe the evaluation of self and peer	3	3	3	2	2	2	2
<b>CO-5:</b> Explain the critical analysis of various programs of teacher education in India.	3	3	3	3	3	3	3

XII (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge :</b> Understand roles different aspects of guidance and counseling along with techniques of professional preparations</p> <p><b>Skill:</b> Acquire the knowledge for self-preparation.</p> <p><b>Attitude :</b> Incorporate with the day today teaching learning process for improving knowledge of the students</p>	<ul style="list-style-type: none"> <li>• Concept, principles, need, difference between guidance and counseling, trends and issues.</li> <li>• Guidance and counseling services: diagnostic and remedial. (3Hrs)</li> <li>• Coordination and organization of services. (1Hour)</li> <li>• Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. (5Hrs)</li> <li>• Professional preparation and training for counseling. (1Hour)</li> </ul>
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**Unit XII: Guidance and counseling**

Course Outcome	Program outcome
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	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
<b>CO-1:</b> Explain the concept; principles and need of guidance and counseling Describe the difference between guidance and counseling, trends and issues.	2	3	3	3	3	3	2
<b>CO-2:</b> Identify the Guidance and counseling services. Recognize diagnostic and remedial.	3	3	3	3	3	3	2
<b>CO-3:</b> Explain the coordination and organization of services.	3	2	3	3	3	3	2
<b>CO-4:</b> Describe the techniques of counseling: Interview, case works, characteristics of counselor, problems in counseling.	3	3	3	3	3	3	3
<b>CO-5:</b> Explain about professional preparation and training for counseling.	3	3	3	3	3	3	2
XIII (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand role of curriculum evaluation of educational of programmes in nursing education <b>Skill:</b> Prepare the plan and implement the curriculum effectively. <b>Attitude:</b> Incorporate with the day today teaching learning process for improving knowledge of the students.		<ul style="list-style-type: none"> <li>• Role of curriculum coordinator – planning, implementation and evaluation. (4Hrs)</li> <li>• Evaluation of educational programs in nursing course and program. (3Hrs)</li> <li>• Factors influencing faulty staff relationship and techniques of working together. (2Hrs)</li> <li>• Concept of faculty supervisor (dual) position. (2Hrs)</li> <li>• Curriculum research in nursing. (2Hrs)</li> <li>• Different models of collaboration between education and service. (2Hrs)</li> </ul>				
<b>Unit XIII: Administration of Nursing Curriculum</b>							
<b>Course Outcome</b>		<b>Program outcome</b>					
	Clinician/ Nurse	Professional	Communicator	Leader and member of the	Lifelong learner	Critical thinker	Researcher

	educator			health care team and system			
<b>CO-1:</b> Explain the role of curriculum coordinator in planning, implementation and evaluation.	3	3	3	2	3	3	2
<b>CO-2:</b> Explain the evaluation of educational programs in nursing course and program.	3	3	3	2	3	3	2
<b>CO-3:</b> Enumerate the factors influencing faulty staff relationship and explain the techniques of working together.	3	3	3	2	3	3	2
<b>CO-4:</b> Describe the concept of faculty supervisor (dual) position.	3	3	3	2	3	3	2
<b>CO-5:</b> Explain about curriculum research in nursing.	3	3	3	2	3	3	3
<b>CO-6:</b> Describe the different models of collaboration between education and service.	3	3	3	2	3	3	3
XIV (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand the management of nursing education institutions. <b>Skill:</b> Prepare the plan to organize staffing and budgeting. <b>Attitude:</b> Incorporate with the day today teaching learning process for improving knowledge of the students.			<ul style="list-style-type: none"> <li>• Planning, organizing, staffing, budgeting, recruitment, discipline, public relation. (6Hrs)</li> <li>• Performance appraisal, welfare services, library. (4Hrs)</li> </ul>			
<b>Unit XIV: Management of Nursing Educational Institutions</b>							
<b>Course Outcome</b>		<b>Program outcome</b>					
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
CO1: Explain the planning and organization of Nursing Educational Institutions.	03	03	02	02	01	01	01

CO2: Describe the staffing and budgeting of Nursing Educational Institutions.	03	03	02	02	01	01	01
CO3: Explain the recruitment and discipline in Nursing Educational Institutions.	03	03	02	02	01	01	01
CO4: Describe the performance appraisal.	03	03	02	02	01	01	01
CO5: Explain the planning welfare services and library facilities in Nursing Educational Institutions.	03	03	02	02	01	01	01
XV (05hours )	At the end of unit students are able to <b>Knowledge:</b> Understand the orientation and accreditation and role of statutory bodies, union's & professional associations in nursing education <b>Skill:</b> Prepare and maintain standards in nursing education. <b>Attitude:</b> Incorporate with the day today teaching learning process for improving knowledge of the students		<ul style="list-style-type: none"> <li>• <b>Meaning ,definition and principles of standards and accreditation(1Hour)</b></li> <li>• Development and maintenance of standards and accreditation in nursing education programs. (1Hour)</li> <li>• Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University, <b>NABH and NAAC. (2Hrs)</b></li> <li>• Role of Professional associations and unions. (1Hour)</li> </ul>				
<b>Unit XV: Standards and Accreditation</b>							
<b>Course Outcome</b>		<b>Program outcome</b>					
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
<b>CO-1:</b> Define Standards and accreditation in Nursing education	3	3	3	3	3	3	3
<b>CO-2:</b> Explain Development and maintenance of standards and accreditation in nursing education programs.	3	3	3	3	3	3	3
<b>CO-3:</b> Describe the role of Indian Nursing Council.	3	3	3	3	3	3	3
<b>CO-4:</b> Explain the role of State Registration Nursing Councils in India.	3	3	3	3	3	3	3

<b>CO-5:</b> Define University and Explain the functions of board and universities in nursing education.	3	3	3	3	3	3	3
<b>CO-6:</b> Explain the role of Professional associations and unions in nursing education	3	3	3	3	3	3	3
<b>CO-7:</b> Explain the Functions and role of National Accreditation Board for Hospitals and Health Care Providers (NABH) Standards.	3	3	3	3	3	3	3
<b>CO-8:</b> Explain the Role and functions of National Assessment and Accreditation Council in Higher Education Institute.	3	3	3	3	3	3	3

## DISTRIBUTION OF LABORATORY HOURS:

<i>Unit numbers</i>	<i>Lab hours</i>	<i>Unit numbers</i>	<i>Lab hours</i>	<i>Unit numbers</i>	<i>Lab hours</i>
II	54	VII	06	XI	04
III	10	VIII	06	XII	05
V	10	IX	25	XIII	10
VI	05	X	10	XV	05
TOTAL	79	TOTAL	47	TOTAL	24
GRAND TOTAL					150

Teaching Strategy: - Lectures -150 hrs

Lab hours -150 hours

Teaching Methods: - Lecture cum discussion, Seminar, Panel discussion, Symposium, Group Discussion, Written assignments, Practice Teaching.

A.V. Aids: -Overhead Projector, L.C.D, Computer assisted learning, Flip charts, Posters, Black Board.

### ASSIGNMENTS: THEORY:

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Seminar	One	1X50	50
2	Preparation of Teaching –Learning Material (Group Work)	One	1X50	50
3	Setting question paper with model answer and distribution of marks: subject and portions should be given by teacher	One	1x50	50
4	Designing new course with course plan (Group work)	One	1X50	50
Total Marks				225

### PRACTICAL:

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Class Room Practice Teaching	Four	1X50	200
2	Demonstration Practice Teaching	Two	1X50	100
3	Microteaching	Two	1X25	50
4	Conduct Workshop	One	1X50	50
Total Marks				400

**Note:** Subject, topic and students group to attend the teaching shall be given by the Subject teacher/ competent authority.

### LIST OF RECOMMENDED BOOKS:-

- Aggrawal J.C, Principles, methods & techniques of teaching.
- Basavanthappa B.T, Nursing education.
- Bevia EmOliva, Curriculum Building in nursing.
- George Kurian Aleyamma, Principles of curriculum development and evaluation.
- Bhatia Kamala & BHATIA B.D ,Principles and methods of teaching
- Guilbert J.J, Educational hand book for health personnel.
- Neeraja K.P., Text book of nursing education.
- Guinee, Kathleen K, Teaching and learning in nursing.
- Joice B, ete Models of teaching in nursing.

- Dr. Bloom, Benjamin S Ed, Taxonomy of educational objectives: Cognitive domain.
- Dr. Rambhai N. Patel. Educational Evaluation (Theory and Practical)