



First year M. Sc. Nursing

Subject: Nursing Education

Faculty: - Ms. Vaishali Jagtap

Unit	Hours	Content	Lesson in Hours	Lesson Series
I	10	Education <ul style="list-style-type: none">• Definition, Aims, Concepts	1	1
		<ul style="list-style-type: none">• Philosophies	1	2
		<ul style="list-style-type: none">• Educational implication	1	3
		Impact of social, economical, political, technological changes on education	2	4-5
		<ul style="list-style-type: none">• Professional and educational	2	6-7
		<ul style="list-style-type: none">• Current trends and issues in education	1	8
		<ul style="list-style-type: none">• Educational reforms and national education policy	1	9
		Trends in developed of Nursing education in India	1	10
II	20	Concepts of teaching-learning <ul style="list-style-type: none">• Definition	1	11
		<ul style="list-style-type: none">• Theories of teaching and learning	2	12-13
		<ul style="list-style-type: none">• Relationship between teaching and learning	2	14-15
		Educational aims and objectives <ul style="list-style-type: none">• Types	1	16
		<ul style="list-style-type: none">• Domains	1	17
		<ul style="list-style-type: none">• Levels	1	18
		<ul style="list-style-type: none">• Elements	1	19
		<ul style="list-style-type: none">• Writing of educational objectives	1	20
		Instructional design : <ul style="list-style-type: none">• Planning and designing lesson• Writing lesson plan• Meaning need importance , formats	1	21
		Instructional strategies <ul style="list-style-type: none">• Lecture• Discussion	1	22
		<ul style="list-style-type: none">• Demonstration• Simulation• Laboratory• Panel	1	23
		<ul style="list-style-type: none">• Symposium• Problem solving• Problem based learning	1	24
<ul style="list-style-type: none">• Work shop	1	25		

		<ul style="list-style-type: none"> • Project 		
		<ul style="list-style-type: none"> • Real –play • Clinical teaching method 	1	26
		<ul style="list-style-type: none"> • Programmed instruction • Self directed learning 	1	27
		<ul style="list-style-type: none"> • Microteaching 	1	28
		<ul style="list-style-type: none"> • Computer assisted instruction • Computer assisted learning 	1	29
		Competency based education(CBE) Outcome based education(OBE)	1	30
III	10	Key concepts in the selection and use of media education	2	31-32
		Developing learning resource material using different media	2	33-34
		Competency based education (CBE) and outcome based education (OBE)	2	35-36
		Instructional aids: Types, Uses, Selection preparation, Utilization Teacher’s Role in procuring and managing	2	37-38
		Instructional Aids – Project and non-projected multi media, video-tele conferencing etc.	2	39-40
IV	10	Concept and nature of measurement and evaluation meaning, process, purposes,	3	41-43
		Problems in evaluation and measurement.	1	44
		Principles of assessment, formative assessment		
		Summation assessment – Internal Assessment,	3	45-47
		External examination, advantages and disadvantages. Criterion and norm referenced evaluation	3	48-50
V	12	Meaning, characteristics, objectivity, valid reliability, usability, norms, construction of tests-	2	51-52
		Essay, short answer questions and multi choice questions	2	53-54
		Rating scales, checklist, OSCE/OSPE(Objective structured clinical / practical examination)	2	55-56
		Differential scales and summated scale sociometry, anecdotal record, attitude, critical incident technique	2	57-58
		Question Bank – Preparation, Validation, moderation by panel, Utilization	2	59-60
		Developing a system for maintaining confidentiality	2	61-62
VI	10	Administering a test;	2	63-64
		Scoring,	1	65
		Grading versus marks	1	66
		Objective tests,	1	67
		Scoring essay test,	1	68
		Method scoring,	1	69
		Item analysis	3	70-72
VII	12	Tests of Intelligence.	1	73
		Aptitude,	1	74

		Interest,	1	75
		Personal achievement,	1	76
		Socio-economic status scale,	1	77
		Test special mental and physical abilities and disabilities	1	78
		Principles of assessment, formative and summation assessment –	2	79-80
		Internal assessment,	2	81-82
		External examination,	1	83
		Advantages and disadvantages	1	84
VIII	6	Perspectives of nursing education: Global & National	3	85-87
		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 diploma programs, nurse practitioner programs.	3	88-90
IX	12	Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.	3	91-93
		Program planning, implementation and evaluation of continuing education programs	3	94-96
		Research in continuing education	3	97-99
		Distance education in nursing	3	100-102
X	10	Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.	2	103-104
		Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan	3	105-107
		Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.	2	108-109
		Equivalency of courses: Transcripts, credit system	3	110-112
XI	8	Teacher ॐ roles & responsibilities, functions, characteristics, competencies, qualities.	1	113
		Preparation of professional teacher	1	114
		Organizing professional aspects of teacher preparation programs	2	115-116
		Evaluation: self and peer	2	117-118
		Critical analysis of various programs of teacher education in India	2	119-120
XII	10	Concept, principles, need, difference between guidance and counseling, trends and issues	2	121-122
		Guidance and counseling services: diagnostic and remedial	2	123-124
		Coordination and organization of services.	2	125-126
		Techniques of counseling : Interview, case work	2	127-128

		characteristics of counselor, problems counseling		
		Professional preparation and training for counseling	2	129-130
XIII	10	Role of curriculum coordinator [≠] planning, implementation and evaluation	2	131
		Evaluation of educational programs in nursing course and program	2	132
		Factors influencing faculty staff relationship and techniques of working together.	2	133
		Concept of faculty supervisor (dual) position	1	134
		Curriculum research in nursing	1	135
		Different models of collaboration between education and service	1	136
XVI	10	Planning,	1	137
		Organizing,	1	138
		Staffing,	1	139
		Budget,	1	140
		Recruitment,	1	141
		Discipline,	1	142
		Public relation,	1	143
		Performance appraisal,	1	144
		Welfare services,	1	145
Library services, hostel.	1	146		
XV	4	Development and maintenance of standards, accreditation in nursing education programs	1	147
		Role of Indian Nursing Council, State	1	148
		Registration Nursing Councils, Boards and University	1	149
		Role of Professional associations and unions	1	150

REFERENCES

1. B. T. Basavanthappa, Nursing Education, Jaypee Brothers, New Delhi,
2. Neerja K., Text Book of Nursing Education, Jaypee, New Delhi, Loretta Heidgerken, Teaching and Learning of Nursing, 3rd edition, Konark,
3. Elsa Sanatombi Devi, Manipal, Manual of Nursing Education,
4. S. K. Mangal, Advance Educational Psychology, 2nd edition

EVALUATION

Sr. no	Internal assessment (Theory)	Max Marks
	Periodical Exams-2	
1	Mid-term	50
2	Pre-final	75
3	Seminar-1	25
4	Review of article from journal-1	15
5	Measurement & Evaluation	25
6	Group discussion	25
7	Annotated bibliography	10
8	Critical evaluation	100
	TOTAL	325

For Internal assessment marks 325 to be converted out of 25

Internal assessment (Practical):

Sr. no	Assignments	Marks
1	Mid-term	50
2	Pre-final	50
3	Learning Resource material	25
4	Curriculum planning	25
5	Practice teaching (10X 50 =500)avg- 25	50
6	Workshop	25
7	Microteaching (2X 50=100) avg 50	50
	TOTAL	275

For Internal assessment marks 275 to be converted out of 50