

**LESSON PLAN**  
**M.Sc. NUSING FIRST YEAR**

**Subject code: 1**  
**Subject: Nursing Education**  
**Faculty: Ms. Nisha Naik**

<b>Units</b>	<b>Topics</b>	<b>No.Of lectures</b>	<b>Lectures serial no.</b>
<b>I</b> INTRODUCTION	→education <ul style="list-style-type: none"> <li>• Definition, Aims, Concepts</li> <li>• Philosophical</li> <li>• Educational implication</li> </ul> →impact of social,economical,political,technological changes on education <ul style="list-style-type: none"> <li>• Professional and educational</li> <li>• Current trends and issues in education</li> <li>• Educational reforms and national education policy</li> </ul> Trends in developed of nsg education in India	1  1 1  2  2 1  1 1	1  2 3  4-5  6-7 8  9 10
<b>II</b> TEACHING-LEARNING PROCESS	Concepts of teaching-learning <ul style="list-style-type: none"> <li>• Definition</li> <li>• Theories of teaching and learning</li> <li>• Relationship between teaching and learning</li> </ul> →educational aims and objectives <ul style="list-style-type: none"> <li>• Types</li> <li>• Domains</li> <li>• Levels</li> <li>• Elements</li> <li>• Writing of educational objectives</li> </ul> →instructional design : <ul style="list-style-type: none"> <li>• Planning and designing lesson</li> <li>• Writing lesson plan</li> <li>• Meaning need importance , formats</li> </ul> → Instructional strategies <ul style="list-style-type: none"> <li>• Lecture</li> </ul>	1 2 2  1 1 1 1 1  1  1	11 12-13 14-15  16 17 18 19 20  21  22

	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Simulation</li> <li>• Laboratory</li> <li>• Panel</li> <li>• Symposium</li> <li>• Problem solving</li> <li>• Problem based learning</li> <li>• Work shop</li> <li>• Project</li> <li>• Real –play</li> <li>• Clinical teaching method</li> <li>• Programmed instruction</li> <li>• Self directed learning</li> <li>• Microteaching</li> <li>• Computer assisted instruction</li> <li>• Computer assisted learning</li> </ul>	1	23
		1	24
		1	25
		1	26
		1	27
		1	28
		1	29
		1	30
	→competency based education(CBE)		
	→outcome based education(OBE)		
<b>III Instructional media and methods</b>	Key concepts in the selection and use of media education	2	31-32
		2	33-34
	Developing learning resource material using different media		
		2	35-36
	Competency based education (CBE) and outcome based education (OBE)	2	37-38
<b>IV Measurement &amp; Evaluation</b>	Instructional aids: Types, Uses, Selection preparation, Utilization	2	39-40
	Teacher’s Role in procuring and managing Instructional Aids – Project and non-projected multi media, video-tele conferencing etc.		
	Concept and nature of measurement and evaluation meaning, process, purposes, Problems in evaluation and measurement.	3	41-43
	Principles of assessment, formative and summation assessment – internal assessment, external examination, advantages and disadvantages.	1	44
	Criterion and norm referenced evaluation	3	45-47
	3	48-50	

<b>V Standardized and non-standardized tests</b>	*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
<b>VI Administration, Scoring and Reporting</b>	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	
<b>VII Standardized Tools</b>	*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	
<b>VIII Nursing Educational programs</b>	*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.	3	88-90

	(N) programs, M.Phil and Ph.D in Nursing, post diploma programs, nurse practitioner programs.		
<b>IX Continuing Education in Nursing</b>	*Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.	<b>3</b>	<b>91-93</b>
	*Program planning, implementation and evaluation of continuing education programs	<b>3</b>	<b>94-96</b>
	*Research in continuing education	<b>3</b>	<b>97-99</b>
	*Distance education in nursing	<b>3</b>	<b>100-102</b>
<b>X Curriculum Development</b>	*Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.	<b>2</b>	<b>103-104</b>
	*Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan	<b>3</b>	<b>105-107</b>
	*Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.	<b>2</b>	<b>108-109</b>
	*Equivalency of courses: Transcripts, credit system	<b>3</b>	<b>110-112</b>
<b>XI Teacher preparation</b>	*Teacher □ roles & responsibilities, functions, characteristics, competencies, qualities.	<b>1</b>	<b>113</b>
	*Preparation of professional teacher	<b>1</b>	<b>114</b>
	*Organizing professional aspects of teacher preparation programs	<b>2</b>	<b>115-116</b>
	*Evaluation: self and peer	<b>2</b>	<b>117-118</b>
	*Critical analysis of various programs of teacher education in India	<b>2</b>	<b>119-120</b>
<b>XII Guidance and Counseling</b>	*Concept, principles, need, difference between guidance and counseling, trends and issues	<b>2</b>	<b>121-122</b>
	*Guidance and counseling services: diagnostic and remedial	<b>2</b>	<b>123-124</b>
		<b>2</b>	<b>125-126</b>
	*Coordination and organization of services.		
	*Techniques of counseling : Interview, case work characteristics of counselor, problems counseling	<b>2</b>	<b>127-128</b>
	*Professional preparation and training for counseling	<b>2</b>	<b>129-130</b>

<b>XIII Administration of Nursing Curriculum</b>	*Role of curriculum coordinator □ planning, implementation and evaluation	<b>2</b>	<b>131</b>
	*Evaluation of educational programs in nursing course and program	<b>2</b>	<b>132</b>
	*Factors influencing faculty staff relationship and techniques of working together.	<b>2</b>	<b>133</b>
	*Concept of faculty supervisor (dual) position	<b>1</b>	<b>134</b>
	*Curriculum research in nursing	<b>1</b>	<b>135</b>
	*Different models of collaboration between education and service	<b>1</b>	<b>136</b>
<b>XIV Management of nursing educational institutions</b>	Planning,	<b>1</b>	<b>137</b>
	organizing,	<b>1</b>	<b>138</b>
	staffing,	<b>1</b>	<b>139</b>
	budget,	<b>1</b>	<b>140</b>
	recruitment,	<b>1</b>	<b>141</b>
	discipline,	<b>1</b>	<b>142</b>
	public relation,	<b>1</b>	<b>143</b>
	performance appraisal,	<b>1</b>	<b>144</b>
welfare services,	<b>1</b>	<b>145</b>	
library services, hostel.	<b>1</b>	<b>146</b>	
<b>XV Management of nursing educational institutions</b>	*Development and maintenance of standards, accreditation in nursing education programs	<b>1</b>	<b>147</b>
	*Role of Indian Nursing Council, State	<b>1</b>	<b>148</b>
	*Registration Nursing Councils, Boards and University	<b>1</b>	<b>149</b>
	*Role of Professional associations and unions	<b>1</b>	<b>150</b>

**PRACTICUM:** - 150 Hrs.

**EVALUATION:**

**Paper -1, Subject -Nursing Education, Duration -3HRS**

**Internal Assessment-25 , ExternalAssessment-75, Total Marks= 100**

**Internal Assessment: 25 Marks**

(Out of 25 Marks to be send to the University)

**External Assessment (Theory): 75 Marks**

**(University Examination)**

## 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, 3<sup>rd</sup> edition, Konark,
3. Elsa Sanatombi Devi, Manipal, Manual of Nursing Education,
4. S. K. Mangal, Advance Educational Psychology, 2<sup>nd</sup> edition