Textbook on **Introduction to**

NURSING EDUCATION

for PB BSc Nursing Students

I Clement



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Contents...

1. Introduction to Education **1**

1.1. Introduction 1
1.2. Definitions 1
1.3. Meaning of education 2
1.4. Characteristics of education 2
1.5. Types of education 2
1.6. Education in ancient India 3
1.7. Historical perspectives in education 3
1.8. The genesis of modern teaching and its pioneers 4
1.9. Trends in modern education and teaching 6
1.10. Aims and objectives of education 6
1.11. Nature and aims of education 10
1.12. Evolution of nursing education in the world 10
1.13. Evolution of nursing education in India 11
1.14. Agencies of education 12
1.15. Different kinds of agencies of education 12
1.16. Estimate family as a socializing educational agency 13
1.17. School play as an educational agency 14
1.18. Community school 16
1.19. Socialization 16
1.20. Peer group 17
1.21. Educational role of the state 18
1.22. Mass communication media play a vital role in socializing children 19
1.23. Community as an educational agency 19
1.24. Culture and education 20
1.25. Relation between education and sociology 21
1.26. Need of reforms in education 23

2. Philosophical Aspects: Education and Nursing **26**

2.1. Introduction 26
2.2. Definitions of philosophy 26
2.3. Meaning of philosophy 27
2.4. Overview of philosophy 27
2.5. Branches of philosophy 28
2.6. Science and philosophy 29
2.7. Philosophy and education 29
2.8. Important philosophies 30
2.9. Nursing philosophy 31
2.10. Uses of philosophical education 33
2.11. Naturalism 33
2.12. Realism 34
2.13. Idealism 36
2.14. Pragmatism 38
2.15. Progressivism 39
2.16. Reconstructionism 41
2.17. Eclecticism 43

2.18. Perennialism 45
2.19. Existentialism 48
2.20. Philosophy of Mahatma Gandhiji 51
2.21. Tagore's philosophy of education 53
2.22. John Dewey's philosophy of education 57

3. Principles of Education, Teaching and Learning Processes 62
3.1. Principles of teaching 62
3.2. General principles of teaching 64
3.3. Maxims of teaching 65
3.4. Learning: Nature and characteristics 67
3.5. Principles involved in effective teaching and learning process 69
3.6. Formulating objectives 73
3.7. Classifications of objectives 75
3.8. Lesson planning 77
3.9. Types of lesson plan 80

4. Curriculum 84
4.1. Introduction 84
4.2. Definition 84
4.3. Nature of curriculum 84
4.4. Purposes of curriculum 85
4.5. Factors influencing curriculum development 86
4.6. Functions of curriculum 87
4.7. Principles of curriculum 88
4.8. Types of curriculum 89
4.9. Core curriculum 91
4.10. Curriculum administration 91
4.11. Curriculum planning and development 92
4.12. Stages of curriculum planning 94
4.13. Levels of curriculum planning 95
4.14. Curriculum process 95
4.15. Lesson planning 96
4.16. Course planning 97
4.17. Unit plan 100

5. Methods of Teaching (General) 103
5.1. Introduction 103
5.2. Definitions 103
5.3. Meaning of methods of teaching 103
5.4. Objectives of methods of teaching 104
5.5. Principles for selection of teaching methods 104
5.6. Classifications of methods of teaching 104
5.7. Characteristics of methods of teaching 104
5.8. Lecture method 105
5.9. Discussion method 108
5.10. Demonstration method 110
5.11. Group discussion 113
5.12. Project method 115
5.13. Role play 119
5.14. Panel discussion 122
5.15. Symposium 123
5.16. Seminar 124

5.17. Field trip 127
5.18. Workshop 131
5.19. Exhibition 132
5.20. Programmed instruction 133
5.21. Computer assisted learning program 137
5.22. Microteaching 139

6. Methods of Clinical Teaching in Nursing 145

6.1. Introduction 145
6.2. Commonly used clinical teaching methods 145
6.3. Purposes of clinical teaching 146
6.4. Essentials of good clinical instruction 146
6.5. Functions of the clinical instructor 146
6.6. Qualities of a clinical instructor 147
6.7. Case method 148
6.8. Case presentation 149
6.9. Case study 152
6.10. Care plan 153
6.11. Nursing rounds and reports 156
6.12. Bedside clinic 159
6.13. Conference (individual and group) 161
6.14. Group conference 162
6.15. Process recording teaching 165

7. Educational Media 169

7.1. Introduction 169
7.2. Definitions 170
7.3. Meaning of audio-visual aids 170
7.4. Important values of audio-visual aids 170
7.5. Characteristics of good teaching aids 171
7.6. Principles in the use of teaching aids 172
7.7. Problems in the use of teaching aids 172
7.8. Classifications of teaching aids 173
7.9. Cone of experience 174
7.10. Blackboard 175
7.11. Chart 177
7.12. Graph 178
7.13. Posters 179
7.14. Flash cards 180
7.15. Flannel board 181
7.16. Bulletin board 182
7.17. Cartoon 184
7.18. Three dimensional aids 185
7.19. Puppets 185
7.20. Models 186
7.21. Mock-ups 187
7.22. Specimen 187
7.23. Object 187
7.24. Moulage 187
7.25. Projected aids 188
7.26. Television 188
7.27. Overhead projector 189
7.28. Internet 190

7.29. Computers 190
7.30. Video tape recorder 191
7.31. Information via satellite 191
7.32. Liquid crystal display panels 191
7.33. The slide projector 192
7.34. Slides 192
7.35. The opaque projector 192
7.36. Filmstrip 193
7.37. Microscope 193
7.38. Tape recorder 194
7.39. Radio 194
7.40. Motion pictures 195
7.41. Educational television 196
7.42. Video cassettes 197
7.43. Printed media 198

8. Methods of Assessment and Evaluation 200
8.1. Introduction 200
8.2. Definition 200
8.3. Evaluation in nursing 200
8.4. General evaluation plan 201
8.5. Steps in construction of test 201
8.6. Steps in evaluation 201
8.7. Principles of evaluation 201
8.8. Purpose of evaluation 202
8.9. Characteristics of evaluation procedure 202
8.10. Evaluation tools 203
8.11. Personality tests 204
8.12. Achievement test 205
8.13. Standardized test 206
8.14. Rating scale 207
8.15. Checklist 208
8.16. Anecdotal record 208
8.17. Scholastic achievement test 209
8.18. Objective type test 210
8.19. Matching type 211
8.20. Multiple choice questions 212
8.21. Interpretive items 212
8.22. Essay type tests 213
8.23. Oral examinations (viva) 214
8.24. Examinations 214
8.25. Practical examination 214
8.26. Performance appraisal in nursing 215
8.27. Objective structured practical examination 220

9. Management of School of Nursing 224
9.1. Purpose 224
9.2. General objectives of the course 224
9.3. Indian Nursing Council: Guidelines to start general nursing midwives course 225
9.4. Competencies 225
9.5. Qualification of teaching staff 226
9.6. Physical facilities 227
9.7. Clinical facilities 227

9.8. Hostel facilities 228
9.9. Student admission 228
9.10. Students' rules and regulations 229
9.11. Students' welfare activities 230
9.12. Staff management 230
9.13. Recruitment methods 231
9.14. Staffing 231
9.15. Budget 232
9.16. Records 236
9.17. Principles of recording and reporting 236
9.18. Reports 237
9.19. Records concerning students 237
9.20. Records concerning staff 237
9.21. General school records 237
9.22. Annual reports 238

10. Guidance and Counseling 240
10.1. Guidance service 240
10.2. Counseling service 246
10.3. Educational guidance 251
10.4. Vocational guidance 253

11. In-service Education 257
11.1. Introduction 257
11.2. Definitions 257
11.3. Aims and objectives 258
11.4. Scope of in-service education 258
11.5. Need for in-service program 259
11.6. Importance of in-service education 259
11.7. Principles of in-service education 260
11.8. Characteristics of good in-service education 260
11.9. Factors affecting in-service program 260
11.10. Components of in-service education 260
11.11.Approaches to in-service education 261
11.12.Organization of in-service education 262
11.13.Evaluation methods used 265
11.14.Problems related to in-service education 266
11.15.Suggestions for improvement 266

12. Communication in Education 268
12.1.Introduction 268
12.2.Definitions 268
12.3.Purposes of communication 269
12.4.Types of communication 269
12.5.Importance of communication 270
12.6.Principles of communication 270
12.7. The communication process 270
12.8.Qualities of a good communicator 271
12.9.Purposes of communication system in nursing 271
12.10.Levels of communication 272
12.11.Benefits of communication 272
12.12.Ten commandments of good communication 273
12.13.Barriers of communication 273
12.14.Methods to overcome barriers 275

13. Information, Education and Technology **278**
13.1.Health information system (HIS) 278
13.2. Continuing education 280
13.3.Correspondence education 283
13.4.Nursing conferences 284
13.5.Nursing standards 286
13.6.Theoretical or conceptual models of nursing 288
13.7.Distance education 291
13.8.Open university system 292
13.9.Application of computer in nursing 294

Appendix **297**

Index *307*

CHAPTER 4

Curriculum

LEARNING OBJECTIVES

1. Definitions, nature, purpose of curriculum
2. Factors, functions and principles of curriculum
3. Types of curriculum, core curriculum
4. Curriculum administration
5. Curriculum planning and development
6. Stages of curriculum planning
7. Curriculum process
8. Lesson planning, course and unit planning.

4.1. INTRODUCTION

Curriculum is a Latin word, 'currere' means the race, the path, lap or course or runway' which one talks to reach a goal applied to a course of study. If the teacher is the guide, the curriculum is the path. Curriculum is the total structure of ideas and activities. Pedagogically curriculum means the course of the studies to be pursued by the students or the content of education to be imparted through organization of its entire work. The course of study means the specific content of education, the details of the study, which the students have to study to obtain different certificates or degrees from the educational institutions.

4.2. DEFINITION

1. A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice' — Stenhouse (1975).
2. All the learning activities which are planned and guided by the school, whether they are carried out in groups or individually, inside and outside the school—Kerr (1968).
3. The curriculum is the manifestation of many composite parts and factors which together enable the achievement of nursing educational goals that have been fully identified, selected and articulated'—Bevis (1982).
4. A systematic arrangement of the sum total of selected experiences planned by a school or a defined group of students to attain the aims of a particular educational program.
5. A composite of the entire range of experiences the learner undergoes under the guidance of the school—Lambertson.

4.3. NATURE OF CURRICULUM

Curriculum is the outward expression of the ideas and aspirations of a community.

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1. It is continuous, and ongoing.
2. It is flexible to meet the changing demands of society and health scenario of a country, advancement and trends in health fields in terms of scientific and technological pattern.
3. It has a societal and health orientation.
4. It is oriented to life situations.
5. It refers to the individual (learners), social, national and international needs.
6. It is an ideal and realistic approach.
7. It is dependent on the philosophy and objectives of the respective educational program.
8. Geared to shift its emphasis in terms of the national health policy, goals, and consequent demands on nursing.
9. It is dualistic in the sense that it involves the minds of the learners and the course content.
10. It involves 2 theories, i.e. theory of values and theory of knowledge.
11. It is stated in two ways (in terms of subject matter and children's activities).
12. It is prepared by the traditional authority.
13. It is based on the interests, abilities, aptitudes and needs of children.
14. Curriculum is influenced by political, economic, philosophic and scientific factors.
15. Curriculum is intimately connected with the achievements and aspirations of the people.
16. A flexible curriculum where planning is done in terms of developing needs and the abilities of learners against the background of the needs of the society, usefulness of various knowledge and skills, the logical and psychological nature of learning.
17. Curriculum constitutes the total living of the child; the school should take responsibility for developing it.

4.4. PURPOSES OF CURRICULUM

I. To equip the learners through bringing the desirable behavioral changes in them.

II. To cope with and handle life situations realistically, rationally without sacrificing the humane principles.

III. Help in:
   1. Development of health personnel at all levels
   2. Preparation of respective health team members specifically for the tasks they will be required to perform in their respective job positions
   3. Student's participation in curriculum development
   4. Planned curriculum helps to realize the educational objectives.

IV. Curriculum is intended:
   1. To draw out, cultivate, excite and inspire the full development of each student.
   2. To create an atmosphere in which students will learn to think; where faculty and students will be critical enough to be objective, constructive, truthful to solve the problems, reason out and develop the power of thought.
   3. To establish values through intimate acquaintance with the humanities, arts, natural sciences, social sciences and religion.
   4. To develop the character of students, i.e. integrity, honesty, judgment, cooperation, friendliness and goodwill.
   5. To create a community of scholars where research, curiosity, free enquiry and advancement of knowledge takes place.
   6. To prepare the pupil for citizenship in a democratic society where liberty, freedom, law, justice, responsibility will takes place.
   7. To meet the needs of students with a wide range of ability, aptitudes and interests.
   8. To discover the landmarks of human achievement.

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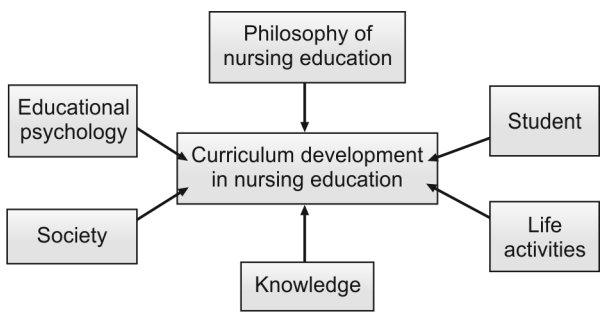
9. It makes good decision and judgments in a socially desirable direction.

4.5. FACTORS INFLUENCING CURRICULUM DEVELOPMENT

There are six major factors identified by Loretta E Heidgerken (1965), which influence curriculum development in Nursing Education.

1. Philosophy of nursing education
2. Educational psychology
3. Society
4. Student
5. Life activities
6. Knowledge.

1. **Philosophy of nursing education:** Philosophy, i.e. educational philosophy in relation to curriculum construction refers to the value pattern, which determines the objectives, content and teaching methods of the educational program. Philosophy of nursing education is the vital factor in the curriculum, for it forms the basis for the final selection of the aims and objectives of the curriculum.
2. **Educational psychology (knowledge about learning):** Educational psychology is the science, which provides us with information on problems of learning through experimentations. It provides us with data from which the principle of learning is developed. The principles of learning, in turn provides the basis for development of principles and methods of teaching.
3. **Society (social changes):** A society may be defined as a group of individuals who think themselves as a distinct group; they have common set of loyalties, value, etc. which induce the individuals to subordinate and even sacrifice themselves for common good for their group. These common elements consist of the things that people have learned to do, to believe, to value, to enjoy and so on in the course of history.
4. **Student:** Students are the learners in the basic nursing education programs, majority of them were young women candidates in their late adolescence whose needs corresponds to the needs of that group. There will also be male candidates but their enrollment in nursing schools or colleges are less compared to female candidates. Nursing students, like all individuals, wish to be accepted as a unique person different from every other person, yet sharing with others a common human nature; characteristic of this adolescence is an idealism, a joy in living, a generosity an a capacity for sacrifice all of which tend to lead strong motivation for the study of nursing for those individuals who choose it as a career.



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5. **Life activities:** The term 'activities' here includes the nursing and the personal activities in which the student will engage as a nurse and as a person. These are categorized as, professional, family, civic, leisure and spiritual serves as source of objectives in the curriculum development.
6. **Knowledge:** It can be classified broadly as descriptive and normative. Descriptive knowledge consists of statement about things that can be perceived directly or in principle. It includes facts, laws, rules, theories, principle, etc., which describes and states that things are this way or that they act in this way.

4.6. FUNCTIONS OF CURRICULUM

College or school curriculum aims at promoting in the learner the following:

1. Language abilities and communication skills needed for social living and further learning.
2. Competencies that facilitate mathematical operations and their applications in day-to-day life and learning.
3. Knowledge, attitudes and habits necessary for keeping physically fit and strong in conformity with normal developmental pattern.
4. A proper understanding about the role and importance of sex in human life and healthy aptitude toward sex and members of opposite sex.
5. Qualities that make a man socially effective and happy in various social settings such as friendliness, cooperativeness, compassion, self-discipline, self-criticism, self-control, humor, courage, love for social justice, etc.
6. Moral and character values such as honesty, truthfulness, dependability, courtesy, fearlessness, compassion, etc.
7. Prevocational, vocational skills, willingness to work hard, entrepreneurship and dignity of manual work necessary for increased productivity and job satisfaction.
8. Ability to appreciate and discover beauty in various life situations and integrate it into one's own personality.
9. Understanding of the environment and its limited resources and the need for conversation of natural resources and energy.
10. Appreciation of various consequences of large families and overpopulation and need of checking population growth.
11. Understanding of the diverse cultural and social systems of people living in different parts of the country and the country's composite cultural heritage.
12. Appreciation for the need of a balanced synthesis between the change-oriented technologies and the continuity of country's cultural heritage.
13. Knowledge of national symbol and desire and determination to uphold the ideals of national identity and unity.
14. Capability of appreciating and tolerating differences and diversities of various sorts and the capacity to choose between alternative value systems.
15. An awareness of the inherent equality of all and need of global fraternity with a strong commitment to human values and to social justice.
16. Scientific temper characterized by spirit of inquiry, courage to question and objectivity leading to elimination of obscurantism, superstition and fatalism.
17. Knowledge of scientific methods of inquiry and its use in solving problems.
18. Appreciation of sacrifices and contribution made by the freedom fighters and social workers in the country's freedom struggle and social regeneration and readiness to follow their ideals.

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19. Appreciation and readiness to practice in life the national goals of socialism, secularism, democracy and non-violence.
20. Divergent and independent thinking and ability to discover new relationships and combinations.
21. Qualities and characteristics necessary for self-learning and for life-long learning leading to creation of a learning society.

4.7. PRINCIPLES OF CURRICULUM

Curriculum is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of life.

Sl. No.	Principle	Description
1.	The conservation principle	It has been stated that nations live in the present, on the past and for the future. This mean the present, the past and the future needs of the community should be taken into consideration
2.	The forward looking principle	Children of today are the future citizens of tomorrow. Therefore, their education should be such as it enables them to progressive minded persons. Education should give them a foundation of knowledge, feeling and that will enable them to change the environment where change is needed
3.	Creative principle	The objective of education is to discover and to develop special interests, tastes, and aptitudes
4.	Activity principle	The curriculum should be thought in terms of activity and experiences, rather than of knowledge to be acquired and facts to be stored. Growth and learning take place only where there is activity. The curriculum must ensure the activity of body and mind. It should be the center of the curriculum
5.	Principle of preparation of life	This is the most important principle in the construction of the curriculum. We have to prepare him such a way as he is capable of facing the various challenges of the complex problems of the future
6.	Principle of maturity	Curriculum should be adapted to the grade of the pupils and to their stage of mental and physical development in the early childhood. The curriculum should harness the adventurous spirit of the growing child
7.	Principle of individual differences	Individuals differ in taste, temperament, skill, experience, aptitude, innate ability and in sex. Therefore, the curriculum should be adapted to individual differences. It should not be rigid
8.	Principle of vertical and horizontal articulation	On the one hand each year's course should be built on what has been done in previous years and at the same time should serve as basis for subsequent work. It is absolutely essential that the entire curriculum should be coordinated
9.	Principle of linking with life	The community needs and characteristics should be kept in view while framing the curriculum
10.	Principle of comprehensive-ness and balance	The curriculum should be framed in such a way as every aspect of life, i.e. economic relationships, social activities, occupations and spiritual life, is given due emphasis

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11.	Principle of loyalties	The curriculum should be planned in such a manner that it teaches a true sense of loyalty to the family, the school, the community, the town, the province, the country and the world at large. It should enable the child to understand that there is unity in diversity
12.	Principle of flexibility	Curriculum should take into consideration the special needs and circumstances of the pupils. Curriculum of the girls may not always be identical with that of boys. The special needs of both the sexes should be given their due consideration
13.	Principle of core or common subjects	There are certain broad areas of knowledge, skill and appreciation with which all the children must be made conversant and these should find a place in the curriculum. This is more important at higher secondary stage where there are diversified courses. These subjects are to be common to all groups
14.	Principle of leisure	The curriculum should prepare the child for the use of leisure time. According to Herbert Spencer. "Literature, music and art occupy the leisure part of life and should, therefore, occupy the leisure part of education. The capacity to enjoy leisure greatly determines a man's capacity to work. If leisure is spent in gambling, drinking and reading obscene literature, it will hamper progress not only of an individual but also the nation as a whole". The school curriculum should therefore, prepare the would-be-citizens to use effectively their leisure time
15.	Principle of all-round development	Principle of all-round development of body, mind and spirit. All kinds of experiences should be provided to the students so that they may develop their all powers
16.	Principle of democracy	Principle of democracy, secularism and socialism, curriculum should be such as it trains the child to imbibe ideals and values of a democratic, secular and socialist state
17.	Principle of character building	Curriculum should provide those activities and experiences which promote human and social values. There should be provision for a number of cocurricular activities
18.	Principle of dignity of labor curriculum	Principle of dignity of labor curriculum should make provision for socially useful productive work. The students should be provided opportunities to learn from the use of hands

4.8. TYPES OF CURRICULUM

Corresponding to the changes in the educational system in our country or in other countries, there have been changes in the concept and form of curriculum. The modern concept is different from the traditional one. As new systems of education developed, new psychological, philosophical and sociological principles modified the educational process. New types of curriculum came into being. Below, we discuss some of the major concepts and types of curriculum, which have developed in course of time.

1. Traditional or subject-centered curriculum
2. Activity curriculum
3. Experience curriculum
4. Undifferentiated curriculum
5. Basic education curriculum
6. Life-centered or balanced curriculum.

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Sl.No.	Types	Description
1.	Traditional or subject-centered curriculum	The traditional curriculum, which has been in vogue for sufficiently long time is conceived in terms of subjects. It is nothing but a statement of the subjects of study with indications of their extent and time limit. Each subject is separate entity and its nature and score is clearly defined. All stress is on the intellectual attainment of the child rather than on the values of studies for personal and social development
2.	Activity curriculum	It is a pity that even at present, educational system in India lays undue emphasis on verbal information, external examination and bookish knowledge and there is little attempt to see whether such knowledge and information produce the desired effect on the behavior of pupils. Thinkers like Rousseau, Montessori, Dewey and Gandhi realized that education which does not influence the child's conduct is not worth the time, money and energy, invested out it. The child is active by nature. He wants to know, handle and manipulate the things, around him, to satisfy his instincts of creativeness and curiosity. If constructive activities do not provide opportunities of expressing these tendencies. They may assume destructive form, so teaching through constructive and purposeful activities is quite in accordance with the nature and interest of children. Activity develops the constructive and creative urges of children and thus leads to full and all-round growth of their personality
3.	Experience curriculum	A curriculum which gives rich and varied experiences of knowledge, skills, attitudes and appreciation is called the experience curriculum". Experience, in fact, is the product of the education process. No activity can be separate from experience. An educative and meaningful activity must end in a gainful experience. In words of John Dewey; experience is a matter of the interaction of organism with its environment, an environment that is human as well as physical that includes the materials of tradition and institution as well as local surrounding'. Such an interaction includes both "undergoing" and "trying" to do something with it. We also have trying situation and we meet the challenge. In both the cases, there is some gain either knowledge of skill or attitude
4.	Undifferentiated curriculum	"Differentiation" means specialization and undifferentiation is the opposite of specialization. Undifferentiated curriculum, therefore, means a curriculum which does not aim at the specialized study of various subjects. Specialization should come at the higher secondary and the college levels. At the primary and junior secondary school stages, we should have undifferentiated or fused curriculum, which lays stress on the formation of worthwhile habits, skills and virtues
5.	Basic education curriculum	Basic curriculum should be interpreted in the light of the general principles of basic education which have been discussed separately. Basic education, as conceived and explained by Mahatma Gandhi, is essentially an education for life and what is more, an education through life. It aims at creating a social order which is free from all exploitation and violence. This is the reason why productive, creative and socially useful work for pupils, without any distinction of class or creed, is placed as the very center of basic education. In this scheme of education, all knowledge, therefore, is related to activity, practical experience and observation. These aims and features of basic education must be kept in view while constructing its curriculum

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6	Life-centered or balanced curriculum	After discussing the different types of curriculum we should not be in a position to decide as to what a balanced curriculum is. In fact, if we keep all the important principles of constructing curriculum in mind and then select activity and subjects for various grades of pupils, the result will be a "balanced curriculum". Such a curriculum will include all the aspects of human activity and human development and will, thus cater to the needs of both the individual and the society

4.9. CORE CURRICULUM

In recent years the term 'core' has come to be applied to that part of the experience curriculum than in concerned with hands of experiences ends well develop the general competencies which all must have in order to live effectively within the democratic way of life. It is believed that these general competencies can be acquired less through a curriculum pattern based on common learning. The term common learning is simple, means that the curriculum contains learning experiences, which everyone needs to have regardless of what occupation that he/she may expect to follow. The core curriculum also includes learning experiences that may provide for the development of specialized and varied types of competencies based on the recognition of individual differences in interests, aptitudes and capaciting.

Concept of Core Curriculum

I. According to John Dewey's "Philosophy of experimentalism" gave concepts of core curriculum.
   1. Focus of learning upon fundamental human activities.
   2. Learning viewed of continuous reconstruction of experience.
   3. Problem-solving.

II. Basic democratic values and the dynamic changes in political and social ideas, cultural factors.

III. Acceptance of cognitive theories of learning. It is a dynamic, organic process.

Elements of Core Concept

1. General education aspect of all teaching, regardless of social status or vocational choice of the student.
2. All students can benefit by it.
3. Problem-centered.
4. The process of learning is important, e.g. in preparation for living in a democratic society, the learner should get first hand experience in the fundamental processes of democratic living.
5. Cooperative preplanning by teachers. Teachers pool their ideas to develop resource units.
6. Teacher-pupil planning daily in the classroom.
7. The emphasis in core is on total growth of the pupil (socially, intellectually, physically, emotionally and spiritually).

4.10. CURRICULUM ADMINISTRATION

Three phases involved in curriculum administration:

Curriculum planning: It is a dynamic nature of human life and essential feature of administrative programs of instruction and its concomitant effect on the educational scene.

Integrated theories of curriculum planning in free India are:

1. Faith in each Indian citizen as an end
2. Building new social order in India according to the constitution
3. Democratic way of life

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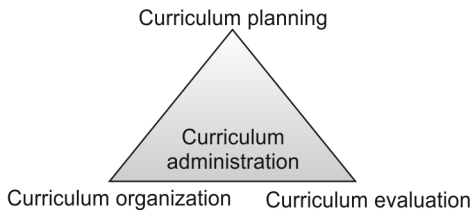

4. Planned national development
5. Scientific and national free approach to the problems of individual and nation
6. Development of secular outlook and national integration
7. Improvement of economic standards of living
8. International understanding, cooperation and world peace.

Curriculum organization: It is a prerequisite of any kind of instructional program. In each course of study, subject-wise, class-wise curriculum organization takes place. The detailed syllabus are prepared, as these serve as the bases for writing the textbook.

Highly centralized and decentralized system of curriculum construction, reconstruction and administration are functional aspects to be satisfied for the effective implementation of curricular program.

Educational machinery of state government has to take chief responsibility of curriculum organization as it develops educational policy and its effective implementation for financing adequately the organization of educational programs in schools and colleges.

Freedom has to be given to implement curriculum at the school.

The effectiveness of curriculum organization depends on

1. Quality of syllabuses prescribed.
2. Type of handbooks and textbooks prepared.
3. Adequacy of guidance provided to teachers.
4. Institutional aids supplied.

Curriculum evaluation: Educational administration has to take up the responsibility of curriculum evaluation. It provides needed feedback for further revising and reforming the curriculum implementation from time-to-time.

Curriculum evaluation is carried out by:

1. Supervisory program of classroom instruction.
2. Guidance and direction based on educational supervision.
3. Planning of methods means for the improvement of effective implementation of the evaluated program.

4.11. CURRICULUM PLANNING AND DEVELOPMENT

Concept and Meaning

1. Process in which participants at many levels make decisions about the purposes of learning, teaching-learning situation.
2. It is the process of gathering, sorting, selecting, balancing and synthesizing relevant information from many sources in order to design those experiences that will assist learners in attaining the goals of curriculum.
3. It is the orderly study and improvement of schooling in light of stated objectives.

Characteristics

1. It is a continuous process.
2. It takes place at many levels.
3. It involves many groups, decisions about a variety of planning and issues.
4. It is ultimately concerned with the experiences of the learners.

Steps in Curriculum Construction

1. The subjects and activities in the curriculum should be towards capacity building of students in the areas of construction, creation, observation, investigation and problem-solving.
2. Periodically the teacher has to evaluate the curriculum to meet the up-to-date

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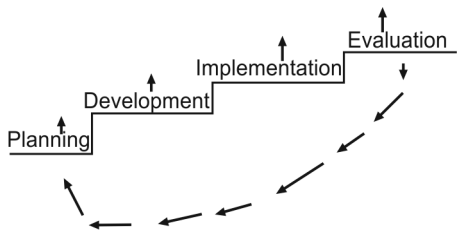
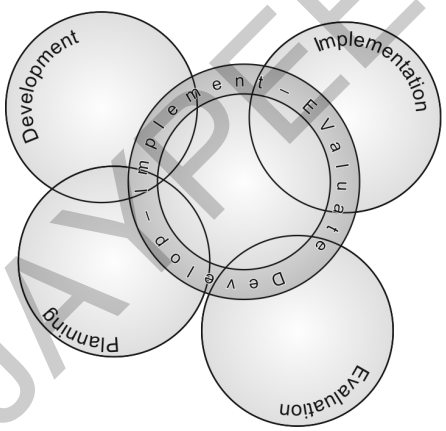


with the modern trend and changes in the health field.

3. Curriculum should be prepared from social point of view, society is not static, and so curriculum development is an ongoing activity.
4. Development of nursing curriculum is schools' responsibility. It will be based on philosophy, resources, need and other conditions.
5. The core content will be common to all the curricular in the state or country prescribed by a statutory body, e.g. Indian Nursing Council.
6. The subject matter and experiences in a particular school for their students are developed by its own curriculum committee (principal, administrator, senior teachers).



Interrelationship between phases and steps

Planning

1. To determine the needs and purposes, identification and analysis of existing situation has to be done.
2. Formulate the philosophy of nursing educational program.
3. Objectives should be formulated based on community needs, resources availability, nursing roles, demands placed on nursing profession, philosophy and purposes of the educational program.
4. Involve the influential personalities in preparing curriculum construction, e.g. nurse educators, nurse administrators, nurse leaders and nurse practitioners.
5. Constitute a committee for curriculum preparation.
6. Decide the philosophy and policy of the organization, e.g. student recruitment, type of educational program, method of teaching, group involved, duration of the period; staffing requirement, e.g. teaching, supervised clinical practice, teaching-learning activities, selection of learning experience—theory and practice; instructional time, e.g. supervised clinical and community nursing practice, self-activity, self-study, co-curricular and extra-curricular activities, learning methods and materials, etc.

Development Phase

Organization and sequencing of:

1. Theory
2. Practical
3. Supervised clinical practice
4. Individual student rotation plan
5. Preparation of teaching-learning materials, AV aids.

Curriculum committee, reviews the progress, identifies constraints, assesses needs for modification and formation of other standing committees for management of the curriculum.

Implementation Phase

1. Actual conduction of teaching-learning activities (learner centered, socialized methods)
2. Conducting practical sessions in laboratory and institutional settings
3. Refinement of teaching-learning methods

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4. Assessment of student performance
5. Student guidance and counseling services
6. Health services
7. Curriculum committee meeting
8. Necessary action.

Evaluation Phase

1. Assess the student learning which is manifested through knowledge, skills, and attitudes
2. Teaching-learning process
3. Effective use of AV aids
4. Students activities undertaken in the community and institution settings
5. How effective educational experiences.

4.12. STAGES OF CURRICULUM PLANNING

There are many ways in which curriculum planning may be approached. Torres and Stanton (1982) see the curriculum process as having four main stages as follows:

Sl.No.	Stages	Description
1.	Directive stage	This initial stage lays the foundation for all other stages by identifying the beliefs. Knowledge and concepts that form the basis of the curriculum. This is done by the systematic gathering of information from the literature and also by the exploration of common beliefs about the nature of nursing. This leads to a statement of the philosophy of the curriculum, which in turn serves to influence each successive stage of the curriculum process.
2.	Formative stage	At this stage, the overall design of the curriculum takes shape and this design should reflect the philosophy described in stage one, as well as reflecting the nature of nursing. Objectives will be written for specific levels within the course as well as for overall course objectives and are derived from the broad characteristics identified in the previous stage. Content-mapping is used to select content elements for each aspect of the course and also gives staff and students and indication of the sequencing of topics.
3.	Functional stage	This is the stage in which the curriculum begins to assume a more practical form. Consideration is given to approaches by which the content can be organized and the notion of models of nursing is employed. The variety of teaching methods and learning experiences is also decided to include both classroom and clinical methods. In addition, methods of validating learning are decided, using the behavioral objectives formulated in stage two. There are three types of evaluation to be considered: 1. Evaluation for continued learning: This is evaluation that provides feedback for students to improve their learning. 2. Evaluation for grading examinations: Design for grading should not be viewed as a learning activity. 3. Evaluation for curriculum revision: This involves assessment of the total curriculum package and constitutes stage four.
4.	The evaluative stage	This can only occur when the curriculum is fully implemented and is thus a summative evaluation. There are three aspects to this: 1. Input evaluation: What the students bring to the course, such as mathematical abilities, problem-solving abilities and so on. 2. Throughout evaluation: All the tests and activities that students undergo as they progress through the course. 3. Output evaluation: Achievement of the characteristics identified in the directive stage. The Torres and Stanton process of curriculum seems to be finally based upon the behavioral-objectives model and is specifically tailored to the North American university system of nurse education

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4.13. LEVELS OF CURRICULUM PLANNING

Professional nursing curriculum includes all the planned opportunities subject matter, learning activities, that facilitates plans and implements in all settings for a particular group of students for specified periods. Here are three levels of curriculum planning identified in relation to the level of remoteness from the act of learning itself by Goodland (1961):

1. Societal curriculum
2. Institutional curriculum
3. Instructional curriculum.

Societal curriculum: It refers to the curricula or parts of the curricula, which are planned for a large group or class of students. It is curriculum, which is planned by groups outside the educational institutions. There are many such groups which exert pressure on curriculum development in schools or colleges.

Institutional curriculum: It is one that is planned by a faculty for a clearly identified group of students who will spend a specified time period in a particular institution or university or board of nursing.

Instructional curriculum: It consists of the content, i.e. subject matter and learning activities, planned day-by-day and week-by-week by a particular teacher for a particular group of students. The teacher who plans teaching and clinical experiences should be influenced by curriculum specialists.

4.14. CURRICULUM PROCESS

Curriculum is a composite of the entire range of experiences the learner undergoes under the guidance of the school or college. It is a systematic arrangement of the sum total of selected experiences planned by a school or college or a defined group of students to attain the aims of a particular educational program.

The curriculum development is an ongoing activity; it should be designed according to needs of the changing society, i.e. there is always time-to-time improvement in general education, changes in traditional customs, advances in medical sciences, research in nursing and increasing availability of resources. All these changes have an effect on nursing education, so the periodic evaluation and modification of the curriculum are essential if the program is offered by the school or college or university to keep pace with all these developments.

Phases of Curriculum Process

The curriculum is based on the philosophy and purposes of the school or college or university and its construction requires an understanding of educational psychology together with knowledge and skill in the principles and practice of nursing education. There are five steps in the development of the curriculum.

There are five phases in curriculum process, which include:

Phase I: Formulating the statement of philosophy of the school or college or university.

Phase II: Establishment's of purposes and objectives of the school or college or university.

Phase III: Selection of learning experience to achieve the purposes and objectives.

Phase IV: Effecting organization of the selected learning experience.

Phase V: Evaluations of the total program.

These phases may be discussed separately and considered as sequential, from the point

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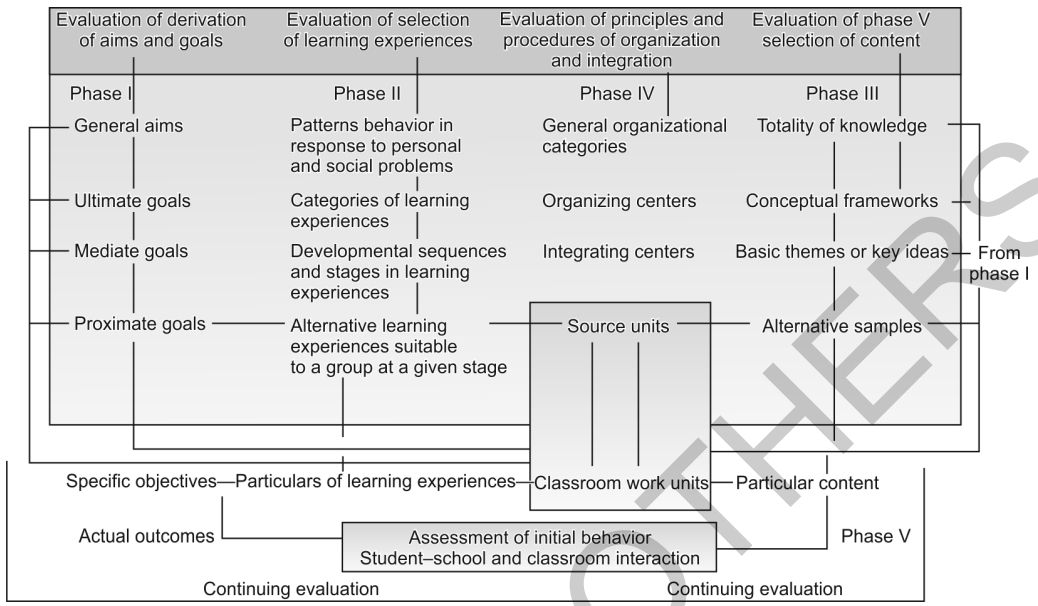

Relationship between phases of curriculum

of view both of time and of the operations involved. They are, however, related and interdependent and combine to form a cyclical process so that over time, the final phase affects the initial one. Each phase is a logical development from the preceding one, for mor commonly; work in one phase cannot be attempted until some works have been done in a preceding phase.

4.15. LESSON PLANNING

Lesson plan is a plan prepared by a teacher to teach a lesson in an organized manner. It is a plan of action and calls for an understanding on the teacher's part, about the students, knowledge and experience about the topic being taught and her/his ability to use effective methods.

Advantages of Planning a Lesson

1. It helps the teacher to be systematic, orderly in the treatment of the subject matter.
2. It provides confidence and self-reliance to the teacher. The teacher set forth some definite aims that he/she is to develop in students through certain activities or some other means.
3. It encourages the continuity in the teaching process and unnecessary repetition is avoided.
4. The interest of the students can be maintained throughout the lesson when it is well planned.

Steps involved in Planning a Lesson

There are few steps which should be followed while making a lesson plan. These are:

1. **Preparation/introduction:** This, in fact, is a means of exploration of the student's knowledge which helps to lead them on to the lesson. The teacher needs to prepare the students to receive new knowledge. He/she can introduce the lesson by testing the pervious knowledge of the student by asking questions. This

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in turn may reveal their, ignorance; arouse interest and curiosity to learn new matter. Charts, maps, diagrams, pictures also can be used.

2. **Presentation:** The aim of lesson plan should clearly be stated before the presentation of the subject matter, which helps both the teacher and the student to have a common pursuit.
   a. During presentation: In this stage both the teacher and the student must actively participate in the teaching-learning process. The students must get some new ideas and knowledge.
   b. Questioning, discussion, appropriate examples from real life situations should feature in presentation to make the presentation interesting and to motivate the students to learn.
   c. Teaching aids: Teaching aids should be used to make the lessons meaningful, clear, explanatory and comphrensive.
   d. Black board summary can be developed side-by-side.
3. **Comparison or association:** This step is important where the students are given examples and they are asked to observe carefully and compare them with other set of examples and facts. These will enable the student to deduce definitions and arrive at generalizations on their own.
4. **Generalization:** This step involves reflective thinking. The knowledge presented through the lesson should be thought provoking, innovating and stimulating to assist the students to generalize and untested formula, etc.
5. **Application:** The students make use of the knowledge acquired in familiar and unfamiliar situations and at the same time it tests the validity of the generalizations arrived at by the students. The students of nursing especially need to develop the skill of learning to apply the knowledge and skills gained in the classroom in their day-to-day nursing practice in the wards, clinic and home situations. This makes learning more permanent and worthwhile.
6. **Recapitulation:** This being the last step in the planning of a lesson. Understanding and comprehension of the subject matter taught by the teacher can be tested by asking suitable, stimulating and provotal questions to the students on the topic. This also gives a feedback to the teacher regarding the efficacy of the methods of teaching adopted by his/her. It tells whether further explanation, clarifications, etc. are needed or not, as well.

Suggested Performa for a Lesson Plan

There are various performa which can be used as an outline for lesson plan. Whatever format is used, the essential elements which should feature in a lesson plan are:

1. Statement of central and contributory objectives
2. Relationship of the present lesson with the previous lesson
3. Inclusion of learning objectives (refer to student activities)
4. Inclusion of learning activities (refer to teacher activities)
5. Methods of teaching to be used
6. Audio-visual aids to be used
7. Summary of the lesson being taught
8. Evaluative questions
9. Assignments for students
10. References on the topic of the lesson.

4.16. COURSE PLANNING

Course content and learning experiences need to be organized so that they serve the educational objectives. The concept of student centered learning, problem solving, nursing process and a variety of modes of learning may have to be considered for

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I Clement MPhil (Edu) MSc (N) MA (Soc) MA (Child Care), PGDHA is Principal, VSS College of Nursing, Nagadevanahalli, Bengaluru, Karnataka, India. He is an eminent author and a dynamic personality with a thirst for continuing his education in Nursing and the Allied Sciences. He is a Life Member of Trained Nurses Association of India, New Delhi, Christian Medical Association of India, Indian Hospital Association, Indian Society of Psychiatric Nurses, Asian Association of Cardiac Nurses, Indian Red Cross Society and National Research Society of India. He has published many articles in Nightingale Nursing Times, Nurses of India, Nursing Journal of India, Journal of Holistic Nursing and Asian Journal of Cardiac Nursing. He has organized many workshops and presented research papers in seminars and conferences.

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