Inspiration VI
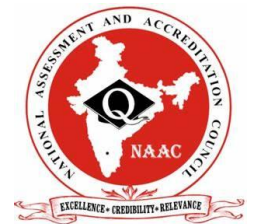
NATIONAL SEMINAR

'Emerging Innovative Teaching and Leaning Strategies in Nursing Education'

Date: 8th May 2019.

Sinhgad Institutes

2018-19.

Inspiration VI

'Emerging Innovative Teaching and Leaning Strategies in Nursing Education'

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4.	Session Three: Lesson Planning *Dr. (Mrs.) Jyoti Naikare.* Principal, Sinhgad College of Nursing, Narhe, Pune: 411 041.
5.	Session Four: Methods of Class room and clinical teaching *Dr. (Mrs.) Khurshid Jamadar.* Principal, Bharati Vidyapeeth University, College of Nursing, Pune, Maharshtra.
6.	Session Five: Effective use of Audio Visual Aids in Teaching *Dr. (Mrs.) Asha Suratkal,* Well known Educationists and Psychologist. Professor, Sinhgad Law College, Pune.
7.	Session Six: Accreditation in Nursing Education Program *Mrs. Reshma Bodhak.* Associate Professor, Sinhgad College of Nursing, Narhe, Pune.
8.	Session Seven: Research Priorities in Nursing Education *Dr. (Mrs.) Vaishali Payapilli.* Principal, Ganpatrao Adke Institute of Nursing, Dwarka Cir, Dwarka, Nashik.
9.	Session Eight: Effective study habits for learners. *Dr. (Mrs.) Madhuri Shelke.* Principal, Tilak Maharashtra University, College of Nursing, Pune.

SINHGAD TECHNICAL EDUCATION SOCIETY ®

(Regd. No. MAH/ 7199-93/ Pune dt. 6/7/93 & F-8282 (Pune) dt. 12/8/93)
19/15, Erandwane, Smt. Khilare Marg, Off. Karve Road, Pune: 411 004.
Tel.: (020) 25459751, Fax.: 2545 3456, Email: stes@sinhgad.edu

PROF. M. N. NAVALE
M.E. (ELECT.), MIE, MBA.
FOUNDER PRESIDENT

DR. (MRS.) SUNANDA M. NAVALE
B.A., MPM, Ph.D.
FOUNDER SECRETARY

Message from Hon'ble Founder President

Sinhgad Technical Education Society believes in holistic development of students and teachers and works towards its achievement. The society strives to achieve this by inculcating a unique value system, transparent work culture, excellent academic and physical environment conducive for learning, creativity & technology transfer.

The goal of S.T.E. society is to improve the practice of education and to serve the public and profession of health sciences by certifying health education specialists and promoting professional development. Our mandate is to generate, preserve and share knowledge for developing the vibrant society.

Nurses play an integral role in health care. A national seminar on emerging innovative teaching and learning strategies in nursing education will positively impact on quality of patient care, increase retention and ensure a sufficient and competent nursing workforce, which is paramount to survival of the health care system. Through the contributions of nursing leaders from the broad spectrum of nursing education and practice will help to develop a innovative teaching and learning strategies for future design of nursing educational programs and to meet current and future practice needs.

Sinhgad College of Nursing in collaboration with NAAC Bengaluru is initiating to bring about a change by focusing and standardizing Challenges in nursing education and health care system at national level. This seminar aims at bridging the gap between nursing education and nursing practice through a new approach in nursing education.

I heartily congratulate and wish the organizers a great success for the seminar and express my sincere and warm wishes for the event.

Hon'ble Prof. M. N. Navale.
Founder President
Sinhgad Technical Education Society,
Pune

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Message from Hon'ble Founder Secretary

Sinhgad Institutes is committed to quality, innovation, quality education and a holistic approach. We stand out in terms of the trust that we have generated in the minds of the students. Sinhgad Technical Education Society is abreast with changing trends determined to excel in all the spheres of education. With a commitment to deliver unparalleled excellence we strive for peak performance at work.

Nursing is one such profession where one has to put in every effort. We serve the sick and the needy with tremendous devotion. In the present scenario the demand in the nursing professionals increasing day by day but the supply is decreasing. The innovative teaching & learning strategies in nursing education to conquer challenges in health care system will provide the highest quality nursing care and help the nurses to conquer the tomorrow.

I extend my best wishes to Sinhgad College of Nursing for their efforts in organizing this national seminar in collaboration with NAAC Bengaluru on emerging innovative teaching & learning strategies in nursing education.

I wish them great success for their future endeavors.

Dr. (Mrs.) Sunanda M. Navale
B.A., M.P.M., Ph.D.
Founder Secretary,
Sinhgad Technical Education Society,
Pune

Message from Hon'ble Vice President (HR.)

Today knowledge rules over the world. Experience is brilliance. Tradition is getting trumped over by innovation. Sinhgad Technical Education Society is one of the catalysts for such change. By creating a dynamic social environment we are helping to build the next generation of leaders.

Keeping in mind the rapid growth in health care industry the nurses needs to assume accountability for patient -care outcomes through the integration and application of evidence -based information and models of care delivery. Nurses need to be skillful and competent enough to meet the changing needs and challenges of the society. This is possible only when nurses develop themselves through their skills and widen their horizon of knowledge and extend their services to meet the health demands at global front.

Sinhgad College of Nursing is a first NAAC Accredited institute under nursing fraternity under Maharashtra University of Health Sciences, Nahsik. First accreditation was in year 2012. College is also reaccredited by NAAC B ++ in year 2017.

I am sure that this seminar will serve as a platform for the exchanging of ideas and sharing of experiences which will help in promotion of quality Nursing Education and its implementation in nursing services to meet the challenges for Tomorrow.

I extend my warm wishes to the organizers for the success of the national seminar. The national seminar will definitely lead to achieving the objectives they intend to do..

Mr. Rohit M. Navale.
Vice-President (HR)
Sinhgad Technical Education Society, Pune

![Sinhgad Institutes logo]

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B.A., MPM, Ph.D.
FOUNDER SECRETARY

Message from Hon'ble Vice President (Admin.)

As an educational institute we always pride ourselves on our cutting edge approach to education. We believe that, education has to keep pace with the world and today when the world can change at a moments time; we have managed to keep our students at par with the best in the world.

Education extends the best service to the individual, to the society, to the nation and to the humanity at large. With students fired with the spark of determination to excel, a competent and dedicated faculty leaves no stone unturned. Everybody is geared towards ensure best practices and that is definitely the case with Sinhgad Institutes.

It gives me great pleasure that Sinhgad College of Nursing, Pune is organizing National seminar in collaboration with NAAC Bengaluru on:

"Emerging innovative teaching and learning strategies in nursing education"

Nursing Profession is a noble profession and is emerging day by day with innovative techniques and trends which will certainly benefits to our society. This national seminar provides opportunity to the delegates to exchange their ideas and involvement towards nursing.

I am pleased to say that Sinhgad College of Nursing is striving towards the new advancement through this national seminar and will help to uplift nurses to face tomorrow's challenges in nursing education and health care system.

I am sure this national seminar will be able to instill the enthusiasm and vigor among the practicing nurses and students not only in practice but also meet millions of challenges and tireless efforts contributed towards betterment of professional practice.

I wish the national seminar all the success.

Mrs. Rachana Navale Ashtekar
Vice-President Admin
Sinhgad Technical Education Society
Pune.

Sinhgad Technical Education Society's®

SINHGAD COLLEGE OF NURSING

(NAAC ACCREDITED- GRADE B⁺⁺)

(Approved by Indian Nursing Council, New Delhi,
Maharashtra Nursing Council, Mumbai &
Affiliated to Maharashtra University of Health Sciences, Nashik.)

Sr. No. 49/1, off Mumbai – Bangalore Westerly Highway, Narhe, Pune 411 041.
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Message from Principal
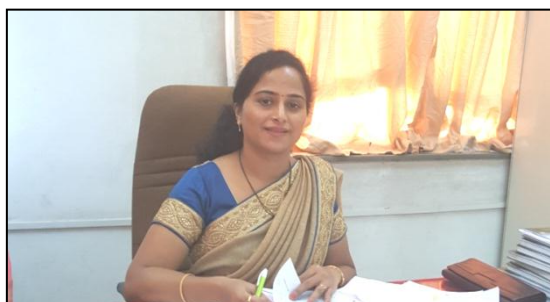
While the need for professional education was gathering momentum in the early 1990s in India, a visionary, Prof. M. N. Navale, established Sinhgad Technical Education Society (STES) to provide high quality professional education.

In the year 2004, Sinhgad College of Nursing was the first health care educational institute established under the umbrella of Sinhgad Technical Education Society with an objective of preparing professional nurses to serve across the globe. Basic B.Sc. Nursing with 50 intake capacity was started in year 2005, Post Basic B.Sc. Nursing with 50 intake capacity was started in 2008 whereas Postgraduate course in year 2009 with all 5 specialties and 5 intake capacity in each specialty. All courses are recognized by Indian Nursing Council, New Delhi & Maharashtra Nursing Council, Mumbai & Affiliated to Maharashtra University of Health Sciences, Nashik.

Sinhgad College of Nursing is the First Nursing Institute under MUHS undergone first NAAC Accreditation Process and is accredited by NAAC in the year 2012 by CGPA 2.30.

Also one more credit, First NAAC reaccredited Nursing Institute under MUHS and accredited by NAAC in the year 2012 by CGPA 2.87 by Grade B++.

The Institute aims at becoming a center of excellence with Global presence in the near future.

I wish all the very best for this.

Sinhgad College of Nursing is trying to bring an amalgamation of both education and service to bring about reformation in nursing to bring about standardization in Profession to make a mark at the Global Level. This National Seminar in Collaboration with NAAC is one step in it.

I welcome all Delegates, Resource Persons for this Seminar.

Mrs. Jyoti V. Naikare
Principal
STES, SCON.

From the desks of Scientific Committee

Scientific Committee welcomes all participants to the Third national Conference of SCON.

We are very happy to present before you this 'Inspiration VI', a Forth sequel of souvenir series.

We are thankful to resource persons and the contributors of the souvenir for presenting their thoughts on theme.

There will be eight scientific sessions, Scientific papers and poster presentations in this conference.

Development of the nursing profession is an essential goal of nursing education. One way to reach the goal is by clarifying professional status, a status which for the most part is transferred through tacit knowledge. The goals of any nursing education do not include the entire body of tacit knowledge. The development requires recognition of professional status.

We are thankful to our STES management, Dr.(Mrs.) Shalini Sardesai, Dean, Smt. Kashibai Navale Medical College and General Hospital and Dr. (Mrs.) Jyoti V. Naikare, Principal, SCON, Narhe for their valuable and kind guidance, sustained patience, constant advice, timely support from the inception and meticulous supervision for successful completion of this task.

We express our sincere appreciation and gratitude to Dr. Jagannath Patil, Adviser, NAAC NAAC Team for their constant guidance and support throughout this project.

We are grateful to all our colleagues in the all Committees who have without fail kept to the deadlines. They have been a source of inspiration for us.

We have made every effort to publish the abstracts as accurately as Possible.

We take this opportunity to wish you a very satisfying scientific treat in the various sessions of the conference.

Scientific Committee

Mr. V. R. Naikare.   Mrs. Reshma Bodhak.

Mrs. Tejashree Muley, Mr. Amit Bhandari.

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KEYNOTE ADDRESS

Prof. (Mrs.) S. Chooramani Gopal
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Council Member, National Academy of Medical Sciences
Former Vice-Chancellor, Chhatrapati Shahuji Maharaj Medical Univ.,
(KGMU) UP, Lucknow,.
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Distinguished Guests, Organizers of this conference, Faculty, Students & Delegates,

A warm good morning to all of you.

India's concern for health has been from times immemorial, well documented in Vedas; Atherveda; Ayurveda and Upanishads, enshrining the concepts of holistic health, prevention of illness, promotion and preservation of mental physical spiritual and social health and treatment of disease. This has been embodied in concepts and culture. For care of health there has to be committed work force comprising essentially of Doctors, Nurses and Paramedical. The nurses play a very pivotal role in good outcome of any sickness.

History of nursing in India dates back to about 1500 BCE in Hindu teachings of the Samhite period (200-100 BCE). Atharveda, Sushruta (500 BCE) Charak (300 BCE). Sushruta define ideal relationship of vaid / doctor, nurse, patient and medicine upon which the *cure* depends. Charak samhita described the qualities of nurse as knowledge of the manner in which drugs should be prepared or compounded for administration, cleverness, devotedness to the patients and purity of both the body and mind. But there is no information about female nurses in ancient and medieval India. (Rajnarayan R Tiwari [1]).

The modern medicine including nursing was introduced in India by Portuguese in 17th century when Albuquerque established Royal Hospital at Goa (Sakurkar 2011[2]). J.J. Hospital of Bombay was the first to start nursing training. The first woman was Kashi Bai Ganpat in 1891 from Bombay. Many nursing school came up by 1922 when Trained Nursing Association of India

(TNAI) was established. In 1947 India had just 7000 nurses for the whole country with a population of 35 crores. ***Nurses lacked professional and social status.*** Indian Nursing Council (INC) was created in 1947, to regulate the standards of nursing education. Bhore committee 1943 emphasized integration of preventive and curative medicine and recommended remodeling of health services in India. From 1950-1970 many a steps were taking to improve upon nursing education with the help of WHO, UNICEF and USAID and medical experts of the country.

For advanced Nursing Education, colleges of nursing at Post Graduate Institute of Medical Education and Research (PGIMER), Chandigarh was established in 1964 followed by at AIIMS New Delhi 1969. By 1974 Psychiatric Nursing was added in the curricula of nursing throughout the country. In 1989 government guidelines of nursing collages in states were laid down by INC.

Nursing Work Force Need in India: As per central bureau of health intelligence 2018, by 2030 India will need 2 millions doctors and 6 millions nurses to achieve the global "Sustainable Development Goal" to which India is a signatory. Thus a shortage of nearly 4 million nurses is expected. At present India is short of 1.94 million nurses according to Indian Nursing Council and WHO. This acute shortage of nurses is partly attributable to low recruitment, migration, attrition, dropouts due to poor working conditions brain drain to OPEC Countries, Europe and USA etc. In rural India the nurse population ratio is worse.

Devi Shetty 2015 pointed out that there is a drop of nearly 50 % in admission rate by the takers for nursing. There are 2958 nursing schools for general nursing and midwifery with admission capacity of 118406 and 1921 for ANM with a capacity of 54859 students. Only less than 50% seats are filled.

India is witnessing unprecedented social and economic change and explosion in Industrial growth, infrastructure and information technology which has led to rapidly expanding urban middle class and a surge in slum dwellers, poor health and low literacy in rural India. The country is facing increase in the non communicable disease like developed countries at the same time the burden of communicable diseases and microbial resistance is also high coupled with significant population below poverty line. The India health system comprising of private, government and charitable Institutions, all suffer from acute shortage of health workers at every level. In addition, poor health system governess to monitor and regulate training Institutions, professional practice and clinical standards, along with corruption both in private and public sectors, seriously compound the situation.

Nursing Education in India:

India faces an acute shortage of nursing staff with an estimated deficit of 2 million 1,40,000 nurses in public sector alone. The nurse-population ratio 1:2,500 compared with ratio of 1:150 to 1:250 in higher income nations. In-spite of great potential of job opportunities and career there are not many takers mainly due to stigmatized and low professional status to nursing especially among Hindus and Muslims.

Building Nursing Education Capacity is of Paramount Importance:

Several reports have highlighted problems of nursing education in the country like inadequate governance at state level leading to sub-standard nursing educational institutes which

INC is not able to control; serious teaching staff shortages; poor physical infrastructure; poor educational resources specially lack of clinical skill teaching labs; lack of continuing professional development; lack of promotion opportunities; over-cluttered curriculum; poor student living accommodation; poor links between clinical areas and educational institutions; inadequate clinical experience and poor remuneration are some of the reasons adversely affecting the nursing education.

As a strategic measure to improve nursing education one has to increase recruitment of faculty and also develop methods of value addition to the existing faculty by incorporating opportunities for continuous professional development through CMEs, modular teaching scholarships, exchange programmes to national and international nursing institutions of excellence. Also it is desirable looking into the need of specializations it is the need of the hour to introduce subject specific specialized nursing training courses in various nursing colleges. Such type of training and courses will enthuse the nursing profession in general and will enhance the professional skill as well as status of nurses among the medical professionals and the society. It will pave the way of nurses for better salary structures both in government / private sector within the country and outside the country, razing the social status.

For a long time the focus of nursing education has been on didactic lectures. Time has come when the nursing education must also innovate on teaching technology. Group discussions participatory approach formative evaluation collaborative planning problem based learning experiential student centered educational approaches be adopted. Introduction of simulation techniques (computerized mainquain based lab) is very potent tool for safe clinical teaching and practice for nurses. This should be provided at least in these nursing institutions imparting higher education. These centers can be developed in each state as centers of excellence in nursing education.

Summary:
Looking into the national and international demand of nurses, investing into making nursing educational institutions should be viewed as an opportunity by the country which fortunately is rich in human resource. Razing the social status of nursing profession will be a win-win situation for our country. A well trained and qualified nurse is the most important asset to the delivery of health care system as well as for development of nursing education system. To combat deficiency of faculty in nursing education it may be good to encourage senior nurses from the pool of clinical care to be rotated to teaching as a policy and vice-versa the teaching faculty should also be exposed to clinical side for improving upon their clinical skills. There is need to empower the governing and monitoring body like INC and the universities who must also advocate on the minimum wages, and enforcement of better work environment to various cadres of nursing profession. Enhancement of rural health services specially at primary health centers is highly desirable for which there is need to continue the training of lady health visitors ANMs and MIDWIVEs who should the given rural service incentives to encourage them serve the rural India. After specific period of minimum of 5 years they should be given opportunity to career advancement by which a percentage of them could be moved on to district level after acquiring competence through special training.

I strongly feel that a national committee be made to formulate such policies to empower nursing profession dignity, status, intelligence, skills, innovations, research aptitude and role in national planning.

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Current Issues and Emerging Trends in Nusing Education in India.

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INTRODUCTION .
- Nursing yesterday was guiding
- Nursing today is inspiring
- Nursing tomorrow will be challenging.

Due to ageing population, growing diversity, global health care system there is rapid advances in medical knowledge and technology.

Hence there are innumerable challenges faced in nursing education in India, with challenges need fortitude and perseverance to overcome these challenges.

Goal of nursing education is to prepare nurses who are competent and caring. Developing competent practitioners is the concern and responsibility of all nurses.

Develop from knowledge base and range of competencies capable of supporting new skills and knowledge as they emerge.

Overall aim of Nursing Education is to develop a high quality nursing workforce that can meet the millennium development goals.

CURRENT ISSUES IN EDUCATION

Issues are important topics or problems for debate or discussion. Changes occur every where including professions.

• Social issues
  Emotional issues
  Ethnic issues
  Gender issues
  Economic issues
  Cultural issues
  Girl education

• Ethical issues
  Discipline and security
  Expression of violence have increased the culture and so has violence in the schools.

• Race ethnicity and equality
• Mainstreaming
• Public versus private

Emerging Trends in Nursing Education In India

The simple meaning of trend is 'movement in a particular direction'.

From the time of Florence Nightingale each generation of nurses in its own way fostered the image of Nursing.

Nursing is dynamic by its own way and it gives rise to various trends.

Trends in Nursing Education is India are organized as,

a. Curriculum Innovations
b. Technology & Nursing
c. Student Population
d. Clinical Teaching Learning Process
e. Evaluation System
f. Quality Assurance
g. Knowledge expansion
h. Modes of Education.

A.CURRICULUM INNOVATIONS.

Periodic Revision of Curriculum & Curriculum Change:

- Focuses on outcome and emphasizes on student participation & responsibility for learning.
- Time to time revision of curriculum of nursing education.

Advanced Educational Technology:

- Advanced educational technology media like projectors, Smart boards, computer models and simulation labs are provide effective teaching experiences to students.

- Nursing students widely use smartphonesand tablets and android applications as means for educational support.
- Android apps provide information to the fingertips of the students in no time and is increasingly used in clinical nursing education

Animations & Cinematic Technology:
- Animations are now widely used to enhance the learning experience,Video assisted teachings with the help of animation are being widely used in nursing education.

The use of cinematic technology in the class room teaching provides a varied learning experience which engages students in learning complex material through visual illustrations.

B.TECHNOLOGY & NURSING
- **Nursing Informatics**:
. Nursing informatics empowers nurses in achieving a good patient centered health care.
- **Simulations in Nursing Education**: Simulations are getting wider acceptance in nursing education system, where concepts of patient safety and consumer protection are accent.
- **Technology & Nursing Education**: Technology exerts greater influence on nursing education as a tool for teaching and learning. Computers are used in all the fields of healthcare with the advent of advanced technology.

C.STUDENT POPULATION
- Presently male Student Enrolment for Nursing is enhanced.
- Changing demography of Nursing Students: Present day nursing students represents a diverse population in terms of gender, age and socio economic status.

D.CLINICAL TEACHING AND LEARNING PROCESS
Evidence Based Practice Incorporating research based evidence in nursing education enhances evidence based practice.

Advanced Clinical Nursing Education: Nurse Midwifery Practitioner,Nurse Anesthetist, and Nurse Specialist similarly Nursing Education is focusing on different specialities in Education.

Supervised Training by Nurse Educators:Enhanced in Clinical areas.

Clinical Instruction – Training the Trainers:
Clinical teaching is given more emphasis and training of all nursing faculty in clinical area is getting mandatory in Indian settings.

E.EVALUATION SYSTEM
University Based Education: Previously, the GNM and ANM courses were offered in Schools of Nursing that were not affiliated to any University. Now, B Sc. Nursing and MSc. Nursing courses are being offered to nursing students in Colleges of Nursing which is either affiliated to, or a constituent of a university.

Innovative Evaluation Strategies: Innovative evaluationstrategies like 'Objective Structured Clinical Evaluation' (OSCE), Rubrics, are now widely being used in nursing education. OSCEs are widely used to evaluate clinical skills and competencies. In clinical nursing education, rubrics are used to objectively assess student performance and it focuses on aspects of patient safety.

F.QUALITY ASSURANCE
Educational Quality Assurance:Trend of educational quality assurance has emerged recently. It is a process of monitoring and evaluating the efficacy and effectiveness of educational provision and to institute remedial measures as and when needed.
e.g. Accrediting colleges of nursing.

Advanced Nursing Courses:Now more focus on their carrier advancements by continuing nursing education programs and inservice educationprogramme.

High demand for; Nurse Practitioner, Clinical Nurse Specialist, MPhil and PhD programs.

F.KNOWLEDGE EXPANSION

Expanded Nursing Literature: the last decade had witnessed a great expansion in nursing literature. The CINAHL, Cochrane, PubMed databases serves as the ex-cellent treasure for nurses & nursing students,has helped a lot in disseminating the research finding across the geographical and economical barriers.

Research in Nursing Education: Research has become a major area in curriculum.. Educational research focuses on enhancement of the teaching and learning process.

H. MODES OF EDUCATION

Approach towards Education in Nursing:

Foreign universities provide courses such as accelerated RN program, LPN to RN programs in distance education modes.

In India; Indira Gandhi National Open University (IGNOU) offers various courses in nursing via distance mode.

E-Learning & Online Education: E learning and online education are becoming important icons of nursing education which increases the scope of universal learning.

Inter professional Education

The need of collaborative practices among health care professionals led to the emergence of IPE. Individuals from different professions learn together in the milieu of inter professional education

CHALLENGES

Challenges faced in Nursing Education

To review Nursing curriculum.

Development & strengthening in continuing education.

Strengthen nursing research.

Upgradation of Nursing Education.

Qualifications of Nurse educators to be strengthened.

To empower the nurses in policy decisions.

Conformity of nursing education standards with Quality Assurance system .

Stern action against unethical practices

Faculty development and faculty vacancies are critical challenges.

Lack of Support For Continuing Nursing Education

Minimize Theory Practice Gap and Improving Clinical Skill

Curtail Unethical Practice Existing In The Field of Nursing Education.

Lack of Academic Environment

- Principle function is to manage the learning environment rather than be the main conduit of information to students
- Inadequate infrastructure.
- Insufficient teaching and learning resources.

Inadequate skill development

Lack of Efficient/ Sufficient Training Places

Shortage of Qualified Faculty in Educational Institutions

Lack of Update of Knowledge &Competency

Demand for Specialized Care

Quality Deterioration

Collaboration Between Nursing Services &Education

Academic dishonesty

Lack of discipline

CONCLUSION:

Trends are kin changes that takes place and become vogue. The technological changes, changes in demographics and health patterns have contributed to various trends in nursing education. The dynamic nature of nursing education strive to enhance the quality of care, the core of nursing.

Current Issues and emerging trends in Education in India.

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GENERAL ISSUES AND TRENDS IN EDUCATION

A trend implies a particular tendency or a movement or even a bias towards a certain issue. For instance following colonization, Science as taught in the western world and the English language became integral parts of curriculum in India. trends in education appear, may become popular, may stay or even disappear. This is because the concept of 'education' is dynamic and its form changes with the changes in the societal philosophy. Bringing about sustainable development is one of the Millennium Development Goals of the United Nations and we know that education is the key to attain it. Apart from privatization, globalization and education for sustainable development, there are many new trends in education such as technology mediated education, lifelong education, distance education, inclusive education, education for peace, etc. and all these trends are the consequences of the contemporary thoughts and practices.

General Trends in Education
Privatization:

Ownership is mainly of two types namely private and public. the former implies that ownership rests with an individual or a group of individuals while the latter implies that the government happens to be the owner. A third type of ownership is however now becoming popular, the public private joint ownership. in the field of education, 'privatization' as a trend was not the consequence of disinvestment. Rather, this trend owes its growth to the amazing growth of private organizations in the field of education. Education became an area of priority for the nation and initiatives were taken by the government to provide education to the masses. Areas catering to the masses like elementary education. private institution

GLOBALIZATION:

Globalization is a relatively new concept barely a few years old but is it a totally new idea. Today with treaties and agreement for open trades and services and especially due to advanced ICT facilities the idea of globalization is being translated into practice in the field of education.

At this point to understand the trend of globalization in a better way, we shall discuss briefly the provisions of GATS regarding education. They are: Cross border delivery of education services via internet i.e. virtual classrooms with distance education, online testing services; Movement of students from one country to another for higher education; Establishment of local branch campuses or subsidiaries by foreign universities in other countries, course offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchising ; Temporary movement of teachers, lecturers, and education personnel to provide education services overseas.

Benefits of Globalization: Overcoming Complacency through Competition, Wide Range of Choice, Cultural Impact,

SUSTAINABLE DEVELOPMENT:

The educational trend regarding sustainable development could primarily imply that education has to

reach the masses. it should be relevant to the aspirations and needs of the people so that they can secure livelihood and improve their quality of life. Opportunities for lifelong education has to be provided for lasting changes and this requires increasing access to technology and developing digital literacy. Attitudinal changes in children have to be induced so that they respect nature and care for it. Today the economic growth rate is higher and the attainment of the indices of human development is better than what we had in the last century. But when there is a comparison at the global level ,India and many other developing nations lag behind on most of these indices.

OTHER MODERN TRENDS IN EDUCATION:

Lifelong education:

Education is a continuous process and most of the people in any profession or occupation are required to continue with their education through formal, non-formal and informal channels. Even those not pursuing any occupational profession may pursue educational activities at any age and stage in their life. Thus although it is need based but the basic philosophy involves an open attitude towards people and their educational needs. Lifelong education is facilitated by developments in Information and Communication technologies and the scope for distance learning.

Open and distance learning (ODL):

It is a modem phenomenon with rapid growth. As per the Knowledge Commission in higher education about 50% of the learners are enrolled in this mode. This process is being facilitated by the new information and communication technologies. Convergence of the conventional and distance mode is an emerging trend and it will make the boundaries between the two systems porous. On campus learners may become off campus and vice versa or students could be benefiting from regular classroom teaching as well as learn at a distance.

Integration of ICT:

The teacher is no longer the sole source of information as technology is taking over as surrogate teacher. Computer and web-based technologies are getting integrated into the educational process. These technologies are used for teaching and learning and also for educational administration such as creation of data banks, maintenance of records, communicating records, etc. ICT is today considered important for enhancing the quality of education. Hence, UNESCO initiated "ICT in Education Policy" project in 2003 to promote appropriate policy models and strategies for the integration of ICT into education in the Asia-Pacific region.

Inclusive education:

Children with special needs are often considered as liabilities who deserve sympathy rather than dignity. The present philosophy is that schools should resemble communities where individuals live together harmoniously. Hence, education in the beginning should be inclusive and later on may be offered in a special manner. Thus the trend of inclusive education will include many children with disabilities in schools so far excluding them to ensure social justice and equity.

This all modernization in education system leads to increase India's Literacy Rate from 65.38% in 20111 to **93.91%** in 2017-2018. Still, Bihar is left with literacy rate **63.82%**.

CURRENT ISSUES IN INDIA

Education problems in India have been in existence for quite some time now and these continue to dog the concerned. India has reached remarkable achievement in the economic sector and this has brought a lot of changes in the education sector.

But these changes have not turned to sufficient to solve the ever existent and ever changing education problems in India. In MARCH 20111,Pranab Mukharjee,Finance Minister of India(2011) announce a meaty increase of 24% towards the education sector. India today is Second Largest Higher Education Sector network in the world. There are 343 universities and 17,000 colleges which are increasing in numbers with every passing year. A country with more than 1 billion population has just one third population which can read. India accounts for the world's 30% illiterate.

Issues faced by the students in Education are:

1.Lack of infrastructure
Approximately 95.2 per cent of schools are not yet compliant with the complete set of RTE infrastructure indicators according to survey conducted in 2010.They lacks drinking water facilities, a functional common toilet, and do not have separate toilets for girls.
Number of boards causes non uniformity of curriculum throughout India so maintenance of quality standard is quite difficult.

2. Poor global ranking of institutes
Only 4 universities are featured in first 400 .This is largely because of high faculty-student ratio and lack of research capacity

3. System of education
Education is information based rather than knowledge based. The whole focus is on cramming information rather than understanding it and analyzing it.

4. Gap between education provided and industry required education
Industry faces a problem to find suitable employee as education provided is not suitable for directly working in industry

so before that a company is required to spend large amount on providing training for employee.

5. Gender issues
Traditional Indian society suffers from many kind of discrimination so there are many hurdles in education of unprivileged sections of society like women, SC, ST and minority

6. Costly higher education
Very minimal amount of subsidy is provided for higher education so if student seeks to get chances of higher education still he misses out because of lack of economical resources

7. Inadequate government funding
The demand for financial resources far exceeds the supply. Very small amount is available for innovative programs and ideas.

8. Education System Promotes Rat Race
Our education system basically promotes rat race among our children. They have to read and mug-up entire text book without any understanding of it.So a student who scores 90 out of 100 and comes first actually remains a rat. I mean to say he or she does not have any analytical skills that a child must have. It is time to change our education system.

9. Education Does Not Builds Persona of a Child
Unfortunately our education system is not helping to develop persona of a child. Remember, it is personality that is more important than academic qualification.

10. No Critical Analysis, only Following the Establishment
Our children are not able to do critical analysis of anything, for example our history, culture and religion. They take

the line of establishment or the views of predominant majority.They are simply not able to look things from their own perspective. If you want a society should become a lot better than we must develop a culture of looking at things critically.

We are simply failing at this because of our education system. Children must learn to criticize our own culture and other established narratives.

11. Too Much Parochialism Rather Global Outlook

Our education teaches too much of nationalism and it could create a negative mindset in our younger generation. Loving your country is good thing but just blind love is dangerous.In our schools children are not able to get a global outlook. It means how to see yourself that you are actually a global citizen rather confined to a place or a country.

12. Medium of Language of our Education System

This is also a big problem that needs to be addressed. We are not able to decide on the medium of language of our education system.Still emphasize is given on English where majority of children cannot understand the language. So how does they are going to understand what teachers are teaching. Moreover, subjects like mathematics, physics and arts have nothing to do with the medium of communication. Hence, over-emphasis on English could be wrong.

13. Education given is Irrelevant to Job-Market

This is perhaps the most apparent failure of our education system that after completing graduation in any discipline students are not able to get jobs.It is simply because skills that are required in a job market are simply not present in a fresh graduate. All that a student is taught in his entire school and college life is almost redundant for job markets.

Skill that is required by them is not taught in schools and colleges. Hence our education system is needed to be revamped and must be designed according to our economic policies.

14. Missing Innovation & Creation because Only Aping West

If we talk about the privileged children in India then even they are not able to innovate and create new things. Although they have everything that a child need but still they lack something in them. What they are doing is only aping western culture and not being able to do something new. On the one hand children are not able to go to schools and on other hand, if they are going then are not able to innovate or solve the problems that the country is facing. Hence, this is yet another fundamental problem with our education system.

15. Students Happy in Getting a Highly Paid Salary Job but Lacks Ambition to Become Entrepreneur

Now, in college campuses it has become a common thing that every young student is interested in a getting a job that pays them well. However, they would never like to become an entrepreneur. This lack of ambition does not allow our country to excel in any field. This attitude of our children making them slaves of few multinational companies. Therefore our education system should be designed to make our children a successful entrepreneurs rather going for a salaried job.

16. Gross Failure of Our Education System to End Social Disparity

The last but not the least failure of our education system is after so many years

it has not being able to reduce social disparity in our country. In fact, social disparity has gone up. It is such a shame that education itself has become a tool for creating divisions. A child of a rich parent would get good education and a child of poor parent cannot afford even a basic education. Government should intervene and make education its prime responsibility.

How to solve these problems?

1. Adoption of technology
Effective use of technological tools in teaching has many benefits. It will solve the many problems of infrastructure, quality

2. Teacher training
Teachers' training remains one of the most chaotic, neglected and deficient sectors of India's vast education system. This needs to be changed as they virtually hold the destiny of the future generations in their hands

3. More government spending
India targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Also funding is needed to be spend on building infrastructure

4. Inclusive education system
Growth in education sector should incorporate all sections of society like rural, urban, backward classes etc.

5. Quality education
Education provided should meet needs of student. e.g. education provided to hearing impaired or slow learners. It should allow them to enhance their skills and get better employment options

6. PPP model
Public-Private sources and to encourage the active participation of the private sector in national development. It is more forcefully advocated when public resources are projected to be inadequate to meet needs.

7. IES
An All India Education Services should be established which will decide the policies of education in consultation with educationalists

8. Education policy
Educational policy need frequent update. It should cover personality development aspect of student It should also imbibe values of culture and social services.

Concepts of Teaching and Learning

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- LEARNING : **Meaning**
    - It is said to be equivalent to change, modification, development, improvement and adjustment.
    - It is a comprehensive term which leaves permanent impressions on individuals.
    - Learning is central to all behaviour- speaking, writing, thinking and perceiving.
    - Our attitudes and emotional expressions are also learned behaviors.
- EFFICIENT LEARNING
    - Measured by three factors accuracy, speed and retention.
    - Accuracy : How accurately do learners remember.
    - Speed: How soon do learners remember.
    - Retention: How long do learners remember.

- LEARNING…………………………...

DEFINITION

Learning is acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in an individual attempt to overcome obstacles or to readjust to new situations. It represents progressive change in behavior. It enables him to satisfy interests to attain goal. (Crow and Crow).

- According to Crow and Crow, learning is the acquisition of knowledge, habits and attitude in an individual for the betterment of self and society.
- It is acquisition of habits, attitudes, perceptions, preferences, interests and social adjustments, values and ideals.
- Learning is modification of observation, thinking.
- THEORIES OF LEARNING…………….

DRIVE REDUCTION THEORY(HULL)

Learning will occur due to performers desire to complete the task.	By achieving their drive they will be satisfied.	Motivation of performer is maintained.	Teacher should formulate challenging goals.

CONDITIONING THEORY	• Performer develops link to a cue. • Stimulus Response Bond
LEARNING BY TRIAL AND ERROR	• Slow, laborious and primitive type. • Child will learn by imitation and trial and error method
LEARNING BY OBSERVATION AND IMITATION	• Promotes attention, discrimination, recognition.
LEARNING BY DOING	• Coordination of muscular responses with sensory impulses.
OPERANT CONDITIONING (B.F.SKINNER)	• S-R bond will be strengthened or weakened. • Appropriate response with correct use of positive reinforcement.
THEORY OF REINFORCEMENT	• Positive Reinforcement. • Negative Reinforcement

- RELATIONSHIP BETWEEN TEACHING AND LEARNING
- Teaching is directed towards promoting learning through motivating learner or creating interest in learning.
- Teaching is a cooperative affair between the teacher and students. Poor cooperation leads to poor T/L process.
- Teaching should be creative to bring interest and pleasure in learning.
- Students learn more when they are taught in a kind and polite manner.
- Principle of repetition and exercise makes the student to understand, retain and recall the matter effectively.
- Principle of readiness- interest, abilities, maturation, development levels.
- If teaching and learning is followed by rest and change refreshes the mind.
- feedback about the progress of the students and further reinforcement are most essential components of T/L process.
- Inculcating habits of self learning / self study/ independent work provides with opportunities and training for this purpose.

Lesson Planning

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Educational Circle

What will the student be able to do at the end of the session?

Do the objectives or methods need to be changed

Objective

Evaluate

Which learning experience will help them to do it

Assessment

Method

How will we assess whether he has mastered it

2
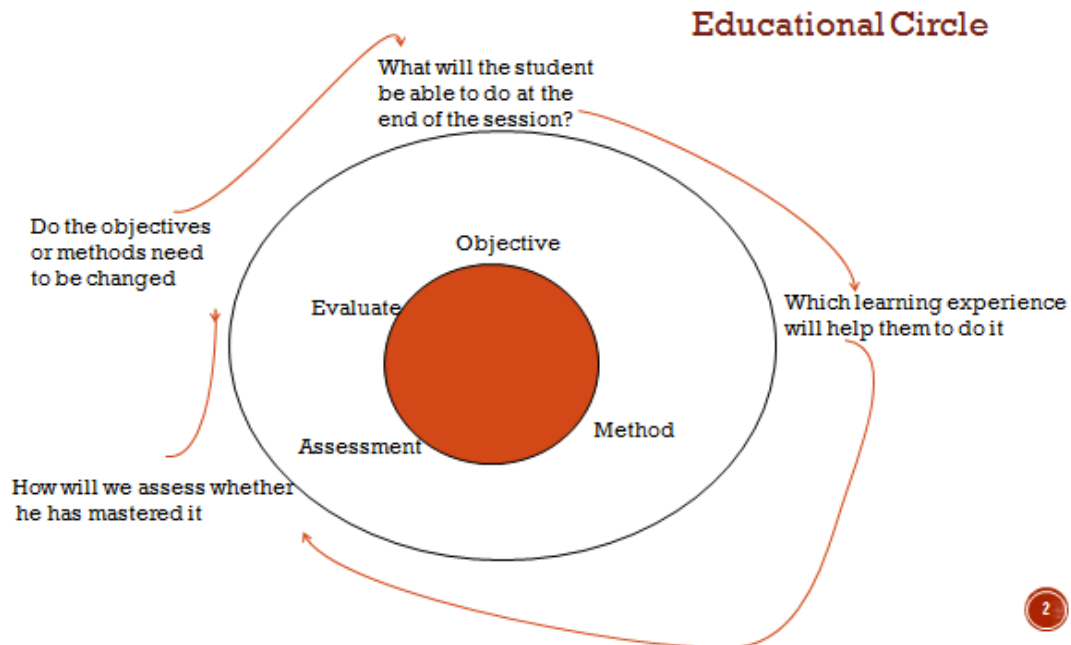
Objectives

At the end of the session delegates will be able to:

1. define key terms lesson, plan, lesson plan.
2. describe the contents of lesson plan
3. describe the principles designing a lesson plan
4. find out the advantages of lesson plan
5. outline of lesson planning process
6. prepare a lesson plan

What is a lesson ?

- Things to be learned by the students.
- Amount of teaching given at one time within the time assigned to it
- Systematic instruction

What is a plan?

- Formulated or organized way by which things to be done
- A blue print for taking action
- A way of proceeding –relative position of points of thing to be done

What is a Lesson Plan?

- A plan prepared by teacher to teach a lesson in an organized manner.
- A teacher's plan for teaching an individual lesson.
- N. L. Bossing has given a comprehensive definition of lesson plan.
- "Lesson plan is the title given to a statement of the achievement to be realized and the specific meaning by which these are to be attained as a result of the activities engaged during the period."

Lesson plan in psychology perspective..
Gestalt

- The whole is other than the sum of the parts.
- *Kurt Koffka.*

Operant Conditioning

The focus of his unit plan is the modification of behavior. His major assumption about learning is that the student learns better if the content is provided in small units. The unit-plan is the crucial aspect of a lesson plan.

> — *B. F. Skinner.*

Lesson Plan part of teaching
- Pre-active, interactive and post-active.
- All the activities of a teacher and his planning done prior of the timings of his class are called pre-active.
- Lesson planning is the pre-active.

What is the need of a Lesson Plan ?
- Lesson will be well organized without missing anything
- The whole topic can be covered comprehensively within the given time with proper sequence of points and examples.
- Teaching program can be conducted in a relevant way
- All points of the lesson will get proper importance
- Teaching and learning will be efficient and effective.

Principles of designing a Lesson Plan
- Gaining attention
- Informing the learner of the
- objectives
- Stimulating recall of the prerequisite
- Presenting the stimulus materials
- Providing learning guidance
- Eliciting the performance
- Provide feedback
- Assessing performance
- Enhancing retention and transfer

Contents of a Lesson Plan
- Topic
- Place, date & duration
- Learning objectives
- List of contents and its organization
- Methods of instruction

- Media to be used
- Assessment
- Evaluation
- Review
- References

Note: All the components are interrelated

Useful guides considered for Lesson Plan
- Student should be provided opportunities
- to be an active rather than a passive learner
- for understanding the logic underlying the teaching activities
- to learn through a variety of educational resources including models
- for practice knowledge & skill
- For feedback

Outline of lesson planning process
1. Review the context of the lesson
   • Time
   • Space
   • Resources
   • Students
2. Define the objectives e.g. ARI
3. Plan the introduction
   - Story
   - Emphasis etc
   - Outline of the lesson planning process
4. Plan the learning strategies
   • Analyze the skill component of the objective
   • Select a suitable teaching strategy
   • Think of resources
   • Divide the activities within and outside the lesson period
   • Write out the lesson procedures sequence
5. Plan the summary
   - Ask, review the main points, a handout
   - Outline of the lesson planning process…

6. Plan the follow up
- Handout
- References or manual
- Project work / home work
- Field work

7. Plan the assessment
- Observation of skill
- MCQ
- Project

Essentials of Good lesson plan
- Written
- Clear aim/ objectives.
- Linked with previous knowledge.
- T/L Activity.
- A V Aids.
- Relevant and organized subject matter.
- The whole is other than the sum of the parts.
- Active participation of learner.
- Justice to individual difference.
- Flexible.
- Summary and conclusion.
- References and Bibliography.
- Assignaments for beneficiaries.
- Self evaluation.

M. K. Gandhi [Harijan: July 31, 1937]
- "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning."

Methods of Class room and clinical teaching

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The term teaching method refers to the general principles pedagogy and management strategies used for instructions. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographic, subject and mission of nursing college. Teaching is organized in four areas based on two parameters. A teacher centered approach versus a student centered approach and high tech versus low tech.

Taken to its most extreme interpretation, teachers are the main authority figure in a teacher centered model. While in Student centered approach students play an equally active role in the learning process. Advancement in the technology has propelled the education sector in the last few decades. The internet is also beneficial in the classrooms. When we say low tech we mean Physical presence and more of interaction on personal level.

Examples of low tech are Kinesthetic learners..Who needs movement for learning while Expeditionary learning involves learning by doing…. And participating in hands on experience …This is clinical experience..

In teacher centered methods of instruction teacher plays role of formal authority expert and personal model. Whereas in student centered methods teacher's role is Facilitator personal model and delegator only.

Various methods used for clinical teaching are case methods, process recording, bed side clinic, individual conference, teaching rounds etc.

Overall teaching and learning are woven together where both receiver and sender need to be alert and awake. Various methods and technology help to make it complete and perfect. Outcome is evaluated in areas of knowledge skill and attitude. It develops students' problem solving ability critical thinking and decision making.

AUDIO VISUAL AIDS FOR EFFECTIVE TEACHING

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Effective use of Audio Visual Aids in Teaching

Audio visual aids are important in education system. Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it The use of audio visual aids in teaching has increased in the past few years due to technological advancement. Technology blessed the teachers, administrators and student community with multimedia presentations which increase interest in the classrooms. According to studies, when teachers use learning aids, students show interest and get more stimulate.

Audio Visual Aids are also called instructional material. Audio literally means "hearing" and "visual" means that which is found by seeing. So all such aids, which endeavor to make the knowledge clear to us through our sense are called "Audio Visual Aids" or Instructional Material. All these learning material make the learning situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material.

We learn through our sense organs. Senses are the ways of knowledge. All the sense organs help us in understanding the environment. Most of the knowledge, which we acquire from the school, comes through our ears and eyes. Only Audio Visual can provide us Multisensory experiences

The concept of audiovisual aids is not new and can be traced back to seventeenth century when John Amos Comenius (1592–1670), a Bohemian educator, introduced pictures as teaching aids in his book Orbis Sensualium Pictus ("picture of the Sensual World") that was illustrated with 150 drawings of everyday life. Similarly, Jean Rousseau (1712–1778) and JH Pestalozzi (1746–1827) advocated the use of visual and play materials in teaching. More recently, audiovisual aids were also widely used during and after World War II by the

armed service. The successful use of picture and other visual aids in U.S armed forces during World War II proved the effectiveness of instructional tools.] There are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, YouTube, and other online materials. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students. Audiovisual material make learning more permanent since students use more than one sense. It is important to create awareness for the state and federal ministry of education as policy makers in secondary schools of the need to inculcate audiovisual resource as main teaching pedagogy in curricula. The outcome is to promote the audiovisual material in secondary schools because they lack the resource to produce them. The visual instruction makes abstract ideas more concrete to the learners. This is to provide a basis for schools to understand the important roles in encouraging and supporting the use of audiovisual resource. In addition, studies have shown that there is significant difference between the use and non-use of audiovisual material in teaching and learning.

An education system is explicitly based on the quest "what to teach" and "how to teach". What to teach means learning material and how to teach implies teaching methodology. The quality of education largely depends upon the quality of teachers and the teaching learning resources available for the system. Today's students are learning facts, skills and attitudes from pictures ,television, recorded words, programmed lessons and other media. Once technology enters the class rooms, dramatic renovations usually begin. With the technological magic touch, a simple school house turns in to a systemized learning centre. In the instances where the student is the centre of attention, technology is catalyst for educational change. Media is the means for transmitting messages. Media includes such things as prints, graphics, photography, audio communication, television, simulating games and computer.

Accreditation in Nursing Education Program

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Accreditation

Accreditation is the process where certification of competency, authority, or credibility is presented.

Certification of competence in a specified subject or areas of expertise, and of the integrity of an agency, firm, group, or person, awarded by a duly recognized and respected accrediting organization.

Accreditation in Nursing Education:

Education plays a vital role in the development of any nation. So its essential to maintain premium on both QUANTITY (increased access) and QUALITY (relevance and excellence of academic programmes offered) of higher education.

Accreditation is a nongovernmental process conducted by members of postsecondary institutions and professional groups. Mainly focuses on the quality of institutions and on the quality of educational programs within the institutions.

Benefits of Accreditation

- Helps Institution to know its strengths, weaknesses, and opportunities through an informed review process
- Identification of internal areas of planning and resource allocation
- Funding agencies look for objective data for performance funding
- Institutions to initiate innovative and modern methods of pedagogy
- New sense of direction and identity for institutions
- The society look for reliable information on quality education offered
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Intra and inter-institutional interactions

TWO FORMS OF ACCREDITATION

- Institutional Accreditation And
- Professional Or Specialized Accreditation.

Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement in meeting its own stated mission, goals, and expected outcomes.

Professional or specialized accreditation is concerned with programs of study in professional fields. Professional accrediting agencies assess the extent to which programs achieve their stated mission, goals, and expected outcomes.

NATIONAL AGENCIES

Concerned with appraising the total activities of the institutions of higher learning, and with safe guarding the quality of liberal education, the foundation of professional programs in colleges and universities.

Each agency establishes criteria for evaluation of institutions in its region, it reviews those institutions periodically, and it publishes from time to time a list of those agencies which it has accredited.

- National Assessment And Accreditation Council (NAAC)
- Central Advisory Board Of Education .
- All India Council For Elementary Education (AICEE)

- All India Council For Secondary Education (AICSE)
- University Grants Commission.(UGC)
- All India Council For Technical Education .(AICTE)

NATIONAL PROFESSIONAL ACCREDITING AGENCY:
Aims to foster research, to improve service to the public and the number of individuals admitted to the profession.
- Medical Council of India
- Indian Nursing Council
- Dental Council Of India
- Pharmacy Council Of India
- Central Council Of Indian System Of Medicine

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL:- (NAAC)

The National Assessment and Accreditation Council (NAAC) established as an autonomous body in 1994 with its headquarters at Bangalore, by the University Grants Commission (UGC),

It has the mandate to assess and accredit institutions of higher education or their units thereof.

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

Conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognised institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the -
-Educational Processes And Outcomes,
-Curriculum Coverage,
-Teaching-learning Processes,
-Faculty, Research, Infrastructure,
-Learning Resources,
-Organization, Governance,

-Financial Well Being And Student Services.

NAAC has identified a set of seven criteria to serve as the basis of its assessment procedures.

It has categorized the Higher Educational Institutions into three major types (University, Autonomous College, and Affiliated/Constituent College) and assigned different weightages to these criteria under different key aspects based on the functioning and organizational focus of the three types of HEIs.

Eligibility :

Higher Education Institutions (HEIs) are eligible to apply for the process of Assessment and Accreditation. The NAAC accreditation does not cover distance education units of HEIs.

Universities Central/State/Private/Deemed-to-be) and Institutions of National Importance

Colleges(i.e., colleges/institutions affiliated to, or constituent of, or recognized by universities, including autonomous colleges)

Process:-

NAAC's process of assessment is towards holistic, systematic, objective, data-based, transparent and shared experience for institutional improvement.

The process for assessment and accreditation broadly consists of:

Process Flowcharts of A and A process- v1.pdf

All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

Criteria for Assessment

NAAC identifies the following seven criteria to serve as the basis of its assessment procedures:

Curricular Aspects

Teaching-Learning and Evaluation

Research, Consultancy and Extension

Infrastructure and Learning Resources

Student Support and Progression

Governance, Leadership and Management

Innovations and Best Practices

Grading

Institutions are graded for each Key Aspect under four categories, viz. A, B, C and D, denoting :- Very good, Good, Satisfactory and Unsatisfactory levels respectively.

The summated score for all the Key Aspects under a Criterion is then calculated with the appropriate weightage applied to it and the GPA is worked out for the Criterion.

The Cumulative GPA (CGPA), which gives the final Assessment Outcome, is then calculated from the seven GPAs pertaining to the seven criteria, after applying the prescribed weightage to each Criterion.

Criteria & Weightages

The criterion-wise differential weightages for the three types of HEIs are:

Advantages of CGPA

Letter grades converted to Numerical Grade Points (overall score in Cumulative Grade Point Average)

Qualitative measurements converted to grade points

Extreme biases (if any) could be minimized

Relative evaluation would be more exact, due to a reduction in variations and standard deviations

Inter-Peer Team variations are substantially reduced

With scare scope for adjustment at any stage, the peer team judgment would be more accurate

Cycles of Accreditation

Institutions, which would like to make an improvement in the accredited status, may volunteer for Re-assessment, after completing at least one year but not after the completion of three years.

The manual for re-assessment is the same as that for the Assessment and Accreditation.

When an institution undergoes the accreditation process for the first time it is referred to as Cycle 1 and the consecutive five year periods as Cycles 2, 3, etc.

For Cycle 1, we follow the process of Accreditation

For Cycles 2, 3, etc. the following are essential:

IQAC to be functional

Timely submission of AQARs annually

Institutions to submit IIQA, six months before the expiry of the accreditation status

Grievance Redressal :-

In spite of this participatory approach, there may be institutions that might have grievances to be addressed.Therefore the NAAC has evolved Grievance Redressal Guidelines

Assessment Outcome The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics.

This will be compiled as a document comprising three parts.

1. Peer Team Report

Section 1: Gives the General Information of the institution and its context.

Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive assessment

report based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion

Section 3: Presents an Overall Analysis which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

Section 4: Records Recommendations for Quality Enhancement of the Institution (not more than 10 major ones).

2. Graphical representation based on Quantitative Metrics (QnM)

This part will be a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework).

Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

3. Institutional Grade Sheet

Contains the Institutional Grade Sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The Institutions is advised to make a tab of NAAC in the Institutional website for keeping the records/files of NAAC, Peer Team Report, AQAR, Certificate of NAAC and Accreditation Outcome Documents. All data related to NAAC can be put under this NAAC tab.

Internal Quality Assurance Cell (IQAC)

In pursuance of its Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system & work towards realisation of the goals of quality enhancement & sustenance.

The prime task of the IQAC is ;-

to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions.

For this, during the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence.

COMPOSITION OF IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders

The composition of the IQAC may be as follows:
- Chairperson: Head of the Institution
- A few senior administrative officers
- Three to eight teachers
- One member from the Management
- One/two nominees from local society, Students and Alumni
- One/two nominees from Employers /Industrialists/stakeholders
- One of the senior teachers as the coordinator/Director of the IQAC.

Research Priorities in Nursing Education.

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Introduction......

Quality Research in Nursing Education is vital to establish best practices in Teaching and Learning and provide scientific base for practice.

Nursing education is currently facing challenges related to the application of nursing knowledge in clinical environment and inability of students in application of nursing procedures in clinical settings. Nursing students themselves represent the best means of identifying these challenges.

Research in nursing education must develop a unifying framework and become less fragmented in its approach. Nurse educators are concerned both with the ways they incorporate research findings into their teaching and with the approaches they use to develop the skill and attitude in their students.

With regard to nursing education, there is a need for greater numbers, better preparation and more diversity in the student body and faculty, the workforce, and the cadre of researchers.

High priority for research must be anticipated in the priority areas in nursing education to overcome this challenges.

Are we ignoring those challenges?

Let's just face it—with the current challanges in nursing education,We as nurse educators and leaders should decide actions we will take to respond proactively in the form of conducting priority researches to overcome this challenge.

Meaning

Educational research: refers to the systematic collection and analysis of data related to the field of education which focuses on the science of learning and the science of teaching.

Nursing education research is faculty and student centered in which the desired outcome is related to how well the educational approaches and assessment results in application of theory in clinical practice.

Research Priorities in Nursing Education: Refers to extend to the scientific foundation of research in nursing education to more fully align researches with current and emerging trends in practice.

Objective for prioritization of Research Areas.

To assist researchers and policymakers in effectively targeting research that has the greatest potential.

Understand the Problem and to develop the solution.

A collective activity for deciding which uncertainties are most worth trying to resolve through research.

Core Aspects for Consideration of Research Areas
- National Priority.
- Discipline as a whole.
- Multidisciplinary interactions.
- Relevance to society.
- Stakeholder concern.

PRIORITY RESEARCH AREA - FOCUS IN GENERAL EDUCATION
RESEARCH AREA FOCUS IN EDUCATION

1. Curricular Areas

Peace education also needs to be examined.

Linguistic diversity.

Language teaching needs.

2. National Concerns

Retention of students in the school.

Social and economic backgrounds with variations in physical, psychological and intellectual characteristics in the education process.

Dynamic nature in education arising due to inequalities of gender, caste, language, culture, religion or disabilities needed to be addressed.

Research related to education of the disadvantaged groups, inclusive education, gender equity, education of rural children and functioning of rural schools

Education and environment education are two emerging concerns that require attention from sociological, psychological, economic and pedagogical point of view.

3. Systemic Concerns

System for preparing teachers – both pre-service and inservice.

System of producing textbooks and learning materials and examination system.

Integration of ICT in education as a pedagogic, administrative and monitoring tool and the related practices require extensive research for maximum efficiency within the boundaries of democracy,human dignity and freedom.

Classroom processes and practices and management strategies are other useful areas of research in this context.

4. Pedagogic Practices

Our current concern in curriculum development and reform.

This requires a fundamental change concerning how we think of learners and the process of learning. Within the ambit of child centred pedagogy, research in areas like thinking and learning processes of children, pedagogic approaches of training teachers, text-analysis and text-learning dynamics becomes crucial

AREAS OF RESEARCH PRIORITIES IN NURSING EDUCATION

2016-19 priorities create a road map to connect the science of Nursing Education with Science of Learning [Ref.NLN]

1.Philosophical Foundations of Education

a. Philosophy

b. Philosophy and Curriculum

c. Philosophers and their contributions to education

2. Sociology of Education

a. Universalisation of education

b. Social equity and equality in education

c. Educational backwardness, reasons and solutions

3. Social mobility and education.

4. Educational Psychology.

5. Learner and learning.

Personality

Multiple Intelligence.

Motivation, Interest, Aptitude, Attitude.

Learning Styles, Learning strategies.

Educational adjustment problems of different levels of education.

Truancy, Juvenile delinquent, Special Education.

Behaviourism, Constructivism, Problem posed Learning.

Student learning.

Textbooks and learning materials.

Examination system.

6. Teacher ,Teaching and classroom

a. Teacher Personality, Attitude, teacher morale and Teachers Satisfaction
b. Professional Development, professional ethics, Teachers welfare.
c. Teaching strategies, effective teaching, classroom management, classroom climate.
d. Science of learning.
e. Science of teaching.
f. Educational approaches.
f. System of assessments.
g Teaching methods.
h.Teachers training and classroom dynamics.
i.Approaches to clinical teaching.

7. .Information and Communication Technology (ICT)
a. ICT enabled classroom and teaching
b. Teachers awareness and use.
c. Students awareness and use.
d. Infrastructural facilities
e. E resources
f. Digital text book
g. Online learning.
h. Virtual classroom.
i. Social media and education.
j.Pedagogies utilized.

8. Guidance and Counselling
a.Educational guidance.
b.Career guidance.
c.Impact of Educational guidance.
d.Funds for Educational Guidance and career Guidance.

9. Teacher Education
a. In service and pre service teacher education programme
b. Teacher education curriculum.
c. Quality of Teacher education programme
d. Teacher education-comparative study with world standard countries.

10. Educational Planning and Administration

a. Leadership styles, behaviour and Qualities
b. Institutional climate, institutional planning
c. Participatory approach in administration
d. Decision making skills of administrators and supervisors
e.Policy in Education

Development of policy concerns
Effectiveness of policy issues
Dissemination of findings related to policy issues

11. Research in education
a. Recent trends in educational research.
b. Quality verses quantity issues.
c. Research skills of research scholars.
d. Interdisciplinary research.
e. Research ethics
f. Problem concern with official procedures, exploitation.
g. Plagiarism.

12. Economics of Education
a. Privatisation of education
b. Trends of Budget allocation for education
c. Demand supply analysis of education
d. Education as Human capital

CLASSIFICATION OF RESEARCH AREAS
Academic research and professional research.
The difference is in the purpose. Professional research is not necessarily aimed at novelty. It often is too study qualities, properties, or failure of products and process applied in Nursing. Academic research intends to discover novel things.

CHARACTERISTICS OF RESEARCH AREAS
Communicate the vision broadly and often.
Relevant, effective and meaningful.

Develop unifying framework and become less fragmented in its approach. Anticipation of Collaborative Research Projects style.

APPROACHES UTILIZED FOR SELECTING RESEARCH AREAS OF PRIORITIES.
· Qualitative and participatory approaches involving triangulation of methodologies.
· Inter-disciplinary, Collaborative, Multi-centric, and Pan-Indian researches.
· Studies involving use of quantitative and qualitative approaches.
· Collaborative Action Research Projects involving several agencies/organisations.
· Innovations related to qualitative improvement of content and process of education.
· Case studies.
Methods Adopted for deciding on priorities

A. Consensus based approaches:
Consensus tends to improve the acceptability of the exercise; individual ranking prevents dominance of a few participants.

B.Metrics based approaches
The former lead priorities to be decided by group consensus, the latter involve metrics or an algorithm that results in pooling of individual rankings of research option
.E.g. Delphi like technique.

CHECKLIST FOR SETTING RESEARCH PRIORITIES.
Preparatory work
1. Context
Decide on contextual factors like
What resources are available for the exercise?
What is the focus of the problem.

What is the environment in which the process will take place?

2. Use of a comprehensive approach.
Decide if use of a comprehensive approach is appropriate or if development of own methods is the preferred choice. These approaches should provide structured, detailed, step-by-step guidance for research priority setting processes from beginning to end.

3. Inclusiveness
Decide who should be involved in setting the research priorities and why.
Is there appropriate representation. Have important health and other constituencies been included?

4. Information gathering
Choose what information should be gathered , as literature reviews, collection of technical data, assessment of broader stakeholder views, impact analysis of previous priority problems or other areas problems.

5. Planning for implementation
Establish plans for translation of the priorities to actual research [via policies] as a priority at the beginning of the process. Who will implement the research priorities? And how?
Deciding on priorities

6. Criteria
Select relevant criteria to focus discussion around setting priorities.

7. Methods for deciding on priorities
Choose a method for deciding on priorities. Decide whether to use a consensus based approach or a metrics based approach.
After priorities have been set

8. Evaluation
Define when and how evaluation of the established priorities and the priority setting process will take place.

9. Transparency
Write a clear report that discusses the approach used: Who set the priorities? How exactly were the priorities set?

STEPS ADOPTED FOR SETTING RESEARCH PRIORITIES
RESEARCH ORGANIZATIONS/ASSOCIATIONS LINKED WITH MAPPING AREAS OF PRIORITIES IN NURSING EDUCATION
   NLN-National League for Nursing.
   ERIC –Educational Research and innovations committee.
   ENHR- Essential National Health Research (ENHR)
   National Institute of Nursing Research (NINR)
   WHO

CONCLUSION
Research in nursing education can and should meet criteria for scientific merit, should not be viewed as secondary in importance to nursing practice research, and needs to be less fragmented.
Setting priorities in Educational Research is need of an hour and help to save time, create relavance, guide the Research Scholars systematically by following the areas of highest Priority.

EFFECTIVE STUDY HABITS FOR LEARNERS

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KEY TERMS: Effective, study habits, learners

INTRODUCTION:
The student nurse has to learn many new things during her training. She has to learn correct facts about diseases, treatment and medicine. She has to read books, to consult reference materials, to make notes while reading and to take notes while listening to lectures. In order that her learning may be efficient and effective, she should be acquainted with principles and techniques of effective study.

Effective learning implies the use of intelligence, interest in meanings, an understanding of relationships. A properly organised programme of study will help a student to learn effectively what she wants to.

The basis of effective study-techniques should be the psychology of learning. There are three characteristics of the learning process

Real learning is a self-active process;

Intelligent learning is goal directed; and

Intelligent learning implies an understanding of meanings and a recognition of relationships between the various aspects of the total learning situation.

The most important principles and techniques of effective study are
(a) Clarity of purpose and a problem-solving attitude
(b) Planning the learning periods
(c) Getting started promptly
(d) Good health conditions of the learner and cultivation of good reading habits
(e) Surveying the assignment as a whole
(f) Search for and concentration on the essentials in an assignment
(g) Seeking and discovering relationship between one course and the other
(h) The habit of taking meaningful notes and outlines. Students should cultivate the habit of outlining study materials and of making and reading lecture notes.
(i)Making Frequent Summaries. Summaries contain the most essential information. They emphasise the general principles and ignore the non-essentials such as illustrations, anecdotes and examples.

The Learning Process :
Effective learning depends on intelligence, intense and deep motivation, good physical health, stable home influences, fruitful guidance and instructions, emotional health of the learner, meaningful drills and repetition, concentration of effort, learning the whole, the meaningfulness of the situation and its contact with the life of the learner.

Factors of Effective Learning:
Factors within or outside the individual which influence the rate and the efficiency of their learning process. Learning is efficient when what is learned is retained and easily recalled. Experience and experiments have brought out the important of the following factors:

1. Motivation. The stronger and clearer the motive in learning anything, the greater is the effort and interest shown by the learner in learning it. The result is greater and more permanent learning. Strong motives make us enthusiastic learners.

2. Intelligence. Intelligence enables us to understand things, to see the relationships between things, to reason and judge correctly and critically. Learning cannot take place effectively without intelligence.

3. Maturation. We learn things when we are mature to learn them. A child cannot learn slant writing or cursive handwriting unless he has developed the neuromuscular coordination for learning .

4. Physical Condition of the Learner. Physical health of the learner is an important factor. Tonsils and adenoids, sensory defects, particularly of the eyes or the ears, malnutrition, toxic conditions of the body, loss of sleep and fatigue are some of the physical handicaps that hinder effective learning. Without health one lacks energy: hence the need for sound health for the learner.

5. Good Working Conditions. Such as fresh air, light, comfortable surroundings, equable temperature, absence of distractions like noise are a great aid in learning efficiently.

6. Mental Health of the Learner. Experiments have shown that worries, fears, persistent daydreams, feelings of loneliness and inferiority militate against learning. If the learner has no self-confidence, self-reliance or self-respect due to the attitudes of teachers or others, it is very difficult for her to learn well. Hence, it is necessary to build the learner's self-confidence, self-respect, self-reliance through praise and approbation for work well done or well attempted.

7. Learning is helped by Associating Things as part of a Total Situation. All related material which has been learned previously in class and in ward experience, should be associated with new learning and not left as isolated facts. This means that different aspects of the learning situation should be connected. While learning a nursing procedure, a student nurse could see its connections with anatomy, physiology, microbiology and psychology.

8. Length of the Working Period. The periods of work should neither be too short nor too long. After the learner has worked for a fairly long time, fatigue sets in and reduces the effectiveness of learning.

LAWS OF EFFECTIVE LEARNING
These laws are general principles which are usually followed when people learn. They give us an idea of what generally happens when we are learning and how we are learning.. Thorndike studied the process and factors of effective learning and summed them up. According to him there are three major laws of learning:

(i) The law of readiness : Learning takes place best when a person is ready to learn. If a person is ready to act, acting gives him satisfaction. If he is not ready to act, it is annoying for him to act. Some sort of preparatory attitude or mindset is necessary.

(ii) The law of exercise or practice : We learn what we practice, we do not learn what we do not practice. Whenever tiny activity is repeated, it becomes easy and definite. Learning lakes place through exercise and repetition.

(iii)The law of effect: This law brings out the importance of feeling in the process of learning. 'Activities which are accompanied by a feeling of pleasure or satisfaction are more readily and effectively learnt than activities which are unpleasant or annoying' (HR

Bhatia). Repetition or practice without satisfaction is of no use. We may do a thing again and again but we will not 'learn' it if it does not yield satisfaction or pleasure

The minor laws are:
(i) The law of maturation;
(ii) The law of purpose;
(iii) The law of selection;
(iv) The law of association;
(v) The law of recency; and
(vi)The law of multiple learning.

EFFECTIVE STUDY HABITS/ STRATEGIES FOR LEARNERS:
For Effective Study needs :
   Meaningful learning–must take responsibility for their learning
   Practice – should often review their learning experiences
   Concentration - can be increased by developing their study habits, using time efficiently, & become involved with the learning task quickly
   Making sense – should relate learning to real world or to own experiences
   Critical thinking – should question, summarize, & redefine new concepts and ideas
   Studying involves: reading textbooks taking notes listening
Taking Notes: Make notes brief Put notes in your own words ,outlines help organize major and minor thoughts. Use the Cornell Note taking method
Listening: Be ready for the message Listen for the main ideas
Listen for new ideas Understand what your hearing Repeat mentally Ask questions Listen to the whole message Respect all ideas Decide what is important and what is not Sort, organize, and categorize

Elements of effective learning:
   By Early review, Intermediate review and Final review
   Concentration and Memory

   Have a routine study environment Study as early in the day as possible Deal with distracters and interferences Set time goals Take breaks
   Motivation :Set study goals Learn actively Plan out your study time
   Work with study groups or with one other person

Team SCON