

Learning experiences need to be integrated so that student see interrelation in various subjects that leads to life long learning or holistic learning.

1.7.4 Evaluation of Learning Objectives/Outcomes

The last step in the curriculum process is evaluating planning system of evaluation that include:

- Purposes of the test
 - Formative
 - Summative
- Timings of various tests
- Duration of tests
- Frequency of tests
- Criteria for pass and fail and grading of students.

You will be learning all these steps of curriculum development in detail in the subsequent units.

1.8 REVISING A CURRICULUM

In view of advances in medical sciences and technology, changing pattern of disease, occurrence of new diseases (HIV etc.) and changing socio-economic realities, a curriculum gets outdated within a few years. Periodic updating of a curriculum is necessary. Evaluation of curriculum helps in inquiry based curriculum reference.

The following sources can be utilized to gather opinion on an existing curriculum:

- Student opinion during the course and at the end.
- Self assessment of the outcome and impact of the existing curriculum.
- Professional evaluation done systematically by curriculum specialists on all aspects of the curriculum including its input, process, outcome and impact.

Using the results of curricular assessment, the following decisions could be taken:

- Redefining curricular objectives.
- Introduction of newer topics and skills.
- Deletion of obsolete or irrelevant topics and skills.
- Improving teaching learning experiences.
- Modifying duration, timing and sequencing of subjects.
- Modifying evaluation system.
- Assessing the need and scope for introducing new courses.

1.7.1 Steps of Curriculum Development

Curriculum development has four major steps as described below:

- i) Formulation of educational objectives (which will be based on philosophy of nursing education.
- ii) Selection of Teaching-Learning experiences
- iii) Organisation of Teaching-Learning experiences and
- iv) Evaluation of Learning Objectives/Outcomes

All these steps are inter-related which are discussed with the help of diagram as given in Fig. 1.2.

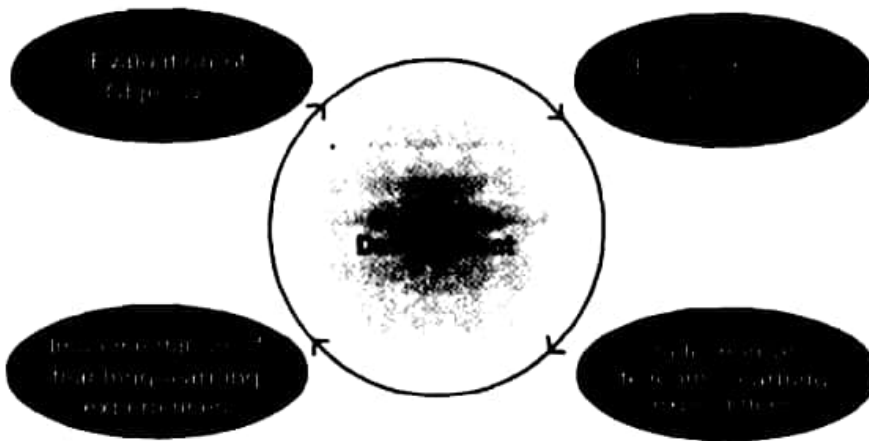


Fig. 1.2: Steps of curriculum development

Formulation of Educational Objectives/Outcomes

Educational objectives/outcomes must be consistent with philosophy of the educational programme and Institution.

When identifying educational objectives/curriculum outcomes, faculty must have an understanding of the qualities and characteristics they want the graduates of nursing programmes to possess on graduation for competent Nursing practice. Educational objectives must be stated in behavioural terms and be clear and concise and keep pace with the ongoing changes in health care. Educational objectives are the road maps and may be equated with the trip's destination. The objectives are three types general objectives, intermediate objectives and specific objectives.

Once the objectives are spelt out, the next step is to decide, how do they achieve learning objectives/outcome.

This question leads to the decision on the following:

Time : Time allotment, sequencing of topics and subjects.

Duration : Balancing of various subjects and the duration of nursing education programme.

Scope : Depth and breadth of study, i.e., deciding on weightage and time allotment for theory, practice and evaluation.

1.7.2 Definition of Learning Experiences

Learning experiences may be defined as deliberately planned experiences in selected situations where students actively participate, interact and which result in desirable changes of behaviour in students.

Selection of Learning Experiences are integral part of curriculum and courses.

Faculty need to select instructional strategies that match the objectives/outcomes of the curriculum so as to facilitate the student's acquisition of the desired knowledge, competencies, behaviours specified by the curriculum.

Selected learning activities should be appropriate for the cognitive, affective and psychomotor development of students. Active engagement of students in their own learning have positive benefits for students and faculty must integrate critical thinking skills into the activities so as to maximize student learning.

Since the knowledge is very vast and it is not possible to learn everything the teacher must select what is essential for the student to learn in a programme and in a particular course of study i.e. anatomy, physiology, pharmacology, etc. To make content is graded in three broad categories.

For instance:

- i) **Essential or Must Learn:** Basic Nursing principles in carrying for an unconscious patient for students of GNM Programme. (Medical Surgical Course)
- ii) **Desirable-Useful to Learn or Preferable:** Complications of unconsciousness.
- iii) **Additional or Supportive:** Nice to learn, computer technology for GNM.

Must learn is the target. These form the content, which every student must learn and the teacher must stress the learning of these when s/he is teaching.

Useful to learn need the same emphasis on learning and should not be given more emphasis in the examination only.

Nice to learn teachers can direct the students how to learn and from where to learn.

1.7.3 Organization of Learning Experiences

Once the learning experiences have been selected the next step is sequencing or placement of learning experience. Should be done in a manner that leads to a gradual progress from simple to complex. Concrete to abstract and from normal to abnormal (Refer Block 1 of BNS-111).

Keeping these maxims in mind,

- organization and sequencing of theoretical experiences
- organization and sequencing of supervised and guided experiences in arrangement of students rotation in hospital and community practical.
- organization and sequencing of teaching learning methods.