

# NURSING EDUCATION

## **PLACEMENT: First Year**

## **HOURS OF INSTRUCTION**

Theory : 150 Hours

Practical : 150 Hours

Total : 300 Hours

## **COURSE DESCRIPTION**

This course is designed to assist students to develop a broad understanding of fundamental principles, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

## **OBJECTIVES**

At the end of the course, students will be able to:

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.

## COURSE CONTENT

| UNIT | TOPIC  | THEORY | PRACTICALS | M OT | T/L ACTIVITIES  |
|------|--|--------|------------|------|---|
| I    | <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Education: definition, aims, concepts, philosophies &amp; their education implication.</li> <li>• Impact of social, economical, political &amp; technological changes on education:               <ul style="list-style-type: none"> <li>- Professional education</li> <li>- Current trends and issue in education</li> <li>- Educational reforms and national educational policy</li> <li>- Trends in development of nursing education India.</li> </ul> </li> <li>• Concepts of Nursing education</li> <li>• History of nursing education in India</li> <li>• Philosophy and objectives of nursing education</li> <li>• Purposes of nursing education in India</li> <li>• Scientific approach in Nursing</li> <li>• Current issues and emerging trends in Nursing education</li> </ul> <p>Liberal education and nursing education</p>  | 10     |            | L    | <ul style="list-style-type: none"> <li>• Students to apply various philosophies of education to nursing education</li> <li>• Present the history of nursing education in India, issues &amp; trends in nursing education</li> </ul> |
| II   | <p><b>OBJECTIVES AND THEIR CLASSIFICATION</b></p> <ul style="list-style-type: none"> <li>• Meaning of educational objectives.</li> <li>• Formulation and statement of objectives</li> <li>• Classification of objectives</li> <li>• Taxonomy of educational objectives</li> </ul> <p>Objectives and learning outcomes</p>  | 05     | 04         | L/D  | <ul style="list-style-type: none"> <li>• Formulate objectives as per the domains and subject</li> </ul>   |
| III  | <p><b>TEACHING –LEARNING PROCESS</b></p> <ul style="list-style-type: none"> <li>• Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>• Competency based education (CBE) and outcome based education (OBE)</li> <li>• Instructional design: planning and designing the lesson, writing lesson plan, meaning, its need and importance, formats.</li> <li>• Instruction strategies: Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem based learning(PBL), workshop, project, role play (socio drama), clinical teaching methods, programmed instruction, self directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning(CAL)</li> <li>• Sensitivity training and transactional analysis</li> <li>• Training for nursing leadership</li> </ul> <p>Development of effective study habits</p> | 30     | 28         | L    | <ul style="list-style-type: none"> <li>• In clinicals supervise students prepare rotation plan</li> <li>• Prepare lesson plan,</li> <li>• Carry out practice teaching</li> <li>• Carry out 2 microteaching</li> </ul>               |

|      |   |    |    |                  |  |
|------|---|----|----|------------------|--|
| IV   | <b>INSTRUCTIONAL MEDIA AND METHOD</b> <ul style="list-style-type: none"> <li>• Key concepts in the selection and use of media in education.</li> <li>• Developing learning resource material using different media</li> <li>• Instructional aids- types, uses, selection, preparation, and utilization</li> </ul> <p>Teacher's role in procuring and managing instructional Aids- project and non projected aids, multi media, video-tele conferencing etc.</p>   | 10 | 06 | L/D              | <ul style="list-style-type: none"> <li>• Visit to IEC Bureau</li> <li>• Preparation and utilization of Instructional aids</li> </ul>   |
| V    | <b>MEASUREMENT AND EVALUATION</b> <ul style="list-style-type: none"> <li>• Concept and nature of measurement and Evaluation, meaning, principles, purpose, problems in evaluation and measurement.</li> <li>• Principles of assessment, formative and summative assessment –internal assessment external examination, advantages and disadvantages</li> <li>• Criterion and norm referenced evaluation</li> </ul> <p><b>Evaluation process</b></p> <ul style="list-style-type: none"> <li>• Defining objectives for evaluation purposes.</li> <li>• Relating evaluation procedures to objectives.</li> <li>• Formative and summative evaluation</li> <li>• Characteristics of evaluation</li> </ul> | 10 |    | L/D              | <ul style="list-style-type: none"> <li>• Relate evaluation to educational objective</li> </ul>   |
| VI   | <b>STANDARDIZED AND NON STANDARDIZED TEST</b> <ul style="list-style-type: none"> <li>• Meaning, characteristics, objectivity validity, reliability, usability, norms, construction of tests.</li> <li>• Blue Print</li> <li>• Essay, short answer questions and multiple- choice questions.</li> <li>• Rating scales, checklist, OSCE/ OSPE</li> <li>• Differential scales, and summated scales, sociometry , anecdotal record, attitude scale, critical incident technique</li> <li>• Question bank-preparation, validation, moderation by panel, utilization</li> </ul> <p>Developing a system for maintaining confidentiality</p>  | 10 | 15 | L/D<br>Work shop | <ul style="list-style-type: none"> <li>• Prepare blue print</li> <li>• Construct tests</li> <li>• Reliability validity</li> <li>• Prepare question bank</li> <li>• Prepare an aptitude test for entrance examination for B.Sc. Nursing students</li> </ul> |
| VII  | <b>ADMINISTRATION, SCORING AND REPORTING OF TESTS</b> <ul style="list-style-type: none"> <li>• Administering a test, scoring, grading versus marks</li> <li>• Objective tests, scoring essay test, methods of scoring, item analysis</li> </ul>   | 05 |    | L/D              | Carry out item analysis  |
| VIII | <b>STANDARDIZED TOOLS</b> <ul style="list-style-type: none"> <li>• Test of intelligence aptitude, interest, personality, achievement, socioeconomic status scale, tests for</li> </ul>  | 05 | 08 | L/D              | <ul style="list-style-type: none"> <li>• Observe various tests</li> <li>- Personality aptitude &amp;</li> </ul>  |

|    |  |    |    |     |  |
|----|--|----|----|-----|--|
|    | special mental and physical abilities and disabilities   |    |    |     | intelligence<br>Formulate an aptitude test   |
| IX | <p><b>NURSING EDUCATIONAL PROGRAMS</b></p> <ul style="list-style-type: none"> <li>Perspectives of nursing education: Global and national.</li> </ul> <p>Patterns of nursing education and training program in India. Non-university and university programs: ANM, GNM, Basic B.Sc. Nursing , Post certificate B.Sc. Nursing , M.Sc. (N) M Phil and Ph D post diploma program, Nurse practitioner programs</p>  | 05 | 10 | L/D | <ul style="list-style-type: none"> <li>Visit to nursing institutions- ANM, GNM, B.Sc., M.Sc.</li> <li>Critically evaluate any nursing educational program in Maharashtra / India</li> </ul>  |
| X  | <p><b>CONTINUING EDUCATION IN NURSING</b></p> <ul style="list-style-type: none"> <li>Concepts – Definition, importance, need, scope, principles of adult learning, assessments of learning needs priorities, resources.</li> <li>Program planning, implementation, and evaluation, of continuing education programs.</li> <li>Research in continuing education</li> </ul> <p>Distance education in nursing</p>   | 05 | 15 | L/D | <ul style="list-style-type: none"> <li>Plan CNE Programme &amp; conduct one workshop (group activity)</li> </ul>   |
| XI | <p><b>CURRICULUM DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Definition, curriculum determinants, process &amp; steps of curriculum development, curriculum models types and framework.</li> <li>Formulation of philosophy, objective, Mission statement. Selection and organization of learning experiences, current trends in clinical learning experiences.</li> <li>Master plan, course plan, unit plan, lesson plan.</li> <li>Evaluation strategies, process of curriculum change, role of students, faculty, administrators</li> <li>Statutory bodies, and other stakeholders.</li> <li>Equivalency of courses: transcripts, credit system</li> <li>Curriculum committee</li> <li>Selection of text books</li> <li>Assignments</li> </ul> | 10 | 10 | L   | <ul style="list-style-type: none"> <li>Prepare the mission statement philosophy, educational objectives for a nursing education programme</li> <li>Formulate educational objectives for various lessons- eg FON, Medical – Surgical nursing</li> <li>Select learning experiences for a specific subject</li> </ul> |

|      |  |    |               |     |  |
|------|--|----|---------------|-----|--|
| XII  | <p><b>TEACHER PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Definition, nature of teaching</li> <li>• Characteristics of good teaching</li> <li>• Communication process in teaching</li> <li>• Principles of teaching</li> <li>• Maxims of teaching</li> <li>• Levels of teaching</li> <li>• Characteristics of an effective teacher</li> <li>• Innovations in teaching</li> <li>• Modification of teacher behaviour</li> <li>• Teacher-roles &amp; responsibilities, function, characteristics,</li> <li>• Competencies, qualities</li> <li>• Preparation of professional teacher</li> <li>• Organizing professional aspects of teacher preparation programs</li> <li>• Questioning technique</li> </ul> <p>Evaluation : Self and peer. Critical analysis of various programs of teachers education in India</p> | 10 | 05            | L/D | <ul style="list-style-type: none"> <li>• Application of principles and maxims of teaching</li> <li>• Carry out any one innovative teaching strategy</li> </ul>                   |
| XIII | <p><b>GUIDANCE AND COUNSELING</b></p> <ul style="list-style-type: none"> <li>• Concepts and principles of guidance and counseling</li> <li>• Purpose and phases of counseling</li> <li>• Need for guidance and counseling in nursing education</li> <li>• Types of guidance and counseling</li> <li>• Difference between guidance and counseling</li> <li>• Problems of guidance and counseling</li> <li>• Responsibilities of the nurse administrator in student guidance and counseling</li> <li>• Guidance and counseling services: diagnostic and remedial.</li> <li>• Coordination and organization of services</li> <li>• Techniques of counseling: interview, case work and characteristics of counselor</li> </ul> <p>Professional preparation and training for counseling</p>   | 10 | 08<br>+<br>16 | L/D | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Visit to visually impaired</li> <li>• Deaf and dumb gifted children, slow learner, mentally handicapped</li> </ul> |
| XIV  | <p><b>ADMINISTRATION OF NURSING CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Role of curriculum coordinator. Planning, implementation and evaluation.</li> <li>• Evaluation of educational program in nursing course and program</li> <li>• Factors influencing faculty staff relationship and techniques of working together.</li> <li>• Concept of faculty supervisor (dual) position.</li> <li>• Curriculum research in nursing</li> </ul> <p>Different models of collaboration between education and service</p>  | 10 | 05            | L/D | <ul style="list-style-type: none"> <li>• Evaluate present curriculum of any educational program GNM, B.Sc. Nursing</li> </ul>  |

|      |   |     |     |     |   |
|------|---|-----|-----|-----|---|
| XV   | <b>MANAGEMENT OF NURSING EDUCATION INSTITUTIONS</b> <ul style="list-style-type: none"> <li>• Planning , organizing , staffing budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostels</li> <li>• Development and maintenance of standards and accreditation in nursing education programm.</li> <li>• Role of Indian Nursing council, state Registration Nursing councils, board and university.</li> </ul> Role of professional association and unions | 08  | 08  | L/D | <ul style="list-style-type: none"> <li>• Visit to educational institutions</li> <li>• Plan to set-up a SON/ CON</li> <li>• Visit to INC/SNC</li> </ul>          |
| XVI  | <b>EVALUATION OF CLINICAL PRACTICE IN NURSING</b> <ul style="list-style-type: none"> <li>• Clinical evaluation methods</li> <li>• Written communication methods as clinical evaluation</li> </ul> Oral communication methods as clinical evaluation   | 05  | 08  | L/D | <ul style="list-style-type: none"> <li>• Formulate clinical evaluation criteria:</li> <li>• Conduct practical examination for undergraduate students</li> </ul> |
| XVII | <b>INTERNAL ASSESSMENT</b> <ul style="list-style-type: none"> <li>• Needs for internal assessment</li> <li>• Component of internal assessment system</li> <li>• Validity of internal assessment</li> </ul> Advantage and disadvantage of internal assessment  | 02  | 04  | L/D | <ul style="list-style-type: none"> <li>• Prepare an internal assessment system for particular education programme</li> </ul>                                    |
|      |   | 150 | 150 |     |   |

#### PLANNED ACTIVITIES:

- Panel discussion/group presentation – Educational psychology – Theories and laws of learning and teaching, Personality, Intelligence, Individual differences, Motivation, Group Dynamics
- Framing philosophy, aims and objectives of an educational Institution
- Lesson Planning
- Micro teaching –2
- Conduct Practice teaching using different teaching strategies –10 (Classroom – 5, Demonstration
- Construct a written objectives type test for the lessons taken.
- Construct tests, administer and determine reliability and validity.
- Preparation and utilization of instructional aids using different media.
- Design a curriculum for a basic B.Sc. Nursing Programme; Develop course plan, units plan, rotation plans,
- Prepare cumulative records for students.
- Prepare rotation plan for clinical practice

- Planning and organizing field visits
- Plan, conduct and evaluate a continuing nursing education workshop
- Annotated bibliography 10
- Critical evaluation of any nursing education program offered by a selected institution.
- Educational visit – Educational institutions –GNM, B Sc, Diploma course etc
- Field visits (INC/SNC) to get familiar with recognition / registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc).
- Observe and practice application of various non-standardized tests (intelligence, aptitude, personality, sociometry, physical and mental disabilities tests.)
- Prepare aptitude test for entrance exams of B.Sc nursing students.
- Prepare a plan for evaluation of the students in the B.Sc nursing programme.
- Visit to schools – gifted children, slow learners, mentally handicapped, deaf & dumb & visually impaired

## **METHODS OF TEACHING**

### ***Method of teaching***

- Lecture cum discussion
- Demonstration
- Seminar/Presentation
- Project work
- Field visits
- Workshop

### ***Methods of evaluation***

- Written Tests
- Class room /Clinical teaching
- Presentation
- Project work
- Written assignments

## INTERNAL ASSESSMENT

### THEORY

| <b>Techniques</b> | <b>Weight age</b> |                  |
|-------------------|-------------------|------------------|
| 1. Midterm        | 50                |                  |
| 2. Prefinal       | 75                |                  |
| 3. Assignment     |                   |                  |
| AV Aids           | 25                |                  |
| Seminar           | 25                |                  |
|                   | -----             |                  |
|                   | <b>175</b>        | <b>Out of 25</b> |
|                   | -----             |                  |

### PRACTICAL

|   |                                     |                  |
|---|-------------------------------------|------------------|
| 1. Learning resource material           | 25                                  |                  |
| 2. Curriculum Planning                  | 25                                  |                  |
| 3. Practice teaching                    | 50 (total of 10 practice teachings) |                  |
| 4. Conduct Workshop / Short Term Course | 25                                  |                  |
| 5. Prepare question bank                | 25                                  |                  |
|   | -----                               |                  |
|   | <b>150</b>                          | <b>Out of 50</b> |
|   | -----                               |                  |

## UNIVERSITY EXAMINATION

**WRITTEN EXAMINATION -** 75 marks

### PRACTICAL

|  |            |                  |
|--|------------|------------------|
| 1. Practice teaching –I                          | 50         |                  |
| 2. Preparation /use learning resource material-1 | 25         |                  |
| 3. Construction of tests                         | 25         |                  |
|  | -----      |                  |
|  | <b>100</b> | <b>Out of 50</b> |
|  | -----      |                  |

Total practical examination out of 100

| <b>THEORY EXAMINATION - UNIVERSITY</b> |                        |              |
|--|------------------------|--------------|
| <b>Internal</b>                        | <b>University Exam</b> | <b>Total</b> |
| 25                                     | 75                     | 100          |
| <b>Practical Internal</b>              | <b>University exam</b> | <b>Total</b> |
| 50                                     | 50                     | 100          |

## Books for Reference

1. Aggarwal J.C, " Principles, methods & Techniques of Teaching", Vikas Publishing House PVT Ltd, II Edn.
2. Basavanthappa B.T, "Nursing Education", Jaypee brothers, Edn I, 2005.
3. Bevis, Em Olivia, Curriculum Building in Nursing: A Process, Ed-2, C V Mosby Co, St. Louis. 1978.
4. George Kurian Aleyamma, "Principles of Curriculum Development and Evaluation", Vivekanandha Press, 2002.
5. Bhatia, Kamala & BHATIA, B.D, Principles and methods of teaching, Doabra house, New Delhi, 1970.
6. Billing, Diane M & HALSTEAD, Judith A: Teaching in Nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia, 1998.
7. Bloom, Benjamin S Ed, Taxonomy of educational objectives: cognitive domain I David Mckay CO. Inc. New York. 1956.
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9. Fuszard, Barbara: Innovating teaching strategies in Nursing, Aspen Publishers Inc. Maryland. 1989.
10. Gay. LR Educational evaluation and measurement Competencies for analysis and Application. Ed-2, Charles E. MERILL publishers Co. Columbus .1985.
11. Guilbert. J J , Educational Handbook for Health Personnel, World Health Organization, Geneva, 1982.
12. Guinee. Kathleen k; Teaching and Learning in Nursing, Macmillan, New York, 1978.
13. Joyce. B, etc, Models of teaching. Ed -4, Prentice Hall Inc, Englewood Cliffs, New Jersey, 1986.
14. Keay, F E, A History of education in India and Pakistan, Ed-4 , Oxford University Press, London, 1964.
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16. KrathwohL, David, R, etc, Taxonomy of educational objectives, Affective Domain I, David Mckay Company Inc., New Yotk, 1956.
17. Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company Inc, New York, 1995.
18. Modley, Doris M, etc; Advancing Nursing Education world wide, Springer Publishing Co .New York, 1995.
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20. O, Connor, Andrea B; Nursing staff development and continuing Education, Little Brown Company, Bonston, 1986
21. Sanatombi Elsa, "Manipal Manual of Nursing Education", CBS Publishers & Distributors, New Delhi, 1st Edn, 2006.
22. Supe, Rege, Bhuiyan, " The Art of Teaching Medical Students", Medical Education Technology Cell, 2nd edn, 2002.

**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES**

**M.SC. NURSING**  
**PRACTICE TEACHING**

PROFORMA FOR LESSON PLAN

Topic : \_\_\_\_\_ Name of the student : \_\_\_\_\_

Sub Topic : \_\_\_\_\_ Name of the Guide : \_\_\_\_\_

Unit : \_\_\_\_\_ Date : \_\_\_\_\_ Time: \_\_\_\_\_

Venue : \_\_\_\_\_

Class

Taught: \_\_\_\_\_

Method of Teaching

\_\_\_\_\_

Audio Visual Aids

\_\_\_\_\_

Previous Knowledge of the Group ;

General Objective

Specific Objective

| Sr. no | Specific objective | Duration | Content   | Teacher/ Learner Activity | Audio Visual Aids | B/B Activity | Evaluation |
|--------|--------------------|----------|---|---------------------------|-------------------|--------------|------------|
|        |                    |          | ❖ Introduction<br>❖ Content<br>❖ Conclusion<br>❖ Assignment<br>❖ References |                           |                   |              |            |

**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES**

**M.SC. NURSING**  
**PRACTICE TEACHING**

**EVALUATION FOR SEMINAR**

**Name of the student** : \_\_\_\_\_

**Subject** : \_\_\_\_\_

**Topic** : \_\_\_\_\_

**Group** : \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_ **Time:** \_\_\_\_\_

**Total Marks obtained out of 25:** \_\_\_\_\_

| <b>Sr. No</b> | <b>Content</b>   | <b>Marks allotted</b> | <b>Marks Obtained</b> |
|---------------|--|-----------------------|-----------------------|
| 1             | Aims & objectives  | 02                    |                       |
| 2             | Organization of Content – <ul style="list-style-type: none"><li>▪ Coverage of content</li><li>▪ simple to complex</li><li>▪ logical</li></ul>  | 03                    |                       |
| 3             | Presentation <ul style="list-style-type: none"><li>▪ Introduction</li><li>▪ Coverage of subject content</li><li>▪ Sequencing</li><li>▪ Depth of Knowledge</li><li>▪ Integration of subject matter</li><li>▪ Explanation and clarification</li><li>▪ Use of current literature</li><li>▪ Time limit</li></ul> | 05                    |                       |
| 4             | Audiovisual Aids   | 05                    |                       |
| 5             | Speaker's Qualities  | 05                    |                       |
| 6             | Group Discussion   | 2.5                   |                       |
| 7             | References   | 2.5                   |                       |
|               | <b>Total</b>   | <b>25</b>             |                       |

**Remarks of the Guide :**

**Signature of the Guide**  
**Date**

**Signature of the student**  
**Date**

**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES**

**M.SC. NURSING**  
**PRACTICE TEACHING**

PROFORMA FOR EVALUATION

Name of the student : \_\_\_\_\_ Group \_\_\_\_\_

Topic : \_\_\_\_\_

Place : \_\_\_\_\_

Name of the Evaluator : \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Time: \_\_\_\_\_

Total Marks obtained out of 50: \_\_\_\_\_

| Sr. No | Content   | Marks allotted | Marks Obtained |
|--------|---|----------------|----------------|
| 1      | <b>LESSON PLAN</b> <ul style="list-style-type: none"><li>▪ General objectives stated clearly</li><li>▪ Specific objectives stated in behavioral terms</li><li>▪ Lesson plan followed in sequence</li><li>▪ Bibliography upto date and complete</li></ul>  | 10             |                |
| 2      | <b>LEARNING ENVIRONMENT</b> <ul style="list-style-type: none"><li>▪ Physical set up of classroom (seating)</li><li>▪ Classroom light adequate</li><li>▪ Well ventilated</li><li>▪ Motivates students</li></ul>  | 05             |                |
| 3      | <b>PREPARATION</b> <ul style="list-style-type: none"><li>▪ Coverage of subject content</li><li>▪ Depth of Knowledge</li><li>▪ Integration of subject matter</li><li>▪ Speech- Clear, audible, well modulated</li><li>▪ Explanation and clarification</li><li>▪ Use of current literature</li><li>▪ Time limit</li></ul> | 10             |                |
| 4      | <b>USE OF AUDIOVISUAL AIDS</b> <ul style="list-style-type: none"><li>▪ Relevant , clear and visible</li><li>▪ Creativity</li><li>▪ Used effectively at the right time</li></ul>   | 10             |                |
| 5      | <b>QUESTIONING TECHNIQUE</b> <ul style="list-style-type: none"><li>▪ Questions equally, addressed to all</li><li>▪ Well worded questions, no ambiguity</li><li>▪ Thought provoking questions</li><li>▪ Sufficient time allowed for answering</li><li>▪ Questions relevant and challenging</li></ul>                     | 05             |                |
| 6      | <b>ASSIGNMENT</b> <ul style="list-style-type: none"><li>▪ Appropriate to the lesson</li><li>▪ Clear</li><li>▪ Motivating</li><li>▪ Explained to the students</li><li>▪ Feedback given to the students</li></ul>   | 05             |                |
| 7      | <b>STUDENT TEACHER PERSONALITY</b> <ul style="list-style-type: none"><li>▪ Appearance grooming</li><li>▪ Confidence</li><li>▪ Mannerisms</li></ul>  | 05             |                |
|        | <b>Total Marks</b>  | <b>50</b>      |                |

**Remarks of the Evaluator / Guide:**

**Signature of the Evaluator/ Guide:**

**Signature of the student:**