



CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning, Design and Development

1.1.1 Does the institution have clearly stated goals and objectives for its educational program? Yes.

GOALS:



Overall Goal:

Community Development Through Excellent Health Care, Nursing Education, Service and Research Systems.

- ❖ To create a perfect environment and infrastructure that executes organizational vision and regulatory agency requirements to train students for the award of B.Sc, P.B.B.Sc Nursing and M.Sc Nursing in different subjects involving total quality management at different levels of education, service and training.
- ❖ To rightly perceive the idea of sincerity, commitment and dedication by human element in the system and to provide patient care centered service with human touch.
- ❖ To learn and regularly update technology for alleviating human suffering and to inculcate the same in educational training process – A learner centered approach.
- ❖ Relentlessly work to improve the existing knowledge and skills to strengthen the profession of Nursing in all possible ways to serve the community at large ---Community oriented research.

Objectives:

The objectives are developed from inside-out approach and are well communicated to all the stakeholders through deliberations and appropriate display of the same across the institution and community.

The major considerations in objectives addressed by the institution are-

- ❖ Learner centered Health care, Nursing education
- ❖ Community oriented research
- ❖ Patient centered service
- ❖ Strong community relationship
- ❖ Community oriented extension services
- ❖ Referral service centre, serve the underserved
- ❖ Professionalism in education, service and management
- ❖ Meet regional and National needs
- ❖ Strategic future oriented planning
- ❖ Inter organizational linkage and unique organizational culture.

The institutional goals are translated into academic programs and consequent to their implementation, institution achieves its objectives.

1. Prepare competent qualified nurses to be members of a health care team who will:
 - ❖ Deliver safe and effective nursing care at various care levels to individuals, families and communities utilizing the nursing process.
 - ❖ Plan, implement and evaluate health education activities for individuals, groups, families and communities.
 - ❖ Utilize research findings to improve the health of the people .
 - ❖ Assume responsibilities for personal and professional development.
2. Meet the needs of health services for qualified nursing personnel.
3. Participate in the continuing education activities for the promotion and development of the nursing services.
4. Participate in research activities for the development of health care and the nursing profession.
5. Participate at community level to contribute to health promotion activities.

1.1.2 How are the institutional goals and objectives reflected in the academic programs of the institution?

The institutional goals are translated into academic programs and consequent to its implementation, institution achieves its objectives.

- ❖ The academic programs prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times so as to respond to national aspirations.
- ❖ Students participate in the local / national health and family welfare programmes along with the government and nongovernmental service organizations and thus prepares its graduates to assume responsibilities as professional , competent nurses, midwives and leaders in providing promotive, preventive, curative and rehabilitative services at hospitals and community .



- ❖ Students and faculties undertake community oriented research activities to meet the changing need of the society and thus contributing for the community and National development.
- ❖ Working knowledge of computer, ICT integration in curriculum, value added courses, development of entrepreneurial skills are dealt throughout the program.
- ❖ Institution promotes eco friendly environment through encouragement of plantation , maintain plastic free campus, use of solar water heater, green power system to convert the kitchen waste into cooking gas , bio-methanation reactor which is capable of producing 7 Kg of LPG from 100 kg of Kitchen waste and rain water harvesting .



- ❖ Students are given clinical training in both the rural and urban community areas to meet the health needs of individual, family and community.

1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

The curricula of undergraduate and post-graduate programmes are designed and redesigned by the Indian Nursing Council. The Council designs the curriculum on the basis of national health policy, global requirements of health care facilities and the needs of the society. The curriculum is designed by involving subject experts across the globe. While designing the curriculum, these committees at the national level take into account the feedback received from the faculty, students, alumni, academic peers and community. Normally, the major revision in the curriculum takes place once in five years. The council develops the model curriculum and sends the same to the Universities for implementation and is placed before the respective Boards of Studies and finally the Academic Council for implementation.

The initiatives of the college for curriculum development process involves curriculum need assessment through feedback from the stakeholder's. viz students, academic peers, alumni, parents and community. The feedback on courses, programs, competencies gained by alumni on courses and teaching through set of formats designed by the college are analyzed, areas for redesign are identified, placed before the curricular committee of the college and necessary enrichment courses are designed. The deficiencies are communicated to the Boards of Studies and appropriate authorities of the affiliating University for redesign. Few of the contribution of the institution in curriculum design and development process are –

M.Sc Nursing I Year –

1. Nursing Education – (Theory-150hrs-Practical-150hrs).
2. Advance Nursing Practice-(Theory-150 hrs-Practical-200hrs).
3. Nursing Research & statistics-(Theory-150hrs-Practical -100hrs)
4. Clinical specialty-I (Theory-150hrs-Practical-650hrs).
5. Self study/Library-50hrs.

M.Sc Nursing – II Year

1. Nursing Management – (Theory-150hrs-Practical-150hrs)
2. Nursing Research – (Dissertation)-300hrs
3. Clinical Specialty-II- (Theory-150hrs-Practical-950hrs). Educational visit 2 weeks. Log book contents are also changed. Structuring Journal clubs and Seminars, Continuous assessment of PG students during 2 years course is introduced. Restructuring the preclinical and clinical work, to follow a common pattern throughout India. The other faculties have also contributed for curricular development by their participation at university academic activities. Evaluating a common form of Preclinical Examination for uniform assessment including an insight to candidate's clinical work preferred during the course by adding Pedagogy.

1.1.4 How does the curriculum design and development meet the following requirements?

*** Community needs:**

- ❖ The curriculum meets the needs of the society in line with the institutional objectives by way of emphasizing on preventive, promotive, curative and rehabilitative aspects of care to people across their life span in rural and urban health care setting.
- ❖ The College conducts sensitization programme to the public by organizing seminars, community orientation, survey, need assessments, street play, rally, sociodrama, health education and conducting health camps extension activities. .
- ❖ Students are encouraged to undertake community oriented research activities.

- ❖ We participate in the local / national health programmes along with the government and non-governmental service organizations to augment the delivery of health care.



❖ Professional skills and competencies

- ❖ Mannequins are used to demonstrate practical /clinical skills
- ❖ All courses have practicals. Experiential learning and work experience is gained during clinical and laboratory work experiences.
- ❖ Students are encouraged to use computers and internet facility. Library has internet facility.
- ❖ Students are encouraged to make PowerPoint presentations for their seminars, presentations and gather information and images through the internet.
- ❖ PowerPoint presentation is used in lecture classes, seminars, tutorials and enrichment courses.
- ❖ Laptops are extensively used.



❖ Research in thrust / emerging areas

- ❖ Research projects are a compulsory requirement in the UG/ PG curriculum.
- ❖ Students are encouraged to take up research projects in the community/ hospitals which address the common problems of the community and the society.
- ❖ Faculties are encouraged to take up evidence based research projects and apply for funds from the RGUHS/INC.
- ❖ Faculties are encouraged to undertake research activities, publish in the Indexed journals.
- ❖ Regular workshops / seminars on research methodology, research ethics, quantitative, qualitative designs, writing articles for publications are conducted.
- ❖ **Innovation**
- ❖ Both the UG/ PG program focus on experiential learning including practical- clinical, field and lab work experiences.
- ❖ Strong focus on experimental learning which also includes group discussion, seminars, compulsory internship, bed side teaching, attending clinics, doing research projects etc.

- ❖ Submission of dissertations, participation in seminars, practice teaching, group discussions help them to improve communication and writing skills.
- ❖ Short course on soft skill is provided to them in orientation programme.
- ❖ **Employability**
- ❖ Academic instruction and clinical experiences are tuned towards career training.
- ❖ Guest lectures on career opportunities are conducted.
- ❖ Alumni working in different fields are invited to highlight the career opportunities to the students.
- ❖ Working knowledge of computer, ICT integration in curriculum, induction course to interns, development of entrepreneurial skills are dealt throughout the program.
- ❖ Value-added courses- BLS program for outgoing students, professional ethics, yoga / meditation classes, consumer redressal act , right to information act, personality development and communication skills classes are offered by the institution for all the students



1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?

The college meticulously follows regulatory guidelines of the Rajiv Gandhi University of Health Sciences (RGUHS) -affiliating university and Indian Nursing Council(INC)-the apex body for nursing in the country.

The principal was a BOS (PG) member of RGUHS in M.Sc Nursing curriculum revision.

1.1.6 Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?

Through research , the OBG and Psychiatry departments realized the need for involvement of men in antenatal, intranatal and postnatal care .

Research paper on Postpartal adaptations: Who is at risk for postpartum Non Psychotic Depression: Father Vs Mother? Presented in Bidecennial Year Celebration National Conference on Recent Trends in Quality Patient Care in Obstetrics- conducted at Mangalore- NITTE University on 15 & 16-01-2014 by Dr. Thilagavathy G, - OBG and Ms. Shuba D , Agnes G. Pereira - Psychiatric nursing department.

1.1.7 How are the global trends in health science education reflected in the curriculum?

- ❖ Students are taught recent developments; evidence based nursing practice by lectures, bedside clinics and seminars.



- ❖ Latest global trends are gathered by the faculty through journals and online journals.
- ❖ Faculty is encouraged to attend/present papers at national & international seminars, workshops and conferences to update the recent advances.
- ❖ The ICT and community integration in curriculum,
- ❖ Focus for skill development at par with global needs,
- ❖ Maintaining the competitive edge in learning opportunities.
- ❖ Entrepreneurship development
- ❖ Establishing innovative teaching-learning facilities

1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.

The Indian Nursing Council designs the curriculum on the basis of national health policy, global requirements of health care facilities and the needs of the society by involving subject experts across the globe. The model curriculum is sent to the Universities for implementation and is placed before the Boards of Studies and finally the Academic Council for implementation.

1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?

- ❖ Skill development Program – Level-3 by ILFS Education technology and National Skill Development Corporation - Government of India is organized.
- ❖ BLS training in management of airway obstruction, rescue breathing, and CPR is compulsory for final year UG/PG students.
- ❖ Yoga / meditation classes, Professional ethics, consumer redressal act, right to information act, Constitutions of India, personality development and communication skills classes are offered by the institution for all the students

1.1.10 Explain the initiatives of the institution in the following areas:

Behavioral and Social Science.

- ❖ The students are trained for effective communication with the patients, families and team members through lecture, discussion, role play, practice session on patient teaching and supervised clinical practice.

- ❖ Students are trained to respect and deal with the vulnerable patients and their family with compassion and respect.
- ❖ Students are taught behavioral and social science and its relationship with the health, illness and nursing in their curriculum.



Medical Ethics / Bio Ethics / Nursing Ethics.

- ❖ Values, code of ethics and professional conduct for nurses are taught in the curriculum.
- ❖ Professional ethics lectures are engaged by ethical committee.
- ❖ International conference on “Ethics in every day nursing practice” by Cathy Buis, Clinical Manager, from Niagara College, Canada is conducted.

*** Practice Management towards curriculum and/or services.**

- ❖ Students are members of curriculum committee at the college level at both the UG/PG.

Orientation to research & Rehabilitation:

- ❖ Is provided at UG and PG as a part of curriculum to students.
- ❖ Regular workshops / seminars on research methodology, research ethics, and quantitative, qualitative designs, Biostatistics, Statistical Package, referencing style and writing articles for publications are conducted.
- ❖ Students take clinical experience at CADABAMS Mental Health And Rehabilitation Centre.

Ancient scriptural practices.

Health Economics.

- ❖ Students are taught health economics in their curriculum.

Medico legal issues.

- ❖ Students are taught medico-legal issues in their curriculum
- ❖ Students are exposed to medico legal issues in their clinical postings.

*** Enhancement of quality of services and consumer satisfaction.**

- ❖ Enhancement of quality of education, and patient services is dealt by IQAC with students represented on varied committee and through feedback for services.
- ❖ Students’ feedback on the teaching – learning – evaluation, infrastructure is obtained.
- ❖ Students’ safety insurance covered under the United India Insurance.
- ❖ Free health care and annual checkup for the students at The Oxford Medical College & Hospital and Research Centre.
- ❖ Adequate provision is made to secure library and e-library facilities, slides, equipments, models, charts and audio visual teaching materials.
- ❖ The consumer affairs- is dealt by student charter and patients rights education.
- ❖ Grievances redressal cell deal with the student grievances.

STUDENT CHARTER

A. Institution's responsibilities towards the students:

- ❖ Communicates aims and objectives to all the students.
- ❖ Workout programmes to achieve these aims and objectives.
- ❖ Periodically obtaining feedback from students so as to enable the review of training program.
- ❖ To ensure effective teaching-learning programmes as ongoing project.
- ❖ To ensure that over all progress of students is monitored continuously and the assessment mechanism is reliable to provide all the information about admission procedures, fee structure, refund policies and other resources of support available to the students.

B. Student's responsibilities of learning:

- ❖ The students shall appreciate the institution's growth and objectives and work towards realizing these objectives.
- ❖ Students should be aware and be updated about admission policy, rules and regulations of the institution.
- ❖ Make optimum use of learning resources and other services available in the institution.
- ❖ Preparation of periodical internal assessment and University Examinations diligently.
- ❖ Feed back for system improvement towards short term and long term experiences.
- ❖ To leave as worthy alumni of the institution.

1.1.11 How does the institution ensure that Students are clinical practice guidelines are adopted to guide patient care wherever possible?

- ❖ Students are trained to incorporate evidence based nursing practice to provide quality care in the hospital and community settings.
- ❖ They are encouraged to undertake evidence based nursing research projects.

1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?

The internship structure is oriented so as to provide the learner with necessary enrichment of knowledge and skills, for him to be globally competent to serve as general and advanced Nursing professional, in varied set up of community including rural practice. The structure of internship followed is as per the statutory guidelines application and in force.

- ❖ Skill development Program –Level-3 by ILFS Education technology and National Skill Development Corporation - Government of India is organized.
- ❖ BLS training in management of airway obstruction, rescue breathing, and CPR is compulsory for final year UG/PG students
- ❖ Professional ethics, yoga / meditation classes, consumer redressal act, right to information act, constitution of India, personality development and communication skills classes are offered by the institution.
- ❖ Community oriented research projects in the internship period is mandatory for the students.

1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?

*** Vertical and horizontal integration of subjects taught and Integration of subjects taught with their clinical application.**

Basic B.Sc. Nursing

Subjects		Theory Hours	Practical Hours	Hours
	1 st Year			
1	English	60		
2	Anatomy	60		
3	Physiology	60		
4	Nutrition	60		
5	Biochemistry	30		
6	Nursing Foundation	265+200(Lab)	450	
7	Psychology	60		
8	Microbiology	60		
9	Introduction to Computers	45		
10	Kannada	30		
11	Library work / self study			50
12	Co- Curricular activities			50
	Total	930	450	100
TOTAL HOURS= 1480 HRS				

Subjects		Theory Hours	Practical Hours	Hours
	2nd Year			
1.	Sociology	60		
2.	Pharmacology	45		
3.	Pathology	30		
4.	Genetics	15		
5.	Medical Surgical Nursing-I (Adult including geriatrics)	210	720	
6.	Community Health Nursing-I	90	135	
7.	Communication and Education technology	60+30		
8.	Library work / self study			50
9.	Co- Curricular activities			35
	Total	540	855	85
TOTAL HOURS= 1480 HRS				

Subjects		Theory Hours	Practical Hours	Hours
	3 rd Year			
1.	Medical Surgical Nursing (Adult including geriatrics)-II	120	270	
2.	Child Health Nursing	90	270	

3.	Mental Health Nursing	90	270	
4.	Midwifery and Obstetrical Nursing-I	90	180	
5.	Library work / self study			50
6.	Co- Curricular activities			50
	Total	390	990	100
TOTAL HOURS= 1480 HRS				

Subjects		Theory Hours	Practical Hours
	4 th Year		
1.	Midwifery and Obstetrical Nursing-II	Nil	180
2.	Community Health Nursing-II	90	135
3.	Nursing Research and Statistics	45	*Project
4.	Management of Nursing Services and Education	60+30	
	Total	225	315
TOTAL HOURS= 540 HRS			

*Project work will be carried out during the clinical postings.

P.B.B.Sc Nursing

Subjects		Theory Hours	Practical Hours
	1 st Year		
1	Nursing Foundation	45	
2	Nutrition & Dietetics	30	15
3	Biochemistry & Biophysics	60	
4	Psychology	60	15
5	Microbiology	60	30
6	Maternal Nursing	60	240
7	Child Health Nursing	60	240
8	Medical & Surgical Nursing	90	270
9	English (Qualifying)	60	
	Total	525	810
Subjects		Theory Hours	Practical Hours
	2 nd Year		
1	Sociology	60	
2	Community Health Nursing	60	240
3	Mental Health Nursing	60	240
4	Introduction to nursing Education	60	75
5	Introduction to nursing Administration	60	180
6	Introduction to Nursing Research and Statistics	45	120
	Total	345	855

1.1.14 . How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?

- ❖ The curriculum meets the needs of the society in line with the institutional objectives by way of emphasizing on preventive, promotive, curative and rehabilitative aspects of care to people across their life span in rural and urban health care settings and hospitals.
- ❖ The College conducts sensitization programme to the public by organizing Seminars, community orientation, survey, need assessments, street play, rally, sociodrama, health education and health camps.
- ❖ Students are encouraged to undertake community oriented research projects.
- ❖ We conduct and participate in the local / national health / Family welfare programmes along with the government and non-governmental service organizations to augment the delivery of health care.



1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

*** Programs offered on campus**

The college offers varied programs and the students have sufficient academic flexibility to choose from these programs.

Sl. No.	Program Level	Name of the Program / Course	Duration	Number of Programs	Entry Qualification	Medium of Instruction	Sanctioned student strength
1	Under Graduate	B.Sc Nursing	4 Years	01	+2	English	75
2	Under Graduate	P.B.B.Sc Nursing	2 Years	01	Diploma Nursing	English	60
3	Post Graduate	M.Sc Nursing	2 Years	Five specialities	B.Sc (N) P.B.B.Sc (N)	English	40

* Overseas programs offered on campus

*** Programs available for colleges/students to choose from : M.Sc Nursing Five specialities.**

Departments	Sanctioned Student Strength
Medical Surgical Nursing	08
Pediatric Nursing	08
Obstetric & Gynecological Nursing	08
Communication Health Nursing	08
Psychiatric Nursing	08

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core options Core options are provided at UG level which incorporates courses as prescribed by regulatory agencies.

b Elective options: The student can opt for elective options at PG level. The student can choose from the five PG programs offered by the college

c. Bridge course:.

d. Enrichment courses: Each department has designed at least five enrichment courses that develop additional skills and knowledge which enhance their professional competency.



e. Credit accumulation and transfer facility

Not applicable. RGUHS is not following credit based system.

Transfer Facility:

Transfer of student's procedure for UG programme:

Transfer of students from one college to other college, can be done, for this first intimation should be given from students, to university, in that the reason for transferring should be mentioned clearly. Then followed by the student's application, intimation should be given to college where the student is willing to join. From the present college where the student is studying, shall clear the no dues, should get the attendance statements for theory, practical. For transferring students from one college to other college, the student should complete minimum one year of the course in the present college, then the university will verify the student's credits, analyze the suitable reason, for transfer etc, then the university will allot the appropriate college to the particular students. For transferring students from one college to other the students should get no objection certificate from both the colleges. After joining the new college the students should show the old the attendance statements for theory, practical subjects. Then the students course will be streamlined as per the university norms..

Transfer of students procedure for PG programme :

In case any student should get transfer from one college to others first intimation should be given from students, to university, in that the reason for transferring should be mentioned clearly. Then followed by the student's application, intimation should be given to college where the student is willing to join. From the present college where the student is studying shall clear the no dues, should get the attendance statements for theory, practical. The availability of guide should be checked and verified before transferring the students in the respective speciality. For transferring students from one college to other college, the student should complete minimum one year of the course in the present college, then the university will verify the student's credits, analyze the suitable reason for transfer then the university will allot the appropriate college, to particular students. For transferring students from one college to other the students should get no objection certificate from both the colleges. After joining the new college the students should show the old the attendance statements for theory, practical's subjects. Then the students' course will be streamlined as per the university norms.

f. Courses offered in modular form- No

g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions- No

h. Twinning programs- No

i. Dual degree programs: No

1.2.3 Does the institution have an explicit policy and strategy for attracting students from

*** other states--** The college follows the policy & guidelines of RGUHS

*** socially and financially backward sections-**

- ❖ Scheduled Caste & Scheduled Tribe students given relaxation of 10 % in the aggregate marks required for eligibility 40 %.
- ❖ The seat matrix is 25 % Govt. quota and 75 % management quota.
- ❖ Book bank is provided.
- ❖ Students are assisted to get the scholarships from the government and the charitable institution.

*** International students--** As per the policy & guidelines of RGUHS

1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

All the programs offered are self funded programs.

1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?

No provision for Choice Based Credit System (CBCS) / credit based system .

1.2.6 What percentage of programs offered by the institution follow:

Annual system : Yes

* Semester system: No

* Trimester system: No

1.2.7 How does the institution promote multi/inter-disciplinary programs? Name few programs and comment on their outcome.

The B.Sc Nursing program though started earlier is an Interdisciplinary program. The M.Sc Nursing programs in different specialties though provide core options still they are interdisciplinary as basic medical sciences subjects are incorporated.

. Students and faculties conduct research in inter-disciplinary programs

- ❖ Faculties and students conduct research in inter-disciplinary programs.
- ❖ They are invited to participate in seminars and conferences conducted in the campus.
- ❖ The faculty of the college Dr.Thilagavathy is a research ethics committee member of Physiotherapy.

1.2.8 What programs are offered for practicing health professionals for skills training and career advancement?

- ❖ Regular Continuing Nursing Education Programmes (CNE)
- ❖ Workshops / Conferences/seminars
- ❖ Guest lectures
- ❖ BLS training
- ❖ Value added courses
- ❖ Working knowledge of Computer



1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The Indian Nursing Council designs the curriculum on the basis of national health policy and global requirements of health care facilities and the needs of the society by involving subject experts across the globe. The model curriculum is sent to the Universities for implementation and is placed before the Boards of Studies and finally the Academic Council for implementation and the revision is done normally once in five years.

1.3.2 During the last four years, how many new programs were introduced at the UG and PG levels? Give details.

* Multi/inter * disciplinary

The B.Sc Nursing program is a Interdisciplinary program. The M.Sc Nursing programs in different specialties though provide core options still they are interdisciplinary as basic medical sciences subjects are incorporated

* Programs in emerging areas

The institution proposes to introduce Ph. D program in Nursing

1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?

The strategies adopted for revisions are :

- ❖ Review of contemporary global curricula of similar systems,
- ❖ Stakeholders demand of latest knowledge, skills
- ❖ Advances in nursing specialty services,
- ❖ To make the curricula globally competent
- ❖ To maintain competitive edge in the curriculum

The model curricula offered by the institution are designed by the INC Council & RGUHS . Therefore, there are serious limitations on the part of the institution to make major changes in the model curricula prescribed by them. However, the additional topics depending on the needs are taken as value added program such as BLS program, professional ethics, yoga / meditation classes, consumer redressal act, right to information, personality development, communication skills and constitutions of India .

- ❖ The B.Sc Nursing curriculum was revised in 2009,
- ❖ P.B.B.Sc Nursing curriculum was revised in 2005
- ❖ M.Sc Nursing curriculum was revised in 2009.

The other faculties have also contributed for curricular development by their participation at university academic activities.

Revising 4 years B.Sc Nursing curriculum to include 6 months internship with subjects to suit teaching and clinical training. Inclusion of subject on communication and educational technology instead of the previous nursing education. Some of the subjects in the B.Sc Nursing curriculum were subsidiary and as per the curriculum they have been made as university examination. Revisions have been made in all the specialty subjects with reference to newer trends in the health care arena.

The **P.B.B.Sc Nursing** curriculum was last revised in the year 2005, where the internal marks was revised as 25 and university exam for 75. Revisions have been made in all the specialty subjects with reference to newer trends in the health care arena.

The M.Sc nursing syllabus was prescribed by INC and it is uniform for all nursing colleges of India. Many changes in the subjects were made in the year 2009.

M.Sc Nursing I Year Nursing Education (Theory-150hrs-Practical-150hrs).2. Advance Nursing Practice-(Theory-150hrs-Practical-200hrs).3. Nursing Research & Statistics-(Theory-150hrs-Practical-100hrs). 4. Clinical specialty- I (Theory-150hrs-Practical-650hrs).5. Self study/Library – 50hrs – M .Sc Nursing II Year 1.Nursing management – (Theory-150hrs-Practical-150hrs) 2. Nursing Research - (Dissertation)-300hrs-3.Clinical specialty-II – (Theory-150hrs – Practical - 950hrs).Educational visit 2 weeks log book contents are also changed. Structuring Journal clubs and Seminars. Continuum assessment of PG students during 2 years course is introduction. Restructuring the preclinical and, clinical work, making a common pattern to be followed throughout India.

1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?

- ❖ Value-added courses offered by the institution for all the students :
- ❖ Skill development Program –Level-3 by ILFS Education technology and National Skill Development Corporation - Government of India is organized.
- ❖ BLS program for outgoing students
- ❖ Professional ethics,
- ❖ Yoga / meditation classes,
- ❖ Consumer redressal act
- ❖ Right to information act,
- ❖ Constitution of India
- ❖ Communication skills
- ❖ Personality development .

It is planned in the time schedule, attendance is mandatory and all the students are informed and the copy of time table is displayed in the class room notice boards.

1.3.5 Has the institution introduced skills development programs in consonance with the national health programs?

- ❖ The institution encourages the students to participate in implementing National Rural Health Mission and National Health & Family welfare Programmes, participation in activities like health checkup camps, National pulse polio program ,immunization , AIDS Awareness programmes, cancer awareness Street plays, socio drama , anti tobacco movement, Diabetes Camp, School Health camp, Maternal Child Health Camp, World Breast Feeding Week, Geriatric Health checkup, Blood donation camp,

Nutrition program, Public sanitation and hygiene help the students to know their civic responsibilities.

- ❖ The academic program has an inbuilt provision of skills that are required for professional practice or wage employment.
- ❖ In addition to that, a short course on value education is introduced for students. BLS course, special lectures on professional ethics, yoga / meditation classes, consumer redressal act, right to information, personality development, communication skills, constitutions of India and Skill development Program –Level-3 by ILFS Education technology and National Skill Development Corporation - Government of India is organized. etc. which provide them with legal and moral foundation.



1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student?

- ❖ Annual health checkup is arranged for all the students.
- ❖ Free medical treatment at the parent hospital
- ❖ Student insurance at United Health Insurance company is provided.
- ❖ Student counseling cell actively promote the overall well being of the students.
- ❖ Mentor system to help the students with overall performance
- ❖ Encouragement of participation in the co- curricular & extracurricular activities
- ❖ Various national festivals are celebrated.
- ❖ Best performers in academic, co- curricular & extracurricular activities are duly rewarded., recognized in the platform.

1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?

Yes.

- ❖ Professional ethics lectures are conducted.
- ❖ International seminar on Ethics in every day practice is organized.
- ❖ Institutional research committee and Ethics committee monitor all the research projects .
- ❖ Nursing research workshops conducted.

1.3.8 Does the curriculum cover additional value systems?

Yes.

1.4 Feedback System

1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of? Yes. The college obtains varied feedbacks from students through structured questionnaire designed by the college. The feedback committee analyze it to identify areas for improvement and actions initiated.

Students' feedbacks:

- ❖ On courses -- I- IV yrs of B.Sc , I& II P.B.BSc , I& II M.Sc Nursing program ,
- ❖ Teacher performance,
- ❖ Infrastructure,
- ❖ Courses and teaching evaluation ,
- ❖ Library forms
- ❖ Overall rating program by interns

1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.

The institution is affiliated to the RGUHS. The Boards of studies at RGUHS involves the participation of the academic peers in designing and redesigning the curriculum. External examiners from other states conduct practical examinations and evaluate the theory papers and they contribute in redesigning the curriculum by giving suggestions based on their experiences.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.

The committee for feedback, analyze the feedbacks on 4 point liker scale using 7QC tools. Areas for improvement are identified, a consolidated report is generated. The same is sent to board of studies for needful. Till curriculum redesign is implemented, appropriate enrichment courses are initiated by the college.

1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?

To sustain quality and enhance it, the institution has:

- ❖ Information and communication Technology (ICT) in teaching & learning.
- ❖ Qualified and experienced faculty as per RGUHS requirements.
- ❖ Regularly up-graded library facilities.
- ❖ Guidance , Mentorship to promote overall developments.
- ❖ Remedial/ Tutorial classes to slow learners.
- ❖ Book bank and a question bank .
- ❖ Electronic data management through PupilPod and institutional website
- ❖ ICT – enabled administrative processes
- ❖ Student representatives in all the IQAC committees.
- ❖ Encouragement/ motivation in academic, co- curricular & extracurricular activities.
- ❖ Student council, Grievances redressal cell.

1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?

Students / Interns: The college obtains various feedbacks from students through structured questionnaire designed by the college . Few such students feedback are-- student's feedbacks on courses separately, program feedback by interns, courses and teaching evaluation by interns, student feedback on teacher performance, students feedback on infrastructure and library forms are collected and analyzed to identify areas for improvement and actions initiated .

Parents: Parent's feedback are collected during PTA meet and whenever they visit the institution

Alumni :Alumni feedbacks for competencies gained is collected and analyzed

Employers / industries / General Public: Employer's feedback on performance of our alumni is ascertained by verbal communication and satisfactory placement and performance of our alumni.

Academic Peers: The Boards of studies at RGUHS involves the participation of the academic peers in designing and redesigning the curriculum

Hospitals :Patients feedback is collected from all the five departments across the hospital / community and analyzed. .

Any other information regarding Curricular Aspects which the institution would like to include.

Best Practices in Curricular Aspects

- ❖ Skill development Program –General Duty Assistant by ILFS Education technology and National Skill Development Corporation - Government of India is organized.
- ❖ IQAC ensures that excellence is maintained at all levels in the institution. The college has constituted separate curricular committee for UG and PG under IQAC, students are nominated to these committee, participative decisions are drawn and implemented
- ❖ Motivating students for rural service through camps and outreach programmes.
- ❖ Enrichment courses are initiated by the college.
- ❖ Remedial classes / tutorials, Problem based learning.
- ❖ Clinical diaries and logbook .
- ❖ Regular sports and extracurricular activities.
- ❖ Using internet based information for clarification and developing familiarity
- ❖ The ICT and community integration in curriculum.
- ❖ Organizing seminars/conferences / workshops on recent trends.
- ❖ Value-added courses offered by the institution.
- ❖ Optimum uses of resources in teaching and learning- e-learning, HELINET, Science Direct, Ovid SP date base,
- ❖ Organizing regular co-curricular and extracurricular activities.
- ❖



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