



Sahayog Sevabhavi Sanstha's
MOTHER TERESA NURSING SCHOOL
Sahayog Educational Campus, Vishnupuri, Nanded-431606. (Maharashtra)

BEST PRACTICES

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Vision

- To be a Centre of Excellence in preparing competent and ethically sound professional nurses through quality nursing education, ultimately contributing to positive health care outcome globally.
- Excellence in nursing education, practice, research, administration and innovation through high value systems for quality nursing care to compete globally in the field of health care arena.

MISSION

- To impart quality education incorporating cognitive, psychomotor and affective domain.
- To accelerate the learning with multidimensional perspective in order to keep in pace with changing trends and to meet the challenges proactively to cater to the needs of the society.
- To provide platform for nursing research and innovation.
- To prepare excellent and competent nursing professionals with a passion for quality nursing care, through Evidence Based Practice and whose actions and voices will be recognized for their skills in leadership, enabling them to be life-long learners.

Objectives As per the “Vision and Mission” of the Samstha is to impart “education to students for empowerment with wide exposure for rendering excellent nursing care to the patients. It is in the interest of the institute to educate the students to become self- sufficient professionals. The institute is of the firm view that no student should be deprived of education due to want of resources. With this vision and mission in mind, the institute ensures economical support through Government scholarship.

Shani
PRINCIPAL

SSS Mother Teresa Nursing School,
Vishnupuri, Nanded-431606



PRACTICE-

All the eligible SC/ ST/VJNT/ OBC students are provided scholarship as per government rules. Their scholarships are transferred directly into their bank accounts by obtaining the bank account details of the beneficiary students.

The institute is proactive in completing the formalities of the Government social schemes and scholarships to deliver it in the timely manner to the bonafide beneficiary of SC/ST/VJNT/OBC category students. The enrollment ratio of marginalized communities has increased in the past years and has benefitted many of them.

Title of the practice:

Teaching-learning activities in best simulated labs

Objectives of the practice:

- To inculcate good skills among students in up to date labs with latest models / manikins.
- The objective of this practice is as follows:
- To provide firsthand experience to the students before going to hospital.
- To consolidate and further validate the knowledge gained in classroom.
- To instill sense of confidence among pupils before they proceed for clinical training in the affiliated hospital.
- To inculcate quality of teamwork in performing procedures on patients.
- To learn outcome of procedures done on patients, draw relevant lessons and further improve standards.
- To strengthen skills and knowledge among faculty of college.

Practice:

After orientation to college, students are made to attend theory portion first. Once acquainted with basics they are allowed to do various procedures like hand washing, vital signs, basic care (oral care, hair care, bed bath and hand feet care) positioning, NG tube insertion and feeding. All basic and procedures related to Nursing Foundation & Medical Surgical nursing are performed in Nursing Foundation lab. In Paediatric Lab, students of B.Sc. Nursing 3rd year perform procedures on dummies like infant CPR, holding infant and feeding, phototherapy care machine, ET tube placement etc.; advance procedures like ET insertion, suctioning, ABG analysis are also performed on dummies in lab. Apart from clinical point view, there is an A V aid lab in which students are able to utilize best boards and bulletin-boards in their practice teachings. In Nutrition Lab, students prepare different diets according to patient needs. They calculate energy required as daily allowance for patients to meet their specific body needs.

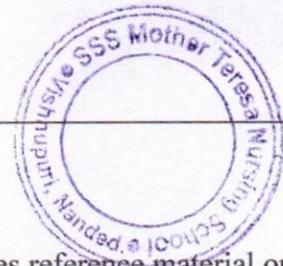
In Preclinical lab, various models, charts related to Anatomy & Physiology of different organs are displayed. Microbiology lab assists pupil to understand microorganisms their pathology and certain procedures like urine analysis, blood studies etc.

OBG lab has up to date dummies including labor and delivery manikins and models of placenta, disease conditions etc. Community Health nursing lab exhibits community setting and focuses on procedures to be performed in communities and health education for prevention of various deadly diseases.

In the library, plenty of books related to nursing, and non-nursing books, periodicals, encyclopedias, reference books, coffee table books, competitive exam books, general knowledge books, journals, magazines, newspapers are available to enrich the knowledge of the students. Practical books allow students to enhance clinical side knowledge plenty of procedure books

[Signature]
PRINCIPAL

SSS Mother Teresa Nursing School,
Vishnupuri, Nanded-431606



related to each speciality are available. The 'Knowledge Bank' that enables reference material on all important subject and topics. E-journals and Consortia have further helped in a barrier free sharing and exchange of resources.

In addition, students also use computers in Computer Lab effectively and efficiently. Pupils utilise computers in research work, assignments and for forms of competitive exams. Apart from this, professional up-gradation of mentors is also focused. Throughout the year teachers organise and take part in CNEs according to their departments and discuss the value new technological advancements in their fields. Yearly, dealers with advance and basic models visit college and exhibit the dummies. This further empowers faculty and students to go with latest trends. Labs are generously endowed with cut section and working models and manikins that greatly enhance the level of proficiency, in a step by step process.

Overall, this practice empowers students to be more vigilant and knowledgeable while taking care of patients.

PRACTICE-2

Title: Integration of traditional and digital teaching and learning

Integration of traditional digital teaching and learning is an approach in education that combines online educational materials and opportunities for interaction online with traditional place-based teaching and learning methods. It requires the physical presence of both teacher and student, in smaller groups with students having control over pace, time and place. In the institute blended the in-person teaching with synchronous and asynchronous learning methods, where students in smaller groups learnt with traditional lectures, simulations, and clinical postings combined with online teachings with PPTs, and worked on online exercises and watched instructional videos during their own time. The online component of the learning complemented what the faculty was teaching in the classroom or clinicals is in the form of PPTs, instructional exercises, games and/or reading materials, and it met the educational needs of students.

Objectives were:

- To teach students in smaller groups with offline and online teaching methods
- To make learning with no restrictions of time, place, path and pace.
- To make students as self-directed learners.
- To gain knowledge of the latest trends and technologies.
- To learn concepts from online resources to get broader perspectives.
- To blend traditional teaching and learning with self-learning
- To minimize face time learning due to Covid restriction.

The Context of practice- This integrated learning became the need of the hour during Covid times. Our MUHS University did not close down the institutes. So we had opted for integrated learning to reduce face time contacts. Goggle meet facility of Google was the Learning Management System used for this as it had multiple features.

The Practice- The faculty taught the subject matter in the traditional classroom, simulation lab and clinicals in smaller groups on rotations and then posted her PPTs; videos on students group for students refer, learn and solve

Shashi
PRINCIPAL

**SSS Mother Teresa Nursing School,
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