



Swami Vivekanand Shikshan Prasarak Mandal's
Swami Vivekanand College of Nursing, Udgir

(Approved by Government of Maharashtra, Recognized by Indian Nursing Council, New Delhi and Maharashtra Nursing Council Mumbai)

Affiliated to Maharashtra University of Health Sciences, Nashik

Survey No. 184, Bodhan Nagar, Jalkot Road, Udgir - 413517 Dist. Latur

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Dr. Sudhir Jagtap (M.Sc. M.Phil, Ph.D.)
President

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

TITLE OF THE PRACTICE-1

Teaching-learning activities in best simulated labs.

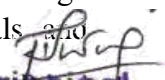
Objectives:

- To inculcate good skills among students in up to date labs with latest models / manikins.
- To provide firsthand experience to 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, 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, positioning. All basic and procedures related to Nursing Foundation & Medical Surgical nursing are performed in Nursing Foundation lab. In Pediatric 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 the library, plenty of nursing books, and non-nursing books, periodicals, encyclopedias, reference books, competitive exam books, GK books, journals, magazines, newspapers are available to enrich knowledge students. Practical books allow students to enhance clinical side knowledge plenty of procedure books related to each specialty are available. The 'Knowledge Bank' that enables reference material on all important subject and topics. E-journals and


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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.

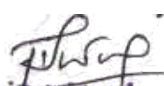
TITLE OF THE PRACTICE-2

Integration of traditional and digital teaching and learning

This 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 clinical is in the form of PPTs to meet the educational needs of students.

Objectives:

- 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.


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The Context of practice- This integrated learning became the need of the hour during Covid times. Our MUHS University didn't closed down the institutes. Google 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 PPTs; videos on students group.


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