CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the institution ensure publicity and transparency in the admission process?

Publicity:

- ❖ Advertisement in Regional/National Newspapers
- ❖ College Prospectus
- ❖ Institutional Website- www.theoxford.edu
- ❖ Participation in Educational Fairs & Extra-Curricular Events
- ❖ College Magazine
- ❖ Alumni
- ❖ Employee referral
- ❖ Student referral
- ❖ Exhibitions & banners
- ❖ A Centralized Admission Cell in the Institute provides detailed information to parents / Students seeking admission to this Institute.

Transparency in the admission process:

- ❖ The admission regulations are governed by the Rajiv Gandhi University of Health Sciences.
- ❖ The students are admitted to the course on merit basis, the management quota is through general merit basis and government students are admitted through counseling.
- ❖ No Middlemen are allowed and individual letter is sent to the students.

2.1.2 Explain in detail the process of admission put in place by the institution. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii)merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).

Criteria for admission: B.Sc. Nursing: Merit:

- ❖ The students are admitted to the course on merit basis.
- ❖ The management quota is through general merit basis and government students are admitted through counseling.
- ❖ The seat matrix is 25 % Govt. quota and 75 % management quota.
- ❖ Duration of the course is 4 years.

Criteria for admission: P.B.B.Sc Nursing:

- ❖ The students are admitted to the course on merit basis.
- ❖ All the seats are under the management quota.
- ❖ Duration of the course is 2 years.
- ❖ The admission regulations are governed by the Rajiv Gandhi University of Health Sciences.

Criteria for admission M.Sc Nursing:

- ❖ The students are admitted to the course on merit basis.

❖ The management quota is on general merit basis and government students are admitted through common entrance exam (PGCET) & counseling.
❖ The seat matrix is 20 % - Govt. quota and 80 % management quota.
❖ Duration of the course is 2 years.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Admission procedure for B.Sc Nursing

The students are admitted to the course on merit basis, the management quota is through general merit basis and government students are admitted through counseling. The seat matrix is 25 % Govt. quota and 75 % management quota. Duration of the course is 4 years. The admission regulations are governed by the Rajiv Gandhi University of Health Sciences and are as follows:

1.Eligibility

Qualifying Examination

A candidate seeking admission to first Basic B.Sc Nursing course:

i) Shall have passed two years Pre University examination conducted by Department of Physics. Chemistry and Biology as optional subjects. The candidates shall have passed subjects of English, Physics, Chemistry and Biology individually and must have obtained a minimum of not less than 50% marks in Physics, Chemistry, Biology and English (PCBE) taken together in the qualifying examination. In respect of candidates belonging to Scheduled castes, Scheduled Tribes or other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in qualifying examination is not less than 40 % instead of 50 % as above.

OR

ii) Shall have passed any other examination conducted by Boards/Councils/Intermediate Education established by State Governments / Central Government and recognized as equivalent to two year Pre University examination by the Rajiv Gandhi University of Health Sciences / Association of Indian University (AIU), with English as one of the subjects and Physics, Chemistry and Biology as optional subjects and the candidate shall have passed subjects of English, Physics, Chemistry and Biology individually and must have obtained a minimum of not less than 52 % marks in Physics. Chemistry, Biology and English taken together in the qualifying examination. In respect of candidates belonging to Scheduled Castes, Scheduled Tribes or other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in qualifying examination be not less than 40 % instead of 50 % as above.

OR

iii) In case of candidates from the stream of Vocational Higher Secondary Course conducted by the Board of Vocational Higher Secondary Examination, Kerala, the candidate shall have taken a minimum of 5 (five) subjects including Physics, Chemistry, Biology & English in addition to the vocational subject (vide RGUHS Notification No TGUHS / SEF / Ec. B.Sc Nsg / 191 / 2005-06 dated 18.05.2006) and shall have passed the said examination in all the subjects individually and shall have obtained minimum of not less than 50 % marks in Physics, Chemistry, Biology and

English taken together in the qualifying examination. In respect of candidates belonging to Scheduled Castes, Scheduled Tribes or Other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in the qualifying examination is not less than 40 % instead of 50 % as-above. Age: The candidate should have completed 17 years on or before 31st day of December of the year of admission.

Candidate shall be medically fit.

Admission procedure for P.B.B.Sc Nursing:

The students are admitted to the course on merit basis, all the seats are under the management quota. Duration of the course is 2 years. The admission regulations are governed by the Rajiv Gandhi University of Health Sciences and are as follows:

Eligibility: A candidate seeking admission must:

i)   Hold diploma in General Nursing & Midwifery (GNM).
ii)   Be a registered nurse.
iii)   Have a minimum of two years experience in a hospital or community health nursing.
iv)   Have passed pre university examination in arts/science/commerce conducted by Rajiv Gandhi University of Health Sciences.
v)   Have working knowledge of English.
vi)   Be medically fit.
vii)   Have good personal and professional record.

Age: No candidate who is above 48 years of age on 31st December of the year of admission shall be eligible

Admission Procedure for M. Sc Nursing:

The students are admitted to the course on merit basis. The management quota is through general merit basis and government students are admitted through common entrance exam (PGCET). The seat matrix is 20 % Govt. quota and 80 % management quota. Duration of the course is 2 years.

Eligibility Criteria / Admission Requirement:

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any state nursing Registration Council.
2. The minimum education requirements shall be the passing of B.Sc Nursing / B.Sc Hons. Nursing / Post Basic B.Sc Nursing with minimum of 55 % aggregate marks.
3. The candidates should have undergone in B.Sc Nursing/B.Sc Hons. Nursing/Post Basic B.Sc Nursing in an institution which is recognized by Indian Nursing Council.
4. Minimum one year of work experience after Basic B.Sc Nursing.
5. Minimum one year of work experience prior or after Post Basic B.Sc Nursing.
6. Candidate shall be medically fit.
7. Relaxation of marks by 5% for SC/ST candidates may be given.

Entrance / Selection test: Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority**.**

Admission Strength: Annual admission strength for M.Sc (N) programme should have prior sanction/permission from the Indian Nursing council on the basis of clinical, physical facilities and teaching faculty.

2.1.4 Does the institution have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

As the admission process and the eligibility criteria for admission is governed by rules, regulation & guidelines set up by the RGUHS, the same is adhered by the institution. However the institution reviews the   student profile annually.

The demographic profile of the student population reveals that

2012-2013 :   **2013-2014**

UG: B.ScN: 94.7% are Non Karnataka students   100% are Non Karnataka students

P. B. B. Sc : 8% are Non Karnataka students   94.2% are Non Karnataka students

M.Sc N: 100% are Non Karnataka students   100% are Non Karnataka students

The institution is earning the trust of the students outside the state and the country and is becoming a favorite institution for studies.

 PGCET: PG common entrance exam for students has been replaced by counseling by RGUHS to improve the admission status.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

 SC/ST/ OBC/ Economically weaker sections:
   ❖ Institution offers seats to SC, ST, and OBC, economically weaker students as per the government norms, rules & regulations.
   ❖ Providing additional books on loan basis to these students.
   ❖ For B.Sc Nursing: Scheduled castes, Scheduled Tribes or other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in qualifying examination   is relaxed for 40 % instead of 50 % as above for other students by RGUHS.
   ❖ For P.B.Sc. & M.Sc. Nursing: Scheduled castes, Scheduled Tribes or other Backward Classes 5 % relaxation of marks given by RGUHS.
 * Women: 94.38 % of the students are women   Boys are =5.62%
* **Persons with varied disabilities:** Students should be medically fit as per RGUHS norms.
 However wheelchair, elevator facilities are available in the college.

* Economically weaker sections:
   ❖ The institution assists the students to get scholarships from the Govt or charitable trust.
   ❖ The institution gives concession in fees to the economically weaker sections.
   ❖ The Institution provides additional books on loan basis to these students
* Outstanding achievers in sports and other extracurricular activities.yes

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Our institution gives preference to students with outstanding performance in sports. The admission of Institute level quota is offered to the students all over India.

2.1.6 Number of students admitted in the institution in the last four academic years: Categories

Categories	Year I		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	01	02	-	-	01	-	-
ST	-	16	-	05	-	05	-	03
OBC	1	-	-	03	-	05	-	-
GENERAL	01	17	05	63	-	16	-	19
OTHERS	-	-						

2.1.7 Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, high light the significant trends explaining the reasons for increase / decrease.

The reasons for increase / decrease in the admissions are decided by following factors:

❖ National & global employment scenario.
❖ Mushrooming of nursing colleges (both recognized and unrecognized) in the neighboring and other states led to a decrease in admissions.
❖ States empowerment to retain their own students.
❖ The aspirations of students and parents towards engineering/ dental / pharmacy/ and medicine have shown an increase over the years.
❖ Policy decisions taken by various Governments on the Healthcare in the Country.

2.1.8 Were any programs discontinued /staggered by the institution in the last four years? If yes, specify the reasons.

No programs offered by the institution have been discontinued / staggered since the inception of college.

2.2 Catering to Student Diversity

2.2.1 Does the institution organize orientation / induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes. The institution organizes orientation cum induction program to fresher students. The details are as follows

ORIENTATION PROGRAMME FOR THE YEAR 2013-2014

DATE	TIMINGS	PROGRAMME SCHEDULE	FACULTY RESPONSIBLE
23/10/13 Wednesday	9AM-1PM 2PM-4PM	INAGURAL FUNCTION REGISTRATION	CLASS CO-ORDINATORS
24/10/13 Thursday	9AM-11AM	ORIENTATION TO COLLEGE	MRS.MAHESWARI K & MRS. LIDA
	11AM-12PM	COURSE INTRODUCTION	PRINCIPAL Dr.G.THILAGAVATHY

	12PM-1PM	ESSENTIAL LIFE SKILLS	Dr.G.THILAGAVATHY
	1PM-2PM	LUNCH	
	2PM-4PM	ORIENTATION TO HOSTEL RULES AND REGULATIONS	WARDEN
25/10/13 Friday	9AM-10AM	FILLING OF HEALTH RECORDS	CLASS CO-ORDINATORS
	10AM-11AM	INTRODUCTION TO FACULY	PRINCIPAL Dr. THILAGAVATHY G
	11AM-11.30AM	ORIENTATION TO NSS	MRS.MARY GENEVA JAYARAJ
	11.30AM-12PM	PROFESSIONAL ETHICS	PRINCIPAL Dr. THILAGAVATHY G
	12PM-12.30PM	BOOST YOUR SELF CONFIDENT	MS.LOGAMBAL
	12.30PM-1PM	COMMUNICATION SKILLS	PROF. BALALAKSHMI J.
28/10/13 Monday	9AM-9.30AM	ORIENTATION TO SNA	MRS.AGNES GLADIES
	9.30AM-10AM	WORLD CLASS TELEPHONE MANNERS	MR. BABU R.
		TIME MANAGEMENTINTRODUCTION TO NURSING COURSE & SUBJECTS	MRS. SEMMALAR MRS.MERINA JOSEPH
		PERSONAL CARE AND BODY LANGUAGE	MRS. BHARATHI S
		MOTIVATION SKILL	MRS.KAVITHA REDDY
	10.30AM-11AM	LIBRARY REGISTRATION	MS.SHANTHA & BASAVARAJU
	11AM-12N	ORIENTATION TO LIBRARY	MR.RAMESH
	12-1PM	COMPUTER LAB	/MR.EKAMBARAM
	1PM-2PM	**LUNCH**	
	2PM-2.30PM	PROFESSIONAL ASSERTIVENESS	MRS.RAJI
		COMMUNICATION SKILLS IN ENGLISH	MS.SHUBA.D
	2.30PM-4PM	ORIENTATION TO LABS	MRS.SASIKALA
29/10/13 Tuesday	9AM-10.00AM	FILLING OF ADMISSION REGISTER	CLASS CO-ORDINATORS
	10.00 - 110.30AM	IPR SKILLS	MRS.MAHESWARI
	10.30AM-11	EFFECTIVE LEARNING & CREATIVE MEMORY	PROF. BHAVANI B.B.
	11.00AM-11.30M	ART OF PUBLIC SPEAKING	MRS. LEEELAVATHY D.
		SPIRITUAL VALUES AND NUTRITIONAL IMPORTANCE IN HEALTH	MRS. HEPSIBA
	11.30-12		
	12PM-12.30PM	IMPORTANCE OF LANGUAGE DEVELOPMENT AND	MRS. LATHA G.S
	12.30PM-1PM	INTRODUCTION TO KARNATAKA CULTURE	MRS. LATHA G.S
	1PM-2PM	**LUNCH**	
	2PM- 3PM	STUDY HABITS	MRS.LEIMA

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	INTRODUCTION TO THE SYLLABUS	CLASS CO-ORDINATORS
3PM-4PM		

2.2.2 Does the institution have a mechanism through which the "differential requirements of the student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Minimum eligibility qualifications for taking admissions to different programs are well defined by regulatory requirement. The students with prerequisite qualification only enter the program after meeting the admission requirement. They hardly have any knowledge gap to pursue the program they intend to, however few orientation classes in English are held for the students coming from Non English medium.

2.2.3 How does the institution identify and respond to the learning needs of advanced and slow learners?

❖ **Slow learners:**
❖ They are identified through regular formative assessment such as class tests / assignments.
❖ In the clinicals/ practicals through viva voce, case presentation, return demonstration of the procedure.
❖ Remedial drill/ tutorials are initiated by the concerned teacher in the form of special classes/ home assignments and counseling.
❖ Improvement tests are conducted as and when required for slow learners.
❖ The outcome impact on underperformers is evaluated for continuous improvement.

❖ **Advanced Learner**
❖ Institutional awards are given to meritorious students and advanced learners.
❖ The advanced learners are given opportunities to exhibit their talents through the conduct of seminars, presentations and group activities.
❖ Opportunity to assist instructors in academic activities, peer mentoring in the campus/intercollegiate level and in university level events.
❖ Leadership positions in academic, co-curricular and extracurricular committees/ activities.
❖ Involved in Peer mentoring of the students.

2.2.4 Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

Remedial Drill: Department wise remedial drill is initiated in the form of special classes/ home assignments, counseling/ tutorials and improvement tests are conducted for slow learners.

❖ Time table is prepared for tutorial class hours and teachers responsible.
❖ Time table is displayed in the notice boards.
❖ Attendance is maintained
❖ Lesson Plans are prepared by the faculty
❖ In clinical, viva voce and repeated demonstration of procedures are taken to improve the performance of the students.

Sl.No	Departments/Topics	Teachers Responsible
Pediatric nursing **III year and Iyear P.B.BSC**		
	Trends in Pediatric Nursing National Policy and Legislation for Children	Mrs. Bhavani B. B.
	Theories of Growth and development IMNCI	Mrs. Kavitha Reddy
	PEM Mental Retardation	Mrs. Nungoleima Chanu
	Congenital Heart Diseases Epilepsy	Mrs. K Maheshshwari
	Community Health Nursing **II Year BSc. Nursing**	
	Concept and Dimension of Health Food Hygeine	Mrs. Mary Geneva
	Epidemiology- Methods Methods of collection, analysis and interpretation of Demographic data	Mrs. Hephzibah
	Population explosion and Impact Women Empowerment	Ms. Dipa Kalinga Rai
	Community Health Nursing **IV Year Bsc. Nursing**	
	National Health planning	Mrs. Mary Geneva
	Planning, Budgeting and Material management of SCS, PHC's, CHC Epidemiological Approach	Mrs. Hephzibah
	Waste Management	Ms. Dipa Kaling Rai
	Community Health Nursing **II Year PB BSc. Nursing**	
	Scope and principles of CHN Family Health Services	Mrs. Mary Geneva
	Organisation & administration of health services in India Public Health Legislation	Mrs. Hephzibah
	Epidemiology- Theories & Models Management Information System	Ms. Dipa Kalinga Rai
	Medical Surgical Nursing **II year Bsc Nursing & I Year PBBsc Nursing**	
	COPD,Hypertension	Mr. R . Babu
	Cirrhosis of Liver,Portal Hypertension	Mrs. Merina

		Joseph
	Congenital Heart Disease,Cardiac Emergencies	Mrs. Leelavathy
	Lymphomas ,Diabetes Mellitus	Mrs. Semmalar
	OBG NURSING **IV YEAR B.Sc Nursing**	
	Cephalo pelvic disproportion, Forceps and its application	Mrs.Balalakshmi
	Amniotic fluid embolism, Version	Mrs.Sivasankari
	Shoulder dystocia ,Uterine rupture	Ms.Logambal.K
	Lower Segmental Caessarean Section	Ms.Mira khadaka
	OBG NURSING **III YEAR B.Sc Nursing& I YEAR PB.B.Sc Nursing**	
	Female pelvis and its diameters	Ms.Mira khadaka
	Fetal skull	Ms.Mira khadaka
	Psychiatric nursing **III year and II year P.B.BSC**	
	Mental status examination	Ms. Shuba
	Crisis management	Mrs. Agnes Gladies Pereira

Add on courses: Each department has designed at least five add on / enrichment courses that develop additional skills and knowledge for students to enhance their professional competency.

2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently abled, etc? If yes, what are the main findings?

- ❖ The   students' performance in the College regular internal examination reveals the academic growth of the disadvantaged students.
- ❖ The college arranges remedial / tutorial classes for such slow learners.
- ❖ Book bank and question banks are given to them.
- ❖ Improvement tests are conducted.

2.2.6 Is there a provision to teach the local language to students from other states/countries?
 Yes. Local language "Kannada "is taught in the First year for 30 hours by the Kannada teacher appointed by the institution.

2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles?
Institution's efforts to teach moral and Ethical Values and citizenship roles :
- ❖ Our institutional mission underscores value inculcation and sensitivity to social concerns. In keeping with the nation's motto of unity in diversity, we have students from diverse religious and socio-economic backgrounds living in harmony in the college environment.
- ❖ Fostering of national values and social sensitivity and responsibility is highlighted in the cultural events we organize and the festivals of various states are celebrated.

❖ Participation in community developmental activities such as rural community postings, conducting health camps and   community awareness programmes in rural areas.
❖ Social outreach programs like blood donation camps, AIDS awareness programmes, waste management programmes and national health programs contribute to responsible citizenship roles.
❖ Lectures on consumer protection act, Right to information, constitution of India are organized.
❖ Lectures/ workshops / conference on   professional ethics are organized.

2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc.
❖ Lectures/ workshops / conference on   constitution of India, women's empowerment are organized.
❖ International women's day is celebrated by SNA unit.
❖ National integration—Sadbhavana day—communal harmony, Ethnic day, religious festivals, Peace day are celebrated.

2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?
❖ Meditation: Before starting the regular classes, five minutes are dedicated for the meditation/ prayer.
❖ Simple form of Yoga – deep breathing exercise is encouraged before starting teaching sessions.

2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline?

Yoga/Meditation are taught to the students in the value added program to practice for self-discipline

2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff?

❖ Providing facilities like wheel chair, stretcher, and lift for easy movement as required.
❖ Free medical Check-up Is given in our parent hospital
❖ Personal attendant is allowed.
❖ Lift/Elevator facility is available in the institution for easy movement
❖ Ambulance facility is available at parent hospital

2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings /focused group discussion / additional training measures etc.?

❖ Mentorship is practiced in all the departments which help to monitor student's academic and personal performance on continuous basis. As Appropriate, counseling is given by the concerned mentor.
❖ Each class has two staff advisors who cater to the academic and personal wellbeing of the students.

2.3 Teaching-Learning Process
2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as

Teaching-Learning Process	Institution steps
Academic calendar	Associate dean academic monitors the effective conduct of the teaching – learning processes. Associate dean exams monitor the effective planning and implementation of exam schedules. Academic calendar of the RGUHS complied Before the program begins. The HODs' jointly plan the classroom and clinical teaching activities with the concurrence of the Dean & Principal. Calendar of events for the year for the college is prepared Calendar of events for the year for departments is prepared College time table is prepared by the committee Department time table is prepared Teacher and topic time table in each department is maintained.

Master plan	Master plan for the theory classes and clinical postings are prepared for each program.
Teaching plan	Teacher and topic time table for the year in each department is prepared at faculty meetings and approved by the Dean & Principal.
Rotation Plan	The students are rotated among the departments for theory and clinical teaching & learning. In the clinical area for teaching and clinical practice teacher: student ratio of 1: 5- 10 is maintained. Students get 1-2 rotation in individual clinical area as per rotation plan.
Teaching plan	Teacher and topic time table for the year in each department is prepared at the faculty meetings and approved by the Dean & Principal.
Rotation Plan	The students are rotated among the departments for theory and clinical teaching & learning. In the clinical area for teaching and clinical practice the teacher: student ratio of 1: 5- 10 is maintained. Students get 1-2 rotation in individual clinical area as per rotation plan
Course plan, Unit plan	Course plan and unit plan are prepared for each subject and approved by the Dean & Principal.
Evaluation blue print	As per the pre planned schedule of tests, assignments and clinical / practicals: Formative evaluation- Theory: By minimum of three tests and two assignments, for each subject as per the RGUHS exam pattern. Clinical evaluation- By Case study, care plan, procedures, drug presentation, nursing rounds, ward teaching, health education, viva-voce, model practical examination. The students are given feedback regarding their performance. Improvement test is also given for poor performers. Model examination for each subject as per the RGUHS exam pattern is conducted before the university examination and performance is evaluated. Summative evaluation is done by the RGUHS through annual examination.
Outpatient teaching	Minimum of 5- 10 students are posted in individual OPDS. Duration of posting is as per rotation plan and requirements of RGUHS.
In patient teaching	Minimum of 5- 10 students are posted in each ward. Duration of posting is planned as per requirements of RGUHS. Students carry out various clinical assignments as per log book and curriculum.
Clinical teaching	Is carried out daily during the clinical posting in the form of bed side presentation, demonstration of procedures, incidental teaching, case study, drug study.

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Teaching in the community	Rural And urban postings are planned. Posting includes activities like Survey, home visit, health education, health camps, family case study, field visits.

2.3.2 Does the institution provides course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Bachelor of Nursing Course (Basic)

Course Details: The course is affiliated to the Rajiv Gandhi University of Health Sciences and recognized by the government of Karnataka, Karnataka Nursing Council & Indian nursing council. This is structured over 4 years.

Bachelor of Nursing Course (Basic) Objectives of study:

1. Apply knowledge from physical, biological, and behavioral sciences, medicine including alternative systems and providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life style and other factors, which affect health of individuals and groups.
3. Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
4. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care
5. Utilize the latest trends and technology in providing health care
6. Provide promotive, preventive and restorative health services in line with the national health policies and programmes
7. Practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and teamwork.
9. Demonstrate skills in teaching to individuals and groups in clinical/community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical/community health settings.
12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care
13. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

The programme is designed: To provide balance of professional and general education and to enable a student to become a professional nurse practitioner who has self - direction and is a responsible citizen.

Graduates of programme are prepared for beginning level positions in community and institutional nursing service; and have the foundation for continuing professional development and for post-graduate study in nursing.

Course of Study: The course of study leading to bachelor of Nursing (Basic) degree comprises of 4 academic years. A candidate shall undergo the course of instruction in the following subjects:

B. Sc Nursing

Subjects		Theory Hours	Practical Hours	Hours
	1st 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
	3rd 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
	4th 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.

Course Post Basic B.Sc in Nursing or B.Sc Nursing (Post Basic)

Duration of study: The course of study shall be for two academic years from the date of commencement of term noticed by the university.

Medium of instruction: English shall be the medium for the course as well as the examination.
Course of study: Candidates shall undergo course of instruction in the subjects mentioned.
Course Objectives:
1. Assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to health of individuals, families and communities.
2. Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
3. Participate as members of health term in the promotive, preventive, curative and restorative health care delivery system of the country.
4. Demonstrate skills in communication and interpersonal relationship.
5. Demonstrate leadership qualities and decision-making abilities in various situations.
6. Demonstrate skills in teaching to individuals and groups community health settings.
7. Demonstrate managerial skills in community health settings.
8. Practice ethical values in their personal and professional life.
9. Practice in research activities and utilize research findings in improving nursing practice.
10. Recognize the need for continued learning for their personal and professional development.

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Table – I Subjects and Teaching Hours.

Subjects		Theory Hours	Practical Hours
	1st 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

Note: For teaching of Kannada & Constitution separate syllabi given vide university letterNo.UA/Miscellaneous59/2001-2012 dated 16.7.2002, 10.12.2002 and UA/Misc-63/2002-2003 dated 28.10.2002 respectively.

Subjects		Theory Hours	Practical Hours
	2nd Year		
10	Sociology	60	
11	Community Health Nursing	60	240
12	Mental Health nursing	60	240
13	Introduction to Nursing Education	60	75
14	Introduction to Nursing Administration	60	180
15	Introduction to Nursing Research & Statistics	45	120
	Total	345	855

Note:
1. Teaching of Anatomy, Physiology, Pharmacology and Pathology will be integrated with clinical subjects.
2. English is a qualifying subject
3. Introductions to Nursing Research and Statistics is a subsidiary subject

Table – II Distribution of subjects, duration and marks.

I Year		Duration Hrs	Internal Assessment	University Examination	Total Marks
Theory Paper / Subjects					
1	Nursing Foundation	2	15	35	50
2	Nutrition & Dietetics	2	15	35	50
3	Biochemistry & Biophysics	3	25	75	100
4	Psychology	3	25	75	100
5	Microbiology	3	25	75	100
6	Maternal Nursing	3	25	75	100

7	Child health Nursing	3	25	75	100
8	Medical & Surgical Nursing	3	25	75	100
9	English (Qualifying) *				
Practical					
1	Medical & Surgical Nursing		50	50	100
2	Maternal Nursing		50	50	100
3	Child health Nursing		50	50	100
II Year		**Duration Hrs**	**Internal Assessment**	**University Examination**	**Total Marks**
Theory Paper / Subjects					
1	Sociology	3	25	75	100
2	Community Health Nursing	3	25	75	100
3	Mental Health Nursing	3	25	75	100
4	Introduction to Nursing education	3	25	75	100
5	Introduction to Nursing administration	3	25	75	100
6	Introduction to Nursing Research & Statistics	2	50		50
Practical					
1	Community Health Nursing		50	50	50
2	Mental Health Nursing		50	50	100
3	Research Project **		50	50	100

* English is qualifying subject

** Respective college will conduct the Examination for subjects. It will not be University Examination

Scheme of Examination

I B.Sc. Nursing

Subject	Theory	Viva	I.A	Practical	I.A	Total marks
English	75	--	25			100
Anatomy & Physiology	75		25			100
Nutrition & Biochemistry	75		25			100
Nursing foundation	75		25	100	100	300
Psychology	75		25			100
Microbiology	75		25			100
Introduction to computers	75		25			100
Kannada	75		25			100

II B.Sc. Nursing

Subject	Theory	Viva	I.A	Practical	I.A	Total marks
Sociology	75	--	25			100
Pharmacology , Pathology, Genetics	75		25			100
Medical surgical nursing-I	75		25	100	100	300
Community health nursing-I	75		25	100	100	300
Communication & education technology	75		25			100

III B.Sc. Nursing

Subject	Theory	Viva	I.A	Practical	I.A	Total marks
Child health nursing	75	--	25	50	50	100
Mental health nursing	75		25	50	50	100
Medical surgical nursing-II	75		25	50	50	100

IV B.Sc. Nursing

Subject	Theory	Viva	I.A	Practical	I.A	Total marks
Midwifery & obstetrical nursing-II	75	--	25	50	50	100
Community health nursing-II	75		25	50	50	100
Nursing Research & Statistics	75		25			100
Management of Nursing services and education	75		25			100

M.Sc Nursing: AIM:
The aim of the postgraduate program in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings.

OBJECTIVES: On Completion of the two years M. Sc Nursing programme, the graduate will be able to:

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

Branch/Specialty:

Candidates may choose any one of the branches at the time of admission.

Branch 1:   Medical Surgical Nursing
Branch 2:   Community Health Nursing
Branch 3:   Pediatric Nursing
Branch 4:   Obstetrics and Gynecological nursing
Branch 5:   Psychiatric Nursing

Duration: Duration of the course is 2 years for M.Sc. (N)

Vacation	4 weeks
Examination	2 weeks
Gazetted holidays	3 weeks
Total weeks available	43 weeks
40 hours per week	1720 hours
Total hours for 2 years	**3440 hours**

COURSE OF INSTRUCTION:

Subjects	Theory (hrs)	Practical (hrs)
I YEAR		
Nursing Education	150	150
Advance Nursing Practice	150	200
Nursing Research & Statistics	15	100
*Clinical Specialty – I	150	650
Self Study / Library		50
TOTAL	**600**	**1150**

Subjects	Theory (hrs)	Practical (hrs)
II YEAR		
Nursing Management	150	150
Nursing Research (Dissertation)		300
*Clinical Specialty – II	150	950
TOTAL	**300**	**1400**

Educational visit 2 Weeks

* Clinical Specialty – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nursing, Gastro Enterology Nursing), Obstetric & Gynecological Nursing, Child Health (Pediatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc

Scheme of Examination: **FIRST YEAR**

Sl. No.	Subjects	Theory			Practical		
		Hours	Internal	External	Hours	Internal	External
1.	Nursing Education	3	20	80		50	50

2.	Advance nursing practice	3	20	80			
3.	Nursing Research and Statistics	3	20	80			
4.	Clinical Specialty-I	3	20	80		100	100
	Total		80	300		150	150

SECOND YEAR

Sl. No.	Subjects	Theory			Practical		
		Hours	Internal	External	Hours	Internal	External
1.	Nursing Management	3	20	80			
2.	Dissertation & Viva					100	100
3.	Clinical Specialty-II	3	20	80		100	100
	Total		40	160		200	200

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80 % attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100 % attendance in each of the practical areas before award of degree.
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidates fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum attempts permitted for each paper is 3 including first attempt.
7. The maximum period to complete the course successfully should not exceed 3 (three) years.
8. A candidate failing in more than two subjects will not be promoted to the II Year.
9. No candidate shall be admitted to the subsequent II Year Examination unless the candidate has passed the Ist Year examination.
10. Maximum number of candidates for all practical Examination should not exceed 10 per day.
11. Provision of Supplementary Examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One Internal and one external examiner (outside the university) should jointly conduct practical examination for each student.
14. An examiner should be M.Sc Nursing in concerned subject and have minimum of 3 (three) years post graduate teaching experience.
15. One internal and one external examiner (outside the university) should evaluate dissertation and jointly conduct viva-voce for each student.
16. For Dissertation Internal examiner should be the guide and external examiner should be nursing faculty/nursing expert in the same clinical specialty holding Ph.D/M.Phil/M.Sc Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

2.3.3 Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

No, the institution has not faced any challenges in completing the curriculum within the stipulated time frame and calendar. The academic ambience in the constituent colleges is conducive to learning.   The faculties appointed are talented and dedicated to their work. The attrition rate is quite low and therefore the teachers have stability of tenure.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management

The learning is student centric in all the departments in the college. List of participatory learning activities adopted by the faculty are following:

- Use of ICT, e-learning, power point presentations, virtual learning, and computer assisted learning   and labs for skill training for teaching and learning process.
- Wi-Fi Campus in the institution, question bank, English and computer labs enables the participatory student learning.
- Periodical exposure of students to seminars, workshops, guest lectures and conferences, personality development lectures, research projects/ dissertation, continuing nursing education.
- Problem based learning,
- Observing and practicing procedures, bedside clinics, hands on experience to each student are given by exposing them to clinical areas to assist / perform   procedures.
- Community health postings, participation in national health programs, visits to various institutions, field visits, enable the participatory student learning.
- Regular student nurses   sports and cultural events, NSS activities, Extended outreach programs also enable participatory student learning.

2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?

 Experts / people of eminence are invited as resource persons, experts for workshops, continuing education programs and guest lecturers to augment teaching-learning activities

2.3.6 Does the institution formally encourage learning by using e-learning resources? Yes.

The IT revolution has opened doors to the world at our fingertips. Learning has moved away from books to e-learning. New Discoveries and inventions are served in a Blink to Oxfordites.

Our College has a well-equipped centralized computer Laboratory to cater to the students and the faculty. Excellent state-of- art laboratories are set up in the college.   More than 100 Computers connected on LAN Microsoft campus agreement, Wi-Fi facility connecting administrative and Hostel Blocks, Helinet Online Medical database- 12000 Online Journals are available. All these are accessible free within the campus at no cost. The college also has the latest versions of scientific and technical software and training kits etc, for the students of different branches.

2.3.7 What are the technologies and facilities such as virtual laboratories-learning and open educational resources used by the faculty for effective teaching?

- Computers along with LCD projectors for lecture classes and seminars.
- Over head projectors.
- PowerPoint projection for audio visual teaching
- Internet based teaching
- High speed Internet connectivity across the campus enables access of open e-resources, free journals, e-books etc., to the students / staff.

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➢ The institution has mannequins and models, on which the students can practice therapeutic procedures before carrying out actual procedures.

➢ College is a member of HELINET Consortium of RGUHS (Rajiv Gandhi University of Health Sciences), since 2004-2005, HELINET is a Health Sciences information network which enables our members of faculty and students to have quick and easy access to   e- resource.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes?

The college orients the students to using open sources. The central library keeps track of the trends in the open source and provides the required technical assistance in using the same.

2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?

➢ The institution has installed Wi-Fi connectivity and high speed (12Mbps) broad band Internet facility in the college and the students can access information beyond class hours too.

➢ The hostels are provided with internet facilities and are used for information access and download.

➢ 750 KVA electricity back-up facility is available.

➢ A digital library which is set up using hi-end systems supported with high speed Internet connectivity (12Mbps) also plays a very important role in augmenting the material required for the class room lectures.

➢ Reprographic facility is available in the central library that augments the overall teaching learning process.

2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Yes, the Institution provides counselors / mentors / advisors for each group of the students for giving academic and personal guidance. Tutorial is an integral part of the internal assessment and for this purpose; the students are grouped into small batches. Each such batch is mentored by the senior teacher who also acts like their academic advisor and if required, gives them academic and personal guidance. These mentors are always available for continuous counseling and guidance to the students.

2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Innovation in teaching to improve learning:

➢ ICT enabled teaching, power point presentations, institutional visits, projects, seminars, case studies, use of digital library etc.

➢ Tutorials and interactive small-group learning at the clinical.

➢ Laboratory based practicals, demonstrations and field visits.

➢ Experiential learning in the form of clinical postings.

- Hands-on experiential learning practices like assisting in outpatient, inpatient care, assisting in medical and surgical, OBG, pediatric procedures and assisting in laboratory procedures.
- Small-group learning experiences like departmental seminars, case conferences and journal club presentations constitute the "classroom" component of the learning experiences in post-graduate courses.

2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?

- Institution organizes workshops, conferences, paper presentation, seminar, poster competition to develop creativity and critical thinking among the students.
- The Institution encourages and guides the students to participate in the workshops, conferences, paper presentation, seminar, poster competitions organized by other Institutes and Universities.
- The students are encouraged to conduct a research project in the community on major health issues and needs of the community.
- Students are encouraged to publish articles in the college magazine.
- Students are involved in organizing National / International Conferences, Workshops, Seminars and Symposiums so that they get awareness about the importance of such activities in the college.

2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?

Research projects are mandatory for both the UG/ PG (Dissertation), students under the guidance of a faculty/ guide.

Number of projects executed within the institution

Students Research Projects (dissertations) are mandatory for postgraduate students and is prepared under the guidance of a faculty. So far around 227 student projects have been executed within the college.

* Names of external institutions for student project work

- Indira Gandhi Institute of Child Health
- Bangalore Hospital
- Municipal corporation Hospital
- Vanivilas Hospital
- Fortis Hospital
- Jayadeva Hospital
- Old age homes, Schools and Colleges
- Yoga centres
- HIV rehabilitation centres
- Karunashraya Hospice
- Community Begur, Chandapura PHCs.

* Role of faculty in facilitating such projects

- The Post graduate faculty guides the students for research project.
- Both UG and PG students are guided by the respective Guides/ Co-guides.

2.3.14 Does the institution have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes. The number and qualification of the teaching staff is as per the norms of the Indian Nursing Council. Eminent experts, Guest lecturers from other Institutions; both national and international, are invited to give the students an extensive knowledge of the subject to make them better professionals.

2.3.15 How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the institution for such efforts?

Faculty makes use of Laptop, Internet (Wi-Fi), digital library and online journals to download lectures and study materials & images from internet.

Faculty makes use of PowerPoint presentation through LCD projector and Over Head Projector (OHP) to present the content in the syllabus.

Faculty prepares solved question bank for the students.

Faculty makes use of collaborative learning and active learning.

Facilities available in the institution for such efforts:

➢ The institution has installed Wi-Fi connectivity and high speed (12Mbps) broad band Internet facility in the college and the students can access information beyond class hours too.
➢ The hostels are provided with internet facility that is used for information access and download.
➢ 750 KVA electricity back-up facility is available.
➢ A digital library which is set up using hi-end systems supported with high speed Internet connectivity (12Mbps), also plays a very important role in augmenting the material required for the class room lectures.
➢ Reprographic facility available in the central library also augments the overall teaching learning process.

2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes, the institution has a mechanism for the evaluation of teachers by the students / alumni. Student's feedback on teachers in the specifically designed feedback forms on the five point Likert scale are used for the purpose. Such feedback is made available to the respective faculty members to self-analyze their strengths and weaknesses in their teaching roles. Following such self-analysis, the faculty members discuss their feedback with the Departmental Heads to identify areas which they need to improve in and plan corrective measures to improve their teaching. Such a practice has been adopted as it provides for a self- initiated quality improvement exercise with adequate confidentiality.

2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.

No

2.3.18 Does the institution utilize any of the following innovations in its teaching learning processes?

* ICT enabled flexible teaching system.

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- ❖ Lecture classes are arranged in ICT modules
- ❖ Students are guided to prepare presentation and to gather relevant information

* Reflective learning.
- ❖ Clinical diary, Case studies, seminars, projects, tutorials, dissertation

* Simulations
- ❖ In the departmental skill labs simulations are practiced

* Evidence based medicine.
- ❖ Is taught in the curriculum. Students are trained in acquiring, appraising and applying research evidence into practices.

* Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.
- ❖ By demonstration of procedures, case study presentation and nursing rounds.

* Problem based learning (PBL).
- ❖ All departments have implemented PBL. Students are given an opportunity to present the case to the faculty.

* Student assisted teaching (SAT).
* Self directed learning and skills development (SDL).
- ❖ Case studies, demonstrations, skill practice in the labs, seminars, projects, tutorials, dissertation

* Medical humanities. Part of curriculum.
* Drug and poison information assistance centre.
- ❖ Part of curriculum

* Ayurveda, Yoga, Yoga therapy Naturopathy practices, social and spiritual healing:
- ❖ Taught in the curriculum.

2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel? Is it used for teaching-learning process? Yes. It is available in the parent hospital. Students are given orientation during their posting in the hospital.

2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients?
Yes. The nursing students are involved in maintaining the nurse's notes, medication records, vital sign record and nursing care plan.

2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?
Faculty and students make use of internet facilities and videos of clinical cases are down loaded for teaching-learning processes.

2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?
No, the institution does not perform any medico legal/post mortem procedures, as it is not prescribed in the curriculum of the courses offered.

2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students?
Yes. The hospitals where we take clinical training have drug and poison information centre. Students are given orientation during their posting in the hospital.

2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention

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through Yoga/Promotion of positive health/Well equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc.?

Clinical pharmacy facility and drug information centre are available.

The institution offers health promotion programs such as yoga, and other preventive programs.

2.3.25 Laboratories / Diagnostics

* How is the student`s learning process in the laboratories / diagnostics monitored?

Teaching, demonstration of procedures is done in the laboratories. Return demonstration of procedures is done by the student and evaluated by teacher using a checklist.

*Provide the laboratory time table (for the different courses).

Student staff ratio in the laboratories / diagnostics.

Labs	Student-Staff Ratio
Fundamentals of Nursing	5 : 1
OBG	5: 1
Pediatric	5 : 1
Community	10 : 1
Psychiatric(Mental health)	10 : 1

2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfill learning objectives?

The students carry out procedures / observe, assist in clinical cases with assistance from faculty as per the requirements in the log book.

2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?

The institution offers information to the patients on complementary therapies like diet and nutrition, naturopathy, yoga, etc as applicable by way of health education both to the inpatients and out patients.

2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?

The faculty use case study, clinical presentation, bed side teaching, nursing rounds, demonstration and incidental teaching to enhance clinical teaching.

2.3.29 Do students maintain log books of their teaching-learning activities?

Yes, the students have a log book prescribed by the university, with requirements and procedures to be completed in every program for every specialty, the students are required to complete all the procedures under the supervision of the faculty in order to be eligible to appear for the university practical examination.

2.3.30 Is there a structured mechanism for post graduate teaching-learning process?

Yes the students complete the requirements as per the master plan and the teaching learning takes place as per the prescribed requirements in the university syllabus, both theory and practical hours are allotted in the annual academic master plan, accordingly, the students complete the requirements.

2.3.31 Provide the following details about each of the teaching programs:

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* Number of didactic lectures

SUBJECTS	LECTURE HOURS
1. English	60+60
2. Kannada	30
3. Anatomy	60
4. Physiology	60
5. Nutrition	60+30
6. Biochemistry	30+60
7. Nursing foundation	265+45
8. Psychology	60+60
9. Microbiology	60+60
10. Introduction to computers	45
11. Sociology	60 +60
12. Pharmacology	45
13. Pathology	30
14. Genetics	15
15. Medical surgical nursing-	210+120+150+90
16. Community health nursing	90+90+150+60
17. Communication & education technology	60
18. Child health nursing	90+150+60
19. Mental health nursing	90+150+60
20. Midwifery & obstetrical nursing-	90+150+60
21. Nursing research & Statistics	45+150+45
22. Management of nursing services & Education	60+60
23. Nursing education	150+60
24. Advanced nursing practice	150

* Number of students in each batch

PROGRAM	BATCH	NO. OF STUDENTS
B.Sc. Nursing	I YEAR	14
	II YEAR	19
	III YEAR	23
	IV YEAR	22
PB B.Sc. Nursing	I YEAR	17
	II YEAR	43
M.Sc. Nursing	I YEAR	06
	II YEAR	16

* Number of rotations:

Each student gets 1-2 rotation in a specific clinical area (e.g OPD/ward/OT etc/ICU) clinical area in respective specialty as per clinical rotation plans. Number of students in   each batch of clinical rotation   is 5 for UG and 1 for PG.

* Details of student case study / drug study

PROGRAM	BATCH	NO. OF CASE STUDY	NO. OF DRUG STUDY

B.Sc. Nursing	I YEAR	2	14
	II YEAR	38	19
	III YEAR	184	92
	IV YEAR	220	88
PB B.Sc. Nursing	I YEAR	102	41
	II YEAR	172	43
M.Sc. Nursing	I YEAR	34	6
	II YEAR	74	16

* Nursing Care Conference (NCC)

PROGRAM	BATCH	NO. OF NURSING CARE CONFERENCE
B.Sc. Nursing	I YEAR	42
	II YEAR	133
	III YEAR	276
	IV YEAR	352
PB B.Sc. Nursing	I YEAR	153
	II YEAR	301
M.Sc. Nursing	I YEAR	150
	II YEAR	400

* Number of medical / dental procedures that the students get to see

PROGRAM	BATCH	NO. OF NURSING PROCEDURES OBSERVED	FON	MSN	PAED	PSY	OBG	CHN
B.Sc. Nursing	I YEAR	160	160	--	--	--	--	--
	II YEAR	118	--	92	--	--	--	26
	III YEAR	216	--	59	22	29	106	--
	IV YEAR	95	--	--	--	--	68	27
PB B.Sc. Nursing	I YEAR	279	--	151	22	--	174	--
	II YEAR	82	--	--	--	29	--	53
M.Sc. Nursing	I YEAR	186	--	70	30	21	30	35
	II YEAR	272	--	67	80	24	71	30

* Mannequins / Simulation / skills laboratory for student teaching

The institution has different laboratories for each department where the preclinical students practice their skills. Each laboratory is well equipped with mannequins, articles and equipments to help in effective learning.

LABS	Mannequins	Articles
Fundamentals of Nursing	6	238
Nutrition	0	318
OBG nursing	0	65
Pediatric nursing	1	104
Community health nursing	0	49
Psychiatric (Mental health) nursing	0	07

* Number of students inside the operation rooms at a given time

During the clinical postings of different specialties, at a time maximum of three students are posted in the operation theatre to ensure effective learning.

* Average number of procedures in the ORs per week, month and year (The Oxford Medical college, Hospital and Research center)

Per week	12	36
Per month	50	150
Per year	822	2158

* Autopsy / Post-mortem facility
So far the institution does not have any facility for autopsy/postmortem; the parent hospital will soon be establishing a Post mortem/Autopsy facility.

2.4 Teacher Quality

2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?
The institution has taken conscious and continued efforts in planning and managing the human resource to meet the changing requirements of the curriculum. The institution focuses on the qualitative improvement of the faculty, by encouraging and enabling faculty to
- ❖ Attend academic programs including CNE / training programs of similar type
- ❖ Attend National/international workshops/seminars/conferences etc
- ❖ Undertake consultancy assignments
- ❖ Carry out research, publish papers in scholarly journals
- ❖ Obtain research grants from national and international agencies and
- ❖ Teach and guide students in Postgraduate.

2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise)

Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State	% of faculty from other countries
Medical Surgical Nursing	12%	25%	50%	13%
OBG Nursing	_	17%	66%	17%
Pediatric Nursing	14%	57%	29%	_
Community Health Nursing	25%	50%	_	25%
Psychiatric Nursing	25%	50%	--	25%

2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study? How many faculty members were appointed to teach new programs during the last four years?
No faculties are appointed for new programs since the institution has not started any new programs.

2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution?

No Visiting Professors are on the rolls of the institution. However eminent national and international faculties participate in workshops/ conferences.

Sl. No	Date	Faculty	Topic
1	09-03-2013	Dr.Lalitha Principal, HOD of Psychiatric Nursing NIMHANS Bangalore	Down's Syndrome
2	11-05-13	Dr. Suresh	Avashyya Noni - Herbal
3	23-02 2013	Mr. Jewel Abraham Valparaiso University USA	Clinical Stimulation Skills
4	10-01- 2014	Cathy Buis Clinical Manager Niagra College, Canada	Ethics in Every day Practice

2.4.5 What policies/systems are in place to academically recharge and rejuvenate teachers? (e.g.providing research grants, study leave, nomination to national / international conferences/seminars,in-service training, organizingnational/international conferences etc.)

❖ The institution regularly conducts workshops/ continuing education programs, to update professional knowledge and skills.
❖ The college helps the researcher to avail grant from funding agencies.
❖ The R&D Cell is headed by a senior professor and the Cell is responsible for assisting the faculty and student researchers in initiating, facilitating and completing the research.
❖ The college has also established a CNE cell which conducts teaching-learning training and soft skills programs.
❖ Faculty is given study leave to pursue higher study.
❖ Faculty is given encouragement and support for research and academic publications.
❖ Faculty is encouraged to go for conferences and workshop.
❖ Institute gives incentives for Teachers who obtain research grants from various funding agencies.
❖ Institute relieves faculty and offers them Official Duty for Post-graduation and PhD. programmes.
❖ Institute reimburses membership fee for eligible faculty for obtaining memberships of professional organizations.
❖ Institute has provided desktop with Internet facility to senior faculty.
❖ Institute sponsors faculty for seminar, conferences, workshops, symposiums.
❖ Institute organizes International/National Conferences.

2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

No Faculty has received any awards. But some of the faculties are recognized by other Institutions as they call them for expert lectures, resource person for workshop and conferences

S.No	Names	Topic	Beneficiaries

1.	Dr. Thilagavathy Ganapathy	Futuristic Nursing : Vision for A Promising Tomorrow	St. Philomena's College of Nursing
2.	Dr. Thilagavathy Ganapathy	Autonomous Midwifery	Society of Community Health Nursing, India
3.	Dr. Thilagavathy Ganapathy	Current Trends in OBG Nursing	SJB CON
4.	Dr. Thilagavathy Ganapathy	Qualitative & Quantitative research Design	Dayanda Sagar College of Nursing

2.4.7 How many faculty underwent professional development programs during the last four years? (Add any other program if necessary).

Faculty Development Programs	Number of faculty attended
Induction programs	29
Re-orientation programs	29
Refresher courses	3
Capacity building programs	--
Programs by regulatory / apex bodies	10

2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

Curriculum : The college has curriculum committee which periodically assesses the curriculum implementation strategy. The College has experienced and qualified staff to handle the curriculum effectively. HOD calls for the meetings with the faculty members to brief & explain the new syllabus & devise methods to empower the teachers to handle the new syllabus

Teaching learning methods/approaches : The college organizes programmes to encourage teachers to prepare computer aided teaching / learning materials. The college also supports by providing infrastructural facility. The Heads of the department of the College regularly organizes training programs for faculties to make them aware of the latest developments in the technology, there by empowering the teachers to improve their teaching methods. Feedback is taken from students and improvisation is done to reform teaching learning methods.

Teaching learning material development, selection and use : Faculty is given free access to internet which helps them to traverse through sea of learning materials. The college has a well-stocked library containing both reference and text books of various subjects. Further, attending and organizing seminars, symposiums and workshops also help the faculty in developing the course material

Examination Reforms: Faculty of the college attended a workshop conducted by RGUHS on examination reform with regards to question paper setting and paper evaluation.

Content/knowledge management : In the area of Content / Knowledge management system our faculties are deputed for National & International seminars / Field visits and also train the trainer programs which help largely to update their knowledge & skills. Special programs & visits are organized for faculties of new projects in the respective areas to acquire emerging trends

Selection, development and use of enrichment materials and value added course: The college organizes seminars, workshops, disseminating workshops, so as to enrich all practices and aspects of teaching and learning process. Further the faculty have been deputed as a resource

person to other institutions, presenting paper in leading national and other conferences. Newly inducted faculty will be given orientation program by the HODs of various departments which enable to enrich the knowledge of new faculty.

2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?

Retention Strategies

❖ Institute has standard policies / norms for increments and promotions.
❖ Institute has policies for sponsoring faculty for higher studies.
❖ Institute deputes faculty with financial assistance to attend National / International conferences, workshops, seminars, symposiums etc.,
❖ Maternity Leave is sanctioned to eligible faculty as per Institution norms.

2.4.10 Does the institution have a mechanism to encourage

* Mobility of faculty between institutions /universities for teaching/research?

* Faculty exchange programs with national and international bodies?

If yes, how have these schemes helped in enriching the quality of the faculty?

There is no faculty exchange programme. But the institution is working on developing guidelines for the faculty exchange program with various bodies.

2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.

The institution encourages all the faculty for taking up courses, higher studies, research projects for career advancement. The institution is preparing career advancement policy for the faculty.

2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?

Experienced Faculty of the PG institutes from Karnataka, Tamilnadu, Kerala, come to interact With our PG students

2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty?

Yes, the institution conducts workshops and short training programs for capacity building in their respective specialty. Our college also encourages faculty to attend programs and courses conducted by other institutions.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?

The stakeholders of the Institution – students, faculty members and even parents – are given general instructions regarding the evaluation method. Periodic instructions issued by the university are promptly communicated to the students and other members of the institution. Such instructions are read out in the classroom and copies of the same displayed on the notice board. Faculty members are entrusted with the duty of providing awareness among students about the same. Faculty is involved in the preparation of the progress report after the examination. Progress reports are sent to the parents for their signature and then returned to the faculty concerned. The marks scored in all Periodical I, II, III exams and Model exams are displayed usually on the departments notice boards and the internal marks for their final exams are also shown to them and they put their signature on the evaluation sheets through this way the institution ensure that all the stakeholders are aware of the evaluation processes that are in place.

2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.

Reforms are initiated by the University at the meetings of the Board of Studies and Board of Examination. The University has made following reforms in relation to the evaluation process:

❖ Multiple sets of question paper are set on each subject by different examiners
❖ Scrutiny of question papers is done by the senior examiner.
❖ Valuation of each answer script by two examiners (double evaluation) one internal and one external
❖ All answer books are coded and valued independently
❖ In cases where the difference of marks awarded by the two examiners is more than 16 marks, the same is sent for third valuation.
❖ Candidates have provision to look at their IA scripts and request for rectification of any errors in evaluation.
❖ Development of Question Bank.
❖ The pattern of questions in the university is modified as per the suggestions of Academicians.
❖ There is provision for students for re-totaling and re-evaluation at the University level.
❖ After the evaluation of the answer papers in the College internal examinations, the students are shown the papers to ensure proper evaluation
❖ A work shop on question paper setting strategy was conducted by the RGUHS as one of the steps for examination reform. The faculty of our college was deputed to attend the workshop.

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, email, etc.).

The average time taken by the University for Declaration of examination results is 3-4 months. Some time when there is more variation in 3th & 4th evaluation, it   takes 6weeks/15weeks to declare the result on the web site :http://www.rguhs.ac.in/results , No SMS, No email, etc.

2.5.4 How does the institution ensure transparency in the evaluation process?
❖ The evaluation process is brought to the notice of all faculty with detailed instructions to follow the procedure.
❖ The Principal monitors the process and appoints faculty for proper implementation.
❖ The marks of the students are displayed on the notice board. Any grievance of students with regard to marks and evaluation is dealt by faculty and principal.

2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?

The institution follows the guidelines set by RGUHS for conducting examination. CCTV cameras are set up in the examination hall. University appoints an observer to supervise the examination process. Apart from this a flying squad visits the exam centre. The theory and practical examination marks are entered online and the scripts are submitted to university each day after the completion of respective specialty exam.

2.5.6 Does the institution have an integrated examination platform for the following processes?

* Pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.

Yes the institution has integrated examination platform for pre examination process in accordance with the RGUHS regulations and norms.

- ❖ Time Table is sent by the university and displayed in the notice board.
- ❖ Hall ticket is approved by the university and issued by the chief superintendent for theory examination.
- ❖ Student list is generated, approved by university and given to chief superintendent.
- ❖ Invigilators and room superintendent are appointed for conducting and supervision of exams.
- ❖ An observer is appointed by the university to oversee the entire examination process.
- ❖ Flying squad is sent from the university to curb malpractice.
- ❖ Question paper is downloaded online 30 minutes before the exam and copies are made as per QP code and given at the start of exam.
- ❖ Any corrections in the question paper are also informed immediately online.

* Examination process – Examination material management, logistics, etc.

Yes. Examination process involves receiving and handling examination materials from RGUHS University, seating arrangements, distribution of question papers, proper packing up of answer, scripts and other logistics, such as capture of attendance and verification, with number of answer scripts, documentation of invigilation and other exam related process. The University exams are conducted in a centralized examination hall with 300 seating capacity, 2 surveillance camera with CCTV in each hall and chief superintendent's office.

* Post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc.

- ❖ Post examination involves coding of answer script which is done at RGUHS.
- ❖ Our institution has been theory evaluation centre for more than 10 years. Chief Superintendent appoints custodian and co-coordinators to carry out post examination evaluation process. The answer scripts are received, before valuation, coding is done. First valuation is done. Marks are entered online and the scripts are sent for second valuation to the next centre. From the second centre first valuated scripts are received for second valuation. There after scripts are sent to 3rd centre for third valuation after receiving the list of scripts with difference of marks from the university.
- ❖ Processing of results, preparation of ledger, result sheet and marks card of each student with certification of class/grade awarded, announcement of result, re-totaling, convocation, degree awarding, etc. is carried out at the level of RGUHS University.

2.5.7 Has the university / institution introduced any reforms in its evaluation process?

In an affiliated set up, evaluation process is centralized and outside the Institute.

- ❖ RGUHS from time to time has brought in several reforms in the process of evaluation.
- ❖ Institute provides feedback to the university from time to time on evaluation process based on the System adopted by other universities / colleges.

- ❖ Feedback from students and parents.
- ❖ Feedback from senior faculty who visits other universities / colleges for evaluation.

❖ Major evaluation reforms adopted by RGUHS very recently is the digital evaluation system and online delivery of question paper.

❖ Online entry of marks after theory evaluation and practical examination. This has speeded up the overall evaluation process and also publication of results.

2.5.8 What is the mechanism for redressal grievances with reference to examinations? Give details.

At college level

❖ Students are free to meet the concerned teacher.

❖ The College has a grievance committee for addressing students problems related to evaluation

❖ At the University level:

❖ Students can apply for re-totaling and re-valuation. The students can avail photo copy of their answer sheet. They can submit applications to registrar evaluation at RGUHS if they have any grievances with regard to evaluation

2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff?

Yes. Institution follows the RGUHS university guidelines. To curb any malpractice during practical exam two examiners (internal and external) are appointed in both UG and PG examination. For theory exams, an observer and flying squad is appointed by the university.

2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

The work of the Examination Division from admission to certification, the announcement of results, preparation of merit list of candidates, tabulation, result publication, marks cards etc are done at RGUHS level which is fully computerized.

2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:

* Compatibility of education objectives and learning methods with assessment principles, methods and practices.

Yes. The students and staff are made aware of the learning outcomes through orientation programmes and it is also stated in the syllabus.

* **Balance between formative and summative assessments.**

On completion of units formative assessments are done by individual teaching faculty by adopting various methods like tests, assignments, Sessional exams, quiz, oral viva-voce etc. Summative assessment is done by conducting model exam after completion of the curriculum requirements followed by annual university examination.

* Increasing objectivity in formative assessments.

Objectivity is maintained in the process of formative assessment by

1. Giving similar pattern of marking as that of RGUHS.
2. Answer keys are prepared before correction of papers
3. Evaluation criterion is followed for assessment of clinical skills

* Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.

- Sessional exams are conducted for theory evaluation.

- Clinical evaluation is done based on an objective clinical evaluation rating scale.

* Summative (theory / orals / clinical / practical).
- University examination is conducted as per RGUHS regulation.
- Theory exams are conducted as per the scheme of examination mentioned in the syllabus
- Practical examinations are conducted in the respective clinical setting.

* Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers.

Institution follows the university norms which prescribes Long Essay, Short Essay and short notes for UG students And Long and short Essay for PG students. College has question paper bank which students can avail from library.

* Objective Structured Clinical Examination (OSCE).

Yes. OSCE is used during formative assessment as one of the clinical evaluation method for students in the clinical laboratory.

* Objective Structured Practical Examination (OSPE).

Currently OSPE is not followed for university examination

* Any other.

2.5.12 Describe the methods of prevention of malpractice and mention the number of cases reported and how are they dealt with?

The institution follows the guidelines set by RGUHS University for conducting examination. CCTV cameras are set up in the examination hall. University appoints an observer to supervise the examination process. Apart from this a flying squad visits the exam centre.

The practical examination marks are entered online and the scripts are submitted to university each day after the completion of respective specialty exam.

Malpractice cases are dealt at university level by the malpractice committee and as per the policies of RGUHS.

2.6. Student Performance and Learning Outcomes

2.6.1 Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

- The college provides concessions to the students who had secured good percentage in +2 levels.
- College also provides fee concession to the students for the higher studies.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

- The teachers take extra care to overcome any difficulties with the students.
- Remedial class, class-room seminar, other associated activities are scheduled to expose the students to better learning.
- Facilitation of transition of training from supervised to independent responsibility.
- Providing additional inputs to attain and maintain competence in clinical management of persons with communicative impairments.
- Facilitation of the understanding of professional responsibilities and ethical practices.
- Promoting conduct and professional obligations at various teaching and clinical setting.

2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and staff are made aware of these?

Yes the institution have clearly stated learning outcome for its academic programs and the

staff and students are made aware of these through the ordinance books of respective programmes. Assessment is made through the University results and it is announced to the students by displaying in the notice board and individual student marks are entered in the respective profile .

2.6.3 How are the institution's teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The following schedule is implemented.

i) There are three unit test / sessional exam for each subject.

ii) There is a model examination, prior to the University Examination. The model examination marks are analyzed and students are given necessary advice.

iii) Each student is required to submit minimum of 2 assignments in each subject over a year. The marks of the best of the two assignments are taken for internal marks.

iv) Each student is exposed to class-room seminar on the topics of their learning. This helps them to organize their ideas and the presentation skill. Students are encouraged to develop their communication skill through class room seminars.

2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?

1. Assessment of the students by way of university results.

2 .Good students are awarded proficiency prize in the college.

3. Rank holders in the university are felicitated in the college annual function.

4. Campus Placement for the students is arranged.

Any other information regarding Teaching-Learning and Evaluation which the institution would like to include.

Innovation in teaching: All the faculties are trained in use of computers, internet and Audio visual aids.

Innovation in learning: In addition to classroom learning , learning   takes place throughout the academic calendar year viz: clinical postings,   performing specialty wise procedures, preclinical laboratory training, practical exam, student projects, seminars, interactive learning, continuing nursing education, PBL, integrated teaching, self directed learning through use of library, internet, journals, back volumes and tutorials, personality development skills, community interaction, participation in conferences and through co curricular activities. Continuous performance assessment is practiced in all subjects for UG and for PG through log book tracking and continuous performance assessment card.

Skill Programme: By National Skill Development Corporation (N.S.D.C) – Government of India and IL&FS Institute of Skills , Education Technology and Services.